Exam Board: Eduqas

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| **Term** | **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| **Substantive Knowledge**  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**  This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**  What assessments will be used to measure student progress?  Evidence of how well students have learned the intended content. |
| **Autumn Term**  **1A** | **Intent**  Why is this taught now?  **1. Key concepts and processes of cultural transmission**   * 1.1 Key sociological concepts * 1.2 Debates over the acquisition of identity * 1.3 The process of socialisation | Key concepts:   * culture, norms, values, roles, status, identity, sanctions, cultural diversity * nature/nurture including examples of feral children and cultural diversity * agents of socialisation: family, education, media, peer group   Skills:   * Draw on information and evidence from different sources and demonstrate the ability to synthesise them * Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use * Analyse and evaluate information and evidence presented in different written, visual and numerical forms * Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas * Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions * Draw connections between the different topic areas studied. * Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. | * 23 mark timed assessment (25 minutes). Combination of 1, 2 and 4 mark questions based upon the first module of the course (Studying Society) * Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. |
| **Autumn Term**  **1B** | **Intent**  Why is this taught now?  **1. Key concepts and processes of cultural transmission**  **Crime, deviance, social order and social control.**   * 1.3 The process of socialisation   **2. Families**   * 2.1 Family diversity and different family forms in the UK and within a global context * 2.2 Social changes and family structures | Key concepts:   * how agents of socialisation pass on culture and identity, for example: gender, class and ethnic identity * informal and formal social control * nuclear family, extended family, reconstituted family, lone parent family, single sex family, cohabiting family, beanpole family * ethnic minority family forms * global family forms including polygamy, arranged marriages * one-child family policy in China * changes in social norms, secularisation, values and laws, feminism, economic factors, technology and immigration   Skills:   * Draw on information and evidence from different sources and demonstrate the ability to synthesise them * Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use * Analyse and evaluate information and evidence presented in different written, visual and numerical forms * Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas * Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions * Draw connections between the different topic areas studied. * Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. | * Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. * Exam practice for specific questions as part of each lesson peer marked by students and checked by the teacher. |
| **Spring Term**  **2A** | **Intent**  Why is this taught now?  **2. Families**   * 2.3 Social changes and family relationships * 2.4 Sociological theories of the role of the family * 2.5 Criticisms of family | Key concepts:  economic factors, technology and their impact on:   * segregated and joint conjugal roles, symmetrical families, domestic division of labour * New Man * decision making / money management * dual career families * leisure activities * theory of symmetrical family and principle of stratified diffusion, developed from the functionalist perspective of Willmott and Young * Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities * conflict view of Marxism * Marxist theory of families serving the interests of capitalism, including the work of Zaretsky * conflict view of Feminism * Feminist critique of family as a patriarchal institution, including the work of Delphy and Leonard and Oakley and the conventional family * New Right views of family * loss of traditional functions * lack of contact with wider kinship network * dysfunctional families * status and role of women * isolation and unrealistic expectations * marital breakdown and divorce * the dark side of family life including domestic violence * decline of the traditional family   Skills:   * Draw on information and evidence from different sources and demonstrate the ability to synthesise them * Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use * Analyse and evaluate information and evidence presented in different written, visual and numerical forms * Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas * Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions * Draw connections between the different topic areas studied. * Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. | * Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. * 1x Assessment out of 52 marks (1 hour) based upon Q1-4 from Paper 1: Understanding Social Processes * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. |
| **Spring Term**  **2B** | **Intent**  Why is this taught now? | Key concepts:   * conflict versus consensus debate on the role of education * consensus view of Functionalism * conflict view of Marxism * Marxist theory of education serving the needs of capitalism * conflict view of Feminism * Feminist theory of education perpetuating patriarchy, including the work of Becky Francis on the patriarchal nature of schools * labelling, including the work of Hargreaves * hidden curriculum * streaming, banding * anti-school sub-cultures including the work of Willis * teacher expectations, including the work of Ball * self-fulfilling prophecy   Patterns of attainment by   * gender * social class * ethnicity   Skills:   * Draw on information and evidence from different sources and demonstrate the ability to synthesise them * Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use * Analyse and evaluate information and evidence presented in different written, visual and numerical forms * Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas * Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions * Draw connections between the different topic areas studied. * Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. | * Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. * 1x Assessment out of 30 marks (35 minutes) based upon Q5 from Paper 1: Understanding Social Processes * Detailed feedback given then improvement of weakest question submitted and marked. * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. |
| **3. Education**   * 3.1 Sociological theories of the role of education * 3.2 Processes inside schools. * 3.3 Patterns of educational achievement |
| **Summer Term**  **3A** | **Intent**  Why is this taught now?  **3. Education**   * 3.4 + 3.5 Factors affecting educational achievement | Key concepts:  Social class   * contribution of material factors, including the work of Halsey on class based inequalities * cultural factors * labelling * catchment areas * types of school, including the work of Ball on streaming, choice and competition between schools * counter school cultures, including the work of Willis   Ethnicity   * contribution of material and cultural factors * curriculum * Labelling   Gender   * contribution of more employment opportunities for females * feminism * feminisation of schools * crisis of masculinity * peer pressure and sub cultures * primary and secondary data * qualitative and quantitative data * sources of secondary data, including diaries, journals, official and non-official statistics * usefulness of these types of data to sociologists   Skills:   * Draw on information and evidence from different sources and demonstrate the ability to synthesise them * Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use * Analyse and evaluate information and evidence presented in different written, visual and numerical forms * Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas * Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions * Draw connections between the different topic areas studied. * Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. | * Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. * Students will undertake their Yr10 mocks during this term which will be a 82-mark (90 minute) paper that follows the structure of the actual exam except Q6 (Research methods) which will not be included due to time constraints. |
| **4. Sociological research methods**   * 4.1 Usefulness of different types of data |
| **Summer Term**  **3B** | **Intent**  Why is this taught now? | Key concepts:  Qualitative and quantitative methods including:   * questionnaires * structured and unstructured interviews * different types of observations   The value, practical application and strengths and weaknesses of different methods in terms of:   * Validity * Reliability * Ethics * Representativeness * representative and non-representative sampling techniques * access to subjects of research * gatekeeper to allow access * time and cost of research * informed consent * confidentiality * harm to participants * deception * strategies used by sociologists to address issues   Skills:   * Draw on information and evidence from different sources and demonstrate the ability to synthesise them * Analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use * Analyse and evaluate information and evidence presented in different written, visual and numerical forms * Apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas * Use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgement and to draw conclusions * Draw connections between the different topic areas studied. * Demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied. | * Regular knowledge tests and low-stakes quizzes to assess understanding of key terms and concepts. * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. * 1x Assessment out of 18 marks (20 minutes) based upon Q6 from Paper 1: Understanding Social Processes |
| **4. Sociological research methods**   * 4.2 Usefulness of different types of data * 4.3 Sampling processes * 4.4 Practical issues affecting research * 4.5 Ethical issues affecting research |