

Year 10	T1	T2	T3	T4	T5	T6
Content / Topic for Term	Paper 1 - Education: Marxist view on the role of education British education system, types of school available in the UK Educational policies: <ul style="list-style-type: none"> • vocational education • Education Reform Act 1988 	Paper 1 - Education: educational policies: <ul style="list-style-type: none"> • 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 issues within research process	Paper 1 and 2 - Sociological research methods: longitudinal studies, observations, official statistics, other sources of quantitative secondary data, links between sociology, social problems and social policies	Paper 2 - Crime and 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, feminist view of crime and deviance, interactionist view of crime and deviance	Paper 2 - 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	Paper 2 - Crime and deviance: gender and involvement in crime, relationships between gender, crime and poverty
Key Knowledge for acquisition, recall and application in assessment or exam	Paper 1 - Education: What is the Marxist view on the role of education in capitalist society?	Paper 1 - Education: How marketization influences education? How did New Labour develop educational policy after 1997?	Paper 1 and 2 - Sociological research methods: What are longitudinal studies? How is participant observation used in sociological research?	Paper 2 - Crime and deviance: What is meant by crime and deviance? When is an act seen as deviant?	Paper 2 - Crime and deviance: What subcultural theories say about causes of crime? What are the main sources on	Paper 2 - Crime and deviance: What is the relationship between gender and involvement in crime?

	<p>How British education system is organised?</p> <p>What are the different types of school available in the UK?</p> <p>What are pros and cons of each type of school?</p> <p>Educational policies:</p> <p>What is vocational education?</p> <p>What key changes did Education Reform Act 1988 introduced?</p>	<p>What are academies, free schools and selection by ability?</p> <p>Paper 1 and 2 Sociological research methods:</p> <p>How do sociologists go about their research?</p> <p>What theoretical factors affect choice of research method?</p> <p>What is a pilot study?</p> <p>How do sociologists collect data (introduction)?</p> <p>What are social surveys?</p> <p>What are advantages and disadvantages of postal questionnaires?</p> <p>What are uses, advantages and limitations of</p>	<p>What strengths and limitations of participant observation?</p> <p>How is non-participant observation used in sociological research?</p> <p>What are official statistics?</p> <p>What are advantages and limitations of official statistics?</p> <p>What are other sources of quantitative secondary data that are available to sociologists?</p> <p>What are the links between sociology, social problems and social policies?</p>	<p>What are the social order and social control?</p> <p>What is the difference between formal and informal rules?</p> <p>How does functionalism explain crime and deviance?</p> <p>How does Merton explain crime and deviance?</p> <p>How does feminism explain crime and deviance?</p> <p>How does Marxism explain crime and deviance?</p> <p>How does interactionism explain crime and deviance?</p>	<p>statistical data on crime?</p> <p>How useful are statistics on crime recorded by the police?</p> <p>What other problems are there with police-recorded crime statistics?</p> <p>What is relationship between social class and crime?</p>	<p>How do sociologists explain women's increasing involvement in crime?</p> <p>Is there a link between gender, crime and poverty?</p>
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		<p>structured interviews?</p> <p>What types of interviews used in qualitative research?</p> <p>What are strengths and weaknesses of in-depth interviews?</p> <p>What are the uses, advantages and limitations of group interviews?</p> <p>What sort of ethical issues arise during research process?</p>				
Key skills to apply in assessment or exam	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts,</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts,</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts,</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts,</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts,</p>	<p>AO1: Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2: Apply knowledge and understanding of sociological theories, concepts,</p>

	evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.	evidence and methods. AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.
Title of Knowledge Organiser	<ul style="list-style-type: none"> • Marxism and education • British education system • Types of school • Education policies 	<ul style="list-style-type: none"> • Education policies • PET issues • Social surveys and questionnaires • Interviews 	<ul style="list-style-type: none"> • Longitudinal studies • Observations • Official statistics • Sociology, social problems and social policies 	<ul style="list-style-type: none"> • Functionalist view of crime and deviance • Marxist view of crime and deviance • Feminist view of crime and deviance • Interactionist view of crime and deviance 	<ul style="list-style-type: none"> • Subcultural theories • Police crime statistics Social class and crime 	<ul style="list-style-type: none"> • Gender and crime