

Scheme of Work

Cambridge International AS & A Level Sociology 9699

For examination from 2021



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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 also 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.

Key concepts

The key concepts are highlighted as a separate item in the new syllabus and teachers should be aware that learners will be assessed on their direct knowledge and understanding of the same. Learners should be able to describe and explain the key concepts as well as demonstrate their ability to apply them to novel situations and evaluate them. Reference to the Key concepts is made throughout the scheme of work using the key shown below:

Key Concept 1 (KC1) – Inequality and opportunity

Key Concept 2 (KC2) – Power, control and resistance

Key Concept 3 (KC3) – Social change and development

Key Concept 4 (KC4) – Socialisation, culture and identity

Key Concept 5 (KC5) – Structure and human agency

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. 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 are recommended for each topic.

Component	Suggested teaching time (% of the course)	Suggested teaching order
Paper 1	It is recommended that this unit should take 50% of the AS Level and 25% of the A Level course.	1st
Paper 2	It is recommended that this unit should take 50% of the AS Level and 25% of the A Level course.	2nd
Paper 3	It is recommended that this unit should take 20% of the A Level course.	4th
Paper 4	It is recommended that this unit should take 30% of the A Level course.	3rd

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 endorsed textbooks 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.

[Teaching tools](#) – designed to help you to deliver interactive classroom activities and engage learners.

[Tool to support remote teaching and learning](#) – 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 for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other teaching and learning resources. 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

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge 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

We have written this scheme of work for the Cambridge International AS & A Level Sociology syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Learning objectives help your learners by making it 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. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
1.2 Social control, conformity and resistance KC2 KC4 KC5	The role of structure and agency in shaping the relationship between the individual and society, including an awareness of the differences	<p>10-minute opener: In pairs learners to recall 5 points learned on how agencies of socialisation and social control influence and shape behaviour. You should record responses and generate a list of 10 different points in total. (F) Play clip of movie <i>The Adjustment Bureau</i> to stimulate debate and discuss ...</p> <p>Useful video: www.youtube.com/watch?v=fSeWHl1PaKs (<i>The Adjustment Bureau</i> official trailer) Use relevant examples to distinguish between structuralist (macro) and interactionist (micro) views of the relationship between the individual and society. For example, learners could consider their experiences as learners in a school context: in what ways do they have freedom of choice about their education and, how are their choices shaped by society?</p> <p>Useful website: www.historylearningsite.co.uk/sociology/theories-in-sociology/social-action-theory/ (for a detailed summary of these approaches).</p> <p>Extension activity: Begin getting learners evaluating sociological evidence through debate. Split learners into an even number of groups depending upon class size. Half will argue as structuralist and half as interactionist. Provide the learners with the prompt: "I may think I have free will....but I don't".</p> <p>If resources allow, record the debates or write on a board / flipchart key points as they are argued and take a photo to upload to Moodle or class social media as a learning tool (I)</p>

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.

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

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Paper 1: Socialisation, Identity and Methods of Research

1. Socialisation and the creation of social identity
2. Methods of research

Recommended prior knowledge: This unit provides a general introduction to the study of sociology and no specific prior knowledge is required. Appreciation of cultural diversity and a general awareness of local society and the wider world would also enhance the learning experience. Familiarity with scientific methodology and awareness of the possible differences between science and subjects within the humanities would be helpful.

Context: This unit links with Paper 2 by introducing some of the main sociological perspectives that will be covered in more detail. It also makes some links with Paper 4 by introducing and illustrating some of the themes within globalisation.

Outline: The unit examines the role of socialisation in the creation of social identities, as well as introducing the basic methods of research, including concepts that can be used to evaluate the relevance and accuracy of sociological findings.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
1.1 The process of learning and socialisation KC4 KC5	Culture, roles, norms, beliefs, customs, ideology, power and status as elements in the social construction of reality	<p>Get learners to think about their own experiences and upbringing – what in their lives has moulded their behaviour and shaped their identity? Discuss differences and similarities between learner experiences; consider and discuss what or who has created these similarities?</p> <p>Use images, videos and news articles to provide examples of culture and belief systems, and the part that norms, values, power, status and roles have in the construction of their reality.</p> <p>Invite learners to identify examples of cultural forms in their own society. Consider how cultures are influenced by factors such as social class, gender, ethnicity and age. Use the discussion to help learners distinguish between norms, values and beliefs. Guide learners by encouraging them to consider and apply these in their own self-reflection.</p> <p>Useful video: www.youtube.com/watch?v=K-RvJQxqVQc (Crash Course Sociology – socialisation)</p> <p>Useful website: https://revisesociology.com/2017/08/04/culture-socialisation-social-norms-introduction/ (notes on culture, socialisation and social norms)</p> <p>Extension activity: Individually or in pairs / small groups, get learners to conduct research comparing their own culture / life experiences to those children of the Inuit. How do their lives and cultural experiences differ? What does this suggest about who we are as humans and our realities? (I)</p>
	The importance of socialisation in influencing human	Engage learners in a debate on nature versus nurture – what is it that makes us who we are? Is it our biology or our environment? Are we born the way we are or are we constructed by society?

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	behaviour, including the nature versus nurture debate	<p>Examine a case study, for example, use video media and other resources to discuss feral children using the example of Oxana Malaya to demonstrate the impact of the social environment upon humans.</p> <p>Useful video: www.youtube.com/watch?v=UkX47t2QaRs (Mindshock / Oxana Malaya)</p> <p>Prepare and prompt learners for the discussion activity below, by providing them with a question sheet relating to the Oxana video which will focus their attention on key points.</p> <p>Discuss: How is our behaviour a consequence of our social environment and learning?</p> <p>Extension activity: For homework, learners should identify and make note of examples of their socialisation and how their behaviour would be different if they weren't 'properly socialised' and bring this to class. (I)</p>
	Agencies of socialisation and social control, including family, education, peer group, media and religion	<p>Distinguish between primary and secondary socialisation using references to different agencies of socialisation and social control to illustrate.</p> <p>Useful website: www.academia.edu/3740198/Agencies_of_social_control_formal_and_informal_definitions_and_applications (by Linda Robinson, for useful examples to use).</p> <p>Prompt learners to consider what rewards and sanctions may be used to encourage social conformity among young people in their society. Discuss how these rewards and sanctions are linked to the different agencies of socialisation (family, education, peer groups, media, and religion).</p> <p>Extension activity: In small groups, get learners to collaborate in discussion and create a poster, PowerPoint slide or any other suitable format available, on how each of these agencies shape behaviour:</p> <ul style="list-style-type: none"> • family • education • peer groups • media • religion. <p>Allocate one agency per group. Once completed, learners should be given the opportunity to present back to whole class for discussion and comprehension. (I)</p>
<p>1.2 Social control, conformity and resistance</p> <p>KC2 KC4 KC5</p>	The role of structure and agency in shaping the relationship between the individual and society, including an awareness of the differences between	<p>In pairs, learners should try to recall five points learned on how agencies of socialisation and social control influence and shape behaviour. You should record these responses and generate a list of ten different points in total. (F)</p> <p>Play clip of movie <i>The Adjustment Bureau</i> to stimulate debate and discuss:</p> <p style="background-color: #f0f0f0; padding: 5px;">Are we simply puppets on a string shaped and controlled by society (structuralist perspective) or, do we exercise free will and shape society through our own actions and behaviour (interactionist / social actionist perspective)?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	structuralist and interactionist views	<p>Useful video: www.youtube.com/watch?v=fSeWHI1PaKs (<i>The Adjustment Bureau</i> official trailer)</p> <p>Use relevant examples to distinguish between structuralist (macro) and interactionist (micro) views of the relationship between the individual and society. For example, learners could consider their experiences as learners in a school context: in what ways do they have freedom of choice about their education and, how are their choices shaped by society?</p> <p>Emphasise social control and the determining power of social forces in the structuralist perspective, whilst placing emphasis on meaning and the creative role of the individual in the interactionist view of social construction.</p> <p>Reinforce key points by getting learners to create personalised materials (such as idea maps, illustrations, etc.) of the main claims of the structuralist and interactionist perspectives respectively.</p> <p>Useful website: www.historylearningsite.co.uk/sociology/theories-in-sociology/social-action-theory/ (for a detailed summary of these approaches).</p> <p>Extension activity: Encourage learners to begin evaluating sociological evidence through debate. Split learners into an even number of groups depending upon class size. Half will argue as structuralist and half as interactionist. Provide the learners with the prompt:</p> <p style="text-align: center;">“I may think I have free will....but I don't”.</p> <p>Give sufficient time to prepare.</p> <p>If resources allow, record the debates or write on a board / flipchart the key points as they are argued and take a photo to share via your LMS or class social media as a learning tool. (I)</p>
	Factors explaining why individuals conform to social expectations, including sanctions, social pressure, self-interest and social exchange	<p>Quick fire Q&A to recap material on structuralist versus interactionist approaches. (F)</p> <p>Learners compile a list of behaviours that their society would consider to be the norm / collectively considered normal or socially expected.</p> <p>Discuss: What makes these behaviours normal? How are they made ‘normal’? What happens if individuals don't follow these norms? What sanctions or punishments can people face when they don't comply with social norms?</p> <p>Distinguish formal and informal sanctions with examples to illustrate.</p> <p>Useful video: www.youtube.com/watch?v=5lZ2AjV307U (Introduction to Sociology – Deviance, Crime and Social Control)</p> <p>Useful websites: www.thoughtco.com/social-control-3026587 (for definition and further notes on social control) www.sociologydiscussion.com/society/values-and-norms-of-society-conformity-conflict-and-deviation-in-norms (notes on conformity and norms)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>www.thoughtco.com/sanction-definition-3026570 (sanctions and social norms)</p> <p>Extension activity: Ask learners to interview a family member or guardian (or someone who is at least a generation older than themselves) on what, if any, social norms have changed from their own youth (for example, traditional gender roles). What caused these changes? Provide opportunity to feedback findings. (I)</p>
	The mechanisms through which order is maintained, including power, ideology, force and consensus	<p>Recap key points by getting learners to individually write down three points they learned about conforming to social expectations. Then pair learners up to compare and discuss. Use whole class feedback to summarise key elements and encourage learners to make notes of key points to reinforce their learning. (F)</p> <p>Summarise the differences between the functionalist view of value consensus and conflict theories in terms of understanding the nature of social control and social order. Discuss different sociological explanations of social change, including the functionalist, Marxist and Weberian perspectives.</p> <p>Divide the learners into small groups and ask each group to compile a list of arguments against this proposition. Ask each group to summarise why they think people follow the rules of society. Relate the answers back to sociological theories of social order.</p> <p style="text-align: center;">'People follow the rules of society because they are afraid to do otherwise'.</p> <p>Useful websites: www.academia.edu/7490306/Sociological Perspectives On Socialisation and Social Order (notes on functionalist and Marxist perspectives on socialisation and social order)</p> <p>https://getrevising.co.uk/grids/comparison_of_marxism_and_functionalism (comparison of functionalism and Marxism)</p> <p>Get learners to match statement dominoes (prepared beforehand) to assess whether they can identify appropriate points and theories. (F)</p> <p>Extension activity: Devise a role playing activity in which learners can act out the sociological theories discussed. Set a context and guide the learners on what you are looking for. (F)</p>
	How sociologists explain deviance and non-conformity, including sub-cultures, under-socialisation, marginalisation, cultural deprivation and social resistance	<p>Recap key points on sociological approaches to maintaining social order through a quick fire quiz. (F)</p> <p>Distinguish between deviant behaviours and illegal behaviours, using examples to illustrate.</p> <p>Explain what a sub-culture is and invite learners to give examples of sub-cultural groups, drawing upon their own society and more globally if possible. What defines them as sub-cultures / how are they 'different'?</p> <p>Summarise key points in consensus sub-cultural explanations of deviance (Merton, Cohen. Cloward and Ohlin, Miller, Murray), comparing with alternative explanations (Willis, Matza, Postmodernism).</p> <p>Useful video: www.youtube.com/watch?v=BGq9zW9w3Fw (Crash Course Sociology introductory video on deviance)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Useful websites: https://revisesociology.com/2016/05/31/subcultural-theories-crime-deviance/ (sub-cultural theories of deviance plus alternative sociological explanations)</p> <p>www.s-cool.co.uk/a-level/sociology/introduction-to-deviance/revise-it/deviance-robert-merton (functionalism / Merton's Strain Theory)</p> <p>Extension activity: This activity should help learners to get used to evaluating sociological evidence. Divide learners into pairs / small groups and provide the learners with an example of a sub-cultural group. Given the evidence provided (sociological theories), which explanation(s) offer the most convincing argument and why in explaining their behaviour? Which offers the least convincing explanation of their behaviour and why? (F)</p>
<p>1.3 Social identity and changes</p> <p>KC3 KC4 KC5</p>	<p>Social class, gender, ethnicity and age as elements in the construction of social identity</p>	<p>Recap key points on explanations of sub-cultures and non-conformity via a true or false quiz activity. (F)</p> <p>Consider how the identities of different groups in society are socially constructed. Use the examples of childhood, adolescence and older age groups in particular. The study of childhood by Philippe Ariès is particularly useful for discussing the construction of social identities.</p> <p>Useful website: www.representingchildhood.pitt.edu/pdf/aries.pdf (Ariès and construction of childhood)</p> <p>Extension activity: In small groups, get the learners to prepare a presentation on gender differences in their society. Different members of the class might focus on the roles that society assigns to males and females at different points in the life cycle i.e. infancy, adolescence, young adults, older age groups, etc. Compare the class findings with evidence about gender differences in other societies. Use the activity to reinforce the learners' understanding of the concept of the social construction of reality. (I)(F)</p>
	<p>How social class, gender, ethnicity and age identities may be changing due to globalisation, increased choice and the creation of new / hybrid identities</p>	<p>Explain globalisation and illustrate through video / imagery.</p> <p>Useful video: www.youtube.com/watch?v=ZNejKHKsbl0 (an explanation of globalisation).</p> <p>“Ray (2007) – globalisation creates a more complex and fluid world, and calls ever more into question personal identities – such as those established through social class, gender, ethnicity or nationality – and creates more multiple and hybrid identities” (taken from Browne 2015 pg 258).</p> <p>Stimulate a discussion of what Ray means by this. Provide a summary of post modernism, with particular emphasis upon increased choice and the concept of hybrid identities.</p> <p>Learners to identify with examples, the impact of globalisation within their own society.</p> <p>Extension activity: Divide learners into small groups and allocate each group a social category (class, gender, ethnicity, age). Instruct each group to research and provide a brief learning tool that explains, illustrates and teaches how globalisation has impacted upon the category. Emphasise that this learning tool must be accessible</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>to all the learners in the class. Supervise learners and ensure that they link their material to sociological theories and concepts. (I)</p> <p>Once completed give learners an opportunity to present back to whole class for discussion and comprehension. (F)</p>
<p>2.1 Types of data, methods and research design</p> <p>KC5</p>	<p>Differences between primary and secondary sources of data and between quantitative and qualitative data</p>	<p>Begin the work for this part of the unit by using examples to distinguish between primary and secondary data and between quantitative and qualitative data. Consider the strengths and limitations of each type of data. Ensure your learners are aware of the different types of secondary data, providing them with examples of each type and its uses in sociological research.</p> <p>Provide the class with examples of qualitative secondary data from different sources, e.g. novels, historical records, newspapers, diaries. Ask them to assess the strengths and weaknesses of each source in terms of usefulness in sociological research.</p> <p>Useful websites: https://revisesociology.com/2016/01/03/research-methods-sociology/ (introduction to research methods in sociology, providing an overview of primary and secondary data and methods of collection) www.ool.co.uk/blog/studying-sociology-gcse-and-sociology-a-level-10-research-methods-secondary-sources-of-data/ (overview of primary and secondary sources of data, with examples to illustrate) www.sociology.org.uk/notes/methsec1.pdf (detailed notes on secondary data)</p> <p>Ease learners into this topic and get to grips with recognising data types by beginning with a 'match up' identify activity. For example, where would exam league tables be categorised? – quantitative primary / quantitative secondary or qualitative primary / qualitative secondary. Do this for other examples (statistics on marriage / divorce, paintings, etc.).</p> <p>Extension activity: Set learners the activity of creating an on-going personalised learning tool for this topic of research methods. It will be something that suits their learning style and allows them to continually add to it as they progress through the class material. Encourage learners to read ahead and gain further understanding through their own independent study.</p> <p>Ensure that you set time parameters and where possible, allocate sufficient time to spend with each learner to review their personalised leaning tool to ensure it is of the standard and usefulness required. (I)(F)</p>
	<p>Strengths and limitations of different secondary sources of data, including official statistics, personal documents,</p>	<p>Recap key points on the difference between primary / secondary and between quantitative / qualitative data, clarifying anything that learners are unsure about. (F)</p> <p>Distinguish between practical and theoretical strengths and limitations. Consider also ethical issues associated with the use of each type of method (this is often referred to as PET).</p> <p>Provide learners with a research context, for example studying learners' experience of school.</p> <p>Learners assess the usefulness to sociologists, of the different data types in investigating this context.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	digital content and media sources	<p>Useful websites: www.getting-in.com/guide/gcse-sociology-sampling-techniques-official-statistics-primary-and-secondary-data/ (brief comparison of primary and secondary data, with a focus on the advantages and disadvantages of official statistics) www.sociology.org.uk/notes/revgrm4.pdf (detailed mind map looking at advantages and disadvantages of several methods) www.socialresearchmethods.net/kb/ethics.php (discussion on ethics in research) www.sociology.org.uk/n_methods.htm (various links and resources)</p> <p>Extension activity: Allow learners to continue with their individual learning tool. (I)</p>
	<p>Strengths and limitations of different quantitative research methods, including questionnaires, structured interviews, experiments and content analysis</p> <p>Strengths and limitations of different qualitative research methods, including overt and covert participant and non-participant observation, unstructured, semi-structured and group interviews</p>	<p>Recap key points on PET (F)</p> <p>Using examples of sociological research to give context and illustration, evaluate quantitative research methods, emphasising key concepts such as objectivity, reliability, etc.</p> <p>Useful websites: https://revisesociology.com/research-methods-sociology/ (has links to various relevant sources on this topic area) https://getrevising.co.uk/grids/structured-interviews-2 (strengths and limitations of structured interviews) https://pointerpro.com/blog/questionnaire-pros-and-cons/ (advantages and disadvantages of questionnaires) www.sociology.org.uk/n_methods.htm (various links and resources)</p> <p>Extension activity: Allow learners to continue with their individual learning tool. (I)</p> <p>In pairs or threes, learners are to mind map what they remember about the strengths and limitations of different quantitative research methods. Float around the room and discuss with the learners their maps to ascertain understanding. (F)</p> <p>Using examples of sociological research to give context and illustration, evaluate quantitative research methods, emphasising key concepts such as subjectivity, validity, etc.</p> <p>Useful websites: https://revisesociology.com/2017/06/30/participant-observation-sociology-recent-examples-research-studies/ (examples of research using participant observation) https://napierpress.com/participant-and-non-participant-observation (activity on non-participant observation) www.qualityresearchinternational.com/socialresearch/participantobservation.htm (participant observation) www.historylearningsite.co.uk/sociology/research-methods-in-sociology/unstructured-interviews/ (explanation and strengths / limitations of unstructured interviews) www.sociology.org.uk/n_methods.htm (various links and resources)</p> <p>Extension activity: Allow learners to continue with their individual learning tool. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>Stages of research design, including deciding on research strategy, formulating research questions and hypotheses, sampling frames, sampling techniques, pilot studies, operationalisation, conducting research and interpreting results</p>	<p>Recap key points on the different qualitative research methods and their strengths and weaknesses. Devise an activity whereby learners need to identify the qualitative methods (as opposed to quantitative) and match the appropriate strengths and limitations. (F)</p> <p>Introduce the topic area and stimulate discussion by watching the video on sociology research methods. Provide learners with a worksheet to guide them on extracting relevant material.</p> <p>www.youtube.com/watch?v=QwhK-iEyXYA (Crash Course Sociology – sociology research methods).</p> <p>Basing the lesson on a classic sociological study, identify the stages of research design, as outlined in the syllabus document.</p> <p>Provide a list of research topics. Working alone, in pairs or in small groups, ask members of the class to choose a topic and prepare a research strategy covering all stages of research design. Discuss the research strategies with the class and reach conclusions about the strengths and limitations of each design.</p> <p>Useful websites: https://revisesociology.com/2016/02/02/stages-social-research/ (stages of research design) www.csun.edu/~hbsoc126/soc1/chapter%205%20outline.pdf (How sociologists do research) https://revisesociology.com/2017/03/25/sampling-research-methods/ (sampling techniques) www.sociology.org.uk/n_methods.htm (various links and resources)</p> <p>Extension activity: Allow learners to continue with their individual learning tool. (I)</p>
<p>2.2 Approaches to Sociological Research KC5</p>	<p>The use of approaches drawing on different research methods, including case studies, social surveys, ethnography and longitudinal studies</p> <p>The mixed methods approach to research, including triangulation and methodological pluralism</p>	<p>Recap key points on stages of research design, clarifying any points learners may be confused about. (F)</p> <p>Discuss the purpose of conducting sociological research.</p> <p>Learners should consider different areas of life to find out about (for example, gender roles on the home, feelings towards school, bullying, etc.). How could they go about researching these? They should think about the approach / method most suited to do this and the possible problems that could be encountered.</p> <p>Examine various examples of sociological studies and the methods used – explaining and illustrating the method used and why these methods were chosen.</p> <p>Why adopt a mixed methods approach? How is it useful to adopt this approach?</p> <p>Explain the terms triangulation and methodological pluralism, making sure to clarify how they are not the same thing. Use appropriate examples of sociological research to illustrate the approach, for example Paul Willis: Learning to Labour.</p> <p>Useful websites: https://books.google.co.uk/... (extract by Ken Browne that explains the concepts and provides some example studies)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>The positivist approach, with reference to scientific methods, objectivity, reliability and value freedom</p> <p>The Interpretivist approach, with reference to verstehen, meaning, subjectivity and validity</p> <p>The debates about whether sociology can/should be based on the methods and procedures of the natural sciences and the role of values in sociological research</p>	<p>Extension activity: Allow learners to continue with their individual learning tool. (I)</p> <p>Recap key points on the benefits of adopting a mixed methods approach.</p> <p>An understanding of positivism and its antithesis (anti-positivism or interpretivism) is central to the study of sociology. Take time to explain carefully the positivist and Interpretivist approaches. Test learner understanding on this key part of the syllabus.</p> <p>Work with your learners to compile flow charts illustrating the differences between the positivist and Interpretivist approaches on the relationship between theory and choice of research methods.</p> <p>Emphasise that a weakness of the one approach is likely to be found as strength in the other.</p> <p>Examine the debate surrounding sociology as a science. Can it be considered a science? Who claims it can and why? Evaluate this though the claims that it cannot be a science and discuss why not?</p> <p>Useful video: https://youtu.be/ZlwyNldgJBE (Crash Course Sociology introduces sociological research and the scientific method approach)</p> <p>Useful website: www.shortcutstv.com/blog/wp-content/uploads/2017/04/Positivism-v-Interpretism.pdf (comprehensive notes comparing the two approaches)</p>
2.3 Research Issues	<p>Theoretical, practical and ethical considerations influencing the choice of topic, choice of method(s) and conduct of research</p>	<p>Provide learners with a social situation that needs to be studied by sociologists (for example, racism in education, effects of poverty on success at school, etc.).</p> <p>In pairs / threes, encourage learners to write down as many points as they can think of, that need to be considered / could cause complications when conducting the research. Offer prompts if required. (I)</p> <p>Learners are to feed back and points noted on board / screen for reference.</p> <p>Explain what is meant by Practical, Ethical and Theoretical considerations (PET).</p> <p>Describe the factors that influence choice of research design, paying particular attention to the relationship between theory and methods. Cover both the positivist and anti-positivist approaches.</p> <p>Invite the learners to consider a range of sociological studies and to analyse the factors that influenced the choice of topic, research methods and the conduct of research in each case. Consider the learners' findings in a class</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>discussion.</p> <p>Useful websites: www.sociology.org.uk/notes/revgrm6.pdf (Livesey – mind map of PET issues) https://revisesociology.com/2017/04/17/assess-the-view-that-theoretical-factors-are-the-most-important-factor-influencing-choice-of-research-method-30/ (assessing the importance of theoretical factors in choice of method)</p> <p>Extension activity: https://quizlet.com/271321218/research-methods-practical-ethical-and-theoretical-issues-flash-cards/ (short online quiz for learners to test their knowledge – learners could also sign up for free and create their own for their own revision and also to share with the class) (I)</p>
	<p>How research findings may be biased by the actions and values of the sociologist and by choices made in funding, designing and conducting the research</p>	<p>Recap and reinforce PET factors by encouraging learners in small teams / groups to recall as much as they can remember through the means of a short True or False quiz. (F)</p> <p>Introduce the topic and stimulate discussion by watching the video(s) on research bias.</p> <p>Provide learners with a worksheet prepared beforehand that guides them through the video content, helping them to extract the relevant information.</p> <p>Divide learners into small groups for them to compare notes in preparation for whole class feedback and discussion. In their small groups learners are to undertake independent study into research bias. (I)</p> <p>For example, learners should consider the following areas:</p> <ul style="list-style-type: none"> • researcher subjectivity / value laden • researcher influence / interviewer bias • funding agenda • supporting hypothesis • sampling method. <p>Useful videos: www.youtube.com/watch?v=isYbwZzj_T0 (bias in research) www.youtube.com/watch?v=r1R00l8Z5lg (examples of bias in surveys)</p>
<p>Validity, reliability, objectivity, representativeness and ethics as important concepts in assessing the value</p>		<p>Recap and reinforce previous material on the topic of bias, clarifying anything the learners are unsure about through the use of matching the domino statements that you have prepared. Split learners into pairs / threes and have enough copies of the domino statement cards to provide for each of the small groups of learners. (F)</p> <p>Explain the concepts of validity, reliability, objectivity, representativeness and show how these concepts are used in assessing the value of particular research methods. Use examples of studies to give context. Invite learners to use the concepts of validity, reliability, objectivity and representativeness in evaluating the strengths and limitations of different sources of data and research methods.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	of different research methods	<p>Divide the class into small groups and provide them with examples of social research across various different methods and approaches. Ask them to assess the value of the research by evaluating the methods used to conduct the research. (I) Allow sufficient time to perform this and to provide supportive one-to-one guidance where required to clarify anything not understood. (F)</p> <p>Extension activity: From their research, the learner groups should each prepare a quiz (interactive if possible) that their peers can access and use to test their knowledge and understanding. (I)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

Paper 2: The Family

3. Theories of the family and social change

4. Family roles and changing relationships

Recommended prior knowledge: No prior knowledge is required for this unit. However, a basic knowledge of the different family types and an understanding of social changes relating to relationships would be useful.

Context: This unit links with Unit 3 by providing illustrations of the contribution that social class, ethnicity and gender make to the constitution of modern industrial societies. It may also be used to introduce the main sociological theories that will be covered in more detail in Unit 2.

Outline: The unit examines the family and how it has been affected by the processes of social change. It focuses on the diverse forms of family life and the role of individuals within the family. The relationship between the family and wider society is also reviewed.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>3.1 Perspectives on the role of the family</p> <p>KC4 KC5</p>	<p>Functionalist accounts of how the family benefits its members and society and how the functions of families have changed over time, including the 'loss of functions' debate</p>	<p>What is a 'family'? Get learners to pair up and give them a couple of minutes to come up with a few points. Then pairs begin to feed back so you can begin composing a definition based upon these suggestions.</p> <p>Prompt a critical class discussion about how the family is a positive and negative institution.</p> <p>Discuss the functionalist approach to the family: place emphasis on functionalism having a consensus perspective, linking to the concept of Organic Analogy. Emphasise the importance of the Nuclear family. Why is this type of family ideal? How does the family act like a 'warm bath'? Use images and television adverts to illustrate.</p> <p>Discuss Durkheim and Parsons and the functions of the family; along with Parsons' 'Fit Thesis' and loss of functions.</p> <p>Learners create mind maps (then bring together for whole class discussion), on expressive and instrumental leaders – what do these terms mean and what do they do?</p> <p>Useful website: www.tutor2u.net/sociology/reference/families-functionalism (overview and evaluation of functionalism)</p> <p>Useful videos:</p> <p>www.precookedsociology.com/video/what-is-the-functionalist-view-of-the-family/ (explanation of the functionalist perspective of the family, including video worksheet and on screen quiz)</p> <p>www.youtube.com/watch?v=hj-WJHUO6ag&list=PL_IABkPMeebtGD9AtBBYLJM5X9KYnxb4q (OXO advert as an illustration of the 'ideal / cereal packet family')</p> <p>www.youtube.com/watch?v=L3uZrIYfoL0 (a visual and oral explanation of Parson's Fit Thesis)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Marxist accounts of how the family benefits capitalism, including ideological control, reproduction of labour and consumption	<p>Learners individually write down three points they can remember about the functionalist approach to the family. Once they've done this, get them to pair up and compare points. Check understanding by sitting in with the pairs and briefly discussing their points. (F)</p> <p>Begin developing evaluation by comparing and contrasting Marxism and functionalism. What criticisms does the Marxist perspective make of the functionalist view of the family?</p> <p>Place emphasis on Marxism having a conflict perspective: how does it view the family and why? Focus upon its economic views and how the family serves Capitalism and is exploitative of family members. What are the ideological functions of the nuclear family?</p> <p>What criticisms are made against Marxism from functionalist and New Right perspectives?</p> <p>Useful websites: https://revisesociology.com/2018/02/26/marxist-perspective-family-revision-notes-a-level-sociology/ (visual and text overview of the Marxist perspective on family).</p> <p>Useful video: www.precookedsociology.com/video/what-is-the-marxist-view-of-the-family-families-and-households/ (explanation of the Marxist perspective of the family, including video worksheet and on screen quiz)</p>
	Feminist responses to functionalist and Marxist accounts of the role of the family	<p>Emphasise feminist approaches being conflict theories: how are they critical of the functionalist and Marxist perspectives of the family? Emphasise how feminist theories are critical of the exploitation of women in the family. NOTE: discuss the different strands of feminism (Liberal / Marxist / Radical / Difference).</p> <p>Useful websites: https://revisesociology.com/2014/02/10/feminist-perspectives-family/ (notes and mindmap on feminist perspectives of the family)</p> <p>Useful video: www.precookedsociology.com/video/what-is-the-feminist-view-of-the-family/ (explanation of the feminist perspective of the family, including video worksheet and on screen quiz)</p> <p>Extension activity: Learners work individually or pairs or threes to bring together these theories of functionalism, Marxism and feminism and create a revision tool in a format that suits their preferred learning style. (I)</p>
3.2 Diversity and social change KC3	The causes and consequences of changing patterns of marriage, cohabitation, divorce and separation	<p>Quick fire Q&A or quiz on the feminist approaches to the family. (F)</p> <p>www.contentgenerator.net/ (offers free educational games and interactive quizzes)</p> <p>Use national and international statistical evidence of changing patterns. To get learners thinking / prepared, in pairs or threes ask them to try and match the correct statistic to the status. For example, have three options of statistics for marriage – can they correctly match them up? Do this for the other statuses.</p> <p>Review and confirm correct answers. Use graphs where possible as a visual aid to understanding patterns.</p> <p>Then in small groups, get learners to pull upon their own knowledge and come up with possible reasons for why these trends are occurring. Allow groups to present / feed back responses.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Now compare these to sociological explanations. Key causes to cover include changes in law, declining stigma / changing attitudes, secularisation, rising expectations of marriage, women's increased financial independence, rise in individualisation.</p> <p>Useful websites: /www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/divorce/bulletins/divorcesinenglandandwales/2017 (ONS graph of marriage and divorce statistics in England and Wales 1957-2017) www.independent.co.uk/news/uk/home-news/marriages-men-women-lowest-record-heterosexual-lgbt-ons-a8232751.html (contemporary news article on marriage rates in England and Wales from ONS) https://revisesociology.com/2015/03/28/the-consequences-of-declining-marriage-and-increasing-divorce-mind-map/ (consequences of declining marriage and increasing divorce)</p>
	<p>Different family and household forms, including nuclear, extended, lone-parent, reconstituted, same-sex, families of choice and single person households</p>	<p>Use a true or false (interactive if possible) quiz with learners in pairs / threes to assess their knowledge and understanding of causes and consequences of changing patterns of marriage, cohabitation, divorce and separation. (F)</p> <p>Use of various media to illustrate the different family forms that exist in societies: How are they different to the traditional 'ideal' nuclear family?</p> <p>Extension activity: In small groups, learners are to research into national and international trends of these different family types for their own notes to use as supporting evidence when discussing the increase in family diversity. (I)</p>
<p>Dimensions of family diversity, including organisational, cultural and class diversity</p>		<p>Learners should feed back to the whole class on the statistical evidence they found from their independent study. Record on white board / flip chart paper to keep as a reference tool. (F)</p> <p>Discuss the Rapoport's five types of diversity with examples of family forms to illustrate.</p> <p>Useful website: www.sociologyarticles.co.uk/family-diversitythe-rapoports/ (brief description of the Rapoport's 5 Types of Diversity)</p>
<p>The debate about the extent of family diversity and the dominance of the nuclear family</p>		<p>Match the dominoes. In threes, learners should match the Rapoport diversity type, with an explanation and example of family (these will need to be made in advance using card for example). (F)</p> <p>Consider and discuss: The increase in family diversity no longer means a dominant family type. Is increased diversity a sign that the nuclear family is no longer seen as dominant or desirable or expected?</p> <p>Use evidence including sociological arguments and statistics to put forward an argument to support this.</p> <p>Evaluate through examining the argument of the universality of the nuclear family as well as Chester's concept of the neo-conventional family (modified version of the nuclear that reflects more contemporary society) for example.</p> <p>Useful video: www.precookedsociology.com/video/what-is-the-debate-about-family-diversity/ (diversity debate)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Useful websites: www.telegraph.co.uk/women/mother-tongue/5160857/Death-of-the-traditional-family.html (Telegraph article on the death of the nuclear family) http://sociologyaustralia.allenandunwin.com.s3-website-ap-southeast-2.amazonaws.com/files/double.pdf (detailed notes on the debate)</p>
	New Right and postmodernist perspectives on family diversity	<p>Using images to illustrate, discuss the New Right approach to family diversity, emphasising the negative view towards diversity and why this occurs. What are the social implications of the growth in family diversity? Evaluate by examining criticisms of the New Right perspective.</p> <p>Compare and contrast New Right through Postmodernist perspectives of the family for example, the works of Stacey, the Individualisation thesis, Giddens (greater choice) and Beck (negotiated family).</p> <p>Useful websites: https://revisesociology.com/2015/04/03/postmodern-perspective-family/ (mind map and notes on postmodern perspective of family and of diversity) https://revisesociology.com/2014/02/10/new-right-family/ (mind map and notes of the New Right perspective on family)</p>
	The state and social policy as influences on the family	<p>Recap key points of New Right and postmodernist perspectives on family through a quiz, or Q&A, etc. (F)</p> <p>Explain what social policies are and how they relate to the family. Provide examples from your learners' own society to illustrate. Make international comparisons.</p> <p>Examine sociological perspectives including functionalism, Donzelot: policing the family, the New Right, and feminism).</p> <p>Useful websites: https://revisionworld.com/a2-level-level-revision/sociology-level-revision/family/family-diversity-0 (detailed notes on topic of family, including British social policy and family) https://revisesociology.com/2016/04/06/sociological-perspectives-on-social-policy-and-the-family/ (social policy and the family) www.sociology.org.uk/notes/fpolicy.pdf (Livesey notes including concept definitions) www.bbc.co.uk/news/world-asia-china-45124502 (BBC article on how China is now hinting at a three child policy to tackle a depleting population)</p> <p>Extension activity: Independently research China's one child policy (and recently two child policy) and the impact upon the family. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>4.1 Gender equality and experiences of family life</p> <p>KC1 KC2</p>	<p>Different feminist perspectives on equality and power in the family, including liberal, radical and Marxist</p>	<p>Stimulate discussion by getting the learners to watch the Emma Watson UN speech on gender and equality. Provide learners with a question / worksheet to fill in and jot ideas down whilst watching the video.</p> <p>Useful video: www.youtube.com/watch?v=gkjW9PZBRfk (Emma Watson – UN HeForShe Campaign)</p> <p>Identify and explain the strands of feminism: liberal, radical and Marxist. Also discuss difference feminism. Compare and contrast these strands of feminism.</p> <p>Critique these feminist strands for evaluation.</p> <p>Useful website: www.precookedsociology.com/video/what-is-the-feminist-view-of-the-family/ (video with accompanying worksheet and on line quiz)</p> <p>Extension activity: Individually, or in pairs / threes, learners are to create a summary of these feminist approaches and relevant criticisms, in a format preferable to their learning style. You should review them. (F)</p>
	<p>Conjugal roles and debates about gender equality in the family, including housework, childcare, power and emotion work</p>	<p>In pairs or threes use domino cards to match the idea to the correct feminist strand (F)</p> <p>Recall Parsons' Expressive and Instrumental roles. Emphasis upon how this creates segregated conjugal roles.</p> <p>Introduce debate by examining Willmott and Young's claim of the Symmetrical family (joint conjugal roles). Stress the view of a 'March of Progress' – that they believe there is gender equality in the home and use further sociological and statistical evidence to support their claim.</p> <p>Creating evaluation by examining the view that there continues to be gender inequality and division in the family / home: Get learners to independently research arguments against their claim by providing sociological and statistical evidence that disagrees with the idea of a symmetrical family. Ensure learners apply the feminist approaches and key concepts such as 'double burden' and 'triple shift'. (I)</p> <p>Useful website: www.sociologyarticles.co.uk/functionalism_young-and-willmot/ (overview of Willmott and Young's' ideas)</p> <p>Extension activity: If resources allow, use a free online real-time collaboration whiteboard (apps for this exist also). With the Willmott and Young argument already uploaded by the teacher, learners (in small groups) can create an online evaluation document as a learning tool, adding evidence arguing against the view in real time. (I)</p>
	<p>Debates about whether the experience of family life is positive or negative for family members</p>	<p>Introduce the topic and stimulate discussion by using images of different elements / experiences of family life placed around the classroom. Encourage learners to categorise them as positive or negative by coming up and placing such identifier cards on the images.</p> <p>Collectively discuss the results. Encourage learners to draw upon their sociological knowledge and understanding so far.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Family life is positive: Evaluate this claim by examining a structuralist (macro) consensus approach through functionalism (positive experience) – emphasise why functionalists claim the (nuclear) family to be a positive institution. What does the New Right add to this discussion?</p> <p>In pairs / threes, learners should independently research and study Marxist and feminist perspectives on family life as an evaluation to the functionalist approach. Provide learners with a guidance worksheet to ensure they gain the relevant material and probing detail.</p> <p>As a whole class, bring all the findings together and discuss, to ensure clarity and understanding.</p> <p>Evaluate these through post-modernist and interactionist viewpoints.</p> <p>Extension activity: Learners to create mind maps bringing all these ideas together.</p>
<p>4.2 Age and family life</p> <p>KC3 KC4 KC5</p>	<p>The social construction of childhood, and changes in the roles and social position of children in the family</p>	<p>Class to recall / recap three points each for functionalist, Marxist, feminist and post-modernist, on whether the family is positive or negative for its members. Collate these on the board. (F)</p> <p>Use images to explain and illustrate what is meant by the term 'social construction'.</p> <p>Examine changes in the status of children historically and use this to illustrate the socially constructed nature of childhood (reference to the work of Philip Aries would be particularly relevant in this context).</p> <p>Make cross cultural comparisons to illustrate the notion of childhood being socially constructed, for example consider the western notion of childhood and compare within another culture.</p> <p>In small groups, get learners to research whether the position of children has improved. Split groups so that half research and gather data to argue it has (e.g. March of progress), whilst the other half research and gather data to suggest it has not (e.g. toxic childhood, conflict theory, disappearance of childhood). (I)</p> <p>Allocate time for learners to present their findings to the class, and provide some way of recording these notes to act as a useful learning tool for all (video record, podcast, creation of notes, etc.).</p> <p>Useful video: www.youtube.com/watch?v=maeXjey_FGA&feature (the commercialisation of children)</p>
	<p>The role and social position of grandparents in the family, including cross-cultural comparisons and the impact of changing</p>	<p>Recap the key points in the construction of childhood. Discuss learners' observations about changes in society and the impact this is having upon grandparents. What impacts are these changes having upon families and family type? Illustrate through images, statistics and news articles.</p> <p>Make cross cultural comparisons. Discuss and illustrate 'ubasute' – the Japanese tradition of abandoning the elderly which is experiencing a revival. Discuss why this might be and make comparisons with the culture of the learners own society.</p> <p>Useful websites:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	life expectancy upon the family	<p>https://aifs.gov.au/cfca/publications/changing-role-grandparents (Australian government report into the changing role of grandparents)</p> <p>www.telegraph.co.uk/news/worldnews/asia/japan/12006932/Man-admits-abandoning-disabled-sister-in-forest.html (The Telegraph news article)</p> <p>www.bbc.co.uk/news/world-asia-19630110 (BBC news article on China's ageing population and its impact)</p> <p>Extension activity: Learners are to interview their grandparents or someone they know who is a grandparent on their role and experiences of being a grandparent. (I)</p>
	Social class, gender and ethnicity as factors affecting the experiences of children in the family	<p>Ask learners to reflect on ways in which they feel their lives are influenced by social forces. Encourage them to reflect on the extent to which their experience of childhood has been one of protection and separation from the realities of adult life in their society? Use video sources and other materials to illustrate the diversity in the experiences of childhood globally. Specify the main social factors that affect the experience of childhood.</p> <p>Useful website: www.theguardian.com/education/2010/dec/07/social-class-parenting-study (Guardian article on the impact of social class on experiences of children)</p>
	Changes in the concepts of motherhood and fatherhood	<p>Discuss traditional roles of motherhood and fatherhood with imagery to illustrate. How have these concepts and roles changed? What has caused these changes? It would be useful to examine the changing lives of women and the breakdown of gendered norms and attitudes.</p> <p>Useful websites:</p> <p>http://trinitynews.ie/comment/2016/05/significant-shift-in-the-concept-of-mother-and-father-in-the-last-100-years/ (news article on the changes in concepts of mother and father)</p> <p>www.jrf.org.uk/sites/default/files/jrf/migrated/files/understanding-fatherhood.pdf (Joseph Rowntree Organisation – Understanding Fatherhood)</p> <p>www.apa.org/pi/families/resources/changing-father.aspx (American Psychological Association – Changing role of modern day father)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

Paper 3: Education

5. Education and society

6. Education and inequality

Recommended prior knowledge: This paper draws on the concepts of socialisation, social control and ideology, which were introduced in Paper 1. Understanding the main sociological perspectives from Paper 2 also forms important prior knowledge for this paper.

Context: The unit includes material on labelling and sub-cultures that will be further developed in Paper 4 (Media). The discussion of the links between education and intelligence has relevance with Paper 1 and the nature / nurture debate.

Outline: The paper investigates the main determinants of educational achievement. It also considers the functions of education and the links with social mobility and the economy. The social construction of knowledge and learning is examined with particular emphasis given to the role of teacher-learner relationships in affecting educational outcomes.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
5.1 Theories about the role of education KC2 KC4 KC5	Functionalist views about how education contributes to value consensus and social solidarity Education and role allocation	Get learners thinking of the topic by getting them to discuss what they think the role of education is based upon their own experiences and knowledge. Allocate two areas on the classroom wall for example, one labelled 'Positive' and the other 'Negative'. In threes or small groups, give the learners post it notes or small cards and sticky tape / tac and get them to write down their responses on to the cards. They are then to place them under the appropriate heading. Once all groups have posted their responses, review them via discussion. State functionalist views on the role of education. Emphasise the positive and consensus approach to the role of education. Establish Durkheim's views on solidarity, values and skills, as well as Parsons' views on meritocracy in education. How does education support the economy and society? Begin to evaluate the notion of meritocracy by considering those factors which can hinder educational attainment. Examine Davis and Moore and their idea of role allocation. How does education support the economy and society? Use examples to illustrate. Evaluate / criticise the functionalist approach Learners create summary sheets of the three functionalist ideas examined. Useful websites: www.historylearningsite.co.uk/sociology/education-and-sociology/functionalism-and-education/ (functionalist view of education)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>Marxist views about how education contributes to the maintenance of the capitalist economic system</p> <p>Education as an instrument of ideological control and cultural reproduction</p>	<p>www.theguardian.com/commentisfree/2017/oct/02/meritocracy-myth-reforming-education-uk-schools (meritocracy is a myth in UK education)</p> <p>Learners should write down three points each about what they have learned about the functionalist approach to education. Instruct that if they have an identical point, they must collaborate on a different point (so they end up with six different points). They should then provide feedback to the class for discussion and clarification. (F)</p> <p>Examine the Marxist approach to the role of education, making comparisons to functionalism to reinforce key differences. Emphasise the negative approach Marxist has towards education in supporting the economy.</p> <p>Introduce and discuss:</p> <ul style="list-style-type: none"> • Althusser and concept of Ideological State Apparatus (ISA) • Bowles and Gintis and the Correspondence Principle • Hidden Curriculum • The myth of meritocracy <p>What role do schools play in reinforcing class divisions? Explain and illustrate how this takes place. Evaluate / criticise the Marxist approach.</p> <p>Useful website: https://revisesociology.com/2015/01/27/marxist-perspective-education/ (detailed map and notes on Marxist approach to the role of education)</p> <p>Extension activity: Learners are to independently research Neo Marxist Paul Willis' study 'Learning to Labour' and comprehend how his conclusions provide an alternative viewpoint to that of Bowles and Gintis. (I)</p>
	<p>New Right and social democratic views on the relationship between education and the economy</p>	<p>Learners to feed back for class discussion on their independent research findings on Willis' Learning to Labour. Clarify / correct any points where required. (F)</p> <p>Introduce the New Right perspective on education. Illustrate how it is similar to the functionalist approach, and also its differences. Explain the concept of 'marketisation' of education. Evaluate New Right and compare with social democratic views of education.</p> <p>Useful websites:</p> <p>www.historylearningsite.co.uk/sociology/education-and-sociology/the-new-right-and-education/ (New Right views of education)</p> <p>https://revisesociology.com/2017/10/20/social-democratic-perspectives-on-education/ (social democratic view of education)</p> <p>Extension activity: Learners are to independently or in pairs create a revision tool in a format of their choice that brings together and summarises all these approaches to education. You should review them to check for understanding and clarify anything if required. (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
5.2 Education and social mobility KC1 KC2 KC5	Equal opportunity and the idea of meritocracy	<p>Explain and illustrate the term equal opportunity and recap Parsons and meritocracy.</p> <p>Identify ways in which education can contribute to social mobility. Discuss the obstacles to achieving social mobility through education. Consider the extent to which education systems offer free and equal opportunity for all learners.</p> <p>Learners mind map how social mobility links to education and how education impacts upon the lives of those learners.</p> <p>Provide statistical evidence for the class illustrating the relationship between educational achievement and social mobility. Invite the learners to interpret the data and draw appropriate conclusions.</p> <p>Useful websites: www.equalitytrust.org.uk/social-mobility-and-education (The Equality Trust – global data and discussion) www.theguardian.com/commentisfree/2018/sep/27/social-mobility-good-education (The Guardian article)</p>
	The extent to which education systems are meritocratic today	<p>Consider various sociological explanations of educational achievement, including the functionalist, Marxist and feminist approaches. Focus on the links between social class, gender, ethnicity and region as factors that may influence educational achievement. Consider the possible interrelationships between these factors.</p> <p>Split the class into four groups and get them to brainstorm their understanding of the respective areas for discussion, ensuring that each group discusses a different topic. Ask them to present this as a group to all of the learners.</p> <p>Extension activity: Invite learners to write a short proposal for how obstacles to educational achievement linked to social class or gender may be overcome, or ameliorated. Discuss the proposals with the class and link to appropriate sociological studies and theories of educational achievement. (I)</p> <p>Useful websites: www.frontiersin.org/articles/10.3389/fpsyg.2015.01053/full (meritocracy in schools) www.gov.uk/government/publications/improving-social-mobility-through-education (UK government plan to improve social mobility through education)</p>
	The importance of education in influencing life chances, and the consequences of educational under-achievement for the	<p>Quick fire Q&A on arguments for and against the view that education systems are meritocratic, clarifying and ensuring understanding. (F)</p> <p>Get learners in groups, to consider the consequences for individuals who under achieve in education, and the wider social impact this can have. Allow sufficient time to research supporting evidence and to feed back findings to class. Encourage learners to research national and international data. (I)</p> <p>Useful website: http://dera.ioe.ac.uk/8465/1/dpr19.pdf (UK Home Office report on the role of education in enhancing life chances and preventing offending)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	individual and for society	
	Evidence and arguments about the links between education and social mobility	<p>Connect this objective with the previous objective.</p> <p>Discuss arguments using news articles and statistical evidence to illustrate.</p> <p>Useful website: https://revisesociology.com/2017/12/17/social-mobility-start-poor-stay-poor/ (Social mobility – Start poor, stay poor?)</p>
<p>5.3 Influences on the curriculum</p> <p>KC1</p> <p>KC2</p>	<p>Social construction of knowledge</p> <p>Factors influencing the content of the curriculum, including power, status, culture, economic demands, and gender</p> <p>Education and cultural reproduction, including the ethnocentric, the gendered and the hidden curriculum</p>	<p>Introduce the topic and stimulate discussion by using examples of images / video media to demonstrate knowledge as a social construction. Explain the concept and discuss how knowledge is constructed and make connections to education and schooling.</p> <p>What is the formal curriculum and Education Reform Act 1988? What did this introduce in the UK and why?</p> <p>Examine the curriculum from your own education system / schooling.</p> <p>Present how dominant Ideology influences the content of the curriculum. Link this to Marxism, feminism and New Right perspectives.</p> <p>Useful websites:</p> <p>www.gov.uk/national-curriculum (Gov.uk)</p> <p>www.localschoolsnetwork.org.uk/2014/05/bias-and-propaganda-in-a-level-history (Bias and propaganda in A Level History)</p> <p>Recap and reinforce factors influencing content of the curriculum through Q&A. (F)</p> <p>Consider and discuss the role schooling and education play in cultural reproduction. Encourage learners to make connections to prior knowledge and understanding of sociological perspectives.</p> <p>Explain and illustrate the concept of ethno-centric curriculum. Discuss how this favours a particular culture whilst disadvantaging others. Give examples to illustrate. Link to institutional racism as it creates racial bias into the everyday working of the school and how the formal curriculum ignores cultural diversity (Ball).</p> <p>Divide learners into small groups and set them the task of researching gender and the curriculum.(I)</p> <p>Provide them with a guidance sheet ensuring to address:</p> <ul style="list-style-type: none"> • gender and subject choice (gender routes) • gender stereotypes in the curriculum (e.g. textbook images) • how teachers approach the genders differently. <p>How do these factors influence cultural reproduction?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Allow time to feed back, discuss, enforce and clarify anything that learners don't understand. (F)</p> <p>Useful websites: www.sociology.org.uk/notes/hc1.pdf (comprehensive Livesey notes on the Hidden Curriculum) www.genderandeducation.com/resources-2/pedagogies/curriculum/ (GEA – gender and the curriculum) www.bbc.co.uk/news/science-environment-44141840 (BBC – How physics gender gap starts in the classroom)</p> <p>Extension activity: Create an interactive learning tool that learners can access and interact with, and learn from away from the classroom, which explains and illustrates the Marxist critique of the curriculum (hidden curriculum). (This could be a video with questions, PowerPoint with hyperlinked slides or a free online tool). (I)</p>
	The curriculum and the concept of cultural capital	<p>Recap and reinforce the relationship between the ethno-centric, gendered and hidden curriculum, and cultural reproduction through an interactive multiple choice quiz. Clarify anything learners don't understand. (F)</p> <p>To introduce the concept of cultural capital (Bourdieu) and stimulate discussion, watch the video. Provide learners with a guidance / question sheet that will enable them to extract key material.</p> <p>www.youtube.com/watch?v=5DBEYiBkqp8 (Sociology Live! – explanation of cultural capital)</p> <p>Whole class discussion to clarify and reinforce the concept of cultural capital.</p> <p>Encourage learners in threes to compile a list of examples of cultural capital that would advantage a young person in education, and why these would be an advantage. Consider what 'type' of learner would be more likely to succeed in education. Feedback and discuss. (I)</p> <p>Present and illustrate Becker's notion of 'ideal learner' – relate to points raised in previous class discussion.</p> <p>Learners to independently research Bernstein's language codes. What is the relationship between language and the curriculum? What is the relationship with cultural capital? (I)</p> <p>Useful websites: www.sciencedirect.com/science/article/pii/S0049089X17300339 (cultural capital, teacher bias and educational success) www.cls.ioe.ac.uk/library-media%5Cdocuments%5CBOURDIEU%20NetherlandsJournal.pdf (Bourdieu and education)</p> <p>Useful video: www.youtube.com/watch?v=gH1N8ltUUzY (explanation of cultural capital)</p>
6.1 Intelligence and educational attainment	The difficulties in defining intelligence	<p>Ask learners in pairs / threes to discuss and write down their thoughts on what is intelligence and how is it measured?</p> <p>Collate their points on the board / screen for reference.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC1 KC4	<p>IQ tests and the extent to which they are influenced by social factors</p> <p>Intelligence as an influence on educational attainment</p>	<p>Watch the video on what intelligence is and IQ. www.youtube.com/watch?v=7p2a9B35Xn0 (SciShow Psych – Does IQ measure how intelligent you are?)</p> <p>As whole class discuss the difficulties in measuring intelligence. What factors were suggested in the video as influencing performance on IQ tests?</p> <p>Research: Divide learners into groups and independently research how IQ is biased in favour of certain groups?</p> <p>Ensure sufficient time to feed back and discuss with whole class.</p> <p>Discuss how far differences in educational achievement can be explained in terms of differences in intelligence.</p> <p>Invite the group to make criticisms of the effectiveness of IQ tests in measuring intelligence. Consider in particular the social factors that may influence the outcome of IQ tests and widen the debate to reflect on how educational achievement can be measured and whether conventional forms of assessment, such as public examinations, generate outcomes that are a fair reflection of the individual ability of each learner.</p> <p>Useful websites: https://revisesociology.com/2017/08/15/why-iq-tests-may-not-measure-intelligence/ (why IQ tests don't measure intelligence)</p>
6.2 Social class and educational attainment KC1 KC2 KC4	<p>The relationship between material factors and educational attainment</p>	<p>In small groups, get learners to discuss examples of material factors that can influence educational attainment. Clarify how these impact upon a person's education.</p> <p>Discuss sociological evidence relating to material factors and educational attainment, including sociological theories and statistical evidence. Emphasis on concept of 'material deprivation'.</p> <p>Useful websites: https://revisesociology.com/2014/02/14/material-deprivation-education/ (effects of material deprivation on attainment) www.shortcutstv.com/blog/wp-content/uploads/2016/10/Stuff-DEA_CLASSoutsideSchool.pdf (introductory activity and comprehensive notes)</p>
	<p>Cultural expectations for patterns in social class and educational attainment, including parental attitudes, values, speech codes, and cultural capital</p>	<p>Recap previous material through Q&A (F)</p> <p>Stimulate discussion by examining and illustrating differences in educational attainment by social class, making use of official statistics as evidence. Get learners to consider possible reasons for these differences. What role could the cultural background of the learner have in their educational attainment?</p> <p>Make clear that these are external factors (as opposed to internal factors) and examine / discuss the concept of 'cultural deprivation' and within this:</p> <ul style="list-style-type: none"> • Language and speech codes (Hubbs – Tait et al / Bernstein) • Parental attitude to education (Douglas) • Working class subculture (Sugarman)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> • Cultural capital (Bourdieu) • Habitus (Bourdieu) <p>Useful website: https://revisesociology.com/2015/12/23/official-statistics-educational-achievement/ (official statistics on social class and achievement)</p>
	In-school factors, including labelling, ability grouping and learner sub-cultures	<p>Recap previous material on cultural expectations through a short quiz. Address any queries / misunderstandings learners may have with material. (F)</p> <p>Encourage learners in small groups, to think about and come up with at least three ideas that suggest how the school environment / what takes place in the school, can impact upon the educational attainment of learners. Learners are to feedback and tutor to bring all these together.</p> <p>Emphasise that these are internal factors (as opposed to external factors) and examine / discuss the impact the school environment has on educational attainment.</p> <p>Now add the sociological concepts / evidence to these examples where applicable and discuss any other sociological explanations.</p> <ul style="list-style-type: none"> • Concepts / evidence to discuss include: • Labelling and 'ideal learner' (Becker) • Self-fulfilling prophecy (Rosenthal and Jacobson) • Streaming and Educational triage • Learner sub-cultures <p>Useful websites: www.shortcutstv.com/blog/wp-content/uploads/2016/11/Stuff5_DEA_class-interaction.pdf (comprehensive notes) https://classdifferenceineducation.weebly.com/labelling.html (Becker and labelling)</p> <p>Extension activity: Learners should research and consider Archer's idea of 'NIKE' identities and the relationship of the brand to working class learners' attainment in education. (I)</p>
	Compensatory education programmes	<p>Recap external factors by getting learners in pairs / threes to match up the concept with the correct sociologist and explanation. (F)</p> <p>Explain what compensatory education programmes are. Illustrate with examples.</p> <p>What is the purpose of such programmes? How do they work and what are they trying to achieve?</p> <p>Evaluate their effectiveness.</p> <p>Make connections with previous material on educational attainment and class.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
6.3 Ethnicity and educational attainment KC1 KC2 KC4	Racism in schools	<p>Useful websites: www.sociologydiscussion.com/education/culture-deprivation-and-compensatory-education/2890 (compensatory education for culturally deprived children)</p> <p>Introduce the topic by watching the video to stimulate class discussion on ethnic minority culture and racism in schools.</p> <p>Useful video: www.youtube.com/watch?v=x-hshirfRi4&feature=youtu.be</p> <p>Encourage learners to consider how racism may manifest itself within schools / education.</p> <p>Feedback for discussion and make note of responses. Make sure you explain what the term racism means.</p> <p>Examine the concept of Institutional Racism (internal factor). This should include critical race theory, marketisation and segregation, ethnocentric curriculum, as well as access to opportunities. Criticise the idea of institutional racism and the work of Gillborn.</p> <p>Useful websites: www.theguardian.com/education/2008/apr/22/schools.learnerbehaviour (The Guardian news article on racism in schools) www.vox.com/identities/2018/4/5/17199810/school-discipline-race-racism-gao (discipline and racism in schools)</p> <p>Extension activity: learners individually / in pairs to research the concept of ethnocentric school curriculum in preparation for the next topic area. Consider how this demonstrates racism in schools / education. Use examples to illustrate and sociological evidence to support. (I)</p>
Cultural explanations for patterns in ethnicity and educational attainment	Cultural explanations for patterns in ethnicity and educational attainment	<p>Opening activity: Learners feedback their independent research on the concept of ethnocentric school curriculum. Allow sufficient time to discuss as a whole group and clarify any queries to ensure understanding. (F)</p> <p>Examine and discuss ethnicity and educational attainment, using official statistics as evidence.</p> <p>What do they show? Are there any trends?</p> <p>Make comparisons between different ethnic groups.</p> <p>Use own national statistics where possible as well as UK data for cultural comparisons.</p> <p>Examine sociological explanations for these trends / patterns.</p> <p>Make sure that you include Cultural Deprivation (language and linguistic skills, Attitudes and values, family support).</p> <p>Also link to the internal factor of labelling and its connection to perceptions of ethnicity and culture, and teacher expectations as well as streaming. Evaluate cultural deprivation theory by examining criticisms as well as examining material factors as alternative explanations.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Ethnicity and sub-cultures	<p>Useful website: https://revisesociology.com/2015/12/23/official-statistics-educational-achievement/ (official statistics on ethnicity and achievement in the UK)</p> <p>Recap previous topic material on cultural deprivation by asking learners in pairs or threes to identify three points they can remember plus at least one criticism / evaluative point. Learners feedback for discussion and reinforcement. (F)</p> <p>Examine the relationship between learner sub-cultures and responses, to the issues faced in school previously examined. Link to internal factors / labelling, etc.</p> <p>Include the works of Hall, Sewell, Mac An Ghail for example.</p> <p>Useful website: https://revisesociology.com/2015/03/27/ethnicity-and-differential-educational-achievement-in-school-processes/ (ethnicity and learner sub-cultures)</p>
	Relationship between ethnicity, social class and gender	<p>Using the Achievement Hierarchy graphic (Ken Browne) to stimulate discussion; begin to examine the relationship between class, ethnicity and gender, as a way of bringing together class and ethnicity, and introducing gender. The web link below has analysis notes you may find useful to guide the discussion.</p> <p>Get learners to revisit the concept of the Hidden Curriculum. Use examples to illustrate and explain the impact this has upon learners by depending upon class, gender and ethnicity. (I)</p> <p>Learners should feed back for class discussion. Clarify and misunderstandings and reinforce key points. (F)</p> <p>Useful website: www.sociology.org.uk/notes/hc2.pdf (comprehensive Livesey notes on the hidden curriculum and its relationship and impact upon class, gender and ethnicity)</p>
<p>6.4 Gender and educational attainment</p> <p>KC1 KC2 KC4</p>	Relationship between gender socialisation and educational attainment	<p>Introduce the topic and stimulate discussion by watching <i>The Economist</i> video on why girls do better at school than boys. Provide learners with a worksheet to assist them in drawing out useful points. www.youtube.com/watch?v=LqSUPj3NUtM (The Economist – Why girls do better at school than boys)</p> <p>Discuss evidence by examining official statistics on the educational attainment of different genders. Identify any patterns / trends and make comparisons to national statistics of own country for cross cultural referencing. Begin to explain these trends by examining the impact different approaches to the socialisation of boys and girls have on their educational attainment. What are the gendered stereotypes that prevail?</p> <p>Useful websites: https://revisesociology.com/2015/12/23/official-statistics-educational-achievement/ (official statistics on gender and achievement in the UK) http://webarchive.nationalarchives.gov.uk/20090108131527/http://www.dcsf.gov.uk/research/data/uploadfiles/RTP01-07.pdf (gender and attainment in England)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>https://en.unesco.org/news/mind-gap-gender-education (UNESCO – Mind the Gap!)</p> <p>Useful video: www.youtube.com/watch?v=nrZ21nD9I-0 (European Institute for Gender Equality – gender stereotypes and education)</p>
	<p>Wider social changes and gendered educational achievement, including changing female expectations and the crisis of masculinity</p>	<p>Recap previous material on gender attainment statistics and socialisation.</p> <p>Examine the social changes (external factors) that have occurred over the past few decades that have impacted on gender and educational achievement.</p> <p>Making connections to functionalism, Marxism and feminism, examine why traditionally did boys do better in education than girls? What's the significance of traditional gendered roles? What has changed over the past few decades to cause the shift in educational attainment in which girls now outperform boys?</p> <p>Make sure you address such factors as: impact of feminism, changes in women's employment, changing ambitions of girls and equal opportunities.</p> <p>Why are boys now underperforming in education? Discuss what is meant by the concept 'crisis of masculinity' and what has led to it, e.g. the decline of traditional men's jobs, feminisation of education, the shortage of male primary school teachers, etc. Ensure you make reference to Mac An Ghail.</p> <p>Useful websites: www.theguardian.com/commentisfree/2016/sep/06/schools-colleges-failing-boys-masculinity (The Guardian article on schools failing boys) http://news.bbc.co.uk/1/hi/5074794.stm (BBC News article on how schools are too feminine for boys – Sewell) www.ozy.com/fast-forward/why-are-boys-falling-behind-in-school/91361 (case study on boys and schooling and OECD recommendations)</p> <p>Extension activity: Learners to visit the UNESCO website and investigate what initiatives they are involved in to tackle gender inequality in education. (I)</p>
	<p>Gender and sub-cultures</p>	<p>Recap and reinforce material from the previous topic through dividing learners into small teams and testing knowledge and understanding through a quiz. (F)</p> <p>Discuss the possible responses to experiences in schooling. Ensure you focus on distinguishing pro and anti-school subcultures.</p> <p>Divide learners into small groups with the task of researching gendered subcultures in schooling. Provide learners with a worksheet for guidance to ensure they focus on relevant points. For example, they could examine laddish subcultures (Epstein), Ladettes and, lads' counter culture (Willis).</p> <p>What is the impact of these subcultures on educational attainment? Make sure you allocate time for learners to feed back, discuss and clarify anything they don't understand.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Useful websites: https://revisesociology.com/2015/02/04/gender-inequality-education-in-school-factors/ (in school factors affecting attainment, including sub-cultures and 'laddishness') https://revisesociology.com/2017/11/06/learner-subcultures/ (notes on learner subcultures)</p>
	Teacher expectations and gendered behaviour in the classroom	<p>Recap and reinforce material on gender and sub-cultures through Q&A. (F)</p> <p>To introduce the topic and stimulate discussion, watch the video from <i>The Simpsons</i> on gender and maths. www.youtube.com/watch?v=64PKoAiWhjE</p> <p>What does the video suggest about teacher attitudes and expectations towards the genders?</p> <p>Analyse anything else from the sketch that reflects gender and schooling for discussion.</p> <p>Present learners with relevant sociological studies on teacher expectations of the different genders.</p> <p>What are the consequences?</p> <p>Useful website: www.historylearningsite.co.uk/sociology/education-and-sociology/gender-and-educational-attainment/ (different teacher expectations based upon gender)</p>
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

Paper 4: Globalisation

7. Key debates, concepts and perspectives
8. Contemporary issues
9. Ownership and control of Media
10. Media representation and effects
11. Religion and social order
12. The influence of religion

Recommended prior knowledge: Globalisation builds on the sociological perspectives studied in previous papers. A basic understanding of shared global cultures would be useful. Media also build upon key sociological perspectives examined in previous papers. Learners would benefit from an awareness of the different media and a consideration of the impact of its content. Religion again builds upon key sociological perspectives studied in previous papers. A basic knowledge of major world religions would be useful.

Context: This paper links with other papers within the syllabus by providing further illustrations of the nature of inequality, power, ideology and social relationships.

Outline: Globalisation examines the impact of globalisation, examining the processes of a global culture and considers the nature and impact of ideology on identity, as well as examining the nature of social inequalities. Media also examines the role of ideology in power and control, as well as how the media is being transformed by recent developments. Religion examines its role in society and its relevance for social groups, with focus on power, control and resistance.

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
7.1 Perspectives on Globalisation KC3 KC4	Key definitions and issues, including globalisation, glocalisation, global culture, and problems with defining globalisation	<p>Introduce the topic of globalisation and stimulate discussion by preparing for example, a PowerPoint, containing examples / images of global brands. Split the learners into teams and see how many they can identify.</p> <p>Watch the video ‘What is Globalisation?’ to generate or further discussion. Focus on how / why globalisation has come about.</p> <p>Consider the issues surrounding defining globalisation. Why is it often problematic?</p> <p>What is the relationship between globalisation and glocalisation?</p> <p>Use examples through various media available to illustrate a ‘global culture’ – what does this look like? How can it be described?</p> <p>Encourage learners to research and consider, the impact globalisation is having on them at a local level. In small groups ask learners to produce a flyer or poster demonstrating this impact.</p> <p>Useful videos: www.youtube.com/watch?v=ZNejKHKSbl0 (Globalisation explained) www.youtube.com/watch?v=AH-wx-Qz52A (Glocalisation explained)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity: Divide the learners in to small groups. Set learners the activity of creating an on-going personalised learning tool for this topic of globalisation. It will be something that suits their learning styles and allows the learners to continually add to it as they progress through the class material. Encourage learners to read ahead and further understanding through their own independent study.</p> <p>Make sure that you set time parameters and where possible, allocate sufficient time to sit with each learner and review their personalised leaning tool to ensure it is of the standard and usefulness required. (I)(F)</p>
	<p>Different dimensions of globalisation including cultural, political and economic</p>	<p>Recap previous material on globalisation, glocalisation and global culture. Clarify anything learners do not understand. (F)</p> <p>Learners become the teachers: Split the learners into groups sufficiently so as to allocate each a dimension. Each group is to conduct independent research into a dimension, preparing an appropriate teaching and learning tool on their allocated dimension. For example, a podcast, video, digital poster, etc.</p> <p>Ensure learners focus on evidence / concepts / sociological arguments.</p> <p>Ensure sufficient time is allocated to be thorough and that groups get the opportunity to 'teach' the other learners about their dimension. Ideally where possible, appropriate methods that allow learners to access as required should be used. (I)</p> <p>Useful website: https://revisesociology.com/2017/05/24/factors-contributing-to-globalisation/ (notes on cultural, political and economic dimensions of globalisation)</p>
	<p>Perspectives on who benefits from globalisation, including the Marxist, feminist, postmodernist, globalist, sceptic and transformationalist perspectives</p>	<p>Quiz learners on the dimensions of globalisation and clarify any uncertainty (F)</p> <p>Stimulate learners by watching the video from OECD on <i>Making Globalisation Work</i> which highlights some of the benefits and negatives of globalisation. Encourage discussion and get learners to pick out key points and make a note of these on a board or screen.</p> <p>Present learners with the varying sociological perspectives and their key ideas. Ensure you emphasise the similarities and differences between the perspectives and define key concepts such as Cultural Imperialism, Homogenisation and Hybridisation). Invite the learners to now apply these approaches to the key points / ideas drawn out from the video to give them context.</p> <p>Useful website: https://getrevising.co.uk/grids/globalisation-11 (advantages and disadvantages of globalisation)</p> <p>Useful videos: www.youtube.com/watch?v=b0jG8jJCMfU (the globalisation of NIKE) www.youtube.com/watch?v=UO4r1KED11Q (OECD – Making Globalisation Work)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Extension activity: Create a mock televised debate, splitting the learners into perspectives with the tutor as chair / presenter, to reinforce these ideas. (F)</p> <p>Learners are to continue with their independent personalised learning tool. (I)(F)</p>
<p>7.2 Globalisation and identity</p> <p>KC3 KC4</p>	<p>The impact of globalisation on identity, including ethnic revitalisation, cultural defence and hybrid identity</p> <p>Cultural divergence versus cultural convergence / homogenisation</p> <p>The role of Western ideology in shaping identity and the</p>	<p>Recap and reinforce key ideas of the various perspectives covered in previous topic material by use of a quiz or pass the parcel type game where questions are wrapped up in a parcel of layered wrapping and are passed around to music. Once the music stops, a layer is removed to reveal a question to be answered.</p> <p>Stimulate discussion using the video.</p> <p>Define TNCs.</p> <p>Use particular examples of TNCs to illustrate the impact of this type of enterprise on national economic and cultural systems.</p> <p>Discuss the positives and negatives and produce mind maps to illustrate (www.canva.com/graphs/mind-maps/ for creating free online mind maps)</p> <p>Useful video: www.youtube.com/watch?v=zfn0XHCfDHA (edumecate – impacts of globalisation)</p> <p>Extension activity: Learners to continue with their on-going learning tool. (I)</p> <p>Provide learners with access to relevant materials and instruct them in small groups to use the materials (and any additional independent research they may wish to undertake), to create a scripted role play that illustrates these perspectives.</p> <p>Allow sufficient time to prepare and rehearse. Encourage learners to use props, settings and context to best illustrate these approaches. The focus of the role plays using these perspectives should be: whether globalisation means we become one culture.</p> <p>Ensure learners explain and illustrate cultural convergence and cultural divergence and define any key terms such as Cultural Homogenisation. (I)(F)</p> <p>Useful website: www.bbc.com/future/story/20120522-one-world-order (BBC – Does globalisation mean we become one culture?)</p> <p>Useful video: https://study.com/academy/lesson/cultural-convergence-definition-examples.html (study.com – Cultural Convergence – definition and examples)</p> <p>Recap and reinforce previous material through an appropriate learner engaging activity. (F)</p> <p>Use the video on Western influence on China to stimulate discussion. What are examples of Western culture?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	concept of Westernisation	<p>Identify examples of Western influence in the learners' own cultures / environments / lives.</p> <p>Debate the positives and negatives of this. Present sociological material on Western ideology and its influence.</p> <p>Useful websites: http://bestmediainfo.com/2018/12/blink-and-they-re-gone-preserving-cultural-diversity-is-need-of-the-hour/ (thought provoking discussion on the loss of local cultures / spread of dominant culture) https://revisesociology.com/2017/03/03/what-are-transnational-corporations/ (What are transnational organisations?)</p> <p>Useful video: www.youtube.com/watch?v=TwMLdCsJH8 (PBS – Influence of Western culture on China)</p> <p>Extension activity: Learners to continue with their on-going learning tool. (I)</p>
7.3 Globalisation, power and politics KC2 KC3	The spread of liberal democracy and human rights	<p>Explain the term liberal democracy and illustrate it in practice. What are its characteristics? Discuss the relationship between globalisation and the spread of liberal democracy.</p> <p>Visit the website for Equality and Human Rights Commission and identify what human rights are, and what rights were enacted in their context by the 1998 Human Rights Act (I)</p> <p>www.equalityhumanrights.com/en/human-rights/what-are-human-rights</p> <p>Consider and discuss: What is the impact on human rights around the world with the spread of liberal democracy?</p> <p>Useful websites: www.cato.org/publications/commentary/globalization-human-rights-democracy (CATO Institute – Globalisation, Human Rights and Democracy) www.theguardian.com/commentisfree/2018/may/27/liberal-democracy-history-us-politics (The Guardian article – liberal democracy is in crisis. But...do we know what it is?)</p> <p>Useful video: www.youtube.com/watch?v=8q1v8ewyyXs (CNN – the rise of illiberal democracy)</p> <p>Extension activity: Learners as a critique of the spread of liberal democracy should be encouraged to examine the suggested rise in illiberal democracy. (I) Provide opportunity to feed back and discuss findings. Clarify anything learners do not understand. (F)</p>
	Global social movements and attempts to oppose globalisation	<p>To introduce the topic and stimulate discussion, watch the interview with Professor Goldin of Oxford University on globalisation.</p> <p>www.youtube.com/watch?v=WleJv8qq7n0 (interview with Prof. Ian Goldin, Professor of Globalisation).</p> <p>What does he suggest are the benefits of globalisation? Why does he suggest there is a rise in anti-globalisation sentiment?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Case study: Divide learners into small groups and research Brexit and nationalism (or another suitable example) – how is this an example of anti-globalisation movement and why do you think it gathered such support? What will be the impact on Britain? (I)</p> <p>Useful websites: http://news.bbc.co.uk/1/hi/uk/1305103.stm (BBC – What is anti-globalisation?) www.bbc.co.uk/worldservice/people/features/ihavearightto/four_b/casestudy_art20.shtml (BBC World Service – Case study: Anti-globalisation protests)</p> <p>Extension activity: Encourage learners to investigate opposition to globalisation in their own society. Consider why it is occurring? (I)</p>
	<p>Debates about the role of the nation state in tackling global social and environmental problems</p>	<p>Identify global social and environmental problems. Use news articles or relevant videos to illustrate.</p> <p>In small groups, learners visit the website of the United Nations and research what their role is in tackling global environmental problems (www.un.org). What are some current problems they are concerned with? (I)</p> <p>Present and discuss the debates surrounding the role of nation states in tackling global social and environmental problems.</p> <p>Useful website: www.theguardian.com/commentisfree/2014/jun/23/nation-states-too-small-for-global-problems (The Guardian article – nation states are too small to fix global problems)</p> <p>Extension activity: Learners to continue with their on-going learning tool. (I)</p>
<p>8.1 Globalisation, poverty and inequalities</p> <p>KC1 KC2 KC3</p>	<p>Debates about the impact of globalisation on life chances in developing countries, in relation to education, income and health</p>	<p>Introduce the topic by using the video on globalisation and the gap between the rich and the poor, to stimulate discussion and ideas.</p> <p>Using the suggested websites (and / or any others from own research) that focus on India as a case study and discuss education in relation to the impact globalisation has had on it.</p> <p>Useful videos: www.tutor2u.net/economics/blog/inequality-and-hyper-globalisation (globalisation and the gap between rich and poor) www.youtube.com/watch?v=cT5f6gEltCM (Winthrop – Education Crisis in Developing Countries)</p> <p>Useful websites:</p> <p>Case study: India https://en.wikipedia.org/wiki/Globalisation_in_India www.parentcircle.com/article/globalisation-and-education-impact-of-globalisation-on-higher-education-in-india/</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>In small groups, the learners are to independently research a country of their choice (possibly continuing with India), focussing on the areas of income and health. They should produce relevant case study notes in a suitable format that makes them accessible to learn from.</p> <p>Allocate sufficient time to do this and 1:1 time with the groups to monitor progress and relevance. You may wish to have the learners present back their work for whole class discussion. (I)(F)</p> <p>Extension activity: learners to independently research UNESCO's Global Citizenship Education. (I)</p>
	<p>The role of transnational organisations in tackling global inequalities and the extent to which they have been successful</p>	<p>Recap global inequalities from previous topic materials (types / areas of inequality) through a quiz. Clarify anything learners are unsure about. (I)(F)</p> <p>Define what is meant by the term transnational organisations.</p> <p>Explain the term Non-Government Organisations (NGOs) with examples to illustrate.</p> <p>Assess the impact of transnational organisations in tackling global inequalities. Make reference to the Davos Project and the UN's Millennium Goals.</p> <p>Present learners with relevant evidence / statistical data.</p> <p>Useful websites: www.theguardian.com/inequality/2018/jan/19/project-davos-whats-the-single-best-way-to-close-the-worlds-wealth-gap (Project Davos) www.un.org/millenniumgoals/ (United Nations – Millennium Goals)</p> <p>Extension activity: Learners to continue with their on-going learning tool. (I)</p>
	<p>Sociological explanations for global inequalities, including capitalism, colonialism, post – colonialism and patriarchy</p>	<p>Using visual aids, mind maps, flow charts, etc. summarise the differing sociological perspectives that seek to explain global inequalities.</p> <p>Capitalism (Marxism / neo-Marxism / World systems theory)</p> <p>Dependency theories (colonialism and neo-colonialism)</p> <p>Patriarchy (feminism)</p> <p>Define / explain any key terms / concepts</p> <p>Useful website: https://courses.lumenlearning.com/boundless-sociology/chapter/sociological-theories-and-global-inequality/ lumen learning – Theories of Global Inequality)</p> <p>Extension activity: Learners to continue with their on-going learning tool. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
8.2 Globalisation and migration KC3	The causes of global migration, including immigration, emigration, net migration, push and pull factors, global labour patterns and tourism	<p>Introduce the topic and stimulate discussion by presenting statistics and trends on migration, including your own country and UK for comparison. Encourage learners to analyse the data consider why these trends occur.</p> <p>Define and illustrate the different terms shown in syllabus.</p> <p>Consider the causes of global migration and support with evidence.</p> <p>Useful websites: https://revisesociology.com/2015/12/10/causes-and-consequences-of-increasing-immigration-to-the-uk/ (sociological perspectives on the increasing immigration to the UK) www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/internationalmigration/bulletins/migrationstatisticsquarterlyreport/november2018 (ONS UK Migration data) www.theguardian.com/world/2018/dec/24/global-migration-figures-higher-than-previously-thought-study-finds (The Guardian news report on global migration figures)</p> <p>Extension activity: Learners to continue with their on-going learning tool. (I)</p>
	The consequences of global migration, positive and negative, including cultural diversity, economic benefits, concerns over scarce resources and negative perceptions of migration	<p>Recap the different types of migration and reasons for them, using dominoes / match up cards prepared beforehand, clarifying anything if required. (F)</p> <p>Use the video and <i>The Conversation</i> article to stimulate discussion and ideas. Organise your learners into small groups and get them to research the pros and cons of global migration. Make sure you provide sufficient guidance notes that address the points in the syllabus. (I)</p> <p>Ensure sufficient time is allocated to researching and presenting back findings.</p> <p>Useful website: http://theconversation.com/what-eu-migration-has-done-for-the-uk-103461 (The Conversation – What EU migration has done for the UK)</p> <p>Useful video: www.youtube.com/watch?v=ORiA5NC-vrg (global migration – a brief look at some positive and negative consequences)</p> <p>Extension activity: Learners to continue with their on-going learning tool. (I)</p>
	Debates about who benefits from migration	<p>Draw together the key points from the previous research undertaken by the learners, clarifying anything as required. (F)</p> <p>Bring together all the key material and points covered on migration so far using a visual such as mind map / flow chart, etc. and encourage learners to begin thinking about what all of this means in terms of who benefits from migration.</p> <p>Collectively discuss key points made in BBC article on mass migration.</p> <p>www.bbc.co.uk/news/business-21923867 (BBC News – mass migration: who benefits and why?)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Develop this by dividing learners into small groups and encourage them to take this discussion further and apply their wider knowledge of sociological perspectives (Marxism, etc.) to identify who benefits from migration. (I)</p> <p>Useful websites: www.theguardian.com/commentisfree/2018/jan/11/migration-benefit-world-un-global-compact (The Guardian article – Migration can benefit the world – this is how the UN plan to help) www.embraceni.org/migration/the-pros-and-cons-of-migration/ (pros and cons of migration)</p>
<p>8.3 Globalisation and crime KC3</p>	<p>Reasons for the emergence of global crimes, such as human trafficking, corporate crime and crimes against the environment</p>	<p>Introduce learners to the topic area by viewing the TED Talk on Global Organised Crime by Misha Glenny. Prepare a guidance sheet beforehand with specific questions targeting the material you want learners to extract from this video.</p> <p>Alternatively use the video on links between globalisation and crime (linked page also contains notes and a quiz).</p> <p>Discuss and bring together ideas from the video. Make sure you define and explain the various forms of globalised crime as per the syllabus.</p> <p>Divide learners into small groups and get them to access the websites of Interpol and Europol and research three types of transnational crime they are currently investigating. Encourage them to consider how globalisation has encouraged the types of crime identified, and to consider why these crimes identified may be difficult to tackle. (I)</p> <p>Groups to feed back findings for whole class discussion.</p> <p>Useful websites: www.interpol.int/ (Interpol) www.europol.europa.eu/ (Europol) https://revisesociology.com/2016/12/16/globalization-global-networks-crime/ (notes on Globalisation and crime)</p> <p>Useful videos: www.youtube.com/watch?v=XO1Me-MY-Q0 (Misha Glenny TED talk – McMafia / Global organised crime) www.precookedsociology.com/video/what-are-the-links-between-globalisation-and-crime/ (precooked sociology – links between globalisation and crime)</p> <p>Extension activity: Learners to continue with their on-going learning tool. (I)</p>
	<p>Explanations of who benefits from global crime, including Marxist and feminist perspectives</p>	<p>Recap material from the previous topic, clarifying any and reinforcing key points. (F)</p> <p>Examine the contributions made by relevant sociological perspectives on who benefits from global crime. For example, discuss the global crime of sex trafficking of women and feminism; or discuss global environmental crime and Marxism. Encourage learners to draw upon their wider sociological knowledge and understanding of these perspectives in applying them to globalised crime. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Policing and prosecuting global crime, including the benefits and challenges resulting from globalisation and new technology	<p>Useful websites: www.telegraph.co.uk/women/womens-life/10959050/Slavery-and-sex-trafficking-in-Britain-is-a-womens-issue.html (Telegraph article – sex trafficking of women in Britain is a feminist issue) http://greencriminology.org/glossary/ecological-marxism/ (article on green / environmental crime and Marxism)</p> <p>Visit the Interpol website www.interpol.int/ and research what their role is in policing and prosecuting global crimes, and how they support police worldwide. (I)</p> <p>Present and discuss global institutions involved in policing and prosecution of global crimes.</p> <p>Learners become teachers: independently in small groups, investigate global cybercrime as a case study. Each group will teach what they have learned and include some form of assessment to test knowledge and understanding in their peers. (I)</p> <p>This should include:</p> <ul style="list-style-type: none"> • Global examples of cybercrimes. • What are the biggest challenges faced in policing cybercrimes? • What successes have been achieved? (I) <p>Useful website: www.bbc.co.uk/news/world-11809908 (BBC news – what does the International Criminal Court do?)</p> <p>Extension activity: Encourage learners to investigate the claims of Russian hacking in the 2016 Trump presidential race as an example of cybercrime. Why is this type of crime difficult to police? (I)</p>
<p>9.1 Traditional media and the new media</p> <p>KC2 KC3</p>	<p>Trends affecting the organisation of the media, including cross media ownership, digitalisation, media conglomerates and social media</p> <p>Debates about who controls the media</p>	<p>Introduce the topic by distinguishing between different types media and outline the main trends in the organisation and control of these media formats. Link the discussion to globalisation and global media corporations.</p> <p>Invite learners to consider the impact of such media ownership. In what ways can media influence audiences?</p> <p>How do social media differ from mainstream media?</p> <p>Bring these ideas together and watch the video on Media Ownership to stimulate discussion.</p> <p>Prepare beforehand a worksheet with the key points you want the learners to gain from this video.</p> <p>Who owns the world's media? Present the work of Bagdikian on this area. Consider and discuss why the concentration of media ownership may be a concern to democracy.</p> <p>Ask learners to research the various media in their own country and find out who owns what. Emphasise the importance of considering globalisation and its impact on the content of the media, for example consumerism and Western culture. Where possible, encourage the learners to use social media to feedback their findings. (I)</p> <p>Useful websites:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/ownership-and-control-media (notes on ownership and control of mass media) www.sociology.org.uk/notes/revgmm1.pdf (notes on Sociology of Mass Media)</p> <p>Useful video: www.youtube.com/watch?v=DvSTlxJsKzE (Media Ownership)</p> <p>Extension activity: Divide learners into small groups. Set them the activity of creating an on-going personalised learning tool for this topic of globalisation. It will be something that suits their learning styles and allows them to continually add to it as they progress through the class material. Encourage learners to read ahead and further understanding through their own independent study.</p> <p>Make sure that you set time parameters and where possible, allocate sufficient one-to-one time to engage with learners and review their personalised leaning tool to ensure it is of the standard and usefulness required. (I)(F)</p>
	Differences between the traditional media and the new media	<p>Discuss examples on new forms of media and consider the significance of new media in changing the relationship between audiences and media. Make comparisons to traditional media.</p> <p>Present sociological perspectives on new media, including for example Lister et al.</p> <p>Useful website: www.tutor2u.net/sociology/reference/what-are-the-new-media (explanation of new media with examples)</p> <p>Extension activity: Learners to continue with their on-going learning tool. (I)</p>
	The debate about whether the traditional media has been undermined by the growth of the new media	<p>Introduce the topic and stimulate discussion by looking at the role of new media in shifting power of media content into the hands of the audience.</p> <p>Divide learners into small groups and them to investigate the following statement. (I)</p> <p style="background-color: #f8d7da; padding: 5px; text-align: center;">Has the growth in new media loosened the influence of media conglomerate owners on audiences?</p> <p>Useful websites: https://theconversation.com/how-social-media-and-fake-news-are-battering-traditional-media-in-kenya-82920 (article discussing how social media and fake news are battering traditional media in Kenya) www.theguardian.com/commentisfree/2018/jan/22/distrust-social-media-traditional-journalism-fake-news (The Guardian article – distrust of social media is dragging traditional journalism down) https://impact8020.com/social-media-vs-traditional-media-whos-the-winner/ (article – social media vs traditional media – who’s the winner?) www.nationmultimedia.com/detail/opinion/30326102 (article – gatekeepers are gone: what’s the media’s role now?)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
<p>9.2 Theories of the media and influences on media content</p> <p>KC2</p>	<p>Pluralist theories of the media</p> <p>Marxist and Neo-Marxist theories of the media</p>	<p>Using newspaper front pages and headlines, illustrate examples of how the news could be used as a tool or instrument to promote a particular viewpoint. E.g. <i>The Sun</i> (owned by Rupert Murdoch) openly promoting its support to particular political parties in the UK.</p> <p>Promote discussion on the power of the media to influence its audience.</p> <p>Assess the Pluralist approach, examining its strengths and weaknesses. Compare this approach to Marxist (manipulative / instrumentalist) and Neo-Marxist (dominant ideology / hegemonic) approaches of media. Make sure you emphasise the key differences between the pluralist and Marxist approaches.</p> <p>Define and explain all key terms / concepts, e.g. hegemony.</p> <p>Assess the strengths and weaknesses of the Marxist and Neo-Marxist approaches.</p> <p>Split learners into small groups and set them the task of visualising these approaches and their key points.</p> <p>Encourage the use of technology where possible. This could include online mind mapping.</p> <p>Useful website: www.sociology.org.uk/notes/Media_ownership2.pdf (notes on approaches)</p>
	<p>Factors that influence the selection and presentation of news</p>	<p>Individually learners are to write down three points they have learned from the previous topic material. Once completed, they pair up and compare points. If any points are the same, they work together to recall a further point (so they end up with six different points in total).</p> <p>Consider and discuss: Is the news a 'window to the world'?</p> <p>Go to www.bbc.co.uk/news and observe the main headlines. Now go to https://news.sky.com/uk and observe the latest news headlines here. Compare the two sets of news stories and whether they are covering the same material. Look at the angle the report takes and the language used. What might this suggest about how the news is selected?</p> <p>Discuss how news is socially constructed and what this means. Analyse how content is selected and presented by journalists and editors. Also consider the influence of owners and governments on media content.</p> <p>Extension activity: Divide learners into small groups. Set learners the activity of being members of a news team. Each news team is to choose a current news item and create a report on it including news headline. This can be in the format of a newspaper or broadcast, etc.</p> <p>What considerations have they made? Relate these back to the points covered in the factors influencing selection and presentation of news. (I)</p>
	<p>The concepts of mass manipulation and hegemony as</p>	<p>Recap previous content on factors influencing selection and presentation of news via an interactive quiz. Clarify anything learners don't understand (F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	different ways of understanding the production of media content	<p>To introduce the topic and stimulate discussion, watch the media clip illustrating Chomsky's five filters of mass media. Provide learners with a worksheet to ensure they extract key information.</p> <p>www.youtube.com/watch?v=34LGPIXvU5M (Al Jazeera TV / Chomsky – five filters of mass media machine)</p> <p>Focus on the media's role in mass manipulation of audiences and serving the interest of those on power.</p> <p>How does it do this?</p> <p>Pair up learners to discuss their responses and then feedback for whole class discussion. Clarify anything the learners don't understand fully. (I)(F)</p> <p>Present the Marxist concept of Ideological State Apparatus (ISA), and encourage learners to apply this concept to the Chomsky video in considering how the media is an ISA. (I)</p> <p>Recap and reinforce relevant Marxism from previous topics. Divide learners into small groups and set the task of researching and producing a teaching / learning tool that addresses:</p> <ul style="list-style-type: none"> • Miliband – how media control access to knowledge • Manipulative / Instrumentalist approach – ownership in hands of few allows owners to control media content to serve RC interests • Agenda setting • Dominant ideology / hegemonic approach – Gramsci and hegemony <p>Provide learners with a guidance sheet to ensure they are focused appropriately as well as one-to-one support, encouraging them to use whatever appropriate methods are available to them to create the tool. Ensure there is sufficient opportunity to present their teaching / learning tool to the whole class. (I)</p> <p>Useful website: https://theconversation.com/how-christian-media-is-shaping-american-politics-95910 (How Christian media is shaping American politics)</p>
	The postmodernist contribution to understanding the media	<p>Assess the post-modernist perspective on the media. Focus on the construction of reality.</p> <p>Explain Baudrillard's view of media saturation.</p> <p>Useful websites:</p> <p>https://getrevising.co.uk/diagrams/the-post-modernist-view-on-the-media (mind map on post-modernist approach to media)</p> <p>https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/new-media-globalisation-and-popular-culture (post-modernist view of mass media notes)</p> <p>www.shortcutstv.com/blog/wp-content/uploads/2018/02/new-media.pdf (notes including criticisms)</p> <p>Extension activity: Learners to continue with their on-going learning tool. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>Censorship as a factor influencing media content</p>	<p>Recap the post-modernist perspective to understanding the media.</p> <p>To introduce the topic and stimulate discussion, watch the BBC video on censorship in China. How is the Chinese government censoring and influencing media content? What is the impact of this on audiences?</p> <p>Divide learners into small groups and set them the task of researching another country. How does this country censor its media? How does this compare to China?</p> <p>Encourage learners to apply sociological perspectives to this. For example, who would Marxists suggest benefit from media censorship and how? (I)</p> <p>Allow sufficient time for research and whole class feedback. Collectively discuss points raised.</p> <p>Useful website: www.thebalancecareers.com/how-media-censorship-affects-the-news-you-see-2315162</p> <p>Useful video: www.youtube.com/watch?v=QohBE1xPmOI (BBC News – Media censorship in China)</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>
	<p>How the media may influence the political process, including agenda setting, opinion polls, and news reporting</p>	<p>Using examples of newspapers / media headlines relating to politics and elections illustrate and discuss how the media may impact the political process.</p> <p>Watch the video on Rupert Murdoch and political agendas. In advance of this activity, create a question sheet for the learners to use whilst watching the video that focuses on them picking out key points made.</p> <p>Relate earlier material of ownership and control to this topic. Encourage learners to apply sociological perspectives to this.</p> <p>Useful website: https://journalism.uoregon.edu/news/six-ways-media-influences-elections (School of Journalism and Communication – How the media influence elections)</p> <p>Useful videos: www.youtube.com/watch?v=7luxYHLY3dw (Does Rupert Murdoch set political agendas?) www.youtube.com/watch?v=6F0g4N415uw (Crash Course: Media, Government and Politics)</p>
<p>9.3 The impact of the new media</p> <p>KC2 KC3</p>	<p>How the new media is contributing to globalisation</p>	<p>Examine the various forms of new media and outline the relationship between new media and globalisation.</p> <p>Divide learners into groups and encourage them to examine the role of new in the globalisation process. How new media promotes the spread of a global popular culture. Provide a worksheet for guidance. (I)</p> <p>www.shortcutstv.com/blog/wp-content/uploads/2018/02/new-media.pdf (what is new media and who is using it)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	The new media as a challenge to existing power structures	<p>To introduce the topic and stimulate discussion, watch the BBC news report on Bollywood and the #MeToo movement. www.youtube.com/watch?v=8P2NCRN5jTE (BBC News – Is Bollywood ready for #MeToo?)</p> <p>Use other resources, e.g. news articles to explain and illustrate the #MeToo campaign.</p> <p>Discuss the relationship between the use of new media and the power of the #MeToo campaign, in challenging existing power structures and ideologies (for example patriarchal dominance). Do this in small groups to allow learners to share ideas before bringing together for whole class discussion. (I)</p> <p>Audience relationship in creation and broadcast of media: Present how new media is shifting control of content away from traditional producers, so audiences become the producers.</p> <p>Useful website: https://edition.cnn.com/2017/10/30/health/metoo-legacy/index.html (#MeToo – social campaign to social change)</p> <p>Extension activity: Encourage learners to investigate the existence of fake news, its relationship with new media and how this impacts upon and challenges existing power structures. (I)</p>
	The debate about digital optimism versus digital pessimism	<p>Are you a new media optimist or pessimist? Explain what these terms mean.</p> <p>Place around the classroom flip cart sheets entitled “I am a pessimist because...” and separately “I am an optimist because...” Place as many as required to reflect learner numbers.</p> <p>Give learners appropriate pens and encourage them individually or in pairs or small groups, to think about these two view points and come up and write their views on the sheets. Allow sufficient time for all learners to engage in this. When complete, bring the learners back as a whole group and collectively go through the responses.</p> <p>When the sociological material on the optimist vs pessimist debate is examined, connect the learners’ responses to the material where possible. (I)</p> <p>Analyse and assess the significance of new media by examining the debate surrounding the Neo-philiac optimistic views of new media versus the Cultural Pessimist views. Explain and illustrate key terms such as global village, media imperialism, cultural imperialism and digital divide. Support arguments with sociological evidence including statistical data to illustrate digital divide.</p> <p>Useful websites: https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/new-media-globalisation-and-popular-culture (notes on the two perspectives) www.shortcutstv.com/blog/wp-content/uploads/2018/02/new-media.pdf (notes on the two perspectives)</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	The impact of the new media on social identities and interpersonal relationships	In small groups, encourage learners to investigate the impact of new media on social identities and interpersonal relationships, pulling their findings together into a presentation using suitable media available to them. Ideally this should be in a format that is accessible to all learners (for example, interactive online whiteboard, a video, podcast or PowerPoint that can be uploaded to Moodle, etc.) Provide learners with a guidance sheet and opportunity for 1:1 to check progress. (I)
10.1 Media representations of class, gender, ethnicity and age KC2 KC3 KC4	How different groups are represented in the media	<p>Introduce the topic by watching the Stuart Hall video.</p> <p>Provide learners with a pre-prepared worksheet for them to extract useful and relevant ideas from the video.</p> <p>In small groups, allow learners to discuss with each other their findings, before bringing together for whole class discussion.</p> <p>Ask learners in small groups with researching examples to illustrate, from newspapers, magazines, etc. representations of class, gender, ethnicity and age. Encourage them to deconstruct these representations and analyse them through sociological perspectives such as post-modernism, feminism and Marxism.</p> <p>Present sociological perspectives on this area.</p> <p>Useful videos: www.youtube.com/watch?v=FWP_N_FoW-l&feature=youtu.be (Stuart Hall – Race, gender and class in the media) www.youtube.com/watch?v=0Czk-O2Ok2E (Media representations of social class)</p>
	Ways that the media contributes to gender socialisation	<p>Recap the key points from Hall in previous material.</p> <p>Use examples of adverts, imagery and television characters to demonstrate traditional gendered stereotypes in representations. Explain the concepts of Hegemonic masculinity and femininity and encourage the learners to identify these in the examples used. What are the characteristics?</p> <p>Now watch the Gillette advert in response to the #MeToo campaign www.youtube.com/watch?v=UYaY2Kb_PKI and discuss:</p> <p style="background-color: #f0e6f0; padding: 5px;">What does the advert suggest about male socialisation? Consider the concept of toxic masculinity. How has the media contributed to this? How is the advert attempting to tackle what are considered traditional male attributes?</p> <p style="background-color: #f0e6f0; padding: 5px;">Is it an attack on 'masculinity' (and why is this important)?</p> <p>Now watch www.youtube.com/watch?v=UmQ6GFI3kpl from E! News discussing the backlash the advert has received and discuss. Summarise the arguments of theoretical perspectives on this topic. Ensure key concepts such as toxic masculinity, patriarchy and cult of femininity for example, are addressed.</p> <p>Divide learners into small groups and encourage them to research: Are media representations changing?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Provide them with a worksheet giving guidance on what they should be researching, including sociological evidence to support. (I)</p> <p>Useful website: www.standard.co.uk/news/uk/esther-rantzen-hits-out-at-the-gillette-metoo-ad-saying-it-tars-all-men-with-same-brush-a4041186.html (How is the Gillette advert can be considered sexist to men)</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>
	Moral panics around class, gender, ethnicity and age	<p>Explain the concept of moral panic.</p> <p>Watch the video on Stan Cohen's Mods n' Rockers to explain and illustrate the concept.</p> <p>Refer back to previous discussion of Gillette #MeToo advert for moral panic surrounding gender (toxic masculinity)</p> <p>Consider: The power of the media / media owners to create perceptions of particular groups.</p> <p>Discuss and illustrate examples using various media, moral panics surrounding class and age. Support through sociological perspectives and evidence.</p> <p>In small groups, set learners the task of researching an example of a moral panic surrounding ethnicity (for example, asylum seekers / refugees). Provide a worksheet as guidance, ensuring that they focus on how news media use language, imagery, etc. to create the moral panic. Ensure that learners research sociological evidence to support.</p> <p>Useful videos: www.youtube.com/watch?v=r61ks18Bd7I (Stan Cohen Mods n' Rockers – explanation and illustration of how the media create moral panics) www.youtube.com/watch?v=-pzeYcDy7vE (Bluewater Hoodies – moral panic relevant to age and links to social class also)</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>
	The relationship between the media and popular culture	<p>Using various media to illustrate, explain what is meant by the term popular or mass culture.</p> <p>Use advertisements of several consumer products that are available all over the world and explain how they illustrate the idea of a global culture.</p> <p>Present and discuss how advancement in multimedia technology and new media has contributed to the spread of a global culture.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Divide learners into small groups and encourage them to research and critique the argument of a global popular culture through the pluralist and Marxist perspectives. (I)</p> <p>Useful website: https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/new-media-globalisation-and-popular-culture</p>
<p>10.2 Different models of media effects</p> <p>KC2</p>	<p>Direct effects models of media influence, including the hypodermic syringe model</p>	<p>Consider: what is the impact or effect of media content on its audience?</p> <p>To introduce the topic and stimulate discussion, as a case study, examine the Columbine massacre (or an alternative event) and the connections made between computer game violence and the violent actions here.</p> <p>Case Study: Columbine Massacre www.youtube.com/watch?v=2yqe6sdAeZk (Columbine massacre) www.theguardian.com/uk/2000/apr/24/timradford (Computer games linked to violence) http://news.bbc.co.uk/1/hi/sci/tech/1295920.stm (Columbine massacre parents sue computer game makers)</p> <p>Note: there are numerous examples of cases where the Scream horror movies have been linked to violence.</p> <p>Assess the Direct Effect approach to mass media, with particular focus upon the hypodermic syringe model.</p> <p>Useful websites: https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/effect-media-content-audiences-society (Explanation and evaluation of hypodermic syringe model) https://en.wikipedia.org/wiki/Hypodermic_needle_model (explanation of hypodermic syringe model) https://getrevising.co.uk/diagrams/mass_media_effect_models (mind map of media models) https://abcnews.go.com/Entertainment/films-shows-inspired-real-crimes/story?id=16836535 (real crimes inspired by film / entertainment)</p> <p>Useful video: www.youtube.com/watch?v=Qt5MjBlvGcY (examination of the hypodermic syringe model)</p> <p>Extension activity: Learners to research further examples to illustrate the direct effect of violence in media and people's behaviour.</p>
	<p>Indirect effects models of media influence, including the uses and gratification model, the two-step flow model, the normative model and the cultural effects model</p>	<p>Q&A to recap and clarify the direct effects approach to mass media. (F)</p> <p>Use an example from a YouTube video of human behaviour to give context. Apply the hypodermic syringe model to recap and then summarise the differences in approach of indirect effects models to explain the behaviour.</p> <p>Whole discussion of what this implies about people's response to media stimuli.</p> <p>Research: Split learners into small groups, and with a guidance sheet, they are to research the indirect effects approach and the various models underpinning it. They should be encouraged to use context to demonstrate the process of the model and relevant sociological evidence to support. (I)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Debates about the strengths and limitations of the different models of media effects	<p>Assess the impact of these models (hypodermic syringe, two-step flow, cultural effects, selective filtering and uses and gratification) on influencing audience and their behaviour using examples of behavioural context to explain and illustrate, such as electoral voting.</p> <p>Learners to create mind maps to bring all the material on models together in a visual format.</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p> <p>Extension activity: Provide learners with a behavioural context and an effects model and encourage them learners to explain the behaviours using that model. Clarify any queries / misunderstanding. (I)(F)</p>
	Arguments and evidence about the extent to which human behaviour is influenced by the media	<p>Using an example of violence in media or voting patterns for context, pull together what learners understand about media models (direct / indirect) in assessing the relationship between media content and audiences (human behaviour).</p> <p>Learners should be encouraged to independently research supporting evidence that address all sides of the debate.(I) Provide a guidance sheet to ensure learners focus on relevant material.</p> <p>Useful websites: www.psychiatrictimes.com/child-adolescent-psychiatry/violence-media-what-effects-behavior (Psychiatric Times article – Violence in the media: what effects on behaviour?) /www.ncbi.nlm.nih.gov/pmc/articles/PMC2704015/ (article – Impact of electronic media violence)</p> <p>Useful videos: www.youtube.com/watch?v=V8A0Ji5CI9I (10 ways the manipulate our opinions every day) www.youtube.com/watch?v=ntx98oiCfPI (media violence leads to desensitisation)</p>
10.3 The impact of media on behaviour KC2 KC4 KC5	Arguments and evidence about the extent to which violent media leads to violent behaviour	<p>Recap Direct Effects perspective.</p> <p>Introduce the topic area by watching the video on Bandura’s BoBo doll experiment. www.youtube.com/watch?v=zerCK0IRjp8</p> <p>Whole group discussion. What does Bandura suggest about the relationship between violent media content and human behaviour? Consider: How else could humans react to media violence?</p> <p>Explain and discuss range of possible different response (copycat, catharsis, de-sensitisation, etc.)</p> <p>Present methodological problems of researching media violence.</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	The impact of the media on crime, including deviance amplification and moral panics	<p>Discuss the relationship between the mass media and the social construction of crime and deviance. What role does the media have?</p> <p>Recap and further develop earlier material on Stan Cohen and moral panics (Mods n' Rockers), discussing the role of folk devils and the role of the media in creating deviancy amplification. Provide and discuss further relevant sociological studies to illustrate (for example, Stuart Hall's study 'Policing the crisis and Jock Young's study on drug taking).</p> <p>Give learners the task of examining news reports of violent crime. Consider common features in the way the violent crime is reported and discuss whether these reports might influence more people to behave in a violent way.</p> <p>Useful websites: https://sociologytwynham.com/2014/10/22/stuart-hall-policing-the-crisis/ (Stuart Hall's Policing the crisis and a discussion of the role of media) www.thoughtco.com/deviance-amplification-3026252 (Deviancy amplification and how the media perpetuates it)</p> <p>Extension activity: Learners should research for examples of media reporting in their own society, and identify a clear moral panic and its folk devil, and consider whether the media amplified the situation and if so, how?</p>
	Ways in which the media might have a positive impact on human behaviour	<p>In pairs, get learners to write down at least three ways the media can have a positive impact on behaviour. Feedback for class discussion, writing responses down on board / screen.</p> <p>Compare these responses to those in the video www.youtube.com/watch?v=Cr6uFAfHapo (brief look at some positive as well as negative impacts of media on teenagers).</p> <p>Recap the uses and gratifications model as a way of illustrating the positive impact of the media. Recap the catharsis role media content can have.</p> <p>Discuss: What role censorship of the media has in creating possible positive behaviour. Demonstrate how the media can sometimes act as 'moral crusaders'. Use examples from news stories to illustrate.</p> <p>Extension activity: Learners should investigate the positive impact social media has had on raising mental awareness concerns, particularly among younger people. (I)</p>
	Ways in which people may be affected by media sensationalism and stereotyping	<p>Introduce the topic by watching the RT News video on sensationalism in the media. What tactics do news media use and why? What role do stereotypes perform?</p> <p>www.youtube.com/watch?v=Hj5cjKXjT7g (RT News – Sensationalism in the media)</p> <p>Discuss how audiences could possibly react to such news sensationalism.</p> <p>Media sensationalism and stereotyping: terrorism. Watch the video on terrorist attacks on London. What sensationalist tactics and stereotypes were used by the media? How can audiences be affected?</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>www.youtube.com/watch?v=z6w9i45amTw (Al Jazheera TV – London terror attacks)</p> <p>Now consider and discuss: How does the media sensationalism and stereotyping affect those being focused upon?</p> <p>Learners are to investigate the concept of labelling and the impact this has in producing a self-fulfilling prophecy. What are examples of the labels being applied within the reporting on terrorism in London?</p> <p>Useful websites: www.hertsmere.gov.uk/Documents/08-Parks--Leisure/Children--Young-People/Final-Report---Unbalanced-negative-media-portrayal-of-youth.pdf (Negative media portrayal of youth)</p> <p>Extension activity: Learners should complete their independent learning tool for the tutor to review. (I)(F)</p>
<p>11.1 Religion and society KC4</p>	<p>Ways of defining religion</p>	<p>Introduce the topic and stimulate discussion by watching the video on ‘What is religion’. Provide learners with a guidance worksheet to assist them in extracting useful points. www.youtube.com/watch?v=c5KHDR8jdbA (What is religion?)</p> <p>Divide learners into small groups and encourage them to share and discuss their views on what is religion, taken from the video. Feedback for whole class discussion, making note of key points on board / screen.</p> <p>Present sociological theories on what religion is: substantive, functional, social constructionist definitions, linking to appropriate sociological perspectives of Weber, functionalism and interpretivism.</p> <p>Help learners bring these perspectives together in understanding the social roles that religion plays in society.</p> <p>Divide learners into pairs / threes and provide them with sentence cards that each contain a statement, to which the learners try to match the sentence to the correct theoretical approach.</p> <p>Extension activity: Learners should write a short piece of writing expressing how they feel about religion and what it means to them in their lives. Encourage them to try and connect their views to the sociological perspectives covered. Provide opportunity for those who wish to share, to do so. (I)</p>
	<p>Difficulties in measuring religious belief</p>	<p>Recap and reinforce perspectives on ‘what is religion?’ by using a true or false small group quiz. Clarify anything learners do not understand. (F)</p> <p>Ask learners in pairs to write down a suggestion of how religious belief can be measured. Place suggestions in a box and collate them. Now collectively take these suggestions and attempt to measure religious belief. What difficulties arise? Discuss the results and what this means. Stress the subjective, personal nature of religious beliefs.</p> <p>Useful website: https://revisesociology.com/2018/08/20/what-is-religiosity/ (What is religiosity?)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Social groups and religiosity, including class, gender, ethnicity and age	<p>Divide learners into groups and task them with researching the connections between religiosity and an allocated social group. Ensure enough groups to research each of the social groups identified in the syllabus. (I)</p> <p>Provide learners with a guidance worksheet to ensure they focus on relevant material.</p> <p>Allocate sufficient opportunity for the groups to present their independent work in a format that makes it a learning tool for the whole class. For example, upload to Moodle, record it, PowerPoint, etc.</p> <p>Useful websites: https://getrevising.co.uk/diagrams/religiosity_and_social_groups (Mind map notes) https://bigthink.com/culture-religion/why-are-women-more-religious-than-men/ (Big Think: Why are women more religious than men?)</p>
	Religion and other belief systems	<p>Recap and reinforce through a quiz the key points from the previous session. Clarify anything learners are confused or unsure about.</p> <p>To introduce the topic and stimulate discussion, watch the media clip of an interview with Daniel Jones, the founder of the Church of Jediism (star Wars) www.youtube.com/watch?v=oOdoFPsG-Ag</p> <p>Discuss: Is Jediism a religion? Or is it rather a belief system?</p> <p>Divide the learners into small groups and encourage them to provide an argument supporting their claim.</p> <p>Pull together in for whole class feedback.</p> <p>Now explain the terms religion and belief system, using examples with accompanying images / video media, to illustrate. Does the change the responses of the learners? (I)</p> <p>Examine the different religions and belief systems around the world.</p> <p>Case study: learners should investigate their own society. What is the dominant religion? Are there other religions present? Does their society contain other belief systems and if so, how are these perceived by wider society? Does their society have religious cults present? What makes them a cult? (I)</p> <p>Useful websites: https://en.wikipedia.org/wiki/Portal:Contents/Religion_and_belief_systems (Wikipedia definitions of the terms religion and belief systems) www.bbc.co.uk/religion/religions/ (BBC summary of religions)</p> <p>Useful video: www.youtube.com/watch?v=AvFI6UBZLv4 (Business Insider – animated map showing the growth of the five main religions)</p> <p>Extension activity: Divide the learners in to small groups. Set learners the activity of creating an on-going personalised learning tool for this topic of religion. It will be something that suits their learning style and allows them to continually add to it as they progress through the class material. Encourage learners to read ahead and</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		further understanding through their own independent study. Ensure that you set time parameters and where possible, allocate sufficient one-to-one time to work with learners and review their personalised learning tool to ensure it is of the standard and usefulness required. (I)(F)
11.2 Religion and social order KC2 KC5	Functionalist accounts of how religion contributes to social order and social solidarity	<p>In pairs, learners write down three ways religion supports traditional values and prevents social change. After five minutes, they pair up with another pair (paired pairs) and compare and discuss ideas. (I)</p> <p>Feedback and whole class discussion. Make note of key points.</p> <p>Present perspectives on how religion acts as a conservative force through the functionalist theorists Durkheim, Malinowski and Parsons. Link to previous points made by learners and use examples from history to illustrate. Demonstrate through these examples how religion contributes to social order and social solidarity.</p> <p>Divide learners into small groups and encourage them to investigate how religion does <u>not</u> act as a force for social order and solidarity. Consider how religion can be disruptive and wholly divisive. They should use real life examples to illustrate and sociological perspectives to support. (I)</p> <p>Offer guidance and allow sufficient opportunity to present back to whole group and discuss.</p> <p>Useful website: https://revisesociology.com/2018/11/20/is-religion-a-conservative-force/ (religion as / not as a, conservative force)</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>
	Marxist accounts of the relationship between religion, oppression and capitalism	<p>Recap and reinforce the debate of whether religion contributes to social order and social solidarity through Q&A. Clarify anything learners are unsure about. (F)</p> <p>Introduce Marxism and religion by dividing learners into small groups to consider and discuss the following quote from Marx:</p> <p style="text-align: center;">“Religion is the sigh of the oppressed creature...”</p> <p>What does Marx perhaps suggest about religion with this comment? Encourage learners to pull on their wider knowledge and understanding of Marxism, ensuring to make connections to capitalism.</p> <p>Whole class feedback and discussion. Make note of key points on the board / screen.</p> <p>Present how religion acts as a dominant ideology reproducing ‘false class consciousness’. Focus on Althusser (religion as an Ideological State Apparatus) and Gramsci and the concept of Hegemony, making links to religion as a form of social control.</p> <p>In small groups and with a worksheet to support and guide, encourage learners to research and consider: (I)</p> <ul style="list-style-type: none"> • How does religion help deal with the oppression of capitalism?(opium of the people)

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<ul style="list-style-type: none"> How does religion contribute to social control (making links to the functionalist perspective)? <p>Allow sufficient opportunity for learners to present their findings to whole class.</p> <p>Useful websites: https://revisesociology.com/2018/07/10/marxist-perspective-religion/ (notes on Marxist view of religion) https://courses.lumenlearning.com/boundless-sociology/chapter/the-conflict-perspective-on-religion/ (notes on Marxist view of religion)</p> <p>Useful video: www.precookedsociology.com/video/what-is-marxist-view-of-religion/ (precooked sociology – Marxist view on religion)</p>
	Debates about the strengths and limitations of functionalist and Marxist perspectives on religion	<p>Draw comparisons of the Marxist approach to the functionalist – what similarities do they share? What are their differences? Emphasise their structuralist approach</p> <p>Evaluate the functionalist and Marxist approaches – what are their strengths and their limitations?</p> <p>Compare and contrast these structuralist perspectives with the interpretivist approach (Berger).</p> <p>Task learners with pulling these perspectives together in a mind map to illustrate their keys points, differences and similarities.</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>
<p>11.3 Religion as a source of social change</p> <p>KC3</p>	Weber's theory of the role of religion in the rise of capitalism	<p>To introduce the topic and stimulate discuss, learners watch the BBC media clip on Weber and Calvinism. Extract key points and discuss www.youtube.com/watch?v=j-0sIHDzsU4 (BBC – Weber and Protestant work ethic)</p> <p>Assess the relationship between religion and social change by examining the Weberian perspective of religion.</p> <p>Extension activity: Learners investigate contemporary examples that illustrate religion as a source of change. (I)</p>
	Alternative views about the relationship between religion and the rise of capitalism	<p>Recap and reinforce key points of Weber's theory of the role of religion in the rise of capitalism. Clarify anything learners do not understand. (F)</p> <p>Present Neo-Marxist perspective on religion and its relationship to capitalism (as a force for social change), as a differing approach than traditional Marxism (as a conservative force); highlight similarities and differences.</p> <p>Encourage learners to independently research:</p> <p>Gramsci and 'counter-hegemony', and Ernst Bloch – religion as "a principle of hope". Ensure learners focus on applying these to the relationship between religion and capitalism. (I)</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	Liberation theology as an example of religion acting as a vehicle for social change	<p>Examine Liberation theology as a force for social change. Emphasise how liberation theology can be a critique of traditional Marxist perspectives of religion as a conservative force. How did it help to bring about democracy in some countries?</p> <p>Case study: divide learners in to small groups and encourage them to research a particular country in which liberation theology can be seen to have brought about social change. (I)</p> <p>Provide opportunity to feedback findings for whole class discussion.</p> <p>Useful websites: www.bbc.co.uk/religion/religions/christianity/beliefs/liberationtheology.shtml (BBC – Liberation theology) https://sossociology.wordpress.com/tag/liberation/ (Marxism and liberation theology)</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>
	The influence of religious movements on political debates and struggles, examined through case studies such as the Evangelical movement in US politics or the influence of the Ayatollahs in the Iranian revolution	<p>Recap and reinforce key points on Liberation Theology through small group based True or False quiz. Clarify anything learners don't understand. (F)</p> <p>Case study: Christian Evangelicalism and its influence in US politics (or any other preference).</p> <p>Use various media sources to examine what the beliefs of Evangelical Christianity are and how this is influencing US politics. Consider what EC is opposed towards and the impact of this on society.</p> <p>Useful websites: www.nytimes.com/2018/10/28/us/religion-politics-evangelicals.html (New York Times – How Evangelicals Reshaped Elections) https://theconversation.com/how-christian-media-is-shaping-american-politics-95910 (How Christian media is shaping American politics)</p> <p>Useful video: www.youtube.com/watch?v=5fVpuJq8j3o (Al Jazeera TV – Evangelical beliefs still influence US politics)</p> <p>Extension activity: Encourage learners to examine their own society (if not already done so within the case study) for examples of religious influence on politics. Provide opportunity to feedback and discuss findings. (I)</p>
12.1 The secularisation debate KC3	The secularisation thesis Evidence for a decline in religious belief	<p>To introduce the topic and stimulate discussion, watch the media clip from CBS on Americans and the decline of Christianity. www.cbsnews.com/news/study-number-of-americans-who-spurn-religion-hits-record-high/</p> <p>Divide learners into threes and encourage them to discuss possible explanations for the decline in religiosity particularly among younger people. Feedback for class discussion and make note of key points on board / screen.</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Explain the term secularisation and examine the secularisation thesis, including the debates surrounding secularisation as a contested concept that is, what it is, how to measure it and whether it is actually occurring.</p> <p>In small groups learners should investigate the decline in religious belief through supporting evidence and sociological argument. Examine explanations of why secularisation is occurring. (I)</p> <p>Extension activity: Encourage learners to construct a survey that could be sent out to measure people's religiosity. Consider what difficulties there are in measuring whether religion is declining. Link their discussions to the assessment over empirical data used to measure the extent of secularisation. (I)</p>
	<p>Discussions about whether rationalisation is leading to a decline in religious belief</p> <p>Debates about whether religion has lost its social significance</p>	<p>Recap and reinforce key points on the secularisation thesis. Ask learners to write down three pieces of knowledge they can recall, then pair up and compare points made. If any are the same, they have to come up with a new point together. Whole class feedback for discussion. Clarify anything the learners are unsure of. (F)</p> <p>Present Weber's perspective of rationalisation as an explanation of secularisation.</p> <p>Present the concept of post-secularisation: what does this suggest about declining religiosity?</p> <p>Case study: Task learners with investigating the debate of whether religion is losing its social significance comparing one society with another, for example Western compared to non-Western. Divide the class into small groups whereby half will focus on Western and the other half non-Western. (I)</p> <p>Useful websites: www.spectator.co.uk/2017/09/religion-is-on-the-decline-yet-our-society-is-underpinned-by-faith/ (The Spectator – article on how Britain is still underpinned by faith) www.fairobserver.com/culture/does-religion-have-a-place-in-the-century-43495/ (article on how religion is not waning, but changing form) www.independent.co.uk/news/uk/home-news/british-people-atheist-no-religion-uk-christianity-islam-sikism-judaism-jewish-muslims-a7928896.html (The Independent – record number of British have no religion)</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>
<p>12.2 Gender, feminism and religion</p> <p>KC1 KC2 KC4</p>	<p>Feminist perspectives on religion</p> <p>Explanations for patriarchy and gender inequality in religion</p>	<p>To introduce the topic and stimulate discussion, use various images and the video on women and religion in India, and encourage learners to begin thinking about the relationship between religion and women. Learners should be encouraged to draw upon their wider sociological knowledge and understanding of feminism to begin thinking critically.</p> <p>Allow learners to share ideas discuss in small groups, before feeding back for whole class discussion. Make note of key points on board / screen for reference.</p> <p>www.youtube.com/watch?v=6LhUcrNaSHE (Women and religion in India – documentary trailer on current day practices of religion in different parts of India).</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
		<p>Assess various feminist perspectives on religion. What are their similarities and differences and what criticisms are made against them?</p> <p>Divide learners into groups and encourage them to investigate how patriarchy is evident in various religions. What are the sociological explanations for these? Consider: are all religions patriarchal? (I)</p> <p>Useful websites: https://revisesociology.com/2018/08/02/radical-feminist-perspective-religion/ (K.Thompson – Radical feminist perspective of feminism) https://revisesociology.com/2018/07/24/feminist-perspectives-on-religion-karen-armstrong/ (K. Thompson – feminist perspectives on religion: Armstrong) www.pewforum.org/2016/03/22/theories-explaining-gender-differences-in-religion/ (explaining gender differences in religion)</p> <p>Useful video: www.precookedsociology.com/video/what-is-the-feminist-perspective-on-religion-part-1-patriarchy-and-religious-feminism/ (precooked sociology – Patriarchy and religious feminism which includes notes also)</p> <p>Extension activity: encourage learners to make online flashcards on the topic of feminism and religion using Quizlet, a free interactive website that enables learners to access, revise and test themselves in class or on the go (I)(F) https://quizlet.com/</p>
	<p>Moves towards gender equality in religious organisations and evidence that religious practices may benefit</p>	<p>Recap and reinforce key points on feminism and religion through Q&A. Clarify anything learners are unsure of. (F)</p> <p>To what extent have there been moves towards gender equality? Use various news media reports to demonstrate examples of how there has been some progress towards gender equality in religious organisations.</p> <p>Examine the position of women in Christian and Catholic organisations.</p> <p>Discuss: How does improved gender equality in some religious organisations benefit religious practice?</p> <p>In groups and making connections to the article in <i>The New Times</i>, learners should consider the wider social benefits of greater equality in religious institutions. Encourage learners to pull upon their wider sociological knowledge and understanding. (I)</p> <p>Useful website: www.newtimes.co.rw/section/read/229586 (The New Times – Gender equality should begin with religious organisations)</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>
<p>12.3 Religion and post modernity</p>	<p>Discussions about whether there has</p>	<p>To introduce the topic and stimulate discussion, watch the media clip of Professor Linda Woodhead discussing the Kendal Project:</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
KC2 KC3	been a growth in privatised religion	<p>www.youtube.com/watch?v=gz7gXeNFzUE (ShortCutsTV – Woodhead and the Kendal Project)</p> <p>Examine what the case study of Kendal suggests about religion and spirituality.</p> <p>Present the post-modernist perspective towards religiosity. Emphasise how it differs from other perspectives examined. Divide learners into small groups and task them with researching further examples of evidence that support the claims made in the Kendal Project, that religion is becoming more personal and privatised. (I)</p> <p>Extension activity: encourage learners to make connections to wider sociological theories of functionalism, Marxism and feminism, and consider the social consequences of religion becoming more privatised. (I)</p> <p>Provide opportunity to feed back and discuss.</p>
	The concept of spiritual shopping and its contribution to understanding religiosity today	<p>Using examples explain and illustrate the concept of spiritual shopping.</p> <p>Divide learners into groups and set them the task of investigating and compiling a list of new or less traditional forms of spirituality. Consider for discussion: why are people less reluctant to turn to these forms of spirituality rather than more traditional forms? (I)</p> <p>Present the perspective of Hervieu-Léger, focusing on the notion of pilgrims and converts. Encourage learners to make links with findings from the Kendal Project in examining its contribution to understanding religiosity today.</p> <p>Useful websites: https://timesofindia.indiatimes.com/Spiritual-shopping/articleshow/6139132.cms (article on spiritual shopping) www.tutor2u.net/sociology/reference/sociology-postmodernism-and-religion (postmodernism and religion notes)</p> <p>Extension activity: Learners continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>
	Debates about whether resacrilisation is a feature of post modernity	<p>Recap previous topic material on spiritual shopping through getting learners in pairs/threes to identify three points of knowledge they can remember. Learners feed back for discussion and reinforcement. (F)</p> <p>Assess the view that resacrilisation is a feature of modern society. Recap the idea of post-secularisation and explain and link the concept of resacrilisation. Link resacrilisation with previous material on Kendal Project and spiritual shopping.</p> <p>Re-examine evidence to refute the claim of resacrilisation, supporting the view that secularisation is taking place in modern society. Set learners the activity of pulling these competing arguments and evidence together in a mind map.</p> <p>Extension activity: Learners to continue with their on-going learning tool. Allocate sufficient time to review progress and clarify any queries, uncertainties, etc. (I)(F)</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	<p>The significance of new religious movements NRMs) and New Age ideas for understanding the meaning and significance of religion today</p>	<p>To introduce the topic and stimulate discussion, watch this media clip relating to the Church of Scientology www.youtube.com/watch?v=0Lkhc9YyZ2c (Wacky scientology testimonials) and discuss what belonging to it appears to mean for its members here. Why join?</p> <p>Follow up by watching this media clip by ex-scientologist and actress Leah Remini www.youtube.com/watch?v=5BrvGGQyhd6w and discuss the same points above. What are the overall thoughts of the learners of this form of new religious movement?</p> <p>Begin by defining the different forms of NRMs (World Rejecting, World Accommodating and World Affirming) and examine their features / characteristics. How are they different from more traditional religions?</p> <p>Illustrate and discuss examples of New Religious Movements for example, Heaven’s Gate, The People’s Temple and The Branch Davidians.</p> <p>Case study: Learners in small groups to independently research Eileen Barker’s The Moonies as a case study.</p> <p>Provide learners with a guidance sheet to assist them in focussing on relevant material.</p> <p>Ensure opportunity to feed back and discuss findings. (I)</p> <p>Present the idea of New Age Religion and discuss their main features (Bruce). Give example of new age religions.</p> <p>Discuss the perspective of Sutcliffe in assessing if there a new age movement.</p> <p>Useful websites: https://en.wikipedia.org/wiki/New_religious_movement (NRMs explained) https://revisesociology.com/2018/09/20/world-accommodating-new-religious-movements/ (notes on world accommodating NRMs) www.theguardian.com/commentisfree/2012/sep/04/moonies-brainwash-dispel-myth (news article – Did the Moonies really brainwash millions?)</p> <p>Useful videos: www.youtube.com/watch?v=u6DFzDNA7Qw (Eileen Barker on NRMs) www.youtube.com/watch?v=ysCYQW_7FMU (Detailed interview with Eileen Barker on NRMs)</p>
	<p>Different explanations for the growth in fundamentalist religions, including cultural defence, cultural transition,</p>	<p>Recap and reinforce material on NRMs through a fact or fiction quiz. Clarify anything the learners are unsure about. (F)</p> <p>Explain what is meant by the term fundamentalist religion and give examples to illustrate. Use news articles to examine their behaviour and illustrate how society perceives them. Use statistical data / evidence to show the growth in fundamentalist religions. In small groups learners are to research the explanations for their growth. Address key points stated in syllabus. Provide a guidance sheet to support learners to ensure they focus on</p>

Syllabus ref. and Key Concepts (KC)	Learning objectives	Suggested teaching activities
	disengagement, marginality, and religious revival	relevant material. Provide opportunity to feedback and discuss findings. Clarify anything the learners do not understand. (I)(F) Useful website: https://revisesociology.com/2018/11/22/what-is-religious-fundamentalism/ (notes – what is religious fundamentalism?)
Past and specimen papers		
Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F)		

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