

Teacher Guide

Cambridge
O Level

Cambridge O Level
Sociology

2251

For examination from 2015

Cambridge Secondary 2

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Introduction

The purpose of this teacher guide

This Teacher Guide is designed to introduce you to the syllabus and support materials available from Cambridge and to help you organise and plan your teaching. It also offers advice and guidance on delivery, classroom practice and preparing your learners for their final assessment.

What do I need to get started?

When planning a course, you need to become thoroughly familiar with the syllabus (both the curriculum content and the assessment structure), the scheme of work and the support materials available.

The syllabus covers the overall aims, assessment objectives, descriptions of the examination components and grade descriptions for the subject. Each area or skill within a subject is defined to help you organise the overall scope of what needs to be learnt.

The sample scheme of work and lesson plans in the appendices provide examples of how we can break down the curriculum into learning objectives and also serve to illustrate the planning principles outlined in sections 2 and 3 of this guide. Clearly the scheme of work and lesson plans can be adapted to suit individual needs and they are available at Teacher Support <http://teachers.cie.org.uk>

On Teacher Support you will find a range of support materials for teachers; these include question papers, mark schemes and examiner reports. Making appropriate use of these resources can:

- help you understand how the teaching relates to the assessment objectives
- help you prepare your learners for their final assessment
- help you understand the standard
- save you time.

Here is a checklist to help you get started:

Checklist

- Have you read the syllabus (check it is for the year of the examination)?
- Have you looked at the teaching materials on the Cambridge website www.cie.org.uk and on Teacher Support <http://teachers.cie.org.uk>?
- Have you thought about what support materials and resources you are going to use?
- Have you thought about what local/school resources are available to use?

Section 1: Syllabus overview

1.1 Syllabus aims

The educational aims of Cambridge O Level Sociology are to:

- promote candidates' awareness, knowledge and understanding of human societies
- develop candidates' understanding of sociological methods, including the collection, analysis and interpretation of data
- provide an introduction to sociological concepts, theories and research findings
- stimulate awareness of the range and limitations of sociological theory and research
- promote candidates' understanding of continuity and change in social life
- encourage a critical awareness of social, economic and political processes, and their effects
- develop the capacity for critical evaluation of different forms of information and evidence
- promote an appreciation and understanding of individual, social and cultural diversity
- enhance candidates' ability to apply sociological knowledge and understanding to their own lives and their participation within society.

1.2 Assessment objectives

There are three assessment objectives (AOs).

Assessment Objective	Paper 1 (marks out of 80)	Paper 2 (marks out of 70)	Weighting for qualification
AO1: Knowledge and understanding	30–35	25–30	35–40%
AO2: Interpretation of evidence	25–30	20–25	30–35%
AO3: Analysis and evaluation	20–25	15–20	25–30%

1.3 The assessment structure

Components	Weighting
Candidates take:	
Paper 1 2 hours (including 15 minutes' reading time) Candidates answer one compulsory data response question and one optional structured question from a choice of two. 80 marks	60%

and:		
Paper 2	1 hour 45 minutes (including 15 minutes' reading time)	40%
Candidates answer two optional structured questions from a choice of four.		
70 marks		

1.4 Description of components

All candidates will take Papers 1 and 2.

1.4.1 Paper 1 (2 hours):

Candidates will answer two questions from a choice of three: **one** compulsory data response question from Section A and **one** optional structured question from either Section B or Section C. The duration of 2 hours includes 15 minutes' reading time.

The compulsory question in Section A will be based on source material. The question will carry 45 of the 80 marks for the paper. Candidates should spend approximately one hour answering this question. Section A will test Syllabus Unit 1 (Theory and methods).

Sections B and C will consist of structured questions based on stimulus material. The stimulus will take the form of a short quotation or statement. Section B will test Syllabus Unit 2 (Culture, identity and socialisation) and Section C will test Unit 3 (Social inequality). Questions for Unit 2 and Unit 3 have five parts, focusing on understanding, practical interpretation, enquiry and analytical skills. There will be one question related to each of these units. Candidates are expected to have studied both units.

1.4.2 Paper 2 (1 hour 45 minutes):

Candidates will answer **two** optional questions from a choice of four (Sections A to D). The duration of 1 hour 45 minutes includes 15 minutes' reading time.

Each question will carry 35 of the 70 marks for the paper. Candidates should spend approximately 45 minutes answering each of the two questions.

Paper 2 will consist of structured questions based on stimulus material. The stimulus will take the form of a short quotation or statement. Paper 2 will test Syllabus Unit 4 (Family), Unit 5 (Education), Unit 6 (Crime, deviance and social control) and Unit 7 (Media). Questions for Units 4 to 7 have five parts, focusing on understanding, practical interpretation, enquiry and analytical skills. There will be one question related to each of these units. Questions may also draw on knowledge from Unit 1.

Section 2: Planning the course

This section considers planning for the long-term and the medium-term. Examples of lesson plans, teaching resources and a scheme of work are provided in the Appendices.

2.1 Key factors to consider when planning your course

Each school will need to consider the following factors in the light of its particular circumstances:

- the amount of teaching time available for the whole duration of the course
- the number of lessons required to cover the syllabus (Cambridge O Level syllabuses are designed on the assumption that learners have about 130 guided learning hours* over the duration of the course)
- learning outcomes for the course
- previous learning
- local and recommended resources
- ways of checking learners' understanding of key concepts and common errors to look out for
- suggested homework and extension activities
- cross-curricular links
- ICT activities
- preparation for future learning.

* Guided learning hours are the number of hours of directed study required to support learner achievement of the qualification. Guided learning hours do not include time spent by tutors preparing teaching sessions or materials or marking assessments; study undertaken by the learner in their own time or learner support that is not specific to the content of the programme, e.g. study skills.

2.2 Long-term planning

Long-term planning refers to the outline structure or overview of the course. This planning will involve making decisions about which of the seven units listed in the syllabus to teach and in which order to teach them. For those of you new to planning a course, these decisions will depend on a number of locally determined factors:

- teaching time available for delivering the course
- number of lessons per week
- length of these lessons
- number of learners to be taught
- ability of the learners
- how the learners are grouped (e.g. mixed ability or streamed by ability)
- when external or practice (mock) examinations will be sat
- resources available e.g. access to internet, textbooks, local businesses etc.

It is important to ensure that you have enough time to give adequate coverage in sufficient depth and detail to ensure that learners can access the higher grades. In considering the amount of teaching time available to

Section 2: Planning the course

deliver the course you should think about how often you will see learners, how many lessons they will have per week and also how long these lessons are and make note of any interruptions to the normal patterns of learning e.g. school trips, public holidays, public and mock examinations, including those in other subjects etc. that might impact on learning time. When you have an overall figure for the number of learning hours available to you, it is then possible to begin to make decisions about the way in which you will teach the course.

The way the course is taught may be impacted by the ability of the learners. More able learners may need less guided learning hours, generally they are able to do much more independent study, so a shortage of guided learning hours can be supplemented by lots of independent study. Less able learners generally find independent study more challenging and are likely to need more guided learning hours.

It is desirable for learners to study the whole syllabus as this ensures a better understanding of sociology as a whole body of knowledge. Cambridge assumes you have about 130 guided learning hours in which to teach the course. If your calculations show you have significantly less time than this you may need to make decisions about whether you should leave out one of the syllabus units. You could choose not to teach a unit where learners would have a choice not to answer questions on that unit in the examination but, as stated previously, this is not desirable.

The model below is an example of long-term planning based on a two year x 38 week academic year with two hours of lessons per week. In this model all the units are in the order they appear in the syllabus. Notice that Unit 1 is given more time; this reflects its central importance, its compulsory character and the weighting of the marks in the final examination.

Weeks	16	8	8	6
Year 1	Unit 1 Theory and methods	Unit 2 Culture, identity and socialisation	Unit 3 Social inequality	Unit 4 Family

Weeks	2	8	8	8	6	
Year 2	Unit 4 Family continued	Unit 5 Education	Unit 6 Crime, deviance and social control	Unit 7 Media	Revision and examination	Time post examination

You may also wish to consider whether teaching units in syllabus order is the best order for your learners. Although Unit 1 'Theory and methods' is central to the learners' understanding, it is also much more conceptually challenging to begin with. It may be better to start with Unit 4 'Family' as this is a unit that learners should find it easier to relate to.

Consideration should also be given to the ability of learners in choosing the order in which units should be studied. Again it may be better to start with a unit which is less conceptually challenging. For example it may be much easier to begin with Unit 4 as key terms like 'nuclear family' and 'marriage' are quite accessible whilst terms like 'reliability' and 'validity' make Unit 1 much more difficult for learners to access.

Long-term planning also needs to allow time for revision and preparation for examination. Many schools run 'mock' or practice examination sessions. Schools view this as advantageous for learners to ensure they are familiar with the examination and examination process prior to the actual examination. Time also needs to be built in for this practice and for the evaluation of learners' performance. Past papers, mark schemes and

examiner reports to support this process can be found on the Cambridge website at www.cie.org.uk and Teacher Support <http://teachers.cie.org.uk> (for further details see Section 4 below).

2.3 Medium-term planning

The purpose of a medium-term plan, often described as schemes of work, is to outline which areas of a topic you are going to teach and which skills are going to be covered in each lesson or sequence of lessons. The starting point for developing a scheme of work should be the syllabus. A scheme of work should cover the syllabus content (Section 6 of the syllabus), including all the key terms and the skills outlined in the assessment objectives. This scheme of work will then form the starting point for your lesson plans.

It is important to ensure that the learning covers an appropriate balance of skills. Teachers should consider an audit of skills to ensure their planning enables learners to develop the skills to analyse, evaluate and interpret evidence as well as ensuring knowledge and understanding.

For example, in Unit 1c the syllabus states that candidates need to be aware of:

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.

Therefore learning about official statistics would be best facilitated by studying some actual statistics. Giving learners the opportunity to spot trends and identify strengths and limitations in the data for themselves. The scheme of work needs to include the use and interpretation of other forms of evidence, hence a skills audit is an important aspect of the planning. These skills need to be built into the learning at this stage if there is to be adequate opportunity to develop and reinforce learners' ability to analyse, evaluate and interpret the various types of evidence.

What should be in the medium-term plan? The answer to this question varies but generally medium-term plans contain three key elements:

- learning objectives
- suggested learning activities
- learning resources

Basically this is what we want learners to learn, how they are going to learn, and what we need to help them learn. Planning for this could use a grid like the one below:

Syllabus reference	Learning objectives	Suggested teaching activities	Learning resources

The learning objectives should have a clear link to the aims and assessment objectives in the syllabus. So for example Section 5.1 Syllabus aims states:

Stimulate awareness of the range and limitations of sociological theory and research.

This could become the following learning objective:

To understand the different sociological theories and research methods and their strengths and limitations.

The suggested teaching activities need not be specific at this stage but rather provide an idea of how the objectives might be achieved (see sample scheme of work in appendices). Suggested teaching activities are especially helpful for less experienced teachers but they need not be prescriptive and should offer the flexibility to meet the changing needs of learners. The learning resources will of course reflect the circumstances of your school and may be as simple as a textbook reference or hyperlink and title.

Medium-term planning can cover anything from six weeks to the entire academic year. Many experienced teachers prefer to plan for the entire year but make revisions as the learning progresses. Planning for the whole year can greatly assist with securing learning resources in good time. The annual plan may be broken down into smaller units of approximately six weeks.

It might make sense to plan each of the syllabus units you plan to teach as separate schemes. However, as experienced teachers will be aware, it is important to ensure that learners are able to develop their knowledge and understanding across the various units and see the subject as a whole. Again, planning a whole year's work can assist teachers in developing learners understanding of the 'big picture'.

See appendices for more examples of medium-term planning.

2.4 Writing a scheme of work

General considerations

The sample scheme of work (see Appendix 7) provides guidance about the headings that can be used when writing a scheme of work.

Try to ensure there is a coherent flow through the lessons given the time available to you. For example if there are 12 weeks in each term, you could start by planning for a six-week period. Before planning a six-week period, check how many lessons there will be in that time.

Over time you may decide that you would like to change the order in which you cover the units. For example, you may discover that learners find some topics more difficult to grasp than others which might cause you to re-order your delivery. It may be worth noting, however, that some units build on knowledge from previous units and therefore must logically follow on from one another.

2.4.1 Breaking down the syllabus content

Broad headings

The first step in writing your scheme of work is to enter broad headings from the syllabus including a reference. This will allow you to check over time that all the necessary content has been covered. This broad heading is then broken down into objectives which are like a series of learning steps used to deliver the syllabus content. Look at the example given to see how a heading from the syllabus has been turned into learning objectives.

Key words are then highlighted in the scheme of work. It is essential that learners have a sound understanding of these key terms and are able to use them with confidence in their written work. In Sociology there are often a lot of terms to remember and again, this can be quite confusing for learners. Giving them a list of words for each unit and asking them to build up a glossary of key terms as you teach the unit is a helpful strategy.

Teaching and learning strategies

A scheme of work also makes suggestions for teaching and learning strategies which the teacher can then adapt to suit the needs of their individual learners. This adaptation comes into the lesson planning stage. It is helpful to also include assessment opportunities within this section – for example, the use of a past

question papers to assess learners' understanding of a topic. It is also helpful to highlight the key skills that are being addressed which you may decide to show in bold. The syllabus provides information about skills that are required but it is also useful to look through the past questions to understand how skills are used as part of assessment.

Key resources

Medium-term planning highlights key resources that support each section of the scheme of work. These resources include key textbooks, website addresses and past paper references. You may also include video clips and Powerpoint presentations.

Timings

Your long-term plan has already identified how long you have allowed for a unit of work. It is important to keep track of time so giving an indication of the duration for each sub-section of a scheme of work can be invaluable for teachers particularly when teaching a syllabus for the first time.

Evaluation of your scheme of work

A scheme of work can be viewed very much as a working document. Many teachers find it helpful to annotate the scheme of work as they progress through a unit and then make revisions ready for teaching the following year. Such revisions may include:

- highlighting teaching and learning strategies that were particularly successful
- adding ideas gained from sharing good practice with colleagues
- updating resources
- adding up-to-date case studies
- changing a teaching and learning strategy in the light of learner assessment
- acting upon learner feedback about what learning strategies they enjoyed most
- adding new opportunities for fieldwork

It is also helpful to use examiner reports and mark schemes published each year to review and update medium-term plans. There is more on how to use these in Section 5 of this guide.

It may not be possible to cover everything in the time available. In this case, the teacher will want to set tasks outside the classroom – for example, researching and note taking on a topic to gain background knowledge. The time in the classroom can then be used for activities that require more teacher input.

A comprehensive scheme of work covering the full Cambridge O Level Sociology course is available on Teacher Support (<http://teachers.cie.org.uk>). An excerpt from the published scheme of work can be found in the appendices of this guide.

Section 3: Planning lessons

Good lesson planning will show an understanding of the unique nature of the learners and be personalised to suit their needs. Teachers also may feel more comfortable with some styles of teaching rather than others and this may also be reflected in their planning.

A good starting point for your lesson plan is the **learning objectives** set out in your medium-term plan. These will state exactly what the learners are expected to learn. This is not what they will have done but what learning they will achieve. Useful sentence stems to help you focus your objectives include:

- To know that...
- To develop/to be able to...
- To understand how/why...
- To develop/be aware of...

For example, a lesson based on the strengths and limitations of official statistics might have the objective, to understand why official statistics are not always valid.

Care should be taken to differentiate between learning objectives and assessment objectives. The former is the skills and knowledge you hope the learners will have acquired during their learning. The latter is how you will measure if they **have** acquired those skills and knowledge.

You might also wish to identify the **learning outcomes**. Unlike the learning objective the learning outcome is what learners will do or create during the lesson. This could range from a mind map to a 500-word essay. You can then consider whether any learners will have difficulty achieving this outcome and what you need to put in place to help them. This is what is usually known as **differentiation**. For example, a visually impaired learner may need a reader to access the learning and your plan would include provision for this. This may mean you need additional resources like a digital recording or a teaching assistant. All **resources** need to be included in the plan; this could be anything from a textbook to moving the furniture into a different formation for an activity. In addition, you will also need to add the **content** of the lesson. This is usually a description of the teaching and learning activities and the time they will take. Finally, you should include some measure of **assessment of the learning** that has taken place. How will you know if the learning objectives have been achieved? Often this is done through a planned plenary activity but you may wish to build in more long-term evaluation which may include a homework activity designed to assess learners' understanding of the lesson topic.

Following on from the lesson and any subsequent assessment of learning it is usual for experienced teachers to evaluate the learners' learning and then revise the sequence of lessons they have planned in response to any areas of weaknesses that learners have exhibited. This is vitally important and it should be understood that effective planning at all levels needs to be constantly adapted and personalised to meet the needs of the learners.

3.1 Definition and key ingredients

Lesson plans help you to focus on a number of areas which:

- link assessment objectives to specific activities
- pinpoint opportunities for active learning and extension activities
- establish the timings of activities to be completed during the lesson and also for homework (where relevant)

- indicate explicitly cross-curricular links
- make reference to aspects of classroom management, including use of ICT (e.g. use of the internet for research)
- set out when and how formative or summative assessment will take place.

What is formative assessment?

Formative assessment entails intervening during the learning process to gather feedback which is then used to guide subsequent teaching and learning. Such feedback enables you to modify your teaching plans and adjust the curriculum in the interests of both the learning and the learners. In this way formative assessment aims to help learners know and recognise the standards that they are working towards, so helping to raise achievement.

What is summative assessment?

Summative assessment establishes the general level of ability that a learner has attained in terms of understanding, selecting and applying the knowledge and skills they have been taught. This kind of assessment is used as a means of reporting to other establishments as well as to parents.

3.2 Lesson plans

As each class and learner has their own particular needs and each teacher their own style, you will need to plan individual lessons to fit your own circumstances.

In order to plan a particular lesson, you can use the lesson plan template in the Appendix 6, sample lesson plans and materials are also provided in Appendices 1, 2, 3, 4 and 5. It should be emphasised that not all lessons can be planned in great detail, but it is worthwhile taking time to plan in some detail lessons that are particularly important (e.g. when starting a new topic or when introducing key skills).

You might plan your initial lessons for a six-week period using a lesson plan template. Then you can check across the lessons that the sequence is logical and all previous learning will have been covered at the appropriate time.

At the start of each lesson, it is worth giving learners (perhaps on the board) those objectives and learning outcomes to be targeted during that lesson. Learners like to know how particular activities fit into the wider scheme of things. You should also draw explicit attention to those skills relevant to other parts of the course.

3.3 Reflection and evaluation of learning

An important part of any lesson plan is the section for self-evaluation or reflection. What were the strengths of the lesson in advancing learning? What might you do differently next time? Brief notes on how the lesson went for you and for the learners can help you refine the planning of subsequent lessons. Other ways of gauging the effectiveness of teaching and learning include peer evaluation (by lesson observation) and 'team-teaching' an aspect of the syllabus with a colleague.

Section 4: Classroom practice

4.1 The role of the teacher

As the teacher, the key aspect of your role is to facilitate the learning. This will involve helping learners to access resources and manage their time as well as passing on skills and knowledge. Whilst it is acknowledged that gaining qualifications will be important to learners, teaching should not be driven solely by the need to pass the examination. Your aim should be to ensure that learners can begin to understand social events and issues like a sociologist and they are ready to progress to AS/A Level should they wish to do so.

All learning needs to be focused and purposeful. The assessment objectives in the syllabus are a good starting point to ensure that learning objectives are meaningful. There are three assessment objectives:

- AO1 Knowledge and understanding
- AO2 Interpretation of evidence
- AO3 Analysis and evaluation (see Syllabus, Section 5 for further details).

It is important that the learning is not solely focused on AO1 if learners are to be well prepared for the examination.

A key message from a recent examiner report was:

*Questions requiring the straightforward application of knowledge were done well, while answers requiring more **analysis** needed greater discussion.*

This highlights the need for learners to be able to address all the assessment objectives.

It is also important that learners know clearly what will be expected of them in the examination. For example, learners should know that they will be expected to answer questions based on data and they should practise data analysis during the course.

4.2 Sustaining interest and motivation

To sustain interest, experienced teachers will acknowledge, there needs to be a variety of learning experiences. The teacher can offer the learners everything from talking to the whole class to role play. The advantage of offering a variety of experiences is that not all learners learn in the same way. For some, visual learning is most effective, others are happy to listen to the teacher talk whilst for some 'doing' or kinaesthetic learning is most effective. It is also important to remember that your preferred teaching style may get in the way of learning if your preferred style is at odds with the learners' learning preferences.

The chart below offers some ideas of how teaching can support different learning styles.

Learning style	Description	Example activities
Visual	Seeing and reading	Studying photographs, watching films/DVDs. Using diagrams to illustrate key concepts.
Auditory	Listening and speaking	Discussions and debates, listening to podcasts, studying a youth culture through its music.
Kinaesthetic	Touching and doing	Role playing an interview or other social situation. Examining cultural artefacts to assess their role and purpose in a culture.

The advantage of offering a variety of learning experiences is that variety, both within and across lessons, helps to maintain interest and motivation.

Another aid to maintaining interest and motivation is to ensure that learning is active rather than passive. A passive learner is unlikely to retain much of what happens in the classroom, learners need to be actively involved in the learning process. To support active learning teachers could, for example, ask learners to research and deliver part of the lesson, make a presentation on a key concept to the rest of the class or take the plenary at the end of the lesson.

4.3 Reflection and evaluation

It is important for teachers to evaluate the impact of their teaching. This can be done in a number of ways, including immediate feedback from the lesson and more formal assessment. Analysis and evaluation of formal assessment should allow teachers to see learners making progress. It is often of value to track learners' performance on key skills, knowledge and understanding. Any areas of apparent weaknesses can then be revisited.

Section 5: Preparing learners for final assessment

5.1 Revision tips for learners

By the time learners reach the final stages in the course they should already be very familiar with the styles of question on the examination paper. They will hopefully have had a mock examination and done a number of timed practices to build up their skills in dealing with examination style questions. The physical effort of the examination should not be underestimated and it is better that learners have practised. It is also much better for the learners if they already know what an examination paper will look like and that they are aware of the question rubric on the paper. It is also helpful if learners have a strong understanding of the question command words. For example, do learners understand the difference between 'describe' and 'explain'? Taking time to ensure that learners fully understand command words such as 'explain', 'describe', 'to what extent' etc., through key word activities and glossaries, is also essential. Asking learners to underline the command word in each question can also be a helpful strategy.

A good approach to revision is to take a different approach to the content. It may improve the learner's overview of the subject if revision was thematic. Looking at the common themes of age, gender, social class and ethnicity across the syllabus units may improve overall understanding. The best revision is active revision, as well as facilitating learners to plan out their revision and supporting them with the independent study skills needed to revise outside of class, teachers may wish to ensure that learners have lots of revision activities to do. One of the simplest of these is 'translation' changing the knowledge they require for the examination from one format to another. For example, learners could change a section of text into some kind of image like a revision poster or change a list of key terms into a rap which can be recorded as an mp3 file to listen to for revision.

5.2 Use of past papers, mark schemes and examiner reports

Past papers, mark schemes and examiner reports are resources which are often underused by teachers and learners. As well as ensuring that learners are familiar with the style and rubric of the paper, past papers can be used to help learners develop their skills, knowledge and understanding, to help track progress and to ensure learners are physically prepared for the examination. Regular practice will help reduce examination stress as learners will be familiar with the demands of the assessment.

You may also find it of value to study the mark schemes so you can pass on to learners where different assessment objectives will be assessed.

The examiner reports contain a detailed analysis of candidate performance in an examination. These reports highlight strengths and weaknesses of candidates and common errors and misunderstandings. You can use the examiner reports to pass on to learners the best way to answer the questions well and how to avoid common errors. For example, the examiner report for November 2012, Paper 11 stated:

Candidates need a sound grasp of sociological concepts and terminology

Candidates need to support longer answers clearly with sociological theory and examples.

Therefore teachers would be well advised to prepare learners to be able to do both of the above.

5.3 Homework/independent learning ideas

Homework/independent learning can serve a number of purposes. Although it is most commonly used for reinforcing learning, it can also be used for:

- pre-assessment (finding out what learners know to begin with, so you are not teaching them things they already know)
- differentiation (setting different tasks for different abilities of learners)
- development of skills (learning how to research, write extended answers etc.)
- extending learning hours (where curriculum time is short).

Whilst the role of the teacher is important in setting up homework/independent learning activities, the ultimate aim is for learners to have the skills to be able to work independently. Learners might be asked to research a topic, for example, and then either evaluate their own performance or have the quality of the work peer assessed. Learners should quickly develop the skills to analyse their own work and make some improvements without the teacher's input.

Section 6: Resources

6.1 Finding and evaluating resources

The resources available will vary greatly according to your budget and your school's individual circumstances but the primary resource is usually a good textbook. Textbooks can be expensive and are not always useful for all purposes. For example, a textbook may be good at supporting learning of knowledge and understanding but not so good at offering learners the opportunity to evaluate and analyse data. For this reason, if possible, it is a good idea to have more than one textbook available. It is also important to realise that data in textbooks dates very quickly and it may be necessary to turn to other resources. Increasingly, many publishers offer online updates, links and support material and these are of value to keep things up-to-date and relevant. A textbook that offers this online support may be a better long-term investment even if it cost more initially as the online updates will extend the life of the textbook.

It is always a good idea to evaluate textbooks; many publishers offer an evaluation service for you to do this at no or little cost. Possibly the most important question to ask when evaluating a textbook is: how accessible is the text to all learners? It might be of value to get feedback from learners themselves on this question.

6.2 Cambridge Teacher Support – key features

Cambridge Teacher Support provides secure online support which is a valuable resource for teachers of Cambridge syllabuses. It is available to Cambridge International Centres. Find out how to gain access by contacting the Cambridge Coordinator or Examinations Officer at your school. It is worthwhile getting access to this site if you can as there are many more resources available for you to use.

Here is a brief summary of the resources available from Teacher Support:

- access to past question papers, examiner reports, schemes of work, recommended web links and other teaching resources
- an events area that allows you to search for events and conferences by location and examination
- a community area where you can share and exchange information about the syllabuses, swap ideas about teaching strategies and best practice, share teaching materials, ask for help and suggestions from other members of the community
- a searchable resource list.

Visit Teacher Support at <http://teachers.cie.org.uk>

6.3 Training

6.3.1 Online training

Online training is occasionally available to Cambridge schools usually on a rolling schedule. Check the 'Events' area of the Cambridge website to see when courses are running and to register for them.

Online tutor-led

Where available, these courses are led by a Cambridge expert and focus on classroom practice. Participants follow a three-unit programme over six weeks and can interact and share resources with teachers from other Cambridge schools.

Online seminars

Where available, these seminars are led over a short period by an expert and focus on specific issues such as syllabus changes or the recent examination session.

6.3.2 Face-to-face training

We run an extensive programme of short professional development courses across the world for teachers at Cambridge schools. Some workshops are run by a Cambridge trainer and others by experienced local teachers. These courses offer teachers the chance to update their knowledge, learn new skills and network with other teachers. Please check the Cambridge website events area to see when courses are running and to register for them: www.cie.org.uk/events

6.3.3 Professional development for teachers

We also offer professional qualifications for teachers who want to develop their thinking and practice. Learn more about the Cambridge International Certificate for Teachers and Trainers and the Cambridge International Diploma for Teachers and Trainers at: www.cie.org.uk/qualifications/teacher

6.4 Planning to use other resources

The other resources that are available to you will depend greatly on your school's circumstances. You may have local experts and resources that you are able to call upon to help support learners understanding. As the syllabus makes clear:

The Cambridge O Level Sociology syllabus has been designed so that teachers in any society can apply candidates' own experiences, local case studies and sociological work relating to their own way of life to an understanding of the central ideas and themes of Sociology in modern industrial societies.

However, as learners experiences are typically limited to their own culture and locality, visits by people from or to other cultures and communities can be very advantageous especially to support learners in the expectation to make 'cross-cultural comparison'. There are many DVDs that would support learners but they would need to be viewed prior to their use. There is a wealth of information on the internet, but allowing learners free reign raises the issue of safety. It is always best to review any resource prior to recommending them to learners. Other resources like YouTube may be available but again these need to be viewed beforehand for suitability. The key point with all these resources is preparation and guidance. For example, learners might Google globalisation and get 12,400,000 results; clearly they will need your assistance to narrow down their selection of suitable sites. Smarter searching would help but it is often better to give them a few sites to use at the outset.

Useful websites for resources prepared by other sociology teachers include:

www.tes.co.uk/sociology-secondary-teaching-resources/

www.sociology.org.uk/

There are some useful free resources on this website:

<http://onlineclassroom.tv/sociology>

Useful websites for practising looking at data:

www.ons.gov.uk

www.unesco.org/new/en/unesco/

Useful website for general pedagogical tools:

www.classtools.net/

Help with command words:

<http://www2.ofqual.gov.uk/files/pdf-05-1941-fair-access-design-final-v2.pdf> Page 41 of the document gives a list of command words and their meanings that teachers may find helpful.

This teacher guide includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services). The particular websites were selected when the teacher guide was written. Other aspects of the sites were not checked and only the particular resources are recommended.

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Appendix 1: Sample lesson plan 1

Life chances on the Titanic

Lesson: Life chances on the RMS Titanic	School:
Date:	Teacher name:
Class:	Number present:
Teaching aims	<p><i>(list only two or three, don't be over-ambitious)</i></p> <ul style="list-style-type: none"> • To ensure learners can confidently use and analyse evidence. • To encourage the enjoyment of studying the statistical evidence.
Learning objectives	<p><i>(list only two or three, don't be over-ambitious)</i></p> <ul style="list-style-type: none"> • To know what is meant by the term 'life chances' • To be able to analyse and interpret a set of data. • To understand how life chances affected the victims of the Titanic disaster
Syllabus assessment objectives	<p><i>(list only two or three, don't be over-ambitious)</i></p> <p>AO2 Interpretation of evidence</p> <ul style="list-style-type: none"> • Interpret and apply relevant evidence and data. <p>AO3 Analysis and evaluation</p> <ul style="list-style-type: none"> • Research conclusions based on a reasoned consideration of available evidence.
Vocabulary, terminology and phrases	Life chances, inequality, social class, gender, gender roles, working class, upper class, middle class, patriarchy, 'women and children first, and values
Previous learning	No previous 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.
Anticipated learner problems	<ul style="list-style-type: none"> • Learners must have a clear grasp of the key term life chances to make the best of this. • Learners may confuse life chances with survival chances in this context. • May have forgotten how to read the evidence effectively • May find the context of the Titanic disaster difficult for cultural or personal reasons.

Solutions to the problems	<ul style="list-style-type: none"> • Ensure life chances is defined • Review how to read evidence accurately. • Offer context to Titanic disaster. • Offer learners some background context to western European society c.1912. Especially social class hierarchy, gender roles and values.
Plan	
Planned timings	Planned activities (including resources/teaching materials)
Beginning 10 minutes	<p>Share learning objectives with learners.</p> <p>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.</p> <p>Discussion: What facilities would you expect to find on the Titanic? E.g. Ballroom, 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 etc. (see syllabus Unit 3).</p>
Middle 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' lots of clips on YouTube including a useful clip called 'Titanic interior 1st, 2nd and 3rd class' found at www.youtube.com/watch?v=8Ae-5LS3nSY)</p> <p>Learners to note the differences in décor, furniture etc. between the classes. 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 3rd class passengers.)</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 Appendix 2 worksheet 'Life chances on the RMS Titanic' and http://en.wikipedia.org/wiki/Life_chances</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. See Appendix 2 for support materials 'Life chances on the RMS Titanic' – worksheet.</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 interpretation and 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>

End 5 minutes	Review understanding of key concepts. A quick game of blockbusters is good for this. For template see www.tes.co.uk/teaching-resource/Interactive-Blockbuster-Game-Template-PPT-3003535/
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Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?

Possible strategies:
Less able learners could be supported to identify trends by being paired with more able peers for discussion of data.
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.
Support materials also offer more able learners the challenge to apply terminology and knowledge to interpretation of the data.
More able learners could run the plenary by creating the blockbuster quiz themselves.

Assessment – how are you planning to check learners' learning?

Suggested strategy:
Through questioning and discussion with learners during feedback.

Reflection and evaluation

Reflection

Were the learning objectives realistic?
What did the learners learn today?
What was the learning atmosphere like?
Did my planned differentiation work well?
Did I adhere to timings?
What changes did I make from my plan and why?

Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.

Summary evaluation

What two things went really well (consider both teaching and learning)?

1:
2:

What two things would have improved the lesson (consider both teaching and learning)?

1:
2:

What have I learned from this lesson about the class or individuals that will inform my next lesson?

Appendix 2: Sample worksheet

Life chances on the Titanic

Introduction

The RMS Titanic was a transatlantic passenger liner belonging to the White Star line. Despite its state-of-the-art design, the Titanic sank on its maiden voyage in the middle of the Atlantic on the morning of 15th April 1912. Few of those on board survived and there was a huge scandal when it was later revealed that there were too few lifeboats for those on board. The chances of getting on board a lifeboat varied according to both **social class** and **gender**. Survival was also **affected** by early twentieth century **values**. A commonly held value at the time was that men should put '*women and children first*'; this value reflected the distinct and separate **gender roles** of that time. The story of the Titanic has captured the imagination of many authors and film makers, especially in the British Isles and the USA, but the real story can help sociology learners understand the concept of **life chances**.



To find out more about the Titanic story at www.historyonthenet.com/Titanic/titanicmain.htm

Passengers on the RMS Titanic								
	1st class* on board	1st class survived	2nd class* on board	2nd class survived	3rd class* on board	3rd class survived	Crew on board	Crew survived
Men	175	57	168	14	462	75		192
Women	144	140	93	80	165	76		23
Children	6	5	24	24	79	27		
Total	325	202	285	118	706	178	913	215
% on board	14.6		12.7		31.6		40.9	
% of survivors		28.3		16.5		24.9		30.1
Total passengers = 1316								
Total crew = 913								
Total survived = 498								
Total survived = 215								
Total women on board = 402								
Total women survived = 296								
Total on board the Titanic = 2229								
Total survivors = 713								
*1 st class passengers = the elite								
*2 nd class passengers = middle class								
*3 rd class passengers = working								

Table adapted from data found at www.historyonthenet.com/Titanic/passengers.htm

Tasks

Study the data above carefully 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 3rd class?
3. Were your chances of surviving better or worse if you were a man rather than 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 learned 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.

Appendix 3: Sample lesson plan 2

Language codes

Lesson: How do restricted and elaborated language codes affect educational achievement?	School:
Date:	Teacher name:
Class:	Number present:
Teaching aims	<i>(list only two or three, don't be over-ambitious)</i> To introduce arguments about the impact of background on educational achievement.
Learning objectives	<i>(list only two or three, don't be over-ambitious)</i> To begin to understand the impact of learning with a restricted language code / lack of cultural capital. To be able to carry out independent research
Syllabus assessment objectives	<i>(list only two or three, don't be over-ambitious)</i> AO1: Knowledge and understanding <ul style="list-style-type: none"> • <i>Demonstrate knowledge and understanding of appropriate sociological topics.</i> AO3 Analysis and evaluation <ul style="list-style-type: none"> • <i>Evaluate the strengths and limitations of particular sociological studies and methods.</i>
Vocabulary, terminology and phrases	Elaborated code, restricted code, cultural capital, cultural deprivation
Previous learning	None required although some work on social class would be advantageous. Would sit best after a study of Unit 3. This lesson works well as an introduction to Unit 5 part b 'What factors help to explain differences in educational achievement?' <ul style="list-style-type: none"> • Material, cultural and linguistic influences of family background on educational achievement.
Anticipated learner problems	Learners may be concerned as they get the test wrong and respond negatively. Difficulty with independent learning and research.
Solutions to the problems	Don't worry if some learners get disgruntled as they get answers wrong. Try to encourage them that it is a valid task and a role play. If they do give up that's ok as disaffection is a legitimate response in this circumstance and can be discussed in the debrief.

Plan	
Planned timings	Planned activities (including resources/teaching materials)
Beginning 15 minutes	<p>Note: Do not share learning objectives with the learners at the start of this particular lesson or the activity will not work.</p> <p>Divide the class into two groups. Give one group the Set A of the symbols flash cards, and give the other half of the class Set B. (see Appendix 4 and 5)</p> <p>Give the learners five minutes to learn the meaning of their symbols ready for a test.</p> <p>Select one learner from the group that studied Set A and get them to be the 'teacher'.</p> <p>They need to use the basic symbols to 'teach' how symbols can be combined to form new 'symbols' which represent new ideas/words.</p> <p>The 'teacher' then tests learners on new combined symbols by drawing the new symbols on the board. The 'teacher' then goes through the answers. Learners with Set B should be very disgruntled as they are likely to get all their answers wrong.</p> <p>(This activity is based on an original lesson idea by Roger Gomm taken from <i>Handbook for Sociology Teachers</i> – Gomm and McNeill (1982:73))</p>
Middle 40 minutes	<p>Share learning objectives.</p> <ol style="list-style-type: none"> 1. Debrief learners: tell them that the test was not fair as they were given the same symbols but with different meanings. This reflects unfairness in the education system which presupposes common language, culture and values. Introduce the terms elaborated and restricted codes, cultural capital and cultural deprivation. 2. Ask learners to research elaborated and restricted learning codes then ask learners: <ul style="list-style-type: none"> • Which type of code their symbols gave them? • Would they have been able to access the learning if they had only access to code B (restricted code)? • What do they think learners in group B might have done over time? (Suggestions might include adapt or become disaffected)? 3. Introduce learners to Basil Bernstein's ideas about linguistic disadvantage of working class learners. 4. Learners then work with a partner to consider why Bernstein might have been criticised.
End 5 minutes	<p>Divide the class up and give them different key terms and studies to consider. E.g. impact of different values, culture etc. on achievement. Ask learners to report back next lesson.</p>

Additional information

See support sheet

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?

Some suggestions:

Through peer support during discussion. Learners work with someone more able than themselves.

Differentiation for this work will be through homework assignment. Different learners should be given different assignments relative to their ability. Less able learners to be given the less conceptually challenging work, the more able learners the more challenging work. Differentiation by research materials; more able learners could be given more detailed text.

Assessment – how are you planning to feedback to learners?

Verbal feedback to learners during lessons.
Through written feedback to homework task.

Reflection and evaluation

Reflection

Were the learning objectives realistic?
What did the learners learn today?
What was the learning atmosphere like?
Did my planned differentiation work well?
Did I stick to timings?
What changes did I make from my plan and why?

Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.

Summary evaluation

What two things went really well (consider both teaching and learning)?

1:

2:

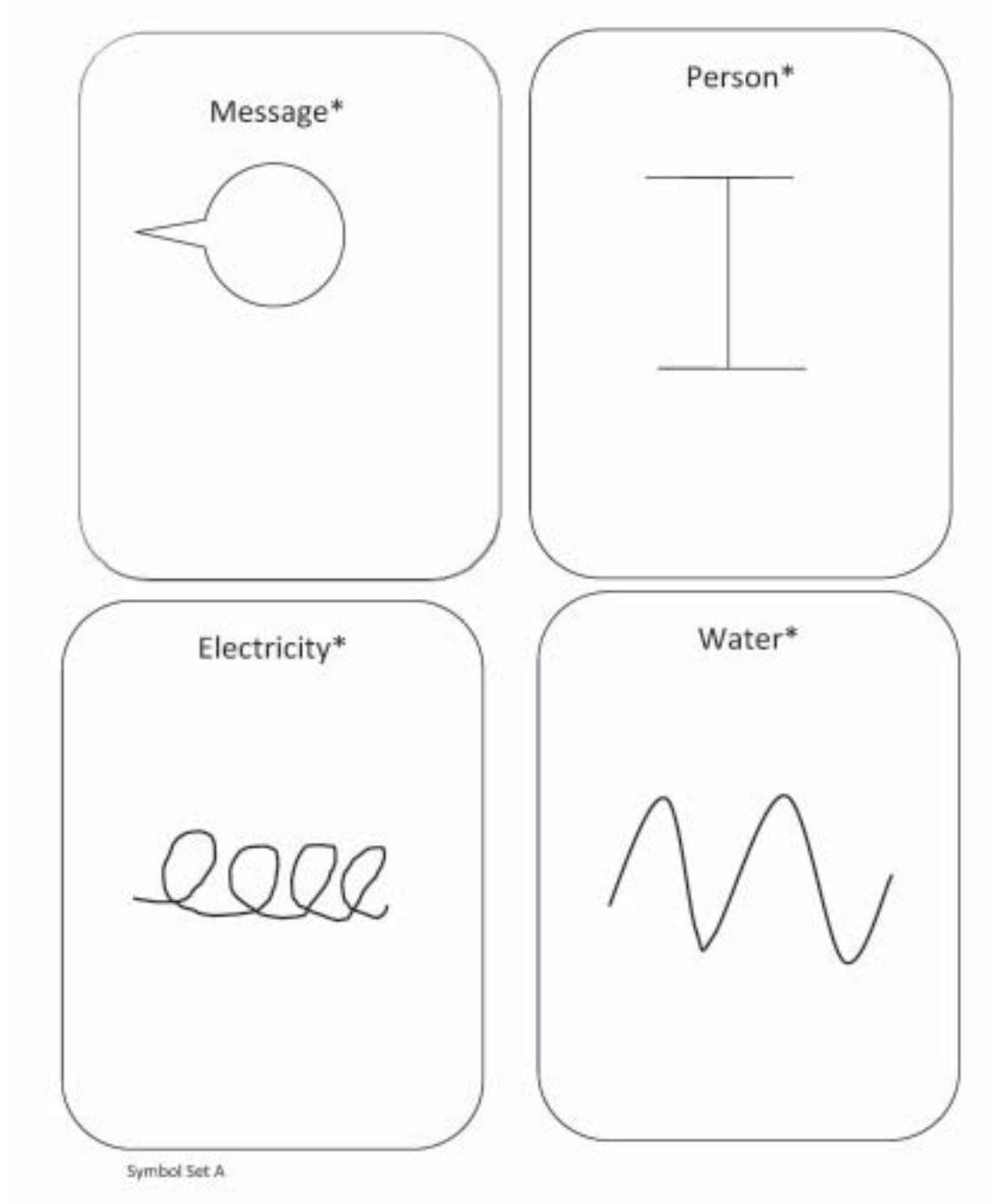
What two things would have improved the lesson (consider both teaching and learning)?

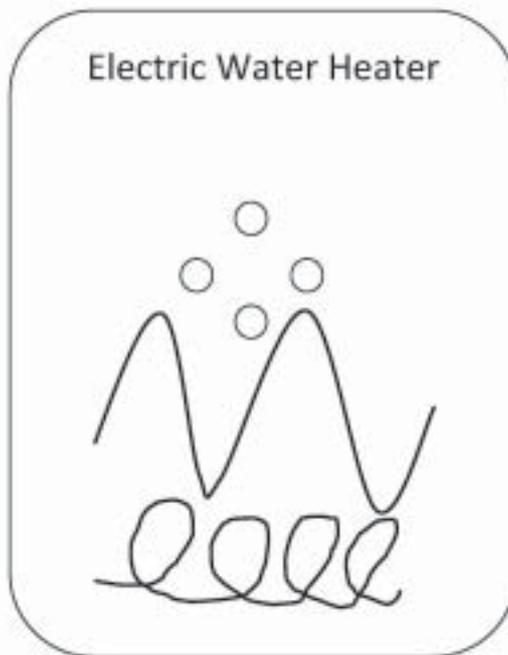
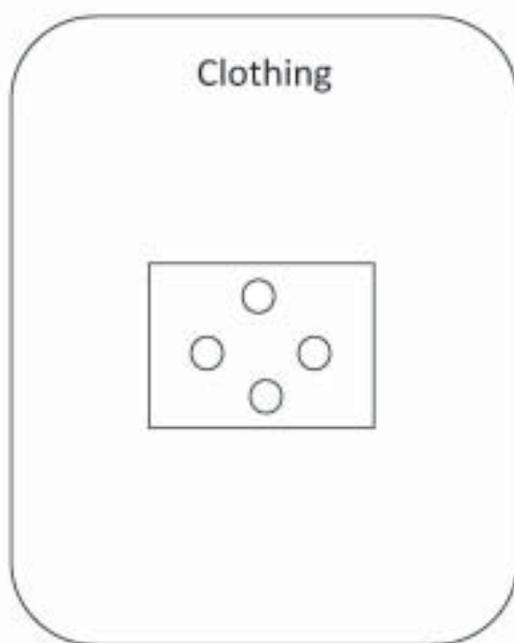
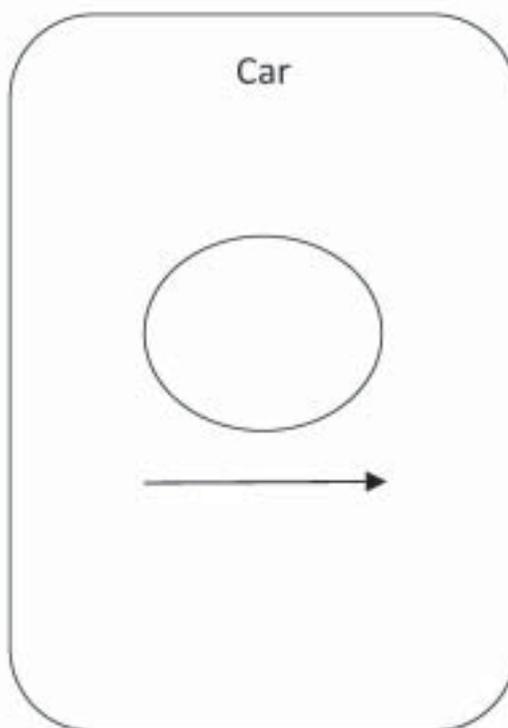
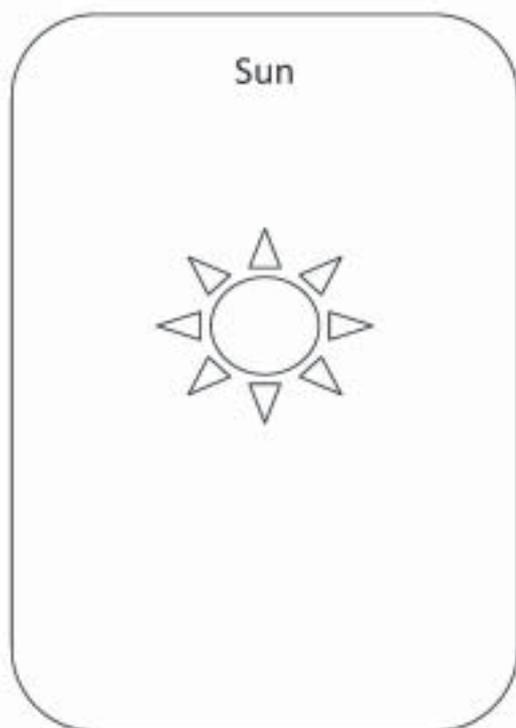
1:

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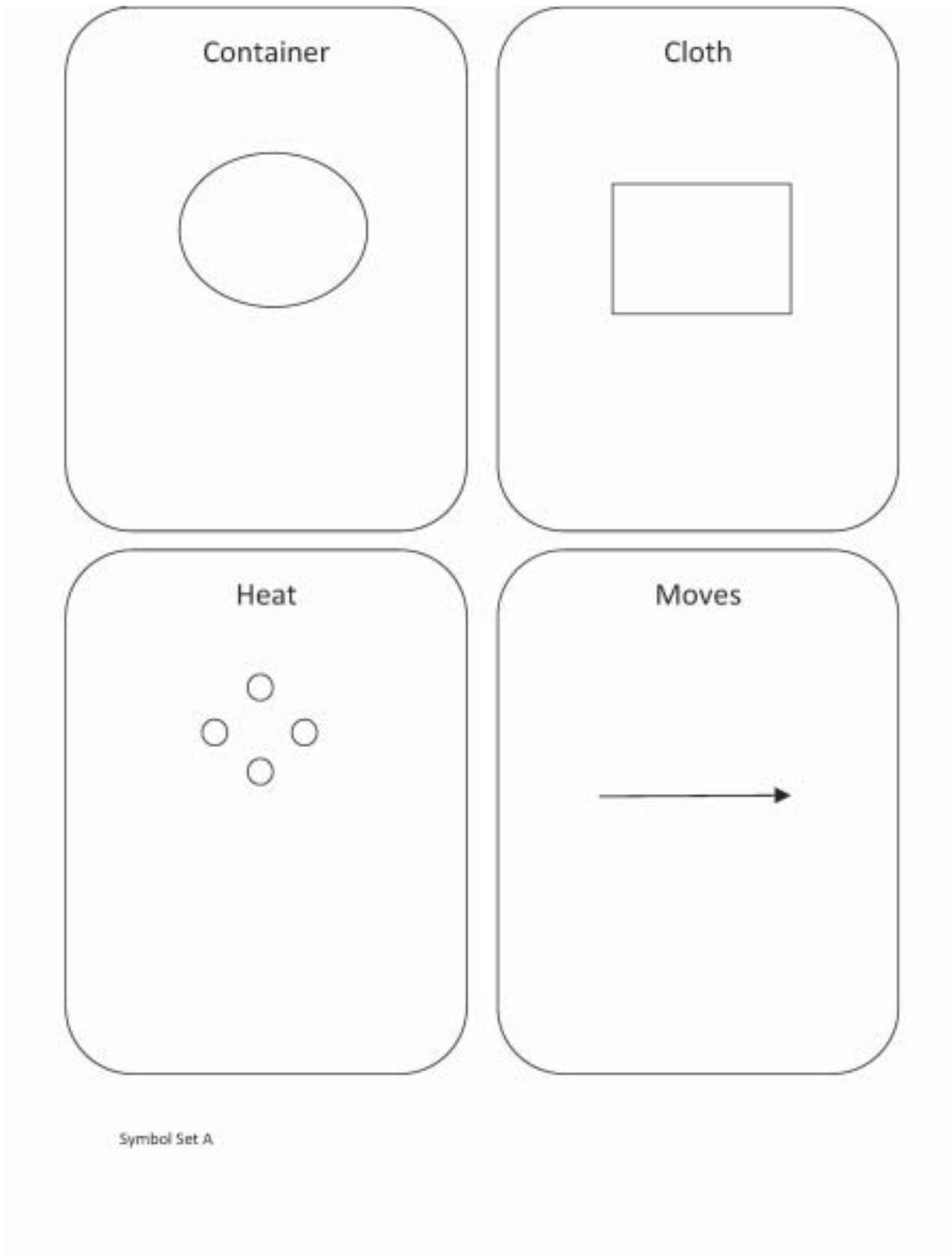
What have I learned from this lesson about the class or individuals that will inform my next lesson?

Appendix 4: Symbol flash cards Set A – elaborate and restricted codes



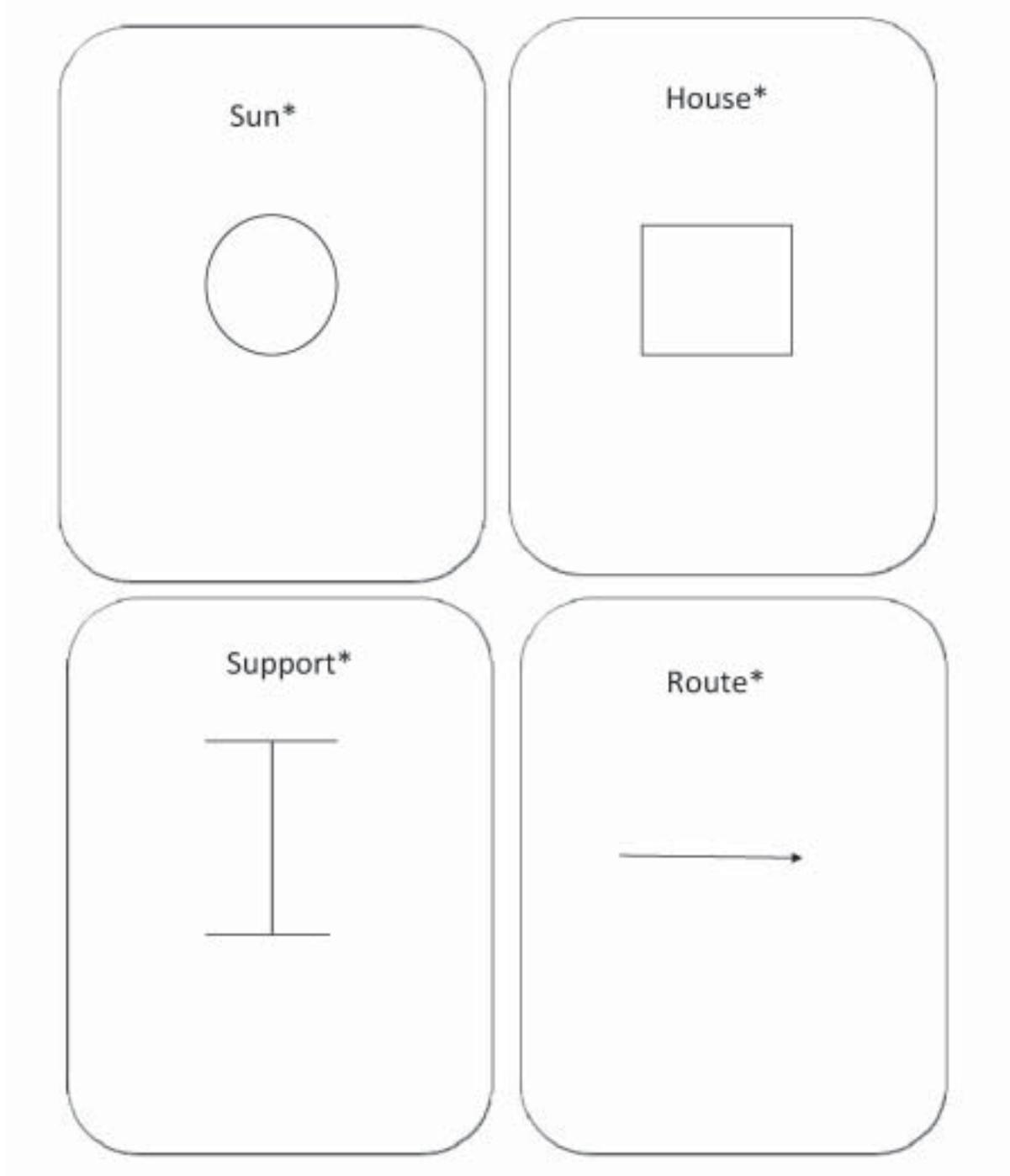


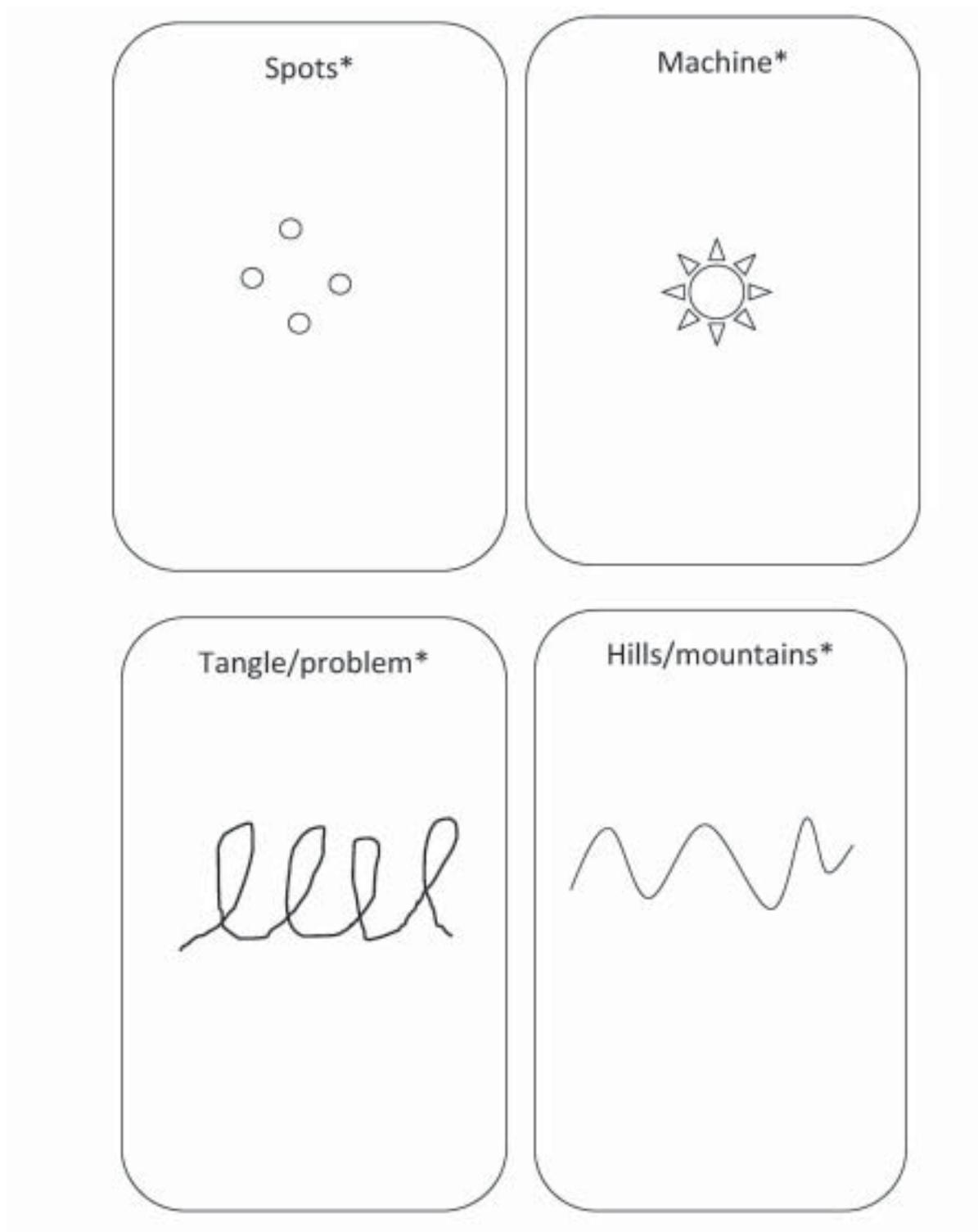
Symbol Set A

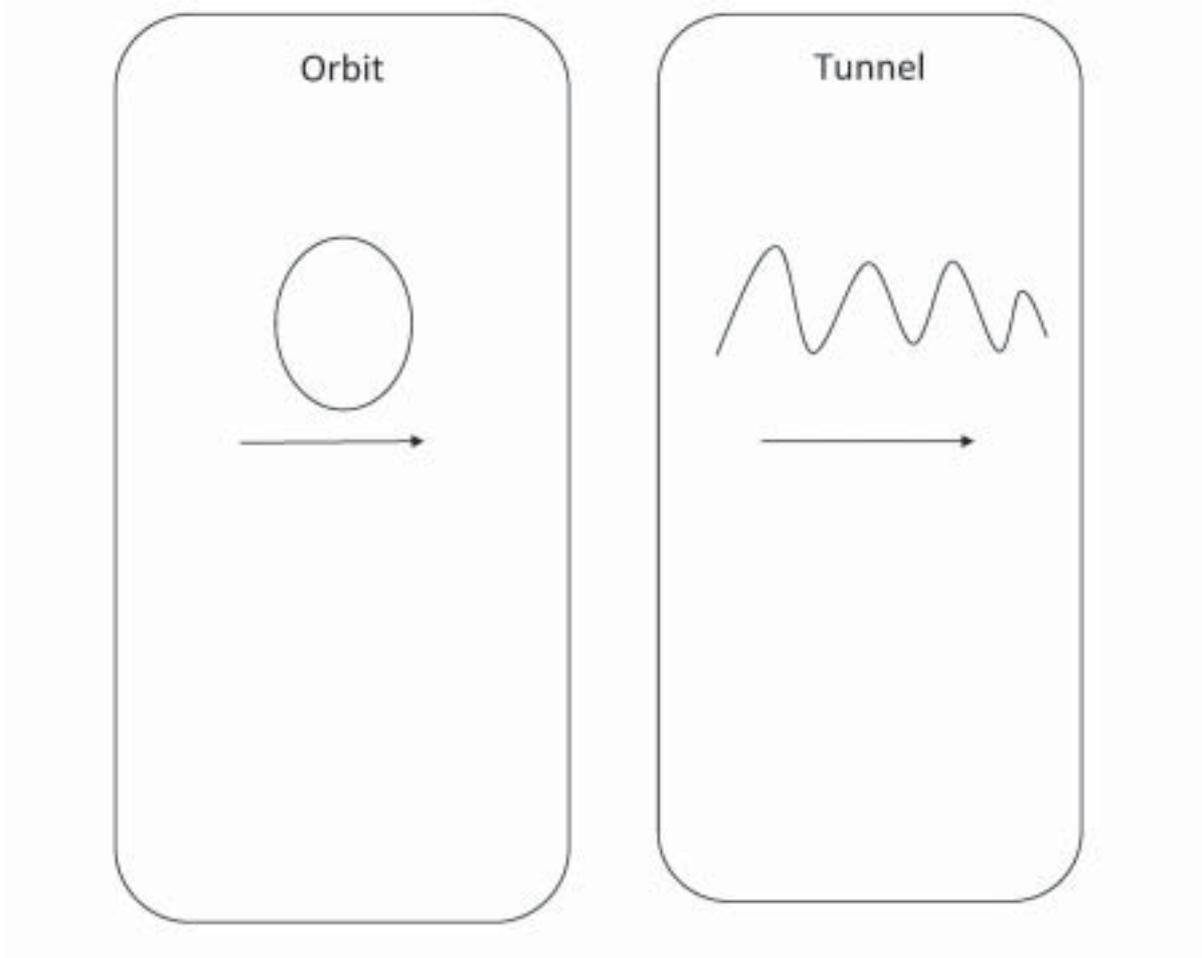


Symbol Set A

Appendix 5: Symbol flash cards Set B – elaborate and restricted codes







Appendix 6: Lesson plan template

Lesson:	School:	
Date:	Teacher name:	
Class:	Number present:	
Teaching aims	<i>(list only two or three, don't be over-ambitious)</i>	
Learning objectives	<i>(list only two or three, don't be over-ambitious)</i>	
Syllabus assessment objectives	<i>(list only two or three, don't be over-ambitious)</i>	
Vocabulary, terminology and phrases		
Previous learning		
Anticipated learner problems		
Solutions to the problems		
Plan		
Planned timings	Planned activities (including resources/ teaching materials)	Resources
Beginning		
Middle		
End		

Additional information		
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners’ learning?	Health and safety check ICT links

Reflection and evaluation			
Reflection Were the learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?			Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.

Summary evaluation
<p>What two things went really well (consider both teaching and learning)? 1: 2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)? 1: 2:</p> <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>

Appendix 7: Sample scheme of work unit

The full scheme of work for Cambridge O Level Sociology is available on teacher support at <http://teachers.cie.org.uk>

Unit 1: Theory and methods

Recommended prior knowledge

This unit of study is compulsory for all candidates as it provides a crucial foundation for the other units within the syllabus 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 contact hours for this Cambridge O Level course, it is recommended that this unit should take about 30 hours.

Syllabus ref	Learning objectives	Suggested teaching activities	Learning resources
Unit 1	How do different sociologists interpret society?		
	Structuralist and interpretivist approaches, the individual, identity and society.	<p>Structuralist and interpretivist approaches to research</p> <p>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.</p> <p>Learners produce a visual and colourful mind map individually to illustrate the main points in a more user/learner friendly style.</p>	<p>Exemplar mind maps (available on the internet)</p> <p>e.g. www.youtube.com – How to make a mind map. Word articles and images are also widely available.</p> <p>Textbooks: Moore, S. <i>Sociology Alive</i>, Nelson Thornes, 2001, pages 17–18</p> <p>Waugh, C et al, <i>OCR AS Sociology</i> Heinemann, 2008, pages 112–116</p>
	How different views (Functionalist, Marxist and Feminist) on conflict and consensus create alternative perspectives.	<p>Different theoretical views and interpretations</p> <p>Teacher-led introduction on these three key theories within Sociology – main beliefs, ways of thinking etc. Ensure key words such as consensus, conflict, patriarchy etc. are included here.</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.</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.</p>	<p>Handout to reinforce learning on the three key sociological theories</p> <p>Fill the gap exercise</p> <p>Relevant research findings/news articles for analysis.</p> <p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, pages 39–41</p> <p>Macionis, J and Plummer, K, <i>Sociology a global introduction 5th Edition</i>, Prentice Hall, 2012, pages 38–48</p> <p>Waugh, C et al, <i>OCR AS Sociology</i> Heinemann, 2008, pages 112–116</p>

Syllabus ref	Learning objectives	Suggested teaching activities	Learning resources
Unit 1	How do sociologists study society?		
		<p>Introduction to research methods and sociological investigations</p> <p>Ask learners three questions that should provoke contrasting and different opinions i.e. 'Is the death penalty effective at preventing crime?' Allow them to debate and discuss the issues.</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, value freedom etc.</p> <p>Ask learners to 'empty their heads' onto paper working in pairs of 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 graph 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.</p>	<p>Pre-prepare controversial questions for discussion</p> <p>Large sheets of paper for the 'empty your head' activity</p> <p>Handout/textbook to supplement in class activities including key concepts such as bias.</p> <p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, pages 8–9, 47 and 49</p> <p>Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, page 3</p>

Syllabus ref	Learning objectives	Suggested teaching activities	Learning resources
	<p>The distinction between positivist and interpretivist approaches to research methods</p>	<p>Positivist and interpretivist approaches to research methods and investigations</p> <p>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.</p> <p>Illustrate the very different approaches via a specific research topic, i.e. ageism in the workforce, and demonstrate how the two approaches would investigate this in very different ways.</p> <p>Follow this on 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. Discuss as a class.</p>	<p>Handout/PowerPoint presentation/ textbook to reinforce knowledge and understanding and research topics included for the exercises.</p> <p>Textbooks: Moore, S. <i>Sociology Alive</i>, Nelson Thornes, 2001, pages 17–18</p> <p>Waugh, C et al, <i>OCR AS Sociology</i>. Heinemann, 2008, pages 112–116</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>How to implement a sociological research strategy</p> <p>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 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.</p> <p>Teacher circulates class and asks probing questions getting them to re-consider their choices – the activity should be learner focused and help them to develop independent learning skills and critical thinking.</p>	<p>Resource packs for the activity Colours and paper for the learner flow chart</p> <p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, page 77</p> <p>Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, pages 14–15</p>

Syllabus ref	Learning objectives	Suggested teaching activities	Learning resources
		<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.</p> <p>Once completed get learners to produce their own flow chart of the research strategy as a visual, colourful resource.</p> <p>Sampling Introduction with the idea of what we mean by a 'sample' – see if learners have come across this term in other contexts i.e. 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, try and integrate references to sample size and composition.</p> <p>Introduce the various samples learners need to know about (see syllabus) focusing on what the sample type is and its strengths and limitations. Try and make activities to get the learners involved in the learning in a more active way i.e. 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 in the classroom i.e. use their names for the random sample.</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.</p>	<p>On www.youtube.com Steve Mays introduces various types of samples in an easy to follow 'bite-size' style i.e. systematic, random, stratified. These may be worth using with learners to help their understanding of the sample type.</p> <p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, pages 53–58</p> <p>Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, pages 15–17</p> <p>Moore, S. <i>Sociology Alive</i>, Nelson Thornes, 2001, pages 22–25</p> <p>Wilson, P and Kidd, A, <i>Sociology for GCSE</i>, Collins, 1998, pages 10–13</p>

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	Difficulties in implementing a research strategy.	<p>Issues and barriers in sociological research 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. Discuss as a class to check and reinforce understanding.</p> <p>Follow on task – how would the learners remove the difficulties and barriers to make the research ‘doable’?</p>	<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.</p> <p>Textbook: Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, page 15</p>
	Ethical issues affecting the choice and implementation of a research strategy.	<p>Ethical issues Starter – acting very excitedly, tell the learners in the classroom that you’ve read a social network entry/found a diary earlier in the day. Pretend it belongs to one of the learners in the class. (Ensure the chosen learner has previously agreed to this activity) The learner should act as if they are annoyed/angry/upset. Read out from the fictional entry and note reactions from the other learners. After a few minutes, debrief the class and discuss reactions and reasons for this.</p> <p>Use the above starter as an introduction to ethics in sociology. 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.</p> <p>Consolidate learner learning via a PowerPoint presentation, handout, textbook and/or podcast.</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.</p>	<p>Note: The social network/diary ‘stooge’ will need to have been set up and organised prior to the lesson – choose the learner for this carefully.</p> <p>www.youtube.com Ethical Decision Making</p> <p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, pages 46–47</p> <p>Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, pages 19–20</p>

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	<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>Questionnaires</p> <p>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.</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.</p> <p>Show learners a couple of examples of questionnaires – these can be real existing 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.</p> <p>Get learners to create their own questionnaire to investigate a particular topic – give them a 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.</p> <p>Homework task: 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 on in the questionnaire.</p>	<p>www.youtube.com Questionnaires walshy43 How to do questionnaires in completely the wrong way</p> <p>www.youtube.com Questionnaires Mr Arnolds Maths</p> <p>Textbooks:</p> <p>Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, pages 59–64</p> <p>Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, pages 4–7</p> <p>Moore, S. <i>Sociology Alive</i> Nelson Thornes, 2001, pages 26–27</p> <p>Wilson, P and Kidd, A, <i>Sociology for GCSE</i>, Collins, 1998, pages 13–18</p>

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		<p>Social surveys</p> <p>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.</p> <p>End lesson with a 10 question test all about social surveys – learners should peer mark. Discuss and clarify any errors or misunderstandings.</p> <p>Interviews</p> <p>On entering the classroom move learners around so they are sitting with people they don't know. Set 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.</p> <p>Feedback and discuss as an introduction to 'interviews' as a research method in sociology.</p> <p>Teacher-led presentation on the different types of interviews available, their uses, strengths and limitations. The YouTube resource mentioned could be used for this as could a handout or textbooks or a PowerPoint presentation.</p>	<p>Textbooks:</p> <p>Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, pages 69–72</p> <p>Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, page 19</p> <p>Moore, S. <i>Sociology Alive</i>, Nelson Thornes, 2001, pages 18–21</p> <p>Wilson, P and Kidd, A, <i>Sociology for GCSE</i>, Collins, 1998, pages 9–10</p> <p>www.youtube.com – Sociology Methods - Interviewing.wmv (fairbrother1981.12 videos)</p> <p>Textbooks:</p> <p>Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, pages 62–69</p> <p>Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, pages 7–10</p> <p>Moore, S. <i>Sociology Alive</i>, Nelson Thornes, 2001, pages 28–29</p>

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		<p>Show learners a section of a transcribe 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.</p> <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.</p> <p>Homework task: 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.</p> <p>Participant and non-participant observation 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.</p> <p>Reinforce understanding via a teacher-led presentation on the board, handout, podcast, PowerPoint or using textbooks.</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.</p>	<p>Wilson, P and Kidd, A, <i>Sociology for GCSE</i>, Collins, 1998, pages 19–20</p> <p>Sociological observations for learners to look at:</p> <p>Patrick, J. <i>Glasgow Gang Observed</i> Methuen Publishing Ltd 1973</p> <p>Barker, E. <i>he Making of a Moonie</i>, 1984, Basil Blackwell Publishing</p> <p>Williams, T. <i>The Cocaine Kids: The Inside Story of a Teenage Drug Ring</i>, 1990, Da Capo Press.</p>

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		<p>Extension task: 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.</p> <p>Content analysis 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 how they approached this task and how successful it was. Use this as an introduction to content analysis within sociological research.</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. operationalize, 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.</p>	<p>Videos: www.youtube.com – MacIntyre Undercover – Chelsea Headhunters; www.youtube.com – Ross Kemp on gangs – many available online, choose what is most appropriate and interesting for your learners.</p> <p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011. pages 72–75 Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, pages 10–12 Moore, S. <i>Sociology Alive</i>, Nelson Thornes, 2001, pages 34–36 Wilson, P and Kidd, A, <i>Sociology for GCSE</i>, Collins, 1998, pages 20–24 www.glasgowmediagroup.org <i>Investigating Mass Media</i> (Sociology in Action) by Paul Trowler, Collins, 1997 – contains examples of content analyses if needed.</p> <p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011. pages 48–49 Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, pages 12–14</p>

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		<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.</p> <p>Set up a carousel of media materials within the classroom (i.e. print, audio-visual, web based selection) so that learners can complete their own content analysis. Resources will need to be available for this task.</p> <p>Discuss findings and what worked and what didn't and reasons for this.</p> <p>Homework task: create a written report or PowerPoint to illustrate the findings from the content analysis plus any evaluation issues (good and bad points).</p> <p>Extension task: learners are encouraged to explore existing sociological research (via textbooks and/or the internet) using content analysis as the research method.</p> <p>Experiments, case studies, longitudinal studies and triangulation</p> <p>Key terms and areas to be covered this lesson should be clearly displayed when the learners enter the classroom.</p> <p>Divide the class up 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 i.e. 'experiments'. The aim of the lesson is for each group to teach the rest of the class about the topic are they have been assigned. This could be done in a number of different ways such as:</p> <p>Learners create a PowerPoint presentation on their</p>	<p>Moore, S. <i>Sociology Alive</i>, Nelson Thornes, 2001, page 33</p> <p>There are manifold free crossword makers available on the internet, a few links are included below to help you get started:</p> <p>www.puzzle-maker.com/CW/</p> <p>www.discoveryeducation.com/puzzlemaker/</p> <p>www.crosswordpuzzlegames.com/create.html</p>

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		<p>topic area along with a learning activity (i.e. 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.</p>	<p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, pages 70–72</p> <p>Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, pages 18–19</p> <p>Moore, S. <i>Sociology Alive</i>, Nelson Thornes, 2001, pages 30–31</p>
	<p>The importance of analysing and evaluating research with references to issues of validity, reliability, generalisability, representativeness and research bias.</p>	<p>Evaluation issues</p> <p>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.</p> <p>Check understanding via a series of short burst activities such as odd one out, true or false, articulate, mix and match or a crossword.</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 feedback and discussed as a class. Set a third scenario for individual completion as homework.</p>	<p>www.puzzle-maker.com/CW/</p> <p>www.discoveryeducation.com/puzzlemaker/</p> <p>www.crosswordpuzzlegames.com/create.html</p> <p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, page 46</p> <p>Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, pages 22–23</p> <p>Moore, S. <i>Sociology Alive</i>, Nelson Thornes, 2001, pages 36–38</p>

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Unit 1	What types of information and data do sociologists use?		
	<p>The difference between primary and secondary data; the uses, strengths and limitations and value of each type of data.</p>	<p>Different types of data: primary and secondary data, quantitative and qualitative data</p> <p>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.</p> <p>Provide learners with necessary resources i.e. 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 for ease.</p> <p>Share findings. Divide class into teams and give each team a focus i.e. 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 back. End with a vote.</p> <p>Give learner task to check individual understanding on key strengths and limitations.</p>	<p>www.puzzle-maker.com/CW/</p> <p>www.discoveryeducation.com/puzzlemaker/</p> <p>www.crosswordpuzzlegames.com/create.html</p> <p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, pages 47, 49</p> <p>Moore, S. <i>Sociology Alive</i>, Nelson Thornes, 2001, pages 32–33</p> <p>Wilson, P and Kidd, A, <i>Sociology for GCSE</i>, Collins, 1998, pages 8–9</p>

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	<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>Quantitative evidence: statistics 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 chance to analyse the materials, set evaluation questions for discussion to consider the uses, strengths and limitations of quantitative evidence.</p> <p>Qualitative evidence: historical and personal documents, diaries and media content Teacher-led presentation via a PowerPoint, handout, board work or textbook to introduce the different kinds of qualitative evidence available to researchers. Try and tap into learner experiences and knowledge here also i.e. 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 also explore possible evaluation issues.</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.</p>	<p>Examples of various quantitative and qualitative data needed for analysis and interpretation by the learners</p> <p>http://statistics.gov.uk and www.ons.gov.uk/ contain access to a range of UK official statistics</p> <p>www.geohive.com/ and www.infoplease.com/ipa/A0004372.html and www.nationmaster.com/ allow access to more globally based statistics. Many more websites are also available and useful.</p> <p>Textbooks: Browne, K. <i>An Introduction to Sociology 4th Edition</i>, Polity, 2011, pages 50–52</p> <p>Jacobs-Roth, J. et al, <i>OCR GCSE Sociology</i>, Heinemann, 2009, pages 20–22</p> <p>Wilson, P and Kidd, A, <i>Sociology for GCSE</i>, Collins, 1998, pages 24–27</p>

Syllabus ref	Learning objectives	Suggested teaching activities	Learning resources
	Published studies.	<p>Use of published studies in sociological research</p> <p>Learners set 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.</p> <p>End of unit assessment</p> <p>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 be included here also as assessment for learning to aid understanding and familiarity with the mark scheme.</p>	<p>Selection of published sociological studies and/or internet access and/or textbooks for reference. Try and get a range of different and interesting topics across a global context and ensure some contemporary pieces are included as well as any older 'classics'.</p> <p>www.philipallan.co.uk/sociology review</p> <p>Sociology review contains lots of 'bite size' research on contemporary topics that will be of interest to learners.</p> <p>www.ocr.org.uk</p> <p>The G671 AS Sociology exam is based on pre-release research. These have been edited into a shorter, more learner friendly format on a range of topics, but particularly focusing on key sociological areas of gender, age, ethnicity and social class. The research excerpts are up to date and very relevant and interesting for young people.</p> <p>Specimen exam paper questions and mark schemes are available at http://teachers.cie.org.uk .</p>

Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
tel: +44 1223 553554 fax: +44 1223 553558
email: info@cie.org.uk www.cie.org.uk

