SOCIOLOGY SCHEME OF WORK
FORM 5 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Dealing with crime: surveillance, crime prevention, community sentencing, punishment, prison, rehabilitation, deterrents.	o Show learners a series of images that represent a variety of local and international 'solutions to crime', e.g. the penal system, community service, death penalty, CCTV cameras, tagging etc. o Learners have to make a note and identify all the methods that they see. o Give them a minute or so in pairs/small groups to note down how effective they think the solution to crime is. Feedback and discuss as a class. o Move on to discuss why society punishes people, i.e. what the purpose of solutions to crime actually are – ideas in textbooks such as deterrence, rehabilitation, reform, retribution etc. o Link this to the idea that a punishment should fit a crime in order to be effective. Prepare a list of crimes (get a good variety here, e.g. petty crime, domestic crime, violent crime, racial crime etc.) and give these to the learners, who should work in small groups to decide which solution they would use to 'solve' each crime and why.
1.2	What are the explanations of crime? Sociological explanations of deviant and criminal behaviour: Labelling theory, Marxist theory,	o Videos/documentaries may also be available which discuss the effectiveness of various solutions to crime – show these as relevant. Online: Examples of possible videos/internet clips : www.youtube.com/watch?v=Ixvey-BXgr0 ('Hot Seat: Solutions To Crime Problems, Part 1') The labelling theory: ☐ Attempt a definition of labelling. ☐ Stimulus material can be shown to learners to get them thinking about why crime is committed – use relevant DVDs/documentaries as appropriate to your learners and contexts. ☐ Explain how labelling causes deviant behaviour. ☐ Introduce the interactionist idea on crime. The Marxist theory: ☐ Explain the Marxist theory of crime. ☐ In a class discussion, try to compare the two theories. ☐ How can students form a debate on these ideas?

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2.1	Sociological explanations of deviant and criminal behaviour: Functionalist theory, socialisation (e.g. family and peer groups), lack of opportunity, relative deprivation, masculinity, status frustration.	o Explain the functionalist theory of crime. o Explain the influence of socialisation on crime. o Describe the relationship between the following: □ Lack of opportunity and crime □ Relative deprivation and crime □ Masculinity and crime □ Status frustration and crime.
3.1	The role of law enforcement agencies and the media in defining crime and deviance, stereotyping, labeling and deviancy amplification.	o Create a 'mix and match' type activity where learners discover what they know and can find out about terms relating to this topic (all need to be on cards) such as labelling, stereotyping, police discretion, racist attitudes, sexism, deviancy amplification, moral panics etc. o Key studies could also be given, e.g. Jock Young's study, 'The Drug takers', Howard Becker. o Through investigation, research and asking questions the learners have to find out what is meant by all the terms/words/facts etc. on the cards and then work out what goes with what and why.
3.2	The development of sub-cultures and links to deviance, with particular reference to youth cultures.	Remind learners of the definition and meaning of subcultures. □ Learners should brainstorm all the varieties and examples of sub-cultures they can think of. □ Teacher to fill in any gaps. □ Learners should then be asked to consider what links to crime and deviance they know about with these sub-cultures. □ Teacher-led presentation about why sub-cultures developed, focusing on key factors such as affluence and the media. □ Learners follow this up by producing a flow chart or mind map of relevant factors. □ Choose a core selection of relevant sub-cultures (see list at http://en.wikipedia.org/wiki/List_of_subcultures) to focus on in detail (maybe four) – make sure there are good links to deviance, e.g. punk. □ Learners are provided with a template outline of a human body and they have to 'dress' them according to the subculture and annotate with appropriate headings. The information to enable the learners to do this could be found in textbooks, videos, blogs, internet etc. Teacher could deliver to whole class or set tasks for homework, small-group research etc.

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4.1	Who controls the media? The various forms of the media, (e.g. television, radio, newspapers, books, films, internet, including social media).	o Collect examples for all the different types of media. o Make a distinction between traditional and new media here (colour coding could be used) and discuss the basic differences between the two – learners should generate most of the ideas themselves. o Consider the main purposes and uses of the media (entertainment, knowledge, and socialisation) too. o Learners individually produce an annotated poster to demonstrate what we mean by the media today and to show what is meant by both traditional and new media. o Homework activity: learners are asked to keep a media diary for a week to record all their interactions and usage of the media – form, example, length – to establish the importance and influence of the media in the world today.
4.2	Role of advertising.	☐ Attempt a definition of advertising. ☐ This lesson idea looks at the role of advertising in relation to control in the media. ☐ What different types of advertising can the learners think of? Complete a whole class mind map of ideas (e.g. website, TV, radio, billboard, pop ups). ☐ Encourage learners to find out how much it costs to advertise in some of these places. ☐ This should illustrate to them the size of the industry. ☐ Then, in pairs, learners focus on a couple of ideas – e.g. learners could start by researching the most watched TV programmes on a commercial channel. ☐ Follow up with information on the increasing importance of advertising in the global media world.
5.1	Ownership and control of the media.	o Learners apply ideas about concentration, diversification, globalization etc. to publications/channels owned by News International – a good way to check understanding after teaching, (see OCR GCSE Sociology page 110). o Learners should consider what is currently going on in terms of media ownership and should be encouraged to explore large conglomerates. o A useful way into this topic is to use a clip of the fictional media mogul Elliot Gould controlling his vast media empire, from the James Bond movie 'Tomorrow Never Dies'. o A simple task to illustrate the principle to learners is to look at a magazine publisher such as IPC or Bauer and then to look at everything that they own. o Use this to debate the advantages and disadvantages of largescale cross-media ownership and how this may be a concern when living in a democracy. o An article on this for the school newsletter or local paper might give learners a useful platform for their work.

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5.2	Freedom and censorship in the media.	☐ This needs to consider both the traditional and new media and look at conventional forms of censorship as well as selfcensorship and audience controls etc. too. ☐ Class investigate how the media is censored – start with the learners' own experiences and then build on this to show them all the ways that the media we consume has been filtered and selected. ☐ Try to substantiate with topical examples and emphasize that censorship is very different in different parts of the world. ☐ Debating and discussing the advantages and disadvantages of censorship is also an interesting exercise once all the information has been given to learners.
6.1	Pluralist and Marxist perspectives on the nature and role of the media.	o Introduce the learners to the views of both Pluralist and Marxist on the nature and role of the media. To further reinforce learners understanding, organize debates in class. o These debates can seem difficult to learners so a good way to make them more accessible is to deal with them as a class debate. The class can be divided into teams. The easiest divide is a simple 'Marxism' vs. 'Pluralism'. o Provide learners with resources from which to gain their knowledge (textbooks, internet sites, handouts etc.) and then each team is tasked to produce a speech about their theory – their job is to convince the other team and the audience that they are right so encourage them to include evidence, examples etc.
6.2	Patterns of media use, (e.g. by gender, age, social class and ethnicity	o After the debate, the class can discuss the merits of both perspectives and this can then be followed up with a teacher summary and assessment task. ☐ Explain the patterns of media use by gender, age, social class and ethnicity ☐ Who uses what forms of media, how frequently and what they use these for? ☐ Use data from the internet or from other secondary sources to be analyzed and presented in class with graphs, charts and facts.

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7.1	Media representation of ethnicity, gender, age, class and disability.	o Define what media representation is. o Briefly explain the media representations of social groups. o Divide the class into working groups as they will be producing a lesson to peer teach their classmates. o There are five media representations listed in the syllabus that need to be covered so a minimum of five groups will be needed. o Learners need to produce a lesson to show their classmates, e.g. how males and females are represented in the new media. o They should aim for a starter, a main body of information (a PowerPoint or handout would be useful here) and a plenary to check understanding.

o If changes in the representations of these social groups are found then an interesting discussion could focus on why these changes have occurred and their significance. o How realistic they are in a local, national or international context can also be considered. |
| 7.2 | What is the influence of the media? | The role of the traditional/new media in shaping values, attitudes and behaviour, with particular reference to television and violence; political beliefs and voting; patterns of consumption; gender stereotyping; the influence of the internet in areas such as social networking.
Explain the following: □ Does violence in the media make society more violent? □ How patterns of communication have changed with the proliferation of internet and social media sites

Possible options could be: □ a video news report □ a magazine article □ a podcast □ a newspaper report □ an essay. |
| 8.1 | Agenda setting, gate-keeping and stereotyping through the selection and presentation of the news. | o Attempt a definition of agenda setting and media gatekeeping. o Discuss the factors for selection and presentation of news. o What is the role of media gate-keeping o Explain the role of agenda setting. |
| 8.2 | Explanations of the influence of the media: hypodermic-syringe model, audience selection, cultural effects approach, uses and gratifications model. | □ Provide learners with a stimulus list of headlines, e.g. 'Violent video games blamed for rise of violence amongst teens'. □ In pairs learners should note down and discuss their reactions and feelings to each of the headlines and whether they agree with it or not. □ Use this as the basis for a class discussion and a way to introduce and evaluate key ideas in the theories of how the audience are influenced by the media. □ The teacher can consolidate this knowledge via a question and answer session, presentation and/or test. |

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9.1	Bias and distortion in the media, including propaganda and moral panics.	o Choose a news story as a case study and find different articles/websites/blogs/broadcasts of it to show learners. o Learners should analyse how the story has been presented – a good way to discuss ideas about bias, propaganda and distortion. o Focus in on a moral panic – choose one that will appeal to the learners. Set introduction questions such as: o What is the problem? o Who is being blamed for it? etc. o What other examples of moral panics can they think of? o Teacher can give learners a history of moral panics, choosing some well-known moral panics through the decades and illustrating as many of these as possible – YouTube may prove useful here, e.g. Stan Cohen's 'Mods and Rockers' (see link opposite).
9.2	Developments in the media including changes in ownership, globalization, interactivity, the digital divide, diversification and convergence within the media.	☐ Lots of technical and difficult terms for learners here so it's essential that they build up a user-friendly glossary to help them revise later. ☐ After the information has been taught to learner, use games such as 'Articulate' to help learners remember and recall key terms and their meanings – key terms (e.g. interactivity) are written on cards and the learners have to describe to the rest of the class the word written on the card without saying it – class guess what's being described. ☐ Similarly, mix and match activities can be created to help learn the concepts.
10.1	Media representations and their influence on the audience	o Teacher-led presentation of the main techniques used by the media to represent social groups in the media. o Get learners to create an easy to remember mnemonic at the end of the lesson to help them recall the key terms and ideas.