



Year 13 Sociology Curriculum Overview

The Year 13 Sociology curriculum aims to continue to give students a deeper understanding of the society they live in and to be able to question what influences society and social groups over time. Students study the units of Beliefs in Society and Crime and Deviance where they unpick the patterns and trends within these institutions and delve deeper into why something is the way it is and not just accepting the status quo. Students will also study complete the unit of Theory & Methods where they will explore not only how society is researched using quantitative and qualitative research methods but how social order is society is achieved looking at a range of sociological theories. Students will have five lessons across the week. In the first autumn term all five lessons will focus on focus on Theory & Methods which make up the final question on Paper 1 and the final two questions on Paper 3. In the second autumn term three lessons per week will be focused on Paper 3: Crime & Deviance and two lessons on the second topic in Paper 2: Beliefs in Society. The personal skills we strive for students to continue to develop is to be critical thinkers and use the knowledge of how institutions function and transfer this knowledge to other institutions in society. Students will also be encouraged to develop their oracy skills throughout lessons and express their critical ideas using academic language. The academic skills developed by students throughout Yr 13 is to demonstrate knowledge and understanding of sociological concepts, evidence, sociological research methods. Students will also apply sociological theories, concepts, evidence and research methods to a range of issues. Students will be able to analyse and evaluate sociological theories, concepts and research methods in order to present arguments, make judgements and draw conclusions. Finally students will be able to apply material from different units in the course to further support and evaluate arguments in order to demonstrate the skills of synopticity which demonstrate students ability to connect together knowledge, understanding, skills from previous topics.

Length of Time	Outline:	Assessment/Teacher Feedback Opportunities:	Homework and Literacy resources:
Autumn 1	<p>Paper 1: Education with Theory & Methods & Paper 3: Crime & Deviance with Theory & Methods</p> <p>Topic 1: Quantitative Methods Students will know the main features and types of quantitative methods and sources of data including experiments, questionnaires, structured interviews and official statistics. They will be able to evaluate the practical, ethical and theoretical strengths and limitations of each of these methods and sources. Students will also be able to understand the usefulness of each of these methods in relation to wider issues of methodological and theoretical perspectives, science, values and objectivity.</p>	<p>The assessment framework is based on the following: Assessment outcome 1: Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • sociological theories • concepts • evidence • sociological research methods <p>Assessment outcome 2: Apply sociological theories, concepts, evidence and research methods to a range of issues.</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist)- Topics 1 & 2 Theories & Methods. • Assessment preparation for ten mark theory and methods questions. • Completed actions from ten mark question. <p>Optional homework & literacy resources: Skills Practice:</p> <ul style="list-style-type: none"> • Fortnightly question plan set from Theory & Methods- practice of accuracy of item interpretation, accuracy of knowledge and the demonstration of skills requirement for each

	<p>Topic 2: Qualitative Methods Students will know the main features and types of qualitative methods and sources of data including unstructured interviews, participant observation and documents. They will be able to evaluate the practical, ethical and theoretical strengths and limitations of each of these methods and sources. Students will also be able to understand the usefulness of each of these methods in relation to wider issues of methodological and theoretical perspectives, science, values and objectivity.</p> <p>Topic 10: Sociology and Social Policy Students will understand the difference between social problems and sociological problems. They will investigate the factors that may affect the extent to which sociology can influence social policy and know the main sociological perspectives on the relationship between sociology and social policy and the strengths and limitations of these.</p> <p>Paper 2: Topics in Sociology – Beliefs in Society Topic 1: Theories of Religion Students will understand different sociological definitions of religion. They will understand how different sociological theories explain the role and functions of religion and how religion contributes to social stability. Students will also evaluate different sociological definitions and theories of religion.</p> <p>Topic 6: Organisations, movements and members</p>	<p>Assessment outcome 3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:</p> <ul style="list-style-type: none"> • present arguments • make judgements • draw conclusions • <p>Students complete two, ten mark assessments from theories which uses the statement and command verbs of 'Outline and explain.'</p> <p>Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. This essay will requires students to also use the skills of synopticity bringing in both knowledge of consensus and conflict theories. The assessment is 30 minutes, no notes in timed conditions, and specific learner feedback to support the development of these skills to action.</p>	<p>question- <i>certain students will be directed to complete this as compulsory homework.</i></p> <p>Reading list: Cults and Religion – Sociological Review (held in the Sociology classroom)</p> <p>Documentaries and podcasts:</p> <ul style="list-style-type: none"> • 'Grounded' with Louis Theroux – Louis talks with Rose McGowan about living in a cult https://www.bbc.co.uk/programmes/m000jpm5 • 'Holy Sh*t, we're in a cult.' 15 minute documentary about the group 'EnlightenNext', an organisation that focused on spiritual awakening. https://www.youtube.com/watch?v=X3ess8txBX0 • 'My Scientology Movie' Louis Theroux • 'Jonestown: The Life and Death of People's Temple' Documentary - Netflix • Keep sweet, pray and obey – Netflix
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	<p>In this topic, students will know the main types of religious organisations and their characteristics. They will be able to understand and evaluate explanations of different types of religious and spiritual organisations and movements. They will also know the reasons for this growth. Students will also know the main patterns of participation by class, ethnicity, gender and age and the reasons for these patterns.</p>		
	<p><u>Paper 1: Education with Theory & Methods & Paper 3: Crime & Deviance with Theory & Methods</u> Topic 8: Actions Theories The topic develops students' knowledge of the difference between structural and action theories. Students will also know the main types of actions action theory and understand the differences between them. Students will develop the skills of evaluation by reviewing the strengths and limitations of action theories. Topic 9: Modernity, Postmodernity & Globalisation The topic develops students' knowledge of the reasons for the trend towards globalisation and understand the difference between modernity, postmodernity and late modernity. Students will develop the skills of evaluation by reviewing the strength and limitations of postmodernist and other theories of recent changes in society. <u>Paper 3: Crime & Deviance with Theory & Methods</u></p>	<p>Students complete a 20 mark assessment from Theories, which uses the statement and command verbs of 'Applying material from item and your knowledge evaluate'..... Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. This essay will require students to also use the skills of synopticity bringing in both knowledge of consensus and conflict theories. The assessment is 30 minutes, no notes in timed conditions, and specific learner feedback to support the development of these skills to action.</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist)- Topics 8 & 9 Theories & Methods, Topics 1 Crime & Deviance with Theory & Methods. • Assessment preparation for 20 mark Theories synoptic question from Topics 5,6,7 & 8. • Completion of actions from marked 20 mark Theories assessment. <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> • Fortnightly question plan set from Theory & Methods- practice of accuracy of item interpretation, accuracy of knowledge and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i> <p>Reading list:</p> <ul style="list-style-type: none"> • Chavs. The Demonization of the Working Classes- Owen Jones (Topic 1) <p>Documentaries:</p>

	<p>Topic 1: Functionalist, Strain and Subcultural Theories</p> <p>The topics develops students' knowledge of the functionalist perspective on crime, including the functions of crime. Students will develop the skills of being able to explain the different between strain and subcultural theories and evaluate the functionalist, strain and subcultural theories of crime and deviance.</p>		<ul style="list-style-type: none"> Pirates of Africa: Abductions and Ransoms (Topic 1)- Youtube- https://www.google.com/search?q=crime+documentarties+pirates&biw=1536&bih=754&tbm=vid&sxsrf=APwXEde9iKvg1mAQW_t291QUuR6cEYB_V7A%3A1684832903425&ei=h4JsZKyMGZrNgQaK2J-QBg&ved=0ahUKEwjs69rVi4v_AhWaZsAKHQrsB2IQ4dUDCA0&uact=5&oq=crime+documentarties+pirates&gs_lcp=Cg1nd3Mtd2l6LXZpZGVvEAMyBwghEKABEAo6BwgjELACECc6BwgAEA0QgAQ6BggAEB4QDTtoGCAAQFhAeOggIABCKBRCGA1CgAViIFWUDUFmgAcAB4AIABYIlgBtgWSAQE5mAEAoAEBwAEB&sclient=gws-wiz-video&safe=active&ssui=on#fpstate=ive&vld=cid:5e93789f,vid:NrrdR7umWd4
<p>Autumn 2</p>	<p>Paper 2: Topics in Sociology – Beliefs in Society</p> <p>Topic 6: Organisations, movements and members (Continued)</p> <p>In this topic, students will know the main types of religious organisations and their characteristics. They will be able to understand and evaluate explanations of different types of religious and spiritual organisations and movements. They will also know the reasons for this growth. Students will also know the main patterns of participation by class, ethnicity, gender and age and the reasons for these patterns.</p> <p>Topic 2: Religion and Social Change</p>	<p>Students complete a 10 mark assessment on Topic 2 which uses the statement and command verbs of 'Applying material from item and your knowledge evaluate'.....</p> <p>Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods and make synoptic links within other topics in Beliefs in</p>	<p>Homework:</p> <ul style="list-style-type: none"> Produce a revision resource after each topic (using the revision checklist) - Topics 1, 6, 2 and 3. Preparation for 10 mark assessment of Topic 2 of Beliefs in Society. Completed actions for Topic 2 assessment. <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> Fortnightly question plan set from Beliefs in Society - practice of accuracy of item interpretation, accuracy of knowledge, greater synopticity and the demonstration of skills requirement for each question- <i>certain students</i>

	<p>Students will be able to describe a range of examples of religion and analyse their role in social change. They will also be able to understand the role of religion in promoting social change and evaluate the relationship between religion, social stability and social change.</p> <p>Topic 3: Secularisation This topic introduces students to the main trends in patterns of religious belief and practice in the UK and USA. Students will understand and analyse the possible causes of secularisation and evaluate arguments for the view that secularisation is occurring.</p>	<p>Society. The assessment is 15 minutes, no notes in timed conditions.</p> <p>Students complete a longer Theories & Methods set of question (which makes up the final question of paper 1 & the final 2 questions of paper 3). This paper will cover topics 1-9. Students complete x2 10 mark question and x1 20 mark question, which uses the statement and command verbs of 'Outline and explain', 'Applying material from item and your knowledge evaluate'..... Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research. This essay will requires students to also use the skills of synopticity bringing in both knowledge of Theories & Methods but knowledge of the Yr 12 course to support arguments. The assessment is 1 hour, no notes in timed conditions, and be a summative mark awarded which will be actioned in lessons</p>	<p><i>will be directed to complete this as compulsory homework.</i></p> <p>Reading list:</p> <ul style="list-style-type: none"> • The Dead are Rising – The Life of Malcolm X, Les and Tamara Payne. • The Sword and the Shield – The Revolutionary lives of Martin Luther King and Malcolm X, Peniel E Joseph. <p>Documentaries:</p> <ul style="list-style-type: none"> • The Mormon's are Coming – BBC iplayer https://www.bbc.co.uk/iplayer/episode/m001jnfb/the-mormons-are-coming • Louis Theroux – The Most Hated Family in America - Netflix • Feminists – what were they thinking - https://www.netflix.com/search?q=religion&jbv=80216844
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		through a whole class feedback lesson.	
	<p>Paper 3: Crime & Deviance with Theory & Methods</p> <p>Topic 2: Interactionism & the Labelling Theory This topic develop students' knowledge of why interactionists regard crime and deviance, and official statistics on crime, suicide and mental illness as socially constructed. Students will look at the labelling process and its consequences for those who are labelled. Students will develop their evaluative skills by assessing the strengths and limitations of the labelling theory in explaining crime and deviance. Wider experiences- careers links- students introduced to the role of a Coroner and how the study of Sociology can lead to future career paths.</p> <p>Topic 3: Class Power & Crime This topic will develop students' knowledge on why Marxists see crime as inevitable in capitalist society. Students will look at Marxist and neo-Marxist approaches to crime and deviance and the nature and extent of white collar corporate crimes. Students will develop their analysis skills by analysing the different explanations for white collar and corporate crime and their evaluation skills by assessing the strengths and limitations of each of the Marxist and Neo-Marxists approaches.</p>	Students complete a 30 mark assessment from Topics 1-4 which uses the statement and command verbs of 'Applying material from item and your knowledge evaluate' Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. Students will be required to use the skill of synopticity to distil the correct knowledge from a range of topics to draw a conclusion. The assessment is 45 minutes, no notes in timed conditions, and specific learner feedback to support the development of these skills to action.	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist)- Topics 1-5 Crime & Deviance with Theory & Methods. • Assessment preparation for 30 mark synoptic Crime & Deviance question from Topics 1,2,&3. • Completion of actions from marked 30 mark Crime & Deviance assessment. <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> • Fortnightly question plan set from Paper 3 Crime & Deviance- practice of accuracy of item interpretation, accuracy of knowledge and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i> <p>Reading list:</p> <ul style="list-style-type: none"> • Crime, Inequality & Power- Eileen B Leonard (Topic 3) <p>Documentaries:</p> <ul style="list-style-type: none"> • The Madoff Affair (Topic 3)- Youtube- https://www.youtube.com/watch?v=rH1Y66lwKvC • Aileen Wuornos: The story of a serial killer (Topic 5)- Youtube-

	<p>Topic 4: Realist Theories of Crime This topic will develop students' knowledge on the left and right realist approaches to crime. Students will develop their analysis skills by analysis the different approaches in both explaining and preventing crime and evaluate the strengths and limitations of the approaches.</p> <p>Topic 5: Gender, Crime and Justice This topic will develop students' knowledge on the gender differences in recorded patterns of offending and look at the debates about the treatment of men and women in the criminal justice system. Students will develop the analysis skills by looking at the relationship between women and crime, and between men and crime, and assess the strengths and limitations of these theories.</p>		<p>https://www.youtube.com/watch?v=rH1Y66lwKvC</p>
<p>Spring 1</p>	<p>Paper 2: Topics in Sociology</p> <p>Topic 4: Religion, renewal and choice Students will understand the reasons why some sociologists reject the idea of secularisation and be able to analyse alternative interpretations of the nature and position of religion today. They will understand and be able to evaluate debates about the nature and extent of secularisation.</p> <p>Topic 5: Religion in a global context</p>	<p>Students will complete one assessment on topic 4. They will use the statement and command verbs of 'Applying material from itm and using your own knowledge...' Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist) - Topics 4 and 5 of Beliefs in Society. • Preparation for 20 mark assessment of Topic 4 in Beliefs in Society. • Preparation for a full paper of Beliefs in Society in the February mocks (Topics, 1, 6, 2, 3, 4) <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> • Fortnightly question plan set from Beliefs in Society - practice of accuracy of item

	<p>Students will understand some of the different ways in which religion interacts with its global context. Students will understand the role of religion in economic development in a globalising world. They will evaluate explanations of the nature of religious fundamentalism and the role of religion in international conflict.</p>	<p>methods. Students will be required to use the skill of synopticity to distil the correct knowledge and make links between the topics to show their application skills and how these have developed across the course. Students complete their February mocks. This paper will cover topics 1 – 5. They will complete a full paper on Topics in Sociology – Beliefs in Society. Students complete x 10 mark question, which uses the statement and command verbs of ‘Outline and explain’. They will complete an additional x1 10 mark question which uses the statement and command verbs of ‘Applying material from item analyse two ways’. Finally students will complete 1 x essay questions using the statement and command verbs of ‘Applying material from the item and using your knowledge evaluate...’ Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research methods. Students will be required to use the skill of synopticity to distil</p>	<p>interpretation, accuracy of knowledge, greater synopticity and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i></p> <p>Reading list:</p> <ul style="list-style-type: none"> • Shantaram, Gregory David Roberts • Revolutionary Iran - A History of the Islamic Republic, Michael Axworthy • The Poisonwood Bible, Barbara Kingsolver <p>Documentaries:</p> <ul style="list-style-type: none"> • The Shamima Begum Story - https://www.bbc.co.uk/programmes/m001j079 • Panorama – 20 years since 9/11 https://www.youtube.com/watch?v=eID_7igkdJU • ‘The Looming Tower’ – Amazon Prime
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		<p>the correct knowledge from a range of topics in order to develop their application skills. The assessment is 1 hour, no notes in timed conditions, and in the exam theatre.</p>	
	<p>Paper 3: Crime & Deviance with Theory & Methods Topic 6: Ethnicity, Crime and Justice This topic will develop students' knowledge of the relationship between the criminal justice process and ethnicity. Students will also look at the relationship between ethnicity, racism and victimisation. Students will develop the skills of evaluation by evaluating explanations of the relationship between ethnicity, offending and criminalisation.</p> <p>Topic 7: Crime and The Media This topic will develop students' knowledge of media representation of crime and how these differ from the picture of crime of in official statistics. Students will look at different views about how the media causes crime and creates a fear of crime. Finally they will develop a knowledge of the relationship between media and crime and social control. Students will develop their analysis skills by exploring each view on media and evaluate the strengths and limitations of each view.</p>	<p>Students complete their February mocks. This paper will cover topics 1-6. They will complete a full paper on Crime & Deviance & Theory & Methods. Students complete x1 4 mark question and x1 6 mark and x1 10 mark question, which uses the statement and command verbs of 'Outline and explain'. They will complete an additional x1 10 mark question which uses the statement and command verbs of 'Applying material from item analyse two ways'. Finally students will complete x2 essay questions using the statement and command verbs of 'Applying material from the item and using your knowledge evaluate....' Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse</p>	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist) - Topics 6-7 Crime & Deviance with Theory & Methods. • Assessment preparation for Crime & Deviance with Theory & Methods February Mock- full paper. Revise Topic 1-6 Crime & Deviance and Topics 1-10 Theory & Methods. <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> • Fortnightly question plan set from Paper 3 Crime & Deviance- practice of accuracy of item interpretation, accuracy of knowledge and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i> <p>Reading list:</p> <ul style="list-style-type: none"> • Gang Leader for a Day; a rogue sociologist crosses the line - Sudhir Venkatesh (Topic 6) <p>Documentaries:</p> <ul style="list-style-type: none"> • Stephen Lawrence: Justice for a Murdered Son (Topic 6)- Youtube-

		and evaluate sociological theories, concepts, evidence and research methods. Students will be required to use the skill of synopticity to distil the correct knowledge from a range of topics in order to develop their application skills. The assessment is 2 hours, no notes in timed conditions, and in the exam theatre.	https://www.youtube.com/watch?v=cFGY7URgPd4
Spring 2	<p><u>Paper 2: Topics in Sociology</u></p> <p>Topic 5: Religion in a global context – continued. Students will understand some of the different ways in which religion interacts with its global context. Students will understand the role of religion in economic development in a globalising world. They will evaluate explanations of the nature of religious fundamentalism and the role of religion in international conflict.</p> <p>Topic 7: Ideology and Science During this topic, students will know the different between open and closed belief systems and evaluate different views of science as a belief system. They will also understand and be able to evaluate different views of the nature of ideology.</p>	Students will complete a final interleaving assessment in Beliefs in Society ahead of their final examinations. Students will complete 1 x 10 mark question, which uses the statement and command verbs of ‘Outline and explain’. They will complete an additional x 1 10 mark question which uses the statement and command verbs of ‘Applying material from item analyse two ways’. Finally students will complete 1 x essay questions using the statement and command verbs of ‘Applying material from the item and using your knowledge evaluate...’ Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse	<p>Homework:</p> <ul style="list-style-type: none"> • Produce a revision resource after each topic (using the revision checklist) - Topics 4 and 5 of Beliefs in Society. • Completed actions from Beliefs in Society mock. • Preparation for interleaving assessment in Beliefs in Society (all topics). <p>Optional homework & literacy resources:</p> <p>Skills Practice:</p> <ul style="list-style-type: none"> • Fortnightly question plan set from Beliefs in Society - practice of accuracy of item interpretation, accuracy of knowledge, greater synopticity and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i> <p>Reading list:</p> <ul style="list-style-type: none"> • The Good Immigrant, Nikesh Shukla • Death by Fire, Mala Sen

		<p>and evaluate sociological theories, concepts, evidence and research methods. Students will be required to use the skill of synopticity to distil the correct knowledge from a range of topics in order to develop their application skills.</p>	<p>Podcasts:</p> <ul style="list-style-type: none"> Thinking Allowed - Extremism https://www.bbc.co.uk/programmes/m0013rbs Thinking Allowed - Why Sociology Matters https://www.bbc.co.uk/programmes/m0013jdv
	<p><u>Paper 3: Crime & Deviance with Theory & Methods</u> Topic 8: Globalisation, Green Crime, Human Rights and State Crime This topic will develop students' knowledge on the ways in which globalisation and crime are related and look at the different types of crimes with a particular focus on green crime. Students will also look at the relationship between state and green crime. Students will develop their skills by being able to explain definitions of state crime and be evaluate the relationships of such crimes.</p>	<p>Students complete a final 30 mark assessment from Topics 7 which uses the statement and command verbs of 'Applying material from item and your knowledge evaluate'..... Students will be required to demonstrate the skills of knowledge and understanding and application of sociological theories, concepts, evidence and research methods. Students will also analyse and evaluate sociological theories, concepts, evidence and research</p>	<p>Homework:</p> <ul style="list-style-type: none"> Produce a revision resource after each topic (using the revision checklist)- Topics 8-9 Crime & Deviance with Theory & Methods. Assessment preparation for 30 mark Crime & Deviance question from Topic 7. Completion of actions from marked 30 mark Crime & Deviance assessment. <p>Optional: Skills Practice:</p>

	<p>Topic 9: Control Punishment & Victims</p> <p>This topic will develop students' knowledge of the range of crime prevention strategies, punishment and surveillance. They will also develop knowledge on who is most likely to be a victim of crime and the different perspectives used to study victims. Students will develop the skills of analysing the trends their significance and evaluating the different perspectives on crime prevention, punishment, surveillance and victimisation.</p>	<p>methods. Students will be required to use the skill of synopticity to distil the correct knowledge from a range of topics to draw a conclusion. The assessment is 45 minutes, no notes in timed conditions, and specific learner feedback to support the development of these skills to action.</p>	<ul style="list-style-type: none"> Fortnightly question plan set from Paper 3 Crime & Deviance- practice of accuracy of item interpretation, accuracy of knowledge and the demonstration of skills requirement for each question- <i>certain students will be directed to complete this as compulsory homework.</i> <p>Reading List:</p> <ul style="list-style-type: none"> End State. 9 Ways Society is Broke and How We Fix It- James Plunkett (Topic 8) Criminal. How Our Prisons Are Failing Us All- Angela Kirwin (Topic 9) <p>Documentaries:</p> <ul style="list-style-type: none"> Climate Crimes- True Story Documentary Chanel (Topic 8)- Youtube- https://www.youtube.com/watch?v=j316cukj5cQ Inside the Word's Toughest Prisons- Netflix- https://www.netflix.com/watch/81462398?trackId=14277281&tctx=-97%2C-97%2C%2C%2C%2C%2C%2C%2C%2CVideo%3A80116922%2CdetailsPagePlayButton
<p>Summer 1</p>	<p>Exam Leave</p> <p>Sprint finish sessions for each paper will be running during summer 1. Students will be issued with a timetable of dates and times. This is an opportunity for students to refresh all topics that can be assessed in each paper and refresh the skills requirements for each paper- 44% of the three papers assess knowledge & 56% of the three papers assess skills (what the students do with that knowledge).</p>		

Summer 2	<u>Exam Leave</u>		
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