



How progress is assessed	Controlled assessment plan at the end of each section	Controlled assessment plan at the end of each section	Controlled assessment plan at the end of each section	Controlled assessment plan at the end of each section
<b>Homework</b>	Revision cards for all perspective on crime. Complete essay question 'Applying material from Item B and your knowledge, evaluate' question in relation to gender (30 marks). Read Sociology Review article and summarise: Gender and white collar crime (Volume 22, issue 2). Make notes from BSA Discover Sociology on 'Crime statistics and ethnicity' Students complete 'Applying material from Item B and your knowledge, evaluate' question in relation to ethnicity (30 marks). Students plan an essay on 'Applying material from	Look at an 'Applying material from Item C and your knowledge, evaluate' question relating to policy (20 marks) – identify key terminology in the question Exam technique – plan an 'Applying material from Item C and your knowledge, evaluate' question relating to postmodernity (20 marks). Exam technique – plan an 'Applying material from Item C and your knowledge, evaluate' question relating to positivism and one on interpretivism (20 marks). Exam technique – look at how this could be	Complete booklets for Beliefs in Society – Tasks in booklets, wider reading an exam qu.	Complete booklets for Theories and Rm Tasks in booklets, wider reading an exam qu.
<b>Key Vocabulary/literacy opportunities</b>	Video clip: <b>KW: TED talks – Misha Glenny talk on cyber-crime.</b> Discussion of mods and rockers – create a story board to depict key stages. Students watch <b>KW: TED talk about McMafia.</b> Discussion of Khmer Rouge and possible state crime. Watch clip of <b>KW: waterboarding – Christopher Hitchens.</b> Keyword tests each week.	Discuss extension of knowledge for the 20 mark question for functionalism. Sociology.uk.net class clips on theory. Keyword tests each week. Writing frames for exam questions. Learning the exam method. Model answers	Keyword tests each week. Writing frames for exam questions. Learning the exam method. Model answers	Keyword tests each week. Writing frames for exam questions. Learning the exam method. Model answers
<b>Connected knowledge</b>	Connections to class, gender and ethnicity from Education unit. Research Methods runs through the whole of the course. Re-teach content	'Applying material from Item C and your knowledge, evaluate'. More work will be done here on demonstrating evaluation skills – knowledge should be developed already. Methods will have been covered in the first year as part of preparation for AS and the methods question in A-level Paper 1. This topic will be reviewed and discussed in more detail than covered previously and will look at more synoptic links with regards to methods. It will also develop students'		
<b>C &amp; C</b>	Link to all topics. All topics interlink.			
<b>Literacy</b>	Textbook and Core Material: Students are expected to engage with core textbooks, which form the backbone of the theoretical knowledge. These include foundational texts for understanding psychological and sociological theories, methods, and studies. <ul style="list-style-type: none"> <li>Reading Research Studies: Both subjects require students to read and analyze specific research studies and papers. For example, classic psychological experiments (e.g., Bandura, Milgram, Loftus) or sociological studies (e.g., Durkheim, Weber) are embedded into the curriculum.</li> <li>Extended Reading for Evaluation: Students are often encouraged to read beyond the textbook to understand critiques, contemporary research, and alternative viewpoints. This could include reading journal articles, case studies, or books</li> </ul>			
<b>SMSC</b>	Spiritual Development: <ul style="list-style-type: none"> <li>Religion and Society: Students explore the role of religion in shaping societies, examining how religious beliefs influence moral values, social structures, and personal identity. This can stimulate students' reflection on their own beliefs and values and those of others.</li> <li>Secularization and New Religious Movements: Discussions about secularization and the rise of alternative spiritual movements encourage students to think about the role of spirituality in modern life and the ways people seek meaning and purpose.</li> </ul> Moral Development: <ul style="list-style-type: none"> <li>Debates on Social Inequality: Sociology engages students in discussions about inequality, social justice, and human rights. Moral questions about fairness, justice, and the treatment of marginalized groups are central, helping students develop a sense of social responsibility and ethical awareness.</li> <li>Crime and Deviance: The study of criminal behavior and societal reactions to deviance encourages students to reflect on moral issues like punishment, rehabilitation, and the causes of criminality, fostering an understanding of the complexities of moral judgment.</li> </ul> Social Development: <ul style="list-style-type: none"> <li>Understanding Social Roles and Institutions: Sociology teaches students about the importance of family, education, and other social institutions in shaping individual and group behavior. This knowledge helps students navigate their own</li> </ul>			
<b>British Values</b>	Democracy: Sociology examines the role of democracy and power in society, particularly through discussions of political systems, power structures, and citizenship. Students explore how individuals can participate in democratic processes and the relationship between individuals and political institutions. <ul style="list-style-type: none"> <li>Rule of Law: The sociology of crime and deviance emphasizes the importance of the rule of law, exploring how legal systems operate, the relationship between individuals and institutions of control, and the social construction of laws. This is crucial in understanding social order and justice in a democratic society.</li> <li>Mutual Respect and Tolerance: Sociology explores diversity and multiculturalism, with units on family, religion, education, and ethnicity. Topics such as racism, sexism, class inequality, and social exclusion allow students to critically analyze</li> </ul>			

**Cultural Capital**

Awareness of Social Inequality and Cultural Diversity: Sociology exposes students to a wide range of social issues, including class, gender, race, and ethnicity. By understanding how societies function and how inequality is produced and maintained, students gain a richer understanding of the world and develop empathy for different social groups.

Study of Different Societies and Cultures: The study of family structures, education systems, and religious beliefs in different cultures fosters students' understanding of diversity and global perspectives. This builds their ability to navigate and appreciate cultural differences, an important aspect of cultural capital.

Historical and Contemporary Social Movements: Students learn about significant social movements (e.g., civil rights, feminism, LGBTQ+ rights), helping them understand the historical struggles for equality and how these movements have