

Year 10	T1	T2	Т3	T4	Т5	Т6
Content /	Paper 1 -	Paper 1 -	Paper 1 and 2 -	Paper 2 –	Paper 2 –	Paper 2 –
Topic for	Education:	Education:	Sociological	Crime and	Crime and	Crime and
Term	Marxist view on the role of education British education system, types of school available in the UK Educational policies: • vocational education • Education Reform Act 1988	educational policies: • marketization • New Labour 1997 Paper 1 and 2 - Sociological research methods: factors affecting choice of research methods, pilot studies, social surveys and questionnaires, interviews, ethical	research methods: longitudinal studies, observations, official statistics, other sources of quantitative secondary data, links between sociology, social problems and social policies	deviance: crime vs deviance, social order and social control, formal and informal rules, functionalist view of crime and deviance, Marxist view of crime and	deviance: subcultural theories of crime, sources on statistical data on crime, useful of crime statistics recorded by the police, problems with police - recorded crime statistics, social class and crime	deviance: gender and involvement in crime, relationships between gender, crime and poverty
		issues within research process		deviance		
Key	Paper 1 -	Paper 1 -	Paper 1 and 2 -	Paper 2 –	Paper 2 –	Paper 2 –
Knowledge	Education:	Education:	Sociological	Crime and	Crime and	Crime and
for acquisition,	What is the	How marketization	research methods:	deviance:	deviance:	deviance:
recall and	Marxist view on	influences	What are	What is meant by	What subcultural	What is the
application in	the role of	education?	longitudinal studies?	crime and deviance?	theories say about	relationship
assessment or exam	education in capitalist society?	How did New Labour develop educational policy after 1997?	How is participant observation used in sociological research?	When is an act seen as deviant?	causes of crime? What are the main sources on	between gender and involvement in crime?



How British	What are	What strengths and	What are the social	statistical data on	How do sociologists
education system	academies, free	limitations of	order and social	crime?	explain women's
is organised?	schools and	participant	control?	How useful are	increasing
What are the	selection by ability?	observation?	What is the	statistics on crime	involvement in
different types of		How is non-	difference between	recorded by the	crime?
school available in	Paper 1 and 2	participant	formal and informal	police?	Is there a link
the UK?	Sociological	observation used in	rules?	What other	between gender,
What are pros and	research methods:	sociological	How does	problems are there	crime and poverty?
cons of each type	How do sociologists	research?	functionalism	with police-	
of school?	go about their	What are official	explain crime and	recorded crime	
Educational	research?	statistics?	deviance?	statistics?	
policies:	What theoretical	What are	How does Merton	What is relationship	
What is vocational	factors affect choice	advantages and	explain crime and	between social class	
education?	of research	limitations of official		and crime?	
What key changes	method?	statistics?	How does feminism		
did Education	What is a pilot	What are other	explain crime and		
Reform Act 1988	study?	sources of	deviance?		
introduced?	How do sociologists	quantitative	How does Marxism		
	collect data	secondary data that	explain crime and		
	(introduction)?	are available to	deviance?		
	What are social	sociologists?	How does		
	surveys?	What are the links	interactionism		
	What are	between sociology,	explain crime and		
	advantages and	social problems and	deviance?		
	disadvantages of	social policies?			
	postal				
	questionnaires?				
	What are uses,				
	advantages and				
	limitations of				



		structured				
		interviews?				
		What types of interviews used in				
		qualitative				
		research?				
		What are strengths				
		and weaknesses of				
		in-depth interviews?				
		What are the uses,				
		advantages and				
		limitations of group				
		interviews?				
		What sort of ethical				
		issues arise during				
		research process?				
Key skills to	AO1: Demonstrate	AO1: Demonstrate	AO1: Demonstrate	AO1: Demonstrate	AO1: Demonstrate	AO1: Demonstrate
apply in	knowledge and	knowledge and	knowledge and	knowledge and	knowledge and	knowledge and
assessment	understanding of	understanding of	understanding of	understanding of	understanding of	understanding of
or exam	sociological	sociological	sociological	sociological	sociological	sociological
	theories, concepts,	theories, concepts,	theories, concepts,	theories, concepts,	theories, concepts,	theories, concepts,
	evidence and	evidence and	evidence and	evidence and	evidence and	evidence and
	methods.	methods.	methods.	methods.	methods.	methods.
	AO2: Apply	AO2: Apply	AO2: Apply	AO2: Apply	AO2: Apply	AO2: Apply
	knowledge and	knowledge and	knowledge and	knowledge and	knowledge and	knowledge and
	understanding of	understanding of	understanding of	understanding of	understanding of	understanding of
	sociological	sociological	sociological	sociological	sociological	sociological
	theories, concepts,	theories, concepts,	theories, concepts,	theories, concepts,	theories, concepts,	theories, concepts,



	evidence and	evidence and	evidence and	evidence and	evidence and	evidence and
	methods.	methods.	methods.	methods.	methods.	methods.
	AO3: Analyse and	AO3: Analyse and	AO3: Analyse and	AO3: Analyse and	AO3: Analyse and	AO3: Analyse and
	evaluate	evaluate	evaluate	evaluate	evaluate	evaluate sociological
	sociological	sociological	sociological	sociological	sociological	theories, concepts,
	theories, concepts,	theories, concepts,	theories, concepts,	theories, concepts,	theories, concepts,	evidence and
	evidence and	evidence and	evidence and	evidence and	evidence and	methods in order to
	methods in order	methods in order to	methods in order to	methods in order to	methods in order to	construct
	to construct	construct	construct	construct	construct	arguments, make
	arguments, make	arguments, make	arguments, make	arguments, make	arguments, make	judgements and
	judgements and	judgements and	judgements and	judgements and	judgements and	draw conclusions.
	draw conclusions.	draw conclusions.	draw conclusions.	draw conclusions.	draw conclusions.	
Title of	 Marxism and 	• Education policies	 Longitudinal 	• Functionalist view	 Subcultural 	Gender and crime
Knowledge	education	 PET issues 	studies	of crime and	theories	
Organiser	• British education	 Social surveys and 		deviance	 Police crime 	
	system	questionnaires	 Official statistics 	 Marxist view of 	statistics Social	
	 Types of school 	 Interviews 	 Sociology, social 	crime and	class and crime	
	 Education 		problems and	deviance		
	policies		social policies	 Feminist view of 		
				crime and		
				deviance		
				Interactionist view		
				of crime and		
				deviance		