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 stratification  5.2 Different forms and sources of power and authority  5.3 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, media  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 42 marks (45 minutes) based upon Q1-4 from Paper 2: Understanding Social Structures. |
| **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 * 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 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. |
| **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. |
| **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. |
| **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 |
| **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. |
| **7 Applied methods of sociological enquiry**   * 7.2 Interpreting data   **Summative revision**   * **A review of all topics and exam technique** |