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? **5. Social differentiation and stratification**5.1 Sociological theories of stratification5.2 Different forms and sources of power and authority5.3 Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality | Key concepts:* Conflict versus consensus debate on stratification
* Consensus view of Functionalism
* Functionalist theory of stratification
* Conflict view of Marxism
* Marxist theory of social stratification
* Conflict view of Weber
* Weberian theory of stratification
* Conflict view of Feminism
* formal and informal sources of power and agencies of social control
* Weberian theory of authority:
	+ traditional
	+ charismatic
	+ rational-legal

Evidence and examples should be used to demonstrate equality/inequality in contemporary UK drawn from the following areas: Education, crime, income and wealth, health, family, work, mediaSkills:* 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 42 marks (45 minutes) based upon Q1-4 from Paper 2: Understanding Social Structures.
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| **Autumn Term****1B** | **Intent** Why is this taught now?**5. Social differentiation and stratification*** 5.4 Factors which may influence access to life chances and power
* 5.5 Poverty as a social issue

**6. Crime and deviance*** 6.1 Social construction of concepts of crime and deviance
 | Key concepts:Factors which may influence class, gender, ethnicity, age, disability and sexuality such as: * social construction of identity/roles, status
* prejudice, discrimination
* stereotyping, labelling
* scapegoating
* media representation
* legislation
* moral panics
* sub-cultures
* absolute and relative poverty, including the work of Townsend on relative deprivation
* material deprivation
* groups prone to poverty
* culture of poverty, including the work of Murray on the underclass
* cycle of deprivation
* social exclusion and inclusion
* impact of globalisation
* what is crime?
* what is deviance?
* historical and cultural variations
* social construction of crime and deviance

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 Yr11 mocks during this term which will be a 100-mark (105 minute) paper that follows the structure of Paper 1: Understanding Social Processes.
* 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?**6. Crime and deviance*** 6.2 Social control
* 6.3 Patterns of criminal and deviant behaviour
* 6.4 Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural)
 | Key concepts:Informal and formal social control and unwritten rules * agencies of informal social control
	+ family
	+ peer group
	+ education
	+ religion
	+ media
* sanctions
* formal social control
	+ role of the police and courts
* Patterns of criminal behaviour by:
	+ social class
	+ ethnicity
	+ age
	+ gender
* conflict versus consensus debate
* consensus view of Functionalism
* Subcultural theory
* conflict view of Marxism

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.
* Students will undertake their Yr11 mocks during this term which will be a 70-mark (75 minute) paper that follows the structure Q1 –5 and Q7 of Paper 2: Understanding Social Processes, Q6 will not appear due to time constraints.
* 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:* Interactionism
* conflict view of Feminism
* ethnicity and crime
* patterns and trends of criminal behaviour
* official statistics
* victim and self-report studies
* usefulness of sources of data on crime including:
	+ dark figure of crime
	+ unreported and unrecorded crime
	+ police bias and labelling
	+ moral panics
	+ invisible crime
* choosing a research area
* establishing an aim and/or hypothesis
* choosing a method  use of pilot study
* selection of sampling techniques
* analysis of data
* usefulness of mixed methods approach

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 Q6 from Paper 2: Understanding Social Structures.
* 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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| **6. Crime and deviance*** 6.4 Sociological theories and explanations of deviance and criminal behaviour (interactionist and feminist)
* 6.5 Sources of data on crime.

**7 Applied methods of sociological enquiry*** 7.1 The process of research design
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| **Summer Term****3A** | **Intent** Why is this taught now? | Key concepts:* how to interpret graphs, diagrams, charts and tables in order to discern patterns and trends

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.
* All potential revision questions planned and submitted by students reviewed by the teacher.
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| **7 Applied methods of sociological enquiry*** 7.2 Interpreting data

 **Summative revision*** **A review of all topics and exam technique**
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