

Scheme of Work

Cambridge IGCSE™  
Sociology 0495

Cambridge O Level  
Sociology 2251

For examination from 2025



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## Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study **(I)** and formative assessment **(F)** are included.

Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

### Guided learning hours

Guided learning hours give an indication of the amount of contact time you need to have with your learners to deliver a course. Our syllabuses are designed around 130 hours for Cambridge IGCSE / O Level courses. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours we recommend you spend on each topic area.

Topic	Suggested teaching time (hours)	Suggested teaching order
1. Research methods	It is recommended that this should take about 30 hours.	1
2. Identity: self and society	It is recommended that this should take about 20 hours.	2
3. Social stratification and inequality	It is recommended that this should take about 20 hours.	3
4. Family	It is recommended that this should take about 20 hours.	4
5. Education	It is recommended that this should take about 20 hours.	5
6. Crime, deviance and social control	It is recommended that this should take about 20 hours.	6

## Resources

You can find the endorsed resources on the Published resources tab of the syllabus page on our [public website](#)

Endorsed textbooks have been written to be closely aligned to the syllabus they support and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

[Tools to support remote teaching and learning](#)– to find out about and explore the various online tools available for teachers and learners.

## School Support Hub

The [School Support Hub](#) is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other teaching and learning resources. We also offer online and face-to-face training; details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format. If you are unable to use Microsoft Word you can download Open Office free of charge from [www.openoffice.org](http://www.openoffice.org)

## Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

This scheme of work provides some ideas and suggestions of how to cover the content of the syllabus. The following features to help guide you through your course.

**Learning objectives** help your learners by making clear the knowledge they are trying to build. Pass these on to your learners by expressing them as ‘We are learning to / about...’.

**Suggested teaching activities** give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Syllabus ref.	Learning objectives	Suggested teaching activities
5.3.6 Strengths and limitations of the different explanations for differences in educational achievement	To understand the strengths and limitations of the different explanations in educational achievement based on social class, ethnicity, gender and global differences.	<p>Divide learners into four groups. Each group takes one area of educational inequality: social class, ethnicity, gender and global differences. The learners in each group write down all the factors they can think of that explain educational inequality in their area, and the strengths and limitations of these factors. They then present their lists to the rest of the class which adds additional factors/ideas.</p> <p><b>Extension activity:</b> Learners produce a piece of extended writing to explain the ways in which social class, ethnicity and gender interact as influences on educational achievement. <b>(I)</b></p> <p>End the unit with a series of <b>formative assessment</b> opportunities. Consider a knowledge-based test followed by questions on to exam-style questions – model these and show examples, clarify command words and then ask learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding. <b>(I) (F)</b></p>

**Extension activities** provide your more able learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

**Independent study (I)** gives your learners the opportunity to develop their own ideas and understanding without direct input from you.

Past and specimen papers

**Past papers, specimen papers** and **mark schemes** are available for you to download from the [School Support Hub](#). Using these resources with your learners allows you to check their progress and give them confidence and understanding.

**Formative assessment (F)** is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

## 1. Research methods

Syllabus ref.	Learning objectives	Suggested teaching activities
<p><b>1.1. How do sociologists approach the study of society?</b></p> <p>1.1.1. The positivist approach</p>	<p>The importance of understanding the positivist approach to sociological research with reference to the macro view, social facts, quantitative data, causation and correlation, patterns and trends, objectivity and reliability.</p>	<p>Start with a general introduction to sociological research methods and investigations. Make it clear that there are different kinds of sociologists and that they will tackle sociological research differently depending on their perspective. Teacher-led presentation on what is meant by the positivist approach to sociological investigations. Emphasize their focus on large scale (macro) social structures and institutions, rather than on individuals. This should be linked to the different aims and beliefs and the desire to collect quantitative data.</p> <p>Learners should be introduced to the scientific method as well as to new concepts and ideas such as social facts, bias, causation and correlation, patterns and trends, objectivity and reliability. These should be linked to the positivist approach and illustrated with appropriate examples.</p> <p>Brief text, useful as an introduction to sociology <a href="http://www.tutor2u.net/sociology/what-is-sociology.html">www.tutor2u.net/sociology/what-is-sociology.html</a></p> <p>Video on introducing Sociology as a subject <a href="https://youtu.be/TFdUtCAXAUM">https://youtu.be/TFdUtCAXAUM</a></p> <p>Video introduction to macro approaches <a href="https://youtu.be/DvK2ir5IRaw">https://youtu.be/DvK2ir5IRaw</a></p> <p>Useful video presentation for an introduction to positivism <a href="https://youtu.be/9yCpTe9e-MI">https://youtu.be/9yCpTe9e-MI</a></p>
<p>1.1.2. The interpretivist approach</p>	<p>The importance of understanding the interpretivist approach to sociological research with reference to the micro view, meanings and motivations of individuals, qualitative and in-depth data subjectivity, validity and verstehen.</p> <p>The distinction between positivist and interpretivist</p>	<p>Show video on the micro approach to sociological investigations <a href="https://youtu.be/SddLEdaJj8w">https://youtu.be/SddLEdaJj8w</a>. Ask learners to identify the differences between micro and macro approaches to sociological research. Using a textbook or handout, introduce learners to the interpretivist approach and link to the micro approach. This should be linked to the different aims and beliefs and the desire to collect qualitative data.</p> <p>Learners should be introduced to new concepts such as subjectivity, validity, verstehen.</p> <p>Illustrate the different approaches via the specific research topic of 'ageism in the workforce' and demonstrate how the two approaches would investigate this in very different ways.</p> <p>Follow this by giving learners two further research topics to work on individually – they need to decide how both a positivist and an interpretivist would tackle the issue and the different aims that they would have for their research (I) Then discuss as a class.</p> <p>Provide learners with 'fill the gaps' exercise (choose from a word bank), mix and match exercise or a short quiz (for example, with true or false questions), to check knowledge and understanding.</p> <p>Useful video presentation for an introduction to Interpretivism and comparison/contrast with positivism <a href="https://youtu.be/FybkUMplAI">https://youtu.be/FybkUMplAI</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	approaches to research methods.	Detailed text on Positivism and Interpretivism <a href="http://www.studysmarter.co.uk/explanations/social-studies/research-methods-in-sociology/positivism-and-interpretivism/">www.studysmarter.co.uk/explanations/social-studies/research-methods-in-sociology/positivism-and-interpretivism/</a>
1.1.3. Approaches that combine different research methods and evidence	To learn about triangulation and longitudinal studies as approaches that combine different research methods and evidence, as well as to identify and analyse their strengths and weaknesses.	<p>Key terms and areas to be covered this lesson should be clearly displayed when the learners enter the classroom.</p> <p>Teacher-led presentation/introduction using a PowerPoint presentation and/or textbook(s) to introduce/explain triangulation and longitudinal studies. Provide learners with examples in research findings, topical articles. Provoke learners to brainstorm possible strengths and limitations of triangulation. <b>(I)</b></p> <p>Learners read the case study, <i>The Up Series – a television longitudinal study which went global</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Show video <a href="https://youtu.be/VVQ96wfbf_0">https://youtu.be/VVQ96wfbf_0</a> to help learners answer the questions that follow. Discuss as a class the strengths and limitations of longitudinal studies, using the case study as an example, to reinforce understanding. <b>(I)</b></p> <p><b>Extension activity:</b> learners do their own research on a longitudinal study and write a summary including its strengths and limitations.</p> <p>Learners can search the website of the Centre for Longitudinal Studies <a href="https://cls.ucl.ac.uk/">https://cls.ucl.ac.uk/</a> for additional examples of longitudinal studies. <b>(I)</b></p>
1.1.4. The analysis and evaluation of research choices	The importance of analysing and evaluating research with reference to issues of validity, reliability, representativeness, generalisability, research/ researcher bias, interviewer effect and the Hawthorne/Observer effect.	<p>Ensure the key words/terms are on the board for the learners to see when they enter the classroom.</p> <p>Teacher-led presentation on the key evaluative terms and concepts that learners will need to be familiar with. Learners should produce clear glossaries of these terms for later revision.</p> <p>Check understanding via a series of short activities such as odd one out, true or false, Articulate (<a href="http://en.wikipedia.org/wiki/Articulate!">http://en.wikipedia.org/wiki/Articulate!</a>), mix and match or a crossword. <a href="http://www.puzzle-maker.com/CW/">www.puzzle-maker.com/CW/</a>  <a href="http://www.discoveryeducation.com/puzzlemaker/">www.discoveryeducation.com/puzzlemaker/</a>  <a href="http://www.crosswordpuzzlegames.com/create.html">www.crosswordpuzzlegames.com/create.html</a></p> <p>Provide learners with a selection of research scenarios suitable for evaluation using the terms and concepts introduced. Work on the first one together as a class so learners can see how the terms can be used and applied. The second could be done in pairs and discussed as a class. Set a third scenario for individual completion as homework.</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Divide the class into pairs or two groups. One person/group chooses the positivist approach, and the other person/group chooses the interpretivist approach. Each then explains the main points to their partner/other group, using the key terms and concepts appropriate to their approach. Once completed, learners check their textbook or notes to make sure their presentations were correct <b>(I)</b>.</p> <p><b>Extension activity:</b> Learners produce a visual and colourful mind map to illustrate the main points in a more user-friendly style.</p> <p>How to make a mind map. Word articles and images are also widely available.  <a href="http://www.youtube.com/watch?v=wLWV0XN7K1g">www.youtube.com/watch?v=wLWV0XN7K1g</a></p> <p>Brief explanations, helpful for learning/revising key concepts of validity and reliability  <a href="http://www.tutor2u.net/sociology/topics/validity">www.tutor2u.net/sociology/topics/validity</a> <a href="http://www.tutor2u.net/sociology/topics/reliability">www.tutor2u.net/sociology/topics/reliability</a></p> <p>Short videos that can be used as an introduction to /explanation of Hawthorne studies/effect  <a href="https://youtu.be/W7RHjwmVGhs">https://youtu.be/W7RHjwmVGhs</a>  <a href="https://youtu.be/fei2WVqEykmachment.php?attachmentid=158281&amp;d=1340049378">https://youtu.be/fei2WVqEykmachment.php?attachmentid=158281&amp;d=1340049378</a></p> <p>Handout on Research methods (use pages/parts which are applicable) <a href="https://thepolesworthschool.com/wp-content/uploads/2020/05/Optional-Task-1-Research-Methods-Booklet.pdf">https://thepolesworthschool.com/wp-content/uploads/2020/05/Optional-Task-1-Research-Methods-Booklet.pdf</a></p>
<p><b>1.2. What types of data and evidence do sociologists use?</b></p> <p>1.2.1. Sources of data</p>	<p>To understand the differences between primary and secondary sources of data and qualitative and quantitative data; the strengths and limitations of each type of data.</p>	<p>Start the lesson with a recap activity such as a crossword, word search, mix and match, true or false, 'fill in the gaps', quiz, etc.</p> <p>Provide learners with necessary resources, e.g. internet access, textbooks, resource sheets and ask them to find examples of sociological research and studies that demonstrate use of all the key terms such as quantitative data. They could record their findings in a table format <b>(I)</b>.</p> <p>Divide class into teams and give each team a focus, e.g. strengths of quantitative data, limitations of secondary data, etc. Each group to prepare a speech to try convince the rest of the class that they are right. Listen to all speeches and encourage the rest of the class to ask questions and to argue for the opposite point of view. End with a vote.</p> <p>Give learners a task to check individual understanding of key strengths and limitations of different types of data. <b>(I)</b></p> <p>Useful video presentation for an introduction and overview of primary and secondary data</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="https://youtu.be/VKR1EgfcKdQ">https://youtu.be/VKR1EgfcKdQ</a></p> <p>Useful text explaining the Pros and cons of secondary data analysis <a href="http://www.thoughtco.com/secondary-data-analysis-3026536">www.thoughtco.com/secondary-data-analysis-3026536</a></p> <p>Useful handout on Research methods (use pages/parts which are applicable)  <a href="https://thepolesworthschool.com/wp-content/uploads/2020/05/Optional-Task-1-Research-Methods-Booklet.pdf">https://thepolesworthschool.com/wp-content/uploads/2020/05/Optional-Task-1-Research-Methods-Booklet.pdf</a></p>
1.2.2. Secondary evidence	To learn about the different examples of secondary evidence, including official statistics, historical and personal documents, digital sources and media content; the strengths and limitations of each type of evidence.	<p>Provide learners with a pack of secondary quantitative data/evidence to either be used on a carousel activity or individually by learners. Set specific analysis and interpretation tasks that learners should 'solve' using the evidence and data provided. Once learners have had a chance to analyse the materials, set evaluation questions for discussion to consider the uses, strengths and limitations of secondary data evidence. <b>(I)</b></p> <p>Teacher-led presentation via a PowerPoint presentation, handout or textbook to introduce the different kinds of secondary data/evidence available to researchers. Try and use learner experiences and knowledge here, also social network sites, blogs, chat rooms, etc (especially for digital sources). Link different types of secondary evidence with particular uses and suitability for research into specific topics – learners should make suggestions. Discuss strengths and limitations of each type of evidence.</p> <p>Hand out secondary qualitative evidence as resources – as with the quantitative evidence, this can be done individually or as a carousel activity. Again, learners need to analyse and interpret the evidence in terms of what information it shows and also any evaluation issues such as bias, distortion, selection, exaggeration, etc. Provide questions for learners to use if needed – these could also be differentiated to account for varying abilities. <b>(I)</b></p> <p>The Office for National Statistics <a href="http://www.ons.gov.uk/">www.ons.gov.uk/</a> contains access to a range of UK official statistics.</p> <p>More globally-based statistics can be accessed at <a href="http://www.geohive.com/">www.geohive.com/</a>  <a href="http://www.infoplease.com/ipa/A0004372.html">www.infoplease.com/ipa/A0004372.html</a> and <a href="http://www.nationmaster.com/">www.nationmaster.com/</a>  Brief overview of historical documents <a href="http://www.tutor2u.net/sociology/topics/historical-documents">www.tutor2u.net/sociology/topics/historical-documents</a>  Useful article on content analysis <a href="http://www.thoughtco.com/content-analysis-sociology-3026155">www.thoughtco.com/content-analysis-sociology-3026155</a></p>
1.2.3. Analysis, interpretation and evaluation of data from qualitative	To interpret and evaluate different data from qualitative and quantitative	Divide the class into groups. Each group gets a qualitative source, e.g. a historical source, diary/journal entry, letter, media content, etc. Learners write down answers for questions through which they will learn how to interpret and evaluate the sources, e.g. Who produced the source? Why was the source produced? Does the source seem to be biased/reliable/valid/representative, etc? Each group then presents their findings to the

Syllabus ref.	Learning objectives	Suggested teaching activities
and quantitative sources	sources.	<p>class. The whole class to hold a discussion on factors that are important when interpreting and evaluating qualitative sources.</p> <p>Provide learners with examples from various quantitative sources by pre-preparing handouts with different diagrams, charts, tables and graphs followed by a set of questions which learners answer individually. Discuss factors that are important when interpreting and evaluating quantitative sources. <b>(I)</b></p> <p><b>Extension activity:</b> research additional secondary qualitative and quantitative sources and make a list of the main differences between qualitative and quantitative sources, referring to their validity, reliability and representativeness.</p>
<p><b>1.3. How do sociologists investigate society?</b></p> <p>1.3.1. The stages in research design</p>	<p>To understand the stages in research design with reference to research aims, selection of topic, hypothesis, identifying the target population, choosing a method, operationalisation, pilot studies, and implementing the research method.</p>	<p>Pre-prepare group packs in which there need to be, on separate pieces of paper, all the different stages in a research investigation. Make sure these are shuffled so they are not in the correct order. Give each small group one pack. Include key concepts/terms such as hypothesis, target population, methods, operationalisation and pilot studies. Learners work collaboratively to figure out the most logical order for each of these research stages to take place. Encourage them to discuss and debate within their groups.</p> <p>Teacher circulates classroom and asks probing questions, encouraging learners to re-consider their choices. The activity should be learner focused and help them to develop independent learning skills and critical thinking.</p> <p>After an agreed amount of time, stop the activity. Each group to display their research strategy order onto the wall/board. As a class, discuss similarities and differences and agree on the correct sequence. Use targeted teacher questioning here.</p> <p>Once completed, learners to produce their own flow chart of the research strategy as a visual, colourful resource.</p> <p>Handout on Research methods (use pages/parts which are applicable)  <a href="https://thepolesworthschool.com/wp-content/uploads/2020/05/Optional-Task-1-Research-Methods-Booklet.pdf">https://thepolesworthschool.com/wp-content/uploads/2020/05/Optional-Task-1-Research-Methods-Booklet.pdf</a></p> <p>Detailed text on Research methods in Sociology <a href="http://www.studysmarter.co.uk/explanations/social-studies/research-methods-in-sociology/">www.studysmarter.co.uk/explanations/social-studies/research-methods-in-sociology/</a></p>
1.3.2. Sampling	To understand the importance of sampling as a main	Teacher introduction with the idea of what we mean by a 'sample'. Lead into discussion of how researchers choose who to conduct their research on, and try to integrate references to sample size and composition.

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>step in devising and implementing a research strategy, with reference to sampling frames, different sampling techniques and the strengths and limitations of each technique.</p>	<p>Introduce the various samples learners need to know about (see syllabus) focusing on what the sample type is and its strengths and limitations. A short video can be shown, such as <a href="https://youtu.be/d0aS-KIZb2Q">https://youtu.be/d0aS-KIZb2Q</a>. Try to get the learners involved in drawing names from a hat for the random sample, using a class register and selecting every nth name. Personalise all these activities to the learners, e.g. use their names for the random sample.</p> <p>Consolidate via learners producing a poster to show the different types of samples available to sociologists and the evaluation issues associated with them. <b>(I)</b></p> <p>Useful text for revision, including sampling <a href="http://www.tutor2u.net/sociology/blog/revision-methods-basics-and-sampling">www.tutor2u.net/sociology/blog/revision-methods-basics-and-sampling</a></p> <p>Useful definitions of different types of sampling <a href="https://myeducite.com/index.php/cie-igcse/sociology-0495/sociology-notes/theory-methods/">https://myeducite.com/index.php/cie-igcse/sociology-0495/sociology-notes/theory-methods/</a></p> <p>A detailed and advanced text on the different types of sampling designs in Sociology <a href="http://www.thoughtco.com/sampling-designs-used-in-sociology-3026562">www.thoughtco.com/sampling-designs-used-in-sociology-3026562</a></p>
<p>1.3.3. Quantitative and qualitative primary research methods</p>	<p>To understand the main quantitative and qualitative primary research methods used in sociological investigation: questionnaires, interviews, observations. Coverage should include the strengths and limitations of each method, assessment of their usefulness in sociological research and awareness of the types of evidence produced.</p>	<p><b>Questionnaires</b></p> <p>Teacher-led introduction to survey techniques including questionnaires and structured interviews. Emphasise that they are usually carried out on a large scale (including many respondents), they generate quantitative data and that they are favoured by positivists.</p> <p>Start with 10 true or false statements about questionnaires for learners to complete individually and to then discuss as a class, e.g. questionnaires are asked face to face; questionnaires should be as long as possible. <b>(I)</b></p> <p>Show YouTube video ‘How to do questionnaires in completely the wrong way’ <a href="http://www.youtube.com/watch?v=oWPTg_VWffg">www.youtube.com/watch?v=oWPTg_VWffg</a> and learners identify what is wrong and why. Use this as a means of discussing the different kinds of questions that can be asked and their good and bad points, e.g. open/closed questions, multiple-choice questions, two-way answers, leading questions, etc.</p> <p>Show learners a couple of examples of questionnaires – these can be real ones, excerpts from textbooks or made up by the teacher. These can be sociological or more general in nature. Hold a discussion about what questionnaires can be used for and their strengths and limitations.</p> <p>Check and consolidate learning via a handout, textbook or PowerPoint presentation.</p> <p>Learners create their own questionnaire to investigate a particular topic – give them a choice from three. Go</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>through how to create a good questionnaire with the learners before they make their own. Learners could then link into the issues of online questionnaires, such as non-reply, etc.</p> <p>SurveyMonkey: <a href="http://www.surveymonkey.com/">www.surveymonkey.com/</a>  Useful article on social surveys <a href="http://www.thoughtco.com/sociology-survey-questions-3026559">www.thoughtco.com/sociology-survey-questions-3026559</a></p> <p><b>Extension activity:</b> Learners should get their questionnaires filled in by 5-10 people and analyse and present their findings to the class. Learners could be asked to evaluate what worked well and what could be improved in the questionnaire. <b>(I)</b></p> <p><b>Interviews</b>  On entering the classroom, move learners around so they are sitting with people they don't know well. Give the instruction that they have five minutes to find out as much as they can about the person they are sat next to ready to feed back to the rest of the class. Observe what they do, such as what they ask about, how they probe, the type of questions used, what is successful and what isn't, body language, how/if they make notes, etc.</p> <p>Feedback and discuss as an introduction to 'interviews' as a research method in sociology.</p> <p>Teacher-led presentation on the different types of interviews available, their uses, strengths and limitations. A YouTube resource could be given, a handout or textbooks or a PowerPoint presentation could be used.</p> <p>Show learners a section of a transcription of an interview and set them a series of questions – to identify, for example, the type of interview, the types of questions, the quality of the answers given, evaluation issues, etc.</p> <p>Learners write 5–10 interview questions on a specific topic and interview an appropriate person. They should then report on the success or otherwise of the interview, giving sociological reasons for this. <b>(I)</b></p> <p>Useful article on how to conduct a sociology research interview <a href="http://www.thoughtco.com/in-depth-interview-3026535">www.thoughtco.com/in-depth-interview-3026535</a></p> <p><b>Participant and non-participant observation</b>  Discuss the different possible ways of completing a successful sociological observation, introducing key terms such as participant, non-participant, covert and overt. Have your learners been observed themselves? In what kind of context? What other kinds of observations do they know about? Consider the strengths and limitations of all variants.</p> <p>Show learners interesting examples of how observations have been used in sociology – these could be in</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>print form via the internet or textbooks, or through appropriate video clips. Learners read the case study, <i>Participant observation: Gang Leader for a Day</i> by Sudhir Venkatesh in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Show video <a href="https://youtu.be/yRq1AhFAN-4">https://youtu.be/yRq1AhFAN-4</a> to help learners answer the questions that follow. Discuss as a class the strengths and limitations of participant observation, using the case study as an example, to reinforce understanding. <b>(I)</b></p> <p><b>Extension activity:</b> If possible, learners produce an observation grid in order to spend time in another teacher's classroom to carry out an overt non-participant observation on a topic such as 'are boys better behaved than girls?' (or other). They could also complete a covert participant observation at home if appropriate, perhaps focusing on a topic such as the domestic division of labour within the household. <b>(I)</b></p> <p>Useful text on participant observation research and its strengths and weaknesses  <a href="http://www.thoughtco.com/participant-observation-research-3026557">www.thoughtco.com/participant-observation-research-3026557</a>  <a href="http://www.youtube.com">www.youtube.com</a> – e.g. Ross Kemp on gangs – many available online, choose what is most appropriate and interesting for your learners.  <a href="http://www.glasgowmediagroup.org">www.glasgowmediagroup.org</a>  <i>Investigating Mass Media</i> (Sociology in Action) by Trowler, P, Collins, 1997 – contains examples of content analyses if needed.  Different types of questionnaires, interviews and observation <a href="https://myeducite.com/index.php/cie-igcse/sociology-0495/sociology-notes/theory-methods/">https://myeducite.com/index.php/cie-igcse/sociology-0495/sociology-notes/theory-methods/</a>  Classroom posters for different types of research methods (free registration)  <a href="http://www.tutor2u.net/sociology/reference/sociology-research-methods-classroom-posters-student-handout">www.tutor2u.net/sociology/reference/sociology-research-methods-classroom-posters-student-handout</a>  Handout on Research methods (use pages/parts which are applicable)  <a href="https://thepolesworthschool.com/wp-content/uploads/2020/05/Optional-Task-1-Research-Methods-Booklet.pdf">https://thepolesworthschool.com/wp-content/uploads/2020/05/Optional-Task-1-Research-Methods-Booklet.pdf</a>  Article examining the power of data <a href="http://www.newyorker.com/magazine/2021/03/29/what-data-cant-do?fbclid=IwAR28dmv7CERNdOLRLsS9cP17EWEx-n8Yff6T8zLJ_vJ84ic29cycnIG5NcM">www.newyorker.com/magazine/2021/03/29/what-data-cant-do?fbclid=IwAR28dmv7CERNdOLRLsS9cP17EWEx-n8Yff6T8zLJ_vJ84ic29cycnIG5NcM</a>  Findings from a survey experiment <a href="http://www.tutor2u.net/sociology/reference/a-new-model-of-social-class-findings-from-the-bbcs-great-british-class-survey-experiment">www.tutor2u.net/sociology/reference/a-new-model-of-social-class-findings-from-the-bbcs-great-british-class-survey-experiment</a></p>
1.3.4. Types of question	To identify different types of question and understand their strengths and weaknesses.	Learners will have been introduced to some, if not all, types of questions when covering questionnaires and structured interviews. Print out a questionnaire and ask the learners to identify the different types of questions: open, closed, multiple choice, scaled. Discuss the strengths and limitations of each type of question and when they are appropriate to use.

Syllabus ref.	Learning objectives	Suggested teaching activities
1.3.5. The theoretical and practical issues affecting research	To understand the theoretical and practical issues affecting research with reference to researcher perspective, access to sample, response rate, funding/cost and time.	<p>Teacher-led introduction on the theoretical and practical issues affecting research. Provide learners with examples, e.g. access to sample, response rate, funding/cost and time. Link this to researcher perspective (positivist/interpretivist).</p> <p>Provide learners with scenarios/examples of sociological research and set them the challenge of identifying, describing and explaining the possible theoretical and practical issues involved in the given scenarios. Discuss as a class. <b>(I)</b></p> <p>Short text on the choice of research topic <a href="http://www.tutor2u.net/sociology/reference/research-design-choice-of-research-topic">www.tutor2u.net/sociology/reference/research-design-choice-of-research-topic</a></p> <p>Useful text on research methods in sociology <a href="http://www.studysmarter.co.uk/explanations/social-studies/research-methods-in-sociology/">www.studysmarter.co.uk/explanations/social-studies/research-methods-in-sociology/</a></p>
1.3.6. Ethical issues affecting research	To understand ethical issues affecting research, including informed consent, privacy /confidentiality, deception, prevention of harm and legality.	<p>Define what is meant by 'ethical issues' and discuss the key factors that a sociologist should bear in mind when completing any research. Show the light-hearted 'YouTube' video on ethical decision making <a href="http://www.youtube.com/watch?v=uO0gOyPVj6A">www.youtube.com/watch?v=uO0gOyPVj6A</a> and ask learners to identify the ethical dilemma in each.</p> <p>Give learners a selection of sociological research situations that contain ethical issues – in pairs they have to identify what the issues are and how they would overcome them.</p> <p>Useful teaching activity on ethics (free registration) <a href="http://www.tutor2u.net/sociology/reference/teaching-activity-the-only-way-is-ethics">www.tutor2u.net/sociology/reference/teaching-activity-the-only-way-is-ethics</a></p> <p>A detailed text on Ethics in sociological research <a href="http://www.studysmarter.co.uk/explanations/social-studies/research-methods-in-sociology/ethics-in-sociological-research/">www.studysmarter.co.uk/explanations/social-studies/research-methods-in-sociology/ethics-in-sociological-research/</a></p> <p><b>Extension activity:</b> Learners individually design their own sociological research, taking into consideration theoretical, practical and ethical issues. <b>(I)</b></p> <p>Make sure learners are familiar with the style of questions, timings and command words – a lesson devoted to this would be good practice. Follow on with the assessment test and consolidate with detailed feedback on what was done well, what needs improving, where marks were lost and why. Peer marking could also be included here to aid understanding and familiarity with the mark scheme. <b>(I)(F)</b></p> <p>Methods in context – online lesson <a href="http://www.tutor2u.net/sociology/reference/methods-in-context-researching-cultural-factors-online-lesson">www.tutor2u.net/sociology/reference/methods-in-context-researching-cultural-factors-online-lesson</a></p> <p>Choice of research method (free registration) <a href="http://www.tutor2u.net/sociology/reference/research-design-choice-of-">www.tutor2u.net/sociology/reference/research-design-choice-of-</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="#">research-method</a></p> <p>Quiz on research methods (free registration) <a href="http://www.tutor2u.net/sociology/reference/festive-lesson-quiz-pack-for-gcse-sociology-research-methods">www.tutor2u.net/sociology/reference/festive-lesson-quiz-pack-for-gcse-sociology-research-methods</a></p> <p>Revision quiz with flashcards <a href="https://quizlet.com/629296032/igcse-sociology-unit-1-flash-cards/?src=set_page_ssr">https://quizlet.com/629296032/igcse-sociology-unit-1-flash-cards/?src=set_page_ssr</a></p>
Past and specimen papers		
<p>Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub (F)</a></p> <p>2025 Specimen Paper 1 Q1            Nov 2022 Paper 11 Q1            Jun 2022 Paper 12 Q1            Nov 2021 Paper 11 Q1            Jun 2021 Paper 11 Q1            Jun 2021 Paper 12 Q1            Nov 2020 Paper 12 Q1            Jun 2020 Paper 11 Q1</p>		



## 2. Identity: self and society

Syllabus ref.	Learning objectives	Suggested teaching activities
<p><b>2.1. How do we learn our identity?</b></p> <p>2.1.1 a) Society as a product of social construction b) How the concepts learned influence individual behaviour and social identity.</p>	<p>The importance of culture, norms, values, roles, customs, status and beliefs as social constructions and how these influence individual behaviour and social identity.</p>	<p>Teaching the key concepts necessary to study sociology – culture, norms, values, beliefs, customs, roles, status, stereotypes. You may also want to include the more complex variations here too, such as ascribed and achieved status or role conflict.</p> <p>It is crucial that the learners understand that these are all social constructions and what is a norm in one situation won't be universally so. For example, with norms you could get the learners to identify all the things they do in a classroom without even thinking, and then get them to identify what the teacher does. Link these examples to what we mean by a norm in your explanation. Follow on with some scenarios (e.g. young people at a party, a gang member, family meal time). Learners could be given one per group on a card and they act out a role play to demonstrate the norms. The rest of the class to guess the scenario.</p> <p>Introduce follow-on material to emphasise how norms are relative.</p> <p>Repeat similar structures and lesson ideas for all the key concepts you introduce at this point. These lend themselves to interactive learning so, for example, when teaching status you could have images of a variety of celebrities/famous people and learners have to identify and discuss the levels of their status and whether they are ascribed or achieved. <b>(I)</b></p> <p>When teaching about culture and sub-culture, video resources should be useful.</p> <p>At the end of all the key concepts, test understanding through a mix and match definitions grid or through Articulate cards (with the concept written on the cards, learner must describe concept to the rest of the class without ever saying the word – rest of the class have to guess and whoever gets it right plays next) and then more formally through an assessment test. <b>(I)(F)</b></p> <p><b>Extension activity:</b> Learners write 'day in their life' diary using the sociological concepts they have learnt. <b>(I)</b></p> <p>Useful video lesson on culture, values and norms, with tasks <a href="https://youtu.be/rgfdfHL6pak">https://youtu.be/rgfdfHL6pak</a> Useful video lesson on status, with tasks <a href="https://youtu.be/S3A6OF4yxjA">https://youtu.be/S3A6OF4yxjA</a></p> <p><a href="https://youtu.be/MYqPHQLNLAs">https://youtu.be/MYqPHQLNLAs</a> from the BBC documentary called 'The Tribe'. A researcher lives with them to find out about the tribe's culture and way of life.</p> <p>A traditional Mongolian festival <a href="https://youtu.be/664ldCg8QZo">https://youtu.be/664ldCg8QZo</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Article on the culture of China's Bai ethnic minority <a href="http://www.nationalgeographic.com/history/article/this-culture-of-introverts-prefers-to-have-conversations-in-song">www.nationalgeographic.com/history/article/this-culture-of-introverts-prefers-to-have-conversations-in-song</a></p> <p>Tales from the Jungle: Margaret Mead (part 1) <a href="https://youtu.be/cOa3ftAKnzo">https://youtu.be/cOa3ftAKnzo</a></p> <p>Text on achieved versus ascribed status <a href="http://www.thoughtco.com/achieved-status-vs-ascribed-status-3966719">www.thoughtco.com/achieved-status-vs-ascribed-status-3966719</a></p>
2.1.2	The social construction of our identity	<p>To understand how our identity is socially constructed with reference to the nature-nurture debate, the relativity of culture, socialisation and norms and values.</p> <p>Do we learn how to be human or are we born this way? Teacher-led presentation of the evidence for the biological argument – ask learners what they think of it. Encourage points for and against. Use examples of feral children to illustrate that nature cannot be the only explanation for human behaviour (extracts in textbooks and online).</p> <p><b>Videos:</b>  Wild Child – story of feral children. American programme that looks at the phenomena of feral children and the nature/nurture debate. <a href="http://www.youtube.com/watch?v=STn3bpTTU6c">www.youtube.com/watch?v=STn3bpTTU6c</a>  Genie feral child from TLC documentary <a href="https://youtu.be/VQzN5G7u5_k">https://youtu.be/VQzN5G7u5_k</a></p> <p>Divide class into groups and give each group a pre-prepared handout with information about the life and customs of a different culture. Each group notes down the main points about the culture in their handout, e.g. the language they speak, their norms of dress and appearance, their food and drink, their traditions, their ideas on morality. The groups share their notes with the rest of the class and compare the cultures.</p> <p>Learners read the case study, <i>The Amish</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Show video <a href="https://youtu.be/IsZI58MO3kE">https://youtu.be/IsZI58MO3kE</a> to help learners answer the questions that follow.  Discussion on cultural relativity. (I)</p> <p>Use a doll as a stimulus – have no clothes on it so its gender identity is unknown. Pose questions to the group such as – if this was a real baby would it be human? How do we know? What makes it human? Is it born human? How do we teach it to be human? Are you still being taught to be human? Hopefully the learners will mention the fact that different agents (such as the family) are crucial in the socialisation process. Use the discussion to cover ideas about norms, values, status, etc. Introduce the concept of socialisation and its two stages with definitions and examples of the key agents involved.</p> <p>Useful video lesson on the nature v nurture debate, with tasks <a href="https://youtu.be/sUHTSuNjIJU">https://youtu.be/sUHTSuNjIJU</a>  Lesson on identity, including a starter activity and written tasks at the end <a href="https://youtu.be/nEwr-52rAoE">https://youtu.be/nEwr-52rAoE</a>  Text on cultural relativism in sociology <a href="http://www.thoughtco.com/cultural-relativism-definition-3026122">www.thoughtco.com/cultural-relativism-definition-3026122</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
2.1.3 Primary and secondary socialisation	To understand the processes of primary and secondary socialisation through the key agencies of socialisation: family, education, peer group, media, religion, workplace. The effectiveness of each agency in the socialisation process.	<p>Teacher-led introduction on the processes of primary and secondary socialisation. Learners could be divided into groups with each group being given an agency of socialisation – family, education, peer group, media, religion, workplace, to research and then explain the main features to the rest of the class. Teacher uses targeted questioning to initiate and maintain a class discussion on the effectiveness of each agency in the socialisation process <b>(I)</b>.</p> <p>Video lesson explaining the concepts of primary socialisation with written tasks <a href="https://youtu.be/Xj6sz30lvnc">https://youtu.be/Xj6sz30lvnc</a>  Video lesson introducing the concept of secondary socialisation, with tasks <a href="https://youtu.be/u6aH4ORCRVw">https://youtu.be/u6aH4ORCRVw</a>  A detailed text on socialisation <a href="http://www.studysmarter.co.uk/explanations/social-studies/cultural-identity/socialisation/">www.studysmarter.co.uk/explanations/social-studies/cultural-identity/socialisation/</a></p>
2.1.4 Processes used by agencies of socialisation	To understand the processes used by agencies of socialisation, e.g. canalisation, hidden curriculum, media representations, peer pressure, religious teachings, role modelling, workplace training.	<p>For each agency of socialisation, learners need to be clear how they socialise, i.e. the processes used by each agency. Learners build on the knowledge and understanding from the previous section by investigating how the agencies work to socialise individuals – the processes involved and examples. Learners should then turn their findings into a mini lesson to teach the rest of the group. This should involve a starter activity to get the class thinking and engage their learning, a presentation from which the class take notes and an assessment activity to check understanding (a quiz, crossword, question and answer, etc.) <b>(F)</b></p> <p>Video lesson explaining the processes used in gender socialisation, with task <a href="https://youtu.be/Pzrlj7MwpsM">https://youtu.be/Pzrlj7MwpsM</a>  Text: What is the hidden curriculum? <a href="http://www.thoughtco.com/hidden-curriculum-3026346">www.thoughtco.com/hidden-curriculum-3026346</a>  A detailed text on workplace identity <a href="http://www.studysmarter.co.uk/explanations/social-studies/cultural-identity/workplace-identity/">www.studysmarter.co.uk/explanations/social-studies/cultural-identity/workplace-identity/</a></p>
2.1.5 The debate between sociological perspectives and theories on socialisation	To understand the key sociological perspectives and their views on socialisation: Consensus and conflict, functionalist ideas, Marxist ideas, feminist ideas.	<p>Start with a general introduction to sociological perspectives, explaining their relations to underlying ideas about sociological theories. Teacher-led introduction using a PowerPoint presentation on the three key structuralist theories (functionalist, Marxist and feminist) and the interpretivist perspective within sociology – main beliefs, ways of thinking, etc. Ensure key ideas and concepts are included and emphasized:</p> <ul style="list-style-type: none"> <li>- <b>Functionalism:</b> inadequate socialisation, social cohesion, value consensus</li> <li>- <b>Marxism:</b> socialisation into capitalist ideology, bourgeoisie and the proletariat, reproduction of social class</li> <li>- <b>Feminism:</b> patriarchy; gender role socialisation into masculinity/femininity through different processes and agencies of socialisation</li> </ul> <p>Handout to reinforce learning on the key sociological theories. In groups, learners use their textbook, other resources and/or the handout to prepare a short presentation on what one of the sociological theories says</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>about socialisation. Each group then explains their findings to the rest of the class. <b>(I)</b></p> <p>Provide learners with some research findings or a topical article within the news. Work together using structured questioning to explain what a functionalist, Marxist and a feminist would say about the content and how they would explain why it had happened. Follow on with another article or set of research findings that learners complete individually. <b>(I)</b></p> <p>Provide learners with a 'fill the gaps' /'mix and match;/True of False exercise to consolidate and check understanding.</p> <p>Learners produce a visual and colourful mind map individually to illustrate the main points in a more user/learner-friendly style. <b>(I)</b></p> <p>Introduction to sociological theory <a href="http://www.thoughtco.com/theoretical-perspectives-3026716">www.thoughtco.com/theoretical-perspectives-3026716</a>  Article on the functionalist perspective <a href="http://www.thoughtco.com/functionalist-perspective-3026625">www.thoughtco.com/functionalist-perspective-3026625</a>  Overview of Marxism <a href="http://www.tutor2u.net/sociology/topics/marxism">www.tutor2u.net/sociology/topics/marxism</a>  A short video on Marx's theory <a href="https://youtu.be/6RDRfkEMoF4">https://youtu.be/6RDRfkEMoF4</a>  Overview of feminism <a href="https://youtu.be/91ZWRf3GA6k">https://youtu.be/91ZWRf3GA6k</a>  Video presentation on gender socialisation <a href="https://youtu.be/8QWfCrNHKYA">https://youtu.be/8QWfCrNHKYA</a></p>
<p><b>2.2 How does society control us?</b></p> <p>2.2.1. Social control</p>	<p>To learn what social control is and how it is achieved through understanding the difference between formal and informal types of social control, positive and negative sanctions and the effectiveness of these in producing social conformity.</p>	<p>Define and briefly discuss the meaning of social control and the different types of social control. Give learners examples of formal and informal social control and the agencies that impose them. Learners brainstorm positive and negative sanctions within each of the agencies of formal and informal social control, as well as their possible effectiveness in producing social conformity.</p> <p><b>Extension activity:</b> Learners link social control to the process of socialisation. Include connections between the agencies of socialisation and the agencies of social control.</p> <p>An article on what social control is <a href="http://www.thoughtco.com/social-control-3026587">www.thoughtco.com/social-control-3026587</a></p>
<p>2.2.2 The debate between consensus and</p>	<p>To understand the debate between consensus and</p>	<p>Pre-prepare handouts outlining the views of the different sociological perspectives on social control. Before handing them out, as a class, revise the main points/ideas of functionalism as a consensus perspective and Marxism and feminism as conflict perspectives and in relation to socialisation. Split the class into three</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
conflict views of social control.	conflict views of social control: functionalism, Marxism and feminism.	<p>groups. Each group uses the handout and their textbook to list the main points of one of the perspectives about social control and present this to the class.</p> <p>Learners produce a short piece of extended writing to compare and contrast the consensus and conflict views of social control. <b>(I)</b></p>
<p>2.2.3 The effectiveness of agencies of formal social control</p> <p>2.2.4 Methods of control used by formal agencies in achieving social conformity</p>	<p>To understand the extent of the effectiveness and the methods of social control used by different agencies of formal social control (government, police, courts, penal system, armed forces), including law-making, coercion, digital surveillance, arrest, sentencing and imprisonment.</p>	<p>Learners explore different agencies of formal social control and their effectiveness using their textbook(s) and other sources of information (e.g. the internet). Individually, by doing research and taking notes, they cover the effectiveness and the methods of control of the following agencies: government, police, courts, penal system and armed forces.</p> <p>Together, learners produce a colourful visual mind map/flow chart to illustrate the methods and effectiveness of the different agencies of formal social control. <b>(I)</b></p> <p>Video lesson on social control and the agencies implementing it, with tasks <a href="https://youtu.be/o65lY4eY5sc">https://youtu.be/o65lY4eY5sc</a></p> <p>Additional text on the police and policing linked to sociological perspectives (For AS/A level but can be used for more advanced learners in differentiation at the IGCSE/O level) <a href="http://www.tutor2u.net/sociology/reference/social-control-police-and-policing">www.tutor2u.net/sociology/reference/social-control-police-and-policing</a></p>
<p>2.2.5 The effectiveness of agencies of informal social control</p> <p>2.2.6 Methods of control used by informal agencies in achieving social conformity</p>	<p>To understand the extent of the effectiveness and the methods of social control used by different agencies of informal social control (family, education, peer group, media, religion, workplace), including ostracism, parental rewards, social media 'likes', religious rewards sanctions, school</p>	<p>Revise social control, differentiating between formal and informal. Take each agency of informal social control in turn and look at the methods the agency uses to control us and achieve social conformity – you could do this on a carousel where learners are put into groups (differentiate by ability here) and have to visit each station at which there are images/objects to do with the agency (e.g. for the school there could be an image of a headmaster/mistress or a student receiving a prize, etc.). Learners discuss and make notes of how the agency controls us and why it is needed and then move on to the next. Follow up with whole class discussion and notes/questions based on the activity with a particular focus on rewards and sanctions. As a class, discuss the effectiveness of the different agencies of social control. <b>(I)</b></p> <p><b>Extension activity:</b> How are learners controlled today? In the past? In the future? Learners write a report or produce a short video/PowerPoint presentation to illustrate their understanding of social control. <b>(I)</b></p> <p>Check learners' understanding of social control through a short quiz/test, 'mix and match' or 'fill the gaps' exercise, etc.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	punishments, dismissal from a job.	
<p>2.2.7 Resistance to social control through protest groups and subcultures</p>	<p>To understand resistance to social control through protest groups and subcultures including reasons why some people join them, deviant and nonconformist behaviours and examples of such groups.</p>	<p>Learners put together a list of behaviours that their culture considers the norm/socially expected. Recap how these behaviours are controlled in the society through the different agencies of social control. Then ask learners if they know of any groups/movements that do not follow these norms. How is their behaviour different? How do they resist social control?</p> <p>Distinguish between deviant and illegal behaviours. Explain what a subculture/protest group is and invite learners to identify some subcultures and/or protest groups in their own society and beyond. What defines them as a protest group or subculture? How are their particular norms different? Make sure to distinguish between the two terms.</p> <p>Learners could complete case study fact files of particular sub-cultures and/or protest groups (e.g. punks, scientologists, travellers, goths, hippies, youth subcultures, online subcultures, human and civil rights activists, animal rights activists, environmental activists, etc) in small groups or pairs using internet research and secondary sources/textbooks and then peer teach these to their classmates in a mini lesson format with a handout/PowerPoint/worksheet with quiz/crossword, etc. They should be encouraged to not only present the information but ensure that the class engage with this as well via activities/question and answer. Consider what these protest groups and sub-cultures say about resistance to social control and conformity.</p> <p>Video presentation on what a subculture is <a href="https://youtu.be/BwBWIRFs8D8">https://youtu.be/BwBWIRFs8D8</a>  Example of a school subculture, Paul Willis' 'Learning to labour; study <a href="http://www.historylearningsite.co.uk/sociology/education-and-sociology/paul-willis/">www.historylearningsite.co.uk/sociology/education-and-sociology/paul-willis/</a>  Different youth subcultures over the years <a href="https://youtu.be/4Kqq0miXxvQ">https://youtu.be/4Kqq0miXxvQ</a>  Mods, rockers and moral panics <a href="https://youtu.be/r61ks18Bd7I">https://youtu.be/r61ks18Bd7I</a>  Why do young people get involved in social movements? <a href="https://youtu.be/zySKwvQCpXE">https://youtu.be/zySKwvQCpXE</a>  Life of an environmental activist <a href="https://youtu.be/Ei-a_Rbe8TU">https://youtu.be/Ei-a_Rbe8TU</a></p>
<p><b>2.3 What influences our social identity?</b></p> <p>2.3.1. Social identity</p>	<p>To understand the key aspects of social identity, including age, gender, ethnicity and social class and the impact of each aspect on</p>	<p>A consideration of how social identity is not universal and is affected by factors such as age, class ethnicity and gender. Start by brainstorming and revising what is meant by identity – perhaps notions of the inner self (thoughts and feelings), personal identity (our name, date of birth, etc.) and social identity (that which we present to others, i.e. being 'the cool kid', 'the geek', etc.). Set learners the task of producing a creative piece to demonstrate their own identity for the rest of the class – particularly good activity if the class doesn't know each other well. These can then make a wall display. Learners could decorate T-shirts, create models, produce posters, etc. – let them choose what appeals to them best. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>individuals and social groups in different societies.</p>	<p>Give learners examples of different people who represent each of the criteria in the syllabus (gender, age, etc.) – a wide variety will be needed here. These could be divided up between five tables to cover all the aspects, i.e. a gender table, an age table, etc. Working in groups (these could be differentiated if you like), learners consider how the factors shown in the images could affect identity. All learners to visit all the tables. At the end of the carousel, every group must present their thoughts on the first table they visited – the rest of the class can add in their ideas too.</p> <p>Working in pairs, the class have to complete a PowerPoint presentation to illustrate how social factors affect identity – give them some guidance here on topics to cover such as norms, values, behaviour, attitudes, religion, dress, etc.</p> <p>Check understanding through a knowledge-based test. <b>(I)(F)</b></p> <p>Short video on identity <a href="https://youtu.be/8lpugH5Adqs">https://youtu.be/8lpugH5Adqs</a>  A presentation on culture, identity and socialisation <a href="https://youtu.be/HWPOxSXM5o">https://youtu.be/HWPOxSXM5o</a>  Material on social identity (suitable for advanced learners)  <a href="http://www.studysmarter.co.uk/explanations/social-studies/cultural-identity/social-identity/">www.studysmarter.co.uk/explanations/social-studies/cultural-identity/social-identity/</a></p>
<p>2.3.2 The digital self and online identities</p>	<p>To understand what is meant by the digital self and online identities with positive and negative impacts of social networks, social media and virtual communities on identity.</p>	<p>Introduce the idea of the digital self and online identities with reference to important concepts such as social networks, social media and virtual communities. Initiate a class discussion on the development of digital technologies, such as the internet and smartphones, as an important recent change in society. How had this affected daily life? How has it affected cultures and identities?</p> <p>In pairs, learners interview each other on how digital technologies affect their lives and to what extent they believe that they affect their identities? Learners read out the answers and note them on the board, dividing them into positive and negative impacts. Add more impacts if necessary.</p> <p>Learners read the case study, <i>Filipina migrant workers in the UK</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i> and complete the tasks individually. Learners read out their answers to initiate a class discussion on the topic.</p> <p>An informative article on how social media shapes our identity (especially suitable for advanced learners)  <a href="http://www.newyorker.com/books/under-review/how-social-media-shapes-our-identity">www.newyorker.com/books/under-review/how-social-media-shapes-our-identity</a></p>
<p>2.3.3 Globalisation</p>	<p>To understand what globalisation is and</p>	<p>Introduce the term globalisation and initiate discussion through a PowerPoint presentation, a video, images, containing examples of globalisation (e.g. global brands, music, etc.)</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>its influence on individual and social/cultural identities, e.g. cultural defence, hybrid identities and the homogenisation of identities; to understand the positive and negative impacts on identity of: cultural diversity, multiculturalism and global culture.</p>	<p>Useful video for an overall explanation of globalisation <a href="https://youtu.be/ZNejKHKsbl0">https://youtu.be/ZNejKHKsbl0</a></p> <p>What is the meaning of globalisation in Sociology? <a href="http://www.thoughtco.com/globalization-definition-3026071">www.thoughtco.com/globalization-definition-3026071</a></p> <p>Learners identify with examples, discussing the impact of globalisation within their own society. Focus on culture and instruct learners to give specific examples of globalisation in their own culture.</p> <p>Useful video: Does globalisations destroy culture? <a href="https://youtu.be/BHnMW1yDA9M">https://youtu.be/BHnMW1yDA9M</a></p> <p>Additional material on globalisation (particularly suitable for advanced learners) <a href="http://www.studysmarter.co.uk/explanations/social-studies/cultural-identity/social-identity/">www.studysmarter.co.uk/explanations/social-studies/cultural-identity/social-identity/</a></p> <p>Introduce the terms hybrid identities and homogenisation of identities and illustrate with examples. Learners produce a poster to show evidence for and against a homogenized culture and identities (I).</p> <p>Introduce the terms global culture and multiculturalism. Learners research the positive and negative impacts of global culture, cultural diversity and multiculturalism on identity.</p> <p><b>Extension activity:</b> Learners produce a piece of extended writing to discuss the extent to which multiculturalism is a strength of modern industrial societies.</p>
2.3.4 Postmodernist views of identity as chosen rather than given	<p>To understand the postmodernist view of identity, including digital identities and identities linked to consumption patterns and lifestyle in a 'pick and mix' society.</p>	<p>Introduce postmodernism as the view claiming that we now live in a new type of society that differs from the modern society. On the board, note down the main features of postmodernist views, such as consumption, consumption patterns, pick-and-mix society, and link them to changes in identities, including digital identities. Learners find examples of postmodernist ideas in their everyday lives and share them with the rest of the class; e.g. shopping for new clothes and technology such as smartphones, celebrities/influencers digitally shaping our consumption patterns/identities, etc.</p> <p>Brief overview of postmodernism <a href="http://www.tutor2u.net/sociology/topics/postmodernism">www.tutor2u.net/sociology/topics/postmodernism</a></p> <p>A detailed text on postmodernism <a href="http://www.studysmarter.co.uk/explanations/social-studies/theories-and-methods/postmodernism/">www.studysmarter.co.uk/explanations/social-studies/theories-and-methods/postmodernism/</a></p> <p>Video presentation on postmodernism (for A level but can be used for IGCSE/O level) <a href="https://youtu.be/rJFsMlCL8F4">https://youtu.be/rJFsMlCL8F4</a></p> <p>End the unit with a series of <b>formative assessment</b> opportunities. Consider a knowledge-based test. Then move on to exam-style questions – model these and show examples, clarify command words and then set for</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
		learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding of the Cambridge mark schemes and question demands. <b>(I)(F)</b>
<b>Past and specimen papers</b>		
<p>Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b></p> <p>2025 Specimen Paper 1, Q2 Nov 2022 Paper 11 Q2 Nov 2022 Paper 13 Q2 Jun 2022 Paper 11 Q2 Jun 2022 Paper 12 Q2 Nov 2021 Paper 13 Q2 Jun 2021 Paper 11 Q2 Nov 2020 Paper 11 Q2</p>		

### 3. Social stratification and inequality

Syllabus ref.	Learning objectives	Suggested teaching activities
<p><b>3.1 What is social stratification?</b></p> <p>3.1.1. Social stratification in open and closed societies</p>	<p>To understand what social stratification is in open and closed societies, including achieved and ascribed status, poverty and wealth, power, social mobility, meritocracy, modern slavery, the caste system.</p>	<p>What do we mean by social stratification/inequality? Learners compile a list of those groups in society that they feel suffer from inequality (e.g. the poor, ethnic minorities, the disabled, women, the elderly.) Share and collate findings on the board. Now consider what these groups have in common, i.e. the factors that contribute to their inequalities (e.g. lack of money, lack of power, lack of status or prestige, lack of access to resources). Discuss learner views. <b>(I)</b></p> <p>Learners create two characters (give them the outline of a person as a template to work from) - one at the top of the hierarchy and the other at the bottom of the hierarchy. They should label key characteristics onto their design as well. Compare the learners' views looking for similarities and differences. It may be worth considering stereotypes and beginning to cross reference the relative impact of factors that lead to inequality, e.g. linking ethnicity and poverty. <b>(I)</b></p> <p>Learners to complete independent research to determine the extent of inequality in their society and on an international level today. Give them the list from the syllabus as guidance (wealth, income, status, power, etc.). This might be an opportunity to use original data and reinforce the skills required for Unit 1 questions. <b>(I)</b> Learners can bring their findings back to class and then put into small groups and each newly-formed group needs to make a fact file of inequalities based on their research into the key areas – you could supplement this with relevant textbook extracts/secondary sources so they produce a useful resource of key trends and patterns.</p> <p>Complete a glossary of useful terms about stratification, e.g. open and closed societies, social mobility, meritocracy, the caste system. <b>(I)</b> A mix and match activity where learners match key term and meaning. The completed and checked work could then form the glossary.</p> <p>What are the different recognised systems of stratification? Teacher-led presentation based on the syllabus requirements (slavery, modern slavery, caste, class, apartheid). Learners need to be clear what each of these systems mean. Once the class has all the information on these systems, they then need to produce a mind map to help them learn and consolidate the information. Encourage the use of colour, different text size and images. <b>(I)</b></p> <p>Write a political speech/film and edit a political broadcast – learners work in small groups to defend and 'sell' one of the systems of stratification. Either draw these randomly from a hat or allocate to groups based on ability. Each group then has to persuade the rest of the class that their system is the best for society and the individual. Allow opposing questions to make learners assess and evaluate their positions. Or you might want to use the topic of patriarchy for this instead – to suggest a system based on patriarchy usually produces a</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>good class debate.</p> <p>Learners were introduced to the notions of ascribed and achieved status in Unit 2. Give learners a pack of cards with individuals of differing statuses on – these can be a mix of famous and non-famous people, but make sure you are illustrating a wide range of factors that either add or detract from a person’s status, i.e. social characteristic. For each one, learners should work in pairs to decide whether the person’s status is ascribed or achieved or a mixture. They should identify and discuss all the factors that are relevant. This can then be discussed as a class. Based on this, a list of characteristics that give a person ascribed and achieved status should be drawn up. <b>(I)</b></p> <p>Learners write an account of the members of their family, analysing all the different statuses people have (Note: you may need to reinforce that learners will need to have a clear focus on the difference between role and status) and considering how this often depends on the situation and context. So, if they consider themselves, for example, they would need to think of the various roles they play and how much/little status they have in each of these roles and why. They would also need to discuss those statuses that were ascribed and those that were achieved. <b>(I)</b></p> <p><b>Wealth and income:</b> present learners with a range of statistics/articles/information about the distribution of wealth and income both within societies and across the world. World map drawn by wealth might be a good stimulus/starter here.</p> <p>Learners work in pairs to draw a conclusion from the statistics about wealth and income inequalities in the world today. Which social groups are most likely to be poor/rich?</p> <p><b>Defining wealth and poverty:</b> learners consider what we mean by being wealthy and being poor. They need to come up with a list of indicators of these two things. They could then do some research into how much income would be needed in their own society to live, i.e. to pay all the bills and outgoings considered essential. They may need some help with this in terms of coming up with a list of essentials. From this they can then see the percentage of their society that by their definition live in poverty. <b>(I)</b> Following on from this, introduce ideas to the class about absolute and relative poverty and about the relative nature of any definitions. Learners need to understand that definitions of poverty vary from society to society.</p> <p><b>Causes of poverty:</b> it would be useful here to contact charities that may be able to send representatives into school to discuss poverty. If not, there are many charities online that could be used. The learner’s aim should be to discover why some people are poor in their society and across the world. This will need following up with teacher explanation and notes ensuring that the key areas of the syllabus are covered, i.e. culture of poverty, social exclusion, dependency culture, cycle of poverty, poverty trap. <b>(I)</b></p> <p><b>Extension activity:</b> Learners should come up with a plan to reduce poverty in their society using the knowledge</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>they have gained from class about who is most likely to be poor and why. This could be a written report, a PowerPoint presentation, a filmed advert or a booklet. <b>(I)(F)</b></p> <p><b>Define what is meant by social mobility:</b> do you think social mobility is possible/desirable in their local context and internationally? How could a person become socially mobile? Discuss the options – some of which will be earned and some given. Link ideas about social mobility to open/closed/meritocratic societies to build up learners' vocabulary.</p> <p>Introduction to social stratification <a href="http://www.tutor2u.net/sociology/reference/what-is-stratification#:~:text=Stratification%20describes%20the%20way%20in,Social%20class">www.tutor2u.net/sociology/reference/what-is-stratification#:~:text=Stratification%20describes%20the%20way%20in,Social%20class</a></p> <p>Information on the ascribed and achieved status <a href="http://www.thoughtco.com/achieved-status-vs-ascribed-status-3966719">www.thoughtco.com/achieved-status-vs-ascribed-status-3966719</a></p> <p>Video on Power and authority, with tasks <a href="https://youtu.be/7xE0_cChqq4">https://youtu.be/7xE0_cChqq4</a></p> <p>Video on social stratification <a href="https://youtu.be/exnJimX8tb4">https://youtu.be/exnJimX8tb4</a></p> <p>A text on the standard of living <a href="http://www.studysmarter.co.uk/explanations/social-studies/social-stratification/standard-of-living/">www.studysmarter.co.uk/explanations/social-studies/social-stratification/standard-of-living/</a></p> <p>A text on understanding meritocracy from a sociological perspective <a href="http://www.thoughtco.com/meritocracy-definition-3026409">www.thoughtco.com/meritocracy-definition-3026409</a></p> <p>The Why Foundation <a href="http://www.thewhy.dk/">www.thewhy.dk/</a></p> <p>OECD website <a href="http://www.oecd.org/stories/social-mobility/">www.oecd.org/stories/social-mobility/</a></p>
<p>3.1.2 Differences in life chances affected by age, gender, ethnicity and social class</p> <p>3.1.3 The intersectionality of age, ethnicity, gender and social class in understanding the impact of inequality on individuals</p>	<p>To understand how life chances may differ on the basis of age, gender, ethnicity and social class with reference to education, employment, health, housing and life expectancy; the importance of understanding how age, ethnicity, social class and gender intersect in different</p>	<p>Begin by establishing what we mean by 'life chances' (see 'Life chances on the RMS Titanic' lesson plan and worksheet (<b>Appendix 1 and Appendix 2</b>) which is designed as an introduction to the concept of 'life chances'). After a discussion, ensure learners have a clear definition.</p> <ul style="list-style-type: none"> <li>• What do the learners think are those things defined as desirable?</li> <li>• How can people gain these things?</li> </ul> <p>They should consider both things that are earned and things that are given.</p> <p>Split the class into groups (differentiate here if you wish to). Give them a topic to research (perhaps that has come out of their discussion about life chances) – ensure there is enough for the whole class: education, employment, health, wealth housing, life expectancy, etc. They need to use the internet, media materials, textbooks and secondary sources to investigate which social groups are the 'winners' and 'losers' in these areas (learners look at age, gender, ethnicity and social class). Emphasise that these areas often interlink, e.g. ethnicity and class, etc. They need to produce a local and international picture of how social stratification and inequality are relevant today in the topic area they are focusing on. Facts, statistics, studies, trends, etc. should be encouraged here. Learners can design their own 'monopoly' style game if they are familiar enough</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>areas to learn the impact of inequality on individuals.</p>	<p>with the game to do so. By creating new 'community chest' and 'chance cards' (e.g. 'If you own property on Park Lane avoid going to jail because you can afford the best lawyers.'). This is a good revision activity.</p> <p>Each group is then tasked with producing a learning tool on their area of inequality for the rest of the class. This should contain all the key information plus test questions to check understanding as this will be used independently by learners. <b>(I)</b></p> <p>Useful text on life chances, with questions and answers and a quiz at the end  <a href="http://www.studysmarter.co.uk/explanations/social-studies/social-stratification/life-chances/">www.studysmarter.co.uk/explanations/social-studies/social-stratification/life-chances/</a></p> <p><b>Social class and the impact of poverty on life chances:</b> Start off with the different social classes: a clear picture is needed of the main social classes (upper, middle, working and underclass) in order for the learners to comprehend inequalities between them. Divisions within the classes, i.e. the lower/upper middle class should be covered. Teacher presentation and notes needed.</p> <p>If equipment available, learners should be split into groups where they will create photos and social media accounts for fictional people to represent all the various social classes that they have learnt about. They need to think carefully about how they dress and pose their models for the photos. The content of the social media page will then allow them to demonstrate their understanding of the specific classes.</p> <p>Learners bring all this learning together by considering how being poor can impact on a person's life chances and lifestyle. Provide them a list of key areas to consider working in groups – things such as education, work, health, crime, drugs, gangs, family, etc. Shuffle the groups so different people work together and provide them with textbooks so they can further add to their ideas. Go through ideas as a class. Learners consolidate this individually as a report. <b>(I)</b></p> <p>An article on social class <a href="http://www.thoughtco.com/what-is-social-class-and-why-does-it-matter-3026375">www.thoughtco.com/what-is-social-class-and-why-does-it-matter-3026375</a></p> <p><b>Gender:</b> Working in pairs, learners complete some research to see what differences exist in the workplace based on gender. If possible, learners investigate whether things have changed over time by researching a sample of males and females of different generations. Results shared with the rest of the class. It might also be interesting to invite local employers/politicians into school to hear the presentations and to hold a question and answer session on gender and employment. Case studies of contrasting cultures may provide a stimulus for this activity, if local studies are not available. (See US and UK examples at <a href="http://www.gires.org.uk">www.gires.org.uk</a> or local or national newspaper sites for access to articles which address this topic).</p> <p><b>How and why has the position of women changed over time?</b>  Present the class with images of famous women throughout history who demonstrate different stages of</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>women's position in society. For example, a politician, a housewife, a mother, a career/business woman, etc. Split the class into groups and have enough images to spread around the tables. Learners research the various women they are presented with and see what their position in society would have been like. Share thoughts with the class. Learners brainstorm why they think the position of women has changed so much over time – teacher notes/presentation to add in the necessary details, legislation and movements</p> <p>A historical overview of the changing role of women in the workplace  <a href="http://www.youtube.com/watch?v=YWPzFQTS4ks">www.youtube.com/watch?v=YWPzFQTS4ks</a></p> <p><b>Ethnicity:</b> Present learners with a series of facts that relate to ethnicity and life chances. These should be wide ranging and cover different areas of social life such as health, crime, employment, etc. Some of these statements should be false and some true. Working in pairs learners need to try and work out which ones are true/false and why. Discuss as a class and correct any inaccuracies.</p> <p>Teacher-led presentation/notes of the explanations for why racism and discriminations still exist today. Give learners opportunities to assess and evaluate these explanations through your teaching.</p> <p><b>Extension activity:</b> learners complete independent research into examples of racism and discrimination currently in their local and international news and produce a resource folder of cases and examples they can refer to in the exam. The consequences of racism on ethnic minority life chances should be considered here. Any examples of positive discrimination/compensatory education/quotas should also be included. <b>(I)(F)</b></p> <p>A useful experiment for understanding racism: A Class Divided 'Brown eyes Blue eyes' 1970  <a href="https://youtu.be/7bAHhEh0pds">https://youtu.be/7bAHhEh0pds</a></p> <p>Racism in football <a href="http://www.youtube.com/watch?v=-2CX5633oIM">www.youtube.com/watch?v=-2CX5633oIM</a></p> <p>Racism experiment, Muslim girl in Texan bakery <a href="http://www.youtube.com/watch?v=LwWOabcpThg">www.youtube.com/watch?v=LwWOabcpThg</a></p> <p>Article on the Gender pay gap and how it affects women, with short video <a href="http://www.thoughtco.com/pay-inequality-based-on-gender-3026092">www.thoughtco.com/pay-inequality-based-on-gender-3026092</a></p> <p>Life chances on the RMS Titanic lesson plan and worksheet – <b>Appendix 1 and Appendix 2</b></p> <p>Monopoly (game) <a href="http://en.wikipedia.org/wiki/Monopoly_(game)">http://en.wikipedia.org/wiki/Monopoly_(game)</a></p> <p>Website for global facts and issues <a href="http://www.globalissues.org/">www.globalissues.org/</a></p> <p>The Why Foundation <a href="http://www.thewhy.dk/">www.thewhy.dk/</a></p>
3.1.4	Different sociological theories on social	To understand different sociological theories on social
		Recap the main ideas of the key sociological perspectives: Interactionism, Marxism, feminism and functionalism. This can be done through a 'mix and match' exercise as a starter activity.

Syllabus ref.	Learning objectives	Suggested teaching activities
inequality	inequality, including the labelling theory/interactionism, Marxism, feminism and functionalism.	<p>Introduce the labelling theory as a part of interactionism. Learners could read the article An overview of the labelling Theory <a href="http://www.thoughtco.com/labeling-theory-3026627">www.thoughtco.com/labeling-theory-3026627</a> and take notes of the main ideas. Discuss the concepts of stereotypes, master status and self-fulfilling prophecy. Learners consider ways in which the labelling theory helps to explain inequalities, particularly in educational attainment and in terms of crime; which groups might be labelled, how and by whom.</p> <p>Useful video lesson on the Labelling theory and crime, with tasks <a href="https://youtu.be/0rE5RJtAsEg">https://youtu.be/0rE5RJtAsEg</a></p> <p>Introduce the Marxist view of social inequality. Help learners to complete a glossary of useful terms such as exploitation of the proletariat, ideological control, poverty trap, reserve army of labour, etc. by giving them a mix and match activity where they match key term and meaning. The completed and checked work could then form the glossary. Learners use their textbooks/handouts, etc, to complete the activity.</p> <p>Repeat the activity with feminism to include ideas and concepts such as division of labour, dual burden, triple shift and horizontal and vertical segregation; and then functionalism (e.g. social mobility, meritocracy, legislative change). Learners check their understanding of the views of different sociological theories on social inequality by taking turns to draw prep-prepared cards with the key terms/concepts written on them and matching each one to the correct theory (interactionism, Marxism, feminism, functionalism) (I).</p> <p><b>Extension activity:</b> Learners produce an extended piece of writing/ essay to compare and contrast the four theories and their approaches to social inequality. (I)(F)</p> <p><b>Video lessons:</b>  Marxism and stratification <a href="https://youtu.be/zfjwq6bqJo0">https://youtu.be/zfjwq6bqJo0</a>  Feminism and stratification <a href="https://youtu.be/9nP4C3fVDLQ">https://youtu.be/9nP4C3fVDLQ</a>  Functionalism and inequality <a href="https://youtu.be/_6xwVf06KgY">https://youtu.be/_6xwVf06KgY</a></p> <p>Activities that can be used with different parts of the unit <a href="http://www.solihull.tgacademy.org.uk/files/2020/09/GCSE-Sociology-Workbook-Social-Stratification-AQA.pdf">www.solihull.tgacademy.org.uk/files/2020/09/GCSE-Sociology-Workbook-Social-Stratification-AQA.pdf</a></p> <p>Text on the Dimensions of inequality <a href="http://www.studysmarter.co.uk/explanations/social-studies/stratification-and-differentiation/dimensions-of-inequality/">www.studysmarter.co.uk/explanations/social-studies/stratification-and-differentiation/dimensions-of-inequality/</a></p> <p>Text on Social stratification theories <a href="http://www.studysmarter.co.uk/explanations/social-studies/stratification-and-differentiation/social-stratification-theories/">www.studysmarter.co.uk/explanations/social-studies/stratification-and-differentiation/social-stratification-theories/</a></p>
3.2 What attempts have been made to	To understand how societies use	Explain that different countries have different levels of inequality. Give examples of ways in which some countries have worked towards reducing inequality through distribution of wealth in legislation. Learners can

Syllabus ref.	Learning objectives	Suggested teaching activities
<p><b>reduce social inequalities?</b></p> <p>3.2.1. The use of legislation within societies to reduce inequality</p>	<p>legislation to reduce inequality, e.g. progressive taxation, the redistribution of wealth through benefits, a minimum wage, equal opportunities laws, and other government measures.</p>	<p>work in pairs/groups where each group is assigned a particular country, e.g. Norway, UK, Japan, India, etc. Each group then investigates how their country has dealt with social inequalities through some of the following: progressive taxation, redistribution of wealth through benefits, minimum wage, equal opportunities laws and other government measures. Learners also research the effectiveness of these measures and present their findings to the rest of the class.</p> <p>Learners could investigate proposals put forward by their government and the opposition parties to tackle inequalities in society.</p> <p>If possible, invite local politicians into school to talk to the learners about their ideas. If local politicians are not a practical option, then a debate would still work well with one person from the class representing each of the main political parties, one as chair and the rest as audience members who ask questions and find flaws with the policies. To widen the debate further, representatives from other countries could also be used if their policies for reducing inequalities are sufficiently different, e.g. the UK's welfare state, China's one-child policy, etc. <b>(I)</b></p> <p>Useful text on progressive taxation - Social Europe <a href="http://www.socialeurope.eu/progressive-taxation-for-a-renewed-social-contract">www.socialeurope.eu/progressive-taxation-for-a-renewed-social-contract</a></p> <p>A detailed text on the distribution of wealth, poverty, and income in the UK <a href="http://www.studysmarter.co.uk/explanations/social-studies/work-poverty-and-welfare/distribution-of-wealth-poverty-and-income-in-the-uk/">www.studysmarter.co.uk/explanations/social-studies/work-poverty-and-welfare/distribution-of-wealth-poverty-and-income-in-the-uk/</a></p> <p>Social stratification knowledge organizer <a href="https://chaseterraceacademy.co.uk/wp-content/uploads/2021/06/Y11-Social-stratification-knowledge-organiser-SCA.pdf">https://chaseterraceacademy.co.uk/wp-content/uploads/2021/06/Y11-Social-stratification-knowledge-organiser-SCA.pdf</a></p>
<p>3.2.2 The development and impact of welfare states on life chances</p>	<p>To understand the development and impact of welfare states on life chances with reference to free and universal education, unemployment benefits, pensions, low-cost housing, free healthcare, universal basic</p>	<p>Teacher-led discussion on what is a welfare state, why welfare states were introduced, using examples of strong welfare states such as the Scandinavian countries. Learners could go back to the countries whose legislation/measures to reduce inequality they researched to investigate to what extent they are strong welfare states and how this affects life chances (revise what is meant by life chances in terms of different groups in the society). Learners look at areas such as free and universal education, unemployment benefits, pensions, housing, free health care, universal basic income. Learners share findings with the class <b>(I)</b>.</p> <p>Learners could also conduct research about the main forms of welfare provided by the government of their own country and produce a piece of extended writing on it and/or design a poster to demonstrate their findings. <b>(I)</b></p> <p>What is a welfare state <a href="http://www.britannica.com/topic/welfare-state">www.britannica.com/topic/welfare-state</a></p>



Syllabus ref.	Learning objectives	Suggested teaching activities
	income.	<p>Useful text on Welfare policy <a href="http://www.studysmarter.co.uk/explanations/social-studies/work-poverty-and-welfare/welfare-policy/">www.studysmarter.co.uk/explanations/social-studies/work-poverty-and-welfare/welfare-policy/</a></p> <p>The Norface Welfare State Futures Programme animated video <a href="https://youtu.be/ubZ9fQf9WQw">https://youtu.be/ubZ9fQf9WQw</a></p>
3.2.3 The global work of non-governmental organisations (NGOs) to reduce inequalities	To understand how non-governmental organizations (NGOs) work globally to reduce inequalities including reducing poverty, providing medical assistance, promoting business and improving education.	<p>Explain what is meant by non-governmental organisations (NGOs) and give learners examples such as Oxfam, Christian Aid, Save the Children, Doctors without borders, etc. Split the class into groups where each is assigned one NGO to find out how it tackles issues like poverty and works to reduce inequality. Together, as a class, assess the impact of NGOs in dealing with social inequalities. Learners can provide own categories/criteria and measure the work of the NGOS against them to evaluate their effectiveness (I).</p> <p>If possible, arrange a visit to a local NGO where learners can learn about local projects on the spot. They can then produce a written report on what they have learned during their visit.</p> <p>Learners to read the case study, <i>A health NGO: Medecins sans frontiers (Doctors without borders)</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Show video <a href="https://youtu.be/oJpja_7a5E">https://youtu.be/oJpja_7a5E</a> to help learners answer the questions that follow. Learners then read out their answers to initiate a class discussion.</p> <p><b>Extension activity:</b> Learners produce a piece of extended writing/essay to evaluate the work of NGOs.</p> <p>Organisations working to help reduce social inequalities:</p> <p><a href="http://www.actionaid.org/">www.actionaid.org/</a></p> <p><a href="http://www.oxfam.org/">www.oxfam.org/</a></p> <p><a href="http://www.casa-alianza.org/">www.casa-alianza.org/</a></p> <p><a href="http://www.islamic-relief.com/">www.islamic-relief.com/</a></p> <p><a href="http://www.islamicaid.com/">www.islamicaid.com/</a></p> <p>A detailed text on NGOs, including examples, advantages and criticisms <a href="http://www.studysmarter.co.uk/explanations/social-studies/global-development/non-governmental-organisations/">www.studysmarter.co.uk/explanations/social-studies/global-development/non-governmental-organisations/</a></p>
3.2.4 Sociological views of the successes of attempts to reduce social	To understand sociological views of the success of attempts to reduce social inequalities,	<p>Revise the views of different sociological perspectives on social inequality. This could be done through a short quiz, 'mix and match' or true or false activity.</p> <p>Introduce the ideas of the New Right with emphasis on their views on social stratification. This could be done through watching the video presentation <a href="https://youtu.be/fNo-2iwhR8Y">https://youtu.be/fNo-2iwhR8Y</a> or via a Powerpoint presentation or</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
inequalities	including the New Right, Marxism and feminism.	<p>handout. Learners then answer a set of questions which are meant to instigate a class discussion on New Right criticisms of the welfare state/underclass. Discuss the notions of the culture of poverty and the dependency culture.</p> <p>Divide the class into two groups. The first group drafts a speech criticising the welfare state and NGOs from a Marxist point of view while the second group writes a speech criticising equality legislation from a feminist perspective. Learners use textbooks, pre-prepared handouts, internet and/or other sources of information. Each group then reads their speech to the others. Learners discuss the advantages and limitations of the New Right, Marxist and feminist criticisms. (I)</p> <p><b>Extension activity:</b> Learners produce a piece of extended writing/essay to evaluate the views of the different sociological theories. (I)</p>
<p><b>3.3 How has globalisation affected inequalities between societies?</b></p> <p>3.3.1. The impact of migration on societies</p>	<p>To understand how migration shapes societies with reference to immigration/emigration, push and pull factors, increasing cultural diversity, economic consequences, negative perceptions of migrants.</p>	<p>Teacher led presentation, including statistics and trends on migration. Compare own country and the UK, for example. Encourage learners to analyse the data and consider possible impacts these trends could have on societies.</p> <p>Define and illustrate key terms. Learners can make a glossary of important terms such as immigration and emigration, push and pull factors, refugee and asylum seeker, etc. Encourage them to consider their impact on societies in terms of cultural diversity, economic consequences and perceptions of migrants.</p> <p>To check their understanding, ask the learners to produce a colourful flow chart linking push and pull factors to different types of migration. Link to discussion of multiculturalism in own country, including the extent to which it is multicultural and how this is linked to migration trends and patterns there.</p> <p>Office for National Statistics Migration Statistics for UK  <a href="http://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/august2020">www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/august2020</a></p> <p>Short video on global migration <a href="https://youtu.be/ORiA5NC-vrg">https://youtu.be/ORiA5NC-vrg</a></p> <p>The Windrush generation: how commonwealth immigration helped shape British culture  <a href="https://youtu.be/wTon9gGqdYo">https://youtu.be/wTon9gGqdYo</a></p> <p>A detailed text on Migration and globalisation <a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/migration-and-globalisation-sociology/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/migration-and-globalisation-sociology/</a></p>
3.3.2 The impact of global ecological	To understand the impact of global	Teacher-led introduction on how globalisation leads to ecological issues that impact inequalities between societies. Illustrate with examples, e.g. climate change, pollution, urbanisation.

Syllabus ref.	Learning objectives	Suggested teaching activities
issues on societies	ecological issues on societies, e.g. the influence of transnational corporations, climate change, pollution and urbanisation	<p>Show video on transnational corporations (TNCs) <a href="https://youtu.be/x-QhJ6tcuk">https://youtu.be/ x-QhJ6tcuk</a> as an introduction. Ask learners to identify/brainstorm possible environmental problems that can be caused by actions of TNCs.</p> <p>Learners can work in pairs or groups to research a TNC and their impact on the environment. Each pair/group then presents their findings to the class. Ask learners questions to incite a discussion on the influence of transnational corporations on the environment. <b>(I)</b></p> <p>Learners read the case study, <i>An African shanty town: Kibera, Kenya</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Show video <a href="https://youtu.be/4PmCimD1MMc">https://youtu.be/4PmCimD1MMc</a> to help learners complete the tasks.</p> <p><b>Extension activity:</b> Learners produce a piece of extended writing/essay to explain the impact of globalisation on the environment and life chances. <b>(I)</b></p> <p>Impacts of globalisation <a href="http://www.savemyexams.co.uk/igcse/geography/edexcel/19/revision-notes/8-globalisation-migration/8-2-impacts-of-globalisation/8-2-1-impacts-of-globalisation/">www.savemyexams.co.uk/igcse/geography/edexcel/19/revision-notes/8-globalisation-migration/8-2-impacts-of-globalisation/8-2-1-impacts-of-globalisation/</a></p> <p>A detailed text on TNCs, including questions and answers and a quiz at the end <a href="http://www.studysmarter.co.uk/explanations/social-studies/global-development/transnational-corporations/">www.studysmarter.co.uk/explanations/social-studies/global-development/transnational-corporations/</a></p>
3.3.3. Sociological explanations for global inequalities	To understand sociological explanations for global inequalities, including Marxist views of capitalist exploitation, colonialism and feminist ideas of patriarchy.	<p>Summarise the different sociological perspectives that attempt to explain global inequalities, using visual aids, flow charts, mind maps, images, etc.</p> <p>Learners to explore the Marxist view of capitalist exploitation. Link to colonialism. Define the term and illustrate with examples. Learners can explore their own country's history and culture if their country is a former colony or former colonial power. If not, other countries can be used as examples of either colonies or colonial powers. Research how colonialism has influenced the culture, language, religion, governance, as well as whom this may have benefitted and how. Discuss the inequalities colonialism may have caused <b>(I)</b>.</p> <p>Provide learners with media material showing images of men and women in different situations (e.g. family, school, workplace, etc.). Ask learners questions to assess the progress of equality of men and women. E.g. How much power do women have in decision-making in the family? Do girls and boys have equal access to education? Do they have equal opportunities in the workplace? How does this vary between countries and why? Link these issues to feminism and the concept of patriarchy to explain feminist ideas of global inequalities.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>A useful text on the Dependency theory, particularly for advanced learners  <a href="http://www.studysmarter.co.uk/explanations/social-studies/global-development/dependency-theory/">www.studysmarter.co.uk/explanations/social-studies/global-development/dependency-theory/</a></p> <p>End the unit with a series of <b>formative assessment</b> opportunities. Consider a knowledge-based test. Then move on to exam-style questions – model these and show examples, clarify command words and then set for learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding of the Cambridge mark schemes and question demands. <b>(I)(F)</b></p>
<b>Past and specimen papers</b>		
<p>Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b></p> <p>2025 Specimen Paper 1, Q3            Nov 2022 Paper 12 Q3            Nov 2022 Paper 13 Q3            Jun 2022 Paper 11 Q3            Jun 2022 Paper 13 Q3            Nov 2021 Paper 12 Q3            Nov 2020 Paper 12 Q3            Jun 2020 Paper 13 Q3</p>		

## 4. Family

Syllabus ref.	Learning objectives	Suggested teaching activities
<p><b>4.1 What are the different types of families?</b></p> <p>4.1.1. Different family structures</p>	<p>To learn about the different types of families, including nuclear, extended, reconstituted, same-sex, lone-parent, polygamous, empty nest, childless, as well as the strengths and limitations of different family structures.</p>	<p>Begin by discussing what we mean by a 'family' and come up with a recognised definition for this.</p> <p>Learners to brainstorm the various types of families they can think of – from their own experiences and through the media. Collate these on the board.</p> <p>Watch an extract from a TV programme (a soap opera or sit-com would work well for this) and learners note down all the types of families shown. Choose a couple of different clips if you want to emphasise particular types of families to learners. Add these types to the list. <b>(I)</b></p> <p>Create a series of cards with a range of family types written on – pick a card out of a bag and learners have two minutes in pairs to create this family using modelling clay. Vote for the best one, recapping what the family type is all about at the same time and move on to the next card. Discuss the strengths and limitations of the different types of families.</p> <p><b>Extension activity:</b> learners create a glossary of all the different family types they need to know according to the syllabus. Next to each one, add their strengths and limitations. <b>(I)</b></p> <p><b>TV/film:</b> Required for analysis either in film or online format, e.g. television series such as Dallas, Eastenders, Coronation Street, Korero Mai, Modern Family, etc.</p> <p>Text on family diversity (for A level but can be used for IGCSE as well) <a href="http://www.tutor2u.net/sociology/reference/families-forms-of-family-diversity">www.tutor2u.net/sociology/reference/families-forms-of-family-diversity</a></p> <p>Introduction to sociology of family video <a href="https://youtu.be/E5WFEw-7000">https://youtu.be/E5WFEw-7000</a></p> <p>Video on the different kinds of families <a href="https://youtu.be/hpCyiyNqzIE">https://youtu.be/hpCyiyNqzIE</a></p> <p>A detailed text on families and households which include different types of families <a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/</a></p>
<p>4.1.2 Variations and diversity in the family</p>	<p>To understand how families may differ, including cross-cultural, social class and ethnic variations.</p>	<p>Establish what is meant by 'family diversity' and learners give examples of this – aim to link to ethnicity and social class in particular. Look at relevant statistics on types of family and social factors – learners to interpret the statistics and to come up with reasons for the patterns. <b>(I)</b></p> <p>Learners read the case study <i>Families in Niger</i>, in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and</i></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><i>O Level.</i> Learners complete the tasks. Class discussion on how families differ around the world.</p> <p><b>Extension activity:</b> Learners produce a piece of extended writing to explain how family structures may vary based on culture, ethnicity and social class. Use examples to support answers. <b>(I)</b></p> <p>Latest family and ethnicity statistics from the Office for National Statistics. <a href="http://www.ethnicity-facts-figures.service.gov.uk">www.ethnicity-facts-figures.service.gov.uk</a></p> <p>Our family: a film about family diversity <a href="https://youtu.be/cTqC4U_98Xo">https://youtu.be/cTqC4U_98Xo</a></p>
4.1.3 Sociological views on family diversity	To understand different sociological views on family diversity with reference to the New Right views on family diversity and dysfunctional families, postmodernist views on the positive aspects of family diversity, as well as the extent of family diversity and the dominance of the nuclear family.	<p>Give the learners a pre-prepared set of cards with names of sociological perspectives and their views on family. Learners attempt to match the views with the correct perspective based on their previous knowledge and understanding of the sociological perspectives: New Right and postmodernism. Following the exercise, learners create a chart on the board featuring the views of the sociological perspectives on family diversity. Emphasise that postmodernists hold positive views on family diversity, while New Right thinkers do the opposite.</p> <p>Learners produce an extended piece of writing/essay to discuss how far the nuclear family is the dominant type of family. <b>(I)</b></p> <p>New Right view of the family <a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/new-right-view-of-the-family/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/new-right-view-of-the-family/</a></p> <p>Postmodernist perspective of the family <a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/new-right-view-of-the-family/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/new-right-view-of-the-family/</a></p>
4.1.4. Alternatives to the family	To explore alternatives to the family, including single person households, shared households and friends as family.	<p>Other than a family, where else can people live? Who else can people live with today? Get learners' initial reactions and ideas to this. Find examples from media and secondary sources of all of the alternatives that you want to emphasise and present these to the learners. They should consider the advantages and disadvantages of each. An assessment of why these alternatives to the family have appeared should be made.</p> <p><b>Extension activity:</b> Learners could then come up with a plan for non-family living. They should decide how this would work, how it would be organised, rules in place, identify possible problems and how they would overcome them, etc. <b>(I)</b></p> <p>A clip from TV series 'Friends' could be shown to illustrate the idea of friends as the new family – 'Friends',</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>NBC, 1994–2004. (Clips and episodes from the series available on YouTube or box sets of DVDs easily available to buy.)</p> <p><a href="http://www.google.co.uk/">www.google.co.uk/</a> – Children’s home video footage from Kenya.  <a href="http://www.google.co.uk/">www.google.co.uk/</a> – Virginia; commune life.  <a href="https://youtu.be/Pf0KDdN-tEQ">https://youtu.be/Pf0KDdN-tEQ</a> – a video presentation on the Alternatives to family  <a href="https://youtu.be/8GQ_bYu-cgM">https://youtu.be/8GQ_bYu-cgM</a> – The Last Kibbutz</p>
4.1.5 Variations in types of marriage	To understand variations in types of marriage including arranged marriage, empty shell marriage, love marriage, monogamy, polygamy, same-sex marriage and serial monogamy.	<p>Establish what is meant by the key terms (monogamy, serial monogamy, polygamy, etc.) giving clear definitions to learners for a glossary. What are their views on each of these? Can they come up with advantages and disadvantages of each? Split the class into groups. Once the groups have had time to consider the advantages and disadvantages of each of the variations in marriage, each group should be given one of these at random to produce a political speech on. Their aim is to convince the rest of the class that their variation of marriage is the best. After each group’s speech, the rest of the class should ask them questions. After all the speeches have been heard, the class votes for the most convincing argument.</p> <p><b>Extension activity:</b> Learners produce an extended piece of writing to explain variations in types of marriage in their own culture and what type of marriage predominates and why. Learners could compare their own culture to another. <b>(I)</b></p> <p>A detailed text on marriage in sociology <a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/marriage-in-sociology/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/marriage-in-sociology/</a></p> <p>A video presentation on types of marriage <a href="https://youtu.be/A9opnPI9Bqg">https://youtu.be/A9opnPI9Bqg</a></p>
<p><b>4.2 What is the role of the family for the individual and society?</b></p> <p>4.2.1. Functionalist views</p>	To understand the functionalist views of the role of the family, including how the family benefits its members and society. Functions of the family, the loss of functions debate, how family functions have changed over time, the ‘warm bath’	<p>Outline and explain the functions of the family according to functionalist sociologists and ensure learners are clear with what is meant by a ‘function’. Learners then turn this into a spider diagram/mind map with notes and images to help their understanding. <b>(I)</b></p> <p><b>Extension activity:</b> Learners choose a TV/film clip or an extract from a book/magazine and identify all the family functions seen within it. <b>(I)</b></p> <p>‘Loss of functions debate’ – introduce the idea that in modern industrial society functions in the family are declining. Working in pairs, learners should take each function in turn and come up with ideas about how and why the function may not be performed by the family anymore, e.g. welfare state, old people’s homes, etc. Share these ideas as a class.</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	theory, and the importance of the nuclear family.	<p>Give the learners examples of how the nuclear family may be promoted through government plans and programs, the media, etc. Discuss how this may affect our views on the importance of the nuclear family.</p> <p>Useful (longer) video on Talcott Parsons and the nuclear family. Includes the 'warm bath' theory <a href="https://youtu.be/6Yglk4zRrK4">https://youtu.be/6Yglk4zRrK4</a></p> <p>Short text on the cereal packet family <a href="http://www.tutor2u.net/sociology/topics/cereal-packet-family">www.tutor2u.net/sociology/topics/cereal-packet-family</a></p> <p>A detailed article on the advantages and disadvantages of the nuclear family (particularly suitable for advanced learners) <a href="https://simplysociology.com/nuclear-family.html">https://simplysociology.com/nuclear-family.html</a></p> <p>A detailed text on the functionalist view of the family <a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/functionalist-perspectives-on-the-family/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/functionalist-perspectives-on-the-family/</a></p>
4.2.2 Marxist views	To understand the Marxist views on the role of the family, including how the family benefits capitalism, exploitation of family members, reproduction of class inequalities, family as a unit of consumption and family and ideological control.	<p>Teacher-led presentation on the Marxist views of the role of the family. Using the sub-headings from the syllabus/textbook, learners explain the main concepts and ideas to understand the Marxist views on the role of the family and how it benefits capitalism. Learners can do additional research on particular Marxist theorists, such as Zaretsky or Althusser.</p> <p><b>Extension activity:</b> Learners produce a piece of extended writing to compare the functionalist and Marxist views on the role of the family, identifying similarities and differences and using sociological concepts/terms from the two sociological perspectives. <b>(1)</b></p> <p>A video presentation on the functions of family (includes functionalism, Marxism and feminism) <a href="https://youtu.be/Z6omKgtxB-M">https://youtu.be/Z6omKgtxB-M</a></p> <p>A detailed text on the Marxist perspectives on the family <a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/marxist-perspectives/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/marxist-perspectives/</a></p>
4.2.3 Feminist views	To understand the feminist views on the role of the family, including how the family benefits patriarchy and male power, the domestic division of labour, domestic violence	<p>Focus on the role of gender in the family – symmetry and equality: a good option for learners to complete a case study within sociology. They could work in pairs to investigate the gender debate and to present their findings in a format of their choosing (examples could be as a PowerPoint presentation, a short film, a booklet, a podcast or a mini lesson). Teachers should ensure adequate support materials are made available for the research via textbooks, secondary sources and websites. Encourage learners to share their work afterwards and perhaps peer assess these. Follow up with a series of test questions on gender and the family to ensure understanding. Key areas for consideration could be symmetrical family, paid work, housework, decision making, money management and childcare. Learners could look at time spent and specific tasks done.</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>and abuse, joint and segregated conjugal roles, dual burden/triple shift, decision making and gendered socialisation.</p>	<p>Learners read the case study <i>A Marxist feminist view of the nuclear family: The Anti-Social Family (1982) by Barrett and McIntosh</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Learners complete the tasks. Discuss answers as a class.</p> <p>Introduce the notion of the dark side of the family and the idea that for a lot of people, especially women and sometimes children, family life can be a negative experience.</p> <p>Divide the class into small groups, each with a specific focus and get them to investigate their topic in more detail, e.g. domestic abuse/domestic violence/honour killings, etc. <a href="http://www.bbc.co.uk/ethics/honourcrimes/">http://www.bbc.co.uk/ethics/honourcrimes/</a></p> <p>Each group produces a fact file on their specialist topic. Then set the classroom up as a series of market stalls – every group needs to visit each stall where they will be given a fact file and have a presentation on the topic. Those group members who ‘work’ the market stall and so do not visit any of the others, must ensure that their group members report back on what they have learnt through peer teaching.</p> <p>To test learner knowledge and understanding, a series of fun activities should be planned such as a crossword, mix and match, quiz, etc. <b>(I)</b></p> <p>Any relevant videos or web resources could also be shown to further understanding. Learners could also be asked to complete further independent research on the dark side of family life individually as a homework or extension activity. <b>(I)</b></p> <p><b>Extension activity:</b> Learners produce an extended piece of writing to answer the following question: How far does the family benefit men? Learners use sociological concepts/terms and examples to support their argument, producing a balanced answer.</p> <p><a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a> – website for Women’s Aid has information about domestic violence.</p> <p><a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> – charity trying to prevent abuse and cruelty towards children.</p> <p><a href="https://youtu.be/1rLNC6MLHg8">https://youtu.be/1rLNC6MLHg8</a> – A video lesson on feminist perspectives on family</p> <p><a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/feminist-perspective-on-the-family/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/feminist-perspective-on-the-family/</a> – the Feminist perspective on the family</p>
4.2.4	<p>Strengths and limitations of functionalist, Marxist and</p> <p>To understand and summarise the strengths and limitations of the</p>	<p>Give the learners instructions on how to draw up a table/chart/diagram/poster to summarise the strengths and limitations of the different sociological views of the role of the family. Learners work on the table/chart/diagram/poster as a group and place it on the wall of their classroom for future reference. Learners may add notes and pictures to their table/chart/diagram/poster to produce a colourful summary as an</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
<p>feminist views of the role of the family</p> <p>4.2.5 Debates about whether the experience of family life is positive or negative for family members.</p>	<p>views of the different sociological perspectives on the role of the family.</p>	<p>important visual revision aid. (I)</p> <p>Divide learners into three groups. Each group takes one of the sociological perspectives: functionalist, Marxist and feminist, and produces a speech to persuade the rest of the class why their perspective best explains the role of the family. This leads into a class discussion on the strengths and limitations of each sociological perspective. (I)</p> <p>Learners produce a piece of extended writing to answer the following question: To what extent is the experience of family life positive for family members? Learners use arguments from the three sociological perspectives, examples and other content from the unit to provide a balanced answer. (I)</p>
<p><b>4.3 How is family life changing?</b></p> <p>4.3.1. Demographic factors and their effects on family life</p>	<p>To understand the effect of demographic factors on family life; including family size, birth rates, life expectancy, ageing population, having children in later life.</p>	<p>Set up a game of ‘Who wants to be a millionaire?’ based on demographic trends in the family. This can be on a simple PowerPoint. (Have three possible answers for each question, one of which is correct. Divide the class into teams to take the quiz in order to find out what they already know.)</p> <p>For each topic, e.g. ‘decline in the death rate’, reasons for the trends should also be covered. This could be done via a teacher presentation or used as an opportunity for some peer teaching where learners are divided into groups to cover all the relevant topic areas and prepare a mini lesson, including starter activity, main body and assessment of learning.</p> <p>‘Who wants to be a millionaire?’ template:  <a href="http://www.google.com/search?client=safari&amp;rls=en&amp;q=who+wants+to+be+a+millionaire+powerpoint+template+uk&amp;ie=UTF-8&amp;oe=UTF-8">www.google.com/search?client=safari&amp;rls=en&amp;q=who+wants+to+be+a+millionaire+powerpoint+template+uk&amp;ie=UTF-8&amp;oe=UTF-8</a></p> <p>Learners read the case study <i>DINKs in China</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Watch <a href="https://youtu.be/orM0xQJsIew">https://youtu.be/orM0xQJsIew</a> to help learners complete the tasks. Discuss answers as a class.</p> <p>Ensure learners understand what is meant by an ageing population – what are their experiences with this trend? This is an opportunity to use data for reinforcement purposes.</p> <p><b>Class discussion:</b></p> <ul style="list-style-type: none"> <li>• What are the advantages and disadvantages of having an elderly relative living in the family?</li> <li>• Should families keep elderly relatives living with them or is there a place for old people’s homes in society?</li> <li>• Should the retirement age rise?</li> <li>• How might an ageing population affect younger people in society in terms of paid work, housing, etc.?</li> </ul>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> <li>• What would the class predict for the age demographic of society in 20 years' time and why? Discuss how this may affect family life.</li> </ul> <p>Teacher notes need to consolidate learning here – perhaps follow on with a knowledge-based test. <b>(F)</b></p> <p>A text on the Demographic trends in the UK <a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/demographic-trends-uk/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/demographic-trends-uk/</a></p> <p>A comprehensive text on the ageing population <a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/the-ageing-population/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/the-ageing-population/</a></p>
4.3.2	The impact of industrialisation and urbanisation on family structures and roles	<p>To understand what impact industrialisation and urbanisation have on family structures and roles.</p> <p>Teacher presentation and notes on the ways that industrialisation and urbanisation have affected family life and structure. Experiences of families from different social classes should be considered here. An understanding of the different points of view should be aimed for.</p> <p>Follow-on work by the teacher to assess understanding via comprehension questions, fill the gaps exercise and mix and match activities if there are particular studies and statistics that are important for learners to remember. <b>(I)</b></p> <p><b>Extension activity:</b> Learners should produce a poster combining images and written information to consolidate their understanding of this topic and to demonstrate changes over time. <b>(I)</b></p>
4.3.3	Explanations of changing patterns and trends in marriage, divorce and cohabitation	<p>To understand why patterns and trends in marriage, divorce and cohabitation are changing, including legislation, societal attitudes and values, role of the internet; secularisation, cultural explanations and changes in the status and power of women / female empowerment.</p> <p>This represents a great opportunity for learners to complete some independent research into what is happening in terms of marriage and divorce rates and cohabitation in both a local and a more international context. Learners can be divided into groups each one researching a different aspect: legislation, societal attitudes and values, role of the internet; secularisation, cultural explanations and changes in the status and power of women. Notes should be written by each group based on their research and the findings compiled into a single report to be used in class. <b>(I)</b></p> <p>The class can then discuss their findings and consider why these trends have emerged. This can be consolidated afterwards by a teacher presentation and notes.</p> <p>Why are divorce rates increasing? How does divorce impact on those involved – partners and children? Use learners' own experiences sensitively here to inform the discussion.</p> <p><b>Extension activity:</b> Learners write a magazine article-style report to consolidate their understanding of the topic of divorce and its effects on family life, individuals and societies. <b>(I)</b></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="http://www.google.co.uk/">www.google.co.uk/</a> – statistics from the UK Office of National statistics on marriage, divorce, cohabitation and civil partnerships.</p> <p>Video lessons:            Marriage trends <a href="https://youtu.be/ESLDGhg0dSQ">https://youtu.be/ESLDGhg0dSQ</a>            Changing rates of divorce <a href="https://youtu.be/_J3-ufO_XIA">https://youtu.be/_J3-ufO_XIA</a></p>
4.3.4 Alternatives to marriage	To understand some of the alternatives to marriage, e.g. cohabitation, singlehood, lone parents and civil partnerships.	<p>Outline the idea that marriage is not the only option when it comes to family life. What alternatives can the learners think of? Why do they think these alternatives are appearing? What do they think of them? In pairs, learners research alternatives to marriage and family types on the internet and/or newspaper/magazine articles (if available) and work in pairs to produce a collage of the variety of different family types and alternatives to marriage available today. As well as collecting the appropriate images, they should also aim to add notes to help their understanding.</p> <p><b>Extension activity:</b> Learners could investigate societal views on the alternatives to marriage via an analysis of secondary sources or through primary research such as an attitude survey, questionnaire or interviews. <b>(I)</b></p> <p>Marriage in sociology <a href="http://www.studysmarter.co.uk/explanations/social-studies/families-and-households/marriage-in-sociology/">www.studysmarter.co.uk/explanations/social-studies/families-and-households/marriage-in-sociology/</a></p>
4.3.5 Changing family roles	To learn how family roles are changing including changing conjugal roles, changing roles of children and changing roles of grandparents.	<p>A good option for learners to complete a case study within sociology. They could work in pairs to investigate the gender debate and changing conjugal roles and to present their findings in a format of their choosing (examples could be as a PowerPoint presentation, a short film, a booklet, a podcast or a mini lesson). Teachers should ensure adequate support materials are made available for the research via textbooks, secondary sources and websites. Encourage learners to share their work afterwards and peer assess these. Follow up with a series of test questions on gender and the family to ensure understanding. Key areas for consideration could be diverse family types, segregated to joint conjugal roles, e.g. symmetrical family, dual worker family, housework, decision making, money management, childcare, the pivot/sandwich generation. Learners could look at time spent, and specific tasks done.</p> <p>Brainstorm all the roles played in families and what may be expected of someone in these roles, i.e. norms of a child, grandmother, etc. How have these roles changed over time and why? As well as teacher explanation of this, learner research could also be completed (or primary research would also work well) using family of different ages and generations for interviews/survey investigation. <b>(I)</b></p> <p><b>Extension activity:</b> Report on findings from primary research. <b>(I)</b></p> <p>Conjugal roles and changing divorce patterns <a href="https://leavingschool.co.uk/guide/qcse-sociology-families-">https://leavingschool.co.uk/guide/qcse-sociology-families-</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="#">conjugal-roles-changing-divorce-patterns/</a></p> <p>Video lessons:            Conjugal roles <a href="https://youtu.be/kuOht1jLJfs">https://youtu.be/kuOht1jLJfs</a>            Symmetrical families <a href="https://youtu.be/l7mQxkXoHTg">https://youtu.be/l7mQxkXoHTg</a></p> <p>Formative assessment opportunities <b>(F)</b>:            A knowledge-based test. Then move on to exam-style questions – model these and show examples, clarify command words and then set for learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding of the Cambridge mark schemes and question demands. <b>(I)(F)</b></p>
<b>Past and specimen papers</b>		
<p>Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b></p> <p>2025 Specimen Paper 2, Q1            Nov 2022 Paper 21 Q1            Nov 2022 Paper 22 Q1            Jun 2022 Paper 21 Q1            Nov 2021 Paper 22 Q1            Nov 2021 Paper 23 Q1            Jun 2021 Paper 21 Q1            Nov 2020 Paper 22 Q1</p>		

## 5. Education

Syllabus ref.	Learning objectives	Suggested teaching activities
<p><b>5.1 What is education and schooling?</b></p> <p>5.1.1. Formal and informal education</p>	<p>To understand what is formal and informal education with reference to differences between formal and informal education, the official curriculum and the hidden curriculum.</p>	<p>Introduce what we mean by the concept of 'education' via class discussion keeping a note of the key points made on the board. Have a few discussion questions ready to promote argument and debate amongst the class, e.g. What is the point of going to school? Should parents be allowed to buy their children an education?</p> <p>Introduce the idea of there being both a formal and an informal type of education and explain to learners the difference between these. Learners could produce two lists to exemplify the difference in what is learnt in the two types of education.</p> <p>Expand on this introductory lesson by considering what norms, roles and values are found in schools and how these are transmitted and encouraged. You could ask learners to identify the norms expected of a learner and teacher in schools and then discuss how these are taught for instance. This could then be followed up with a role play exercise.</p> <p>Link this to the key factors in the hidden curriculum and how these are taught and transmitted to learners. Learners should then apply this knowledge to their own school through all or a selection of the following activities:</p> <ul style="list-style-type: none"> <li>• What features of the hidden curriculum can be found in your school? Illustrate with examples.</li> <li>• Are there any examples of the hidden curriculum reflecting the values of society within your school?</li> <li>• Are there any examples of the hidden curriculum in your school that might be described as discriminatory towards ethnic minority learners or boys or girls? (I)</li> <li>• Learners have a look at their school's prospectus – paper or online version (their official curriculum). They are going to have a go at re-writing it with a focus on the hidden curriculum. Working in pairs, learners decide what they are going to focus on and how they are going to present it. Consider including some photography and image manipulation for the learners here too.</li> </ul> <p>Learners present the information as an official document – Microsoft Publisher or a similar program would be well suited to this task. Learners should add quotes from teachers and other learners too.</p> <p>Learners investigate how education has changed over the years in their country in terms of both the official and the hidden curriculum. They could interview some older family or staff members. They present their findings to the class and compare own educational experience.</p> <p>Information on the hidden curriculum <a href="http://www.twinkl.com/teaching-wiki/hidden-curriculum">www.twinkl.com/teaching-wiki/hidden-curriculum</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>Video lessons on the hidden curriculum <a href="https://youtu.be/NuLhmDE9Exo">https://youtu.be/NuLhmDE9Exo</a>, <a href="https://youtu.be/7uGsaj2HLpo">https://youtu.be/7uGsaj2HLpo</a></p> <p>Sociology of education (can be used throughout the whole unit) <a href="http://www.studysmarter.co.uk/explanations/social-studies/sociology-of-education/">www.studysmarter.co.uk/explanations/social-studies/sociology-of-education/</a></p>
<p>5.1.2 Different types of schools: the effectiveness of different types of schools</p>	<p>To understand the effectiveness of the different types of schools, e.g. state/public, private, selective/non-selective, single sex, co-educational, faith schools and international schools.</p>	<p>Learners can be asked to brainstorm all the different types of schools they know – collate ideas together on the board. They should then be set a research task to find out about the other key types of schools mentioned in the syllabus, e.g. single sex schools. <b>(I)</b></p> <p>Once all the different types of schools have been discovered, split learners into pairs and get them to produce a short presentation for their peers about a type of school – these could be drawn randomly from a hat or you could differentiate based on ability. Encourage them to include visuals and opinions into their presentations, for example for them to consider the advantages and disadvantages of private education.</p> <p>Learners use all the information to ensure understanding. For example, they could write a newspaper article for their school/local paper about the different types of schools. Or they could write a short story which includes all the different types of schools they've been introduced to. They could consider which types of schools they would/would not like to attend and why. These could be done in class or as homework. <b>(I)</b></p> <p>Learners to read the case study <i>The American School of Dubai</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Look through <a href="http://www.asdubai.org/about-asd">www.asdubai.org/about-asd</a>, to help learners complete the tasks. Discuss answers as a class, explaining the similarities and differences between this school and yours. Additionally, discuss the strengths and limitations of each.</p> <p>A short video presentation on different types of schools <a href="http://www.showme.com/sh/?h=XmMljKO">www.showme.com/sh/?h=XmMljKO</a></p> <p><a href="http://www.sands-school.co.uk/">www.sands-school.co.uk/</a>– use the website links to navigate through this alternative school.</p>
<p>5.1.3 Alternative approaches to education</p>	<p>To learn about alternative approaches to education, including online learning, homeschooling, unschooling, vocational learning and progressive learning. To understand the</p>	<p>Ask learners questions about online learning and what they believe are the strengths and limitations of this alternative approach (many of them at least had brief experiences of online learning during the COVID-19 pandemic and the closure of schools worldwide). Learners make a list.</p> <p>Learners navigate through the following <a href="http://www.open.edu/openlearn/">www.open.edu/openlearn/</a> and <a href="http://www.mooc.org/">www.mooc.org/</a> and add some pros and cons to their list.</p> <p>Split learners into groups and assign each group another alternative approach to education. Learners research the approach, focusing on its strengths and limitations, for example, home schooling, unschooling, vocational learning and progressive schooling. Each group then presents their findings to the rest of the class. <b>(I)</b> Provide learners with appropriate material for research, e.g. textbooks, handouts, newspaper articles,</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	strengths and limitations of different approaches to education.	<p>school brochures, internet access.</p> <p>Learners read the case study <i>Summerhill School</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Watch <a href="https://youtu.be/ERQKi9fBRnw">https://youtu.be/ERQKi9fBRnw</a> to help learners complete the tasks. Learners read out their answers. Class discussion on the advantages and disadvantages of a school like Summerhill.</p> <p>Each learner votes for the best way of schooling/school (conventional or alternative) and writes a paragraph justifying their choice. <b>(I)</b></p> <p><a href="http://www.sands-school.co.uk/">www.sands-school.co.uk/</a>- use the website links to navigate through this alternative school.</p>
<p><b>5.2 What are the roles and functions of education?</b></p> <p>5.2.1. The functionalist view</p>	<p>To understand the functionalist view on the roles and functions of education: the positive roles and functions of education, including socialisation, social control, meritocracy and social mobility, role allocation, value consensus, equal opportunities, standardised testing, setting by ability and vocationalism. The strengths and limitations of the functionalist view.</p>	<p>Give learners an A4 piece of paper and ask them to produce a spider graph to show the different roles and functions of education. Learners brainstorm roles and functions and place them on the graph.</p> <p>Move on from this to consider the roles and functions of education from a functionalist point of view. Start with a basic introduction to the functionalist view. Introduce and explain the key concepts and ideas from a functionalist point of view: socialisation and social control, meritocracy and social mobility; role allocation, value consensus, equal opportunities, standardised testing, setting by ability, vocationalism.</p> <p>Split learners into two groups. One group looks into the strengths and the other into the limitations of the functionalist view. Each group presents their side of the debate for a synthesis of the functionalist view. <b>(I)</b></p> <p>Learners should make a list of all the subjects they study at school. From this list, they should identify specific topics and skills learnt that they feel will help them 'move forward' in the future after school.</p> <p>Provide definition and explanation of what we mean by social mobility. Are the topics/skills the learners identified successful in causing social mobility? What would schools/society need to do to be truly meritocratic and to promote social mobility for all learners?</p> <p><b>Extension activity:</b> Learners could investigate real people either in their local context or internationally, who have achieved social mobility and the role that education did/did not play in this. Findings could be displayed as a class. <b>(I)</b></p> <p>Useful text on the functionalist theory of education <a href="http://www.studysmarter.co.uk/explanations/social-studies/education-with-methods-in-context/functionalist-theory-of-education/">www.studysmarter.co.uk/explanations/social-studies/education-with-methods-in-context/functionalist-theory-of-education/</a></p> <p>A video presentation on the functionalist view of education –Durkheim <a href="https://youtu.be/M3bVIWcL-jA">https://youtu.be/M3bVIWcL-jA</a></p>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>A video presentation on the functionalist view of education – Parsons and Davis and Moore <a href="https://youtu.be/X9-3ZLI3Pqs">https://youtu.be/X9-3ZLI3Pqs</a></p> <p>A detailed video presentation: What is the functionalist view on education? <a href="https://youtu.be/-i6TrxzmEWc">https://youtu.be/-i6TrxzmEWc</a></p>
5.2.2 The Marxist view	To understand the Marxist view on the roles and functions of education: the roles and functions of education in the reproduction of class inequalities. The strengths and limitations of the Marxist view.	<p>Teacher-led introduction on the Marxist view of the roles and functions of education. A PowerPoint and/or video could be used. Explain the key concepts and ideas from a Marxist point of view: socialisation and social control as capitalist ideological control, the hidden and official curriculum, the middle-class culture in schools, the myth of meritocracy, material factors such as access to digital technology, setting by ability.</p> <p>As for the functionalist view, split learners into two groups. One group looks into the strengths and the other into the limitations of the Marxist view. Each group presents their side of the debate for a synthesis of the Marxist view. <b>(I)</b></p> <p>Learners compare the functionalist and Marxist views by matching cards with bits of information to the correct view.</p> <p>Marxist theory of education <a href="http://www.studysmarter.co.uk/explanations/social-studies/education-with-methods-in-context/marxist-theories-of-education/">www.studysmarter.co.uk/explanations/social-studies/education-with-methods-in-context/marxist-theories-of-education/</a></p> <p>A video presentation on Marxism and education <a href="https://youtu.be/4jb-oRvaJGQ">https://youtu.be/4jb-oRvaJGQ</a></p> <p>A detailed video presentation: What is the Marxist view on education? <a href="https://youtu.be/TJ49B2F7mfQ">https://youtu.be/TJ49B2F7mfQ</a></p>
5.2.3 The feminist view	To understand the feminist view of the roles and functions of education in perpetuating gender inequalities. The strengths and limitations of the feminist view.	<p>Show learners a short video examining the feminist view of education <a href="https://youtu.be/C8BGYcp4Df8">https://youtu.be/C8BGYcp4Df8</a>.</p> <p>Learners identify and note down the principal ideas of the feminist view of education. Initiate a class discussion on the strengths and limitations of the feminist view.</p> <p>Using pre-prepared handouts and/or textbooks, in groups, learners discuss whether they agree with the feminist arguments about the patriarchal culture of education, male power, gender hierarchy and role models, access to education, the gendered curriculum and different teacher expectations for boys and girls. Learners can do additional research and compare their culture with another culture to look for evidence of such arguments.</p> <p>Divide the class into three groups. Each group writes a speech arguing in favour of one of the views on the role and functions of education: functionalist, Marxist and feminist. After reading their speeches out to the rest of the class, learners make a colourful mind map (or another visual) to present the different views with their</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>strengths and limitations for a wall display so it can be used for future reference <b>(I)</b>.</p> <p>Check understanding via a series of short activities, e.g. 'mix and match' or multiple choice, to identify which terms/concepts/ideas relate to each of the three views.</p> <p>PPT on the Feminist theories of education  <a href="https://sociologytwynham.files.wordpress.com/2008/06/feminism.ppt">https://sociologytwynham.files.wordpress.com/2008/06/feminism.ppt</a></p> <p>A detailed text on the Feminist theory of education <a href="http://www.studysmarter.co.uk/explanations/social-studies/education-with-methods-in-context/feminist-theory/">www.studysmarter.co.uk/explanations/social-studies/education-with-methods-in-context/feminist-theory/</a></p>
<p><b>5.3 What factors help to explain differences in educational achievement and experience?</b></p> <p>5.3.1. Patterns in educational achievement and experience</p>	<p>To understand that educational achievement may differ in relation to social class, ethnicity, gender as well as to learn about global differences.</p>	<p>Provide the class with a resource pack containing statistics, secondary sources, headlines, quotes, etc. about educational experience and achievement related to gender, social class, ethnicity and global differences. Learners have to produce a poster to highlight all the key information, patterns and trends. To help with the more complex explanations for educational achievement, start to consider why these patterns exist.</p> <p>Lessons can then start to debate the findings, allowing all learners to contribute what they've found and also using their own experiences of education and schools. This knowledge could then be used to form the basis of a class assembly or presentation to the leadership group in school about why certain groups of learners do better/worse in education.</p>
<p>5.3.2 Explanations for differences in educational achievement and experience based on social class</p>	<p>To understand explanations for differences in educational achievement based on social class, including material factors, e.g. access to digital technology, cultural and social factors, cultural capital, home/community factors, linguistic factors,</p>	<p>The knowledge gained through the learners' research into the task above can be used here, plus additional information should be introduced. Split learners into pairs/groups to cover the various explanations for differences in educational achievement and experience based on social class: e.g. material factors, cultural and social factors, linguistic factors, etc. After each group has presented their findings to the rest of the class, discuss the strengths and weaknesses of each factor and rank them in order of importance (individual experiences can be used if applicable).</p> <p>Set learners a research task to investigate private education. They could be given a list of factors to consider, e.g. costs, extra-curricular activities, uniform, class sizes, subjects offered, rules, discipline, etc. You can tailor this research to your local context or use it as an opportunity to consider well-known private schools. Learners should then present their findings with accompanying images as a PowerPoint presentation. <b>(I)</b></p> <p>Using the information gleaned from this research, plus their knowledge of the 'winners' and 'losers' in the education system, learners should prepare for a formal debate about the existence of private education. Have approximately four learners per team for and against and devise enough debate titles for the whole class to</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	<p>compensatory education, in-school factors, selective and private education, the labelling theory and Marxist explanations.</p>	<p>be involved – so in a class of 24 three debates will be needed. Make sure these are all linked to private education but have a slightly different slant, e.g. ‘Private education is immoral and should be made illegal’; ‘Every parent has the right to decide how to spend their money – private education is one of these choices’; ‘Teaching is better and standards are higher in private education; this is why learners achieve so much better than in the state sector’.</p> <p>Learners read the case study <i>The lads</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Learners complete the tasks and discuss their answers with the rest of the class.</p> <p>Initiate a discussion of the learners’ own experiences of labelling in school, after having explained/revised the labelling theory. Ask learners questions such as what kind of labelling they have experienced, if any, have they witnessed any (other) learners being labelled on the basis of their social class, gender, etc? If labelled, did this influence the learners’ educational achievement and how? Was it a self-fulfilling or self-negating prophecy?</p> <p>A detailed text on Social class and education <a href="http://www.studysmarter.co.uk/explanations/social-studies/sociology-of-education/social-class-and-education/">www.studysmarter.co.uk/explanations/social-studies/sociology-of-education/social-class-and-education/</a></p> <p>GCSE Sociology study livestream: education and capitalism <a href="https://www.youtube.com/watch?v=2EVuAuMOpWE">www.youtube.com/watch?v=2EVuAuMOpWE</a></p> <p>A video lesson on patterns of achievement – social class <a href="https://youtu.be/kxnK-18uZDE">https://youtu.be/kxnK-18uZDE</a></p> <p>A video presentation on Education: labelling and social class (for A Level but can be used for IGCSE). <a href="http://www.tutor2u.net/sociology/reference/education-labelling-and-social-class">www.tutor2u.net/sociology/reference/education-labelling-and-social-class</a></p>
5.3.3	<p>Explanations for differences in educational achievement and experience based on ethnicity</p> <p>To understand explanations for differences in educational achievement based on ethnicity, with reference to institutional racism, the ethnocentric curriculum, role models, linguistic factors, cultural, material and social factors, home/community</p>	<p>The knowledge gained through the learners’ research into the tasks above can be used here, plus additional information should be introduced. The topic can be introduced by watching the video <a href="http://www.youtube.com/watch?v=x-hshirfRi4&amp;feature=youtu.be">www.youtube.com/watch?v=x-hshirfRi4&amp;feature=youtu.be</a> to initiate discussion on racism in schools.</p> <p>Learners consider how racism may exist in schools and education. Examine the concept of institutional racism. What impact might this have on educational achievement of ethnic minorities? How is this linked to the concepts of labeling and anti-school subcultures?</p> <p>Learners research the concept of an ethnocentric curriculum and consider how this demonstrates racism in schools. Use examples to illustrate this. Learners may look at their own official curriculum and the content covered in humanities and social sciences (History, Sociology, etc.) to decide to what extent it may demonstrate ethnocentrism. <b>(I)</b></p> <p>Article on racism in schools <a href="http://www.vox.com/identities/2018/4/5/17199810/school-discipline-race-racism-gao">www.vox.com/identities/2018/4/5/17199810/school-discipline-race-racism-gao</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	factors, in school-factors and the labelling theory.	Boys' anti-school culture <a href="https://youtu.be/mxNRi5ApSyU">https://youtu.be/mxNRi5ApSyU</a>
5.3.4 Explanations for differences in educational achievement and experience based on gender	To understand explanations for differences in educational achievement based on gender with reference to differential gendered socialisation and social control, teacher expectations, cultural and social factors, access to education, in-school factors, the labelling theory and feminist explanations, e.g. patriarchy.	<p>The knowledge gained through learners' research into the tasks above can be used here, plus additional information should be introduced. Introduce the topic by giving learners statistics on the option choices at IGCSE/O level and A level in their school/country. Learners analyse the statistics to examine which subjects are male and which are female-dominated.</p> <p><b>Extension activity:</b> Learners could complete research, e.g. to find out why males and females are choosing different school subjects. A questionnaire could be designed and administered in small groups to a stratified sample of learners and a report drawing conclusions from this research then written or filmed. <b>(I)</b></p> <p>Presenting results in data form might be a useful reinforcement activity.</p> <p>A selection of secondary sources/statistics will need to be provided by the teacher, e.g. <a href="http://www.tes.co.uk">www.tes.co.uk</a></p> <p>Statistics on the gendered subject choices of learners will also be needed.</p> <p>ICT facilities required if the questionnaire research task is complete.</p> <p>A detailed text on Gender and education <a href="http://www.studysmarter.co.uk/explanations/social-studies/sociology-of-education/gender-and-education/">www.studysmarter.co.uk/explanations/social-studies/sociology-of-education/gender-and-education/</a></p>
5.3.5 Global differences in educational achievement	To understand the reasons for differential achievement in different countries, e.g. availability of schools, poverty/wealth, access to education for girls, class sizes, norms, values and cultural differences, access to the internet/digital	<p>Learners research global differences in education by comparing their country to one or more countries in the world. The class can be split into groups where each group examines a different aspect, e.g. availability of schools, poverty/wealth, variations in class sizes, norms, values and cultural differences, access to the internet/digital resources and access to education for girls. Learners present their findings and combine their factors to make one presentation.</p> <p>A video on cultural differences in education <a href="https://youtu.be/NSeKhd--LQI">https://youtu.be/NSeKhd--LQI</a>  Finland's formula for school success <a href="https://youtu.be/HsdFi8zMrYI">https://youtu.be/HsdFi8zMrYI</a>  Singapore's 21<sup>st</sup> century teaching strategies <a href="https://youtu.be/M_pIK7ghGw4">https://youtu.be/M_pIK7ghGw4</a>  Schools for Africa <a href="https://youtu.be/UFRIJXKLmD8">https://youtu.be/UFRIJXKLmD8</a>  Educating girls <a href="https://youtu.be/F8sCADS5wKg">https://youtu.be/F8sCADS5wKg</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	resources.	
5.3.6 Strengths and limitations of the different explanations for differences in educational achievement	To understand the strengths and limitations of the different explanations in educational achievement based on social class, ethnicity, gender and global differences.	<p>Divide learners into four groups. Each group takes one area of educational inequality: social class, ethnicity, gender and global differences. The learners in each group write down all the factors they can think of that explain educational inequality in their area, and the strengths and limitations of these factors. The groups present their lists to the rest of the class which adds additional factors/ideas.</p> <p><b>Extension activity:</b> Learners produce a piece of extended writing to explain the ways in which social class, ethnicity and gender interact as influences on educational achievement. <b>(I)</b></p> <p>End the unit with a series of <b>formative assessment</b> opportunities. Consider a knowledge-based test. Then move on to exam-style questions – model these and show examples, clarify command words and then set for learners to complete, either as homework or as timed questions. Consider peer marking to consolidate understanding of the Cambridge mark schemes and question demands. <b>(I) (F)</b></p>
<b>Past and specimen papers</b>		
<p>Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b></p> <p>2025 Specimen Paper 2, Q2            Nov 2022 Paper 23 Q2            Jun 2022 Paper 21 Q2            Jun 2022 Paper 22 Q2            Nov 2021 Paper 21 Q2            Jun 2021 Paper 21 Q2            Jun 2021 Paper 22 Q2            Nov 2020 Paper 22 Q2</p>		

## 6. Crime, deviance and social control

Syllabus ref.	Learning objectives	Suggested teaching activities
<p><b>6.1 What are crime, deviance and social control?</b></p> <p>6.1.1. The difference between crime and deviance</p>	<p>To understand the difference between crime and deviance, including definitions of crime and the relativity of crime and deviance: crime and deviance vary within and between societies, cultures, situations and across time.</p>	<p>Introduction and outline of the topic. Starter quiz –prepare a quiz using odd and obscure laws to create discussion and debate.</p> <p>Give learners a pack of cards to sort that contain a variety of criminal acts and acts of deviance, e.g. burping at a wedding, murder, etc. Learners have to sort into a logical order, e.g. illegal/legal/criminal/deviant, etc. – this should lead to them seeing the difference between a crime (breaking the law) and an act of deviance (going against norms and values). Discuss their ideas and consider whether crime is always deviant and vice versa. Discuss with examples.</p> <p>In small groups give learners internet articles/newspapers from which they can find headlines focusing on acts of crime (and deviance if any come up). They could use these to create an introductory poster about crime. Make sure learners have clear and accurate definitions of what we mean by a crime and an act of deviance here.</p> <p>Move on to consider the different types of deviance (i.e. historical, situational, societal, etc.) Follow this up with learners creating a mind map of the different types of deviance with a range of examples of each that they could use in the exam. <b>(I)</b></p> <p>GCSE Sociology organiser: crime and deviance <a href="https://chaseterraceacademy.co.uk/wp-content/uploads/2021/06/Y11-Crime-knowledge-organiser-SCA.pdf">https://chaseterraceacademy.co.uk/wp-content/uploads/2021/06/Y11-Crime-knowledge-organiser-SCA.pdf</a></p> <p>A detailed text on Crime and deviance <a href="http://www.studysmarter.us/explanations/social-studies/crime-and-deviance/">www.studysmarter.us/explanations/social-studies/crime-and-deviance/</a></p> <p>GCSE Crime and deviance definitions. Video lesson with tasks <a href="https://youtu.be/E77mAeRpB-E">https://youtu.be/E77mAeRpB-E</a></p> <p>GCSE Crime and deviance: deviance is relative. Video lesson with tasks <a href="https://youtu.be/TLObHfyoHMc">https://youtu.be/TLObHfyoHMc</a></p>
<p>6.1.2 Formal social control</p> <p>6.1.3 Informal social control</p> <p>6.1.4 The effectiveness of agencies and methods of social control in achieving</p>	<p>To understand formal social control and how the formal agencies control individuals and prevent crime and deviance, including the police, courts, armed forces,</p>	<p>Learners should know key terms here from earlier in the course – if this is the case, start with a fun quiz to recap these – could be ‘Pictionary’ based on a PowerPoint (images of the words/concepts you want them to recall) or as a game of ‘Articulate’ or ‘Taboo’ (the term is described and learners have to guess what it is). Follow on by getting learners to identify which agents are formal and which are informal. Ensure they know the difference between a formal and an informal agency of control and their functions. Divide class into groups to cover all the formal and informal agents of social control (should be approximately 10 groups). Each group to gather evidence about their agency – what they are, what they do, how they control, their effectiveness, etc. This can then be shared with the rest of the class in an appropriate way, e.g. PowerPoint presentation, podcast, A3 poster, etc. The rest of class take notes during presentations. This could then be</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
conformity and preventing crime and deviance	government and the penal system. To understand informal social control and how the informal agencies control individuals and prevent crime and deviance, including family, education, workplace, peer group, traditional and digital media, religion.	followed up with a class debate about which agent of social control is most effective and why. <b>(I)</b> GCSE Sociology crime and deviance: Social control. Useful video lesson with tasks <a href="https://youtu.be/o65lY4eY5sc">https://youtu.be/o65lY4eY5sc</a>
6.1.5 Different types and examples of crime	To learn about the different types and examples of crime, including violent crime, property crime, while-collar/corporate crime, expressive crime, instrumental crime, gang crime, green crime, global crime, cyber crime, hate crime, domestic crime.	Learners to read the case study <i>Crimes against workers</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i> . Learners complete the tasks and consider and research other types of corporate crime.  Learners should complete an independent or group research project using media materials and the internet to find out how new technologies are leading to new crimes being created and being committed, e.g. cyber bullying, harassment using Twitter, identity theft, etc. A collage including facts, headlines and images could be made to exemplify what is current and happening in both a local and international context. Problems with 'policing' these crimes could also be considered. <b>(I)</b>  Learners can read the case study <i>Anonymous</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i> and complete the tasks to gain a deeper understanding of cybercrime and the difficulties involved in tackling this type of crime.  Similar activities/ independent research can be carried out for other types of crime, e.g. gang crime, domestic crime, hate crime, violent crime, green crime, etc.  A detailed text on Crime and Society <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/crime-and-society/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/crime-and-society/</a> Green crime <a href="http://www.studysmarter.us/explanations/social-studies/crime-and-deviance/green-crimes/">www.studysmarter.us/explanations/social-studies/crime-and-deviance/green-crimes/</a> <a href="https://youtu.be/e7OVV5VWpBs">https://youtu.be/e7OVV5VWpBs</a> Risk society

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="http://www.sociology.org.uk/cc_global_video8.htm">http://www.sociology.org.uk/cc_global_video8.htm</a>            New technologies and crime <a href="http://www.sociology.org.uk/cc_global_video2.htm">http://www.sociology.org.uk/cc_global_video2.htm</a>            Hate crime <a href="https://youtu.be/FSOMeDdD0MQ">https://youtu.be/FSOMeDdD0MQ</a>            Crimes of the powerful <a href="https://youtu.be/n8HjWn63R54">https://youtu.be/n8HjWn63R54</a>            State crime <a href="http://www.sociology.org.uk/cc_global_video9.htm">http://www.sociology.org.uk/cc_global_video9.htm</a>            Organised crime <a href="https://youtu.be/9_dm81-cBUE">https://youtu.be/9_dm81-cBUE</a>  <a href="http://www.interpol.int">www.interpol.int</a>  <a href="http://www.europol.europa.eu">www.europol.europa.eu</a></p>
6.1.6 Measuring crime	To understand the different measurements of crime, including official statistics, self-report studies and victim surveys, their strengths and limitations as well as the problem of unreported and unrecorded crime.	<p>Learners should brainstorm how society knows how much crime is committed – collate answers on the board and discuss – teacher should introduce the sociological terms here.</p> <p>Focus on official government statistics: give learners crime statistics to analyse – they should use these to identify patterns and trends in crime according to the statistics. These are easily available on the internet or from textbooks – choose those that best suit your learners and teaching context.</p> <p>Discuss why the government collects statistics on crime and how they are used and by whom in society (link to law, policy, police, media, funding, solutions to crime, etc).</p> <p>Teacher presentation or handout or textbook coverage on what we mean by the statistics and their advantages and disadvantages.</p> <p>Focus in-depth on issues with the validity of the official crime statistics and the ‘dark figure’ of crime/‘crime iceberg’. Start by giving learners a list of crimes – they need to decide whether they would report them to the police and why/why not. Discuss as a class. They should then consider other reasons why the crime statistics are unlikely to be accurate. This could then be turned into a visual reference point – either an iceberg or a dark figure. The iceberg works well as you can easily show how small a proportion of crimes are actually known about and shown in the statistics (the bit of the iceberg above the water) and how many remain unknown (below the water level, e.g. unrecorded). Examples of crime above (e.g. theft) and below (e.g. sexual abuse) can then be added plus reasons for this, to summarise all their learning on this topic.</p> <p>Learners provided with resources to help them find out about alternative methods of measuring crime – victim surveys (British Crime Survey and local surveys) and self-report studies. They should prepare a report on this. (I)</p> <p>In the next lesson they can then use this information to consider crimes the victim surveys and/or self-report studies detect more than statistics, and which crimes they are less good at uncovering and why. Give</p>



Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>learners self-report studies (see textbooks and/or internet) if appropriate to help with their discussion of these issues.</p> <p>Crime statistics: the dark figure <a href="https://youtu.be/jzdTiM5wS_c">https://youtu.be/jzdTiM5wS_c</a></p> <p>Police crime statistics <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/police-crime-statistics/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/police-crime-statistics/</a></p> <p>Home Office: <a href="http://www.homeoffice.gov.uk">www.homeoffice.gov.uk</a></p> <p>UK National Statistics: <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a></p>
<p><b>6.2 What are the patterns of and explanations for crime and deviance?</b></p> <p>6.2.1. Patterns of crime and victimisation</p>	<p>To understand the patterns of crime and victimisation with reference to age, social class, gender, ethnicity.</p>	<p>Create a set of profile cards to hand out to learners – ensure a wide range of social factors such as gender, age, class, wealth, ethnicity, job, etc. Use these to create a rank order of 'likelihood' and to explore issues such as:</p> <ul style="list-style-type: none"> <li>• Who is most likely to be convicted of crime?</li> <li>• Who is most likely to be a victim of crime?</li> <li>• Who is most likely to commit crime?'</li> </ul> <p>This would be a good opportunity to link to media stereotypes. Encourage learners to discuss each point as a class.</p> <p>Detailed text on:</p> <p>Victimisation <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/victimisation/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/victimisation/</a></p> <p>Social distribution of crime <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/social-distribution-of-crime/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/social-distribution-of-crime/</a></p> <p>Contemporary crime <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/contemporary-crime/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/contemporary-crime/</a></p>
<p>6.2.2 Explanations for crime and deviance based on age</p>	<p>To understand the explanations for crime and deviance based on age, including police targeting/stop and search; self-fulfilling prophecy, stereotyping, gang</p>	<p>Divide the class into groups and give each group the following headings: police targeting/stop and search, self-fulfilling prophecy, stereotyping, gang culture, socialisation and social control, lack of opportunity, status frustration. Each group researches their factor and explains to the rest of the class how it serves as an explanation for age-related crime and deviance. <b>(I)</b></p> <p>Choose a core selection of relevant youth sub-cultures (see list <a href="http://en.wikipedia.org/wiki/List_of_subcultures">http://en.wikipedia.org/wiki/List_of_subcultures</a>) to focus on in detail (maybe four) – make sure there are good links to deviance, e.g. punk. Learners are provided with a template outline of a human body, and they have to 'dress' them according to the sub-culture and annotate with appropriate headings. The information to enable the</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
	culture, socialisation and social control, lack of opportunity, status frustration.	<p>learners to do this could be found in textbooks, videos, blogs, internet, etc. Teacher could deliver to whole class or set tasks for homework, small-group research, etc. Learners investigate why these youth subcultures could be considered deviant.</p> <p>Age and crime, <a href="http://www.sociologystuff.com/download/f7c7472b-b894-11e7-9937-5d93b9f72b86/">www.sociologystuff.com/download/f7c7472b-b894-11e7-9937-5d93b9f72b86/</a>  Sociological detectives: Unruly youth, a short film <a href="https://youtu.be/An6HQPfIOp0">https://youtu.be/An6HQPfIOp0</a>  Deviancy amplification spiral, a short video presentation <a href="https://youtu.be/mpy1Pad54ZA">https://youtu.be/mpy1Pad54ZA</a>  A short video on Mods and rockers <a href="https://youtu.be/2GbPUB1VePA">https://youtu.be/2GbPUB1VePA</a></p>
6.2.3 Explanations for crime and deviance based on ethnicity	To understand the explanations for crime and deviance based on ethnicity, including institutional racism, prejudice and discrimination, police targeting/stop and search, material and relative deprivation, stereotyping, gang culture and status frustration.	<p>Teacher introduction on explanations for crime and deviance based on ethnicity. This can be done via a PowerPoint or a relevant video could be shown. Learners use the key concepts/factors to explain how crime and deviance may be linked to ethnicity, e.g. institutional racism, prejudice and discrimination, police targeting/stop and search, material and relative deprivation, stereotyping, gang culture, status frustration. Encourage discussion on how the same factors could be linked to both age and ethnicity and how these two social groups could be interconnected.</p> <p>Ethnicity and crime <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/ethnicity-and-crime/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/ethnicity-and-crime/</a>  A video presentation on ethnicity and crime <a href="https://youtu.be/5X6QY9ukYEc">https://youtu.be/5X6QY9ukYEc</a></p>
6.2.4 Explanations for crime and deviance based on gender	To understand the explanations for crime and deviance based on gender, including the chivalry thesis, culture of masculinity, socialisation and social control, misogyny, stereotyping, gang culture, lack of opportunity.	<p>Show learners a short video on gender and crime <a href="https://youtu.be/YD3h5VjWaB8">https://youtu.be/YD3h5VjWaB8</a>. Initiate discussion on who commits more crime, men or women, and the reasons for doing so, e.g. culture of masculinity, socialisation and social control, etc. Investigate further to find out about the types of crime committed by men and women and the reasons behind this. Encourage discussion on how the same factors can be linked to gender, age and ethnicity and how these social groups are interconnected.</p> <p>Learners discuss whether there is a culture of masculinity in their school/society and how this may affect the behaviour of men/boys, e.g. how it may affect their educational achievement and conduct at the workplace and how this may lead to acts of deviance and/or crime.</p> <p>Gender and crime <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/gender-and-crime/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/gender-and-crime/</a>  A short video on the relationship between gender and crime: Gendering the criminal</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p><a href="https://youtu.be/B4HFswP7AXY">https://youtu.be/B4HFswP7AXY</a></p> <p>Girls and binge-drinking <a href="https://youtu.be/LkiwMjxXHcw">https://youtu.be/LkiwMjxXHcw</a> (can use for age and/or gender and shows how two social groups are interconnected)</p>
6.2.5 Explanations for crime and deviance based on social class	To understand the explanations for crime and deviance based on social class, including social exclusion, material and relative deprivation, inadequate socialisation, lack of opportunity, status frustration, power inequalities, police targeting/stop and search.	<p>Learners read the case study <i>Juvenile delinquency</i> in Blundell and Roberts, <i>Sociology for Cambridge IGCSE and O Level</i>. Learners complete the tasks and then consider how social class and age are interconnected in terms of crime and deviance.</p> <p>Provide learners with examples of crime and deviance committed by members of different social classes from various sources of information, e.g. video clips, newspaper articles, official statistics, textbook material, etc. Learners look for patterns and come up with additional explanations of crime and deviance based on social class. <b>(I)</b></p> <p><b>Extension activity:</b> Learners can explore the connection between social class and the reporting of crime in more detail, for example, corporate crime, white collar crime v blue collar crime, etc, and produce a written report on this. <b>(I)</b></p> <p>Social class and crime <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/social-class-and-crime/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/social-class-and-crime/</a></p> <p>Short film on Family, class and crime <a href="https://youtu.be/rHncsy4riUI">https://youtu.be/rHncsy4riUI</a></p>
6.2.6 Sociological theories on crime and deviance	To understand the different sociological theories on crime and deviance, including postmodernism, interactionism, functionalism, Marxism and feminism.	<p>It is crucial here that the key social factors of gender, ethnicity, class/wealth and age are considered in the explanations.</p> <p>Stimulus material can be shown to learners to get them thinking about why crime is committed – use relevant videos/documentaries as appropriate to your learners and contexts. Make notes and discuss.</p> <p>Provide learners with a focus: different sociological theories on crime and deviance:</p> <ul style="list-style-type: none"> <li>• Postmodernism</li> <li>• Interactionism</li> <li>• Functionalism</li> <li>• Marxism</li> <li>• feminism.</li> </ul> <p>Split the class into these teams. Provide with necessary textbooks and resources – they need to explain why crime is committed according to these sociological perspectives, ensuring all terms in the syllabus and any</p>

Syllabus ref.	Learning objectives	Suggested teaching activities
		<p>other explanations if relevant are covered. Teams should make a news story to convey their various explanations and evidence and look at their strengths and limitations. This could be filmed using whatever equipment is available, (e.g. mobile phones, video cameras, etc). An alternative would be to write a magazine or newspaper article using, for example, the Microsoft Publisher program. Share as a class, discuss and take notes. Test learner understanding with a factual test or informal quiz. <b>(I)</b></p> <p>Create a 'mix and match' type activity where learners discover what they know and can find out about terms relating to this topic (all need to be on cards) such as labelling, stereotyping, police discretion, racist attitudes, sexism, deviancy amplification, moral panics, etc. Key studies could also be given, e.g. Jock Young's study, 'The Drugtakers', Howard Becker. Through investigation, research and asking questions the learners have to find out what is meant by all the terms/words/facts on the cards and then work out what goes with what and why.</p> <p>Jock Young's study – Drugtakers and the police:  <a href="http://www.tandfonline.com/doi/full/10.1080/09627251.2014.902209">www.tandfonline.com/doi/full/10.1080/09627251.2014.902209</a></p> <p>Howard Becker:  <a href="http://en.wikipedia.org/wiki/Howard.S.Becker">http://en.wikipedia.org/wiki/Howard.S.Becker</a></p> <p>Video lesson on the Functionalist causes of crime, with tasks <a href="https://youtu.be/HYXiRtfMz4c">https://youtu.be/HYXiRtfMz4c</a>  Video lesson on Marxism criminogenic capitalism, with tasks <a href="https://youtu.be/3ujf8ld6aEo">https://youtu.be/3ujf8ld6aEo</a></p> <p>Detailed texts on:  Functionalist theories of crime <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/functionalist-theories-of-crime/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/functionalist-theories-of-crime/</a>  Marxist theories of crime <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/marxist-theories-of-crime/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/marxist-theories-of-crime/</a>  Interactionism crime <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/interactionism-crime/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/interactionism-crime/</a></p> <p>Durkheim and the functions of crime <a href="https://youtu.be/5iEyJBywVXA">https://youtu.be/5iEyJBywVXA</a>  Strain theory <a href="https://youtu.be/fCuGJB1f8gQ">https://youtu.be/fCuGJB1f8gQ</a>  One Minute Marxism <a href="https://youtu.be/QoQbISaQm_k">https://youtu.be/QoQbISaQm_k</a>  A video lesson on the Labelling theory and crime, with tasks <a href="https://youtu.be/0rE5RjAsEg">https://youtu.be/0rE5RjAsEg</a>  Moral panics and deviancy amplification <a href="http://www.sociology.org.uk/cc_global_video1.htm">http://www.sociology.org.uk/cc_global_video1.htm</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
6.2.7 Strengths and limitations of the different explanations for crime and deviance	To analyse the strengths and limitations of the different explanations for crime and deviance: age, ethnicity, gender, social class and different sociological theories.	<b>Extension activity:</b> Learners produce a piece of extended writing/essay to evaluate the different explanations for crime and deviance, strengthening their arguments with examples and sociological perspectives. (I)
<b>6.3 How is crime dealt with in different societies?</b>  6.3.1. Aims of punishment	To learn about the aims of punishment, including protection of citizens, deterrence, retribution, incapacitation, rehabilitation.	<p>Discuss why society punishes people, i.e. what the purpose of solutions to crime actually are – ideas in textbooks such as deterrence, rehabilitation, reform, retribution, etc. Link this to the idea that a punishment should fit a crime in order to be effective. Prepare a list of crimes and give these to the learners, who decide which solution they would use to ‘solve’ each crime and why.</p> <p>An article on understanding resocialization in Sociology <a href="http://www.thoughtco.com/resocialization-3026522">www.thoughtco.com/resocialization-3026522</a>          A detailed text on criminal punishment <a href="http://www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/criminal-punishment/">www.studysmarter.co.uk/explanations/social-studies/crime-and-deviance/criminal-punishment/</a></p>
6.3.2 The effectiveness of different types of punishment	To understand the effectiveness of different types of punishment, including community sentencing, financial penalties, prison, rehabilitation programmes, capital punishment, corporal punishment, exile, ostracism, non-custodial sentencing, probation, police cautions, social media and vigilante groups.	<p>Show learners a series of images that represent a variety of local and international ‘solutions to crime’, e.g. the penal system, community service, death penalty, CCTV cameras, tagging, etc. Learners have to make a note and identify all the methods that they see. Give them a minute or so in pairs/small groups to note down how effective they think the solution to crime is. Feedback and discuss as a class.</p> <p>Videos/documentaries may also be available which discuss the effectiveness of various solutions to crime – show these as relevant.</p> <p><a href="http://www.youtube.com/watch?v=lxvey-BXgr0">www.youtube.com/watch?v=lxvey-BXgr0</a> (‘Hot Seat: Solutions To Crime Problems, Part 1’)  <a href="http://www.youtube.com/watch?v=0NG_ZwqGKJ8">www.youtube.com/watch?v=0NG_ZwqGKJ8</a> (‘Hot Seat: Solutions To Crime Problems, Part 2’)          Is it true what they say about prison? <a href="https://youtu.be/yokEBDIFhrk">https://youtu.be/yokEBDIFhrk</a></p>

Syllabus ref.	Learning objectives	Suggested teaching activities
6.3.3 The effectiveness of policing and law enforcement	To understand the effectiveness of policing and law enforcement, including, policing strategies, surveillance, crime prevention and community and military style policing.	<p>Investigate the different styles of policing and how they operate, e.g. community policing and military policing. Look at their different aims and their effectiveness. Learners research the history of policing in their culture and context and see where it started and how and why this has changed. If available invite an external speaker into school for your learners to ask pre-prepared question on policing and law enforcement. <b>(I)</b></p> <p><a href="http://www.youtube.com/watch?v=SXvwDoJohnI">www.youtube.com/watch?v=SXvwDoJohnI</a> ('A Conversation with Bangladesh: Community Policing and Law Enforcement Training')</p> <p><a href="http://www.youtube.com/watch?v=9P48YT61zII">www.youtube.com/watch?v=9P48YT61zII</a> (History of the British Police Force)</p> <p>Proactive policing? <a href="https://youtu.be/dTJ_9rwlSfY">https://youtu.be/dTJ_9rwlSfY</a></p> <p>Surveillance <a href="https://youtu.be/8ZdyMfsrghw">https://youtu.be/8ZdyMfsrghw</a></p> <p><b>Formative assessment:</b> Consider a knowledge-based test and then move on to exam-questions – model these and show examples, clarify command words and set for learners to complete as homework or timed questions. Consider peer marking to consolidate understanding of the mark schemes and questions. <b>(I) (F)</b></p>
<b>Past and specimen papers</b>		
<p>Past/specimen papers and mark schemes are available to download from the <a href="#">School Support Hub</a> <b>(F)</b></p> <p>2025 Specimen Paper 2, Q3            Nov 2022 Paper 21 Q3            Nov 2022 Paper 22 Q3            Jun 2022 Paper 21 Q3            Jun 2022 Paper 22 Q3            Nov 2021 Paper 21 Q3            Jun 2021 Paper 21 Q3            Jun 2021 Paper 22 Q3            Jun 2020 Paper 22 Q3</p>		

## Appendix 1

### Sample lesson plan

Lesson	Life chances on the RMS Titanic
<b>Date</b>	
<b>Class</b>	
<b>Teaching aims</b>	<p><i>(list only two or three, don't be over-ambitious)</i></p> <p>To ensure learners can confidently use and analyse evidence. To enjoy the study of statistical evidence.</p>
<b>Lesson objectives</b>	<p><i>(list only two or three, don't be over-ambitious)</i></p> <ul style="list-style-type: none"> <li>to know what is meant by the term 'life chances'</li> <li>to be able to analyse and interpret a set of data</li> <li>to understand how life chances affected the victims of the Titanic disaster</li> </ul>
<b>Syllabus assessment objectives</b>	<p><i>(list only two or three, don't be over-ambitious)</i></p> <p>AO2 Interpretation of evidence</p> <ul style="list-style-type: none"> <li>interpret and apply relevant evidence and data.</li> </ul> <p>AO3 Analysis and evaluation</p> <ul style="list-style-type: none"> <li>reach conclusions based on a reasoned consideration of available evidence.</li> </ul>
<b>Vocabulary, terminology and phrases</b>	Life chances, inequality, social class, gender, gender roles, working class, upper class, middle class, patriarchy, women and children first, and values
<b>Previous learning</b>	No prior learning is absolutely necessary but this lesson would sit best within Unit 3 of the 0495 Scheme of Work and could be used to reinforce earlier work on interpreting evidence.
<b>Anticipated learner problems</b>	<ul style="list-style-type: none"> <li>Learners must have a clear grasp of the key term 'life chances' to make the best of this.</li> <li>Learners may confuse 'life chances' with 'survival chances' in this context.</li> <li>Learners may have forgotten how to read the evidence effectively.</li> <li>Learners may find the context of the Titanic disaster difficult for cultural reasons.</li> </ul>

Lesson	
<b>Life chances on the RMS Titanic</b>	
<b>Solutions to the problems</b>	<ul style="list-style-type: none"> <li>• Ensure 'life chances' is defined.</li> <li>• Review how to read evidence accurately.</li> <li>• Offer context to Titanic disaster.</li> <li>• Offer learners some background context to western European society c. 1912, especially social class hierarchy, gender roles and values.</li> </ul>
Plan	
Planned timings	Planned activities
<b>10 minutes</b>	<p>Share lesson objectives with learners.</p> <p>Learners brainstorm what they know about the Titanic disaster – elicit key vocabulary and introduce terminology and phrases using spider diagrams – groups share diagrams with whole class.</p> <p>Discussion: What facilities would you expect to find on the Titanic, e.g. ballroom, barbers, swimming pool? Name some of the rooms, e.g. lounge, stateroom, cabin, dining room, gymnasium, etc.</p> <p>Share and define key terms, e.g. social classes – upper, middle and working class, etc. (see syllabus Unit 3)</p>
<b>10 minutes</b>	<p>Share lesson objectives with learners.</p> <p>Learners brainstorm what they know about the Titanic disaster – elicit key vocabulary and introduce terminology and phrases using spider diagrams – groups share diagrams with whole class.</p> <p>Discussion: What facilities would you expect to find on the Titanic, e.g. ballroom, barbers, swimming pool? Name some of the rooms, e.g. lounge, stateroom, cabin, dining room, gymnasium, etc.</p> <p>Share and define key terms, e.g. social classes – upper, middle and working class, etc. (see syllabus Unit 3)</p>
<b>15-20 minutes</b>	<p>Show learners a film clip about The RMS Titanic (various movie versions including 1958 'A Night to Remember' and 1997 'Titanic'; clips on YouTube including a useful clip called 'Titanic interior 1st, 2nd&amp; 3rd class' found at <a href="http://www.youtube.com/watch?v=8Ae-5LS3nSY">www.youtube.com/watch?v=8Ae-5LS3nSY</a>)</p> <p>This offers some great actual photos. The aim of the film clip is for learners to see the contrast between the different social classes on the ship. (There is a useful scene in the 1997 version that shows that first class and second-class passengers were allowed to use the lifeboats before the third-class passengers.) Learners to note the differences in décor, furniture, etc. between the classes.</p> <p>Discuss with learners what they believe to be the differences between the classes and why there was a class system. (Knowledge of Marxist theory could be reviewed here if appropriate). Introduce the link between life chances and class – provide definitions. (See support materials 'Life chances on the RMS Titanic'.) <a href="http://en.wikipedia.org/wiki/Life_chances">http://en.wikipedia.org/wiki/Life_chances</a></p>



Lesson		Life chances on the RMS Titanic	
		<p>Learners then study the table of survivors/victims of the disaster. Looking for trends patterns and working with a partner discuss the questions on the data.</p> <p>See support materials Life chances on the RMS Titanic in Appendix 2.</p> <p>Review the answers to the questions and the details in the data. Learners should have identified 'women and children first' as the reason for so many male victims. This can be linked to the ideas of patriarchy, gender roles and values.</p> <p>More able learners could then attempt the 'Application of knowledge' section of the task sheet. Learners should be encouraged to apply the key terms in the glossary to explain the chances of survival in sociological terminology.</p>	
<b>5 minutes</b>		<p>Review understanding of key concepts. A quick game of blockbusters is good for this. For template see: <a href="http://www.tes.co.uk/teaching-resource/Interactive-Blockbuster-Game-Template-PPT-3003535/">www.tes.co.uk/teaching-resource/Interactive-Blockbuster-Game-Template-PPT-3003535/</a></p>	
Additional information			
Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?		Assessment – how are you planning to check learners' learning?	
<p>Possible strategies:</p> <p>Less able learners could be supported in identifying trends by being paired with more able peers for discussion of data.</p> <p>Get the learners to nominate one of their number as 'lead learner' (someone who they can go to for advice) – learners often know who is the most able amongst their peers who would be able to support them. Explaining to others helps more able learners clarify their own understanding.</p> <p>Support materials also offer more able learners the challenge to apply terminology and knowledge to interpretation of the data.</p> <p>More able learners could run the plenary by creating the blockbuster quiz themselves.</p>		<p>Suggested strategy:</p> <p>Through questioning and discussion with learners during feedback.</p>	

Reflection and evaluation	
<b>Reflection</b> Were the lesson objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?	<b>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</b>
Summary evaluation	
<b>What two things went really well (consider both teaching and learning)?</b> 1: 2:	
<b>What two things would have improved the lesson (consider both teaching and learning)?</b> 1: 2:	
<b>What have I learned from this lesson about the class or individuals that will inform my next lesson?</b>	

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## Appendix 2

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### **Life chances on the RMS Titanic**

#### **Introduction**

The RMS Titanic was a transatlantic passenger liner belonging to the White Star line. To find out more about the Titanic story and a table of passenger data at [www.historyonthenet.com/the-titanic](http://www.historyonthenet.com/the-titanic)

#### **Tasks**

Study the passenger data carefully and then discuss the following questions with a partner:

1. Which class of passengers had the largest number of survivors?
2. Were your chances of surviving better or worse if you were travelling 3<sup>rd</sup> class?
3. Were your chances of surviving better or worse if you were a man or a woman?
4. What pattern of disadvantage do you see that is different to what you might normally expect?

#### **Application of knowledge**

Using the glossary below, your own knowledge and the data to help you, explain the survival patterns illustrated by the data above.

#### **Glossary:**

<b>Gender</b>	The culturally created differences between men and women which are learnt through socialisation.
<b>Gender role</b>	The pattern of behaviour which is expected from individuals of either sex; gender identity. How people see themselves, and how others see them, in terms of their gender roles and biological sex.
<b>Life chances</b>	The chances of obtaining those things defined as desirable and of avoiding those things defined as undesirable in a society.
<b>Patriarchy</b>	Power and authority held by males.
<b>Social class</b>	A broad group of people who share a similar economic situation, such as occupation, income and ownership of wealth, e.g. middle class, working class.
<b>Values</b>	Ideas or beliefs which govern the way individuals behave. There is often an ethical dimension to this concept.
<b>‘Women and children first’</b>	The notion that it was a man’s responsibility to protect women and children. This was a reflection of the patriarchal nature of Anglo-American society at the start of the twentieth century.

**Teacher's sheet**

Answers to discussion questions:

1. Your chances of survival were highest if you were a 1<sup>st</sup> class passenger as priority boarding of the lifeboats was given to these passengers.
2. Your chances were worse than those in 1<sup>st</sup> class but not necessarily worse than 2<sup>nd</sup> class. The values of the time resulted in most men giving up their chance of a seat in the lifeboats.
3. Chances of surviving were higher if you were women.
4. Although more of the elite survived generally, men have better life chances than women but here the values of the passengers have acted to improve the life chances of the women over those of the men. Literally improving chances of life in this case.

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