Sociology Unit 3:- Curriculum Map:- **Cornerstones – Catholic – Inclusive – Broad – Knowledge Rich**
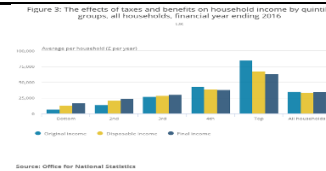
Calendar	Big Question/ Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
Section A				
Autumn 1	**Inequality and Groups**	evidence and examples of areas of inequality related to social class, gender, ethnicity and age in the contemporary UK; evidence and examples may be drawn from across the specification	**1**.(a) Identify evidence of class inequalities in two areas of social life in the contemporary UK. Illustrate your answer with reference to supporting evidence for each area identified. [20] **TFP** **1**.a) Identify evidence of gender inequalities in two areas of social life in the contemporary UK. Illustrate your answer with reference to supporting evidence for each area identified. [20] **1**. (a) Identify evidence of Ethnic inequalities in two areas of social life in the contemporary UK. Illustrate your answer with reference to supporting evidence for each area identified. [20] **TFP** **1**. (a) Identify evidence of gender inequalities in two areas of social life in the contemporary UK. Illustrate your answer with reference to supporting evidence for each area identified. [20] **TFP**	**What differences can where you live make?** **http://www.nhsforsale.info/database/impact-database/less-fair/Less-fair-subpage.html** **Produce a revision resource; mind map or PowerPoint or a set of revision cards for this section. Make sure you link the theory to explaining class.** **Look at major recent events to help you answer this question. Use a variety of examples and write at least one A4 page.** • **Stephen Lawrence 1993** • **9/11 attack 2001** • **Iraq War 2003** • **Financial Crisis 2008** • **2012 London Olympics** **Evaluate the New Right explanation of age inequality. Hint:- write about 750 words or one and a half sheets of A4. Use other theories to support your evaluation as well as direct criticisms of the New Right.**

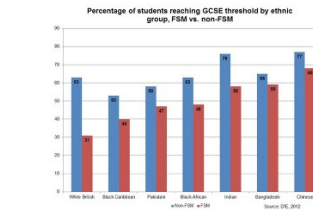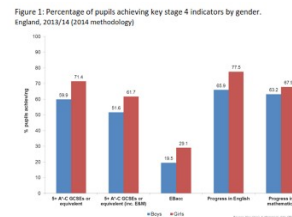| Autumn 1 & 2 | **Patterns in inequality** | changing patterns of inequality including the distribution of income, wealth and social mobility in the contemporary UK | **Summarise the graph below. [5]**

Figure 3: The effects of taxes and benefits on household income by quintile groups, all households, financial year ending 2016
Source: Office for National Statistics

Percentage of students reaching GCSE threshold by ethnic group, FSM vs. non-FSM

Summarise the graph [5]
In 2011 Owen Jones identified what he called increasing class hatred. His book 'Chavs' argues that the government and the media view the working class as a work-shy and dangerous mob. He studied newspaper articles and political statements from which he suggested that the treatment of the working class is nothing more than dangerous hatred. For example a gym chain offers chav fighting classes. Jones also travelled around the country conducting interviews and looking at the way people have lost pride in the working class identity as a result of the loss of manufacturing industry and the policies of governments.
  a) Identify and explain one reason the researcher chose to travel around the country and talk to people.
  b) With reference to the item and other studies discuss why different forms of interview are used in social research – remember your terms from unit 2; reliability, validity, representativeness, generalisability and ethics.
  c) Write a paragraph using Owen Jones research to criticise the new right explanations of class.

Figure 1: Percentage of pupils achieving key stage 4 indicators by gender. England, 2013/14 (2014 methodology)

Summarise the graph [5]
Walter 1999 Conducted research into the Irish community. She pointed out that the Irish are essentially a migrant group into the UK. In the 1950's there was a very clear prejudice against the Irish and some very negative stereotypes persist today. Irish migrants were in low paid, low status occupations. Morbidity was high in Irish men and higher than those who remained on Ireland.
  a) **Why do you think Irish migration remains under researched?**
  b) **Use this research and you other knowledge to link ethnicity and life chances.**
McQuaf et al 2014 looked at the effects of unemployment on a groups of young people aged 18-24. The study lasted 10 years and looked at the effects on pay, wellbeing and continued employment issues. Issues included the effect on work skills, mental health, qualifications and confidence.
  a) **Why do you think it is important to study the effects of youth unemployment?**
  b) **How do you think employers would view the long term unemployed?** | **Look at Fields full study and summarise his main findings. What can you conclude from this?** https://webarchive.nationalarchives.gov.uk/20110120090141/http://povertyreview.independent.gov.uk/media/20254/poverty-report.pdf

Investigate current government thinking on the gender issue. Use https://webarchive.nationalarchives.gov.uk/20090108131527/http://www.dcsf.gov.uk/research/data/uploadfiles/RTP01-07.pdf **and other sources. Make at least 10 observations.**

Using http://runnymedetrust.org/bgirishcommunity.html **list five things that influence the life chances of ethnic minorities.**

Investigate key facts about young people on the Joseph Rowntree Foundation Website at https://www.jrf.org.uk/austerity-uk-spotlight-young-people**. What do you conclude about this? Write at least one A4 with examples when answering this question.**

Write 10 questions to ask older people about their experiences of inequality. Ask at least 5 people your questions. What conclusions can you draw from your data? |

c) How does the media affect those views?

Davidson and Rossall 2014 conducted a literature summary on loneliness and social exclusion in later life for Age UK. 13% of those involved reported feeling lonely which impacted mental health as depression and loneliness have been closely linked. Those in residential care feel lonelier than those in the community. Women also seem to report more loneliness, but this could be because they live longer and so lose spouses more often.

    a) How might loneliness be operationalised?
    b) Using the this research and others suggest why it is difficult to prove age discrimination and how loneliness might impact discrimination in the workplace. **TFP**

| Autumn 2 | **Explanations for Inequality** | theories and explanations for inequality and stratification related to social class, gender, ethnicity, age, for example functionalist, New Right, Marxist, neo-Marxist,

Weberian, neo-Weberian, feminist, postmodernist

and theories of racism. | **Discuss theories of inequality.**
Evaluate the usefulness of Functionalism in explaining inequality.
Asses Marxist theories of Inequality.
Asses Neo-Marxist theories of Inequality.
Asses Weberian theories of Inequality.
Asses Feminist theories of Inequality.
Asses Postmodernist theories of Inequality.
Asses New Right theories of Inequality.

Evaluate the contribution of Marxist explanations to an understanding of social inequalities. [40] TFP
Evaluate feminist explanations of social inequality. [40]
Discuss sociological explanations of the relationship between ethnicity and social inequalities. [40] TFP | **Complete the following Chignell Sheets on perspectives.**
Watch HyperNormalisation at
https://www.bbc.co.uk/iplayer/episode/p04b183c/adam-curtis-hypernormalisation
Complete the Chignell sheets on social structure theory.
https://www.ssc.wisc.edu/~wright/. What does Erik Olin Wright say about Neo-Marxism and modern society? You should have at least one A4 sheet answering this question but you could do it diagram or PowerPoint also.
Look at the whole report at:-
http://eprints.lse.ac.uk/49654/1/Savage_New_model_social_class_2014.pdf
Summarise its main findings in your own words. This should be at least one A4 page.
Chignell sheets on Feminism.
Complete Chignell sheets on Postmodernism.
Create a revision resource for the Theories section.
Create a plan to answer:- Discuss sociological explanations of the relationship between ethnicity and social inequalities. [40] |

Section B

Spring 1 & 2	Power, issues of social order and social control studied through studying Crime & Deviance	patterns of the social distribution of crime and deviance related to social class, gender, ethnicity and age • measuring crime; official government statistics including police statistics and the British Crime Survey, victim studies and self-report studies and the impact of contemporary social policies on crime rates • definitions of crime and deviance as social constructs including the role of the media • the influence of theories and explanations on social policy • theories and explanations of crime and deviance: functionalist, Marxist, neo-Marxist, interactionist, right and left realism, postmodernist, feminist, sub-cultural	Which sociological theory would tend to support social control? Which theory would argue that social control is merely the enforcement of ruling class ideas? Explain the links between media and crime. Write 750 words assessing the usefulness of official statistics to the sociology of crime and deviance. **TFP** Describe the link between class and crime in about 200 words. In 500 words explain the link between gender and crime. Explain why some sociologists argue that deviance is socially	**Assess the view that social class is the main cause of inequality in the contemporary UK. [40]** **This will be done in 50 mins in the classroom in test conditions.** **Collect evidence of crime reporting from three newspapers. This could be the Daily Mail, The Sun and The Times. In what ways are the crime reports similar or different in each?** **A table like the one below may help:-**

	Number of reports over 5 pages	Number of crime reports	Example Crime report	Similarities	Differe
Sun					
Daily Mail					
Times					

Create a revision resource for this section of Crime and deviance.
Research 'Benefits Street' What does the series and following controversy tell you about poverty, crime and deviance in the contemporary UK? Write at least 500 words in your answer.
Check out the statistics further at https://www.bjs.gov/index.cfm?ty=tp&tid=955
Use these to note at least 5 facts about gender and crime.
Homework Phase:- Define Institutional racism using your own research and the following to help you.
1. **Cop Culture**
2. **Canteen Culture – Include Smith and Grey**
3. **Racialisation of policing – Holdaway**
4. **Racial framing**
5. **Discretion – Chan 1997**

There are three main approaches that have looked at the relationship between policing and society.
Consensual Approach The police have a close relationship with the local area. Offenders are caught as a result of complaints from the community. Policing is reactive
Conflict Approach Scraton 1985 viewed the police as an occupying force imposed on the working classes and ethnic minorities.
Late Modern approach A shift to community policing represents increased control over the majority
Offenders tend to be concentrated in particular areas. They are likely to live in particular places in towns and cities. In other words, the spatial distribution of offenders is not random. The same applies to offences.
Crimes tend to occur in particular areas. Again, the spatial distribution of offences is not random. Research zones of offending and write a one page report detailing this. Make sure you add theoretical analysis.
Produce a revision resource for Groups and Crime.
Watch Ross Kemp on gangs. How would each of these theories explain the subculture of gang membership?
Collect at least three pieces of evidence (Research, News article or expert opinion.) on the following:-
- **Capitalism is Crimogenic**
- **Crime represents capitalist ideas.**
- **Laws are applied unequally.**
- **Law supports capitalism.**

| | | | constructed. [20] Groups such as different age groups have different relationships to crime. Explain sociological evidence that supports this view. [20] **TFP** Explain why some sociologists argue that justice should be restorative. [20] Use each of the functionalist approaches to explain the scenario above. Complete the multi choice quiz at https://www.tutor2u.net/sociology/reference/crime-multi-choice-quiz Asses the Neo Marxist views of crime. Asses the interactionist Theories of crime and deviance. Write a 40 mark question and detail what you would want to include in it. **TFP** Evaluate the right realist theories of crime. Evaluate | **Prepare a plane to answer the question Evaluate Marxist explanations of crime and deviance. [40]** **Produce an essay plan to answer:- Evaluate Interactionist explanations of crime and deviance. [40]** **Create a revision resource for the Theories section so far.** **Find out about life and experiences of those in prison. Look at the BBC prison study. Zimbardo's work and The Penal Reform Society.** **Ask at least ten people your questions produced in the application phase. What can you conclude about your survey. Hint:- Link to theory.** **Police 'need to offer female offenders support not prison'** **Majority of women's crimes are linked to poverty and poor mental health, finds London report.** **Police should treat female offenders differently because they are usually much less dangerous than male suspects and their crimes are linked to poverty or mental health problems, a report recommends.** **The report from the London assembly covers the capital but has national importance. It comes as leaders of the justice system increasingly embrace the idea that it is better and cheaper to tackle the underlining causes of offending, rather than just jailing people.** **The report reveals that Britain's biggest police force, the Metropolitan police, will start a new scheme so that female offenders get help for their problems rather than facing the courts or jail.** **The Met police pilot scheme starts this summer and supporters hope it will cut the number of women entering the criminal justice system, make them less likely to reoffend, and save the taxpayer money.** **The all-party report is from the police and crime committee of the London assembly, which holds the mayor of London and police to account. Reforming female prisons will break the cycle of crime: my work shows this It shows that the police, courts and prisons deal overwhelmingly with men. In 2017 just 15% of arrests were of women and of these, barely one in 10 were for offences of violence.** **Root causes of female offending are usually drug or alcohol addiction, mental health issues or lack of money. The report says too often women are not being offered help for these vulnerabilities, but jailed with disastrous effects on their children and their ability to access the housing and employment they need for a crime-free life.** **Assess this article by applying the feminist theories.** **Prepare a plan to answer the following essay question in timed conditions. Evaluate the contribution of feminist explanations to an understanding of crime and deviance. [40]** **Use the plan outline and mark scheme grid to help you do this.** **Prepare a plan to answer the following essay question in timed conditions. Evaluate the contribution of Sub Cultural explanations to an understanding of crime and deviance. [40]** |

			postmodernist theories of crime. Evaluate the feminist explanations of crime. [40] Evaluate sub-cultural representations of crime. [40] **TFP**	
Summer 1	Revision			