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.
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| **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
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* 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.
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| **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
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* 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.
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| **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
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* 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.
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| **3. Education*** 3.1 Sociological theories of the role of education
* 3.2 Processes inside schools.
* 3.3 Patterns of educational achievement
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| **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
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* 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.
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| **4. Sociological research methods*** 4.1 Usefulness of different types of data
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| **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
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* 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
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| **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
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