

MARINA INTERNATIONAL SCHOOL

SOCIOLOGY SCHEME OF WORK

FORM 4 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Introduction: discussing the syllabus; expectations and resources. Defining sociology and society	<ul style="list-style-type: none"> o Teacher and students discuss the syllabus, expectations and resources. This is to help students familiarize themselves with the Cambridge International IGCSE Sociology syllabus and to prepare their minds with the task ahead of them. o Defining key concepts such as; - Sociology involves the systematic study of individuals, groups and societies - A Society is a large group of interacting people in a defined territory, sharing a common culture. o Defining culture and make distinction between material and non-material culture.
1.2	What is the relationship between the individual and society? Culture - Elements of culture	<ul style="list-style-type: none">] Describing the key concepts necessary to study sociology – norms, values, roles, beliefs, status, identity, culture and sub-culture] Explain the examples of each concept – norms, values, roles beliefs, status etc.] Explain how these influence human behaviour; relativity.
2.1	Conformity and non-conformity - The agencies and processes of social control	<ul style="list-style-type: none"> o Explain what is meant by conformity and non-conformity – use an easy example such as behaviour in school to illustrate. o So, why do learners behave? Why don't they always behave? o Discuss views and opinions making sure that rewards and sanctions are mentioned. o You could also introduce ideas about Structuralist (conflict and consensus) and

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		<p>interactionist views of society and behaviour here but keep this at a basic. Link to ideas of conformity and nonconformity.</p> <ul style="list-style-type: none"> o Examples of rewards and sanctions applied in different societies and organisations (e.g. schools, the workplace). o Introduce notion of social control – differentiate between formal and informal. o Take each agent in turn and look at how the agency controls us o Learners discuss and make notes of how the agency controls us and why it's needed and then move on to the next.
3.1	The existence of sub-cultures	Examples of in society and how these impact on consensus and conflict - youth sub-cultures, religious sub-cultures
3.2	Diversity and cultural variation in human behavior	<ul style="list-style-type: none"> o Define what a multicultural society is. o In differentiated groups, ask learners fill a piece of paper with images, text, quotes, headlines etc. to illustrate what we mean by a multicultural society. o You could help initially with some topic areas on cards for them to consider such as religion, dress, language, laws, food, appearance, activities, media, music etc. – give as many or as few of these depending on the group's ability. o Each group then feeds back to the rest of the class what they understand by a multicultural society to be.
4.1	The debate about whether globalization is creating a global culture.	<ul style="list-style-type: none"> o Follow this on with a consideration of multiculturalism in other societies via a teacher presentation and use of learners' experiences and knowledge. o Look at both sides of the debate. o Homework activity: what would a truly multicultural society really be like? o Write a short story based on living in a multicultural society that must feature a frog, a

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		robot, an orange and a guinea pig.
4.2	Age/age group as an example of social construction.	<ul style="list-style-type: none"> o Define what social construction is. o Explain the different age sets in society. o Debate about the loss of innocence and disappearance of childhood today. o Debate about the elderly in society.
5.1	How do we learn to be human? Primary and secondary socialisation	<ul style="list-style-type: none"> o Introduce the concept of socialisation and its two stages with definitions and examples of the key agents involved. o Defining what socialisation is. o Make a distinction between primary and secondary socialization
5.2	Processes through which children learn social expectations (e.g. manipulation, hidden curriculum).	<ul style="list-style-type: none"> o Describe concepts such as: - Manipulation - Canalization - Verbal appellation - The hidden curriculum
6.1	Main agencies of socialisation (e.g. family, education, media) and their impact on the individual, including the consequences of inadequate socialisation.	<ul style="list-style-type: none"> o For each agent of socialisation, learners need to be clear how they socialize us, i.e. the processes used by each agent. Divide the class into six groups (can be differentiated if you wish) to cover the six agents of socialisation. o Each group is responsible for investigating how the agent works to socialize individuals – the processes involved and examples. o How has inadequate socialisation affected life chances and behaviour?

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6.2	The nature/nurture debate.	<ul style="list-style-type: none"> } Try to answer to answer the question: Do we learn how to be human or are we born this way? } The discussion must be focus on whether human behaviour is instinctive or learnt. } Explain nature in terms of biological evidence. } Explain nurture in terms sociological evidence. } Use examples of feral children to illustrate that nature cannot be the only explanation for human behaviour
7.1	Role, age, gender, ethnic group and class as influences on social identity. Influences on Social identity – Role, age and gender.	<ul style="list-style-type: none"> o A consideration of how social identity is not universal and is affected by factors such as ethnicity and gender. o Start by brainstorming what is meant by identity – perhaps introduce notions of the inner self (thoughts and feelings), personal identity (our name, date of birth etc.) and social identity (that which we present to others, i.e. being ‘the cool kid’, ‘the geek’ etc.). o Link the concepts of role, age and gender to the creation of identity
7.2	Influences on Social identity – ethnicity and class.	Explain how ethnicity and class create social identity.
8.1	What is social stratification? Forms of stratification	<ul style="list-style-type: none"> o Defining the term Social stratification/inequality. o Learners to compile a list of those groups in society that they feel suffer from inequality (e.g. the poor, ethnic minorities, the disabled, women, and the elderly.) Share and collate findings on the board. o Now consider what these groups have in common, i.e. the factors that contribute to their inequalities (e.g. lack of money, lack of power, lack of status or prestige, lack of access to resources). o Link these activities to the lesson topic.

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		<ul style="list-style-type: none"> }] Describe the different recognized systems of stratification – caste, feudal/estate, slavery, apartheid. }] Learners need to be clear what each of these systems is all about. }] Once the class has all the information on these systems, they then need to produce a mind map to help them learn and consolidate all the information. Encourage the use of colour, different text size and images here.
8.2	Open and closed societies	<ul style="list-style-type: none"> o Make a distinction between open and closed stratification. o Draw examples from the various forms of stratification, e.g. whether the caste system is a closed or open stratification. o Complete a glossary of useful terms about stratification. o A mix and match activity where learners match key term and meaning. The completed and checked work could then form the glossary.
9.1	Ascribed and achieved status.	<ul style="list-style-type: none"> o Recap what is meant by ‘status’. o Have a series of scenarios prepared called ‘Who has the most/least status ...? Use fictional situations such as the doctor’s surgery, the cinema etc. o Give learners a pack of cards with individuals of differing statuses on – these can be a mix of famous and non-famous people, but make sure you are illustrating a wide range of factors that either add or detract from a person’s status, i.e. social characteristic. o For each one, learners should work in pairs to decide whether the person’s status is ascribed or achieved or a mixture. o They should identify and discuss all the factors that are relevant. This can then be discussed as a class. Based on this, a list of characteristics that give a person ascribed and achieved status should be drawn up.

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9.2	Life chances and why these differ between and within stratified groups.	<ul style="list-style-type: none"> } Begin by establishing what we mean by 'life chances' } After a discussion, ensure learners have a clear definition. } What do the learners think are those things defined as desirable? How can people gain these things? } They should consider both things that are earned and things that are given.
10.1	What are the main features of social inequality and how are these created?	<ul style="list-style-type: none"> o Start by defining the key terms income and wealth. o Present learners with a range of statistics/articles/information about the distribution of wealth and income both within societies and across the world. o World map drawn by wealth might be a good stimulus/starter here. o Explain the measures to reduce inequality.
10.2	Wealth and income	<ul style="list-style-type: none"> } Define the key term poverty. } Get learners to consider what we mean by being wealthy and being poor. } They need to come up with a list of indicators of these two things. } Following on from this, introduce ideas to the class about absolute and relative poverty and about the relative nature of any definitions. } Learners need to understand that definitions of poverty vary from society to society. <ul style="list-style-type: none"> • Identify and explain the causes of poverty. • The learner's aim should be to discover why some people are poor in their society and across the world. • This will need following up with teacher explanation and notes ensuring that the key areas of the syllabus are covered, i.e. culture of poverty, social exclusion, dependency culture, cycle of poverty, poverty trap.

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11.1	Ethnicity	<ul style="list-style-type: none"> o Learners will need definitions of key terms to be used in this section, e.g. ethnic minority, prejudice, discrimination, racism, scapegoating etc. o Describe example of ethnic minority groups, e.g. Afro-Caribbean, Indians, Bangladeshis, etc. o Present learners with a series of facts that relate to ethnicity and life chances. o These should be wide ranging and cover different areas of social life such as health, crime, employment etc. Some of these statements should be false and some true. <p> <ul style="list-style-type: none"> } Teacher-led presentation/notes of the explanations for why racism and discriminations still exist today. } Give learners opportunities to assess and evaluate these explanations through your teaching. </p>
12.1	Gender	<ul style="list-style-type: none"> o Define the key terms gender and sex. o Ask learners which gender do they think is most privileged in society and why? o Explain why gender is a form of social differentiation. o How and why has the position of women changed over time? Present the class with images of famous women throughout history who demonstrate different stages of women's position in society. For example, a politician, a housewife, a mother, a career/business woman, a sex worker etc. o Explanations for gender discrimination: teacher-led presentation and notes on the various explanations as to why gender discrimination still exists today. Follow up with an assessment test.
12.2	Social class: ways of defining and measuring social class. The changing nature and role of different classes and	<ul style="list-style-type: none"> } How do we define a person's social class? } Discuss the markers of class as a group. } What class would the learners put themselves into and why? Give them some profiles of people they will know (celebrities etc.) and fictional characters – what social class would

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	class cultures.	<p>these people be and why?</p> <ul style="list-style-type: none">] The different ways of measuring social class: teacher-led presentation on the various ways a person's social class can be measured.] With all of the measurements, allow time for the learners to assess the good and bad points of each, looking particularly at who is excluded from the measurement and the implications of this. The concept of underclass could be introduced here.] For each one they should consider where they and their families would be placed and the accuracy of this measurement.

SOCIOLOGY SCHEME OF WORK

FORM 4 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	The nature, extent and significance of social mobility.	<ul style="list-style-type: none"> o Define what is meant by social mobility. o How could a person become socially mobile? o Discuss the options – some of which will be earned and some given. o Link ideas about social mobility to open/closed/meritocratic societies to build up learners' vocabulary. o Describe and explain the two types of social mobility – inter- generational and intra-generational – these can then be used to measure social mobility in the learners' local environment and internationally, e.g. Learners could look at the impact of the caste system in India – does it prevent mobility nowadays. o Provide learners with a list of scenarios e.g. the son of a teacher who becomes the President. o Learners have to say for each scenario whether the social mobility is inter- or intra-generational and whether it is going upwards or downwards.
2.1	How do different sociologists interpret society? Structuralist and interpretivist approaches; the individual, identity and society.	<ul style="list-style-type: none"> o Start with a general introduction to sociological research methods and investigations. o Make it clear that there are different kinds of sociologists and that they will tackle sociological research very differently depending on their perspective. o Teacher-led presentation on the main beliefs of structuralism and interpretivism via a handout, PowerPoint presentation or textbooks. o Exemplify with easy to relate to questions such as 'Why do people smoke?' and tackle from each perspective's viewpoint.
2.2	How different views (Functionalist, Marxist, feminist) on conflict and	<ul style="list-style-type: none">] Teacher-led introduction on these three key theories (functionalist, Marxist and feminist) within sociology – main beliefs, ways of thinking etc.

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	consensus create alternative perspectives.	<ul style="list-style-type: none"> } Ensure key words such as consensus, conflict, patriarchy etc. are included here. } 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.
3.1	How do sociologists study society? The distinction between positivist and interpretivist approaches to research method.	<ul style="list-style-type: none"> o Start by asking learners to think of the way a sociologist could undertake research. o Link this activity to explain that a sociologist that wants to undertake a research must either employ the methods of the positive or the interpretivist. o Teacher-led presentation on what we mean by a positivist and an interpretivist approach to sociological investigations. o These should be linked to the different aims and beliefs and the desire to collect either quantitative or qualitative data. o Emphasize to learners that this is an argument as to which one is more important and useful to an investigator.
3.2	The main steps in devising and implementing a research strategy: research aims, selection of topic, hypothesis setting and revision, pilot studies, sampling.	<ul style="list-style-type: none"> } How to implement a sociological research strategy } Pre-prepare group packs in which there needs to be, on separate pieces of paper, all the different stages in a research investigation. } Make sure these are shuffled so they are not in the correct order. Issue one pack to each small group. } Learners need to work collaboratively to try and work out the most logical order for each of these research stages to take place. } Encourage them to discuss and debate within their groups. } Teacher circulates class and asks probing questions, getting learners to re-consider their choices – the activity should be learner focused and help them to develop independent learning skills and critical thinking. <p>} After an agreed amount of time, stop the activity. Get each</p> <p>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.</p>

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		<p>} Use targeted teacher questioning here.</p> <p>Sampling</p> <p>} Introduction with the idea of what we mean by a ‘sample’ – see if learners have come across this term in other contexts, e.g. blood sample/urine sample etc. – this may help them understand what it’s about.</p> <p>} Lead into discussion of how researchers choose who to conduct their research on, and try to integrate references to sample size and composition.</p> <p>} Introduce the various samples learners need to know about, focusing on what the sample type is and its strengths and limitations.</p> <p>} Try to get the learners involved in drawing names from a hat for the random sample, using a class register and selecting every nth name for systematic etc. } Personalise all of these activities to the learners, e.g. use their names for the random sample.</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>
4.1	Difficulties in implementing a research strategy	<ul style="list-style-type: none"> o Issues and barriers in sociological research o 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. o Describe these problems to learners. o Learners could be introduced to the concept of triangulation as a way of overcoming some of the obvious limitations of using a single research method.
4.2	Ethical issues affecting the choice and implementation of a research strategy	<p>Ethical issues</p> <p>} Define what is meant by ‘ethical issues’ and discuss the key factors that a sociologist should bear in mind when completing any research.</p>

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		<ul style="list-style-type: none"> } Show the light-hearted 'YouTube' video on ethical decision making and ask learners to identify the ethical dilemma in each. www.youtube.com/watch?v=uO0gOyPVj6A 'Ethical Decision Making'. } Consolidate learners' learning via a PowerPoint presentation, handout, textbook and/or podcast. } 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.
5.1	The main methods used in sociological investigation: questionnaires	<ul style="list-style-type: none"> } 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. } Describe 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. } Show learners a couple of examples of questionnaires – these can be real ones, excerpts from textbooks or made up by the teacher. These can be sociological or more general in nature. Use these to provoke discussion about what questionnaires can be used for and their strengths and limitations.
6.1	The main methods used in sociological investigation: social surveys,	<ul style="list-style-type: none"> o Give learners relevant textbooks and resources for them to investigate what is meant by a 'social survey' and the different kinds that exist. o Explain the main uses for the different types of surveys, the type of data they gather and their strengths and limitations. o End lesson with a 10 question test all about social surveys – learners should peer mark.

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		<ul style="list-style-type: none"> o Discuss and clarify any errors or misunderstandings.
6.2	The main methods used in sociological investigation: interviews.	<ul style="list-style-type: none"> } On entering the classroom, move learners around so they are sitting with people they don't know well. } Give the instruction that they have five minutes to find out as much as they can about the person they are sat next to ready to feedback to the rest of the class. } Observe what they do – what they ask about, how they probe, the type of questions used, what is successful and what isn't, body language, how/if they make notes etc. } Feedback and discuss as an introduction to 'interviews' as a research method in sociology. } Teacher-led presentation on the different types of interviews available, their uses, strengths and limitations. } The YouTube resource could be given, a handout or textbooks or a PowerPoint presentation could be used. www.youtube.com/watch?v=TvTDtFn3hWE – Sociology Methods – Interviewing. wmv (fairbrother 1981. 12 videos
7.1	The main methods used in sociological investigation: participant and non-participant observation.	<ul style="list-style-type: none"> o Discuss the different possible ways of completing a successful sociological observation, introducing key terms such as participant, non-participant, covert and overt. o Consider the strengths and limitations of all variants. o Reinforce understanding via a teacher-led presentation on the board, handout, podcast, PowerPoint or using textbooks.
7.2	Experiments, case studies.	<ul style="list-style-type: none"> } Start with definitions of the terms experiments and case studies. } Explain to students the advantages and disadvantages of each method.

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8.1	Longitudinal studies and triangulation	<ul style="list-style-type: none"> o State the definition of each of these methods. o Learners are then asked to identify the some differences between the two methods. o Let learners also identify the advantages and disadvantages of each method. o Reinforce understanding via a teacher-led presentation on the board, handout, podcast, PowerPoint or using textbooks.
8.2	Content analysis	<ul style="list-style-type: none"> } Starter: have a research question on the board for when the learners enter the classroom. This could be something like ‘How are females represented in the media?’ } Provide learners with relevant media material (i.e. newspaper, magazine, print advert etc.) and in small groups/pairs they should answer the question set. } Once completed, discuss as a class their approach to this task and how successful it was. } Use this as an introduction to content analysis within sociological research. } Using a textbook, handout or PowerPoint presentation, introduce and explain what content analysis is all about. } Ensure key terms are covered as well as the methods strengths and limitations.
9.1	The importance of analysing and evaluating research with reference to issues of validity, reliability, generalisability, representativeness and research/researcher bias.	<p>Evaluation issues</p> <ul style="list-style-type: none"> o Teacher-led presentation on the key evaluative terms and concepts that learners will need to be familiar and confident with. o Learners should produce clear glossaries of these terms for later revision. o Check understanding via a series of short activities such as odd one out, true or false, mix and match or a crossword.

SOCIOLOGY SCHEME OF WORK

FORM 4 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	What types of information and data do sociologists use?	<p>Different types of data: primary and secondary data, , quantitative and qualitative data</p> <ul style="list-style-type: none"> o 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.
1.2	The difference between primary and secondary data; the uses, strengths and limitations and value of each type of data.	<ul style="list-style-type: none"> o Provide learners with necessary resources, e.g. internet access, textbooks, resource sheets and ask them to find examples of sociological research and studies that demonstrate use of all of the key terms such as quantitative data. o Describe the key strengths and limitations of different types of data.
2.1	Qualitative and quantitative data.	<p>Quantitative evidence: statistics</p> <ul style="list-style-type: none"> o Define the meaning of official statistics o Discuss the uses, strengths and limitations of quantitative evidence. o 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. o Learners must develop the skills to interpret and evaluate evidence. o Learners must also have the ability to interpret data from diagrams, charts, graphs and tables. <p>Qualitative evidence: historical and personal documents, diaries and media content.</p>

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		<ul style="list-style-type: none"> } Teacher-led presentation via a PowerPoint presentation, handout, board work or textbook to introduce the different kinds of qualitative evidence available to researchers. } Try and use learner experiences and knowledge here, also social network sites, blogs, chat rooms etc. } Link different types of qualitative evidence with particular uses and suitability for research into specific topics – learners should make suggestions. } Use questioning to explore possible evaluation issues. } 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.
3.1	<p>What are the different types of family? The nuclear and extended family, reconstituted/step-family, single-parent family and same sex family.</p>	<ul style="list-style-type: none"> o Begin by discussing what we mean by a ‘family’ and come up with a recognized definition for this. o Learners to brainstorm the various types of families they can think of – from their own experiences and through the media. o Collate these on the board. o Homework activity: learners create a glossary of all the different family types they need to know according to the syllabus.
3.2	<p>The influence of social stratification and ethnicity on family diversity.</p>	<ul style="list-style-type: none"> } Establish what is meant by ‘family diversity’ and get learners to give examples of this – aim to link to ethnicity and social class in particular. } Look at relevant statistics on types of family and social factors – learners to interpret the statistics and to come up with reasons for the patterns.

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4.1	The functions of the family and the ‘loss of functions’ debate.	<ul style="list-style-type: none"> o Outline and explain the functions of the family according to functionalist sociologists and ensure learners are clear what is meant by a ‘function’. o Learners then turn this into a spider diagram/mind map with notes and images to help their understanding. o ‘Loss of functions debate’ – introduce the idea that in modern industrial society functions in the family are declining. o Working in pairs, learners should take each function in turn and come up with ideas about how and why the function may not be performed by the family anymore, e.g. welfare state, old people’s homes etc. Share these ideas as a class.
4.2	Alternatives to the family, including other types of households and communes.	<ul style="list-style-type: none"> } Other than a family, where else can people live? Who else can people live with today? } Get learners’ initial reactions and ideas to this. } Find examples from media materials and secondary sources of all of the alternatives that you want to emphasise and present these to the learners. } They should consider the advantages and disadvantages of each. } An assessment of why these alternatives to the family have appeared should also be made.
5.1	Cross-cultural comparisons and variations in marriage including monogamy, serial monogamy, polygamy and polyandry	<ul style="list-style-type: none"> o Establish what is meant by the key terms monogamy, serial monogamy, polygamy, polygyny and polyandry. o Give clear definitions to learners for a glossary. o Describe the advantages and disadvantages of each of the variations in marriage, o Each group should be given one of these at random to produce a political speech on. o Their aim is to convince the rest of the class that their variation of marriage is the best. After each group’s speech, the rest of the class should ask them questions to try and pick holes in their argument. After all the speeches have been heard, class vote for the most convincing.

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5.2	Alternatives to marriage, such as cohabitation and civil partnerships.	<p>Alternatives to marriage:</p> <ul style="list-style-type: none"> } Outline the idea that today marriage is not the only option when it comes to family life. } What alternatives can the learners think of? Why do they think these alternatives are appearing? What do they think of these alternatives? <p>} In pairs, learners research alternatives to marriage and family types either on the internet or magazines articles (if available) and work in pairs to produce a collage of the variety of different family types and alternatives to marriage available today. As well as collecting the appropriate images, they should also aim to add notes to help their understanding.</p>
6.1	Explanations of changing trends in marriage and divorce.	<p>Trends in marriage and divorce:</p> <ul style="list-style-type: none"> o Describe the changing patterns in marriage. o Explain the reasons for the changing patterns in marriage. o Discuss with the class marriage is still important or falling. <p>} Why is divorce on the increase? How does divorce impact on those involved – partners and children?</p> <p>} Define the key terms divorce, separation and empty shell marriage.</p> <p>} Describe the reasons for divorce.</p> <p>} Explain the effects of divorce basing the effects on family life, individual and society.</p> <p>} Homework activity: learners write a magazine article-style report to consolidate their understanding of the topic of divorce and its effects on family life, individuals and societies.</p>

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7.1	How are family roles changing? Conjugal roles, maternal and paternal roles, roles of children and members of the wider family, including grandparents.	<ul style="list-style-type: none"> o Brainstorm all the roles played in families and what may be expected of someone in these roles, i.e. norms of a father. o How have these roles changed over time and why? o As well as teacher explanation of this, learner research could also be completed (or in the next topic primary research would also work well) using family of different ages and generations for interviews/survey investigation.
7.2	Changes in family relationships and conjugal roles, including symmetrical family debate and issues relating to gender equality within the family.	<p>Focus on the role of gender in the family – symmetry and equality:</p> <ul style="list-style-type: none"> } Key areas for consideration could be symmetrical family, paid work, housework, decision making, money management and childcare. } These areas could form a debate or form the basis for discussion.
8.1	Variations in family relationships reflecting the influences of social stratification and ethnicity.	<ul style="list-style-type: none"> o Consider how and why social class and ethnicity may affect family life and relationships. o The role of gender could also be considered here, i.e. within different cultures. o Content/thematic analysis of a selection of TV shows and films could be useful here to engage learners – choose any which illustrate ideas that are relevant; a couple of possibilities are in the ‘Learning resources’ column. o Learners should use these plus textbook resources to report on how family life is different depending on ethnicity and social class.
8.2	The negative aspects of family life, including domestic violence, gender inequality, child abuse and neglect.	<ul style="list-style-type: none"> } Introduce the notion of the dark side of the family and the idea that for a lot of people family life can be a negative experience. } Learners should then brainstorm all the ways that family life could be a bad thing. Share and discuss these as a class. } To test learner knowledge and understanding a series of fun activities should be planned such as a crossword, mix and match, quiz etc.

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		<ul style="list-style-type: none"> } Any relevant videos or web resources could also be shown to further understanding. } Learners could also be asked to complete further independent research on the dark side of family life individually as a homework or extension activity.
9.1	<p>What are the changes affecting the family? Industrialisation, urbanisation and family change</p>	<ul style="list-style-type: none"> o Teacher presentation and notes on the ways that industrialisation and urbanisation have affected family life and structure. o Experiences of families from different social classes should be considered here. o An understanding of the different points of view should be aimed for. o Follow-on work by the teacher to assess understanding via comprehension questions, fill the gaps exercise and mix and match activities if there are particular studies/statistics/terms that are important for learners to remember. o Homework activity: learners should produce a poster combining images and written information to consolidate their understanding of this topic and to demonstrate changes over time