MARINA INTERNATIONAL SCHOOL

SOCIOLOGY SCHEME OF WORK

FORM 7 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Theories about the role of education Functionalist views about how education contributes to value consensus and social solidarity.	o Define the term education. o Explain functionalist views about how education contributes to value consensus and social solidarity. o Get learners to assess the functionalist views. o State functionalist views on the role of education. Emphasise the positive and consensus approach to the role of education. Establish Durkheim's views on solidarity, values and skills, as well as Parsons' views on meritocracy in education
1.2	Education and role allocation	☐ How does education support the economy and society? ☐ Begin to evaluate the notion of meritocracy by considering those factors which can hinder educational attainment. ☐ Examine Davis and Moore and their idea of role allocation. How does education support the economy and society? Use examples to illustrate. ☐ Evaluate / criticise the functionalist approach ☐ Get learners to create summary sheets of the three functionalist ideas examined. Useful website: www.historylearningsite.co.uk/sociology/education-and-sociology/functionalism-andeducation/ (functionalist view of education) o Learners should write down three points each about what they have learned about the functionalist approach to education. Instruct that if they have an identical point, they must collaborate on a different point (so they end up with six different points). They should then provide feedback to the class for discussion and clarification.
1.3	Marxist views about how education contributes to the maintenance of the capitalist economic system	☐ Examine the Marxist approach to the role of education, making comparisons to functionalism to reinforce key differences. Emphasise the negative approach Marxist has towards education in supporting the economy. Introduce and discuss: ☐ Althusser and concept of Ideological State Apparatus (ISA) ☐ Bowles and Gintis and the Correspondence Principle ☐ Hidden Curriculum ☐ The myth of meritocracy What role do schools play in reinforcing class divisions? Explain and illustrate how this takes place. Evaluate / criticise the Marxist approach. Useful website: https://revisesociology.com/2015/01/27/marxist-perspective-education/ (detailed map and notes on Marxist approach to the role of education) Extension activity: Learners are to independently research Neo Marxist Paul Willis' study' Learning to Labour' and comprehend how his conclusions provide an alternative viewpoint to that of Bowles and Gintis.

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2.1	The extent to which education systems are meritocratic today	☐ Consider various sociological explanations of educational achievement, including the functionalist, Marxist and feminist approaches. Focus on the links between social class, gender, ethnicity and region as factors that may influence educational achievement. Consider the possible interrelationships between these factors. ☐ Split the class into four groups and get them to brainstorm their understanding of the respective areas for discussion, ensuring that each group discusses a different topic. Ask them to present this as a group to all of the learners. ☐ Extension activity: Invite learners to write a short proposal for how obstacles to educational achievement linked to social class or gender may be overcome, or ameliorated. Discuss the proposals with the class and link to appropriate sociological studies and theories of educational achievement. Useful websites: www.frontiersin.org/articles/10.3389/fpsyg.2015.01053/full (meritocracy in schools) www.gov.uk/government/publications/improving-social-mobility-through-education (UK government plan to improve social mobility through education)
3.1	The importance of education in influencing life chances, and the consequences of educational underachievement for the individual and for society	o Quick fire Q&A on arguments for and against the view that education systems are meritocratic, clarifying and ensuring understanding. o Explain the consequences for individuals who under achieve in education, and the wider social impact this can have. Useful website: http://dera.ioe.ac.uk/8465/1/dpr19.pdf (UK Home Office report on the role of education in enhancing life chances and preventing offending)
3.2	Evidence and arguments about the links between education and social mobility	☐ Connect this objective with the previous objective. ☐ Discuss arguments using news articles and statistical evidence to illustrate. Useful websites: https://supriyaprathapannotesoneducationalsociology.wordpress.com/2014/06/30/educationand-social-mobility/ (explanation of different types of social mobility and discussion of its relationship with education) https://esrc.ukri.org/files/news-events-and-publications/evidence-briefings/education-vitalfor-social-mobility/ (economic and Social Research Council – document on how education is vital for social mobility) https://revisesociology.com/2017/12/17/social-mobility-start-poor-stay-poor/ (Social mobility – Start poor, stay poor?)
3.3	Social construction of knowledge	o Introduce the topic and stimulate discussion by using examples of images / video media to demonstrate knowledge as a social construction. o Explain the concept and discuss how knowledge is constructed and make connections to education and schooling.
3.4	Factors influencing the content of the curriculum, including power, status, culture, economic demands, and gender	☐ What is the formal curriculum and Education Reform Act 1988? What did this introduce in the UK and why? ☐ Examine the curriculum from your own education system / schooling. ☐ Present how dominant Ideology influences the content of the curriculum. Link this to Marxism, feminism and New Right perspectives. Useful websites: www.gov.uk/national-curriculum (Gov.uk) www.theguardian.com/teacher-network/2018/may/26/secret-teacher-history-biasschool-fear-learner-future (The Guardian – emphasis on British history is depriving learners of balance)

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4.1	Education and cultural reproduction, including the ethnocentric, the gendered and the hidden curriculum	o Recap and reinforce factors influencing content of the curriculum through Q&A. o Consider and discuss the role schooling and education play in cultural reproduction. Encourage learners to make connections to prior knowledge and understanding of sociological perspectives. o Explain and illustrate the concept of ethno-centric curriculum. o Discuss how this favours a particular culture whilst disadvantaging others. Give examples to illustrate. o Link to institutional racism as it creates racial bias into the everyday working of the school and how the formal curriculum ignores cultural diversity (Ball). o Divide learners into small groups and set them the task of researching gender and the curriculum. o Provide them with a guidance sheet ensuring to address: ☐ gender and subject choice (gender routes) ☐ gender stereotypes in the curriculum (e.g. textbook images) ☐ how teachers approach the genders differently. o How do these factors influence cultural reproduction? o Allow time to feedback, discuss, enforce and clarify anything that learners don't understand. Useful websites: www.sociology.org.uk/notes/hc1.pdf (comprehensive Livesey notes on the Hidden Curriculum) www.genderandeducation.com/resources-2/pedagogies/curriculum/ (GEA – gender and the curriculum) https://hecticteachersalevelsociologysite.wordpress.com/gender-and-educationalachievement/ (reasons for gender differences in subject choice) www.bbc.co.uk/news/science-environment-44141840 (BBC – How physics gender gap starts in the classroom)
4.2	The curriculum and the concept of cultural capital	☐ Recap and reinforce the relationship between the ethno-centric, gendered and hidden curriculum, and cultural reproduction through an interactive multiple choice quiz. ☐ Clarify anything learners don't understand. ☐ To introduce the concept of cultural capital (Bourdieu) and stimulate discussion, watch the video. ☐ Provide learners with a guidance / question sheet that will enable them to extract key material. www.youtube.com/watch?v=5DBEYiBkgp8 (Sociology Live! – explanation of cultural capital) ☐ Whole class discussion to clarify and reinforce the concept of culturalcapital. ☐ Encourage learners in threes to compile a list of examples of cultural capital that would advantage a young person in education, and why these would be an advantage. Consider what 'type' of learner would be more likely to succeed in education. Feedback and discuss. (I) ☐ Present and illustrate Becker's notion of 'ideal learner' – relate to points raised in previous class discussion. ☐ Learners to independently research Berstein's language codes. What is the relationship between language and the curriculum? What is the relationship with cultural capital? (I) Useful websites: www.sciencedirect.com/science/article/pii/S0049089X17300339 (cultural capital, teacher bias and educational success) www.cls.ioe.ac.uk/librarymedia%5Cdocuments%5CBOURDIEU%20NetherlandsJournal.pdf (Bourdieu and education) Useful video: www.youtube.com/watch?v=gH1N8ItUUzY (explanation of cultural capital)
4.3	Intelligence and educational attainment: The difficulties in defining intelligence	o Ask learners in pairs / threes to discuss and write down their thoughts on what is intelligence and how is it measured? o Collate their points on the board / screen for reference.
4.4	IQ tests and the extent to which they are influenced by social factors	o Watch the video on what intelligence is and IQ. www.youtube.com/watch?v=7p2a9B35Xn0 (SciShow Psych – Does IQ measure how intelligent you are?) As whole class discuss the difficulties in measuring intelligence. What factors were suggested in the video as influencing performance on IQ tests?

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5.1	Intelligence as an influence on educational attainment	o Research: Divide learners into groups and independently research how IQ is biased in favour of certain groups? o Ensure sufficient time to feedback and discuss with whole class. o Discuss how far differences in educational achievement can be explained in terms of differences in intelligence. o Invite the group to make criticisms of the effectiveness of IQ tests in measuring intelligence. o Consider in particular the social factors that may influence the outcome of IQ tests and widen the debate to reflect on how educational achievement can be measured and whether conventional forms of assessment, such as public examinations, generate outcomes that are a fair reflection of the individual ability of each learner.
5.2	The relationship between material factors and educational attainment	Useful websites: https://revisesociology.com/2017/08/15/why-iq-tests-may-not-measure-intelligence/ (why IQ tests don't measure intelligence) □ Start by questioning learning on examples of material factors that can influence educational attainment. □ Clarify how these impacts upon a person's education. □ Discuss sociological evidence relating to material factors and educational attainment, including sociological theories and statistical evidence. Emphasis on concept of 'material deprivation'. Useful websites: https://revisesociology.com/2014/02/14/material-deprivation-education/ (effects of material deprivation on attainment) www.shortcutstv.com/blog/wp-content/uploads/2016/10/StuffDEA_CLASSoutsideSchool.pdf (introductory activity and comprehensive notes)
5.3	Cultural expectations for patterns in social class and educational attainment, including parental attitudes, values, speech codes, and cultural capital	o Recap previous material through Q&A o Stimulate discussion by examining and illustrating differences in educational attainment by social class, making use of official statistics as evidence. o Get learners to consider possible reasons for these differences. What role could the cultural background of the learner have in their educational attainment? o Make clear that these are external factors (as opposed to internal factors) and examine / discuss the concept of 'cultural deprivation' and within this: □ Language and speech codes (Hubbs – Tait et al / Bernstein) □ Parental attitude to education (Douglas) □ Working class subculture (Sugarman) □ Cultural capital (Bourdieu) □ Habitus (Bourdieu)
6.1	In-school factors, including labelling, ability grouping and learner sub-cultures	o Recap previous material on cultural expectations through a short quiz. o Address any queries / misunderstandings learners may have with material. o Encourage learners in small groups, to think about and come up with at least three ideas that suggest how the school environment / what takes place in the school, can impact upon the educational attainment of learners. o Learners are to feedback and tutor to bring all these together. o Emphasise that these are internal factors (as opposed to external factors) and examine / discuss the impact the school environment has on educational attainment. o Now add the sociological concepts / evidence to these examples where applicable and discuss any other sociological explanations. o Concepts / evidence to discuss include: □ Labelling and 'ideal learner' (Becker) □ Self-fulfilling prophecy (Rosenthal and Jacobson) □ Streaming and Educational triage □ Learner sub-cultures Useful websites: www.shortcutstv.com/blog/wp-content/uploads/2016/11/Stuff5_DEA_classinteraction.pdf (comprehensive notes) https://classdifferenceineducation.weebly.com/labelling.html (Becker and labelling)

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6.2	Compensatory education programmes	☐ Recap external factors by getting learners in pairs / threes to match up the concept with the correct sociologist and explanation. ☐ Explain what compensatory education programmes are. Illustrate with examples. ☐ What is the purpose of such programmes? How do they work and what are they trying to achieve? ☐ Evaluate their effectiveness. ☐ Make connections with previous material on educational attainment and class. Useful websites: www.earlhamsociologypages.co.uk/compensatoryed.html (compensatory programmes UK) www.sociologydiscussion.com/education/culture-deprivation-and-compensatoryeducation/2890 (compensatory education for culturally deprived children)
6.3	Racism in schools	o Introduce the topic by watching the video to stimulate class discussion on ethnic minority culture and racism in schools. Useful video: www.youtube.com/watch?v=x-hshirfRi4&feature=youtu.be o Encourage learners to consider how racism may manifest itself within schools / education. o Feedback for discussion and make note of responses. Make sure you explain what the term racism means. o Examine the concept of Institutional Racism (internal factor). This should include critical race theory, marketisation and segregation, ethnocentric curriculum, as well as access to opportunities. Criticise the idea of institutional racism and the work of Gillborn. Useful websites: www.theguardian.com/education/2008/apr/22/schools.learnerbehaviour (The Guardian news article on racism in schools) www.vox.com/identities/2018/4/5/17199810/school-discipline-race-racism-gao (discipline and racism in schools)
6.4	Cultural explanations for patterns in ethnicity and educational attainment	o Examine and discuss ethnicity and educational attainment, using official statistics as evidence. o What do they show? Are there any trends? o Make comparisons between different ethnic groups. o Examine sociological explanations for these trends / patterns. o Make sure that you include Cultural Deprivation (language and linguistic skills, Attitudes and values, family support). o Also link to the internal factor of labelling and its connection to perceptions of ethnicity and culture, and teacher expectations as well as streaming. o Evaluate cultural deprivation theory by examining criticisms as well as examining material factors as alternative explanations. Useful website: https://revisesociology.com/2015/12/23/official-statistics-educational-achievement/ (official statistics on ethnicity and achievement in the UK)
7.1	Ethnicity and sub-cultures	☐ Recap previous topic material on cultural deprivation by asking learners in pairs or threes to identify three points they can remember plus at least one criticism / evaluative point. ☐ Learners feedback for discussion and reinforcement. ☐ Examine the relationship between learner sub-cultures and responses, to the issues faced in school previously examined. Link to internal factors / labelling, etc. ☐ Include the works of Hall, Sewell, Mac An Ghaill for example. Useful website: https://revisesociology.com/2015/03/27/ethnicity-and-differential-educationalachievement-in-school-processes/ (ethnicity and learner sub-cultures)

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7.2	Relationship between ethnicity, social class and gender	o Using the Achievement Hierarchy graphic (Ken Browne) to stimulate discussion; begin to examine the relationship between class, ethnicity and gender, as a way of bringing together class and ethnicity, and introducing gender. o The web link below has analysis notes you may find useful to guide the discussion. o Get learners to revisit the concept of the Hidden Curriculum. Use examples to illustrate and explain the impact this has upon learners by depending upon class, gender and ethnicity. o Learners should feedback for class discussion. Clarify and misunderstandings and reinforce key points. Useful websites: www.shortcutstv.com/blog/2016/09/07/mapping-differential-educationalachievement/ (Short Cuts TV – the Achievement Hierarchy diagram (Ken Browne) illustrating differential educational attainment across the three categories of class, gender and ethnicity. Also contains notes of analysis of this area) www.sociology.org.uk/notes/hc2.pdf (comprehensive Livesey notes on the hidden curriculum and its relationship and impact upon class, gender and ethnicity)
7.3	Gender and educational attainment	☐ Introduce the topic and stimulate discussion by watching The Economist video on why girls do better at school than boys. Provide learners with a worksheet to assist them in drawing out useful points.
7.4	Relationship between gender socialisation and educational attainment	☐ Discuss evidence by examining official statistics on the educational attainment of different genders. ☐ Identify any patterns / trends and make comparisons to national statistics of own country for cross cultural referencing. ☐ Begin to explain these trends by examining the impact different approaches to the socialisation of boys and girls have on their educational attainment. What are the gendered stereotypes that prevail? Useful websites: https://revisesociology.com/2015/12/23/official-statistics-educational-achievement/ (official statistics on gender and achievement in the UK) https://en.unesco.org/news/mind-gap-gender-education (UNESCO – Mind the Gap!) Useful video: www.youtube.com/watch?v=nrZ21nD9I-0 (European Institute for Gender Equality – gender stereotypes and education)
8.1	Wider social changes and gendered educational achievement, including changing female expectations and the crisis of masculinity	o Recap previous material on gender attainment statistics and socialisation. o Examine the social changes (external factors) that have occurred over the past few decades that have impacted on gender and educational achievement. o Making connections to functionalism, Marxism and feminism, examine why traditionally did boys do better in education than girls? o What's the significance of traditional gendered roles? o What has changed over the past few decades to cause the shift in educational attainment in which girls now outperform boys? o Make sure you address such factors as: impact of feminism, changes in women's employment, changing ambitions of girls and equal opportunities. o Why are boys now underperforming in education? o Discuss what is meant by the concept 'crisis of masculinity' and what has led to it, e.g. the decline of traditional men's jobs, feminisation of education, the shortage of male primary school teachers, etc. Ensure you make reference to Mac An Ghaill. Useful websites: www.theguardian.com/commentisfree/2016/sep/06/schools-colleges-failing-boys-masculinity (The Guardian article on schools failing boys) http://news.bbc.co.uk/1/hi/5074794.stm (BBC News article on how schools are too feminine for boys – Sewell) www.ozy.com/fast-forward/why-are-boys-falling-behind-in-school/91361 (case study on boys and schooling and OECD recommendations) Extension activity: Learners to visit the UNESCO website and investigate what initiatives they are involved in to tackle gender inequality in education.

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8.2	Gender and sub-cultures	☐ Recap and reinforce material from the previous topic through dividing learners into small teams and testing knowledge and understanding through a quiz. ☐ Discuss the possible responses to experiences in schooling. Ensure you focus on distinguishing pro and anti-school subcultures. ☐ Divide learners into small groups with the task of researching gendered subcultures in schooling. Provide learners with a worksheet for guidance to ensure they focus on relevant points. For example, they could examine laddish subcultures (Epstein), Ladettes and, lads' counter culture (Willis). ☐ What is the impact of these subcultures on educational attainment? Make sure you allocate time for learners to feed back, discuss and clarify anything they don't understand. ☐ Useful websites: ☐ https://revisesociology.com/2015/02/04/gender-inequality-education-inschool-factors/ (in school factors affecting attainment, including sub-cultures and 'laddishness') ☐ https://revisesociology.com/2017/11/06/learner-subcultures/ (notes on learner subcultures)
8.3	Teacher expectations and gendered behaviour in the classroom	o Recap and reinforce material on gender and sub-cultures though Q&A. (F) o To introduce the topic and stimulate discussion, watch the video from The Simpsons on gender and maths. www.youtube.com/watch?v=64PKoAiWhjE o What does the video suggest about teacher attitudes and expectations towards the genders? o Analyse anything else from the sketch that reflects gender and schooling for discussion. o Present learners with relevant sociological studies on teacher expectations of the different genders. o What are the consequences? Useful website: www.historylearningsite.co.uk/sociology/education-and-sociology/gender-andeducational-attainment/ (different teacher expectations based upon gender)
9.1	Key definitions and issues, including globalisation, glocalisation, global culture, and problems with defining globalisation	o Introduce the topic of globalisation and stimulate discussion by preparing for example, a PowerPoint, containing examples / images of global brands. o Split the learners into teams and see how many they can identify. o Watch the video 'What is Globalisation?' to generate or further discussion. o Focus on how / why globalisation has come about. o Consider the issues surrounding defining globalisation. o Why is it often problematic? o What is the relationship between globalisation and glocalisation? o Use examples through various media available to illustrate a 'global culture' – what does this look like? How can it be described? o Encourage learners to research and consider, the impact globalisation is having on them at a local level. Useful videos: www.youtube.com/watch?v=ZNejKHKSbl0 (Globalisation explained) www.youtube.com/watch?v=AH-wx-Qz52A (Glocalisation explained)
9.2	Different dimensions of globalisation including cultural, political and economic	Useful videos: www.youtube.com/watch?v=ZNejKHKSbl0 (Globalisation explained) www.youtube.com/watch?v=AH-wx-Qz52A (Glocalisation explained) ☐ Recap previous material on globalisation, glocalisation and global culture. Clarify anything learners do not understand. ☐ Ensure that you focus on evidence / concepts / sociological arguments.

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9.3	Perspectives on who benefits from globalisation, including the Marxist, feminist, postmodernist, globalist, sceptic and transformationalist perspectives	o Quiz learners on the dimensions of globalisation and clarify any uncertainty o Stimulate learners by watching the video from OECD on Making Globalisation Work which highlights some of the benefits and negatives of globalisation. o Encourage discussion and get learners to pick out key points and make a note of these on a board or screen. o Present learners with the varying sociological perspectives and their key ideas. o Ensure you emphasise the similarities and differences between the perspectives and define key concepts such as Cultural Imperialism, Homogenisation and Hybridisation). o Invite the learners to now apply these approaches to the key points / ideas drawn out from the video to give them context. o Useful website: https://getrevising.co.uk/grids/globalisation-11 (advantages and disadvantages of globalisation) Useful video: www.youtube.com/watch?v=b0jG8jJCMfU (the globalisation of NIKE) www.youtube.com/watch?v=UO4r1KEDl1Q (OECD – Making Globalisation Work)
9.4	The impact of globalisation on identity, including ethnic revitalisation, cultural defence and hybrid identity	☐ Recap and reinforce key ideas of the various perspectives covered in previous topic material by use of a quiz or pass the parcel type game where questions are wrapped up in a parcel of layered wrapping, and are passed around to music. ☐ Once the music stops, a layer is removed to reveal a question to be answered. ☐ Stimulate discussion using the video. ☐ Define TNCs. ☐ Use particular examples of TNCs to illustrate the impact of this type of enterprise on national economic and cultural systems. ☐ Discuss the positives and negatives and produce mind maps to illustrate (www.canva.com/graphs/mind-maps/ for creating free online mind maps) Useful video: www.youtube.com/watch?v=zfn0XHCfDHA (edumecate – impacts of globalisation) Extension activity: Learners to continue with their on-going learning tool.
10.1	Cultural divergence versus cultural convergence / homogenisation	o Explain and illustrate cultural convergence and cultural divergence and define any key terms such as Cultural Homogenisation. o Engage learners on a discussion based on the view that there still cultural divergence. Useful website: www.bbc.com/future/story/20120522-one-world-order (BBC – Does globalisation mean we become one culture?) Useful video: https://study.com/academy/lesson/cultural-convergence-definition-examples.html (study.com – Cultural Convergence – definition and examples
10.2	The role of Western ideology in shaping identity and the concept of Westernisation	☐ Recap and reinforce previous material through an appropriate learner engaging activity. ☐ Use the video on Western influence on China to stimulate discussion. What are examples of Western culture? ☐ Identify examples of Western influence in the learners' own cultures / environments / lives. ☐ Debate the positives and negatives of this. ☐ Present sociological material on Western ideology and its influence Useful websites: http://bestmediainfo.com/2018/12/blink-and-they-re-gone-preserving-cultural-diversity-isneed-of-the-hour/ (thought provoking discussion on the loss of local cultures / spread of dominant culture) https://revisesociology.com/2017/03/03/what-are-transnational-corporations/ (What are transnational organisations?) Useful video: www.youtube.com/watch?v=TwtMLdCsjH8 (PBS – Influence of Western culture on China)

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10.3	The spread of liberal democracy and human rights	o Explain the term liberal democracy and illustrate it in practice. o What are its characteristics? o Discuss the relationship between globalisation and the spread of liberal democracy. o Visit the website for Equality and Human Rights Commission and identify what human rights are, and what rights were enacted in their context by the 1998 Human Rights Act (I) o www.equalityhumanrights.com/en/human-rights/what-are-human-rights o Consider and discuss: What is the impact on human rights around the world with the spread of liberal democracy? Useful websites: www.cato.org/publications/commentary/globalization-human-rights-democracy (CATO Institute – Globalisation, Human Rights and Democracy) www.theguardian.com/commentisfree/2018/may/27/liberal-democracy-history-us-politics (The Guardian article – liberal democracy is in crisis. But...do we know what it is?) Useful video: www.youtube.com/watch?v=8q1v8ewyyXs (CNN – the rise of illiberal democracy) Extension activity: Learners as a critique of the spread of liberal democracy should be encouraged to examine the suggested rise in illiberal democracy. Provide opportunity to feedback and discuss findings. Clarify anything learners do not understand.
10.4	Global social movements and attempts to oppose globalisation Debates about the role of the nation state in tackling global social and environmental problems	☐ To introduce the topic and stimulate discussion, watch the interview with Professor Goldin of Oxford University on globalisation. www.youtube.com/watch?v=WIeJv8qq7n0 (interview with Prof. Ian Goldin, Professor of Globalisation). ☐ What does he suggest are the benefits of globalisation? Why does he suggest there is a rise in anti-globalisation sentiment? Useful websites: http://news.bbc.co.uk/1/hi/uk/1305103.stm (BBC – What is anti-globalisation?) www.bbc.co.uk/worldservice/people/features/ihavearightto/four_b/casestudy_art20.shtml (BBC World Service – Case study: Anti-globalisation protests) o Identify global social and environmental problems. Use news articles or relevant videos to illustrate. o In small groups, learners should to visit the website of the United Nations and research what their role is in tackling global environmental problems (www.un.org). o What are some current problems they are concerned with? o Present and discuss the debates surrounding the role of nation states in tackling global social and environmental problems. o Useful website: o www.theguardian.com/commentisfree/2014/jun/23/nation-states-too-smallfor-global-problems (The Guardian article – nation states are too small to fix global problems) o Extension activity: Learners to continue with their on-going learning tool

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11.1	Debates about the impact of globalisation on life chances in developing countries, in relation to education, income and healt	☐ Introduce the topic by using the video on globalisation and the gap between the rich and the poor, to stimulate discussion and ideas. ☐ Using the suggested websites (and / or any others from own research) that focus on India as a case study and discuss education in relation to the impact globalisation has had on it. Useful videos: www.tutor2u.net/economics/blog/inequality-and-hyper-globalisation (globalisation and the gap between rich and poor) www.youtube.com/watch?v=cT5f6gEItCM (Winthrop – Education Crisis in Developing Countries) Useful websites: Case study: India https://en.wikipedia.org/wiki/Globalisation_in_India www.parentcircle.com/article/globalisation-and-education-impact-of-globalisationon-higher-education-in-india/ www.marketexpress.in/2013/10/india-globalization-education-sector-roadsuccess.html ☐ In small groups, the learners are to independently research a country of their choice (possibly continuing with India), focussing on the areas of income and health. They should produce relevant case study notes in a suitable format that makes them accessible to learn from. ☐ Allocate sufficient time to do this and 1:1 time with the groups to monitor progress and relevance. You may wish to have the learners present back their work for whole class discussion.
11.2	The role of transnational organisations in tackling global inequalities and the extent to which they have been successful	Extension activity: learners to independently research UNESCO's Global Citizenship Education. o Recap global inequalities from previous topic materials (types / areas of inequality) through a quiz. Clarify anything learners are unsure about. (I) (F) o Define what is meant by the term transnational organisations. o Explain the term Non-Government Organisations (NGOs) with examples to illustrate. o Assess the impact of transnational organisations in tackling global inequalities. Make a reference to the Davos Project and the UN's Millennium Goals. o Present learners with relevant evidence / statistical data. Useful websites: www.theguardian.com/inequality/2018/jan/19/project-davos-whats-the-single-bestway-to-close-the-worlds-wealth-gap (Project Davos) www.un.org/millenniumgoals/ (United Nations – Millennium Goals) Extension activity: Learners to continue with their on-going learning tool.
11.3	Sociological explanations for global inequalities, including capitalism, colonialism, post – colonialism and patriarchy	☐ Using visual aids, mind maps, flow charts, etc. summarise the differing sociological perspectives that seek to explain global inequalities. ☐ Capitalism (Marxism / neo-Marxism / World systems theory) ☐ Dependency theories (colonialism and neo-colonialism) ☐ Patriarchy (feminism) ☐ Define / explain any key terms / concepts Useful websites: https://courses.lumenlearning.com/boundless-sociology/chapter/sociological-theories-andglobal-inequality/ lumen learning – Theories of Global Inequality) Extension activity: Learners to continue with their on-going learning tool.
11.4	The causes of global migration, including immigration, emigration, net migration, push and pull factors, global labour patterns and tourism	o Introduce the topic and stimulate discussion by presenting statistics and trends on migration, including your own country and UK for comparison. o Encourage learners to analyse the data consider why these trends occur. o Define and illustrate the different terms shown in syllabus. o Consider the causes of global migration and support with evidence. Useful websites: https://revisesociology.com/2015/12/10/causes-and-consequences-of-increasingimmigration-to-the-uk/ (sociological perspectives on the increasing immigration to the UK)z

WEEK	TOPIC	TOPIC DETAILS
12.1	The consequences of global migration, positive and negative, including cultural diversity, economic benefits, concerns over scarce resources and negative perceptions of migration	☐ Recap the different types of migration and reasons for them, using dominoes / match up cards prepared beforehand, clarifying anything if required. (F) ☐ Use the video and The Conversation article to stimulate discussion and ideas. Organise your learners into small groups and get them to research the pros and cons of global migration. ☐ Make sure you provide sufficient guidance notes that address the points in the syllabus. ☐ Ensure sufficient time is allocated to researching and presenting back findings. Useful website: http://theconversation.com/what-eu-migration-has-done-for-the-uk-103461 (The Conversation – What EU migration has done for the UK) Useful video: www.youtube.com/watch?v=ORiA5NC-vrg (global migration – a brief look at some positive and negative consequences) Extension activity: Learners to continue with their on-going learning tool.
12.2	Debates about who benefits from migration	o Draw together the key points from the previous research undertaken by the learners, clarifying anything as required. (F) o Bring together all the key material and points covered on migration so far using a visual such as mind map / flow chart, etc. and encourage learners to begin thinking about what all of this means in terms of who benefits from migration. o Collectively discuss key points made in BBC article on mass migration. www.bbc.co.uk/news/business-21923867 (BBC News – mass migration: who benefits and why?) o Develop this by dividing learners into small groups and encourage them to take this discussion further and apply their wider knowledge of sociological perspectives (Marxism, etc.) to identify who benefits from migration. (I) Useful websites: www.theguardian.com/commentisfree/2018/jan/11/migration-benefit-world-un-globalcompact (The Guardian article – Migration can benefit the world – this is how the UN plan to help) www.embraceni.org/migration/the-pros-and-cons-of-migration/ (pros and cons of migration)
12.3	Reasons for the emergence of global crimes, such as human trafficking, corporate crime and crimes against the environment	☐ Introduce learners to the topic area by viewing the TED Talk on Global Organised Crime by Misha Glenny. ☐ Prepare a guidance sheet beforehand with specific questions targeting the material you want learners to extract from this video. ☐ Alternatively use the video on links between globalisation and crime (linked page also contains notes and a quiz). ☐ Discuss and bring together ideas from the video. Make sure you define and explain the various forms of globalised crime as per the syllabus. ☐ Divide learners into small groups, and get them to access the websites of Interpol and ☐ Europol and research three types of transnational crime they are currently investigating. Encourage them to consider how globalisation has encouraged the types of crime identified, and to consider why these crimes identified may be difficult to tackle. Groups to feed back findings for whole class discussion. Useful websites: www.interpol.int/ (Interpol) www.europol.europa.eu/ (Europol) https://revisesociology.com/2016/12/16/globalization-global-networks-crime/ (notes on Globalisation and crime) Useful videos: www.youtube.com/watch?v=XO1Me-MY-Q0 (Misha Glenny TED talk – McMafia / Global organised crime) www.precookedsociology.com/video/what-are-the-links-between-globalisation-andcrime/ (precooked sociology –links between globalisation and crime) Extension activity: Learners to continue with their on-going learning tool.

WEEK	TOPIC	TOPIC DETAILS
12.4	Explanations of who benefits from global crime, including Marxist and feminist perspectives: Policing and prosecuting global crime, including the benefits and challenges resulting from globalisation and new technology	o Recap material from the previous topic, clarifying any and reinforcing key points. o Examine the contributions made by relevant sociological perspectives on who benefits from global crime. For example, discuss the global crime of sex trafficking of women and feminism; or discuss global environmental crime and Marxism. o Encourage learners to draw upon their wider sociological knowledge and understanding of these perspectives in applying them to globalised crime. □ Visit the Interpol website www.interpol.int/ and research what their role is in policing and prosecuting global crimes, and how they support police worldwide.(I) □ Present and discuss global institutions involved in policing and prosecution of global crimes. □ Learners become teachers: independently in small groups, investigate global cybercrime as a case study. Each group will teach what they have learned and include some form of assessment to test knowledge and understanding in their peers. (I) □ This should include: □ Global examples of cybercrimes. □ What are the biggest challenges faced in policing cybercrimes? □ What successes have been achieved? Useful websites: www.bbc.co.uk/news/world-11809908 (BBC news – what does the International Criminal Court do?) www.nationalcrimeagency.gov.uk/news/435-expert-international-cybercrimetaskforce-is-launched-to-tackle-online-crime (National Crime Agency) Extension activity: Encourage learners to investigate the claims of Russian hacking in the 2016 Trump presidential race as an example of cybercrime. Why is this type of crime difficult to police?

SOCIOLOGY SCHEME OF WORK
FORM 7 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Trends affecting the organisation of the media, including cross media ownership, digitalisation, media conglomerates and social media	o Introduce the topic by distinguishing between different types media and outline the main trends in the organisation and control of these media formats. o Link the discussion to globalisation and global media corporations. o Invite learners to consider the impact of such media ownership. In what ways can media influence audiences? o How do social media differ from mainstream media? o Bring these ideas together and watch the video on Media Ownership to stimulate discussion. o Prepare beforehand a worksheet with the key points you want the learners to gain from this video.
1.2	Debates about who controls the media	☐ Who owns the world's media? ☐ Present the work of Bagdikian on this area. Consider and discuss why the concentration of media ownership may be a concern to democracy. ☐ Ask learners to research the various media in their own country and find out who owns what. Emphasise the importance of considering globalisation and its impact on the content of the media, for example consumerism and Western culture. Where possible, encourage the learners to use social media to feedback their findings. Useful websites: https://revisionworld.com/a2-level-level-revision/sociology/mass-media0/ownership-and-control-media (notes on ownership and control of mass media) www.sociology.org.uk/notes/revgmm1.pdf (notes on Sociology of Mass Media) Useful video: www.youtube.com/watch?v=DvSTlxJsKzE (Media Ownership) ☐ Encourage learners to read ahead and further understanding through their own independent study. ☐ Make sure that you set time parameters and where possible, allocate sufficient one-to-one time to engage with learners and review their personalised leaning tool to ensure it is of the standard and usefulness required.
1.3	Differences between the traditional media and the new media	o Discuss examples on new forms of media and consider the significance of new media in changing the relationship between audiences and media. o Make comparisons to traditional media. o Present sociological perspectives on new media, including for example Lister et al. Useful website: www.tutor2u.net/sociology/reference/what-are-the-new-media (explanation of new media with examples) Extension activity: Learners to continue with their on-going learning tool. (I)

WEEK	TOPIC	TOPIC DETAILS
1.4	The debate about whether the traditional media has been undermined by the growth of the new media	☐ Introduce the topic and stimulate discussion by looking at the role of new media in shifting power of media content into the hands of the audience. ☐ Divide learners into small groups and them to investigate the following statement. Has the growth in new media loosened the influence of media conglomerate owners on audiences? Useful websites: https://theconversation.com/how-social-media-and-fake-news-are-batteringtraditional-media-in-kenya-82920 (article discussing how social media and fake news are battering traditional media in Kenya) www.theguardian.com/commentisfree/2018/jan/22/distrust-social-media-traditionaljournalism-fake-news (The Guardian article – distrust of social media is dragging traditional journalism down) https://impact8020.com/social-media-vs-traditional-media-whos-the-winner/ (article – social media vs traditional media – who's the winner?) www.nationmultimedia.com/detail/opinion/30326102 (article – gatekeepers are gone: what's the media's role now?)
2.1	Pluralist theories of the media Marxist and Neo-Marxist theories of the media	o Using newspaper front pages and headlines, illustrate examples of how the news could be used as a tool or instrument to promote a particular viewpoint. E.g. The Sun (owned by Rupert Murdoch) openly promoting its support to particular political parties in the UK. o Promote discussion on the power of the media to influence its audience. o Assess the Pluralist approach, examining its strengths and weaknesses. o Compare this approach to Marxist (manipulative / instrumentalist) and Neo-Marxist (dominant ideology / hegemonic) approaches of media. Make sure you emphasise the key differences between the pluralist and Marxist approaches. o Define and explain all key terms / concepts, e.g. hegemony. o Assess the strengths and weaknesses of the Marxist and Neo-Marxist approaches. Useful website: www.sociology.org.uk/notes/Media_ownership2.pdf (notes on approaches)
2.2	Factors that influence the selection and presentation of news	☐ Consider and discuss: Is the news a 'window to the world'? ☐ Go to www.bbc.co.uk/news and observe the main headlines. Now go to https://news.sky.com/uk and observe the latest news headlines here. Compare the two sets of news stories and whether they are covering the same material. Look at the angle the report takes and the language used. What might this suggest about how the news is selected? ☐ Discuss how news is socially constructed and what this means. Analyse how content is selected and presented by journalists and editors. Also consider the influence of owners and governments on media content.

WEEK	TOPIC	TOPIC DETAILS
2.3	The concepts of mass manipulation and hegemony as different ways of understanding the production of media content	o Recap previous content on factors influencing selection and presentation of news via an interactive quiz. Clarify anything learners do not understand

o To introduce the topic and stimulate discussion, watch the media clip illustrating Chomsky's five filters of mass media. o Provide learners with a worksheet to ensure they extract key information. www.youtube.com/watch?v=34LGPIXvU5M (Al Jazeera TV / Chomsky – five filters of mass media machine) o Focus on the media's role in mass manipulation of audiences and serving the interest of those on power. o How does it do this?

o Clarify anything the learners don't understand fully.

o Present the Marxist concept of Ideological State Apparatus (ISA), and encourage learners to apply this concept to the Chomsky video in considering how the media is an ISA.

o Recap and reinforce relevant Marxism from previous topics. Divide learners into small groups and set the task of researching and producing a teaching / learning tool that addresses : ☐ Miliband – how media control access to knowledge ☐ Manipulative / Instrumentalist approach – ownership in hands of few allows owners to control media content to serve RC interests ☐ Agenda setting ☐ Dominant ideology / hegemonic approach – Gramsci and hegemony o Provide learners with a guidance sheet to ensure they are focused appropriately as well as one-to-one support, encouraging them to use whatever appropriate methods are available to them to create the tool. o Ensure there is sufficient opportunity to present their teaching / learning tool to the whole class. |
| 2.4 | The postmodernist contribution to understanding the media | ☐ Assess the post-modernist perspective on the media. ☐ Focus on the construction of reality. ☐ Explain Baudrillard's view of media saturation.

Useful websites: https://getrevising.co.uk/diagrams/the-post-modernist-view-on-the-media (mind map on post-modernist approach to media) https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/newmedia-globalisation-and-popular-culture (post-modernist view of mass media notes) www.shortcutstv.com/blog/wp-content/uploads/2018/02/new-media.pdf (notes including criticisms)

Extension activity: Learners to continue with their on-going learning tool. |
| | | |
| 3.1 | Censorship as a factor influencing media content | o Recap the post-modernist perspective to understanding the media.

o To introduce the topic and stimulate discussion, watch the BBC video on censorship in China. o How is the Chinese government censoring and influencing media content? What is the impact of this on audiences?

o Divide learners into small groups and set them the task of researching another country. How does this country censor its media? How does this compare to China? o Encourage learners to apply sociological perspectives to this. For example, who would Marxists suggest benefit from media censorship and how?

o Allow sufficient time for research and whole class feedback. Collectively discuss points raised.

Useful website: www.thebalancecareers.com/how-media-censorship-affects-the-news-you-see2315162

Useful video: www.youtube.com/watch?v=QohBE1xPmOI (BBC News – Media censorship in China) |

WEEK	TOPIC	TOPIC DETAILS
3.2	How the media may influence the political process, including agenda setting, opinion polls, and news reporting	☐ Using examples of newspapers / media headlines relating to politics and elections illustrate and discuss how the media may impact the political process. ☐ Watch the video on Rupert Murdoch and political agendas. ☐ In advance of this activity, create a question sheet for the learners to use whilst watching the video that focuses on them picking out key points made. ☐ Relate earlier material of ownership and control to this topic. Encourage learners to apply sociological perspectives to this. Useful website: https://journalism.uoregon.edu/news/six-ways-media-influences-elections (School of Journalism and Communication – How the media influence elections) Useful videos: www.youtube.com/watch?v=7IuxYHLY3dw (Does Rupert Murdoch set political agendas?) www.youtube.com/watch?v=6F0g4N415uw (Crash Course: Media, Government and Politics) www.shortcutstv.com/blog/wp-content/uploads/2018/02/new-media.pdf (what is new media and who is using
3.3	How the new media is contributing to globalisation	o Examine the various forms of new media and outline the relationship between new media and globalisation. o Divide learners into groups and encourage them to examine the role of new in the globalisation process. How new media promotes the spread of a global popular culture. Provide a worksheet for guidance.
3.4	The new media as a challenge to existing power structures	☐ To introduce the topic and stimulate discussion, watch the BBC news report on Bollywood and the #MeToo movement. www.youtube.com/watch?v=8P2NCRN5jTE (BBC News – Is Bollywood ready for #MeToo?) ☐ Use other resources, e.g. news articles to explain and illustrate the #MeToo campaign. ☐ Discuss the relationship between the use of new media and the power of the #MeToo campaign, in challenging existing power structures and ideologies (for example patriarchal dominance). ☐ Do this in small groups to allow learners to share ideas before bringing together for whole class discussion. (I) ☐ Audience relationship in creation and broadcast of media: Present how new media is shifting control of content away from traditional producers, so audiences become the producers. Useful website: https://edition.cnn.com/2017/10/30/health/metoo-legacy/index.html (#MeToo – social campaign to social change) Extension activity: Encourage learners to investigate the existence of fake news, its relationship with new media and how this impacts upon and challenges existing power structures.

WEEK	TOPIC	TOPIC DETAILS
4.1	The debate about digital optimism versus digital pessimism	o Are you a new media optimist or pessimist? o Explain what these terms mean. o Place around the classroom flip cart sheets entitled "I am a pessimist because…" and separately "I am an optimist because…" Place as many as required to reflect learner numbers. o Examine the sociological material on the optimist vs pessimist debate. o Analyse and assess the significance of new media by examining the debate surrounding the Neo-philiac optimistic views of new media versus the Cultural Pessimist views. o Explain and illustrate key terms such as global village, media imperialism, cultural imperialism and digital divide. o Support arguments with sociological evidence including statistical data to illustrate digital divide. Useful website: https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/newmedia-globalisation-and-popular-culture (notes on the two perspectives) www.shortcutstv.com/blog/wp-content/uploads/2018/02/new-media.pdf (notes on the two perspectives) Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc.
4.2	How different groups are represented in the media	Explain the impact of new media on social identities and interpersonal relationships. ☐ Introduce the topic by watching the Stuart Hall video. ☐ Provide learners with a pre-prepared worksheet for them to extract useful and relevant ideas from the video. ☐ In small groups, allow learners to discuss with each other their findings, before bringing together for whole class discussion. ☐ Ask learners in small groups with researching examples to illustrate, from newspapers, magazines, etc. representations of class, gender, ethnicity and age. ☐ Encourage them to deconstruct these representations and analyse them through sociological perspectives such as post-modernism, feminism and Marxism. ☐ Present sociological perspectives on this area. Useful video: www.youtube.com/watch?v=FWP_N_FoW-I&feature=youtu.be (Stuart Hall – Race, gender and class in the media) www.youtube.com/watch?v=0Czk-O2Ok2E (Media representations of social class)

WEEK	TOPIC	TOPIC DETAILS
5.1	Ways that the media contributes to gender socialisation	o Recap the key points from Hall in previous material. o Use examples of adverts, imagery and television characters to demonstrate traditional gendered stereotypes in representations. o Explain the concepts of Hegemonic masculinity and femininity and encourage the learners to identify these in the examples used. What are the characteristics? o Now watch the Gillette advert in response to the #MeToo campaign www.youtube.com/watch?v=UYaY2Kb_PKI and discuss: What does the advert suggest about male socialisation? Consider the concept of toxic masculinity. How has the media contributed to this? How tis he advert attempting to tackle what are considered traditional make attributes? Is it an attack on 'masculinity' (and why is this important)? o Now watch www.youtube.com/watch?v=UmQ6GFl3kpI from E! News discussing the backlash the advert has received and discuss. Summarise the arguments of theoretical perspectives on this topic. Ensure key concepts such as toxic masculinity, patriarchy and cult of femininity for example, are addressed. o Divide learners into small groups and encourage them to research: Are media representations changing? o Provide them with a worksheet giving guidance on what they should be researching, including sociological evidence to support. Useful website: www.standard.co.uk/news/uk/esther-rantzen-hits-out-at-the-gillette-metoo-ad-saying-it-tarsall-men-with-same-brush-a4041186.html (How is the Gillette advert can be considered sexist to men) Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc.
5.2	Moral panics around class, gender, ethnicity and age	☐ Explain the concept of moral panic. ☐ Watch the video on Stan Cohen's Mods n' Rockers to explain and illustrate the concept. ☐ Refer back to previous discussion of Gillette #MeToo advert for moral panic surrounding gender (toxic masculinity) ☐ Consider: The power of the media / media owners to create perceptions of particular groups. ☐ Discuss and illustrate examples using various media, moral panics surrounding class and age. Support through sociological perspectives and evidence. ☐ In small groups, set learners the task of researching an example of a moral panic surrounding ethnicity (for example, asylum seekers / refugees). Provide a worksheet as guidance, ensuring that they focus on how news media use language, imagery, etc. to create the moral panic. ☐ Ensure that learners research sociological evidence to support. Useful videos: www.youtube.com/watch?v=r61ks18Bd7I (Stan Cohen Mods n' Rockers – explanation and illustration of how the media create moral panics) www.youtube.com/watch?v=-pzeYcDy7vE (Bluewater Hoodies – moral panic relevant to age and links to social class also) Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc.

WEEK	TOPIC	TOPIC DETAILS
5.3	The relationship between the media and popular culture Different models of media effects 10.2.1: Direct effects models of media influence, including the hypodermic syringe model	o Using various media to illustrate, explain what is meant by the term popular or mass culture. o Use advertisements of several consumer products that are available all over the world, and explain how they illustrate the idea of a global culture. o Present and discuss how advancement in multimedia technology and new media has contributed to the spread of a global culture. o Divide learners into small groups and encourage them to research and critique the argument of a global popular culture through the pluralist and Marxist perspectives. Useful websites: https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/newmedia-globalisation-and-popular-culture ☐ Consider: what is the impact or effect of media content on its audience? ☐ To introduce the topic and stimulate discussion, as a case study, examine the Columbine massacre (or an alternative event) and the connections made between computer game violence and the violent actions here. Case Study: Columbine Massacre www.youtube.com/watch?v=2yqe6sdAeZk (Columbine massacre) www.theguardian.com/uk/2000/apr/24/timradford (Computer games linked to violence) http://news.bbc.co.uk/1/hi/sci/tech/1295920.stm (Columbine massacre parents sue computer game makers) Note: there are numerous examples of cases where the Scream horror movies have been linked to violence. ☐ Assess the Direct Effect approach to mass media, with particular focus upon the hypodermic syringe model. Useful websites: https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/effectmedia-content-audiences-society (Explanation and evaluation of hypodermic syringe model) https://en.wikipedia.org/wiki/Hypodermic_needle_model (explanation of hypodermic syringe model) https://getrevising.co.uk/diagrams/mass_media_effect_models (mind map of media models) https://abcnews.go.com/Entertainment/films-shows-inspired-realcrimes/story?id=16836535 (real crimes inspired by film / entertainment) Useful video: www.youtube.com/watch?v=Qt5MjBlvGcY (examination of the hypodermic syringe model) Extension activity: Learners to research further examples to illustrate the direct effect of violence in media and people's behaviour.

WEEK	TOPIC	TOPIC DETAILS
6.1	Indirect effects models of media influence, including the uses and gratification model, the two-step flow model, the normative model and the cultural effects model: Debates about the strengths and limitations of the different models of media effect	o Q&A to recap and clarify the direct effects approach to mass media. o Use an example from a YouTube video of human behaviour to give context. o Apply the hypodermic syringe model to recap and then summarise the differences in approach of indirect effects models to explain the behaviour. o Whole discussion of what this implies about people's response to media stimuli. ☐ Assess the impact of these models (hypodermic syringe, two-step flow, cultural effects, selective filtering and uses and gratification) on influencing audience and their behaviour using examples of behavioural context to explain and illustrate, such as electoral voting. ☐ Learners to create mind maps to bring all the material on models together in a visual format. Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F
6.2	Arguments and evidence about the extent to which human behaviour is influenced by the media	o Using an example of violence in media or voting patterns for context, pull together what learners understand about media models (direct / indirect) in assessing the relationship between media content and audiences (human behaviour). o Learners should be encouraged to independently research supporting evidence that address all sides of the debate.(I) Provide a guidance sheet to ensure learners focus on relevant material. Useful websites: www.psychiatrictimes.com/child-adolescent-psychiatry/violence-media-what-effectsbehavior (Psychiatric Times article – Violence in the media: what effects on behaviour?) /www.ncbi.nlm.nih.gov/pmc/articles/PMC2704015/ (article – Impact of electronic media violence) Useful videos: www.youtube.com/watch?v=V8A0Ji5Cl9I (10 ways the manipulate our opinions every day) www.youtube.com/watch?v=ntx98oiCfPI (media violence leads to desensitisation)
6.3	Arguments and evidence about the extent to which violent media leads to violent behaviour	☐ Recap Direct Effects perspective. ☐ Introduce the topic area by watching the video on Bandura's BoBo doll experiment. www.youtube.com/watch?v=zerCK0lRjp8 ☐ Whole group discussion. What does Bandura suggest about the relationship between violent media content and human behaviour? ☐ Consider: How else could humans react to media violence? ☐ Explain and discuss range of possible different response (copycat, catharsis, de-sensitisation, etc.) ☐ Present methodological problems of researching media violence. Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc.

WEEK	TOPIC	TOPIC DETAILS
7.1	The impact of the media on crime, including deviance amplification and moral panics	o Discuss the relationship between the mass media and the social construction of crime and deviance. o What role does the media have? o Recap and further develop earlier material on Stan Cohen and moral panics (Mods n' Rockers), discussing the role of folk devils and the role of the media in creating deviancy amplification. o Provide and discuss further relevant sociological studies to illustrate (for example, Stuart Hall's study 'Policing the crisis and Jock Young's study on drug taking). o Give learners the task of examining news reports of violent crime. Consider common features in the way the violent crime is reported and discuss whether these reports might influence more people to behave in a violent way. Useful websites: https://sociologytwynham.com/2014/10/22/stuart-hall-policing-the-crisis/ (Stuart Hall's Policing the crisis and a discussion of the role of media) www.thoughtco.com/deviance-amplification-3026252 (Deviancy amplification and how the media perpetuates it) Extension activity: Learners should research for examples of media reporting in their own society, and identify a clear moral panic and its folk devil, and consider whether the media amplified the situation and if so, how?
7.2	Ways in which the media might have a positive impact on human behaviour	☐ In pairs, get learns to write down at least three ways the media can have can have a positive impact on behaviour. Feedback for class discussion, writing responses down on board / screen. ☐ Compare these responses to those in the video www.youtube.com/watch?v=Cr6uFAfHapo (brief look at some positive as well as negative impacts of media on teenagers). ☐ Recap the uses and gratifications model as a way of illustrating the positive impact of the media. Recap the catharsis role media content can have. ☐ Discuss: What role censorship of the media has in creating possible positive behaviour. Demonstrate how the media can sometimes act as 'moral crusaders'. Use examples from news stories to illustrate. Extension activity: Learners should investigate the positive impact social media has had on raising mental awareness concerns, particularly among younger people.

WEEK	TOPIC	TOPIC DETAILS
7.3	Ways in which people may be affected by media sensationalism and stereotyping	o Introduce the topic by watching the RT News video on sensationalism in the media. What tactics do news media use and why? o What role do stereotypes perform? www.youtube.com/watch?v=Hj5cjKXjT7g (RT News – Sensationalism in the media) o Discuss how audiences could possibly react to such news sensationalism. o Media sensationalism and stereotyping: terrorism. Watch the video on terrorist attacks on London. What sensationalist tactics and stereotypes were used by the media? How can audiences be affected? www.youtube.com/watch?v=z6w9i45amTw (Al Jazheera TV – London terror attacks) o Now consider and discuss: How does the media sensationalism and stereotyping affect those being focused upon? o Learners are to investigate the concept of labelling and the impact this has in producing a self-fulfilling prophecy. What are examples of the labels being applied within the reporting on terrorism in London? Useful websites: https://hecticteachersalevelsociologysite.wordpress.com/scly-4-crime-and-deviance-withtheory-and-methods/theories-of-crime-and-deviance/do-you-only-become-a-criminal-ordeviant-once-someone-calls-you-one-interactionist-theory/ (labelling theory and self-fulfilling prophecy explained) www.hertsmere.gov.uk/Documents/08-Parks--Leisure/Children--Young-People/Final-Report--Unbalanced-negative-media-portrayal-of-youth.pdf (Negative media portrayal of youth) Extension activity: Learners should complete their independent learning tool for the tutor to review
7.4	Ways of defining religion	☐ Introduce the topic and stimulate discussion by watching the video on 'What is religion'. Provide learners with a guidance worksheet to assist them in extracting useful points. www.youtube.com/watch?v=c5KHDR8jdbA (What is religion?) ☐ Divide learners into small groups and encourage them to share and discuss their views on what is religion, taken from the video. ☐ Feedback for whole class discussion, making note of key points on board / screen. ☐ Present sociological theories on what religion is: substantive, functional, social constructionist definitions, linking to appropriate sociological perspectives of Weber, functionalism and interpretivism. ☐ Help learners to bring these perspectives together in understanding the social roles that religion plays in society. ☐ Divide learners into pairs / threes and provide them with sentence cards that each contain a statement, to which the learners try to match the sentence to the correct theoretical approach. Extension activity: Learners should write a short piece of writing expressing how they feel about religion and what it means to them in their lives. Encourage them to try and connect their views to the sociological perspectives covered. Provide opportunity for those who wish to share, to do so.

WEEK	TOPIC	TOPIC DETAILS
8.1	Difficulties in measuring religious belief	o Recap and reinforce perspectives on 'what is religion?' by using a true or false small group quiz. Clarify anything learners do not understand. o Ask learners in pairs to write down a suggestion of how religious belief can be measured. Place suggestions in a box and collate them. Now collectively take these suggestions and attempt to measure religious belief. What difficulties arise? Discuss the results and what this means. o Stress the subjective, personal nature of religious beliefs. Useful website: https://revisesociology.com/2018/08/20/what-is-religiosity/ (What is religiosity?)
8.2	Social groups and religiosity, including class, gender, ethnicity and age	☐ Divide learners into groups and task them with researching the connections between religiosity and an allocated social group. Ensure enough groups to research each of the social groups identified in the syllabus. (I) ☐ Provide learners with a guidance worksheet to ensure they focus on relevant material. ☐ Allocate sufficient opportunity for the groups to present their independent work in a format that makes it a learning tool for the whole class. For example, upload to Moodle, record it, PowerPoint, etc. Useful websites: https://getrevising.co.uk/diagrams/religiosity_and_social_groups (Mind map notes) https://bigthink.com/culture-religion/why-are-women-more-religious (Big Think: Why are women more religious than men?)
8.3	Religion and other belief systems	o Recap and reinforce through a quiz the key points from the previous session. o Clarify anything learners are confused or unsure about. o To introduce the topic and stimulate discussion, watch the media clip of an interview with Daniel Jones, the founder of the Church of Jediism (star Wars) www.youtube.com/watch?v=oOdoFPsG-Ag o Discuss: Is Jediism a religion? Or, is it rather a belief system? o Divide the learners into small groups and encourage them to provide an argument supporting their claim. o Pull together in for whole class feedback. o Now explain the terms religion and belief system, using examples with accompanying images / video media, to illustrate. Does the change the responses of the learners? (I) o Examine the different religions and belief systems around the world. Useful websites: https://en.wikipedia.org/wiki/Portal:Contents/Religion_and_belief_systems (Wikipedia definitions of the terms religion and belief systems www.bbc.co.uk/religion/religions/ (BBC summary of religions) Useful video: www.youtube.com/watch?v=AvFl6UBZLv4 (Business Insider – animated map showing the growth of the 5 main religions)

WEEK	TOPIC	TOPIC DETAILS
8.4	Functionalist accounts of how religion contributes to social order and social solidarity	☐ In pairs, learners write down three ways religion supports traditional values and prevents social change. ☐ After five minutes, they pair up with another pair (paired pairs) and compare and discuss ideas. ☐ Feedback and whole class discussion. Make note of key points. ☐ Present perspectives on how religion acts as a conservative force through the functionalist theorists Durkheim, Malinowski and Parsons. ☐ Link to previous points made by learners and use examples from history to illustrate. Demonstrate through these examples how religion contributes to social order and social solidarity. ☐ Divide learners into small groups and encourage them to investigate how religion does not act as a force for social order and solidarity. Consider how religion can be disruptive and wholly divisive. They should use real life examples to illustrate and sociological perspectives to support. ☐ Offer guidance and allow sufficient opportunity to present back to whole group and discuss. Useful website: https://revisesociology.com/2018/11/20/is-religion-a-conservative-force/ (religion as / not as a, conservative force) Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc.
9.1	Marxist accounts of the relationship between religion, oppression and capitalism	o Recap and reinforce the debate of whether religion contributes to social order and social solidarity through Q&A. o Clarify anything learners are unsure about. o Introduce Marxism and religion by dividing learners into small groups to consider and discuss the following quote from Marx: "Religion is the sigh of the oppressed creature…" o What does Marx perhaps suggest about religion with this comment? o Encourage learners to pull on their wider knowledge and understanding of Marxism, ensuring to make connections to capitalism. o Whole class feedback and discussion. Make note of key points on the board / screen. o Present how religion acts as a dominant ideology reproducing 'false class consciousness'. Focus on Althusser (religion as an Ideological State Apparatus) and Gramsci and the concept of Hegemony, making links to religion as a form of social control. o In small groups and with a worksheet to support and guide, encourage learners to research and consider: (I) o How does religion help deal with the oppression of capitalism?(opium of the people) o How does religion contribute to social control (making links to the functionalist perspective)? o Allow sufficient opportunity for learners to present their findings to whole class. Useful websites: https://revisesociology.com/2018/07/10/marxist-perspective-religion/ (notes on Marxist view of religion) https://courses.lumenlearning.com/boundless-sociology/chapter/the-conflictperspective-on-religion/ (notes on Marxist view of religion) Useful video: www.precookedsociology.com/video/what-is-marxist-view-of-religion/ (precooked sociology – Marxist view on religion)

WEEK	TOPIC	TOPIC DETAILS
9.2	Debates about the strengths and limitations of functionalist and Marxist perspectives on religion	☐ Draw comparisons of the Marxist approach to the functionalist – what similarities do they share? ☐ What are their differences? Emphasise their structuralist approach ☐ Evaluate the functionalist and Marxist approaches – what are their strengths and their limitations? ☐ Compare and contrast these structuralist perspectives with the interpretivist approach (Berger). ☐ Task learners with pulling these perspectives together in a mind map to illustrate their keys points, differences and similarities.
9.3	Weber's theory of the role of religion in the rise of capitalism Alternative views about the relationship between religion and the rise of capitalism	Extension activity: Learners to continue with their on-going learning tool. ☐ Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. o To introduce the topic and stimulate discuss, learners watch the BBC media clip on Weber and Calvinism. o Extract key points and discuss www.youtube.com/watch?v=j-0sIHDzsU4 (BBC – Weber and Protestant work ethic) o Assess the relationship between religion and social change by examining the Weberian perspective of religion. Extension activity: Learners investigate contemporary examples that illustrate religion as a source of change. o Recap and reinforce key points of Weber's theory of the role of religion in the rise of capitalism. Clarify anything learners do not understand. o Present Neo-Marxist perspective on religion and its relationship to capitalism (as a force for social change), as a differing approach than traditional Marxism (as a conservative force); highlight similarities and differences. o Encourage learners to independently research: o Gramsci and 'counter-hegemony', and Ernst Bloch – religion as "a principle of hope". Ensure learners focus on applying these to the relationship between religion and capitalism. o Extension activity: Learners to continue with their on-going learning tool. o Allocate sufficient time to review progress and clarify any queries, uncertainties, etc.
9.4	Liberation theology as an example of religion acting as a vehicle for social change	☐ Examine Liberation theology as a force for social change. ☐ Emphasise how liberation theology can be a critique of traditional Marxist perspectives of religion as a conservative force. ☐ How did it help to bring about democracy in some countries? Useful websites: www.bbc.co.uk/religion/religions/christianity/beliefs/liberationtheology.shtml (BBC – Liberation theology) https://sossociology.wordpress.com/tag/liberation/ (Marxism and liberation theology) Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc.

WEEK	TOPIC	TOPIC DETAILS
10.1	The influence of religious movements on political debates and struggles, examined through case studies such as the Evangelical movement in US politics or the influence of the Ayatollahs in the Iranian revolution	☐ Recap and reinforce key points on Liberation Theology through small group based True or False quiz. Clarify anything learners don't understand. ☐ Case study: Christian Evangelicalism and its influence in US politics (or any other preference). ☐ Use various media sources to examine what the beliefs of Evangelical Christianity are and how this is influencing US politics. Consider what EC is opposed towards and the impact of this on society. Useful websites: www.scienceonreligion.org/index.php/news-research/research-updates/546-fiveways-religion-can-influence-political-beliefs (LaMothe and 5 ways religion can influence political beliefs) www.nytimes.com/2018/10/28/us/religion-politics-evangelicals.html (New York Times – How Evangelicals Reshaped Elections
10.2	The secularisation debate The secularisation thesis Evidence for a decline in religious belief	https://theconversation.com/how-christian-media-is-shaping-american-politics95910 (How Christian media is shaping American politics) Useful video: www.youtube.com/watch?v=5fVpuJq8j3o (Al Jazeera TV – Evangelical beliefs still influence US politics) Extension activity: Encourage learners to examine their own society (if not already done so within the case study) for examples of religious influence on politics. Provide opportunity to feedback and discuss findings. o To introduce the topic and stimulate discussion, watch the media clip from CBS on Americans and the decline of Christianity. www.cbsnews.com/news/study-number-of-americans-who-spurn-religionhits-record-high/ o Divide learners into threes and encourage them to discuss possible explanations for the decline in religiosity particularly among younger people. o Feedback for class discussion and make note of key points on board / screen. o Explain the term secularisation and examine the secularisation thesis, including the debates surrounding secularisation as a contested concept that is, what it is, how to measure it and whether it is actually occurring. Useful website: https://hecticteachersalevelsociologysite.wordpress.com/unit-3-beliefs-in-society/religionand-globalisation/secularisation/ (notes on secularisation) o In small groups learners should investigate the decline in religious belief through supporting evidence and sociological argument. o Examine explanations of why secularisation is occurring.

WEEK	TOPIC	TOPIC DETAILS
10.3	Discussions about whether rationalisation is leading to a decline in religious belief Debates about whether religion has lost its social significance	□ Recap and reinforce key points on the secularisation thesis. □ Ask learners to write down three pieces of knowledge they can recall, then pair up and compare points made. □ If any are the same, they have to come up with a new point together. Whole class feedback for discussion. Clarify anything the learners are unsure of. □ Present Weber's perspective of rationalisation as an explanation of secularisation. □ Present the concept of post-secularisation: what does this suggest about declining religiosity? □ Case study: Task learners with investigating the debate of whether religion is losing its social significance comparing one society with another, for example Western compared to non-Western. Divide the class into small groups whereby half will focus on Western and the other half non-Western. (Useful websites: www.spectator.co.uk/2017/09/religion-is-on-the-decline-yet-our-society-isunderpinned-by-faith/ (The Spectator – article on how Britain is still underpinned by faith) www.fairobserver.com/culture/does-religion-have-a-place-in-the-century-43495/ (article on how religion is not waning, but changing form) www.independent.co.uk/news/uk/home-news/british-people-atheist-no-religion-ukchristianity-islam-sikism-judaism-jewish-muslims-a7928896.html (The Independent – record number of British have no religion) Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc.
10.4	Gender, feminism and religion 12.2.1: Feminist perspectives on religion: Explanations for patriarchy and gender inequality in religion	o To introduce the topic and stimulate discussion, use various images and the video on women and religion in India, and encourage learners to begin thinking about the relationship between religion and women. o Learners should be encouraged to draw upon their wider sociological knowledge and understanding of feminism to begin thinking critically. o Allow learners to share ideas discuss in small groups, before feeding back for whole class discussion. Make note of key points on board / screen for reference. www.youtube.com/watch?v=6LhUcrNaSHE (Women and religion in India – documentary trailer on current day practices of religion in different parts of India). o Assess various feminist perspectives on religion. o What are their similarities and differences and what criticisms are made against them? o Divide learners into groups and encourage them to investigate how patriarchy is evident in various religions. o What are the sociological explanations for these? Consider: are all religions patriarchal? (I) Useful websites: https://revisesociology.com/2018/08/02/radical-feminist-perspective-religion/ (K.Thompson – Radical feminist perspective of feminism) https://revisesociology.com/2018/07/24/feminist-perspectives-on-religion-karenarmstrong/ (K. Thompson – feminist perspectives on religion: Armstrong) www.pewforum.org/2016/03/22/theories-explaining-gender-differences-in-religion/ (explaining gender differences in religion) Useful video: www.precookedsociology.com/video/what-is-the-feminist-perspective-on-religionpart-1-patriarchy-and-religious-feminism/ (precooked sociology – Patriarchy and religious feminism which includes notes also) Extension activity: encourage learners to make online flashcards on the topic of feminism and religion using Quizlet, a free interactive website that enables learners to access, revise and test themselves in class or on the go https://quizlet.com/

WEEK	TOPIC	TOPIC DETAILS
11.1	Moves towards gender equality in religious organisations and evidence that religious practices may benefit	☐ Recap and reinforce key points on feminism and religion through Q&A. Clarify anything learners are unsure of. ☐ To what extent have there been moves towards gender equality? Use various news media reports to demonstrate examples of how there has been some progress towards gender equality in religious organisations. ☐ Examine the position of women in Christian and Catholic organisations. ☐ Discuss: How does improved gender equality in some religious organisations benefit religious practice? ☐ In groups and making connections to the article in The New Times, learners should consider the wider social benefits of greater equality in religious institutions. Encourage learners to pull upon their wider sociological knowledge and understanding. Useful website: www.newtimes.co.rw/section/read/229586 (The New Times – Gender equality should begin with religious organisations) Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc.
11.2	Religion and post modernity: Discussions about whether there has been a growth in privatised religion	o To introduce the topic and stimulate discussion, watch the media clip of Professor Linda Woodhead discussing the Kendal Project: www.youtube.com/watch?v=gz7gXeNFzUE (ShortCutsTV – Woodhead and the Kendal Project) o Examine what the case study of Kendal suggests about religion and spirituality. Useful website: www.lancaster.ac.uk/fss/projects/ieppp/kendal/ (the Kendal Project) o Present the post-modernist perspective towards religiosity. o Emphasise how it differs from other perspectives examined. o Divide learners into small groups and task them with researching further examples of evidence that support the claims made in the Kendal Project, that religion is becoming more personal and privatised. Extension activity: encourage learners to make connections to wider sociological theories of functionalism, Marxism and feminism, and consider the social consequences of religion becoming more privatised. Provide opportunity to feedback and discuss.

WEEK	TOPIC	TOPIC DETAILS
11.3	The concept of spiritual shopping and its contribution to understanding religiosity today: Debates about whether resacrilisation is a feature of post modernity	☐ Using examples explain and illustrate the concept of spiritual shopping. ☐ Divide learners into groups and set them the task of investigating and compiling a list of new or less traditional forms of spirituality. ☐ Consider for discussion: why are people less reluctant to turn to these forms of spirituality rather than more traditional forms? (I) ☐ Present the perspective of Hervieu-Léger, focusing on the notion of pilgrims and converts. Encourage learners to make links with findings from the Kendal Project in examining it contribution to understanding religiosity today. Useful websites: https://timesofindia.indiatimes.com/Spiritual-shopping/articleshow/6139132.cms (article on spiritual shopping) www.tutor2u.net/sociology/reference/sociology-postmodernism-and-religion (postmodernism and religion notes) Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. o Recap previous topic material on spiritual shopping through getting learners in pairs/threes to identify three points of knowledge they can remember. o Learners feedback for discussion and reinforcement.(F) o Assess the view that resacrilisation is a feature of modern society. o Recap the idea of post-secularisation and explain and link the concept of resacrilisation. Link resacrilisation with previous material on Kendal Project and spiritual sh:opping.

WEEK	TOPIC	TOPIC DETAILS
11.4	The significance of new religious movements NRMs) and New Age ideas for understanding the meaning and significance of religion today:Different explanations for the growth in fundamentalist religions, including cultural defence, cultural transition, disengagement, marginality, and religious revival	o Re-examine evidence to refute the claim of resacrilisation, supporting the view that secularisation is taking place in modern society. Set learners the activity of pulling these competing arguments and evidence together in a mind map. Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. ☐ To introduce the topic and stimulate discussion, watch this media clip relating to the Church of Scientology www.youtube.com/watch?v=0Lkhc9YyZ2c (Wacky scientology testimonials) and discuss what belonging to it appears to mean for its members here. Why join? ☐ Follow up by watching this media clip by ex-scientologist and actress Leah Remini www.youtube.com/watch?v=5BrvGQyhd6w and discuss the same points above. What are the overall thoughts of the learners of this form of new religious movement? ☐ Begin by defining the different forms of NRMs (World Rejecting, World Accommodating and World Affirming) and examine their features / characteristics. How are they different from more traditional religions? ☐ Illustrate and discuss examples of New Religious Movements for example, Heaven's Gate, The People's Temple and The Branch Davidians. ☐ Case study: Learners in small groups to independently research Eileen Barker's The Moonies as a case study. ☐ Provide learners with a guidance sheet to assist them in focussing on relevant material. ☐ Ensure opportunity to feed back and discuss findings. (I) ☐ Present the idea of New Age Religion and discuss their main features ☐ (Bruce). Give example of new age religions. ☐ Discuss the perspective of Sutcliffe in assessing if there a new age movement. Useful websites: https://en.wikipedia.org/wiki/New_religious_movement (NRMs explained) https://revisesociology.com/2018/09/20/world-accommodating-new-religious-movements/ (notes on world accommodating NRMs) www.theguardian.com/commentisfree/2012/sep/04/moonies-brainwash-dispel-myth (news article – Did the Moonies really brainwash millions?) Useful videos: www.youtube.com/watch?v=u6DFzDNA7Qw (Eileen Barker on NRMs) www.youtube.com/watch?v=ysCYQW_7FMU (Detailed interview with Eileen Barker on NRMs) o Recap and reinforce material on NRMs through a fact or fiction quiz. Clarify anything the learners are unsure about. o Explain what is meant by the term fundamentalist religion, and give examples to illustrate. Use news articles to examine their behaviour and illustrate how society perceives them. Use statistical data / evidence to show the growth in fundamentalist religions. o In small groups learners are to research the explanations for their growth. Address key points stated in syllabus. o Provide a guidance sheet to support learners to ensure they focus on relevant material. Provide opportunity to feedback and discuss findings. o Clarify anything the learners do not understand. Useful website: https://revisesociology.com/2018/11/22/what-is-religious-fundamentalism/ (notes – what is religious fundamentalism?