

Sociology:

Please replace 'description' with Course Intent and insert the following:

1. Vision Statement

The Dene Magna Sociology curriculum intends to transform students from passive observers of society into **critical social scientists**. By focusing on the powerful role of **Education**, the **Media**, and the **Criminal Justice System**, we empower students to question "who benefits" from the way our world is organized. Our goal is to develop students who can deconstruct complex power dynamics and evaluate the hidden structures that influence human behaviour.

2. The Four Pillars of our Sociology Pathway

Pillar	Focus Topic	Curricular Intent
Socialisation & Opportunity	Education	To analyse how schools function as a "bridge" between the family and society, and why variables like class, gender, and ethnicity still dictate academic success in a supposedly meritocratic system.
The Sociological Engine	Research Methods	To equip students with the tools of social science. Students master the "Quantitative vs. Qualitative" debate, evaluating the validity and reliability of methods ranging from official statistics to unstructured interviews.
Construction of Reality	Media	To investigate how the media shapes our perception of reality. Students examine ownership, representation, and the extent to which digital media has created new forms of surveillance or "moral panics."
Power, Order & Control	Crime & Deviance	To explore why certain acts are labelled "criminal" while others are not. We examine the social distribution of crime and the role of the state, globalization, and the media in defining deviance.

3. The "Methods in Context" (MiC) Specialism

A unique and vital strand of our curriculum is the mastery of **Methods in Context**, specifically integrated into the Year 12 Education unit.

- **The Intent:** We move beyond theoretical "Methodology" to practical "Application." Students learn to think like researchers in a professional setting.
- **The Challenge:** Students must analyse the specific **characteristics** of educational settings—such as the "power imbalance" between teachers and students, the "captive audience" of the classroom, or the "protected status" of minors.
- **The Skill:** Our curriculum teaches students to evaluate which research methods (e.g., covert observation or questionnaires) are most **appropriate, ethical, and practical** when investigating sensitive issues like teacher labelling, bullying, or subcultures within a school environment.

4. Sequential Rationale (Updated)

- **Year 12 (Term 1): Education & Methods in Context (MiC)** We start with Education because it provides a familiar laboratory for Research Methods. Students learn a method (e.g., Interviews) and immediately apply it to a context (e.g., "How would you interview a Head teacher about exclusions?"). This ensures the **MiC** skill is embedded from day one.
- **Year 12 (Term 2): Research Methods (Core Theory)** We expand to the broader "Methods" debate—Positivism vs. Interpretivism. Students learn the "PET" acronym (Practical, Ethical, Theoretical) as a framework for all methodological evaluation.
- **Year 13 (Term 1): The Media** We analyse how the media acts as a secondary agent of socialization, reinforcing the norms learned in Education, and how "New Media" creates new challenges for sociological researchers.
- **Year 13 (Term 2): Crime & Deviance & Theory** The capstone unit. Students use their methodological knowledge to critique **Official Crime Statistics** and "Dark Figure" crime data, concluding with a synoptic review of Sociology as a Science and its role in social policy.

5. Disciplinary Skills & Impact

- **AO1 (Knowledge):** Precise application of terms like *Symbolic Annihilation* (Media), *Hegemonic Masculinity* (Education), and *Situational Crime Prevention* (Crime).
- **AO2 (Application):** Using contemporary events—such as the impact of social media algorithms or changes in policing—to ground theoretical arguments.
- **AO3 (Analysis & Evaluation):** Moving beyond "listing" theories to "debating" them, recognizing that no single perspective offers a totalizing truth about the social world.

The Result: Our students leave Dene Magna not just with a grade, but with the **sociological imagination** necessary to navigate and challenge the world around them, making them ideal candidates for careers in Law, Journalism, Social Policy, and Research.