

MARINA INTERNATIONAL SCHOOL

SOCIOLOGY SCHEME OF WORK

FORM 6 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	<p>THE FAMILY 3.1 Perspectives on the role of the family</p> <p>3.1.1:Functionalist accounts of how the family benefits its members and society and how the functions of families have changed over time, including the 'loss of functions' debate</p>	<p><input type="checkbox"/> What is a 'family'? Get learners to pair up and give them a couple of minutes to come up with a few points. <input type="checkbox"/> Then pairs begin to feed back so you can begin composing a definition based upon these suggestions. <input type="checkbox"/> Prompt a critical class discussion about how the family is a positive and negative institution.</p> <p><input type="checkbox"/> Discuss the functionalist approach to the family: place emphasis on functionalism having a consensus perspective, linking to the concept of Organic Analogy. <input type="checkbox"/> Emphasise the importance of the Nuclear family. <input type="checkbox"/> Why is this type of family ideal? How does the family act like a 'warm bath'? Use images and television adverts to illustrate.</p> <p><input type="checkbox"/> Discuss Durkheim and Parsons and the functions of the family; along with Parsons' 'Fit Thesis' and loss of functions.</p> <p><input type="checkbox"/> Get learners to create mind maps (then bring together for whole class discussion), on expressive and instrumental leaders – what do these terms mean and what do they do?</p> <p>Useful website: www.tutor2u.net/sociology/reference/families-functionalism (overview and evaluation of functionalism) Useful videos: www.precookedsociology.com/video/what-is-the-functionalist-view-of-the-family/ (explanation of the functionalist perspective of the family, including video worksheet and on screen quiz) www.youtube.com/watch?v=hjWJHuo6ag&list=PL_IABkPMeebtGD9AtBBYLJM5X9KYnxb4q (OXO advert as an illustration of the 'ideal / cereal packet family' www.youtube.com/watch?v=L3uZrlyfoL0 (a visual and oral explanation of Parson's Fit Thesis)</p> <p>Useful podcast: https://my.ipadio.com/Player.aspx?broadcastid=gH-mGpifHtswSXd55LlaRg (oral description of functionalist perspective of family)</p>

WEEK	TOPIC	TOPIC DETAILS
2.1	Marxist accounts of how the family benefits capitalism, including ideological control, reproduction of labour and consumption.	<p><input type="checkbox"/> Get learners to individually write down three points they can remember about the functionalist approach to the family. Once they've done this, get them to pair up and compare points. <input type="checkbox"/> Check understanding by sitting in with the pairs and briefly discussing their points.</p> <p><input type="checkbox"/> Begin developing evaluation by comparing and contrasting Marxism and functionalism. <input type="checkbox"/> What criticisms does the Marxist perspective make of the functionalist view of the family?</p> <p><input type="checkbox"/> Place emphasis on Marxism having a conflict perspective: how does it view the family and why?</p> <p><input type="checkbox"/> Focus upon its economic views and how the family serves Capitalism and is exploitative of family members.</p> <p><input type="checkbox"/> What are the ideological functions of the nuclear family?</p> <p><input type="checkbox"/> What criticisms are made against Marxism from functionalist and New Right perspectives?</p> <p>Useful websites: https://revisesociology.com/2018/02/26/marxist-perspective-familyrevision-notes-a-level-sociology/ (visual and text overview of the Marxist perspective on family). www.earlhamsociologypages.co.uk/marxismfamily.html (Marxist perspective plus criticisms of it) Useful video: www.precookedsociology.com/video/what-is-the-marxist-view-of-the-family-families-and-households/ (explanation of the Marxist perspective of the family, including video worksheet and on screen quiz)</p> <p>Useful podcast: https://my.ipadio.com/Player.aspx?broadcastid=sAKJ-91e2_QISgqNhfslrQ (oral description of Marxist perspective of family)</p>
2.2	Feminist responses to functionalist and Marxist accounts of the role of the family	<p><input type="checkbox"/> Emphasise feminist approaches being conflict theories: how are they critical of the functionalist and Marxist perspectives of the family? <input type="checkbox"/> Emphasise how feminist theories are critical of the exploitation of women in the family. <input type="checkbox"/> NOTE: discuss the different strands of feminism (Liberal / Marxist / Radical / Difference).</p> <p>Useful websites: https://revisesociology.com/2014/02/10/feminist-perspectives-family/ (notes and mindmap on feminist perspectives of the family)</p> <p>Useful video: www.precookedsociology.com/video/what-is-the-feminist-view-of-the-family/ (explanation of the feminist perspective of the family, including video worksheet and on screen quiz)</p> <p>Useful podcast: https://my.ipadio.com/Player.aspx?broadcastid=seRuQbZWokmaBXhoSWVDdg (oral description of the feminist perspective of family)</p> <p><input type="checkbox"/> Extension activity: Learners work individually or pairs or threes to bring together these theories of functionalism, Marxism and feminism and create a revision tool in a format that suits their preferred learning style.</p>

WEEK	TOPIC	TOPIC DETAILS
3.1	DIVERSITY AND SOCIAL CHANGE 3.2.1 (a): The causes and consequences of changing patterns of marriage and cohabitation	<p>o Define marriage and cohabitation. o Use national and international statistical evidence of changing patterns of marriage and cohabitation. o To get learners thinking / prepared, in pairs or threes ask them to try and match the correct statistic to the status. For example, have three options of statistics for marriage – can they correctly match them up? o Review and confirm correct answers. o Use graphs where possible as a visual aid to understanding patterns. o Then in small groups, get learners to pull upon their own knowledge and come up with possible reasons for why these trends are occurring. o Allow groups to present / feedback responses.</p> <p>o Now compare these to sociological explanations. o Key causes to cover include: changes in law, declining stigma / changing attitudes, secularisation, rising expectations of marriage, women’s increased financial independence, rise in individualisation.</p> <p>Useful websites: /www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/divorce/bulletins/divorcesinenglandandwales/2017 (ONS graph of marriage and divorce statistics in England and Wales 1957-2017) www.independent.co.uk/news/uk/home-news/marriages-men-womenlowest-record-heterosexual-lgbt-ons-a8232751.html (contemporary news article on marriage rates in England and Wales from ONS) https://revisesociology.com/2015/03/28/the-consequences-of-decliningmarriage-and-increasing-divorce-mind-map/ (consequences of declining marriage and increasing divorce)</p>
3.2	The causes and consequences of changing patterns of divorce and separation	<p>Useful websites: /www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/divorce/bulletins/divorcesinenglandandwales/2017 (ONS graph of marriage and divorce statistics in England and Wales 1957-2017) www.independent.co.uk/news/uk/home-news/marriages-men-womenlowest-record-heterosexual-lgbt-ons-a8232751.html (contemporary news article on marriage rates in England and Wales from ONS) https://revisesociology.com/2015/03/28/the-consequences-of-decliningmarriage-and-increasing-divorce-mind-map/ (consequences of declining marriage and increasing divorce)</p> <p>□ Recap on previous knowledge on previous lesson. o Define divorce and separation. o Use national and international statistical evidence of changing patterns of marriage and cohabitation. o To get learners thinking / prepared, in pairs or threes ask them to try and match the correct statistic to the status. For example, have three options of statistics for marriage – can they correctly match them up? o Use graphs where possible as a visual aid to understanding patterns. o Explain the reasons for the changing patterns of divorce.</p>
4.1	Dimensions of family diversity, including organizational, cultural and class diversity	<p>□ Learners should feed back to the whole class on the statistical evidence they found from their independent study. □ Record on white board / flip chart paper to keep as a reference tool.</p> <p>□ Discuss the Rapoport’s five types of diversity with examples of family forms to illustrate.</p> <p>Useful website: www.sociologyarticles.co.uk/family-diversitythe-rapoports/ (brief description of the Rapoport’s 5 Types of Diversity)</p>
4.2	The debate about the extent of family diversity and the dominance of the nuclear family	<p>o Match the dominoes. In threes, learners should match the Rapoport diversity type, with an explanation and example of family (these will need to be made in advance using card for example). o Consider and discuss: □ The increase in family diversity no longer means a dominant family type. □ Is increased diversity a sign that the nuclear family is no longer seen as dominant or desirable or expected?</p> <p>o Use evidence including sociological arguments and statistics to put forward an argument to support this. o Evaluate through examining the argument of the universality of the nuclear family as well as Chester’s concept of the neo-conventional family (modified version of the nuclear that reflects more contemporary society) for example. Useful video: www.precookedsociology.com/video/what-is-the-debateabout-family-diversity/ (diversity debate)</p> <p>Useful websites: www.telegraph.co.uk/women/mother-tongue/5160857/Death-of-the-traditional-family.html (Telegraph article on the death of the nuclear family) http://sociologyaustralia.allenandunwin.com.s3-website-ap-southeast2.amazonaws.com/files/double.pdf (detailed notes on the debate)</p>

WEEK	TOPIC	TOPIC DETAILS
5.1	New Right and postmodernist perspectives on family diversity	<p>Using images to illustrate, discuss the New Right approach to family diversity, emphasising the negative view towards diversity and why this occurs. o What are the social implications of the growth in family diversity? o Evaluate by examining criticisms of the New Right perspective.</p> <p>o Compare and contrast New Right through Postmodernist perspectives of the family for example, the works of Stacey, the Individualisation thesis, Giddens (greater choice) and Beck (negotiated family). Useful websites: https://revisesociology.com/2015/04/03/postmodern-perspective-family/ (mind map and notes on postmodern perspective of family and of diversity) https://revisesociology.com/2014/02/10/new-right-family/ (mind map and notes of the New Right perspective on family) https://hecticteachersalevelsociologysite.wordpress.com/unit-2-family-andhouseholds-2/family-diversity/ (causes of diversity and sociological perspectives)</p>
5.2	The state and social policy as influences on the family	<p><input type="checkbox"/> Recap key points of New Right and postmodernist perspectives on family through a quiz, or Q&A, etc. (F)</p> <p><input type="checkbox"/> Explain what social policies are and how they relate to the family. Provide examples from your learners' own society to illustrate. <input type="checkbox"/> Make international comparisons.</p> <p><input type="checkbox"/> Examine sociological perspectives including functionalism, Donzelot: policing the family, the New Right, and feminism).</p> <p>Useful websites: https://revisionworld.com/a2-level-level-revision/sociology-levelrevision/family/family-diversity-0 (detailed notes on topic of family, including British social policy and family) https://revisesociology.com/2016/04/06/sociological-perspectives-onsocial-policy-and-the-family/ (social policy and the family) www.sociology.org.uk/notes/fpolicy.pdf (Livesey notes including concept definitions) www.bbc.co.uk/news/world-asia-china-45124502 (BBC article on how China is now hinting at a three child policy to tackle a depleting population)</p> <p>Extension activity: Independently research China's one child policy (and recently two child policy) and the impact upon the family.</p>
6.1	GENDER EQUALITY AND EXPERIENCES OF FAMILY LIFE 4.1.1: Different feminist perspectives on equality and power in the family, including liberal, radical and Marxist	<p>o Stimulate discussion by getting the learners to watch the Emma Watson UN speech on gender and equality. o Provide learners with a question / worksheet to fill in and jot ideas down whilst watching the video.</p> <p>Useful video: www.youtube.com/watch?v=gkjW9PZBRfk (Emma Watson – UN HeForShe Campaign) o Identify and explain the strands of feminism: liberal, radical and Marxist. Also discuss difference feminism. Compare and contrast these strands of feminism. o Critique these feminist strands for evaluation.</p> <p>Useful website: www.precookedsociology.com/video/what-is-the-feminist-view-of-thefamily/ (video with accompanying worksheet and on line quiz)</p> <p>Extension activity: Individually, or in pairs / threes, learners are to create a summary of these feminist approaches and relevant criticisms, in a format preferable to their learning style. You should review them.</p>

WEEK	TOPIC	TOPIC DETAILS
7.1	Conjugal roles and debates about gender equality in the family, including housework, childcare, power and emotion work	<ul style="list-style-type: none"> o In pairs or threes use domino cards to match the idea to the correct feminist strand. o Recall Parsons' Expressive and Instrumental roles. Emphasis upon how this creates segregated conjugal roles. o Introduce debate by examining Willmott and Young's claim of the Symmetrical family (joint conjugal roles). Stress the view of a 'March of Progress' – that they believe there is gender equality in the home and use further sociological and statistical evidence to support their claim. o Creating evaluation by examining the view that there continues to be gender inequality and division in the family / home: Get learners to independently research arguments against their claim by providing sociological and statistical evidence that disagrees with the idea of a symmetrical family. Ensure learners apply the feminist approaches and key concepts such as 'double burden' and 'triple shift'. (I) <p>Useful website: www.sociologyarticles.co.uk/functionalism_young-and-willmott/ (overview of Willmott and Young's' ideas)</p> <p>Extension activity: If resources allow, use a free online real-time collaboration whiteboard (apps for this exist also). With the Willmott and Young argument already uploaded by the teacher, learners (in small groups) can create an online evaluation document as a learning tool, adding evidence arguing against the view in real time.</p>
7.2	Debates about whether the experience of family life is positive or negative for family members	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the topic and stimulate discussion by using images of different elements / experiences of family life placed around the classroom. Encourage learners to categorise them as positive or negative by coming up and placing such identifier cards on the images. <input type="checkbox"/> Collectively discuss the results. Encourage learners to draw upon their sociological knowledge and understanding so far. <input type="checkbox"/> Family life is positive: Evaluate this claim by examining a structuralist (macro) consensus approach through functionalism (positive experience) – emphasise why functionalists claim the (nuclear) family to be a positive institution. What does the New Right add to this discussion?
8.1	AGE AND FAMILY LIFE 4.2.1: The social construction of childhood, and changes in the roles and social position of children in the family	<ul style="list-style-type: none"> o Class to recall / recap three points each for functionalist, Marxist, feminist and post-modernist, on whether the family is positive or negative for its members. Collate these on the board. (F) o Use images to explain and illustrate what is meant by the term 'social construction'. o Examine changes in the status of children historically and use this to illustrate the socially constructed nature of childhood (reference to the work of Philip Aries would be particularly relevant in this context). o Make cross cultural comparisons to illustrate the notion of childhood being socially constructed, for example consider the western notion of childhood and compare within another culture. o In small groups, get learners to research whether the position of children has improved. Split groups so that half research and gather data to argue it has (e.g. March of progress), whilst the other half research and gather data to suggest it has not (e.g. toxic childhood, conflict theory, disappearance of childhood). (I) o Allocate time for learners to present their findings to the class, and provide some way of recording these notes to act as a useful learning tool for all (video record, podcast, creation of notes, etc.). <p>Useful website: https://hecticteachersalevelsociologysite.wordpress.com/unit-2-family-andhouseholds-2/childhood/childhood-as-a-social-construction/ (explanation of term with historical and cross cultural examples to illustrate)</p> <p>Useful video: www.youtube.com/watch?v=maeXjey_FGA&feature (the commercialisation of children)</p>

WEEK	TOPIC	TOPIC DETAILS
9.1	The role and social position of grandparents in the family, including cross-cultural comparisons and the impact of changing life expectancy upon the family	<ul style="list-style-type: none"> o Recap the key points in the construction of childhood. Discuss learners' observations about changes in society and the impact this is having upon grandparents. What impacts are these changes having upon families and family type? Illustrate through images, statistics and news articles o Make cross cultural comparisons. Discuss and illustrate 'ubasute' – the Japanese tradition of abandoning the elderly which is experiencing a revival. Discuss why this might be and make comparisons with the culture of the learners' own society.
10.1	Social class, gender and ethnicity as factors affecting the experiences of children in the family	<ul style="list-style-type: none"> o Ask learners to reflect on ways in which they feel their lives are influenced by social forces. o Encourage them to reflect on the extent to which their experience of childhood has been one of protection and separation from the realities of adult life in their society? o Use video sources and other materials to illustrate the diversity in the experiences of childhood globally. Specify the main social factors that affect the experience of childhood. Useful website: www.theguardian.com/education/2010/dec/07/social-class-parenting-study (Guardian article on the impact of social class on experiences of children)
10.2	Changes in the concepts of motherhood and fatherhood	<p>□ Discuss traditional roles of motherhood and fatherhood with imagery to illustrate. □ How have these concepts and roles changed? □ What has caused these changes? □ It would be useful to examine the changing lives of women and the breakdown of gendered norms and attitudes.</p> <p>Useful websites: http://trinitynews.ie/comment/2016/05/significant-shift-in-the-concept-of-mother-and-father-in-the-last-100-years/ (news article on the changes in concepts of mother and father)</p> <p>www.jrf.org.uk/sites/default/files/jrf/migrated/files/understandingfatherhood.pdf (Joseph Rowntree Organisation – Understanding Fatherhood)</p> <p>www.apa.org/pi/families/resources/changing-father.aspx (American Psychological Association – Changing role of modern day father)</p>

SOCIOLOGY SCHEME OF WORK

FORM 6 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	SOCIALISATION AND THE CREATION OF SOCIAL IDENTITY 1.1 The process of learning and socialisation	<ul style="list-style-type: none"> o Definitions of culture, roles, norms, beliefs, customs, ideology, power and status' o Explain how these contribute to the creation of social identity. o Get learners to think about their own experiences and upbringing – what in their lives has moulded their behaviour and shaped their identity? o Discuss differences and similarities between learner experiences; consider and discuss what or who has created these similarities?
1.2	Culture, roles, norms, beliefs, customs, ideology, power and status as elements in the social construction of reality.	<ul style="list-style-type: none"> o Use images, videos and news articles to provide examples of culture and belief systems, and the part that norms, values, power, status and roles have in the construction of their reality. o Invite learners to identify examples of cultural forms in their own society. Consider how cultures are influenced by factors such as social class, gender, ethnicity and age. Use the discussion to help learners distinguish between norms, values and beliefs. Guide learners by encouraging them to consider and apply these in their own selfreflection. o Useful video: www.youtube.com/watch?v=K-RvJQxqVQc (Crash Course Sociology – socialisation) □ Distinguish between primary and secondary socialisation using references to different agencies of socialisation and social control to illustrate
2.1	Agencies of socialisation and social control, including family, education, peer group, media and religion.	<ul style="list-style-type: none"> □ Useful website: □ www.academia.edu/3740198/Agencies_of_social_control_formal_and_informal_definitions_and_applications (by Linda Robinson, for useful examples to use). □ Prompt learners to consider what rewards and sanctions may be used to encourage social conformity among young people in their society. Discuss how these rewards and sanctions are linked to the different agencies of socialisation (family, education, peer groups, media, and religion). □ Use PowerPoint PowerPoint slide or any other suitable format available, to show how each of these agencies shape behaviour: □ family □ education □ peer groups □ media □ religion.
3.1	The importance of socialisation in influencing human behaviour, including the nature versus nurture debate	<ul style="list-style-type: none"> o Engage learners in a debate on nature versus nurture – what is it that makes us who we are? Is it our biology or our environment? Are we born the way we are or are we constructed by society? o Examine a case study; for example, use video media and other resources to discuss feral children using the example of Oxana Malaya to demonstrate the impact of the social environment upon humans. o Useful video: www.youtube.com/watch?v=UkX47t2QaRs (Mindshock / Oxana Malaya) o Prepare and prompt learners for the discussion activity below, by providing them with a question sheet relating to the Oxana video which will focus their attention on key points. o Discuss: How is our behaviour a consequence of our social environment and learning? o Extension activity: For homework, learners should identify and make note of examples of their socialisation and how their behaviour would be different if they weren't 'properly socialised' and bring this to class

WEEK	TOPIC	TOPIC DETAILS
4.1	Social control, conformity and resistance. 1.2.1: The role of structure and agency in shaping the relationship between the individual and society, including an awareness of the differences between structuralist and interactionist views.	<p>□ In pairs, learners should try to recall five points learned on how agencies of socialisation and social control influence and shape behaviour. You should record these responses and generate a list of ten different points in total. (F)</p> <p>□ Play clip of movie The Adjustment Bureau to stimulate debate and discuss: Are we simply puppets on a string shaped and controlled by society (structuralist perspective) or, do we exercise free will and shape society through our own actions and behaviour (interactionist / social actionist perspective)?</p> <p>□ Useful video: www.youtube.com/watch?v=fSeWH1PaKs (The Adjustment Bureau official trailer)</p> <p>□ Use relevant examples to distinguish between structuralist (macro) and interactionist (micro) views of the relationship between the individual and society. For example, learners could consider their experiences as learners in a school context: in what ways do they have freedom of choice about their education and, how are their choices shaped by society?</p> <p>□ Emphasise social control and the determining power of social forces in the structuralist perspective, whilst placing emphasis on meaning and the creative role of the individual in the interactionist view of social construction.</p> <p>□ Reinforce key points by getting learners to create personalised materials (such as idea maps, illustrations, etc.) of the main claims of the structuralist and interactionist perspectives respectively.</p> <p>Useful website: www.historylearningsite.co.uk/sociology/theories-in-sociology/social-action-theory/ (for a detailed summary of these approaches).</p> <p>□ Extension activity: Encourage learners to begin evaluating sociological evidence through debate. Split learners into an even number of groups depending upon class size. Half will argue as structuralist and half as interactionist. Provide the learners with the prompt:</p> <p>“I may think I have free will....but I don’t”.</p> <p>Give sufficient time to prepare.</p> <p>□ If resources allow, record the debates or write on a board / flipchart the key points as they are argued and take a photo to share via your LMS or class social media as a learning tool.</p>
4.2	Factors explaining why individuals conform to social expectations, including sanctions, social pressure, selfinterest and social exchange.	<p>o Quick fire Q&A to recap material on structuralist versus interactionist approaches.</p> <p>o Get learners to compile a list of behaviours that their society would consider to be the norm / collectively considered normal or socially expected.</p> <p>o Discuss: What makes these behaviours normal? o How are they made ‘normal’? o What happens if individuals don’t follow these norms? o What sanctions or punishments can people face when they don’t comply with social norms? o Distinguish formal and informal sanctions with examples to illustrate.</p> <p>o Useful video: www.youtube.com/watch?v=5IZ2AjV307U (Introduction to Sociology – Deviance, Crime and Social Control)</p> <p>Useful websites: www.thoughtco.com/social-control-3026587 (for definition and further notes on social control) www.sociologydiscussion.com/society/values-and-norms-of-society-conformity-conflictand-deviation-in-norms notes on conformity and norms) www.thoughtco.com/sanction-definition-3026570 (sanctions and social norms)</p>

WEEK	TOPIC	TOPIC DETAILS
5.1	The mechanisms through which order is maintained, including power, ideology, force and consensus.	<p>□ Recap key points by getting learners to individually write down three points they learned about conforming to social expectations. □ Then pair learners up to compare and discuss. □ Use whole class feedback to summarise key elements and encourage learners to make notes of key points to reinforce their learning.</p> <p>□ Summarise the differences between the functionalist view of value consensus and conflict theories in terms of understanding the nature of social control and social order. □ Discuss different sociological explanations of social change, including the functionalist, Marxist and Weberian perspectives.</p> <p>□ Divide the learners into small groups and ask each group to compile a list of arguments against this proposition. □ Ask each group to summarise why they think people follow the rules of society. Relate the answers back to sociological theories of social order.</p> <p>'People follow the rules of society because they are afraid to do otherwise'.</p> <p>Useful websites: www.academia.edu/7490306/Sociological_Perspectives_On_Socialisation_and_Social_Order (notes on functionalist and Marxist perspectives on socialisation and social order) https://getrevising.co.uk/grids/comparison_of_marxism_and_functionalism (comparison of functionalism and Marxism)</p> <p>□ Get learners to match statement dominoes (prepared beforehand) to assess whether they can identify appropriate points and theories.</p>
5.2	How sociologists explain deviance and non-conformity, including sub-cultures, undersocialisation, marginalization, cultural deprivation and social resistance	<p>o Recap key points on sociological approaches to maintaining social order through a quick fire quiz.</p> <p>o Distinguish between deviant behaviours and illegal behaviours, using examples to illustrate. o Explain what a sub-culture is and invite learners to give examples of sub-cultural groups, drawing upon their own society and more globally if possible. What defines them as subcultures / how are they 'different'?</p> <p>o Summarise key points in consensus sub-cultural explanations of deviance (Merton, Cohen. Cloward and Ohlin, Miller, Murray), comparing with alternative explanations (Willis, Matza, Postmodernism).</p> <p>Useful video: www.youtube.com/watch?v=BGq9zW9w3Fw (Crash Course Sociology introductory video on deviance)</p> <p>Useful websites: https://revisesociology.com/2016/05/31/subcultural-theories-crime-deviance/ (sub-cultural theories of deviance plus alternative sociological explanations) www.s-cool.co.uk/a-level/sociology/introduction-to-deviance/revise-it/deviance-robert-merton (functionalism / Merton's Strain Theory)</p> <p>o Extension activity: This activity should help learners to get used to evaluating sociological evidence. o Divide learners into pairs / small groups and provide the learners with an example of a subcultural group. o Given the evidence provided (sociological theories), which explanation(s) offer the most convincing argument and why in explaining their behaviour? Which offers the least convincing explanation of their behaviour and why?</p>
6.1	Social identity and changes 1.3.1: Social class, gender, ethnicity and age as elements in the construction of social identity	<p>□ Recap key points on explanations of sub-cultures and non-conformity via a true or false quiz activity. □ Denitions of social construction and social identity.</p> <p>□ Consider how the identities of different groups in society are socially constructed. □ Use the examples of childhood, adolescence and older age groups in particular. □ The study of childhood by Philippe Ariès is particularly useful for discussing the construction of social identities. Useful website: www.representingchildhood.pitt.edu/pdf/aries.pdf (Ariès and construction of childhood) Extension activity: In small groups, get the learners to prepare a presentation on gender differences in their society. □ Different members of the class might focus on the roles that society assigns to males and females at different points in the life cycle i.e. infancy, adolescence, young adults, older age groups, etc. □ Compare the class findings with evidence about gender differences in other societies. Use the activity to reinforce the learners' understanding of the concept of the social construction of reality.</p>

WEEK	TOPIC	TOPIC DETAILS
7.1	How social class, gender, ethnicity and age identities may be changing due to globalization, increased choice and the creation of new / hybrid identities.	<p>o Explain globalisation and illustrate through video / imagery.</p> <p>Useful video: www.youtube.com/watch?v=ZNejKHKsbl0 (an explanation of globalisation).</p> <p>“Ray (2007) – globalisation creates a more complex and fluid world, and calls ever more into question personal identities – such as those established through social class, gender, ethnicity or nationality – and creates more multiple and hybrid identities” (taken from Browne 2015 pg 258).</p> <p>o Stimulate a discussion of what Ray means by this. Provide a summary of post modernism, with particular emphasis upon increased choice and the concept of hybrid identities.</p> <p>o Get learners to identify with examples, the impact of globalisation within their own society.</p>
8.1	Types of data, methods and research design 2.1.1: Differences between primary and secondary sources of data and between quantitative and qualitative data	<p>□ Begin the work for this part of the unit by using examples to distinguish between primary and secondary data and between quantitative and qualitative data.</p> <p>□ Consider the strengths and limitations of each type of data. □ Ensure your learners are aware of the different types of secondary data, providing them with examples of each type and its uses in sociological research. □ Provide the class with examples of qualitative secondary data from different sources, e.g. novels, historical records, newspapers, diaries. □ Ask them to assess the strengths and weaknesses of each source in terms of usefulness in sociological research.</p> <p>Useful websites: https://revisesociology.com/2016/01/03/research-methods-sociology/ (introduction to research methods in sociology, providing an overview of primary and secondary data and methods of collection) www.ool.co.uk/blog/studying-sociology-gcse-and-sociology-a-level-10-research-methods-secondary-sources-of-data/ (overview of primary and secondary sources of data, with examples to illustrate) www.sociology.org.uk/notes/methsec1.pdf (detailed notes on secondary data)</p> <p>□ Ease learners into this topic and get to grips with recognising data types by beginning with a ‘match up’ identify activity. For example where would exam league tables be categorised? – quantitative primary / quantitative secondary or qualitative primary / qualitative secondary. Do this for other examples (statistics on marriage / divorce, paintings, etc.).</p>
9.1	Strengths and limitations of different secondary sources of data, including official statistics, personal documents, digital content and media sources.	<p>o Recap key points on the difference between primary / secondary and between quantitative / qualitative data, clarifying anything that learners are unsure about. o Distinguish between practical and theoretical strengths and limitations. Consider also ethical issues associated with the use of each type of method (this is often referred to as PET).</p> <p>o Provide learners with a research context, for example studying learners’ experience of school. o Get learners to assess the usefulness to sociologists, of the different data types in investigating this context.</p> <p>Useful websites: www.getting-in.com/guide/gcse-sociology-sampling-techniques-official-statistics-primary-and-secondary-data/ (brief comparison of primary and secondary data, with a focus on the advantages and disadvantages of official statistics) www.sociology.org.uk/notes/revgrm4.pdf (detailed mind map looking at advantages and disadvantages of several methods) www.socialresearchmethods.net/kb/ethics.php (discussion on ethics in research) www.sociology.org.uk/n_methods.htm (various links and resources)</p> <p>Extension activity: Allow learners to continue with their individual learning tool</p>

WEEK	TOPIC	TOPIC DETAILS
10.1	Strengths and limitations of different quantitative research methods, including questionnaires, structured interviews, experiments and content analysis.	<p>□ Recap key points on PET □ Using examples of sociological research to give context and illustration, evaluate quantitative research methods, emphasising key concepts such as objectivity, reliability, etc.</p> <p>Useful websites: https://revisesociology.com/research-methods-sociology/ (has links to various relevant sources on this topic area) https://getrevising.co.uk/grids/structured-interviews-2 (strengths and limitations of structured interviews) https://surveyanyplace.com/questionnaire-pros-and-cons/ (advantages and disadvantages of questionnaires) www.sociology.org.uk/n_methods.htm (various links and resources)</p> <p>□ Extension activity: Allow learners to continue with their individual learning tool. □ In pairs or threes, learners are to mind map what they remember about the strengths and limitations of different quantitative research methods. Float around the room and discuss with the learners their maps to ascertain understanding. □ Using examples of sociological research to give context and illustration, evaluate quantitative research methods, emphasising key concepts such as subjectivity, validity, etc.</p> <p>Useful websites: https://revisesociology.com/2017/06/30/participant-observation-sociology-recent-examples-research-studies/ (examples of research using participant observation) https://napierpress.com/participant-and-non-participant-observation (activity on nonparticipant observation) www.qualityresearchinternational.com/socialresearch/participantobservation.htm (participant observation) www.historylearningsite.co.uk/sociology/research-methods-in-sociology/unstructuredinterviews/ (explanation and strengths / limitations of unstructured interviews) www.sociology.org.uk/n_methods.htm (various links and resources)</p> <p>□ Extension activity: Allow learners to continue with their individual learning tool.</p>
11.1	Stages of research design, including deciding on research strategy, formulating research questions and hypotheses, sampling frames, sampling techniques, pilot studies, operationalisation, conducting research and interpreting results	<p>o Recap key points on the different qualitative research methods and their strengths and weaknesses. Devise an activity whereby learners need to identify the qualitative methods (as opposed to quantitative) and match the appropriate strengths and limitations.</p> <p>o Introduce the topic area and stimulate discussion by watching the video on sociology research methods. Provide learners with a worksheet to guide them on extracting relevant material. o www.youtube.com/watch?v=QwhK-iEyXYA (Crash Course Sociology – sociology research methods).</p> <p>o Basing the lesson on a classic sociological study, identify the stages of research design, as outlined in the syllabus document.</p> <p>o Provide a list of research topics. Working alone, in pairs or in small groups, ask members of the class to choose a topic and prepare a research strategy covering all stages of research design. Discuss the research strategies with the class and reach conclusions about the strengths and limitations of each design.</p> <p>o Useful websites: o https://revisesociology.com/2016/02/02/stages-social-research/ (stages of research design) o www.csun.edu/~hbsoc126/soc1/chapter%205%20outline.pdf (How sociologists do research) o https://revisesociology.com/2017/03/25/sampling-research-methods/ (sampling techniques) o www.sociology.org.uk/n_methods.htm (various links and resources)</p> <p>o Extension activity: Allow learners to continue with their individual learning tool.</p>

SOCIOLOGY SCHEME OF WORK

FORM 6 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Approaches to Sociological Research 2.2.1: The use of approaches drawing on different research methods, including case studies, social surveys, ethnography and longitudinal studies	<ul style="list-style-type: none"> o Recap key points on stages of research design, clarifying any points learners may be confused about. o Discuss the purpose of conducting sociological research. o Learners should consider different areas of life to find out about (for example, gender roles on the home, feelings towards school, bullying, etc.). How could they go about researching these? They should think about the approach / method most suited to do this and the possible problems that could be encountered. o Examine various examples of sociological studies and the methods used – explaining and illustrating the method used and why these methods were chosen.
2.1	The mixed methods approach to research, including triangulation and methodological pluralism	<p>□ Why adopt a mixed methods approach? How is it useful to adopt this approach? □ Explain the terms triangulation and methodological pluralism, making sure to clarify how they are not the same thing. □ Use appropriate examples of sociological research to illustrate the approach, for example Paul Willis: Learning to Labour.</p> <p>Useful websites: https://books.google.co.uk/books?id=EW7QeHW3i60C&pg=PA453&lpg=PA453&dq=A+LEvel+sociology++triangulation+and+methodological+pluralism&source=bl&ots=zfGJliHskv&sig=EGKekUbgMgggWqdrD13YvmrGLY&hl=en&sa=X&ved=2ahUKewjZq9u4rpLeAhWqDsAKHb6ECbl4ChDoATAHegQIABAB#v=onepage&q=A%20LEvel%20sociology%20%20triangulation%20and%20methodological%20pluralism&f=false (extract by Ken Browne that explains the concepts and provides some example studies)</p> <p>Extension activity: Allow learners to continue with their individual learning tool.</p>
3.1	The positivist approach, with reference to scientific methods, objectivity, reliability and value freedom The Interpretivist approach, with reference to verstehen, meaning, subjectivity and validity	<ul style="list-style-type: none"> o Recap key points on the benefits of adopting a mixed methods approach. o An understanding of positivism and its antithesis (anti-positivism or interpretivism) is central to the study of sociology. o Take time to explain carefully the positivist and Interpretivist approaches. Test learner understanding on this key part of the syllabus. o Work with your learners to compile flow charts illustrating the differences between the positivist and Interpretivist approaches on the relationship between theory and choice of research methods. o Emphasise that a weakness of the one approach is likely to be found as strength in the other. o Examine the debate surrounding sociology as a science. Can it be considered a science? Who claims it can and why? o Evaluate this though the claims that it cannot be a science and discuss why not? <p>Useful video: https://youtu.be/ZlwyNldgBE (Crash Course Sociology introduces sociological research and the scientific method approach)</p> <p>Useful website: www.shortcutstv.com/blog/wp-content/uploads/2017/04/Positivism-v-Interpretism.pdf (comprehensive notes comparing the two approaches)</p>

WEEK	TOPIC	TOPIC DETAILS
4.1	The debates about whether sociology can/should be based on the methods and procedures of the natural sciences and the role of values in sociological research	<p>o Introduce the topic by getting opinion from learner about whether they think sociology is a science. o Engage the discussion on the positivist and interactionist approaches to sociology can/should be based on the methods and procedures of the natural sciences. o Allow students to evaluate the two views. This will reinforce understanding.</p> <p><input type="checkbox"/> Recap key points on the views of the positive and interactionist approaches to sociology as a science. <input type="checkbox"/> Link this to the concept of values in sociology. <input type="checkbox"/> Explain key terms such as value freedom\ value neutrality, value laden and committed sociology. <input type="checkbox"/> Examine various views on whether values should be used in sociological research.</p>
5.1	Theoretical, practical and ethical considerations influencing the choice of topic, choice of method(s) and conduct of research	<p>o Recap and reinforce PET factors by encouraging learners in small teams / groups to recall as much as they can remember through the means of a short True or False quiz. (F)</p> <p>o Introduce the topic and stimulate discussion by watching the video(s) on research bias. o Provide learners with a worksheet prepared beforehand that guides them through the video content, helping them to extract the relevant information.</p> <p>o Divide learners into small groups for them to compare notes in preparation for whole class feedback and discussion. In their small groups learners are to undertake independent study into research bias. (I) For example, learners should consider the following areas: <input type="checkbox"/> researcher subjectivity / value laden <input type="checkbox"/> researcher influence / interviewer bias <input type="checkbox"/> funding agenda <input type="checkbox"/> supporting hypothesis <input type="checkbox"/> sampling method.</p> <p>Useful videos: www.youtube.com/watch?v=isYbwZzj_T0 (bias in research) www.youtube.com/watch?v=r1R00l8Z5lg (examples of bias in surveys)</p>
6.1	Validity, reliability, objectivity, representativeness and ethics as important concepts in assessing the value of different research methods	<p><input type="checkbox"/> Explain the concepts of validity, reliability, objectivity, representativeness and show how these concepts are used in assessing the value of particular research methods. <input type="checkbox"/> Use examples of studies to give context. Invite learners to use the concepts of validity, reliability, objectivity and representativeness in evaluating the strengths and limitations of different sources of data and research methods.</p> <p><input type="checkbox"/> Divide the class into small groups and provide them with examples of social research across various different methods and approaches. <input type="checkbox"/> Ask them to assess the value of the research by evaluating the methods used to conduct the research. Allow sufficient time to perform this and to provide supportive one-to-one guidance where required to clarify anything not understood.</p> <p><input type="checkbox"/> Extension activity: From their research, the learner groups should each prepare a quiz (interactive if possible) that their peers can access and use to test their knowledge and understanding.</p>