

# Teacher Guide

## Cambridge International AS & A Level Sociology 9699

For examination from 2021



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# Contents

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<b>Introduction</b> .....	4
The purpose of the teacher guide	
What do I need to get started?	
<b>Section 1: Syllabus overview</b> .....	5
1.1 Aims	
1.2 Assessment objectives	
1.3 The assessment structure	
1.4 Exam paper structure	
1.5 Syllabus content overview	
<b>Section 2: Planning the course</b> .....	9
2.1 Long-term planning	
2.2 Medium-term planning	
2.3 Short-term planning	
<b>Section 3: Classroom practice</b> .....	15
3.1 The role of the teacher	
3.2 Sustaining interest and motivation	
3.2 Reflection and evaluation of learning	
<b>Section 4: Preparing learners for the final assessment</b> .....	17
4.1 Revision tips	
4.2 Use of past papers, mark schemes and examiner reports	
4.3 Homework and independent learning ideas	
<b>Section 5: Resources</b> .....	19
5.1 Finding and evaluating resources	
5.2 Resources from our website	
5.3 Planning to use the resources	
5.4 Example resources and their uses	
<b>Section 6: Extracts from a scheme of work</b> .....	22
Paper 2: The family – perspectives on the role of the family	
Paper 3: Education – social class and educational attainment	
<b>Section 7: Sample lesson plans</b> .....	26
7.1 The functions of the family	
7.2 Social class and educational outcomes – material factors	

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## Introduction

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### The purpose of the teacher guide

This teacher guide is designed to help you familiarise yourself with the Cambridge International AS & A Level Sociology syllabus and the range of support materials available. It also aims to help you organise and plan your teaching if you are new to the course, and offers advice and guidance on delivery, classroom practice and preparing your learners for their final assessment.

### What do I need to get started?

When planning a course you need to become thoroughly familiar with the syllabus (both the curriculum content and the assessment structure), the scheme of work and the support materials available.

The syllabus covers the overall aims, assessment objectives, curriculum content, descriptions of the examination components and grade descriptors for the subject. Each area or skill within a subject is defined to help you organise the overall scope of what needs to be learnt.

The sample schemes of work and lesson plans in the appendices of this guide illustrate how the curriculum can be broken down into learning objectives by applying the skills defined in the syllabus to the particular subject content. These documents also illustrate the planning principles outlined in later sections of this guide. A scheme of work covering the whole programme is available via the [School Support Hub](#).

On the School Support Hub you will find a range of other support materials including question papers, mark schemes, examiner reports and a resource list. Making appropriate use of these resources can help you to:

- understand how the teaching relates to the assessment objectives
- prepare your learners for their final assessment
- understand the standard
- save time.

Make the most of these resources by combining them with local activities and any resources developed by your school.

Here is a checklist to help you get started:

#### Checklist

- Have you read the syllabus (the year is the year of the examination)?
- Have you looked at the teaching materials on our public website and the School Support Hub?
- What support materials and resources are you going to use?
- What local / school resources are available for you to use?
- Do you have a copy of the endorsed textbook for the syllabus?

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## Section 1: Syllabus overview

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In this section we recap on the exact requirements of the course and reproduce extracts from the syllabus document but you should always check the syllabus for the year in which your learners are going to sit the examination for the most up-to-date and authoritative information.

### 1.1 Aims

The syllabus aims to develop:

- knowledge and understanding of sociological terms, theories, methods and research findings
- an awareness of the range and limitations of sociological theory and the ability to compare and contrast different theoretical perspectives
- an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life
- an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data
- improved skills of communication, interpretation, analysis and evaluation
- skills for further study.

### 1.2 Assessment objectives

#### AO1 Knowledge and understanding

Candidates must demonstrate knowledge and understanding of:

- sociological concepts, theories, evidence, views, research methods, arguments and debates
- the theoretical and practical considerations that influence the design and execution of sociological research
- relevant sociological research findings.

#### AO2 Interpretation and application

Candidates must be able to interpret sociological material, including concepts, theories and evidence, and apply this to a range of issues. This includes:

- using relevant sociological material to support points or develop arguments
- explaining how sociological material is applicable to a particular issue or question
- demonstrating awareness of the links between the concepts, theories and evidence used to support points or develop arguments.

#### AO3 Analysis and evaluation

Candidates must be able to analyse and evaluate sociological theories, evidence, views, research methods, and arguments. This includes:

- explaining the strengths and limitations of sociological theories, views and research methods
- developing arguments against sociological theories and views
- investigating sociological theories and arguments to reveal underlying assumptions, value judgements, misconceptions, logical flaws and ideological influences
- discussing counter viewpoints or evidence to demonstrate the complexity of sociological issues and debates recognising the limitations of, or bias in, sociological and non-sociological evidence
- reaching conclusions based on a reasoned consideration of available evidence and arguments

### 1.3 The assessment structure

Cambridge International AS Sociology makes up the first half of the Cambridge International A Level course and provides a foundation for the study of Sociology at Cambridge International A Level.

There are three different combinations of papers learners can take to obtain an AS or A Level qualification:

- AS Level only: paper 1 and 2 are taken at the end of the first year
- A Level: taken over two years with paper 1 and 3 taken at the end of the first year, completing the A Level exam papers 3 and 4 at the end of year two
- A Level where all components are examined at the end of the two-year course.

These routes are summarised in the table below.

Route	Paper 1	Paper 2	Paper 3	Paper 4
<b>1 AS Level only</b> All AS components are taken in the same exam series	✓	✓		
<b>2 A Level (staged over two years)</b> Year 1 complete AS Level components Year 2 complete A Level components	✓	✓	✓	✓
<b>3 A Level</b> All components are taken in the same series	✓	✓	✓	✓

## 1.4 Exam paper structure

Paper	Time and marks	Questions	Percentage of total mark
Paper 1: Socialisation, identity and methods of research	1 hour 30 minutes  60 marks	You will answer 4 questions. <b>Section A:</b> three compulsory questions <b>Section B:</b> one essay (26 marks) from a choice of two	50% of the AS Level  25% of the A Level
Paper 2: The Family	1 hour 30 minutes  60 marks	You will have 4 questions. <b>Section A:</b> three compulsory questions <b>Section B:</b> one essay (26 marks) from a choice of two	50% of the AS Level  25% of the A Level
Paper 3: Education	1 hour 15 minutes  50 marks	You will have 4 compulsory questions  Question 4 is an essay (26 marks)	20% of the A Level
Paper 4: Globalisation, Media and Religion	1 hour 45 minutes  70 marks	You will answer <b>two</b> essay questions (35 marks) from two of the following sections (they must be from different sections)  Section A: Globalisation  Section B: Media  Section C: Religion	30% of the A Level

## 1.5 Syllabus content overview

This table gives an overview of the syllabus content for Cambridge International AS & A Level Sociology.

Content section	Assessment component	Topics included
Socialisation and the creation of social identity  Methods of research	Paper 1 Socialisation, identity and methods of research	<ul style="list-style-type: none"> <li>• The process of learning and socialisation</li> <li>• Social control, conformity and resistance</li> <li>• Social identity and change</li> <li>• Types of data, methods and research design</li> <li>• Approaches to sociological research</li> <li>• Research issues</li> </ul>
Theories of the family and social change  Family roles and changing relationships	Paper 2 The Family	<ul style="list-style-type: none"> <li>• Perspectives on the role of the family</li> <li>• Diversity and social change</li> <li>• Gender equality and experiences of family life</li> <li>• Age and family life</li> </ul>
Education and society  Education and inequality	Paper 3 Education	<ul style="list-style-type: none"> <li>• Theories about the role of education</li> <li>• Education and social mobility</li> <li>• Influences on the curriculum</li> <li>• Intelligence and educational attainment</li> <li>• Social class and educational attainment</li> <li>• Ethnicity and educational attainment</li> <li>• Gender and educational attainment</li> </ul>
<b>Globalisation</b> Key debates, concepts and perspectives  Contemporary Issues  <b>Media</b> Ownership and control of the Media	Paper 4 Globalisation, Media and Religion	<ul style="list-style-type: none"> <li>• Perspectives on globalisation</li> <li>• Globalisation and identity</li> <li>• Globalisation, power and politics</li> <li>• Globalisation, poverty and inequalities</li> <li>• Globalisation and migration</li> <li>• Globalisation and crime</li> <li>• Traditional media and the new media</li> <li>• Theories of the media and influences on media content</li> <li>• The impact of the new media</li> </ul>



## Section 2: Planning the course

Course planning can be broken down into three stages:

**Long-term planning** involves making decisions about the broad structure of the course, including which assessment route will be chosen, what teaching time is available and how it will be allocated, which units will be taught, and how skills development and syllabus content will be linked.

**Medium-term planning** focuses on how the course will be delivered in relation to each teaching unit and covers details such as teaching methods, activities, learning objectives, resources, order of learning and prior learning.

**Short-term planning** is where decisions are made about the teaching approach for individual lessons. This may also be referred to as lesson planning. This is when you consider what resources you have or will need and what learner activities are required to achieve your objectives.

### 2.1 Long-term planning

Long-term planning lays down the overarching framework of the course at the largest scale and begins with two important decisions.

**1. What nature of course is your school going to offer?**

Is it, for example, AS Level only or is it AS Level in year one with A Level in year two? If it is a two-year course leading to the full A Level, when will the exams be taken?

**2. Which two units of the syllabus do you intend to teach for Paper 4?**

Paper 4 consists of three sections, from which learners are expected to pick **two** topics. The three topics are:

- Section A: Globalisation
- Section B: Media
- Section C: Religion

The advantage of studying all of the topics is that it provides a greater range of questions candidates can choose from in the examination. It also helps reinforce learning, as there are some links between the content of each of the four topics. However, the comprehensive approach does also mean that study time is spread more thinly and there is less opportunity for learners to focus in detail on particular topics. Concentrating on just two topics may therefore allow more time to be allocated to skills development and examination technique.

Once you have selected the units you are going to cover, you will need to decide how long you have available to deliver them. The following factors will have some effect on the way the syllabus is planned and delivered in your school:

- the teaching time available over the two-year delivery of the course. Remember to allow for festivals, holidays, examinations, school trips and so on. You should also consider how many hours your learners will have available outside of the classroom
- number and length of lessons per week.
- number of learners within the cohort
- number of learners per teaching group
- the ability range within each study group
- scheduling of any school-wide internal examinations.

You will need to consider the best order in which to teach the units. Think about the order of difficulty of the topics, how they are linked and about maintaining variety, pace and interest in your course. Your course plan should be adapted to suit the needs of your class as teaching progresses through the course and after your first class has been all the way through the course. The way your course was received and the performance of the class throughout the units can inform the teaching of the following class in terms of the long term plan.

Where there is more than one class, a number of planning options exist:

- A long-term plan which all teaching groups will follow, usually determined by the Head of Department after consultation.
- Long-term plans for each group determined by individual teachers.

## 2.2 Medium-term planning

In your long-term plan you will have considered how many hours teaching will be available to you to deliver the course. Next you must make a list of the main areas that you are going to teach in terms of skills and topic areas. You can then use these to form the basis of your teaching units. Look at the published Cambridge International scheme of work for this subject available on the School Support Hub to see how each unit has been broken down into a progression of teaching and learning steps (or learning objectives).

You can see that they follow the order of the syllabus and that the learning objectives have been readily translated from the content lists of the syllabus units. The Cambridge International endorsed textbook and other sources listed in the syllabus can be used to develop a more detailed outline of the work that will need to be covered for each unit.

You will need to identify the knowledge and skills development that learners require to fulfil the intended learning objectives. The content of the plan will therefore be based partly on the demands of the syllabus content and partly on the assessment objectives. You will need to think carefully about how you will make the links between areas of learning explicit. For example how will your learners adapt their knowledge of a particular sociological theory to the demands of providing a critical analysis of a contrasting theory? A pool of potential activities will create the flexibility to meet the changing needs of both individuals and groups of learners.

The requirements for creating teaching units can therefore be summarised under three headings:

- order of learning and allocation of teaching time
- resources
- skills development and links to learning objectives.

### 2.2.1 Order of learning and allocation of teaching time

Two decisions need to be made at this stage. First, you must decide the order in which the subject content of the unit will be taught given the order of skills that learners will need to develop to be able to tackle the various aspects within it. You could follow the order as strictly set out in the syllabus, or you might prefer to change some elements around in order to create a scheme of work that better suits your particular teaching requirements and circumstances. Some teachers, for example, start with an overview of theories and methods, before moving on to a consideration of substantive topics such as the family. You will need to consider the relative importance or difficulty of these different areas as well. For example, it may be easier to start the course with material on the family, which most learners are likely to find quite accessible, as opposed to the more abstract material on theory and methods. You will need to match these levels of difficulty to your particular learners taking into account their prior learning, links to skill development the learning objectives and the resources available.

For example:

An AS Level class the first six weeks could be introduced to the historical context of sociology and the main theories and methods that are central to the subject. Taking account of the experience and confidence of the learners, you might also include an introductory general lesson or two on writing evaluative essays at this level. The second unit of six weeks might then focus on specific topics from Paper 1 such as socialisation, identity and methods of research.

It may not be possible to cover everything in the time available in which case you must decide on your priorities. If time is short perhaps the basic reading of the textbooks or acquiring background knowledge can be undertaken by the learners outside school time, leaving the classroom time for other more intensive, teacher-led activities.

## 2.2.2 Summary of key things to consider when planning your course

It is helpful to consider a few key things when planning your course and these are listed below:

- the number of lessons to cover the syllabus
- learning objectives for the course
- previous learning (the order of learning required)
- suggested and local resources available
- key vocabulary and concepts
- how to check learners' understanding of key concepts and common errors to look out for cross-curricular links.

For example:

If there are 12 weeks in each semester, you could start by planning for a six-week period.

Before planning a six-week period, check how many lessons there will be in that time.

## 2.2.3 Resources

At this stage you will have agreed an order of learning for the study unit and divided the subject content into constituent parts. An appropriate amount of teaching time will have been allocated for each part. The next task is to select the resources that will be required for teaching the unit.

Begin with a course textbook. Identify page links between the textbook and each part of the study unit. Check how far the textbook provides adequate coverage of each part of the unit. You might consider that it is desirable to supplement the textbook with other written resources in order to provide learners with additional coverage of the relevant study topics.

In considering the effectiveness of resources you may want to think about the following:

- Is the selected material from the endorsed textbook will be appropriate for all of your learners bearing in mind the different ability ranges in each class? You might find that a more accessible text is required for use with the less able, or possibly a more demanding read for those who are very able
- Would it be desirable to use more than one textbook to provide coverage of the study content for the unit? For example, might your learners benefit from exposure to the contrasts between textbooks? Sometimes the learning process is aided by reading different versions of the same argument or theory.
- Can effective links can be made between the selected textbook sources and the study activities and learning objectives for the unit? Some textbooks lend themselves to study activities better than others. The endorsed course textbook includes study activities, so consider whether any of these could be used in delivering the teaching for the unit. Some textbook content is particularly good in terms of illustrating key arguments and debates that will help learners develop the key skills of analysis and assessment. Textbooks may also include photographs, statistical evidence, study extracts, and other data that could be used as stimulus or the basis for study activities. These are all factors to bear in mind when selecting appropriate textbook content for the study unit.

Of course, textbooks are only one of many resources that can be used for delivering your teaching. Other resources to consider include:

- videos and audio recordings
- documentaries
- photographs
- documents and study extracts
- the internet, interactive online resources
- newspapers and magazines
- guest speakers.

Try to use a selection of these resources to reinforce understanding, cover topics that might not be particularly well treated in the textbooks, generate interest among different types of learner, and provide a diverse base for a range of study activities and skills development exercises.

## 2.2.4 Skills development and links to learning objectives

There are three broad assessment objectives at this level of study:

- AO1: Knowledge and understanding
- AO2: Interpretation and application
- AO3: Analysis and evaluation

For each unit you should prepare a plan of how to develop and test the skills that are required to satisfy each of these assessment objectives against the subject content.

### **AO1: Knowledge and understanding**

The syllabus content provides a guide to the knowledge that learners will require. The choices you make about resources will impact on the way that the knowledge is imparted to learners. Some resources have a more academic format than others. You might want to use a less academic format to introduce a topic and then build in the more academically demanding resources as the course progresses. Of course, decisions of this kind will be heavily affected by the ability range and prior learning of your learners. Some learners may be able to relate well to highly academic sources from an early stage in the course.

The key point to bear in mind is that skills development in relation to knowledge depends heavily on providing material at the right level (and possibly in a variety of ways) to cater for the range of learners in your class. Use techniques such as quizzes, written tests, class questions, and memory exercises at regular intervals to secure knowledge that has been acquired from textbooks and other sources.

It is important also to focus explicitly on the skill of understanding. The exercise of this skill presupposes knowledge, but is not the same thing as knowledge. Understanding is a more advanced skill. It requires appreciation of the ideas and assumptions behind a piece of knowledge; in other words, its meaning in a number of contexts. For example, a learner might have the knowledge required to define the term 'anomie' accurately as a state of normlessness, without necessarily understanding what normlessness implies or how that idea links to other related ideas in sociological theory. It is this ability to connect discrete areas of knowledge together that allows learners to develop the more demanding study skills of interpretation, application, analysis and evaluation.

A good way to test understanding is to use follow-on questions with learners. Begin with a simple question to test knowledge and then use the answers given to develop follow-on questions that require learners to clarify and expand the points they are making. Identify key points in the subject content for the unit where a test of knowledge and understanding in this way would be most effective and illuminate other aspects of the unit. The points you choose might, for example, link to key ideas and themes on which examination questions are often set. Alternatively you might test learners on subject content that they often have difficulty understanding.

### **AO2: Interpretation and application**

This assessment objective is perhaps best understood in terms of thinking about how a learner composes a good answer to an examination question. To write a good answer, among other things, they need to be able to interpret the demands of the question accurately and then select appropriate material and apply it in constructing a well-reasoned response.

To help the learners develop the appropriate study skills for this assessment objective, one suggestion would be to identify key debates in the subject content. For example, in the religion topic a key debate is the secularisation thesis. Once the learners have been exposed to appropriate knowledge about the debate and you have tested their understanding, devise study activities that help them to develop their ability to interpret and apply information. For instance, on secularisation you might present learners with a range of statistical data and other evidence that depicts the level of religiosity in society. Invite them to interpret the data in terms of what each item demonstrates and what contribution it might make to the arguments for and against

secularisation. Work together as a group to summarise the information from the different sources and use it as a basis for composing part of an essay plan answering a question about the extent of secularisation in society. Help learners to understand how they are exercising the skills of interpretation and application in this exercise.

### AO3: Analysis and evaluation

Analysis and evaluation are the highest order skills of the three assessment objectives. For this reason, they have added weighting in Paper 3 and Paper 4. Not all of the subject content lends itself to analysis and evaluation. Some areas of knowledge in the syllabus require little by way of analysis and there is not much scope for direct evaluation. For this reason, when planning the scheme of work for each unit it is advisable to spend time identifying topics and themes that are suitable for the kind of analysis and evaluation that learners will be expected to demonstrate in their examination answers. Looking at past papers which are available on the School Support Hub will help you establish these general areas though of course they will not necessarily represent all of the potential areas.

For example, if we consider Paper 2 – The family, an example of a good topic for analysis and evaluation would be the debate about the idea of the social construction of childhood. This topic lends itself to analysis because there are many ways of exemplifying the idea, drawing on different sociological sources and cultural and historical references. It also tests the ability of learners to reflect on and make sense of their own life-experiences. Some evidence about childhood may be regarded as ambiguous in relation to the issue of social construction, so again there is an opportunity for discussion and exercises that test the skill of analysis. Textbooks often summarise a diverse range of arguments for and against the idea of the social construction of childhood. In other words, they supply a lot of material that can be used to assess the strengths and limitations of the idea and to construct an evaluation.

There are many ways of testing analysis and evaluation skills. A simple example on the theme of the social construction of childhood would be to show the learners a documentary film about childhood in a particular culture or historical period and then ask them to analyse how far, and in what ways, the film illustrates the social construction of childhood. Ask them to write a paragraph evaluating the usefulness of the film as evidence supporting the idea that childhood is a social construct. Work with the learners to edit and improve their evaluations, using this opportunity to help them to see what is involved in developing this particular skill.

Assessment objectives	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Knowledge and understanding	40	40	36	26
AO2 Interpretation and application	30	30	28	31
AO3 Analysis and evaluation	30	30	36	43
Total	100	100	100	100

## 2.3 Short-term planning

As each class and learner has their own particular needs, so each teacher has their own style. You will therefore want to plan individual lessons to fit your own circumstances and style. More experienced teachers will be aware of the sort of approach to preparing lessons that we are about to outline below but for those new to teaching sociology in this way here is a more detailed explanation of the process.

The planning process begins by writing a lesson outline. This is a summary of the activities to be undertaken by the class and suggests the point at which it may be used. Learning objectives are an important part of the planning process – they state exactly what the learners are expected to learn in the lesson. This might include some self or teacher assessment of the knowledge, perhaps in the form of a follow up assignment or essay outside the classroom. The learning objectives should be linked into the aims and objectives of the syllabus to ensure the relevance of the activities undertaken. The aims and objectives should be differentiated so that learners of all abilities make progress throughout each teaching session. It is a good idea for learners to track their progress so they can see they are improving and that they can identify their own areas for improvement.

## Teacher Guide

Finally some extension work should be available – this may of course be determined by the objectives from the lesson itself, which may suggest other areas of development or perhaps the need for some more work on the topic itself. It is also good practice to identify those resources which will be needed for the lesson in the plan, such as access to the internet with some suggested sites to start off the research process, video material, interactive whiteboard, textbooks, media images.

You will also need to consider any particular needs for setting up the classroom and any health and safety issues. You should remember that some activities may carry some risk and you should follow the school's risk-management policy before trying out these activities. For example, addressing any e-safety concerns when you use any ICT activities.

You should plan all the lessons for a six-week period. Then you can check across the lessons that the sequence is logical and all previous learning will have been covered at the appropriate time. After each lesson you should reflect on how it went for the learners and for you. It is useful to make some notes on the lesson plan soon after the lesson so that you can feed your reflective feedback into future lessons.

In later sections you will find sample lesson plans for two topics.

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## Section 3: Classroom practice

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### 3.1 The role of the teacher

As the teacher, one of the aspects of your role will be to direct your learners in terms of managing:

- teaching and learning
- appropriate assessments
- resources
- time
- different abilities
- learners with specific learning needs
- the group dynamic
- choices / decisions.

However, you will also of course direct the learning process, deciding the order in which skills and knowledge are acquired by learners so that they come to understand (and are able to use) the characteristic tools of the discipline of sociology. The syllabus and the assessment objectives are, in this sense, a guide to help us make the academic choices and decisions that will achieve this at AS and A Level. Ideally, you will want your learners to be able to view any topic or issue through the eyes of a sociologist (as far as this level of study will allow), and have an idea of how one might begin to analyse any appropriate topic using sociological tools.

The approach to learning recommended by Cambridge International focuses on skills development through active learning, which reinforces learning through self-discovery. This method allows learners to practice the application of their skills to unfamiliar questions and texts and this will have the effect of preparing them for the AS and A Level examinations. Learning should not be driven by the assessment if skills and knowledge are to be retained and develop into transferable assets. Nevertheless, it is important to offer some guidance to learners on the final assessment and to give them the opportunity to practice exam techniques before the actual event.

### 3.2 Sustaining interest and motivation

Throughout the course you will need to plan ways in which you can balance the variety of delivery methods in order to maintain learner interest. Here are a few suggestions of ways to break up the pace and inject some energy into the classroom:

- class discussions
- group work
- mind maps
- creating case studies
- watching videos
- learner led lessons for example, group presentations
- using local or national news sources to apply particular sociological ideas
- using ICT
- reading texts and secondary critical material
- solving problems such as meaning of words or images
- making presentations
- role-play
- essay planning
- feedback sessions on assessed work
- sharing opinions
- practical activities such as using the internet
- peer marking
- reading, discussing and marking exemplar work
- Editing and rewriting assessed work to improve it
- creating timelines to develop historical context of sociological ideas.

Some skills lend themselves better to particular teaching strategies. So, for example:

- Class exercises undertaken by learners are an effective means of testing whether knowledge has been absorbed and can be applied.
- Setting questions on specific limited aspects or even 'quizzes' to test knowledge can be useful.
- Other objectives – for example recognising different arguments around a sociological debate or theory – can be tackled through case studies, role plays and class discussions. These are good methods for developing analysis and evaluation skills in learners.

### 3.2 Reflection and evaluation of learning

It is important to reflect on the success of the teaching strategies adopted at each stage. This will include testing that anticipated learning objectives have been achieved and refining the strategy for future use. Knowledge testing is straight forward but it is important to test that the key analytical and interpretational skills are being developed. These might be tested for example by 'unseen' critical analyses or essay assignments on the particular topic or debate being considered. You will want to see a gradual but discernible improvement in the levels, which each individual learner is reaching.

Assessment of the individual or class progress may lead to some revision work or refining of the medium-term planning. Regular revision is important, as is making links between topics taught so that learners avoid seeing the subject topics as 'separate'. For example, many of the themes of the course overlap and so taking opportunities to exploit this is important for revision. Consolidation of learning is also key, especially for learners who are less confident.



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## Section 4: Preparing learners for the final assessment

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The planning at the start of the course should include time for preparing learners for the actual examinations. It is important that learners practise applying their skills in timed conditions and are aware of the types and forms of questions that they are likely to be asked in the examination. Past papers are available on the School Support Hub.

### 4.1 Revision tips

It is important to ensure the learners are aware of the key facts about the syllabus such as papers, rubrics, texts, length of exams and so on. If learners are taking the full A Level then they need to be able to retain knowledge throughout a two year course. It is a good idea to encourage learners to take revision notes from the start of the course so that it is easier to revise later towards the end of the course.

It is also helpful to discuss how they might use their time in the exams by encouraging them to plan their essays and allow time for re-reading and checking their work. By this stage in the course, learners will be familiar with the basic types of question – shorter questions and essays. The scheme of work should include material on essay-writing and how to plan and select material relevant to the task in hand. Examiner reports suggest that the issue of relevance or answering the question is a key factor in exam success so some time should be given to building and refreshing those skills. Revision might also helpfully include some reminders on the different approaches these types of essays require and a reminder of the basic skills and the assessment objectives the essays are testing.

The actual writing of essays is something that often gets overlooked. The increasing use of IT may mean learners are out of the habit of physically writing for two hours. This practical training may be linked to encouraging learners to hone their essay-writing skills in a controlled environment.

### 4.2 Use of past papers, mark schemes and examiner reports

Learners may well get value from attempting past papers near the end of the course and this will link into the revision mentioned above. It is worth being aware that learners will need help in understanding and interpreting mark schemes and examiner reports. You should be careful to remind learners that approaches in questions vary and stress the importance of reading the question carefully. Paying particular attention to the terms of the task set will ensure that any material selected for discussion is relevant to the question asked. Learners should be encouraged to use relevant and pertinent quotations to support their points and arguments avoiding lengthy general quotation.

You may find it helpful to spend some time reading the published mark schemes for the syllabus. The following specific headings in the mark schemes are very helpful pointers for showing learners what a good essay needs to include:

- knowledge (K)
- understanding (U)
- interpretation (I)
- application (A)
- analysis (An) and
- evaluation (E).

However, it should be remembered that an essay that answers the set question well, will inevitably address each of these areas, so do not encourage learners to focus too much on trying to provide evidence for each specific assessment area at the expense of developing a well-constructed and well-supported argument in response to the set task.

The Principal Examiners for each of the papers on the syllabus produce a detailed report highlighting the strengths and weaknesses of candidates in the most recent examination series. These examiner reports are an excellent way of learning what makes a good essay and what should be avoided. The School Support Hub has archives of these reports from a number of previous series.

### 4.3 Homework and independent learning ideas

The learner is of course, in the exam room with neither textbook nor teacher and it is important during the course that independence and confidence are nurtured from an early stage. Homework and self-assessed (or peer-assessed assignments) are one tool to foster these skills. The decision as to when this technique should be applied will depend on the experience and background of the learners – those who have already successfully completed IGCSE exams should very quickly be able to develop the skills required. It is important that learners are set realistic and achievable short and long term goals throughout the course, to ensure that they recognise the progress they are making and to inspire them to reach their full potential.

Differentiation is another classroom technique that allows learners to practice independent learning. Advanced learners can be given higher-level tasks to complete, to draw out and develop their abilities. Lower-ability learners can be given specifically designed tasks that serve the same function at a more suitable level.

*'Differentiation is not new, good teachers have always done it. However, it does chime with a new conception of the teacher's role. Once we teachers taught courses, subjects and classes; but no more. Now we are teaching individuals.'* (Geoff Petty)

This means that as teachers we are trying to ensure that all learners make progress, and achieve the best of their abilities, despite their many differences. Independent learning and to some extent homework can help to address this by shaping the tasks to suit the needs of the individual learner.

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## Section 5: Resources

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### 5.1 Finding and evaluating resources

#### Textbooks

The primary resource is the latest edition of the endorsed textbook for the course. Secondary material can be helpful to set the primary textbook in its context but this depends on the topic itself, the time available, your view of your individual learner's needs and current level of experience and confidence. Context covers a wide range of areas and it is important that the relevance and worth of any secondary material to be used are first of all carefully evaluated. There is value in the learners having a cultural, historical and for some topics (for example, theory) a biographical perspective.

#### The internet

There are so many internet sites now available that it is impossible to list all the useful ones. A good starting point is to search for the topic you are teaching, such as family types or global poverty and then sift all of the hits to focus on the relevant ones for the issues you are currently teaching. There are also excellent podcasts, TED talks, YouTube clips and news articles which are brilliant for using in the classroom.

### 5.2 Resources from our website

#### Teacher Support

Cambridge has an online secure support facility for teachers called the School Support Hub. All teachers should have access to this site, if you do not, contact the Cambridge International Coordinator or Examinations Officer at your Centre.

Here is a brief summary of the resources available from the School Support Hub:

- past question papers from the last five series
- Principal examiner reports
- scheme of work
- example candidate responses
- learner and teacher guides
- an professional development area that allows you to search for events and conferences by location and exam
- a community area where you can share and exchange information about the syllabuses, swap ideas about teaching strategies and best practice, share teaching materials, ask for help and suggestions from other members of the community.

It is worth visiting this site now and browsing through the various parts, jotting down any useful ideas or activities from the syllabus materials. If you already know which units and topics you will be teaching, you can also browse through the resources and make a note of any useful ideas from there too.

## 5.3 Planning to use the resources

There is a wealth of material available to you and perhaps the most difficult task is selecting those resources which will add most to your scheme of work. There are two separate ways to consider the resources which do interlink though you might find it helpful to keep them separate in your initial planning.

### 5.3.1 Consider the skills and knowledge requirements

These are linked to the assessment objectives and you will need to think about which resources will help you teach those specific skills. This might be for example an analysis of a research study.

- What help can you find on the Cambridge International sites and in suggested secondary material?
- Is there a helpful glossary of critical terminology available and do you need to do some work on this first with your learners?
- What background material might you need? This could be a material covering earlier, linked studies or other sociological studies of the same or similar topic.
- Can you find commentaries or reviews available on the research study? This sort of scoping exercise will help you identify where you will need to create or find your own resources too.

### 5.3.2 Think about the textbook you are using

- The primary resource is of course the textbook itself, but what secondary resources are there?
- Is there any video material available that might help illustrate key themes or issues in the topic being studied?
- Are there any aspects of the topic that are explained better in another textbook? Some textbooks, for example, are more suitable for learners of a lower ability range, while other textbooks are more advanced for learners of higher ability.
- Do learners need any background material, such as a biographical account of a sociological thinker or an understanding of a particular historical event, such as the industrial revolution? If these are areas you feel learners can usefully learn about consider what resources are available.

### 5.3.3 Are there materials available that help develop specific learning skills?

Thinking especially of AO 3 which focuses on analysis and assessment skills, are there useful source materials that help to illustrate or develop the use of these skills which you might want to use in your scheme of work? Again the important element is the selection of relevant materials as different learners will have different needs in terms of how the higher order skills are taught. The important point is to keep the AO in focus. Learners need to be able to identify the strengths and limitations in different arguments and show they understand why there may be different views about a particular theory or explanation in sociology. They don't need to know every theory or argument to be well prepared.

## 5.4 Example resources and their uses

These are just a few of the available resources on some of the topics covered in this guide.

A resource on differentiation

[www.geoffpetty.com/differentiation.html](http://www.geoffpetty.com/differentiation.html)

Education and Social Class: Generation Gifted

[www.bbc.co.uk/programmes/b09s7mnh](http://www.bbc.co.uk/programmes/b09s7mnh)

The Dark Web

[www.ted.com/talks/jamie\\_bartlett\\_how\\_the\\_mysterious\\_dark\\_net\\_is\\_going\\_mainstream?language=en](http://www.ted.com/talks/jamie_bartlett_how_the_mysterious_dark_net_is_going_mainstream?language=en)

Global Crime Micha Glenny

[www.ted.com/talks/misha\\_glenny\\_investigates\\_global\\_crime\\_networks](http://www.ted.com/talks/misha_glenny_investigates_global_crime_networks)

The Pew Forum – useful for a range of areas including religion

[www.pewforum.org/](http://www.pewforum.org/)

The secularisation debate

[www.lancaster.ac.uk/fss/projects/ieppp/kendal/](http://www.lancaster.ac.uk/fss/projects/ieppp/kendal/)

Religion in a global context

[www.theguardian.com/cities/2017/sep/11/eat-pray-live-lagos-nigeria-megachurches-redemption-camp](http://www.theguardian.com/cities/2017/sep/11/eat-pray-live-lagos-nigeria-megachurches-redemption-camp)

Global study of world religion

[www.ipsp.org/download/chapter-16-religions-social-progress-pdf](http://www.ipsp.org/download/chapter-16-religions-social-progress-pdf)

## Section 6: Extract from a scheme of work

### Paper 2: The family – perspectives on the role of the family

#### Recommended prior knowledge

No prior knowledge is required for this unit. However, a basic knowledge of nineteenth century social history and the process of industrialisation would be useful. Learners should be aware of the increased geographical and social mobility as well as the process of urbanisation that occurred throughout the process, and its impact on family life.

Syllabus ref	Learning objectives	Suggested teaching activities
3.1	<p>To understand the context in which the modern family emerged.</p> <p>To consider the reasons why the nuclear family may suit modern industrial society.</p> <p>To explore the evidence for and against the claim that the nuclear family as the main family type.</p>	<p>To begin, it is worth providing an overview of the structure of the topic. In order to discuss the family, it is important to distinguish between households and families, and between different types of family unit. Types of family to consider include nuclear, extended, single parent, blended or reconstituted, same sex and living apart together (LAT) families.</p> <ul style="list-style-type: none"> <li>• Provide images of family types and definitions to match up</li> <li>• Ask learners to write a definition of family, exploring if blood and marriage are necessary parts of this</li> <li>• Ask learners to consider the problems associated with defining the family.</li> </ul> <p>Invite your learners to devise a diagram showing the types of family / household units. Discuss the circumstances under which a person might live within different family types / household units during the course of their life. Also discuss the reasons why some types of family structure might be increasing while others are decreasing. Discuss changes and continuities in family and household structure.</p> <ul style="list-style-type: none"> <li>• Ask learners to compare their perception of the proportion of different household structures with statistics. Discuss the relationship between family / household diversity and the process of industrialisation and urbanisation. Use historical studies, such as the work of Laslett and Anderson to consider the impact of these processes on family life. Also consider post-modernist views of family diversity and changes in family relationships.</li> <li>• Ask learners why they think family structures change due to industrialisation.</li> <li>• Ask learners about the methodological issues about how we know / measure the way family structure has changed.</li> </ul>

Syllabus ref	Learning objectives	Suggested teaching activities
	<p>To consider alternatives to the nuclear family.</p>	<p>Present information about the impact of social class and ethnicity and their roles in producing diversity in family forms. Consider examples of family life from different cultures and religions.</p> <p>Explore the idea that generalising must be avoided about any social or cultural groups. Ask learners to do some research into different types of families which may or may not be common amongst a range of cultural groups. For example, learners might investigate different rates of divorce and the reasons for this. They should be careful to consider methodological issues with measuring such patterns.</p>

## Paper 3: Education – social class and educational attainment

### Recommended prior knowledge

It would be useful for learners to have an understanding of theories of the role of education prior to teaching this topic. This helps in terms of learners being able to discuss the extent to which the education system is meritocratic or not. Learners may be able to draw on Marxist concepts for example, cultural capital in explaining why middle-class pupils attainment is higher compared with working class pupils.

### Context

This unit links with Paper 1 by providing links to theories and methods applied to education, as well as the contribution that social class makes to the constitution of modern industrial societies. This topic may also be used to make links with home factors and the experience of childhood.

Syllabus ref	Learning objectives	Suggested teaching activities
6.2	<p>To understand the main patterns in educational attainment in relation to social class.</p> <p>To understand the key evidence and arguments that material deprivation leads to working class underachievement, and equally why middle class pupils are able to use their material capital to</p>	<p>Using statistics explore the persistence of differences in educational outcome based on social class. Consider methodological issues with measuring social class. Explore class differences at a range of different levels, as well as higher education and outcomes after education.</p> <p>Ask learners to imagine what makes home life conducive to doing well in school. Use this as a way into exploring material deprivation, poor diet, housing and the hidden costs of education. Explore research which shows a link between this and outcome. Explore the role of educational capital among middle class pupils, using examples of the advantages it can have in terms of educational outcomes.</p> <p>Consider cultural external factors, using examples of research, considering the value of each explanation and the problems with assuming working class culture might be 'different' rather than inferior. Consider cultural capital in the context of a Marxist theoretical approach. Ask learners to debate which factor is more significant in explaining social class differences in educational attainment; cultural or material and to justify their answers.</p>



Syllabus ref	Learning objectives	Suggested teaching activities
	<p>achieve in education.</p>	<p>Consolidate all names, concepts and research, provide them with a mixed up list of cultural and material factors and ask them to identify if they refer to middle class or working class learners.</p> <p>Ask learners to explore a range of research based on the power of labelling in primary and secondary schools. Explore possible responses to positive and negative labelling and how it is a process. Ensure that learners are familiar with the problems with the assumptions of labelling theories and make sure the connection is made to interpretivist approaches. Learners to consider the relative importance of labelling alongside ability grouping and subculture formation. Explore research in all three areas and weigh up the relative strengths and weaknesses of each argument.</p> <p>Ask learners to carry out research into three different compensatory education policies, applying concepts to the issues it is trying to tackle. Ask learners how effective the policy is in addressing these issues. Ask learners to imagine they have been given a budget to reduce social class differences, ask them to plan their own policy and feedback to the rest of the class.</p>

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## Section 7: Sample lesson plans

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### 7.1 The functions of the family

#### Lesson outline

Begin the lesson by asking each learner to reflect on the last 48 hours in their family life. Each learner should make a list of all of the things that they have received from being part of a family in this time. They should focus on ways that they are helped and supported by being part of a family. Each learner should also list examples of how they contribute to family life, for example, what they do for other members of their family. Write examples from each learner's list on the board and then invite the class to put each example into an appropriate category that reflects a particular family function. The functions of the family can be categorised as follows: economic, health care, welfare, education, personal/emotional support, socialisation, social control. Write these functions on the board and use examples from the learners' lists to illustrate what each function involves. Discuss which functions are shared with other institutions and identify those functions that are primarily the responsibility of the family. Use references to functionalist theory in order to distinguish between primary and secondary functions of the family.

#### Learning outcomes

At the end of this activity learners will have:

- reflected on their own family experiences in a sociological context
- identified the main functions of the family
- distinguished between primary and secondary functions of the family
- recognised that some family functions are shared with other institutions.

#### Suggested extension work

Compare the family in the learner's society with the family in other societies.  
Research changes in the family in the learner's society over two or three generations.  
Read about the 'loss of functions' debate in a recommended textbook.

#### How does this topic relate to the aims of the course?

- this lesson forms the underpinning to the knowledge and understanding of sociological terms and theories relating to the family
- this lesson provides an awareness of the range and limitations of sociological theory, for example, by exploring a range of family arrangements the functionalist view of the universality of the nuclear family can be challenged
- an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life, through the idea that the family is not fixed but changing

## 7.2 Social class and educational outcomes – material factors

### Lesson outline

This lesson explores the impact of material deprivation on educational outcomes. It is an excellent opportunity also to consider how social class is measured, as well as considering how sociologists can use official statistics. The lesson could begin with some graphs detailing the correlation between levels of deprivation and examination outcomes. Ask learners to describe the patterns and ask them why levels of deprivation are a useful measure. Next, ask learners to make a list of the reasons having money helps lead to better results, and a list of examples of how lacking money leads to educational underachievement. Ask learners to place these under three headings: diet, health and cost of education. Prompt them to write a full list, reminding them that having to take a job and babysitting are also material factors. Ask learners to look up research which backs up their ideas, using the set text. One piece of research for each of the three areas. In small groups, ask learners to write and present a report detailing exactly how each of the three areas advantages the middle class and disadvantages the working class. Finally, going further, ask learners to consider how learners from poor backgrounds still do well and why levels of deprivation may still be the best way to measure social class and educational outcomes.

### Learning outcomes

At the end of this activity, the learners will have:

- Understood key patterns and correlations in relation to material deprivation and educational outcomes
- Become aware of the impact of different aspects of material deprivation including poor diet, poor housing and the cost of education
- Considered the methodological problems with trying to measure class against educational outcomes.

### Suggested extension work

Wider reading about the problems of poverty and the impact on pupils. A discussion about how a school may be able to overcome issues of material deprivation to allow learners from poor backgrounds to progress, enabling social mobility.

### How does this topic relate to the aims of the course?

- knowledge and understanding of sociological terms, theories, methods and research findings in relation to social class and education
- an appreciation and understanding of individual, social class based diversity, exploring patterns over time
- an understanding of sociological research methods, including issues concerned with evaluation of research carried out in the area of social class and education, analysis and interpretation of statistics
- improved skills of communication, interpretation, analysis and evaluation through the research and feedback activity.

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