



## Year 13 Sociology Curriculum Map

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|------------------|--|---|---|--|----------|
| <b>Overview</b>  | <p>In Year 13, students study content for Paper 3 (Crime, with Theory and Methods) and the second half of Paper 2 (Media). Students continue to work towards mastering three assessment objectives:</p> <p>AO1: Demonstrating knowledge and understanding of: sociological theories, concepts and evidence and sociological research methods</p> <p>AO2: Applying sociological theories, concepts, evidence and research methods to a range of issues</p> <p>AO3: Analysing and evaluating sociological theories, concepts, evidence and research methods in order to present arguments, make judgements, draw conclusions</p> |   |   |  |          |
| <b>Year 13</b>   | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1 |
| <b>Topic</b>     | <p>Perspectives on crime</p> <p>Labelling</p> <p>Subcultures</p> <p>Ethnicity and crime</p> <p>The relationship between ownership and the control of the media</p> <p>The new media and their significance and role in contemporary society</p>  | <p>Gender and crime</p> <p>Ethnicity and crime</p> <p>Green crime</p> <p>Global crime</p> <p>Punishments and criminal justice system</p> <p>The media globalisation and popular culture</p>           | <p>Theories: Marxism</p> <p>Functionalism</p> <p>Feminism</p> <p>Structuration</p> <p>Positivism</p> <p>Reflexivity</p> <p>The processes of selection and presentation of the content of the news</p> <p>Media representation of social groups</p>        | <p>Postmodernity methodology</p> <p>Feminism methodology</p> <p>Sociology and Science</p> <p>Social policy</p> <p>The relationship between the media, their content and presentation, and audiences</p>        | Exams    |
| <b>Knowledge</b> | <p>How different perspectives identify and label crime</p> <p>What subcultures are and how we see this in modern society</p> <p>How labelling affects crime</p> <p>Ownership and control of the media</p>  | <p>The different types of crime and how this is linked to gender, race and poverty.</p> <p>Examples and debates for each area</p> <p>Pop culture, mass culture, high culture and low culture, the</p> | <p>This section of the course will see students looking in greater depth at the different theories sociology covers. They will focus on case studies and evaluate the strengths and weaknesses of each one</p> <p>The social construction of the news</p> | <p>This section of the course will see students looking in greater depth at the different theories sociology covers. They will focus on case studies and evaluate the strengths and weaknesses of each one</p> |          |

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|               | <p>The different sociological views of control of the media and media content and criticisms/ counterarguments of these</p> <p>Features of the new media and its effect on traditional media, sociological views of the significance of this in contemporary society</p> <p>Who uses the new media in terms of social class, age, gender and location and the reasons for this</p> | <p>changing distinction between high and popular culture and criticisms of popular and mass culture</p> <p>The impact of globalisation on popular culture, sociological views of the media and the globalisation of popular culture</p> <p>The postmodernist view of the media</p> | <p>The different factors that affect the selection and presentation of content of the news and the significance of each</p> <p>The rise of churnalism and its impact on the news and society</p> <p>Representations of social groups, social class, ethnicity, gender, sexuality and disability representations in the media</p> |   |  |
| <b>Skills</b> | <p>Evaluation<br/>Analysis<br/>Research</p> <p>Supporting evidence and data<br/>Awareness of the wider context<br/>A01, A02,A03</p>  | <p>Evaluation<br/>Analysis<br/>Research</p> <p>Supporting evidence and data<br/>Awareness of the wider context<br/>A01, A02,A03</p>  | <p>Evaluation<br/>Analysis<br/>Research</p> <p>Supporting evidence and data<br/>Awareness of the wider context<br/>A01, A02,A03</p>  | <p>Evaluation<br/>Analysis<br/>Research</p> <p>Supporting evidence and data<br/>Awareness of the wider context<br/>A01, A02,A03</p> |  |