



	Theme	Overview of key learning to take place	How learning will be assessed
Term 1	Unit 2: Culture, identity, and socialisation	<p>Key Topic 1: The relationship relationship between the individual and society</p> <ul style="list-style-type: none"> a) I can describe terms and concepts such as culture, norms, values, roles, status and beliefs and explain how these influence human behaviour; relativity. b) I can distinguish between conformity and non-conformity and give examples of rewards and sanctions applied in different societies and organisations (e.g. schools, the workplace). c) I can explain the formation and existence of sub-cultures (e.g. youth sub-cultures, religious sub-cultures) in society and how these impact on consensus and conflict. d) I can illustrate how diversity and cultural variation in human behaviour and issues related to cultural relativism/multiculturalism. <p>Key Topic 2: How do we learn to be human?</p> <ul style="list-style-type: none"> a) I can differentiate between primary and secondary socialisation. b) I can describe the processes through which children learn social expectations (e.g. manipulation, hidden curriculum). c) I can explain what are the main agencies of socialisation (e.g. family, education, media) and their impact on the individual, including the consequences of inadequate socialisation. d) I can assess the nature/nurture debate. 	<p>Formative Assessment: There will be 2 Formative Assessments per term. Grades are not given for these pieces of work as the focus is on supporting students to make improvements to future pieces of work.</p> <p>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS: Matching Exercise Multiple Choice Questions Gap-fill KWL Charts Reflection on Learning WWW/EBI Mind Maps Interactive games- Kahoot/ Bingo Past Paper Questions for practice Presentation Produce a video</p> <p>Summative assessment at end of units studied. Students will receive a percentage for this assessment. Students will do marked Past Paper questions. Assessments will be written and based on the IGCSE exam format.</p> <p>Paper 1 Unit 2: Culture, identity and socialisation</p> <p>Candidates answer one compulsory data response question and one optional</p>

			structured question from a choice of two. 80 marks
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	Theme	Overview of key learning to take place	How learning will be assessed
Term 2	Unit 1: Theory and methods	<p>Key Topic 1: How do different sociologists interpret society?</p> <ul style="list-style-type: none"> a) I can describe the different sociological perspectives - structuralist and interpretivist approaches; the individual, identity and society. b) I can explain how different views (Functionalist, Marxist, feminist) on conflict and consensus create alternative perspectives. <p>Key Topic 2: How do sociologists study society?</p> <ul style="list-style-type: none"> a) I can explain the distinction between positivist and interpretivist approaches to research methods. b) I can describe the main steps in devising and implementing a research strategy: research aims, selection of topic, hypothesis setting and revision, pilot studies, sampling. c) I can assess the ethical issues affecting the choice and implementation of a research strategy. 	<p>Formative Assessment: There will be 1 Formative Assessments per term. Grades are not given for these pieces of work as the focus is on supporting students to make improvements to future pieces of work.</p> <p>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</p> <p>Matching Exercise Multiple Choice Questions Gap-fill KWL Charts Reflection on Learning WWW/EBI Mind Maps Interactive games- Kahoot/ Bingo Past Paper Questions for practice</p> <p>Summative assessment at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment. Students will do marked Past Paper questions. Assessments will be written and based on the IGCSE exam format.</p> <p>Paper 1 Unit 1: Theories and methods</p>

			Candidates answer one compulsory data response question and one optional structured question from a choice of two. 80 marks
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Term 3	Unit 4: The Family	<p>e) Key Topic 1: Re-capping the different types of family structures can identify the different family types that exist</p> <p>f) I can describe the features of each type of family</p> <p>g) I can illustrate how class and ethnicity can affect family types</p> <p>Key Topic 2: The functions of the family and the ‘loss of functions’ debate</p> <p>a) I can identify the functions performed by families in modern industrial societies</p> <p>b) I can describe the Functionalist, Marxist, New Right and Feminist perspectives on the functions of the family</p> <p>c) I can explain using examples what the dysfunctional or the dark side of family life is</p> <p>d) I can give alternatives to family life in modern industrial societies</p> <p>e) I can assess whether family life is in decline and if the alternatives have replaced families in modern societies</p> <p>Key Topic 3: Cross-cultural comparisons and variations in marriage</p> <p>a) I can identify diversity and variations in marriage</p> <p>b) I can describe different alternatives to marriage</p> <p>c) I can explain the reasons for a rise in marital decline</p> <p>d) I can examine the different factors that lead to a rise in cohabitation, divorce and lone parent families</p> <p>e) I can assess whether marriage is in decline in modern industrial societies</p> <p>Key Topic 4: Changing Family Roles</p> <p>a) I can distinguish between different types of conjugal roles</p> <p>b) I can explain the reasons why there has been a move towards egalitarian conjugal roles</p>	<p>Formative Assessment: There will be 2 Formative Assessments per term. Grades are not given for these pieces of work as the focus is on supporting students to make improvements to future pieces of work.</p> <p>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS: Matching Exercise Multiple Choice Questions Gap-fill KWL Charts Reflection on Learning WWW/EBI Mind Maps Interactive games- Kahoot/ Bingo Past Paper Questions for practice Presentation Produce a video</p> <p>Summative assessment at end of units studied. Students will receive a percentage for this assessment. Students will do marked Past Paper questions. Assessments will be written and based on the IGCSE exam format.</p> <p>Paper 2 Unit 4: The Family</p>
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**Unit 6: Crime,
Deviance and
Social Control
(Part I)**

- c) I can assess whether females continue to experience inequalities at home
- d) I can describe the changes in maternal, paternal roles and roles of grandparents
- e) I can describe how childhood has varied historically
- f) I can illustrate how childhood is socially constructed using the examples of time, place, class, ethnicity and gender.
- g) I can assess whether childhood is socially constructed

Key Topic 5: Changes affecting the family

- a) I can identify different changes affecting the family
- b) I can describe how industrialisation and urbanisation affected family structures
- c) I can describe demographic changes affecting the family in terms of birth rates, death rates, fertility rates and changes in life expectancy
- d) I can assess the consequences for the family of an ageing population

Key Topic 1: What is crime, deviance and social control

- a) I can distinguish between crime and deviance
- b) I can distinguish between formal and informal social control
- c) I can explain how formal and informal social control are enforced in modern societies

Key Topic 2: Patterns of crime

- a) I can describe the different ways to measure crime: official statistics, self-report studies and victim studies
- b) I can describe the strengths and limitations of each of the three ways to measure crime
- c) I can explain what the dark figure of crime is and the reasons why it exists
- d) I can explain how young, working class males are over-represented in official statistics
- e) I can explain the reasons why more crimes are committed by young working class males
- f) I can explain why middle-class crime and white collar crimes are under-represented in official statistics

Candidates answer two optional structured questions from a choice of four.
70 marks

Paper 1 Unit 6: Crime, deviance and social control

Candidates answer one compulsory data response question and one optional structured question from a choice of two.
80 marks

Term 3	Revision and End of Year Assessments	<p>Key Topic 3: Policing and law enforcement</p> <ul style="list-style-type: none"> a) I can explain how surveillance is used in modern societies b) I can explain how crime is prevented in modern societies c) I can explain the different types of cybercrime that have risen in society d) I can describe the different punishments used to police crime <p>Key Topic 4: Sociological explanations of crime</p> <ul style="list-style-type: none"> a) I can identify the different sociological explanations of crime b) I can explain each sociological theory in detail c) I can assess the strengths and limitation of each sociological explanation of crime d) I can explain the role of the media in causing crime and resulting in deviance amplification 	CIE style questions