

# Scheme of work

Cambridge O Level

Sociology

2251

For examination from 2015

Cambridge  
**O Level**

## Scheme of work – Cambridge O Level Sociology (2251)

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### Overview

This scheme of work provides examples of different ways to design courses for Cambridge O Level Sociology (syllabus 2251). Although teachers are encouraged to create their own approaches to teaching and learning, and schemes of work that reflect local circumstances, this scheme of work aims to stimulate ideas and provide starting points for further development and adaptation.

#### Recommended prior knowledge

This Cambridge O Level course provides a general introduction to the study of sociology across a range of topic areas and through several different theoretical standpoints in an international context. No prior knowledge of the subject is required or expected before beginning the course.

#### Outline

Whole class (**W**), group work (**G**), paired work (**P**) and individual activities (**I**) are indicated throughout this scheme of work. The activities in the scheme of work are only suggestions and there are many other useful activities to be found in the materials referred to in the learning resources column.

Opportunities for differentiation exist throughout the Cambridge O Level Sociology course by resource, grouping, expected level of outcome and degree of support by the teacher, all of which can be included in your planning, dependent on the nature of the group of learners being taught. Timings for activities and feedback are left to the judgement of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

The units within the scheme of work are:

**Unit 1: Theory and methods**

**Unit 2: Culture, identity and socialisation**

**Unit 3: Social inequality**

**Unit 4: Family**

**Unit 5: Education**

**Unit 6: Crime, deviance and social control**

**Unit 7: Media**

When delivering the syllabus to your learners, it is crucial that all the material in the units studied is covered thoroughly. We recommend that Units 1, 2 and 3 are studied by **all** learners as not only are these units assessed in Paper 1 but they also provide the essential grounding in sociology needed for study at this level. Four Paper 2 units are offered, from which schools should study a minimum of two. Three topics are recommended to give learners an element of choice on the examination paper. Units can be studied in any order as decided by the teacher but the option topics require a basic understanding of sociology and therefore it is suggested to begin delivery with Units 1, 2 or 3. Unit 2 makes a good introduction to sociology.



# Scheme of work – Cambridge O Level Sociology (2251)

## Unit 1: Theory and methods

### Recommended prior knowledge

This unit of study is compulsory for all learners as it provides a crucial foundation for the other units and for a wider sociological understanding.

### Context

This first unit promotes an understanding and awareness of research methods and procedures used within sociological research, alongside their strengths and limitations. This knowledge underpins each of the other units of study.

### Outline

This unit considers how different sociologists interpret society, how sociologists study society and the types of data and information that sociologists use.

### Teaching time

Based on a total time allocation of 130 guided learning hours for this Cambridge O Level course, it is recommended that this unit should take about 30 hours.

Learning objectives	Suggested teaching activities	Learning resources
<b>How do different sociologists interpret society?</b>		
Structuralist and interpretivist approaches; the individual, identity and society.	<p><b>Structuralist and interpretivist approaches to research</b>            Start with a general introduction to sociological research methods and investigations. Make it clear that there are different kinds of sociologists and that they will tackle sociological research very differently depending on their perspective. Teacher-led presentation on the main beliefs of structuralism and interpretivism via a handout, PowerPoint presentation or textbooks. Exemplify with easy to relate to questions such as ‘Why do people smoke?’ and tackle from each perspective’s viewpoint. <b>(W)</b></p> <p>Learners produce a visual and colourful mind map individually to illustrate the main points in a more user/learner-friendly style. <b>(I)</b></p>	<p>Exemplar mind maps (available on the internet).</p> <p><a href="http://www.youtube.com/watch?v=wLWV0XN7K1g">www.youtube.com/watch?v=wLWV0XN7K1g</a> – How to make a mind map. Word articles and images are also widely available.</p> <p><b>Textbooks:</b>            Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 7–8</p> <p>Moore, S <i>Sociology Alive!</i>, p. 17–18</p> <p>Waugh, C et al. <i>OCR AS Sociology</i>, p. 112–116</p>

Learning objectives	Suggested teaching activities	Learning resources
<p>How different views (Functionalist, Marxist, feminist) on conflict and consensus create alternative perspectives.</p>	<p><b>Different theoretical views and interpretations</b>            Teacher-led introduction on these three key theories (functionalist, Marxist and feminist) within sociology – main beliefs, ways of thinking etc. Ensure key words such as consensus, conflict, patriarchy etc. are included here. <b>(W)</b></p> <p>Provide learners with a ‘fill the gaps’ exercise where they have to choose words from a word bank and fill them in in the correct place based on what they have learnt in the introduction. <b>(P)</b></p> <p>Provide learners with some research findings or a topical article within the news. Work together using structured questioning to explain what a functionalist, Marxist and a feminist would say about the content and how they would explain why it had happened. Follow on with another article/set of research findings that learners have to complete individually. This could be set as homework. <b>(G)</b> or <b>(I)</b></p>	<p>Handout to reinforce learning on the three key sociological theories.</p> <p>Exercises using articles, e.g. <a href="http://sociologywynham.com/">http://sociologywynham.com/</a> and <a href="http://www.tutor2u.net/sociology/what-is-sociology.html">www.tutor2u.net/sociology/what-is-sociology.html</a></p> <p>Relevant research findings/news articles for analysis</p> <p><b>Textbooks:</b>            Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 9–12</p> <p>Browne, K <i>An Introduction to Sociology 4<sup>th</sup> Edition</i>, p. 39–41</p> <p>Macionis, J and Plummer, K <i>Sociology: A global introduction 5<sup>th</sup> Edition</i>, p. 38–48</p> <p>Waugh, C et al. <i>OCR AS Sociology</i>, p. 112–116</p>
<p><b>How do sociologists study society?</b></p>		
	<p><b>Introduction to research methods and sociological investigations</b>            Ask learners three questions that should provoke contrasting and different opinions, e.g. ‘Is the death penalty effective at preventing crime?’ Allow them to debate and discuss the issues. <b>(G)</b></p> <p>Use this discussion as a lead-in to explain that for sociologists they cannot make claims without evidence – to have these kinds of opinions they need evidence and to gain evidence, they need to complete research investigations. Also useful to introduce key concepts such as objectivity, subjectivity, bias etc. <b>(W)</b></p>	<p>Pre-prepared controversial questions for discussion.</p> <p>Large sheets of paper for the ‘empty their heads’ activity.</p> <p>Handout/textbook to supplement in-class activities including key concepts such as bias.</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>Ask learners in pairs, to 'empty their heads' onto paper, all the ways they can think of that a sociologist could undertake research. Use as basis for whole class discussion and get correct answers onto board as a spider diagram (mind map) for learners to note down. Differentiate between methods and evidence, primary and secondary data, quantitative and qualitative data etc. Follow on with an individual activity that tests understanding of the information that has been introduced. <b>(P)</b></p>	<p><b>Textbooks:</b>            Browne, K <i>An Introduction to Sociology 4<sup>th</sup> Edition</i>, p. 8–9, p. 47 and p. 49</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 3</p>
<p>The distinction between positivist and interpretivist approaches to research method.</p>	<p><b>Positivist and interpretivist approaches to research methods and investigations</b>            Teacher-led presentation on what we mean by a positivist and an interpretivist approach to sociological investigations. These should be linked to the different aims and beliefs and the desire to collect either quantitative or qualitative data. <b>(W)</b></p> <p>Illustrate the very different approaches via the specific research topic of 'ageism in the workforce', and demonstrate how the two approaches would investigate this in very different ways.</p> <p>Follow this by giving learners two further research topics to work on individually – they need to decide how both a positivist and an interpretivist would tackle the issue and the different aims that they would have for their research. <b>(I)</b> Discuss as a class. <b>(W)</b></p>	<p>Handout/PowerPoint presentation/textbook to reinforce knowledge and understanding and research topics included for the exercises.</p> <p><b>Textbooks:</b>            Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 12–14</p> <p>Moore, S <i>Sociology Alive!</i>, p. 17–18</p> <p>Waugh, C et al. <i>OCR AS Sociology</i>. p. 112–116 – for more able learners</p>
<p>The main steps in devising and implementing a research strategy: research aims, selection of topic, hypothesis setting and revision, pilot studies, sampling.</p>	<p><b>How to implement a sociological research strategy</b>            Pre-prepare group packs in which there needs to be, on separate pieces of paper, all the different stages in a research investigation. Make sure these are shuffled so they are not in the correct order. Issue one pack to each small group. Learners need to work collaboratively to try and work out the most logical order for each of these research stages to take place. Encourage them to discuss and debate within their groups. <b>(G)</b></p> <p>Teacher circulates class and asks probing questions, getting learners to re-consider their choices – the activity should be learner focused and help them to develop independent learning skills and critical thinking.</p> <p>After an agreed amount of time, stop the activity. Get each group to display their research strategy order onto the wall/board. As a class, discuss similarities and differences and get class to agree on the correct sequence. Use targeted teacher questioning here. <b>(W)</b></p>	<p>Resource packs for the activity.</p> <p>Colours and paper for the learner flow chart – see Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 15</p> <p><b>Textbooks:</b>            Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 14–15</p> <p>Browne, K <i>An Introduction to Sociology 4<sup>th</sup> Edition</i>, p. 77</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE</i></p>

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	<p>Once completed get learners to produce their own flow chart of the research strategy as a visual, colourful resource. <b>(G)</b></p> <p><b>Sampling</b> Introduction with the idea of what we mean by a 'sample' – see if learners have come across this term in other contexts, e.g. blood sample/urine sample etc. – this may help them understand what it's about. Lead into discussion of how researchers choose who to conduct their research on, and try to integrate references to sample size and composition. <b>(W)</b></p> <p>Introduce the various samples learners need to know about (see syllabus page 11) focusing on what the sample type is and its strengths and limitations. Try to get the learners involved in drawing names from a hat for the random sample, using a class register and selecting every nth name for systematic etc. Personalise all of these activities to the learners, e.g. use their names for the random sample. <b>(W)</b></p> <p>Consolidate via learners producing a poster to show the different types of sample available to sociologists and the evaluation issues associated with them. Complete the task for homework. <b>(I)</b></p>	<p><i>Sociology</i>, p. 14–15</p> <p>Steve May introduces various types of samples in an easy to follow 'bite-size' style. Systematic: <a href="http://www.youtube.com/watch?v=QFoisfS Zs8l">www.youtube.com/watch?v=QFoisfS Zs8l</a>, Random: <a href="http://www.youtube.com/watch?v=yx5KZi5 QArQ">www.youtube.com/watch?v=yx5KZi5 QArQ</a> Stratified: <a href="http://www.youtube.com/watch?v=sYRUY JYOpG0">www.youtube.com/watch?v=sYRUY JYOpG0</a></p> <p>These may be worth using with learners to help their understanding of the sample type.</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 15–17</p> <p>Browne, K <i>An Introduction to Sociology 4<sup>th</sup> Edition</i>, p. 53–58</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 15–17</p> <p>Moore, S <i>Sociology Alive!</i>, p. 22–25</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 10–13</p>
Difficulties in implementing a research strategy.	<p><b>Issues and barriers in sociological research</b> Pre-prepare a selection of research investigations that have obvious problems to do with such factors as time, cost, access, practicality, danger, sensitivity, taboo topics etc. Set learners the challenge of identifying, describing and explaining the issues and barriers to research in the given scenarios. This could be completed as a paired task. <b>(P)</b> Discuss as a</p>	Scenarios for the research plan. NB you may want to do this lesson after the one on ethics and include ethical barriers to research within the framework.

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	<p>class to check and reinforce understanding. Learners could be introduced to the concept of triangulation as a way of overcoming some of the obvious limitations of using a single research method. <b>(W)</b></p> <p><b>Follow-on task:</b> how would the learners remove the difficulties and barriers to make the research 'doable'? <b>(I)</b></p>	<p><b>Textbook:</b> Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 15 – covers time, cost and access.</p>
<p>Ethical issues affecting the choice and implementation of a research strategy.</p>	<p><b>Ethical issues</b> Define what is meant by 'ethical issues' and discuss the key factors that a sociologist should bear in mind when completing any research. Show the light-hearted 'YouTube' video on ethical decision making and ask learners to identify the ethical dilemma in each. <b>(W)</b></p> <p>Consolidate learners' learning via a PowerPoint presentation, handout, textbook and/or podcast. <b>(W)</b></p> <p>Give learners a selection of sociological research situations that contain ethical issues – in pairs they have to identify what the issues are and how they would overcome them. Discuss and check understanding as a class. <b>(P)</b> and <b>(w)</b></p>	<p><a href="http://www.youtube.com/watch?v=uO0gOyPVj6A">www.youtube.com/watch?v=uO0gOyPVj6A</a> 'Ethical Decision Making'.</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 18–19</p> <p>Browne, K <i>An Introduction to Sociology 4<sup>th</sup> Edition</i>, p. 46–47</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 19–20</p>
<p>The main methods used in sociological investigation: questionnaires/social surveys, interviews, experiments, case studies, longitudinal studies, participant and non-participant observation, content analysis and triangulation. Coverage should include the strengths and limitations of each method, assessment of their usefulness in sociological research and awareness of the types of evidence produced.</p>	<p><b>Questionnaires</b> Starter – 10 true or false statements about questionnaires for learners to complete individually and to then discuss as a class, e.g. questionnaires are asked face to face; questionnaires should be as long as possible. <b>(I)</b> and <b>(W)</b></p> <p>Show YouTube video 'How to do questionnaires in completely the wrong way' and get learners to identify what is wrong and why. Use this as a means of discussing the different kinds of questions that can be asked and their good and bad points, e.g. open/closed questions, multiple-choice questions, two-way answers, leading questions etc. <b>(W)</b></p> <p>Show learners a couple of examples of questionnaires – these can be real ones, excerpts from textbooks or made up by the teacher. These can be sociological or more general in nature. Use these to provoke discussion about what questionnaires can be used for and their strengths and limitations.</p> <p>Check and consolidate learning via a handout, textbook or PowerPoint presentation. <b>(W)</b></p> <p>Get learners to create their own questionnaire to investigate a particular topic – give them a</p>	<p><a href="http://www.youtube.com/watch?v=oWPTg_VWffg">www.youtube.com/watch?v=oWPTg_VWffg</a> How to do questionnaires in completely the wrong way.</p> <p><a href="http://www.youtube.com/user/MrArnoldsMaths">www.youtube.com/user/MrArnoldsMaths</a> Questionnaires Mr Arnolds Maths.</p> <p>SurveyMonkey: <a href="http://www.surveymonkey.com/">www.surveymonkey.com/</a></p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 19–23</p> <p>Browne, K <i>An Introduction to Sociology 4<sup>th</sup> Edition</i>, p. 59–64</p>

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	<p>choice from three. Either go through how to create a good questionnaire with the learners or use the video from YouTube 'Questionnaires' as a facilitator before learners make their own. This could be done electronically using websites like Survey Monkey. Learners could then link in to the issues of online questionnaires, e.g. non reply etc. <b>(W)</b></p> <p><b>Homework task:</b> learners should get their questionnaires filled in by 10 different people and analyse and present their findings. As an extension task learners could be asked to evaluate what worked well and what could be improved in the questionnaire. <b>(I)</b></p> <p><b>Social surveys</b> Give learners relevant textbooks and resources for them to investigate what is meant by a 'social survey' and the different kinds that exist. They should record this information as a visual and colourful mind map using images and links as appropriate. Encourage learners to consider the main uses for these different surveys, the type of data they gather and their strengths and limitations, and to add this kind of information in too. Tasks can be differentiated using the 'must, should, could' model. <b>(G)</b> or <b>(I)</b></p> <p>End lesson with a 10 question test all about social surveys – learners should peer mark. Discuss and clarify any errors or misunderstandings. <b>(W)</b></p> <p><b>Interviews</b> On entering the classroom, move learners around so they are sitting with people they don't know well. Give the instruction that they have five minutes to find out as much as they can about the person they are sat next to ready to feedback to the rest of the class. Observe what they do – what they ask about, how they probe, the type of questions used, what is successful and what isn't, body language, how/if they make notes etc. <b>(P)</b></p> <p>Feedback and discuss as an introduction to 'interviews' as a research method in sociology. <b>(W)</b></p> <p>Teacher-led presentation on the different types of interviews available, their uses, strengths and limitations. The YouTube resource could be given, a handout or textbooks or a PowerPoint presentation could be used. <b>(W)</b></p> <p>Show learners a section of a transcription of an interview and set them a series of questions on this – to identify, for example, the type of interview, the types of questions, the quality of the answers given, evaluation issues etc. <b>(W)</b></p>	<p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 4–7</p> <p>Moore, S <i>Sociology Alive!</i> p. 26–27</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 13–18</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 30–31 – a sample from a questionnaire.</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 24–27</p> <p>Browne, K <i>An Introduction to Sociology 4<sup>th</sup> Edition</i>, p. 69–72</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 19</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 34–35</p> <p>Moore, S <i>Sociology Alive!</i>, p. 18–21</p> <p>Wilson, P and Kidd, A <i>Sociology for</i></p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>In small groups get learners to prepare a role play on the best and worst interview ever. This could be videoed and edited by learners if resources are available and then shared with the class, or just presented in front of the class if not. Each group could be allocated a different type of interview to focus on. <b>(G)</b></p> <p><b>Homework task:</b> learners should write 10 interview questions on a specific topic and interview an appropriate person. They should then report on the success or otherwise of the interview, giving sociological reasons for this. <b>(I)</b></p> <p><b>Participant and non-participant observation</b> Discuss the different possible ways of completing a successful sociological observation, introducing key terms such as participant, non-participant, covert and overt. Have your learners been observed themselves? In what kind of context? What other kinds of observations do they know about? Consider the strengths and limitations of all variants. <b>(W)</b></p> <p>Reinforce understanding via a teacher-led presentation on the board, handout, podcast, PowerPoint or using textbooks. <b>(W)</b></p> <p>Show learners interesting examples of how observations have been used in sociology – these could be in print form via the internet or textbooks, or through appropriate video clips. <b>(W)</b></p> <p><b>Extension task:</b> if possible to arrange, learners could be asked to produce an observation grid in order to spend time in another teacher’s classroom to carry out an overt non-participant observation on a topic such as ‘are boys better behaved than girls?’ They could also complete a covert participant observation at home if appropriate, perhaps focusing on a topic such as the domestic division of labour within the household. <b>(W)</b> or <b>(I)</b></p>	<p>GCSE, p. 9–10</p> <p><a href="http://www.youtube.com/watch?v=TvTDtFn3hWE">www.youtube.com/watch?v=TvTDtFn3hWE</a> – Sociology Methods – Interviewing. wmv (fairbrother 1981. 12 videos)</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 31–34</p> <p>Browne, K <i>An Introduction to Sociology 4<sup>th</sup> Edition</i>, p. 62–69</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 7–10</p> <p>Moore, S <i>Sociology Alive!</i>, p. 28–29</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 17–19</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 36–37</p> <p>Sociological observations for learners to look at:</p> <p>Patrick, J A <i>Glasgow Gang Observed</i>, Barker, E. <i>The Making of a Moonie</i>, Williams, T. <i>The Cocaine Kids: The Inside Story of a Teenage Drug Ring</i></p>

Learning objectives	Suggested teaching activities	Learning resources
	<p><b>Content analysis</b>  Starter: have a research question on the board for when the learners enter the classroom. This could be something like ‘How are females represented in the media?’ Provide learners with relevant media material (i.e. newspaper, magazine, print advert etc.) and in small groups/pairs they should answer the question set. Once completed, discuss as a class their approach to this task and how successful it was. Use this as an introduction to content analysis within sociological research. <b>(P/G)</b> and <b>(W)</b></p> <p>Using a textbook, handout or PowerPoint presentation, introduce and explain what content analysis is all about. Ensure key terms are covered (i.e. operationalise, categorise etc.) as well as the methods strengths and limitations. Try and show learners real examples of content analysis grids to help with the creation of their own (from the internet, textbooks etc.) and perhaps let them have a look at some famous sociological research using this method of investigation – The Glasgow University Media Group, for example. <b>(W)</b></p> <p>Using this knowledge, learners should now create their own content analysis grid to investigate the question originally posed to them at the beginning of the lesson. Get them to work in pairs/small groups as appropriate. <b>(P)</b></p> <p>Set up a carousel of media materials within the classroom (e.g. print, audio-visual, web-based selection) so that learners can complete their own content analysis (see <i>Teacher’s Tool Kit</i> for this type of classroom activity). Learners are put into groups (could differentiate by ability) and they have to visit each station at which there are images/objects to do with the agent. Resources will need to be available for this task. Discuss findings and what worked and what didn’t and reasons for this. <b>(I)</b> and <b>(W)</b></p> <p><b>Homework task:</b> create a written report or PowerPoint presentation to illustrate the findings</p>	<p><b>Videos:</b>  <a href="http://www.youtube.com/watch?v=y0nadafM3fY">www.youtube.com/watch?v=y0nadafM3fY</a> – MacIntyre Undercover – Chelsea Headhunters.</p> <p><a href="http://www.heinemann.co.uk/hotlinks">www.heinemann.co.uk/hotlinks</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a> – e.g. Ross Kemp on gangs – many available online, choose what is most appropriate and interesting for your learners.</p> <p><b>Textbooks:</b>  Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>. 34–35</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 72–75</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 10–12</p> <p>Moore, S <i>Sociology Alive!</i>, p. 34–36</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 20–24</p> <p><a href="http://www.glasgowmediagroup.org">www.glasgowmediagroup.org</a>  <i>Investigating Mass Media</i> (Sociology in Action) by Trowler, P, Collins, 1997 – contains examples of content analyses if needed.</p>

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	<p>from the content analysis plus any evaluation issues (good and bad points). This may also be an opportunity for learners to look at data presentation and developing skills of reading graphs, charts, etc. <b>(I)</b></p> <p><b>Extension task:</b> learners are encouraged to explore existing sociological research (via textbooks and/or the internet) using content analysis as the research method. <b>(G)</b> or <b>(I)</b></p> <p><b>Experiments, case studies, longitudinal studies and triangulation</b> Key terms and areas to be covered this lesson should be clearly displayed when the learners enter the classroom.</p> <p>Divide the class into groups and give each group a specific area to cover. It doesn't matter if more than one group is doing the same topic area, e.g. 'experiments'. The aim of the lesson is for each group to teach the rest of the class about the topic they have been assigned. This could be done in a number of different ways. E. g. Learners create a PowerPoint presentation on their topic area along with a learning activity (e.g. quiz questions, crossword, mix and match, true or false etc.) to peer teach their classmates. The teacher can have a short handout pre-prepared for all topic areas to be covered, to give out to the class as a learning aid once the peer teaching has been completed. <b>(G)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 27–31, 35</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 48–49</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 12–14</p> <p>Moore, S <i>Sociology Alive!</i>, p. 33</p> <p>There are many free crossword makers available on the internet; a few links are included below to help you get started:</p> <p><a href="http://www.puzzle-maker.com/CW/">www.puzzle-maker.com/CW/</a></p> <p><a href="http://www.discoveryeducation.com/puzzle-maker/">www.discoveryeducation.com/puzzle maker/</a></p> <p><a href="http://www.crosswordpuzzlegames.com/create.html">www.crosswordpuzzlegames.com/create.html</a></p> <p>Ginnis, P <i>Teacher's Tool Kit</i> Crown House Publishing, 2001 – good teacher resources with a number of activities called 'discussion</p>

Learning objectives	Suggested teaching activities	Learning resources
		carousel', 'on tour' and 'a marketplace activity'. <a href="http://www.crownhouse.co.uk/publications/look_inside/9781899836765.pdf">www.crownhouse.co.uk/publications/look_inside/9781899836765.pdf</a>
The importance of analysing and evaluating research with reference to issues of validity, reliability, representativeness and research bias.	<p><b>Evaluation issues</b>            Teacher-led presentation on the key evaluative terms and concepts that learners will need to be familiar and confident with. Learners should produce clear glossaries of these terms for later revision. <b>(W)</b></p> <p>Check understanding via a series of short activities such as odd one out, true or false, Articulate (<a href="http://en.wikipedia.org/wiki/Articulate">http://en.wikipedia.org/wiki/Articulate</a>), mix and match or a crossword. <b>(G)</b> or <b>(W)</b></p> <p>Provide learners with a selection of research scenarios suitable for evaluation using the terms and concepts introduced previously. Work on the first one together, modelled by the teacher, so learners can see how the terms can be used and applied. The second could be done in pairs and discussed as a class. Set a third scenario for individual completion as homework. <b>(W)</b> and <b>(P)</b></p>	<p><a href="http://www.puzzle-maker.com/CW/">www.puzzle-maker.com/CW/</a></p> <p><a href="http://www.discoveryeducation.com/puzzle-maker/">www.discoveryeducation.com/puzzle-maker/</a></p> <p><a href="http://www.crosswordpuzzlegames.com/create.html">www.crosswordpuzzlegames.com/create.html</a></p> <p><b>Textbooks:</b>            Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 36–37</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 46</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 22–23</p> <p>Moore, S <i>Sociology Alive!</i>, p. 36–38</p>
<p><b>What types of information and data do sociologists use?</b></p>		
The difference between primary and secondary data; the uses, strengths and limitations and value of each type of data.	<p><b>Different types of data: primary and secondary data, quantitative and qualitative data</b>            Learners will have been introduced to these terms earlier in the unit so start the lesson with a recap activity such as a crossword, word search, mix and match, true or false, quiz etc. <b>(W)</b></p> <p>Provide learners with necessary resources, e.g. internet access, textbooks, resource sheets and ask them to find examples of sociological research and studies that demonstrate use of all of the key terms such as quantitative data. They could record their findings in a table format. <b>(I)</b></p>	<p><a href="http://www.puzzle-maker.com/CW/">www.puzzle-maker.com/CW/</a></p> <p><a href="http://www.discoveryeducation.com/puzzle-maker/">www.discoveryeducation.com/puzzle-maker/</a></p> <p><a href="http://www.crosswordpuzzlegames.com/create.html">www.crosswordpuzzlegames.com/create.html</a></p> <p><b>Textbooks:</b></p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>Share findings. Divide class into teams and give each team a focus, e.g. strengths of quantitative data, limitations of secondary data etc. Each group must prepare a speech to try and convince the rest of the class that they are right. Listen to all speeches and encourage the rest of the class to ask questions and to argue for the opposite point of view. End with a vote. <b>(G)</b></p> <p>Give learners a task to check individual understanding on key strengths and limitations of different types of data. <b>(I)</b></p>	<p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 37–38</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 47, 49</p> <p>Moore, S <i>Sociology Alive!</i>, p. 32–33</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 8–9</p>
<p>Qualitative and quantitative data. The strengths and limitations of qualitative sources including historical and personal documents, diaries and media content. The ability to interpret and evaluate evidence from short qualitative sources. The strengths and limitations of quantitative sources including official statistics. The ability to interpret data from diagrams, charts, graphs and tables.</p>	<p><b>Quantitative evidence: statistics</b> Provide learners with a pack of quantitative data/evidence to either be used on a carousel activity or individually by learners. Set specific analysis and interpretation tasks that learners must ‘solve’ using the evidence and data provided. Once learners have had a chance to analyse the materials, set evaluation questions for discussion to consider the uses, strengths and limitations of quantitative evidence. <b>(I)</b> or <b>(G)</b></p> <p><b>Qualitative evidence: historical and personal documents, diaries and media content</b> Teacher-led presentation via a PowerPoint presentation, handout, board work or textbook to introduce the different kinds of qualitative evidence available to researchers. Try and use learner experiences and knowledge here, also social network sites, blogs, chat rooms etc. Link different types of qualitative evidence with particular uses and suitability for research into specific topics – learners should make suggestions. Use questioning to explore possible evaluation issues. <b>(W)</b></p> <p>Hand out qualitative evidence as resources – as with the quantitative evidence, this can be done individually or as a carousel activity. Again, learners need to analyse and interpret the evidence in terms of what information it shows and also any evaluation issues such as bias, distortion, selection, exaggeration etc. Structure learners via questions – these could also be differentiated to account for varying abilities. <b>(I)</b> or <b>(G)</b></p>	<p>Examples of various quantitative and qualitative data needed for analysis and interpretation by the learners.</p> <p><a href="http://www.ons.gov.uk/">www.ons.gov.uk/</a> contains access to a range of UK official statistics.</p> <p><a href="http://www.geohive.com/">www.geohive.com/</a> and <a href="http://www.infoplease.com/ipa/A0004372.html">www.infoplease.com/ipa/A0004372.html</a> and <a href="http://www.nationmaster.com/">www.nationmaster.com/</a> allow access to more globally-based statistics. Many more websites are also available and useful.</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 38–44</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 50–52</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 20–22</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 26</p>

Learning objectives	Suggested teaching activities	Learning resources
		Blundell, J <i>Active Sociology for GCSE</i> p. 38–43
Published studies.	<p><b>Use of published studies in sociological research</b> Give the learners the task of finding published sociological studies. This could be about a particular topic or using a specific method, or from a particular sociological perspective. Encourage learners to work individually and independently and to make the reading of sociological research and studies a regular part of their learning, particularly useful for stretch and challenge. This could also be set as research homework. <b>(I)</b></p> <p><b>End of unit assessment</b> Make sure learners are familiar with the style of questions, timings and command words – a lesson devoted to this would be good practice. Follow on with the assessment test and consolidate with detailed feedback on what was done well, what needs improving, where marks were lost and why. Peer marking could also be included here to aid understanding and familiarity with the mark scheme. <b>(P)</b></p>	<p>Selection of published sociological studies and/or internet access and/or textbooks for reference.</p> <p><a href="http://www.hoddereducation.co.uk/Sociology">www.hoddereducation.co.uk/Sociology</a> Lots of ‘bite size’ research on contemporary topics.</p> <p><a href="http://www.ocr.org.uk">www.ocr.org.uk</a> The G671 AS GCE Sociology exam is based on pre-release research. Learner-friendly format on a range of topics, focusing on key sociological areas of gender, age, ethnicity and social class.</p> <p><b>Textbook:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 45 sample exam style questions, sample paper and mark scheme. Specimen exam paper questions and mark schemes available at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p>

## Scheme of work – Cambridge O Level Sociology (2251)

### Unit 2: Culture, identity and socialisation

#### Recommended prior knowledge

This unit builds on the knowledge and understanding gained in the compulsory Unit 1 and moves the focus away from theory and methods to a focus on individuals, society and a consideration of how we learn to be human. The unit is formally assessed in Paper 1, and as the key concepts and ideas run through all the units of study in this course, it should be studied by all learners.

#### Context

This unit is fundamental to the study of sociology and allows learners to begin to consider and recognise the significance of class, gender, ethnic and age differences within societies and for individuals.

#### Outline

This unit considers the relationship between the individual and society and how far humans are shaped by social processes in comparison to alternative influences such as biological and psychological factors.

#### Teaching time

Based on a total time allocation of 130 guided learning hours for this Cambridge O Level course, it is recommended that this unit should take about 25 hours.

Learning objectives	Suggested teaching activities	Learning resources
<b>What is the relationship between the individual and society?</b>		
	<p>If this is the first unit taught – it may be a more accessible introduction to the subject than theory and methods – then begin your teaching with an introduction to sociology itself. There is a useful activity in <i>OCR GCSE Sociology (Leeper’s Lady)</i> to introduce the notion that in sociology not all is as it seems and that to be successful learners must start to question what they take for granted. <b>(W)</b></p>	<p><b>Textbook:</b> Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 4</p>
<p>Culture, norms, values, roles and beliefs as social constructions and how these influence human behaviour.</p>	<p>Begin with teaching the key concepts necessary to study sociology – norms, values, roles, beliefs, status, identity, culture and sub-culture. You may also want to include the more complex variations here too, such as, ascribed status, role conflict etc. <b>(W)</b></p> <p>Throughout the teaching of the key concepts, it is vital that the learners understand that these are all relative/social constructions and therefore that what is, say, a norm in one situation won’t be universally so. It is crucial that learners fully understand these concepts so</p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 47–50</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 30–34</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>make sure adequate time is spent on each. For example, with norms you could get the learners to identify all the things they do in a classroom without even thinking, and then get them to identify what the teacher does. Link these examples to what we mean by a norm in your explanation. Follow on with some scenarios, (e.g. young people at a party, a gang member, family meal time) – learners could be given one per group on a card and they have to act out a role play to demonstrate the norms. The rest of the class has to guess the scenario. <b>(G)</b></p> <p>Introduce follow-on material to emphasise how norms are relative, e.g. there is much information on the internet and in textbooks about tribal societies that you could use. Similarly, traveller culture could be useful – use whatever stimuli will appeal to and interest your learners. (Possible resources – <i>OCR GCSE Sociology</i>, p. 31) <b>(W)</b></p> <p>Repeat similar structures and lesson ideas for all the key concepts you want to introduce at this point. These lend themselves to interactive learning so, for example, when teaching status you could have images of a variety of celebrities/famous people and learners have to identify and discuss the levels of their status and whether they are ascribed or achieved. <b>(I/W)</b> When teaching about culture and sub-culture, video resources should be really useful.</p> <p>At the end of all the key concepts test understanding through a mix and match definitions grid or through Articulate cards (with the concept written on the cards, learner must describe concept to the rest of the class without ever saying the word – rest of the class have to guess, whoever gets it right plays next) and then more formally through an assessment test. <b>(I)</b></p> <p><b>Homework activity:</b> learners have to write a ‘day in their life’ diary using all the sociological concepts they have learnt. <b>(I)</b></p>	<p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 27–32</p> <p>Moore, S <i>Sociology Alive!</i>, p. 1–8</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 4–7</p> <p><b>Online:</b> Indigenous people issues and resources: <a href="http://indigenouspeoplesissues.com/">http://indigenouspeoplesissues.com/</a></p> <p><b>Videos:</b> <a href="http://www.youtube.com/watch?v=2vdlniRn9g0">www.youtube.com/watch?v=2vdlniRn9g0</a> – disappearing tribes in Papua New Guinea clip.</p> <p><a href="http://www.youtube.com/watch?v=oT5aJ0TCr94">www.youtube.com/watch?v=oT5aJ0TCr94</a> – BBC documentary called ‘The Tribe’. This episode focuses on the Suri tribe who have let a researcher live with them to really find out about the tribe’s culture and way of life.</p> <p><a href="http://www.youtube.com/watch?v=p5jDLs8pn60">www.youtube.com/watch?v=p5jDLs8pn60</a> – light-hearted introduction to the Japanese Ganguro Girls subculture.</p>
<p>Conformity and non-conformity; the agencies and processes of social control. Examples of rewards and sanctions applied in different societies and organisations (e.g. schools, the</p>	<p>Explain what is meant by conformity and non-conformity – use an easy example such as behaviour in school to illustrate. So, why do learners behave? Why don’t they always behave? Discuss views and opinions making sure that rewards and sanctions are mentioned. <b>(W)</b> You could also introduce ideas about structuralist (conflict and consensus) and interactionist views of society and behaviour here but keep this at a basic O Level level. Link to ideas of conformity and non-conformity.</p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 50–59</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 15–19</p>

Learning objectives	Suggested teaching activities	Learning resources
<p>workplace). The existence of sub-cultures (e.g. youth sub-cultures, religious sub-cultures) in society and how these impact on consensus and conflict.</p>	<p>Introduce notion of social control – differentiate between formal and informal. Take each agent in turn and look at how the agency controls us – you could do this on a carousel (see <i>Teacher's Tool Kit</i> for this type of classroom activity) where learners are put into groups (could differentiate by ability here) and have to visit each station at which there are images/objects to do with the agent (e.g. for the prison there could be an image of a prisoner, a DVD cover of 'Prison Break' etc.). Learners discuss and make notes of how the agency controls us and why it's needed and then move on to the next. <b>(G)</b> Follow up with whole class discussion and notes/questions based on the activity with a particular focus on rewards and sanctions. <b>(W/I)</b></p> <p><b>Homework activity:</b> how are learners controlled today? In the past? In the future? Learners write a report or produce a short video/PowerPoint presentation to illustrate their understanding of social control.</p> <p>Learners could complete case study fact files of particular sub-cultures (e.g. punks, scientologists, travellers, goths) in small groups or pairs using internet research and secondary sources/textbooks and then peer teach these to their classmates in a mini lesson format with a handout/PowerPoint/worksheet that they have produced which includes quiz/crossword etc. They should be encouraged to not only present the information but ensure that the class engage with this as well via activities/question and answer etc. Consider what these sub-cultures say about conformity. <b>(G/P)</b></p>	<p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 37; p. 171–179</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 12–13</p> <p>Moore, S <i>Sociology Alive!</i>, p. 10</p> <p>Waugh, C et al. <i>OCR AS Sociology</i>, socialisation, culture, sub-culture, social control and identity.</p> <p>Ginnis, P <i>Teacher's Tool Kit</i> Crown House Publishing, 2001 – teacher resources.</p> <p><a href="http://www.crownhouse.co.uk/publications/look_inside/9781899836765.pdf">www.crownhouse.co.uk/publications/look_inside/9781899836765.pdf</a></p> <p>Muggleton, D <i>Inside Sub-culture: The Postmodern Meaning of Style</i> Berg, 2000.</p> <p><b>Online:</b> Top 10 youth sub-cultures: <a href="http://www.toptenz.net/top-10-youth-subcultures.php">www.toptenz.net/top-10-youth-subcultures.php</a></p> <p><b>Film clips:</b> Minority Report (2002) Total Recall (1990) Hunger Games (2012)</p>
<p>Diversity and cultural variation in human behaviour and issues</p>	<p>What do we mean by a multicultural society? In differentiated groups, ask learners fill a piece of paper with images, text, quotes, headlines etc. to illustrate what we mean by a</p>	<p>ICT facilities or alternative research methods needed for</p>

Learning objectives	Suggested teaching activities	Learning resources
<p>related to cultural relativism/multiculturalism. The debate about whether globalisation is creating a global culture.</p>	<p>multicultural society. You could help initially with some topic areas on cards for them to consider such as religion, dress, language, laws, food, appearance, activities, media, music etc. – give as many or as few of these depending on the group’s ability. <b>(G)</b> Each group then feeds back to the rest of the class what they understand a multicultural society to be.</p> <p>Follow this on with a consideration of multiculturalism in other societies via a teacher presentation and use of learners’ experiences and knowledge.</p> <p><b>Homework activity:</b> what would a truly multicultural society really be like? Write a short story based on living in a multicultural society that must feature a frog, a robot, an orange and a guinea pig. <b>(I)</b></p> <p><b>Globalisation</b> Learners carry out independent research to find examples of globalisation – share findings next lesson. <b>(I)</b> In groups discuss whether this means we now live in a global culture or not – find evidence and examples for and against. <b>(G)</b></p>	<p>research task.</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 59–65</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 143; p. 150–152; p. 154–162; p. 165–169 (complex for learners to access but a good basis for teacher’s notes/presentation).</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 37; p. 108–110</p> <p>Waugh, C et al. <i>OCR AS Sociology</i>, – information to support the teaching of culture in all its different formats, including global culture.</p>
<p>Childhood as an example of social construction.</p>	<p>Debate what we mean by ‘childhood’ – when does it start? When does it finish? What does it consist of? What characterises it? <b>(W)</b> Problematise what has been said by introducing a bag of evidence to the class. If you have enough resources you could have a bag per table which learners have to open and investigate. Include evidence and/or artefacts that illustrate the idea that childhood is socially constructed, e.g. child workers, child prostitutes, married children, child mothers, child abuse, child slaves, child soldiers, young adults at University etc. Re-initiate the discussion after the tables have had enough time to investigate their bags and see what they can now tell you about what it means to be a child. <b>(G)</b></p> <p>An interesting follow-on to this activity would be to look at what the laws in your country and internationally say about being a child, i.e. in UK you are criminally responsible aged 10.</p> <p><b>Homework activity:</b> ask learners to pick a time period/society/tribe etc. that interests them and do further research on this and then write a diary or produce a podcast as if they were a child of that time. <b>(I)</b></p>	<p>A bag of resources for the child as a social construct activity.</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 65–66</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 37; p. 167–171</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 120–121</p> <p>Moore, S <i>Sociology Alive!</i>, p. 127–135</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>Debate about the loss of innocence and disappearance of childhood today. Show stimulus material in a presentation to illustrate that childhood may be disappearing – learners can add in their own views and experiences too (i.e. teen magazine content, make up, beautification, sexualisation of children, exam stress, relationships, mobile phones, social media). <b>(W)</b> Learners should then be encouraged to consider the other side of the debate, i.e. that actually society today is very child-centred – what examples can they think of to back this up? (Employment laws, children’s acts, children’s rights, education laws, UN rights of the child etc.). Consolidate learning via a poster produced in pairs to show the two sides of the debate. <b>(P)</b> Crucial that the teaching highlights cultural diversity via social class, ethnicity etc.</p>	
<b>How do we learn to be human?</b>		
<p>Primary and secondary socialisation.</p>	<p>Use stimulus of a doll – have no clothes on it so its gender identity is unknown. Pose questions to the group such as – if this was a real baby would it be human? How do we know? What makes it human? Is it born human? How do we teach it to be human? Are you still being taught to be human? Etc. Hopefully the learners will mention the fact that different agents (such as the family) are crucial in the socialisation process. Use the discussion to cover ideas about norms, values, status etc. , i.e. to be sociological. Introduce the concept of socialisation and its two stages with definitions and examples of the key agents involved. <b>(W)</b></p> <p><b>Homework activity:</b> learners produce their own personal profile with a picture of themselves in the middle and the six agents of socialisation around the side (family, media, workplace, religion, peer group, education). Illustrate the picture with examples of what they learnt in the primary and secondary stages and what they think they will learn in the future. <b>(I)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 66–67</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 35</p> <p>Moore, S <i>Sociology Alive!</i>, p. 8–10</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 32–33</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 10–11</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 8–9</p>
<p>Processes through which children learn social expectations (e.g. manipulation, hidden curriculum).</p>	<p>For each agent of socialisation, learners need to be clear <b>how</b> they socialise us, i.e. the processes used by each agent. Divide the class into six groups (can be differentiated if you wish) to cover the six agents of socialisation. Each group is responsible for investigating how the agent works to socialise individuals – the processes involved and examples. <b>(G)</b> Learners should then turn their findings into a mini lesson to peer teach the rest of the</p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 67–71</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE</i></p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>group. This should involve a starter activity to get the class thinking and engage their learning, a presentation on PowerPoint from which the class take notes and an assessment activity to check understanding (a quiz, crossword, question and answer etc.). Teacher must check understanding after each presentation. <b>(W)</b></p> <p>Consolidate learning with a Blockbusters-style quiz <b>(W)</b> run by the teacher and then an assessment test on what has been presented. <b>(I)</b></p> <p><b>(Note:</b> Blockbusters <a href="http://www.teachers-direct.co.uk/resources/quiz-busters/">www.teachers-direct.co.uk/resources/quiz-busters/</a> is a grid on which the first letter of an answer is written – each square on the grid links to a question, i.e. the letter ‘H’ on the grid could have the associated question ‘not the formal curriculum what am I?’ The aim is for someone in the class to make their way from one side of the board to the other in order to win).</p>	<p><i>Sociology</i>, p. 35–37</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 33–35</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 19–24</p>
<p>Main agencies of socialisation (e.g. family, education, media) and their impact on the individual, including the consequences of inadequate socialisation.</p>	<p>What would life be like if the agents of socialisation didn’t work properly? If possible, trips would be really useful here or visiting speakers who could be ‘hot-seated’ with questions (<a href="http://dramaresource.com/strategies/hot-seating">http://dramaresource.com/strategies/hot-seating</a>). Consider issues such as truancy, exclusion, children’s homes, gangs, institutions. How has inadequate socialisation affected life chances and behaviour? As an alternative to visits/speakers, learners can research a case study using secondary sources. Another option would be to give learners a profile of a prolific criminal and they have to hypothesise about what went wrong in the socialisation process and prevented this person from being a conformist member of society. <b>(W/G/I)</b></p>	<p>Secondary research could also be used here – would need ICT resources and secondary materials and textbooks.</p> <p>Criminal profile needed and/or visits arranged/speakers organised.</p>
<p>The nature/nurture debate.</p>	<p>Do we learn how to be human or are we born this way? Teacher-led presentation of the evidence for the biological argument – ask learners what they think of it? Encourage points for and against (by this stage they should have a lot of information that they can use). Use examples of feral children to illustrate that nature cannot be the only explanation for human behaviour (extracts in textbooks and online). <b>(W)</b></p> <p><b>Homework activity:</b> learners design an experiment to investigate whether human behaviour is instinctive or learnt. (They don’t need to actually carry this out therefore don’t worry too much about practicalities.)</p>	<p><b>Textbooks:</b></p> <p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 71–75</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 35</p> <p>Moore, S <i>Sociology Alive!</i>, p. 11–12</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 5–6</p> <p>Blundell, J <i>Active Sociology for</i></p>

Learning objectives	Suggested teaching activities	Learning resources
		<p>GCSE p. 14–15</p> <p><b>Video:</b> Wild Child – story of feral children. American programme that looks at the phenomena of feral children and the nature/nurture debate. <a href="http://www.youtube.com/watch?v=STn3bpTTU6c">www.youtube.com/watch?v=STn3bpTTU6c</a></p>
<p>Role, age, gender, ethnic group and class as influences on social identity.</p>	<p>A consideration of how social identity is not universal and is affected by factors such as ethnicity and gender. Start by brainstorming what is meant by identity – perhaps introduce notions of the inner self (thoughts and feelings), personal identity (our name, date of birth etc.) and social identity (that which we present to others, i.e. being ‘the cool kid’, ‘the geek’ etc.). Set learners the task of producing a creative piece to demonstrate their own identity for the rest of the class – particularly good activity if the class doesn’t know each other well. These can then make a great wall display. Learners could decorate T-shirts, create models, produce posters etc. – let them choose what appeals to them best. Peer assess these afterwards – also a good means of sharing the work and get the best three to verbally present to the rest of the class too. <b>(I/W)</b></p> <p>Give learners examples of different people who represent each of the criteria in the syllabus (role, age etc.) – a wide variety will be needed here. These could be divided up between five tables to cover the five aspects, i.e. a gender table, an age table etc. Working in groups (these could be differentiated if you liked), learners have to consider how the factors shown in the images could affect identity. Get all learners to visit all five tables. At the end of the carousel, every group must present their thoughts on the first table they visited – the rest of the class can add in their ideas too. <b>(G/W)</b></p> <p>Whole class present ideas about uncertain identities, e.g. a Down’s syndrome adult, a transsexual, a mixed-race individual etc. – what would their identity be? How would these factors affect how they saw themselves and how others saw them? Try to have visuals for these. <b>(W)</b></p> <p>Working in pairs, the class have to complete a PowerPoint presentation to illustrate how social factors affect identity – give them some guidance here on topics to cover such as norms, values, behaviour, attitudes, religion, dress etc. <b>(P)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 75–82</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 32; p. 38–43 (good for gender identity)</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 44–60</p> <p>Moore, S <i>Sociology Alive!</i>, p. 44–152 (not all of this will be relevant but contains lots of useful information from which teacher’s notes and presentations can be made).</p> <p>Waugh, C et al. <i>OCR AS Sociology</i>, – information generally to support the teaching of how social characteristics influence our identity.</p>

Learning objectives	Suggested teaching activities	Learning resources
	Teacher should check understanding through a knowledge-based test. <b>(I)</b>	
Formative assessment	End the unit with a series of <b>formative assessment</b> opportunities. Consider a knowledge-based test. Then move on to exam-style questions – model these and show examples, clarify command words and then set for learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding of the Cambridge mark schemes and question demands.	<p><b>Specimen examination papers:</b> Specimen exam papers, mark schemes etc. are available at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a> If doing peer assessment, mark schemes may be adapted to ensure that they are more learner-friendly.</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 83 also has exam style questions that could be used.</p>

## Scheme of work – Cambridge O Level Sociology (2251)

### Unit 3: Social inequality

#### Recommended prior knowledge

This unit builds on the knowledge and understanding gained in the compulsory Unit 1 and moves the focus away from theory and methods to social inequality. The unit is formally assessed in Paper 1, and as the key concepts and ideas run through all the units of study, it should be studied by all learners.

#### Context

This unit is fundamental to the study of sociology and allows learners to begin to consider what is meant by social stratification and to recognise the main features of social inequality and how these are created.

#### Outline

This unit explores the way in which social processes stratify society in all parts of the world, the reasons why inequalities exist, as well as how they are created and perpetuated.

#### Teaching time

Based on a total time allocation of 130 guided learning hours for this Cambridge O Level course, it is recommended that this unit should take about 25 hours.

Learning objectives	Suggested teaching activities	Learning resources
<b>What is social stratification?</b>		
Forms of social stratification: wealth, income, status, power, ethnicity and gender.	<p>What do we mean by social stratification/inequality? Learners to compile a list of those groups in society that they feel suffer from inequality (e.g. the poor, ethnic minorities, the disabled, women, the elderly.) Share and collate findings on the board. Now consider what these groups have in common, i.e. the factors that contribute to their inequalities (e.g. lack of money, lack of power, lack of status or prestige, lack of access to resources). Discuss learner views. <b>(I/P/G)</b></p> <p>Learners to create two characters (give them the outline of a person as a template to work from) that is one at the top of the hierarchy and the other at the bottom of the hierarchy. They should label key characteristics onto their design as well. Compare the learners' views looking for similarities and differences. It may also be worth considering stereotypes here and beginning to cross reference the relative impact of factors that lead to inequality, e.g. linking ethnicity and poverty. <b>(I/P/W)</b></p>	<p>Cambridge IGCSE Sociology (2251) syllabus is available at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p> <p><b>Textbooks:</b>            Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 85–87</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 391–399</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 39–44</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>Learners to complete independent research to determine the extent of inequality in their society and on an international level today. Give them the list from the syllabus as guidance (wealth, income, status etc.). This might be an opportunity to use original data and reinforce the skills required for Unit 1 questions. <b>(I)</b> Learners can bring their findings back to class and then put into small groups (differentiate by ability here if you wish) and each newly-formed group needs to make a fact file of inequalities based on their research into the key areas – you could usefully supplement this with relevant textbook extracts/secondary sources so they produce a really useful resource of key trends and patterns. <b>(G)</b></p> <p>Complete a glossary of useful terms about stratification. <b>(I)</b> A mix and match activity where learners match key term and meaning. The completed and checked work could then form the glossary.</p> <p>What are the different recognised systems of stratification? Teacher- led presentation based on the syllabus requirements (slavery, caste class, apartheid). Learners need to be clear what each of these systems is all about. Once the class has all the information on these systems, they then need to produce a mind map to help them learn and consolidate all the information. Encourage the use of colour, different text size and images here. <b>(I)</b></p> <p>Write a political speech/film and edit a political broadcast – learners work in small groups to defend and ‘sell’ one of the systems of stratification. Either draw these randomly from a hat or allocate to groups based on ability. Each group then has to persuade the rest of the class that their system is the best for society and the individual. Allow opposing questions to make learners assess and evaluate their positions. Or you might want to use the topic of patriarchy for this instead – to suggest a system based on patriarchy usually produces a good debate. <b>(G/W)</b></p>	<p>Moore, S <i>Sociology Alive!</i>, Chapters 3 and 4 – this book can be referred to throughout the topic as relevant points are made in several of the chapters.</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 250–275 – provides a lot of useful inks to original source data.</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 394 – useful terms about stratification</p>
Ascribed and achieved status.	<p>Recap what is meant by ‘status’. Have a series of scenarios prepared called ‘Who has the most/least status ...?’ Use fictional situations such as the doctor’s surgery, the cinema etc. <b>(W)</b></p> <p>Hopefully learners were introduced to the notions of ascribed and achieved status in Unit 2 – if not introduce them now. In this unit these need developing further. Give learners a pack of cards with individuals of differing statuses on – these can be a mix of famous and non-famous people, but make sure you are illustrating a wide range of factors that either add or detract from a person’s status, i.e. social characteristic. For each one, learners should work in pairs to decide whether the person’s status is ascribed or achieved or a mixture. They should identify and discuss all the factors that are relevant. This can then be discussed as a</p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 87</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 394</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 29–31</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>class. Based on this, a list of characteristics that give a person ascribed and achieved status should be drawn up. <b>(W/P/I)</b></p> <p><b>Homework activity:</b> learners should write an account of the members of their family, analysing all the different statuses people have (Note: you may need to reinforce that learners will need to have a clear focus on the difference between role and status) and considering how this often depends on the situation and context. So, if they consider themselves, for example, they would need to think of the various roles they play and how much/little status they have in each of these roles and why. They would also need to discuss those statuses that were ascribed and those that were achieved. <b>(I)</b></p>	
<p>Life chances and why these differ between and within stratified groups.</p>	<p>Begin by establishing what we mean by 'life chances' (see 'Life chances on the RMS Titanic' lesson plan and worksheet (see <a href="#">Appendix 1</a> and <a href="#">Appendix 2</a> of this scheme of work) which is designed as an introduction to the concept of 'life chances'). – After a discussion, ensure learners have a clear definition. What do the learners think are those things defined as desirable? How can people gain these things? They should consider both things that are earned and things that are given. <b>(W)</b></p> <p>Split the class into groups (differentiate here if you wish to). Give them a topic to research that has come out of their discussion about life chances – ensure there is enough for the whole class, e.g. health, wealth, (un)employment, education, politics etc. They need to use the internet, media materials, textbooks and secondary sources to investigate which social groups are the 'winners' and 'losers' in these areas. Remember, that these areas often interlink, e.g. ethnicity and class etc. They need to produce a local and international picture of how social stratification and inequality are relevant today in the topic area they are focusing on. Facts, statistics, studies, trends etc. should be encouraged here. Learners can design their own 'monopoly' style game if they are familiar enough with the game to do so. By creating new 'community chest' and 'chance cards' (e.g. 'If you own property on Park Lane avoid going to jail because you can afford the best lawyers. '). This also makes a good revision activity. <b>(G)</b></p> <p>Each group is then tasked with producing a learning guide on their area of inequality for the rest of the class. This should contain all the key information plus test questions to check understanding as this will be used independently by learners. <b>(G/I)</b></p> <p>Teacher-led Blockbusters-style quiz (see explanation in Unit 2 of this scheme of work) to check understanding, followed by a knowledge-based assessment test. <b>(I)</b></p>	<p><b>Textbook:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 88–89</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 280–310 (a lot of the information in these pages will be useful in other sections on the unit also).</p> <p>Life chances on the RMS Titanic lesson plan and worksheet – <a href="#">Appendix 1</a> and <a href="#">Appendix 2</a></p> <p>Monopoly (game): <a href="http://en.wikipedia.org/wiki/Monopoly_(game)">http://en.wikipedia.org/wiki/Monopoly_(game)</a></p>

Learning objectives	Suggested teaching activities	Learning resources
<b>What are the main features of social inequality and how are these created?</b>		
<p>Wealth and income: the evidence and reasons for the distribution of wealth and income in different societies and the impact of welfare states and other government measures to reduce inequality. The problems of defining wealth and poverty. The causes of poverty and the consequences of being rich or poor in a global context.</p>	<p><b>Wealth and income:</b> present learners with a range of statistics/articles/information about the distribution of wealth and income both within societies and across the world. World map drawn by wealth might be a good stimulus/starter here.</p> <p>Learners have to work in pairs to draw a conclusion from the statistics about wealth and income inequalities in the world today. Which social groups are most likely to be poor/rich? <b>(P)</b></p> <p><b>Measures to reduce inequality:</b> learners could investigate the proposals put forward by their government and the opposition parties to tackle inequalities in society. As an alternative, learners could investigate how the United Nations (UN) tackles this issue.</p> <p>If possible invite local politicians into school to talk to the learners about their ideas. If local politicians are not a practical option then a debate would still work well with one person from the class representing each of the main political parties, one as chair and the rest as audience members who ask questions and find flaws with the policies. To widen the debate further, representatives from other countries could also be used if their policies for reducing inequalities are sufficiently different, e.g. the UK's welfare state, China's one-baby policy etc. <b>(I/W)</b></p> <p><b>Defining wealth and poverty:</b> get learners to consider what we mean by being wealthy and being poor. They need to come up with a list of indicators of these two things. They could then do some research into how much income would be needed in their own society to live, i.e. to pay all the bills and outgoings considered essential. They may need some help with this in terms of coming up with a list of essentials. From this they can then see the percentage of their society that by their definition live in poverty. <b>(I)</b> Following on from this, introduce ideas to the class about absolute and relative poverty and about the relative nature of any definitions. Learners need to understand that definitions of poverty vary from society to society. <b>(W)</b></p> <p><b>Causes of poverty:</b> it would be useful here to make contact with some charities that may be able to send representatives into school to discuss poverty. If not there are many charities online that could be used. The learner's aim should be to discover why some people are poor in their society and across the world. Will need following up with teacher explanation and notes ensuring that the key areas of the syllabus are covered, i.e. culture of poverty, social exclusion, dependency culture, cycle of poverty, poverty trap. <b>(I/W)</b></p>	<p>World map: <a href="http://www.viewsoftheworld.net/?p=1040">www.viewsoftheworld.net/?p=1040</a></p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 90–99</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 411–415; p. 419–443</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 60–63, the 'Poverty' chapter in this book should also be useful for ideas and resources: p. 321–344.</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 74–76; p. 75–111</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 280–310</p> <p><b>Online:</b> <a href="http://www.globalissues.org/article/26/">www.globalissues.org/article/26/</a> – global poverty facts and statistics.</p> <p><a href="http://www.statisticbrain.com/world-poverty-statistics/">www.statisticbrain.com/world-poverty-statistics/</a> – global statistics on wealth and poverty.</p> <p>Charities working to help those living in poverty: <a href="http://www.actionaid.org/">www.actionaid.org/</a></p>

Learning objectives	Suggested teaching activities	Learning resources
	<p><b>Homework activity:</b> learners should come up with a plan to reduce poverty in their society using the knowledge they have gained from class about who is most likely to be poor and why. This could be a written report, a PowerPoint presentation, a filmed advert or a booklet. <b>(I)</b></p> <p><b>The impact of poverty on life chances:</b> learners should bring all of this learning together by considering how being poor can impact on a person's life chances and lifestyle. Provide them a list of key areas to consider working in groups – things such as education, work, health, crime, drugs, gangs, family etc. They need to 'thought shower' their ideas onto the pieces of paper and then move on. You could then shuffle the groups around a bit so different people work together and provide them with textbooks so they can further add to their 'thought showers'. A final shuffle round should help more information to be shared and the information to be more accurate and detailed. <b>(G)</b> Go through ideas as a class. <b>(W)</b></p> <p>Learners will then need to consolidate this individually as a report. <b>(I)</b></p>	<p><a href="http://www.oxfam.org/">www.oxfam.org/</a>  <a href="http://www.casa-alianza.org/">www.casa-alianza.org/</a>  <a href="http://www.islamic-relief.com/">www.islamic-relief.com/</a>  <a href="http://www.islamicaid.com/">www.islamicaid.com/</a></p> <p>Definition of 'thought shower':  <a href="http://en.wiktionary.org/wiki/thought_shower">http://en.wiktionary.org/wiki/thought_shower</a></p>
<p>Ethnicity: examples of racial prejudice and discrimination in education, employment and housing. Scapegoating and the consequences of racism for ethnic groups.</p>	<p>Learners will need definitions of key terms to be used in this section, e.g. ethnic minority, prejudice, discrimination, racism, scapegoating etc. Make it clear that learners need to be very specific when talking about particular ethnic groups and shouldn't over-generalise. It may be worth making the point that minority groups might not be disadvantaged, for example, white South Africans. <b>(W)</b></p> <p>Individually learners should create a spider graph/mind map to show the ways that society could be prejudicial towards or discriminate against ethnic minorities. If they have any specific examples they should add these on too. Feedback thoughts as a class. <b>(I/W)</b></p> <p>Present learners with a series of facts that relate to ethnicity and life chances. These should be wide ranging and cover different areas of social life such as health, crime, employment etc. Some of these statements should be false and some true. Working in pairs learners need to try and work out which ones are true/false and why. Discuss as a class and correct any inaccuracies. <b>(P/W)</b></p> <p>Teacher-led presentation/notes of the explanations for why racism and discriminations still exist today. Give learners opportunities to assess and evaluate these explanations through your teaching. Test their knowledge of these explanations afterwards through a game of 'Articulate' <b>(W)</b></p> <p><b>Homework activity:</b> learners complete independent research into examples of racism and</p>	<p><b>Textbooks:</b>  Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 99–102</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 472–484</p> <p>Blundell, J <i>Active Sociology for GCSE 'Ethnicity'</i> p. 99–114</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 48–52</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 346–383</p> <p><b>Online:</b>  <a href="http://www.liveleak.com/view?i=2e4_1363155012">www.liveleak.com/view?i=2e4_1363155012</a> – 'Brown eyes Blue eyes' racism experiment 1970.</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>discrimination currently in their local and international news and produce a resource folder of cases and examples they can refer to in the exam. The consequences of racism on ethnic minority life chances should be considered here. Any examples of positive discrimination/compensatory education/quotas etc. should also be included. <b>(I)</b></p>	<p><a href="http://www.youtube.com/watch?v=-2CX5633oIM">www.youtube.com/watch?v=-2CX5633oIM</a> – racism in football.</p> <p><a href="http://www.youtube.com/watch?v=LwW0abcpThg">www.youtube.com/watch?v=LwW0abcpThg</a> – racism experiment, Muslim girl in Texan bakery.</p> <p>Articulate (game): (<a href="http://en.wikipedia.org/wiki/Articulate!">http://en.wikipedia.org/wiki/Articulate!</a>).</p>
<p>Gender: effect of gender on the life chances of males and females, with particular reference to gender discrimination in employment. The changing role of women in modern industrial societies and explanations of gender discrimination.</p>	<p>Recap or review what the class found out about gender and life chances within a range of social institutions (this should be clearly linked back to earlier work that the learners have done). Which gender do they think is most privileged in society and why? Has it changed over time? Examples? Reasons? A review of the concept of patriarchy. <b>(W)</b></p> <p>Provide learners with a resource set of newspaper articles/journal articles/statistics/textbook extracts to illustrate the picture of gender and life chances today. Try and get a mixture to show that in some situations males benefit and in others females do. Learners work in groups to put together a picture of gender and life chances today. They could present their findings as an annotated collage. <b>(G)</b></p> <p><b>Homework activity:</b> learners can be asked to continue their gender research independently depending on the skills of the learners. The research may need to be directed by the teacher if they require more focus. <b>(I)</b></p> <p>Working in pairs learners should complete some primary research to see what differences exist in the workplace based on gender. If possible they should also try to investigate whether things have changed over time by researching a sample of males and females of different generations. Results need to be presented in a format that can be shared with the rest of the class. It might also be interesting to invite local employers/politicians into school to hear the presentations and to hold a question and answer session on gender and employment. <b>(P/W)</b> Case studies of contrasting cultures may provide a stimulus for this activity, if local studies are not available. (See US and UK examples at <a href="http://www.gires.org.uk/discrimination.php">www.gires.org.uk/discrimination.php</a> or local or national newspaper sites for access to articles which address this topic).</p> <p>How and why has the position of women changed over time? Present the class with images</p>	<p><b>Textbooks</b></p> <p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 102–108</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 453–471</p> <p>Blundell, J <i>Active Sociology for GCSE 'Gender'</i> p. 83–96</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 44–48</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 388–409</p> <p><b>Online:</b></p> <p><a href="http://www.youtube.com/watch?v=Eb-AqnwOTxE">www.youtube.com/watch?v=Eb-AqnwOTxE</a> – gender discrimination in a job interview; American experiment.</p> <p><a href="http://www.youtube.com/watch?v=YWPzFQTs4ks">www.youtube.com/watch?v=YWPzFQTs4ks</a> – the changing role of women in the workplace</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>of famous women throughout history who demonstrate different stages of women's position in society. For example, a politician, a housewife, a mother, a career/business woman, a sex worker etc. Split the class into groups and have enough images to spread around the tables. The learners need to research the various women they are presented with and see what their position in society would have been like. Share thoughts with the class. <b>(G/W)</b></p> <p>Learners to brainstorm why they think the position of women has changed so much over time – teacher notes/presentation to add in the necessary details, legislation and movements. <b>(W)</b></p> <p>An interesting film to show here is 'Made in Dagenham', which illustrates how women started to gain power in the UK and the obstacles they faced in doing so. Information and links to Malala Yousafzai, (<a href="http://en.wikipedia.org/wiki/Malala_Yousafzai">http://en.wikipedia.org/wiki/Malala_Yousafzai</a>) could also be used as stimulus for this topic area.</p> <p><b>Explanations for gender discrimination:</b> teacher-led presentation and notes on the various explanations as to why gender discrimination still exists today. Follow up with an assessment test. <b>(W/I)</b></p>	<p>(American).</p> <p>Will need newspaper/journal articles for the gender analysis activity (see what is topical at the time and/or look on a local or national broadsheet archive sites e.g. <a href="http://www.guardian.co.uk">www.guardian.co.uk</a> <a href="http://www.telegraph.co.uk">www.telegraph.co.uk</a> <a href="http://www.bbc.co.uk">www.bbc.co.uk</a>)</p> <p>Focus on issues such as pay, housework, childcare, politics, position/status in the workplace, type of job, crime, religion, education and health.</p> <p>Discrimination against gender variant people in the workplace – US and UK: <a href="http://www.gires.org.uk/discrimination.php">www.gires.org.uk/discrimination.php</a></p> <p>Sex discrimination in the American workplace <a href="https://www.equalrights.org/legal-help/know-your-rights/sex-discrimination-at-work/">https://www.equalrights.org/legal-help/know-your-rights/sex-discrimination-at-work/</a></p> <p>Women's history: <a href="http://en.wikipedia.org/wiki/Women's_history">http://en.wikipedia.org/wiki/Women's_history</a></p> <p><b>Film:</b> 'Made in Dagenham', 2010, Nigel Cole</p>

Learning objectives	Suggested teaching activities	Learning resources
		<p>A Global Day of Action for Malaya:  <a href="http://www.huffingtonpost.com/news/malala-yousafzai/">www.huffingtonpost.com/news/malala-yousafzai/</a></p>
<p>Social class: ways of defining and measuring social class. The changing nature and role of different classes and class cultures. The nature, extent and significance of social mobility.</p>	<p>How do we define a person's social class? Discuss the markers of class as a group. <b>(W)</b></p> <p>What class would the learners put themselves into and why? Give them some profiles of people they will know (celebrities etc.) and fictional characters – what social class would these people be and why? <b>(W/P/I)</b></p> <p><b>The different ways of measuring social class:</b> teacher-led presentation on the various ways a person's social class can be measured. With all of the measurements, allow time for the learners to assess the good and bad points of each, looking particularly at who is excluded from the measurement and the implications of this. The concept of underclass could be introduced here. For each one they should consider where they and their families would be placed and the accuracy of this measurement. <b>(W/I)</b> Consider measurements such as The National Statistics Socio-economic Classification (NS-SEC), Gross Domestic Product (GDP), Institute of Practitioners in Advertising (IPA), Marxist class theory, consensus view, Weberian view (<a href="http://www.sociology.org.uk/siweber.htm">www.sociology.org.uk/siweber.htm</a>) – all are well covered in <i>An Introduction to Sociology, 4<sup>th</sup> Edition</i>, Browne, p. 399–409.</p> <p>The different social classes: a clear picture is needed of the culture of all of the main social classes (upper, middle, working and under) focusing on key norms, values, beliefs, employment, lifestyle, hobbies etc. It is essential also that the changes in these classes are considered alongside the Postmodernist view that the class structure is fragmenting, e.g. traditional working class and new working class; traditional upper class aristocracy and the super-rich/jet set. Divisions within the classes, i.e. the lower/upper middle class should also be covered. Teacher presentation and notes needed. <b>(W)</b></p> <p>Follow this on with a card sort activity where learners are put into groups (these can be differentiated) and are given bags of key terms, ideas, facts, studies etc. They have to sort out which social class each of the cards in the bag belongs with. Teacher circulates room probing and prompting as necessary. <b>(G)</b></p> <p>If equipment allows, learners should be split into groups where they will create photos and social media accounts for fictional people to represent all the various social classes that they have learnt about. They will need to think carefully about how they dress and pose their</p>	<p><b>Textbooks:</b>  Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 109–120</p> <p>Browne, K <i>An Introduction to Sociology</i>, p416–419; p. 443–447; p. 448–452; p. 399–411</p> <p>Blundell, J <i>Active Sociology for GCSE 'Social Class'</i> p. 53–80</p> <p>Wilson, P and Kidd, A, <i>Sociology for GCSE</i>, p. 59–74; p. 77–81</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 316–341</p> <p><b>Online:</b>  <a href="http://www.youtube.com/watch?v=ohlk3IELXF8">www.youtube.com/watch?v=ohlk3IELXF8</a> – climbing the social ladder in the UK, Channel 4 News (social mobility).</p> <p><a href="http://www.bbc.co.uk/news/uk-22007058">www.bbc.co.uk/news/uk-22007058</a> – largest ever survey of social class in the UK, 2013.</p> <p>Cameras and ICT facilities will be needed for the social media activity – learners could just use cameras on their mobile phones</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>models for the photos. The content of the social media page will then allow them to demonstrate their understanding of the specific class culture. These would then make a great classroom display. <b>(G)</b></p> <p><b>Define what is meant by social mobility:</b> do the learners think social mobility is possible/desirable in their local context and internationally? How could a person become socially mobile? Discuss the options – some of which will be earned and some given. Link ideas about social mobility to open/closed/meritocratic societies to build up learners' vocabulary. <b>(W)</b></p> <p>Describe and explain the two types of social mobility – inter- generational and intra- generational – these can then be used to measure social mobility in the learners' local environment and internationally, e.g. Learners could look at the impact of the caste system in India – does it prevent mobility nowadays? They could complete some secondary research for the international context and some primary research to explore the issues in their local area. Encourage them to work in groups so that a multi-methods approach can be used. Present findings. <b>(G)</b></p> <p>Provide learners with a list of scenarios (see Browne p. 446), e.g. the son of a teacher who becomes the President. Learners have to say for each scenario whether the social mobility is inter- or intra-generational and whether it is going upwards or downwards. <b>(I)</b></p> <p>Working in pairs, learners have to consider all the ways that social mobility can be encouraged to go upwards or downwards and make a chart to illustrate these things, i.e. family attitudes, personal ambition, educational qualifications etc. Both ascribed and achieved factors need to be considered. <b>(P)</b> The teacher can then play a game of 'higher or lower' where the factors created by the learners are read out and the class have to say 'higher' or 'lower' to indicate whether they would cause upward or downward social mobility. Learners could create a mobility 'snakes and ladders' board game as a revision activity. Squares on the board would give information on why you would go up or down if you landed on that square. Using targeted questioning the teacher can also get learners to explain to the rest of the class why this would be the case. <b>(W)</b></p>	<p>however or draw characters instead.</p> <p><a href="http://www.classtools.net">www.classtools.net</a> – learners can create 'Facebook' accounts for their characters.</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 446</p>
Formative assessment	End the unit with a series of <b>formative assessment</b> opportunities. Consider a knowledge-based test. Then move on to exam-style questions – model these and show examples, clarify command words and then set for learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding of the Cambridge mark schemes and question demands.	<b>Specimen examination papers:</b> Specimen exam papers, mark schemes etc. If doing peer assessment, mark schemes may be adapted to be more learner-

Learning objectives	Suggested teaching activities	Learning resources
		friendly. <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a>  <b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i> , p. 121 includes a revision checklist and exam practice questions.

## Scheme of work – Cambridge O Level Sociology (2251)

### Unit 4: Family

#### Recommended prior knowledge

The units of study that are assessed in Paper 2 allow learners to build on their earlier knowledge and understanding and to explore and apply this to a specific topic within sociology. The topics have all been carefully chosen to be both meaningful and relevant to learners today. It is recommended that Units 1, 2 and 3 have been studied prior to the teaching of the two (or more) option units.

#### Context

This unit is assessed formally in Paper 2, where learners must answer on two of the optional units of study. A minimum of two must therefore be studied. Three topics are recommended, if schools wish learners to have an element of choice on the examination paper.

#### Outline

This unit offers learners the opportunity to explore the sociology of the family, including definitions, structure, variations and alternatives, and changing roles and relationships within the family.

#### Teaching time

Based on a total time allocation of 130 guided learning hours for this Cambridge O Level course, it is recommended that this unit should take about 25 hours if two Paper 2 options are selected for study. If more are studied then this time guide would need to be reduced accordingly.

Learning objectives	Suggested teaching activities	Learning resources
<b>What are the different types of family?</b>		
The nuclear and extended family, reconstituted/step-family, single-parent family and same sex family.	<p>Begin by discussing what we mean by a 'family' and come up with a recognised definition for this.</p> <p>Learners to brainstorm the various types of families they can think of – from their own experiences and through the media. Collate these on the board. <b>(W)</b></p> <p>Watch an extract from a TV programme (a soap opera would work well for this) and get learners to note down all the types of families shown. Choose a couple of different clips if you want to emphasise particular types of families to learners. Add these types to the learners list. <b>(I)</b></p> <p>Create a series of cards with a range of family types written on – pick a card out of a bag and</p>	<p><b>TV/film:</b> Required for analysis either in film or online format, e.g. TV series such as Dallas, Eastenders, Coronation Street, Korero Mai, etc.</p> <p>Play dough/clay for the family exercise</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 123–126</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>learners have two minutes in pairs to create this family from their play dough. Vote for the best one, recapping what the family type is all about at the same time and move on to the next card. <b>(P)</b></p> <p><b>Homework activity:</b> learners create a glossary of all the different family types they need to know according to the syllabus. <b>(I)</b></p>	<p>Browne, K <i>An Introduction to Sociology</i>, p. 91–94</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 116–117</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 134–135</p> <p>Moore, S <i>Sociology Alive!</i>, p. 55–156</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 625 and p. 637–641</p>
<p>The influence of social stratification and ethnicity on family diversity.</p>	<p>Establish what is meant by ‘family diversity’ and get learners to give examples of this – aim to link to ethnicity and social class in particular. Look at relevant statistics on types of family and social factors – learners to interpret the statistics and to come up with reasons for the patterns. <b>(I/W)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 126–127</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 63–64</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 150–151</p> <p><b>Online:</b> <a href="https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/families-and-households/1.1">https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/families-and-households/1.1</a> – family and ethnicity statistics for the Office for National Statistics.</p>
<p>The functions of the family and the ‘loss of functions’</p>	<p>Outline and explain the functions of the family according to functionalist sociologists and ensure learners are clear what is meant by a ‘function’. Learners then turn this into a spider</p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE</i></p>

Learning objectives	Suggested teaching activities	Learning resources
debate.	<p>diagram/mind map with notes and images to help their understanding. <b>(I/W)</b></p> <p><b>Homework activity:</b> learners choose a TV/film clip or an extract from a book/magazine and identify all the family functions seen/read within it.</p> <p>'Loss of functions debate' – introduce the idea that in modern industrial society functions in the family are declining. Working in pairs, learners should take each function in turn and come up with ideas about how and why the function may not be performed by the family anymore, e.g. welfare state, old people's homes etc. Share these ideas as a class. <b>(P/W)</b></p>	<p><i>Sociology Coursebook</i>, p. 127–131</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 55–56</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 119–120</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 105–106</p> <p>Moore, S <i>Sociology Alive!</i>, p. 163–165</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 628–629</p>
Alternatives to the family, including other types of households and communes.	<p>Other than a family, where else can people live? Who else can people live with today? Get learners' initial reactions and ideas to this. Find examples from media materials and secondary sources of all of the alternatives that you want to emphasise and present these to the learners. They should consider the advantages and disadvantages of each. An assessment of why these alternatives to the family have appeared should also be made. <b>(W)</b></p> <p><b>Homework activity:</b> learners could then come up with a plan for non-family living. They should decide how this would work, how it would be organised, rules in place, identify possible problems and how they would overcome them etc. <b>(I)</b></p>	<p><b>Textbooks:</b></p> <p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 131–133</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 65–66</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 125–127</p> <p>Moore, S <i>Sociology Alive!</i>, p. 170–171</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 152–153</p> <p><b>TV and online:</b></p> <p>Clip from TV series 'Friends' could be shown to illustrate idea of friends as the new family –</p>

Learning objectives	Suggested teaching activities	Learning resources
		<p>'Friends', NBC, 1994–2004. (Clips and episodes from the series available on YouTube or box sets of DVDs easily available to buy.)</p> <p><a href="http://www.google.co.uk/">www.google.co.uk/</a> – Children's home video footage from Kenya.</p> <p><a href="http://www.google.co.uk/">www.google.co.uk/</a> – Virginia; commune life.</p> <p><a href="http://www.youtube.com/watch?v=3drcDfIYi4c">www.youtube.com/watch?v=3drcDfIYi4c</a> – Are friends the new family?</p>
<p>Cross-cultural comparisons and variations in marriage including monogamy, serial monogamy, polygamy and polyandry. Alternatives to marriage, such as cohabitation and civil partnerships. Trends in marriage and divorce.</p>	<p>Establish what is meant by the key terms here (monogamy etc.) – give clear definitions to learners for a glossary. What are their views on each of these? Can they come up with advantages and disadvantages of each? Once the groups have had time to consider the advantages and disadvantages of each of the variations in marriage, each group should be given one of these at random to produce a political speech on. <b>(G)</b> Their aim is to convince the rest of the class that their variation of marriage is the best. After each group's speech, the rest of the class should ask them questions to try and pick holes in their argument. After all the speeches have been heard, class vote for the most convincing. <b>(W)</b></p> <p><b>Alternatives to marriage:</b> outline the idea that today marriage is not the only option when it comes to family life. What alternatives can the learners think of? Why do they think these alternatives are appearing? What do they think of these alternatives? <b>(W)</b></p> <p>In pairs, learners research alternatives to marriage and family types either on the internet or magazines articles (if available) and work in pairs to produce a collage of the variety of different family types and alternatives to marriage available today. As well as collecting the appropriate images, they should also aim to add notes to help their understanding. <b>(P)</b></p> <p><b>Extension task:</b> learners could investigate societal views on the alternatives to marriage via an analysis of secondary sources or through primary research such as an attitude survey, questionnaire or interviews. <b>(I)</b></p> <p><b>Trends in marriage and divorce:</b> this represents a great opportunity for learners to complete some independent research into what is happening in terms of marriage and</p>	<p>Learners will need access to celebrity magazines for the collage activity.</p> <p>ICT facilities needed for the independent research task into marriage and divorce rates.</p> <p><b>Textbooks</b>  Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 133–139</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 60–63</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 134–139</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 142–145</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 88–91; p. 121–135</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>divorce rates in both a local and a more international context. A report should be written based on their individual research to be used in class later. <b>(I)</b></p> <p>The class can then discuss their findings and consider why these trends have emerged. This can be consolidated afterwards by a teacher presentation and notes. <b>(W)</b></p> <p>Why is divorce on the increase? How does divorce impact on those involved – partners and children? Use learners’ own experiences sensitively here to inform the discussion. <b>(W)</b></p> <p><b>Homework activity:</b> learners write a magazine article-style report to consolidate their understanding of the topic of divorce and its effects on family life, individuals and societies. <b>(I)</b></p>	<p>Moore, S <i>Sociology Alive!</i>, p. 172–183</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 624; p. 637–641; p. 642–649</p> <p><b>Online:</b>  <a href="http://www.google.co.uk/">www.google.co.uk/</a> – statistics from the UK Office of National statistics on marriage, divorce, cohabitation and civil partnerships.</p>
<b>How are family roles changing?</b>		
<p>Conjugal roles, maternal and paternal roles, roles of children and members of the wider family, including grandparents.</p>	<p>Brainstorm all the roles played in families and what may be expected of someone in these roles, i.e. norms of a father. How have these roles changed over time and why? As well as teacher explanation of this, learner research could also be completed (or in the next topic primary research would also work well) using family of different ages and generations for interviews/survey investigation. <b>(W/I)</b></p> <p><b>Homework activity:</b> report on findings from primary research. <b>(I)</b></p>	<p><b>Textbooks:</b>  Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 139–143</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 69</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 132–134</p> <p>Moore, S <i>Sociology Alive!</i>, p. 187–190</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 156–157</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 88–91; p. 117–121</p>
<p>Changes in family relationships and conjugal roles, including symmetrical family debate and issues</p>	<p><b>Focus on the role of gender in the family – symmetry and equality:</b> a good option for learners to complete a case study within sociology. They could work in pairs to investigate the gender debate and to present their findings in a format of their choosing (examples could be as a PowerPoint presentation, a short film, a booklet, a podcast or a mini lesson).</p>	<p><b>Textbooks:</b>  Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 143–146</p>

Learning objectives	Suggested teaching activities	Learning resources
relating to gender equality within the family.	Teachers should ensure adequate support materials are made available for the research via textbooks, secondary sources and websites. Encourage learners to share their work afterwards and perhaps peer assess these. Follow up with a series of test questions on gender and the family to ensure understanding. Key areas for consideration could be symmetrical family, paid work, housework, decision making, money management and childcare. Learners could look at time spent and specific tasks done. <b>(P)</b>	<p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 66–69</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 128–132</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 154–155</p> <p>Moore, S <i>Sociology Alive!</i>, p. 185–187</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 88–91; p. 109–117</p>
Variations in family relationships reflecting the influences of social stratification and ethnicity.	Consider how and why social class and ethnicity may affect family life and relationships. The role of gender could also be considered here, i.e. within different cultures. Content/thematic analysis of a selection of TV shows and films could be useful here to engage learners – choose any which illustrate ideas that are relevant; a couple of possibilities are in the ‘Learning resources’ column. Learners should use these plus textbook resources to report on how family life is different depending on ethnicity and social class. <b>(I)</b>	<p><b>Media resources:</b></p> <p>‘Bend it like Beckham’, 2002</p> <p>‘East is East’, 1999</p> <p>‘Shameless’, 2004</p> <p>‘Downton Abbey’, 2010</p> <p>All available on DVD and lots of clips online too.</p> <p><b>Textbooks:</b></p> <p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 146</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 134; 143–144</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 88–91; p. 140–142</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 630–632</p>
The negative aspects of	Introduce the notion of the dark side of the family and the idea that for a lot of people family	<b>Textbooks:</b>

Learning objectives	Suggested teaching activities	Learning resources
<p>family life, including domestic violence, gender inequality, child abuse and neglect.</p>	<p>life can be a negative experience. Learners should then brainstorm all the ways that family life could be a bad thing. Share and discuss these as a class. <b>(W)</b></p> <p>Divide the class into small groups, each with a specific focus and get them to investigate their topic in more detail, e.g. elder abuse/domestic violence/honour killings etc.  <a href="http://www.bbc.co.uk/ethics/honourcrimes/">http://www.bbc.co.uk/ethics/honourcrimes/</a> <b>(G)</b></p> <p>Each group produces a fact file on their specialist topic. Then set the classroom up as a series of market stalls – every group needs to visit each stall where they will be given a fact file and have a presentation on the topic. Those group members who ‘work’ the market stall and so do not visit any of the others must ensure that their group members report back on what they have learnt through peer teaching. <b>(G)</b></p> <p>To test learner knowledge and understanding a series of fun activities should be planned such as a crossword, mix and match, quiz etc. <b>(W/I)</b></p> <p>Any relevant videos or web resources could also be shown to further understanding. Learners could also be asked to complete further independent research on the dark side of family life individually as a homework or extension activity. <b>(I)</b></p>	<p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 146–148</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 69–71</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 121–124</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 140–141</p> <p>Moore, S <i>Sociology Alive!</i>, p. 166–168</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 88–91; p. 144–151</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 635–637</p> <p><b>Online:</b>  <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a> – the website for Women’s Aid has lots of interesting information about domestic violence.</p> <p><a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> – charity trying to prevent abuse and cruelty towards children.</p> <p><a href="http://www.youtube.com/watch?v=3umi3K64Uqo">www.youtube.com/watch?v=3umi3K64Uqo</a> – award-winning domestic abuse video, America.</p>

Learning objectives	Suggested teaching activities	Learning resources
<b>What are the changes affecting the family?</b>		
Industrialisation, urbanisation and family change.	<p>Teacher presentation and notes on the ways that industrialisation and urbanisation have affected family life and structure. Experiences of families from different social classes should be considered here. An understanding of the different points of view should be aimed for. <b>(W)</b></p> <p>Follow-on work by the teacher to assess understanding via comprehension questions, fill the gaps exercise and mix and match activities if there are particular studies/statistics/terms that are important for learners to remember. <b>(I/P)</b></p> <p><b>Homework activity:</b> learners should produce a poster combining images and written information to consolidate their understanding of this topic and to demonstrate changes over time. <b>(I)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 148–152</p> <p>Moore, S <i>Sociology Alive!</i>, p. 159–162; p. 183–184</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 148–149</p>
Demographic trends: family size and birth rates; death rates and life expectancy.	<p>Set up a game of ‘Who wants to be a millionaire?’ based on demographic trends in the family. This can be on a simple PowerPoint. (Have three possible answers for each question, one of which is correct. Divide the class into teams to take the quiz in order to find out what they already know.) <b>(G)</b></p> <p>For each topic, e.g. ‘decline in the death rate’, reasons for the trends should also be covered. This could be done via a teacher presentation or used as an opportunity for some peer teaching whereby learners can be divided into groups to cover all the relevant topic areas and should prepare a mini lesson, including starter activity, main body and assessment of learning. <b>(G)</b></p>	<p><b>Textbook:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 152–154</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 95–97; p. 101–104</p> <p>‘Who wants to be a millionaire?’ template: <a href="https://www.google.com/search?client=safari&amp;rls=en&amp;q=who+wants+to+be+a+millionaire+powerpoint+template+uk&amp;ie=UTF-8&amp;oe=UTF-8">https://www.google.com/search?client=safari&amp;rls=en&amp;q=who+wants+to+be+a+millionaire+powerpoint+template+uk&amp;ie=UTF-8&amp;oe=UTF-8</a></p>
The consequences for the family of an ageing population.	<p>Ensure learners understand what is meant by an ageing population – what are their experiences with this trend? This is an opportunity to use data for reinforcement purposes.</p> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of having an elderly relative living in the family?</li> <li>• Should families keep elderly relatives living with them or is there a place for old people’s homes in society?</li> <li>• Should the retirement age rise?</li> <li>• How might an ageing population affect younger people in society in terms of paid</li> </ul>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 154–156</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 97–100 (good statistical activity for learners to complete on p. 100)</p> <p>Moore, S <i>Sociology Alive!</i>, p. 189–</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>work, housing etc.?</p> <ul style="list-style-type: none"> <li>• What would the class predict for the age demographic of society in 20 years' time and why? <b>(W)</b></li> </ul> <p>Teacher notes need to consolidate learning here – perhaps follow on with a knowledge-based test.</p>	191
Formative assessment	<p>End the unit with a series of <b>formative assessment</b> opportunities. Consider a knowledge-based test. Then move on to exam-style questions – model these and show examples, clarify command words and then set for learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding of the Cambridge mark schemes and question demands.</p>	<p><b>Specimen examination papers:</b> Specimen exam papers, mark schemes etc. If doing peer assessment mark schemes may be adapted to ensure that they are more learner-friendly. <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 157 includes a useful revision checklist for the topic alongside some exam practice questions.</p>

## Scheme of work – Cambridge O Level Sociology (2251)

### Unit 5: Education

#### Recommended prior knowledge

The units of study that are assessed in Paper 2 allow learners to build on their earlier knowledge and understanding and to explore and apply this to a specific topic within sociology. The topics have all been carefully chosen to be both meaningful and relevant to learners today. It is recommended that Units 1, 2 and 3 have been studied prior to the teaching of the two (or more) option units.

#### Context

This unit is assessed formally in Paper 2, where learners must answer on two of the optional units of study. A minimum of two must therefore be studied. Three topics are recommended if schools wish learners to have an element of choice on the examination paper.

#### Outline

This unit offers learners the opportunity to explore the influence of education on the individual and on society. This includes the role of education, the main changes in education and patterns of educational achievement.

#### Teaching time

Based on a total time allocation of 130 guided learning hours for this Cambridge O Level course, it is recommended that this unit should take about 25 hours if two Paper 2 options are selected for study. If more are studied then this time guide would need to be reduced accordingly.

Learning objectives	Suggested teaching activities	Learning resources
<b>What is the function of education?</b>		
Informal and formal education.	<p>Introduce what we mean by the concept of 'education' via class discussion keeping a note of the key points made on the board. Have a few discussion questions ready to promote argument and debate amongst the class, e.g. What is the point of going to school? Should parents be allowed to buy their children an education? etc. <b>(W)</b></p> <p>Introduce the idea of there being both a formal and an informal type of education and explain the difference between these to learners. Learners could produce two lists to exemplify the difference in what is learnt in the two types of education.</p> <p>If you wanted to lengthen or expand on this introductory lesson, then an exercise considering what norms, roles and values are found in schools and how these are transmitted and</p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 159–160</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 79–80</p> <p>Blundell, J <i>Active Sociology for GCSE</i>, p. 166</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>encouraged could be introduced. You could ask learners to identify the norms expected of a learner/teacher in schools and then discuss how these are taught for instance. This could then be followed up with a role play exercise. <b>(W)</b></p>	
<p>Education as an agency of socialisation and social control.</p>	<p>Give learners an A4 piece of paper and ask them to produce a spider graph to show all the different ways education socialises them. A good starting point can be found on p. 77 of <i>OCR GCSE Sociology</i>. They then need to break their ideas down, e.g. if they think the subjects studied at school are part of the socialisation process then this could be expanded on with ideas such as science and maths subjects typically taught by male teachers; home economics/cooking more likely to be studied by girls, etc. <b>(P)</b></p> <p>Move on from this to a consideration of the role and functions of education from a Marxist and functionalist point of view. Start with a basic introduction to the Marxist and functionalist views of education. Introduce the four key roles that education is said to provide – economic, selective, socialisation and social control. Learners need to work out which bits of information support</p> <p>(a) the functionalist and (b) the Marxist perspectives. <b>(I)</b></p> <p>Based on this information, learners should be split up into teams to produce an argument to support either the Marxist or functionalist perspective and a series of mini debates can then take place – helping to develop skills of evaluation. <b>(G)</b></p> <p><b>Homework activity:</b> learners to consider how they have been socialised via the education system and write a report with examples and a consideration of how effective this socialisation is and why. <b>(I)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 161–163</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 77–79</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 168–172</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 150–153</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 166–167</p>
<p>The relationship between education and social mobility.</p>	<p>Learners should make a list of all the subjects they study at school. From this list of subjects they should identify specific topics and skills learnt that they feel will help them ‘move forward’ in the future after school.</p> <p>Provide definition and explanation of what we mean by social mobility. Are the topics/skills the learners identified successful in causing social mobility? What would schools/society need to do to be truly meritocratic and to promote social mobility for all learners? <b>(W)</b></p> <p><b>Homework activity:</b> learners could investigate real people either in their local context or internationally, who have achieved social mobility and the role that education did/did not play in this. Findings could be displayed as a class. <b>(I)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 163–164</p> <p>Browne, K <i>An Introduction to Sociology, 4<sup>th</sup> Edition</i>, Polity, 2011 p. 170–172</p>

Learning objectives	Suggested teaching activities	Learning resources
<p>Different types of schools, including state, private, single-sex and faith schools.</p>	<p>Learners can be asked to brainstorm all the different types of schools they know – collate ideas together on the board. <b>(W)</b> They should then be set a research task to find out about the other key types of schools mentioned in the syllabus e.g.comprehensive system. <b>(I)</b> Once all the different types of schools have been discovered, split learners into pairs and get them to produce a short presentation for their peers about a type of school – these could be drawn randomly from a hat or you could differentiate based on ability. Encourage them to include visuals and opinions into their presentations,e.g. to consider the advantages and disadvantages of private education. <b>(P)</b></p> <p>Learners use all the information to ensure understanding. For example, they could write a newspaper article for their local paper about the different types of schools. Or they could write a short story that must include all the different types of schools they've been introduced to. They could also consider which types of schools they would/would not like to attend and why. These could be used in class or as homework activities. <b>(W/I)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 164–169</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 81–86</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 190–195</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 186–187</p> <p><b>ICT facilities needed for research:</b> <a href="http://www.youtube.com/watch?v=KlyakWeFhDo">www.youtube.com/watch?v=KlyakWeFhDo</a> – Summerhill Free School video footage. <a href="http://www.sands-school.co.uk/">www.sands-school.co.uk/</a> - use the website links to navigate through this alternative school..</p>
<p><b>What factors help to explain differences in educational achievement?</b></p>		
<p>Patterns in educational achievement and experience in relation to gender, ethnicity and social class.</p>	<p>Provide the class with a resource pack containing statistics, secondary sources, headlines, quotes etc. about educational experience and achievement related to gender, social class and ethnicity. Learners have to produce a poster to highlight all the key information, patterns and trends. To help with the more complex explanations for educational achievement, start to consider why these patterns exist.</p> <p><b>Homework activity:</b> learners begin by setting an individual piece of homework – to research why these trends exist, e.g. which ethnic minorities do less well in school than the ethnic majority. <b>(I)</b></p> <p>Lessons can then start to debate the findings, allowing all learners to contribute what they've found and also using their own experiences of education and schools. This knowledge could then be used to form the basis of a class assembly or presentation to the leadership group in school about why certain groups of learners do better/worse in education. <b>(W)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 169–175</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 88–95</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 198–199; p. 213; 217–220</p> <p>Moore, S <i>Sociology Alive!</i>, p. 262–278</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>When focusing on the topic of gender, learners give school statistics on the option choices at IGCSE/O Level and A Level within their school. They should then analyse these statistics so they can see which subjects are male and which are female-dominated. <b>(W/G/P)</b></p> <p><b>Extension activity:</b> learners could complete research, e.g. to find out why males and females are choosing different school subjects. A questionnaire could be designed and administered in small groups to a stratified sample of learners and a report drawing conclusions from this research then written or filmed. <b>(G)</b></p> <p>Presenting results in data form might be a useful reinforcement activity.</p>	<p>Blundell, J <i>Active Sociology for GCSE</i> p. 178–183</p> <p>A selection of secondary sources/statistics will need to be provided by the teacher. e.g. <a href="http://www.tes.co.uk">www.tes.co.uk</a></p> <p>Statistics on the gendered subject choices of learners will also be needed.</p> <p>ICT facilities required if the questionnaire research task is completed.</p>
<p>Material, cultural and linguistic influences of family background on educational achievement.</p>	<p>All the knowledge gained through their research into the task above can be used here, plus any additional information can be introduced. Make sure learners are clear of the variety of 'home' factors that can be relevant to determining educational achievement. Integrate factors relating to gender, ethnicity and social class as relevant. <b>(W)</b></p> <p>Prepare case studies of different learners (include the factors you want to emphasise) and they have to pick out why these learners are likely to achieve well or not at school based on their 'home' factors. This would be a good opportunity to differentiate by complexity of case study given to individual learners. <b>(I)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 175–178</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 199–205; p. 214; p. 220–225</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 165–168; 180–181</p> <p><b>Online:</b> Educational achievement and under-achievement (slideshow): <a href="http://www.slideserve.com/tale/educational-achievement-and-under-achievement">www.slideserve.com/tale/educational-achievement-and-under-achievement</a></p>
<p>The influence of school, teachers and the peer group on educational achievement.</p>	<p>Make sure learners are clear about the variety of 'school' factors that can be relevant to determining educational achievement. Integrate factors relating to gender, ethnicity and social class as relevant. Prepare and give out profiles of a set of learners (four to six)</p>	<p>Give out examples of comic strips, i.e. from 'The Beano' comic so learners can see how these work to</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>including age, gender, background, personality, music tastes, fashion etc. Using these basic profiles learners have to create a set of comic characters and then write a comic strip based on these learners' experiences of education to highlight who does well and who doesn't and why. <b>(I)</b></p> <p>As this is such a main focus in the education topic, it is essential that learners are clear on the variety of explanations that exist to explain why some groups of learners do better than others in education. Resources permitting, a useful activity here is to split the class into smaller groups and set them the task of producing a segment of a TV news show to cover this material in a fun and active way. Video cameras and a free editing program would be required for this task. If these are not available then the same task can be completed as a magazine or a newspaper activity. Groups can either cover all of the material or a different topic could be given to each group, e.g. gender/social class/ethnicity/school factors/cultural factors etc. <b>(G)</b></p>	<p>tell a story.</p> <p>Comic strip templates for the learners to work on would be useful. <a href="http://www.printablepaper.net/category/comics">www.printablepaper.net/category/comics</a></p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 178–185</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 205–212; p. 214–216; p. 220–225</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 168–172; 182–186</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 174–175</p> <p>ICT/filming equipment needed for the report task.</p> <p>Good templates for newspapers using ICT: <a href="http://www.presentationmagazine.com/editable-old-newspaper-template-4520.htm">www.presentationmagazine.com/editable-old-newspaper-template-4520.htm</a></p>
<p>Measuring intelligence, selection and its relationship to educational achievement.</p>	<p>Involve learners interactively in measuring intelligence – get them to complete online IQ tests or general knowledge quizzes from broadsheet newspapers. Have some fun with this.</p> <p>Explain to learners that tests like this used to be, and still are, used to measure intelligence. Also link these tests to setting and streaming in classes. Discuss the validity of such tests as a measure of intelligence and how certain groups are automatically favoured by such measurements. Lead into discussion about educational inequalities – link with the social background of those learners most likely to be in university, in top-paying jobs, excluded etc.</p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 185–186</p> <p>Moore, S <i>Sociology Alive!</i>, p. 259–262</p> <p>Blundell, J <i>Active Sociology for</i></p>

Learning objectives	Suggested teaching activities	Learning resources
	<p><b>(W/I)</b></p> <p><b>Homework activity:</b> learners can write their own IQ test and try it out on a selection of learners.</p> <p><b>Private education:</b> set learners a research task to investigate private education. They could be given a list of factors to consider, e.g. costs, extra-curricular activities, uniform, class sizes, subjects offered, rules, discipline, etc. You can tailor this research to your local context or use it as an opportunity to consider well-known private schools. Learners should then present their findings with accompanying images as a PowerPoint presentation. <b>(I)</b></p> <p>Using the information gleaned from this research, plus their knowledge of the ‘winners’ and ‘losers’ in the education system, learners should prepare for a formal debate about the existence of private education. Have approx. four learners per team for and against and devise enough debate titles for the whole class to be involved – so in a class of 24 three debates will be needed. Make sure these are all linked to private education but have a slightly different slant, e.g. ‘Private education is immoral and should be made illegal’; ‘Every parent has the right to decide how to spend their money – private education is one of these choices’; ‘Teaching is better and standards are higher in private education; this is why learners achieve so much better than in the state sector’. <b>(G)</b></p> <p><b>Homework activity:</b> following the debate, set an essay exam style question on the advantages and disadvantages of private education to assess learning. <b>(G)</b></p>	<p>GCSE, p. 176–177</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 176–180</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 85–86</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 702–709</p> <p>IQ tests/quizzes needed.</p> <p>ICT facilities needed for the private education research task.</p> <p><b>Online:</b></p> <p><a href="http://www.free-iqtest.net/">www.free-iqtest.net/</a> – free IQ test.</p> <p><a href="http://www.iqtest.com/">www.iqtest.com/</a> – free IQ test.</p> <p><a href="http://www.intelligencetest.com/">www.intelligencetest.com/</a> – free test of intelligence.</p> <p><a href="https://www.cgpbooks.co.uk/info/paring-for-the-11-plus-with-cgp/free-11-plus-practice-tests">https://www.cgpbooks.co.uk/info/paring-for-the-11-plus-with-cgp/free-11-plus-practice-tests</a> – report and sample questions from the UK’s 11+ test</p>
<p>The roles of the official curriculum and the hidden curriculum.</p>	<p>Introduce the idea of ‘official’ versus ‘hidden’ curricula.</p> <p>Introduce and explain the key factors in the hidden curriculum and how these are taught and transmitted to learners. <b>(W)</b> Learners should then apply this knowledge to their own school through all or a selection of the following activities:</p> <ul style="list-style-type: none"> <li>• What features of the hidden curriculum can be found in your school? Illustrate with examples.</li> </ul>	<p><b>Textbooks:</b></p> <p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 186–187</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 173</p>

Learning objectives	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> <li>• Are there any examples of the hidden curriculum reflecting the values of society within your school?</li> <li>• Are there any examples of the hidden curriculum in your school that might be described as discriminatory towards ethnic minority learners/boys or girls? <b>(I)</b></li> <li>• Learners have a look at their school's prospectus – paper or online version (their formal curriculum). They are going to have a go at re-writing it with a focus on the hidden curriculum! Working in pairs, learners decide what they are going to focus on and how they are going to present it. Consider including some photography and image manipulation for the kinaesthetic learners here too. <b>(P)</b></li> </ul> <p>Next the learners should present the information as an official document – Microsoft Publisher or a similar program would be well suited to this task. Learners should add quotes from teachers and learners too. <b>(W)</b></p>	<p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 80–81</p> <p>Moore, S <i>Sociology Alive!</i>, p. 256–257</p> <p>Your school's paper/online prospectus will be needed for the activity as well as ICT facilities.</p> <p><b>Online:</b> The hidden curriculum in American schools: <a href="http://www.youtube.com/watch?v=eY2hpAOJTRQ&amp;list=PLjchB20OPdjGaWn7yEQP-rQcB5gjjVv6t&amp;index=1">www.youtube.com/watch?v=eY2hpAOJTRQ&amp;list=PLjchB20OPdjGaWn7yEQP-rQcB5gjjVv6t&amp;index=1</a></p>
Formative assessment	End the unit with a series of <b>formative assessment</b> opportunities. Consider a knowledge-based test. Then move on to exam-style questions – model these and show examples, clarify command words and then set for learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding of the Cambridge mark schemes and question demands.	<p><b>Specimen examination papers:</b> If doing peer assessment then adaptation of the mark scheme may be required to make it more learner-friendly. <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p> <p><b>Textbook:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 189 contains the topic revision checklist and some useful exam style practice questions.</p>

## Scheme of work – Cambridge O Level Sociology (2251)

### Unit 6: Crime, deviance and social control

#### Recommended prior knowledge

The units of study that are assessed in Paper 2 allow learners to build on their earlier knowledge and understanding and to explore and apply this to a specific topic within sociology. The topics have all been carefully chosen to be both meaningful and relevant to learners today. It is recommended that Units 1, 2 and 3 have been studied prior to the teaching of the two (or more) option units.

#### Context

This unit is assessed formally in Paper 2, where learners must answer on two of the optional units of study. A minimum of two must therefore be studied. Three topics are recommended if schools wish learners to have an element of choice on the examination paper.

#### Outline

This unit considers the nature of criminal, deviant and normal behaviour in different social contexts. This includes definitions and explanations of crime and deviance and patterns of crime.

#### Teaching time

Based on a total time allocation of 130 guided learning hours for this Cambridge O Level course, it is recommended that this unit should take about 25 hours if two Paper 2 options are selected for study. If more are studied then this time guide would need to be reduced accordingly.

Learning objectives	Suggested teaching activities	Learning resources
<b>What are crime, deviance and social control?</b>		
The difference between crime and deviance.	<p>Introduction and outline the topic. Starter quiz – either prepare your own using odd and obscure laws or use the one in the <i>OCR GCSE Sociology</i> textbook to create discussion and debate, e.g. see <a href="http://www.dumblaws.com">www.dumblaws.com</a> for ideas. <b>(W)</b></p> <p>Give learners a pack of cards to sort that contain a variety of criminal acts and acts of deviance, e.g. burping at a wedding, murder etc. Learners have to sort into a logical order, e.g. illegal/legal/criminal/deviant etc. – this should lead to them seeing the difference between a crime (breaking the law) and an act of deviance (going against norms and values). Discuss their ideas and consider whether crime is always deviant and vice versa. Discuss with examples. <b>(G/P)</b></p> <p>In small groups give learners internet articles/newspapers from which they can find</p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 191</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 144–146</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 233–240</p> <p>Blundell, J <i>Active Sociology for</i></p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>headlines focusing on acts of crime (and deviance if any come up). They could use these to create an introductory poster about crime. Make sure learners have clear and accurate definitions of what we mean by a crime and an act of deviance here. <b>(G)</b></p> <p>Move on to consider the different types of deviance (i.e. historical, situational, societal etc.). Follow this up with learners creating a mind map of the different types of deviance with a range of examples of each that they could use in the exam. <b>(W)/(I)</b></p>	<p>GCSE Longman, 2001 p. 256–257</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 229–234</p>
<p>Formal and informal social control, including agencies of social control such as the media, religion, the police, courts and the penal system.</p>	<p>Learners should know key terms here from earlier in the course – if this is the case start with a fun quiz to recap all of these – could be ‘Pictionary’ based on a PowerPoint (images of the words/concepts you want them to recall) or as a game of ‘Articulate’ or ‘Taboo’ (the term is described and learners have to guess what it is). <b>(W)</b></p> <p>Follow on by getting learners to identify which agents are formal and which are informal – tabulate this. Ensure they know the difference between a formal and an informal agency of control and their functions. Divide class into groups to cover all the formal and informal agents of social control (should be approx. 10 groups). Each group to gather evidence about their agency – what they are, what they do, how they control, their effectiveness, etc. <b>(G)</b> This can then be shared with the rest of the class in an appropriate way, e.g. PowerPoint presentation, podcast, A3 poster etc. Rest of class take notes during presentations. <b>(W)</b> Could then follow this up with a class debate about which agent of social control is most effective and why, or set a similar task for homework. <b>(I/G)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 192–194</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 147–148</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 236–239</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 592–602</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 268–269</p>
<p><b>What are the patterns of crime?</b></p>		
<p>Measurements of crime and their strengths and limitations: official statistics, self-report studies and victim surveys.</p>	<p>Learners should brainstorm how society knows how much crime is committed – collate answers on the board and discuss – teacher should introduce the sociological terms here. <b>(W)</b></p> <p><b>Focus on official government statistics:</b> give learners crime statistics to analyse – they should use these to identify patterns and trends in crime according to the statistics. These are easily available on the internet or from textbooks – choose those that best suit your learners and teaching context. <b>(W)</b></p> <p>Discuss why the government collects statistics on crime and how they are used and by whom in society (link to law, policy, police, media, funding, solutions to crime etc). <b>(W)</b></p>	<p><b>Online:</b> Home Office: <a href="http://www.homeoffice.gov.uk">www.homeoffice.gov.uk</a></p> <p>UK National Statistics: <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a></p> <p>BBC: <a href="http://www.bbc.co.uk">www.bbc.co.uk</a></p> <p><b>Textbooks:</b></p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>Teacher presentation or handout or textbook coverage on what we mean by the statistics and their advantages and disadvantages. <b>(W)</b></p> <p>Focus in-depth on issues with the validity of the official crime statistics and the ‘dark figure’ of crime/‘crime iceberg’. Start by giving learners a list of crimes – they need to decide whether they would report them to the police and why/why not. <b>(G/P)</b> Discuss as a class. <b>(W)</b> They should then consider other reasons why the crime statistics are unlikely to be accurate – lots of ideas in the textbooks for this. This could then be turned into a visual reference point – either an iceberg or a dark figure. The iceberg works well as you can easily show how small a proportion of crimes are actually known about and shown in the statistics (the bit of the iceberg above the water) and how many remain unknown (below the water level, e.g. unrecorded). Examples of crime above (e.g. theft) and below (e.g. sexual abuse) can then be added plus reasons for this, to summarise all their learning on this topic.</p> <p>Learners provided with resources to help them find out about alternative methods of measuring crime – victim surveys (e.g. British Crime Survey and local surveys) and self-report studies. They should prepare a report on this. <b>(I)</b> In the next lesson they can then use this information to consider crimes the victim surveys and/or self-report studies detect more than statistics, and which crimes they are less good at uncovering and why. Give learners self-report studies (see textbooks and/or internet) if appropriate to help with their discussion of these issues.</p>	<p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 194–197</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 150–154</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 243–245; p. 262–270</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 258–259</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 239–242; p. 246</p>
<p>Patterns and explanations of crime by age, class, gender and ethnicity.</p>	<p>Create a set of profile cards to hand out to learners – ensure a wide range of social factors such as gender, age, class, wealth, ethnicity, job etc. Use these to create a rank order of ‘likelihood’ and to explore issues such as:</p> <ul style="list-style-type: none"> <li>• Who is most likely to be convicted of crime?</li> <li>• Who is most likely to be a victim of crime?</li> <li>• Who is most likely to commit crime?</li> <li>• etc. <b>(W)</b></li> </ul> <p>This would be a good opportunity to link to media stereotypes if this topic is also being studied, as media representations vary considerably from the reality.</p> <p>Divide the class into teams and give each team one of the following headings: gender, age, ethnicity, class – each team must investigate and produce a presentation on key patterns of crime and victimisation according to the social factor they have been assigned <b>(G)</b>. After each presentation has been shown to the class (learners make notes) there should then be</p>	<p><b>Textbooks:</b></p> <p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 198–205</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 155–156</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 245; p. 281</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 242–246</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 262–265; p. 274–279</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>a discussion of why these patterns exist <b>(W)</b>, i.e.</p> <ul style="list-style-type: none"> <li>• gender = proving masculinity, women treated more leniently etc.</li> <li>• age = boredom, thrill-seeking etc.</li> <li>• ethnicity = racism, lack of jobs etc.</li> <li>• class = poverty, poor role models etc.</li> </ul> <p>These will then be developed further in the 'sociological explanations of crime' topic.</p>	<p>There is also an interesting section in Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 205–206 on victims of crime. This would be interesting to consider and discuss with your learners. You could perhaps compare it to their local/national context. Learners find and search for media headlines and stories that focus on victims of crime and see how these match with the sociological measures and statistics.</p>
Policing and law enforcement.	<p>Investigate the different styles of policing and how they operate, e.g. consensus policing and military policing. Look at their different aims and their effectiveness. Learners research the history of policing in their culture and context and see where it started and how and why this has changed. The police often have museums to look at their history, if so this may well be worth a visit. If not, then consider inviting an external speaker into school to take the 'hot seat' for your learners to ask them a range of pre-prepared question on policing and law enforcement. <b>(I/W)</b></p>	<p><b>Online:</b> DVDs/articles/documentaries/internet clips etc. about policing. E.g.</p> <p><a href="http://www.youtube.com/watch?v=SXvwDoJohnI">www.youtube.com/watch?v=SXvwDoJohnI</a> ('A Conversation with Bangladesh: Community Policing and Law Enforcement Training')</p> <p><a href="http://www.youtube.com/watch?v=9P48YT61zII">www.youtube.com/watch?v=9P48YT61zII</a> (History of the British Police Force)</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 206–208</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 269–272</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 270–271</p>
Crime related to new	Learners should complete an independent or group research project using media materials	<b>Textbooks:</b>

Learning objectives	Suggested teaching activities	Learning resources
technologies (e.g. the internet).	and the internet to find out how new technologies are leading to new crimes being created and being committed, e.g. cyber bullying, harassment using Twitter, identity theft etc. A collage including facts, headlines and images could be made to exemplify what is current and happening in both a local and international context. Problems with 'policing' these crimes could also be considered. <b>(I/P/G)</b>	<p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 208–209</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 588–591</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 280–281</p>
Dealing with crime: surveillance, crime prevention, community sentencing, punishment, prison, rehabilitation, deterrents.	<p>Show learners a series of images that represent a variety of local and international 'solutions to crime', e.g. the penal system, community service, death penalty, CCTV cameras, tagging etc. Learners have to make a note and identify all the methods that they see. Give them a minute or so in pairs/small groups to note down how effective they think the solution to crime is. Feedback and discuss as a class. <b>(P/G/W)</b></p> <p>Move on to discuss why society punishes people, i.e. what the purpose of solutions to crime actually are – ideas in textbooks such as deterrence, rehabilitation, reform, retribution etc. Link this to the idea that a punishment should fit a crime in order to be effective. Prepare a list of crimes (get a good variety here, e.g. petty crime, domestic crime, violent crime, racial crime etc.) and give these to the learners, who should work in small groups to decide which solution they would use to 'solve' each crime and why. <b>(W/G)</b></p> <p>Videos/documentaries may also be available which discuss the effectiveness of various solutions to crime – show these as relevant.</p>	<p><b>Textbooks:</b></p> <p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 209–210</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 149</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 282–283</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 272–273</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 591–592</p> <p><b>Online:</b></p> <p>Examples of possible videos/internet clips :</p> <p><a href="http://www.youtube.com/watch?v=lxvey-BXgr0">www.youtube.com/watch?v=lxvey-BXgr0</a> (‘Hot Seat: Solutions To Crime Problems, Part 1’)</p> <p><a href="http://www.youtube.com/watch?v=0NG_ZwqGKJ8">www.youtube.com/watch?v=0NG_ZwqGKJ8</a> (‘Hot Seat: Solutions To Crime Problems, Part 2’)</p>

Learning objectives	Suggested teaching activities	Learning resources
		<p><a href="http://www.youtube.com/watch?v=5iE5yciG7tg">www.youtube.com/watch?v=5iE5yciG7tg</a> (Parliament debates solutions to crime)</p> <p><a href="http://www.youtube.com/watch?v=VXYoKthwSUE">www.youtube.com/watch?v=VXYoKthwSUE</a> (Crime solutions)</p>
<b>What are the explanations of crime?</b>		
<p>Sociological explanations of deviant and criminal behaviour: Labelling theory, Marxist theory, socialisation (e.g. family and peer groups), lack of opportunity, relative deprivation, masculinity, status frustration.</p>	<p>It is crucial here that the key social factors of gender, ethnicity, class/wealth and age are considered in the explanations.</p> <p>Stimulus material can be shown to learners to get them thinking about why crime is committed – use relevant DVDs/documentaries as appropriate to your learners and contexts. Some of the examples in the learning resources column may not be available universally and will need to be checked for suitability. Make notes and discuss. <b>(W)</b></p> <p>Provide learners with a focus – gender, age, ethnicity and class. Split the class into these teams. Provide them with necessary textbooks and resources – they need to explain why crime is committed according to these social factors, ensuring all terms in the syllabus and any other explanations if relevant are covered. They may need support with this depending on the experience and background knowledge the learners have. The teams should make a news story to convey their various explanations and evidence. This could be filmed using whatever equipment is available, (e.g. mobile phones, video cameras etc). An alternative would be to write a magazine or newspaper article such as Microsoft Publisher program. Share as a class, discuss and take notes. Test learner understanding with a factual test or informal quiz. <b>(G/W/I)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 210–216</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 157–161</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 245–262; p. 274–280</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 262–265</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 247–248</p>
<p>The role of law enforcement agencies and the media in defining crime and deviance, stereotyping, labelling and deviancy amplification.</p>	<p>Create a ‘mix and match’ type activity where learners discover what they know and can find out about terms relating to this topic (all need to be on cards) such as labelling, stereotyping, police discretion, racist attitudes, sexism, deviancy amplification, moral panics etc. Key studies could also be given, e.g. Jock Young’s study, ‘The Drugtakers’, Howard Becker. Through investigation, research and asking questions the learners have to find out what is meant by all the terms/words/facts etc. on the cards and then work out what goes with what and why. <b>(G)</b></p>	<p><b>Online:</b> Jock Young’s study – Drugtakers and the police: <a href="https://www.tandfonline.com/doi/full/10.1080/09627251.2014.902209">https://www.tandfonline.com/doi/full/10.1080/09627251.2014.902209</a></p> <p>Howard Becker: <a href="http://en">http://en</a>.</p>

Learning objectives	Suggested teaching activities	Learning resources
		<p><a href="http://wikipedia.org/wiki/Howard.S.Becker">wikipedia.org/wiki/Howard.S.Becker</a></p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 216–218</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 118</p> <p>Browne, K <i>An Introduction to Sociology</i>, p. 258–262; p. 245; p. 247–249</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 248–249</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 608–611</p>
<p>The development of sub-cultures and links to deviance, with particular reference to youth cultures.</p>	<p>Remind learners of the definition and meaning of sub-cultures. Learners should brainstorm all the varieties and examples of sub-cultures they can think of. Teacher to fill in any gaps. Learners should then be asked to consider what links to crime and deviance they know about with these sub-cultures. <b>(G/W)</b></p> <p>Teacher-led presentation about why sub-cultures developed, focusing on key factors such as affluence and the media. Learners follow this up by producing a flow chart or mind map of relevant factors. <b>(W/I/P)</b></p> <p>Choose a core selection of relevant sub-cultures (see list at <a href="http://en.wikipedia.org/wiki/List_of_subcultures">http://en.wikipedia.org/wiki/List_of_subcultures</a>) to focus on in detail (maybe four) – make sure there are good links to deviance, e.g. punk. Learners are provided with a template outline of a human body and they have to 'dress' them according to the sub-culture and annotate with appropriate headings. The information to enable the learners to do this could be found in textbooks, videos, blogs, internet etc. Teacher could deliver to whole class or set tasks for homework, small-group research etc. <b>(W/G/I)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 218–220</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 173–179</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 607; p. 433–438</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 124–125</p> <p><b>Online:</b> <a href="http://www.youtube.com/watch?v=DMp1OHEdyaw">www.youtube.com/watch?v=DMp1OHEdyaw</a> ('Punks not Dead')</p> <p><a href="http://www.youtube.com/watch?v=Zvdht">www.youtube.com/watch?v=Zvdht</a></p>

Learning objectives	Suggested teaching activities	Learning resources
Formative assessment	End the unit with a series of <b>formative assessment</b> opportunities. Consider a knowledge-based test. Then move on to exam-style questions – model these and show examples, clarify command words and then set for learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding of the Cambridge mark schemes and question demands.	<p>M6Pzpg ('Skinhead Attitude')</p> <p>Specimen exam papers, mark schemes etc. If doing peer assessment it may be useful to adapt the mark scheme to be more learner-friendly.</p> <p>Past examination papers are available on Teacher Support at <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p> <p><b>Textbook:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 221 has a revision checklist for the topic and exam style practice questions.</p>

## Scheme of work – Cambridge O Level Sociology (2251)

### Unit 7: Media

#### Recommended prior knowledge

The units of study that are assessed in Paper 2 allow learners to build on their earlier knowledge and understanding and to explore and apply this to a specific topic within sociology. The topics have all been carefully chosen to be both meaningful and relevant to learners today. It is recommended that Units 1, 2 and 3 have been studied prior to the teaching of the two (or more) option units.

#### Context

This unit is assessed formally in Paper 2, where learners must answer on two of the optional units of study. A minimum of two must therefore be studied. Three topics are recommended if schools wish learners to have an element of choice on the examination paper.

#### Outline

This unit examines contemporary culture and communication through reference to the influence of the media. Key areas include: the nature of the media, the influence of the media, and development of new media.

#### Teaching time

Based on a total time allocation of 130 guided learning hours for this Cambridge O Level course, it is recommended that this unit should take about 25 hours if two Paper 2 options are selected for study. If more are studied then this time guide would need to be reduced accordingly.

Learning objectives	Suggested teaching activities	Learning resources
<b>Who controls the media?</b>		
The various forms of the media, (e.g. television, radio, newspapers, books, films, internet, including social media).	<p>In pairs, ask learners to mind map or list as many types of media as possible – share as a class. <b>(P)</b> Collect examples for all the different types of media as well. Make a distinction between traditional and new media here (colour coding could be used) and discuss the basic differences between the two – learners should generate most of the ideas themselves.</p> <p>Consider the main purposes and uses of the media (entertainment, knowledge, socialisation) too. Learners individually produce an annotated poster to demonstrate what we mean by the media today and to show what is meant by both traditional and new media. <b>(I)</b></p> <p><b>Homework activity:</b> learners are asked to keep a media diary for a week to record all their interactions and usage of the media – form, example, length – to establish the importance and influence of the media in the world today. <b>(I)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 223–225</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 103–104</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 289–291</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 288–289</p>

Learning objectives	Suggested teaching activities	Learning resources
<p>Role of advertising.</p>	<p>Advertising can be used to consider representations in the media, consumerism, the power/effects of the media and its increasing financial role in terms of media revenue, particularly through the new 'free' media. It should therefore not just be seen as a discrete sub-topic within the media unit.</p> <p>This lesson idea looks at the role of advertising in relation to control in the media. What different types of advertising can the learners think of? Complete a whole class mind map of ideas (e.g. website, TV, radio, billboard, pop ups). <b>(G/W)</b></p> <p>Encourage learners to find out how much it costs to advertise in some of these places. <b>(I)</b> This should illustrate to them the size of the industry.</p> <p>Then, in pairs, learners focus on a couple of ideas – e.g. learners could start by researching the most watched TV programmes on a commercial channel. <b>(G/P)</b></p> <p>Groups look at the adverts shown in the advert break and any other links such as sponsorship/product placement. This is an opportunity to use content analysis and reinforce understanding of this method. <b>(G/W)</b></p> <p>Questions for learners to find the answers to, such as:</p> <ul style="list-style-type: none"> <li>• Why have these companies wanted to advertise in this programme?</li> <li>• How much does it cost for an advert to be shown in this programme?</li> <li>• How many people watch this programme?</li> <li>• What would happen to the adverts if the programme became less popular/more specialist?' etc.</li> </ul> <p>Follow up with information on the increasing importance of advertising in the global media world. <b>(W)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 225–226</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 112</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 316–317</p> <p>Blundell, J <i>Active Sociology for GCSE</i>, p. 304–305</p>
<p>Ownership and control of the media.</p>	<p>Learners apply ideas about concentration, diversification, globalisation etc. to publications/channels owned by News International – a good way to check understanding after teaching, (see <i>OCR GCSE Sociology</i> page 110). <b>(P/W)</b></p> <p>Learners should consider what is currently going on in terms of media ownership and should be encouraged to explore large conglomerates. A useful way into this topic is to use a clip of the fictional media mogul Elliot Gould controlling his vast media empire, from the James Bond movie 'Tomorrow Never Dies'. <b>(G/W)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 226–228</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, 2009, Heinemann, p. 109–110</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>A simple task to illustrate the principle to learners is to look at a magazine publisher such as IPC or Bauer and then to look at everything that they own. Use this to debate the advantages and disadvantages of large-scale cross-media ownership and how this may be a concern when living in a democracy. An article on this for the school newsletter or local paper might give learners a useful platform for their work. <b>(W/I)</b></p>	<p>Browne, K <i>An Introduction to Sociology</i> p. 306–307</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 290–293</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 294–295</p>
<p>Freedom and censorship in the media.</p>	<p>This needs to consider both the traditional and new media and look at conventional forms of censorship as well as self-censorship and audience controls etc. too.</p> <p>Class investigate how the media is censored – start with the learners’ own experiences and then build on this to show them all the ways that the media we consume has been filtered and selected. Try to substantiate with topical examples and emphasise that censorship is very different in different parts of the world. <b>(W/I)</b></p> <p>Possible tasks to complete:</p> <ul style="list-style-type: none"> <li>• Learners think of and list the dangers there would be in an uncensored media world (discuss as a class), <b>(G/W)</b></li> <li>• Learners then consider exactly how they would solve these problems – this should highlight the issues with how we can actually censor the internet and user-generated content. <b>(G)</b></li> <li>• Learners should watch the news and look for current examples of media censorship and ways content is controlled. Feedback to class. <b>(G/W)</b></li> <li>• Learners could also investigate a range of media forms (include interactive ones here) and find out what their censorship policies are – class posters could then be made to illustrate findings. <b>(G)</b></li> <li>• Debating and discussing the advantages and disadvantages of censorship is also an interesting exercise once all the information has been given to learners. <b>(W)</b></li> </ul>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 228–229</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 306–307</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 112–113</p> <p>Blundell, J <i>Active Sociology for GCSE</i>, p. 306–307</p>
<p>Pluralist and Marxist perspectives on the nature and role of the media.</p>	<p>These debates can seem difficult to learners so a good way to make them more accessible is to deal with them as a class debate. The class can be divided into teams. The easiest divide is a simple ‘Marxism’ vs ‘Pluralism’. <b>(G/W)</b></p> <p>Provide learners with resources from which to gain their knowledge (textbooks, internet sites, handouts etc.) and then each team is tasked to produce a speech about their theory – their job is to convince the other team and the audience that they are right so encourage them to</p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 229–233 (this also includes the Postmodern perspective on the media which teachers and learners should find useful and relevant)</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>include evidence, examples etc. Have questions to ask the teams (teacher and audience) to extend thinking skills afterwards. <b>(G/W)</b></p> <p>After the debate, the class can discuss the merits of both perspectives and this can then be followed up with a teacher summary and assessment task. <b>(W)</b></p>	<p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 290–293</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 111</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 323–326</p> <p><b>Online:</b> Pluralist views of the media: <a href="http://www.youtube.com/watch?v=fY8pxyO0XL8">www.youtube.com/watch?v=fY8pxyO0XL8</a></p> <p>Marxist views of the media: <a href="http://www.youtube.com/watch?v=tDSiCs4Htil">www.youtube.com/watch?v=tDSiCs4Htil</a></p>
<p>Patterns of media use, (e.g. by gender, age, social class and ethnicity).</p>	<p>Learners should put their knowledge of research methods into practice by creating a survey distributed to a stratified sample (age and gender as a minimum) to see who uses what forms of media, how frequently and what they use these for. These results should then be analysed and presented effectively as a report for the teacher with graphs, charts and facts. <b>(G/W)</b> This could also be discussed as a class and reasons for the patterns be explored – this research could be followed up by more qualitative style interviews if reasons/opinions for the trends are wanted.</p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 233–234 Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 303–306</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 783–784</p> <p><b>Online:</b> Internet research (by teacher and/or learners to use as secondary evidence) into patterns of media use according to social factors.</p>
<p>Media representation of ethnicity, gender, age, class</p>	<p>It is important in this sub-topic that learners do not just rely on common sense knowledge here and, instead, engage with sociological ideas – these will be used in other sub-topics too,</p>	<p>ICT facilities and internet needed for research.</p>

Learning objectives	Suggested teaching activities	Learning resources
and disability.	<p>e.g. distortion, stereotyping, repetition etc.</p> <p>Divide the class into working groups as they will be producing a lesson to peer teach their classmates. There are five media representations listed in the syllabus that need to be covered so a minimum of five groups will be needed. If there are more learners then you could make 10 groups – half look at new media and half at traditional, still focusing on the five key areas. <b>(G)</b></p> <p>Learners need to produce a lesson to show their classmates, e.g. how males and females are represented in the new media. They should aim for a starter, a main body of information (a PowerPoint or handout would be useful here) and a plenary to check understanding. Visuals should be encouraged and learners can tailor their research to either a local, national or international context or both. Inclusion of changing representations should be encouraged. <b>(G/W)</b></p> <p>If changes in the representations of these social groups are found then an interesting discussion could focus on why these changes have occurred and their significance. How realistic they are in a local, national or international context can also be considered.</p>	<p>Access to media such as TV, radio, newspapers, magazines, social media, websites etc.</p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 235–246</p> <p>Blundell, J <i>Active Sociology for GCSE</i>, p. 308–313</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 115–117</p>
<b>What is the influence of the media?</b>		
<p>The role of the traditional/new media in shaping values, attitudes and behaviour, with particular reference to television and violence; political beliefs and voting; patterns of consumption; gender stereotyping; the influence of the internet in areas such as social networking.</p>	<p>Give the class a list of media debates to focus on (see the syllabus list) – make this learner friendly and set a paired or individual research task. <b>(P/I)</b></p> <p>Possible tasks to investigate:</p> <ul style="list-style-type: none"> <li>• How the media affects body image (anorexia, size zero debate etc.).</li> <li>• Does violence in the media make society more violent?</li> <li>• How patterns of communication have changed with the proliferation of internet and social media sites</li> <li>• etc.</li> </ul> <p>Each pair/individual has to include a range of sociological evidence and evaluation in their research report. These could then be presented to the class in a variety of different ways – teacher and/or learners could choose. <b>(I/P/W)</b></p> <p>Possible options could be:</p> <ul style="list-style-type: none"> <li>• a video news report</li> <li>• a magazine article</li> </ul>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 246–249</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 104–106</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 334–336</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 302–303</p> <p>Internet research for secondary data</p>

Learning objectives	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> <li>• a podcast</li> <li>• a newspaper report</li> <li>• an essay.</li> </ul> <p>Try and keep the learners' use of examples as topical as possible and encourage them to apply their sociology to the real world – both in an international and local context.</p>	
<p>Agenda setting, gate-keeping and stereotyping through the selection and presentation of the news.</p>	<p>Set the room up with nine stations (or as many topic areas/concepts as you wish to cover) – each one needs a sign saying what it is, information on how that area affects media production and a lead learner to take on that role for the activity.</p> <p>The nine key areas could be practical issues (time and space), advertisers, owners, gate-keepers/editors/journalists, news values, agenda setting, censorship, audience control/selection, practical constraints (financial) – feel free to add your own to the list as well. The rest of the class should be split into nine teams. This could be taught as a newsroom activity where learners are given the roles of editor, journalist etc. and have to produce a front page to a very tight deadline. <b>(G)</b></p> <p>Each team needs to invent a media story that they would like to see make it into the news – encourage their creativity here. They will then need to visit each station and find out how that factor would influence whether their story would make it into the news or not and how it might affect and shape how the story was presented. <b>(G)</b></p> <p>Feedback and discuss as a class and decide which stories would make it into the news and why – encourage use of sociological terminology here. <b>(W)</b></p> <p><b>Homework activity:</b> flow chart or poster to show all the stages a news story has to go through to make it into the media. Encourage the use of sociological terms/concepts here and the activity can be differentiated by ability based on how much additional information you ask each learner to include. <b>(I)</b></p>	<p><b>Online:</b> Ruge and Galtung's news-worthiness <a href="http://www.owenspencer-thomas.com/journalism/newsvalues">www.owenspencer-thomas.com/journalism/newsvalues</a></p> <p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 249–251</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 113–115</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 315–322</p> <p>Blundell, J <i>Active Sociology for GCSE</i> p. 298–299</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 293–296</p>
<p>Explanations of the influence of the media: hypodermic-syringe model, audience selection, cultural effects approach, uses and gratifications model.</p>	<p>Provide learners with a stimulus list of headlines (real are better but make them up if not available), e.g. 'Violent video games blamed for rise of violence amongst teens'. In pairs learners should note down and discuss their reactions and feelings to each of the headlines and whether they agree with it or not. <b>(P)</b> Use this as the basis for a class discussion and a way to introduce and evaluate key ideas in the theories of how the audience are influenced by the media. <b>(W)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 251–255</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 117–118</p>

Learning objectives	Suggested teaching activities	Learning resources
	<p>Use a carousel system (learners move from one station to another under timed conditions, say clockwise round the room, e.g. three minutes at each station). Information and resources for each of the named theories are left for learners to access. These could be a mixture from textbooks, articles, the internet etc. The aim is for the small learning groups to visit each carousel and note information relevant to each theory. <b>(G)</b> They can then individually follow this up with further reading at home as directed by the teacher; this could be differentiated to learner ability. <b>(I)</b> Each learner should come up with a definitive guide/set of notes for each of the theories.</p> <p>This can be followed up in class by a ‘market stall’ activity where members of each group move around the classroom and visit the other groups to learn everything they can about the theories, i.e. peer learning. <b>(G)</b></p> <p>The teacher can consolidate this knowledge via a question and answer session, presentation and/or test.</p>	<p>Browne, K <i>An Introduction to Sociology</i> p. 330–333</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 306–310</p> <p>Blundell, J <i>Active Sociology for GCSE</i>, p. 300–301</p>
<p>Bias and distortion in the media, including propaganda and moral panics.</p>	<p>Choose a news story as a case study and find different articles/websites/blogs/broadcasts of it to show learners. <b>(W)</b> Learners should analyse how the story has been presented – a good way to discuss ideas about bias, propaganda and distortion. <b>(W/I)</b></p> <p>Focus in on a moral panic – choose one that will appeal to the learners. Set introduction questions such as:</p> <ul style="list-style-type: none"> <li>• What is the problem?</li> <li>• Who is being blamed for it?</li> </ul> <p>etc.</p> <p>What other examples of moral panics can they think of? Teacher can give learners a history of moral panics, choosing some well-known moral panics through the decades and illustrating as many of these as possible – YouTube may prove useful here, e.g. Stan Cohen’s ‘Mods and Rockers’ (see link opposite). <b>(W)</b></p> <p>Learners create a moral panics fact file – could set further independent research on this. <b>(I)</b></p> <p>Introduce the stages of how a moral panic is constructed to learners (Browne p. 328) and using this they have to come up with their own moral panic – stage by stage. This can then be turned into a newspaper front page (use Microsoft Publisher template or something similar) to include headlines, images, text etc. <b>(W/I)</b></p>	<p><b>Textbooks:</b></p> <p>Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 255–256</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 327–329</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 118–119</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 301–302</p> <p>Blundell, J <i>Active Sociology for GCSE</i>, p. 302–303</p> <p><b>Online:</b></p> <p>Mods and Rockers for Moral Panic Class:  <a href="http://www.youtube.com/watch?v=r61ks18Bd7I">www.youtube.com/watch?v=r61ks18Bd7I</a></p>

Learning objectives	Suggested teaching activities	Learning resources
<p>Developments in the media including changes in ownership, globalisation, interactivity, the digital divide, diversification and convergence within the media.</p>	<p>Lots of technical and difficult terms for learners here so it's essential that they build up a user-friendly glossary to help them revise later. <b>(W/I)</b></p> <p>After the information has been taught to learner, use games such as 'Articulate' to help learners remember and recall key terms and their meanings – key terms (e.g. interactivity) are written on cards and the learners have to describe to the rest of the class the word written on the card without saying it – class guess what's being described. <b>(G/W)</b></p> <p>Similarly, mix and match activities can be created (great for kinaesthetic learners) to help learn the concepts. Use examples to help exemplify the points made wherever possible and tap into learners own media usage. <b>(G)</b></p> <p>A news report could be produced and filmed/edited (equipment permitting – just script if not) to look at all the recent developments in the media – what's happening, examples, why, the advantages and disadvantages. <b>(G/P/I)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 256–260</p> <p>Jacobs-Roth, J et al. <i>OCR GCSE Sociology</i>, p. 106–110</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 291–298; p. 336–337</p> <p>Blundell, J <i>Active Sociology for GCSE</i>, p. 314–315</p> <p>Macionis, J and Plummer, K <i>Sociology: A Global Introduction</i> p. 762–763; p. 773–774; p. 786–788</p>
<p>Media representations and their influence on the audience.</p>	<p>Teacher-led presentation of the main techniques used by the media to represent social groups in the media. Get learners to create an easy to remember mnemonic at the end of the lesson to help them recall the key terms and ideas. <b>(W)</b></p>	<p><b>Textbooks:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 261</p> <p>Jacobs-Roth, J et al <i>OCR GCSE Sociology</i>, p. 115–117</p> <p>Wilson, P and Kidd, A <i>Sociology for GCSE</i>, p. 296–301</p> <p>Browne, K <i>An Introduction to Sociology</i> p. 301–305</p> <p>Blundell, J <i>Active Sociology for GCSE</i>, p. 308–313</p>

Learning objectives	Suggested teaching activities	Learning resources
Formative assessment	End the unit with a series of <b>formative assessment</b> opportunities. Consider a knowledge-based test. Then move on to exam-style questions – model these and show examples, clarify command words and then set for learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding of the Cambridge mark schemes and question demands.	<p><b>Specimen examination papers:</b> If doing peer assessment mark schemes could be adapted to make them more learner-friendly. <a href="http://teachers.cie.org.uk">http://teachers.cie.org.uk</a></p> <p><b>Textbook:</b> Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i>, p. 262 contains the revision checklist for the topic and further exam style questions that can be used for assessment.</p>
Revision and application of knowledge to the examination papers and assessment	The endorsed textbook by J Blundell contains some useful pages of ideas that can be used with learners to help with examination preparation. These cover the assessment objectives and a reminder of the exam structure and what is covered on each examination paper. There is advice that is modelled through examples on the syllabus. The next section moves onto consider exam techniques which is also useful to talk through with your learners. The revision section of this chapter could usefully be turned into a taught class/workshop where the focus is on how to effectively revise. If appropriate, workshops/conferences could be put on for teachers, learners and parents in order to fully engage them in this process. The section on ‘just before the exam’ would also be useful to cover with learners Finally, this section of the textbook finishes with some exam style sample questions and answers. These will be useful models for teachers and learners in order to inform and clarify the marking criteria and assessment expectations. Teachers could consider using these as peer/self-assessment exercises. They should be integrated into the course teaching as early as possible for maximum effect and they could be part of the build up to each end of topic assessment to ensure learner confidence and progress.	Blundell, J <i>Cambridge IGCSE Sociology Coursebook</i> , p. 264–276.

## Appendix 1

### Sample lesson plan

<b>Lesson</b>	<b>Life chances on the RMS Titanic</b>
<b>Date</b>	
<b>Class</b>	
<b>Teaching aims</b>	<i>(list only two or three, don't be over-ambitious)</i> To ensure learners can confidently use and analyse evidence. To enjoy the study of statistical evidence.
<b>Lesson objectives</b>	<i>(list only two or three, don't be over-ambitious)</i> <ul style="list-style-type: none"> <li>to know what is meant by the term 'life chances'</li> <li>to be able to analyse and interpret a set of data</li> <li>to understand how life chances affected the victims of the Titanic disaster</li> </ul>
<b>Syllabus assessment objectives</b>	<i>(list only two or three, don't be over-ambitious)</i> AO2 Interpretation of evidence <ul style="list-style-type: none"> <li>interpret and apply relevant evidence and data.</li> </ul> AO3 Analysis and evaluation <ul style="list-style-type: none"> <li>reach conclusions based on a reasoned consideration of available evidence.</li> </ul>
<b>Vocabulary, terminology and phrases</b>	Life chances, inequality, social class, gender, gender roles, working class, upper class, middle class, patriarchy, women and children first, and values
<b>Previous learning</b>	No prior learning is absolutely necessary but this lesson would sit best within Unit 3 of the 2251 scheme of work and could be used to reinforce earlier work on interpreting evidence.
<b>Anticipated learner problems</b>	<ul style="list-style-type: none"> <li>Learners must have a clear grasp of the key term 'life chances' to make the best of this.</li> <li>Learners may confuse 'life chances' with 'survival chances' in this context.</li> <li>Learners may have forgotten how to read the evidence effectively.</li> <li>Learners may find the context of the Titanic disaster difficult for cultural reasons.</li> </ul>
<b>Solutions to the problems</b>	<ul style="list-style-type: none"> <li>Ensure 'life chances' is defined.</li> <li>Review how to read evidence accurately.</li> <li>Offer context to Titanic disaster.</li> <li>Offer learners some background context to western European society c. 1912, especially social class hierarchy, gender roles and values.</li> </ul>
<b>Plan</b>	
<b>Planned timings</b>	<b>Planned activities</b>
10 minutes	Share lesson objectives with learners. Learners brainstorm what they know about the Titanic disaster – elicit key vocabulary and introduce terminology and phrases using spider diagrams – groups share diagrams with whole class. Discussion: What facilities would you expect to find on the Titanic? E. g. ballroom,

	<p>barbers, swimming pool? Name some of the rooms, e.g. lounge, stateroom, cabin, dining room, gymnasium etc.</p> <p>Share and define key terms, e.g. social classes – upper, middle and working class etc. (see syllabus Unit 3)</p>
15+20 minutes	<p>Show learners a film clip about The RMS Titanic (various movie versions including 1958 'A Night to Remember' and 1997 'Titanic'; clips on YouTube including a useful clip called 'Titanic interior 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> class' found at <a href="http://www.youtube.com/watch?v=8Ae-5LS3nSY">www.youtube.com/watch?v=8Ae-5LS3nSY</a>)</p> <p>This offers some great actual photos. The aim of the film clip is for learners to see the contrast between the different social classes on the ship. (There is a useful scene in the 1997 version that shows that first class and second class passengers were allowed to use the lifeboats before the third class passengers.) Learners to note the differences in décor, furniture etc. between the classes.</p> <p>Discuss with learners what they believe to be the differences between the classes and why there was a class system. (Knowledge of Marxist theory could be reviewed here if appropriate). Introduce the link between life chances and class – provide definitions. (See support materials 'Life chances on the RMS Titanic'.) <a href="http://en.wikipedia.org/wiki/Life_chances">http://en.wikipedia.org/wiki/Life_chances</a></p> <p>Learners then study the table of survivors/victims of the disaster. Looking for trends patterns etc. and working with a partner discuss the questions on the data.</p> <p>See support materials Life chances on the RMS Titanic in Appendix 2.</p> <p>Review the answers to the questions and the details in the data. Learners should have identified 'women and children first' as the reason for so many male victims. This can be linked to the ideas of patriarchy, gender roles and values.</p> <p>More able learners could then attempt the 'Application of knowledge' section of the task sheet. Learners should be encouraged to apply the key terms in the glossary to explain the chances of survival in sociological terminology.</p>
5 minutes	<p>Review understanding of key concepts. A quick game of blockbusters is good for this. For template see:</p> <p><a href="http://www.tes.co.uk/teaching-resource/Interactive-Blockbuster-Game-Template-PPT-3003535/">www.tes.co.uk/teaching-resource/Interactive-Blockbuster-Game-Template-PPT-3003535/</a></p>
<b>Additional information</b>	
<b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>	<b>Assessment – how are you planning to check learners' learning?</b>

<p><b>Possible strategies:</b></p> <p>Less able learners could be supported in identifying trends by being paired with more able peers for discussion of data.</p> <p>Get the learners to nominate one of their number as 'lead learner' (someone who they can go to for advice) – learners often know who is the most able amongst their peers who would be able to support them. Explaining to others helps more able learners clarify their own understanding.</p> <p>Support materials also offer more able learners the challenge to apply terminology and knowledge to interpretation of the data.</p> <p>More able learners could run the plenary by creating the blockbuster quiz themselves.</p>	<p><b>Suggested strategy:</b></p> <p>Through questioning and discussion with learners during feedback.</p>
<p><b>Reflection and evaluation</b></p>	
<p><b>Reflection</b></p> <p>Were the lesson objectives realistic?</p> <p>What did the learners learn today?</p> <p>What was the learning atmosphere like?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p>	<p><b>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</b></p>
<p><b>Summary evaluation</b></p>	
<p><b>What two things went really well (consider both teaching and learning)?</b></p> <p>1:</p> <p>2:</p> <p><b>What two things would have improved the lesson (consider both teaching and learning)?</b></p> <p>1:</p> <p>2:</p> <p><b>What have I learned from this lesson about the class or individuals that will inform my next lesson?</b></p>	

## Appendix 2

### Life chances on the RMS Titanic

#### Introduction

The RMS Titanic was a transatlantic passenger liner belonging to the White Star line ....

To find out more about the Titanic story and a table of passenger data at <http://historyonthenet.com/Titanic/titanicmain.htm>

#### Tasks

Study the passenger data carefully and then discuss the following questions with a partner:

1. Which class of passengers had the largest number of survivors?
2. Were your chances of surviving better or worse if you were travelling 3<sup>rd</sup> class?
3. Were your chances of surviving better or worse if you were a man or a woman?
4. What pattern of disadvantage do you see that is different to what you might normally expect?

#### Application of knowledge

Using the glossary, your own knowledge and the data to help you, explain the survival patterns illustrated by the data in the table above.

#### Glossary

##### Gender

The culturally created differences between men and women which are learnt through socialisation.

##### Gender role

The pattern of behaviour which is expected from individuals of either sex; gender identity. How people see themselves, and how others see them, in terms of their gender roles and biological sex.

##### Life chances

The chances of obtaining those things defined as desirable and of avoiding those things defined as undesirable in a society.

##### Patriarchy

Power and authority held by males.

##### Social class

A broad group of people who share a similar economic situation, such as occupation, income and ownership of wealth. e.g. middle class, working class.

##### Values

Ideas or beliefs which govern the way individuals behave. There is often an ethical dimension to this concept.

##### 'Women and children first'

The notion that it was a man's responsibility to protect women and children. This was a reflection of the patriarchal nature of Anglo-American society at the start of the twentieth century.

#### Teacher's sheet

Answers to discussion questions:

1. Your chances of survival were highest if you were a 1<sup>st</sup> class passenger as priority boarding of the life boats was given to these passengers.

2. Your chances were worse than those in 1<sup>st</sup> class but not necessarily worse than 2<sup>nd</sup> class. The values of the time resulted in most men giving up their chance of a seat in the life boats.
3. Chances of surviving were higher if you were women.
4. Although more of the elite survived generally, men have better life chances than women but here the values of the passengers have acted to improve the life chances of the women over those of the men. Literally improving chances of life in this case.

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