

## EDUQAS A Level Sociology – Year 13 Curriculum Map

Term	Unit	Big/Small Questions	Assessment
Autumn 1	<b>Crime and Deviance</b> <i>Understanding the nature of crime, how it is created and measured in society. Also understanding why some people are more likely to commit crime and how crime is perceived in society.</i>	<p><b>1) What is crime and deviance</b> How is crime and deviance socially constructed?</p> <p><b>2) How is crime measured?</b> What do the following government research measure and how useful are they in measuring crime: official statistics, victim surveys, self – report studies?</p> <p><b>3) What is the Functionalist views of crime?</b> What do a variety of functionalists argue about crime and its role in society? What are the Functionalist subcultural views? How can these be evaluated?</p> <p><b>4) What are the Marxist and Neo Marxist views on crime?</b> How does Marxism view subcultural views of crime? How does social class impact on crime? How can these views be evaluated?</p> <p><b>5) What are the interactionist views of crime?</b> How does Interactionism view the subcultural view of crime? What role does the media play in labelling crime? (Ethnicity) How can these views be evaluated?</p>	<p><b>C3 Practice Q's</b>  <b>Mid Term – 1 x 20 mark question timed conditions</b></p> <p><b>C3 Practice Q's</b>  <b>EOU: 1 x 40 mark question timed conditions.</b></p>
Autumn 2	<b>Crime (2)</b>	<p><b>6) What are the Left Realist views on the causes of crime? (Ethnicity)</b> How can these views be evaluated? What are left realist views in reducing crime and social policy?</p> <p><b>7) What are the Right Realist views on the causes of crime?</b> How can each of the these theories be evaluated? What are the right realist views in reducing crime and social policy?</p>	<p><b>C3 Practice Q's</b>  <b>Mid Term – 1 x 20 mark question timed conditions</b></p>

		<p><b>8) What are the Feminist views of crime and deviance?</b> What is the relationship between gender and crime? How can feminist views be evaluated?</p> <p><b>9) What are the Postmodern view of crime and deviance?</b> How can these views be evaluated?</p> <p><b>10)What is the relationship between ethnicity and crime?</b> What is institutional racism? What do Neo Marxists, Interactionists and Left Realists say about the relationship between ethnicity and crime? How can these views be evaluated?</p>	<p><b>C3 Practice Q's</b> <b>EOU: 1 x 40 mark question</b> <b>timed conditions.</b></p>
<b>Spring 1</b>	<p><b>Power and Inequality</b></p> <p><b>Understanding the different views on causes and purpose of inequality and the impact inequality has on a person's life chances.</b></p>	<p><b>1) What is inequality and social stratification?</b></p> <p><b>2) How do different theoretical perspectives view inequality and the causes of social stratification?</b> What the do the following views say about inequality and how can they be evaluated? Functionalist, Marxist, New Marxist, Weberian, Neo- Weberian, Feminist, New Right and Postmodern</p>	<p><b>C3 – Practice questions</b> <b>Mid term: 1 x 40 mark question</b> <b>Timed conditions</b></p> <p><b>C3 – Practice question</b> <b>EOT 1 x 40 mark question</b> <b>Timed conditions</b></p>
<b>Spring 2</b>	<p><b>Power and Inequality (2)</b></p>	<p><b>3) How does gender inequality affect different areas of social life?</b> How do sociologists explain this gender inequality?</p> <p><b>4) How does class inequality affect different areas of social life?</b> How do sociologists explain this class inequality?</p> <p><b>5) How does ethnic inequality affect different areas of social life?</b></p>	<p><b>C3 – Practice questions</b> <b>Mid term: 1 x 20 mark question</b> <b>Timed conditions</b></p> <p><b>C3 – Practice question</b> <b>EOT 1 x 20 mark question</b> <b>Timed conditions.</b></p>

		How do sociologists explain these differences in ethnic inequality?	
		<b>6) How does age inequality affect different areas of social life?</b>	
		How do sociologists explain these differences in age inequality?	
<b>Summer 1</b>	<b>Revision</b>  Understand how to use knowledge to answer exam questions, through short knowledge retrieval task and extended answer planning.		