# Scheme of work: Culture and Identity

Introduction

This scheme of work offers a route through the A-Level Sociology (7192) course.

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification references are shown at the start of each section, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

Assumed coverage

This scheme assumes the A-level course, Culture and Identity topic, is taught over one term. There are separate schemes of work for the course for one year (AS) and two-year (A-level), with four and a half hours of lessons per week, approximately 120 taught hours per year. A considerable amount of work would be need to be completed outside lessons, partly depending on lesson time available.

Version 1.0

September 2023

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**Week 1**

**Specification content**

Introduction to the course and commitment tasks.

**Learning objectives**

* Examine the course requirements and expectations.
* Develop an understanding of the exam criteria.

**Suggested timing**1 hour.

**Possible teaching and learning activities**

* Reflection as to why sociology was selected and what students expect from the course.
* Discuss classroom expectations and requirements of the course.
* Identify course structure and identify the requirements of all three exams that students will be assessed on.
* Familiarise students with key content in terms of Culture and Identity. Introduce the idea of Sociological glossaries using [Glossary of Terms in Sociology](https://www.sparknotes.com/sociology/glossary/terms/)
* Discuss how this forms part of the topics in Paper 2.

**Resources**

[Paper 2 specimens and past papers](http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources)

**Week 2**

**Specification content**

Different conceptions of culture and the various types of culture in society.

**Learning outcomes**

* Understand the different meanings of the word culture.
* Understand the different types of culture.
* Understand what is meant by a sub-culture and provide examples.
* Apply this understanding to examples from British and cultures from around the globe.
* Examine how culture links to identity.
* Define and provide examples of high and low culture.
* Define and provide examples of mass culture.
* Define and provide examples of popular culture.
* Define and provide examples of folk culture.
* Define and provide examples of global culture.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Students define culture in their own words.
* Students look at pictures from different art forms, soaps, films, ballet, opera etc, and decide to place them in order of cultural relevance. Discuss the decisions the students have made.
* Read the article from Chapman et al on page 155-6 looking at the Shirbit culture and feral children. Answer the questions attached and then discuss.
* Students write a short paragraph or even a mind map about their own culture and what makes this different from other cultures.
* Look at the three levels of culture, behaviour, values, and assumptions. Students then relate these to their own culture and discuss how this shapes identity.
* Look at cultural universals- look at the behaviours that we all share. See page 118 of Bown et al for ideas.
* Look at sub-cultures: define what they are and look at examples. Watch [Trailer for This is England film](https://www.youtube.com/watch?v=r4NKuByJcu0&pp=ygUXdGhpcyBpcyBlbmdsYW5kIHRyYWlsZXI%3D) (Skinheads)
* Watch [Trailer for The Filth and the Fury film](https://www.youtube.com/watch?v=r4NKuByJcu0&pp=ygUXdGhpcyBpcyBlbmdsYW5kIHRyYWlsZXI%3D) (punks)
* Read the article on youth subcultures from Sociology Review.
* PowerPoint on types of culture using [video on Types of Culture](https://www.tutor2u.net/sociology/reference/types-of-culture)
* Carousel activity whereby students circulate the room, with each table representing a type of culture. Students add ideas, examples and definitions as they move through the activity.
* Match the art form to the culture. State why.
* Learning log: summarise three things they learnt this lesson.
* Stand up sit down summary: students to stand up and take it in turns to recall one thing they have learnt from the lesson and they sit down when they have completed this.
* Sort card activity: match the definition to the key term.
* Extension: read Sociology Review article What is elite culture? Vol.31. Issue 4. April 2022
* Homework: Past exam questions (from AS) June 2022- Question 1 (subcultures), Jun 19- Question 3 (global culture) and Jun 2018, question 3 (Folk Culture).

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder. 2016
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016
* Sociology Review. *What is elite culture?* Vol.31. Issue 4. April 2022
* Sociology Review.*Whatever happened to youth subcultures.* Vol 31. Issue 2. November 2021.

**Week 3**

**Specification content**

Different conceptions of culture and the various types of culture in society.

**Learning outcomes**

* Review the definitions, types, and examples of culture.
* Outline the Functionalist perspective on culture including the work of Durkheim.
* Evaluate the Functionalist perspective on culture.
* Outline the Marxist perspective on culture including Neo-Marxists such as Gramsci.
* Evaluate the Marxist and Neo-Marxist perspectives on culture
* Outline the Interactionist perspective on culture including the work of Mead and Weber.
* Evaluate the Interactionist perspective on culture.
* Outline the Feminist perspective on culture.
* Evaluate the Feminist perspective on culture.
* Outline and evaluate the Postmodernist perspective on culture.
* Review all the key theories, looking for similarities and differences.
* Develop key concepts and review assessment criteria.
* Examine key skills required for a 10-mark ‘analyse’ question.
* Develop key exam techniques.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Review homework task.
* Quick quiz on key definitions using mini white board.
* Recap on functionalism. What terms, ideas and key names can students recall.
* Apply these ideas to culture. Watch [video about value consensus and anomie](https://youtu.be/9YyU5sSMhnA) (Durkheim)
* Marxism review and mind map of key ideas and principles.
* Discussion of key concepts: watch [video about ideology, means of production and hegemony and how this applies to culture](https://youtu.be/LwbuuIifji8)
* Look at the work Marx and Gramsci, making comparisons and look for differences.
* Evaluation cards: students to work out which ones apply to Functionalism and Marxism.
* Interactionist approach to culture. Watch [video about the Social Self](https://www.youtube.com/watch?v=_7sldVziVss&pp=ygUZbWVhZCBhbmQgZ29mZm1hbiBpZGVudGl0eQ%3D%3D).
* Watch [video about Goffman Performed Self and Interaction](https://www.youtube.com/watch?v=X7ELYhjhlkk&pp=ygUZZ29mZm1hbiBpbnRlcmFjdGlvbiBvcmRlcg%3D%3D).
* Feminist theories of Culture. Oakley: 4 aspects of society, canalisation, verbal appellation etc. Byrne: subject choice in schools being masculine/feminine and/or Sharpe: differences in socialisation of girls/boys.
* Read article on women’s vs men’s magazines
* Evaluation of feminism and interactionism - PowerPoint.
* Recap on Postmodernism. Notes from Chapman et al pages 164-5 on Strinati plus criticisms.
* Mini whiteboard quiz: ten questions on the board (one at a time), students have to write the answer on the board and show their response.
* Grid summary of five main theories and students have to complete independently.
* Concepts: paired work with each pair given a definition they have to work out what it is and read to the rest of the group.
* Voting cards: statements put up on the board and students have to vote which theory said it (Functionalist, Marxist, Interactionist, Feminism or Postmodernist.)
* Questions on assessment objectives.
* Review of how to answer the different style exam question.
* Read through and summarise the key skills to develop exam technique.
* Item-based work: key prompts and questions to develop understanding of how to use the item in an essay for the 10 mark and 20 mark questions.
* Past 20 mark essay question on Mass Culture. Sociology Paper 2. June 2019. Plan and write.
* Extension: read the Sociology Review article on Facebook and the presentation of the self.
* Develop a plan for a 10 mark ‘analyse’ question based on pluralism.
* Exit card: questions on theory to hand to the teacher at the end.
* Homework: Outline and explain two ways that postmodernists would state popular culture has grown [10 marks].

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder, 2016.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016.
* Sociology Review. *Whatever happened to youth subcultures*. Vol 31. Issue 2, November 2021.
* Sociology Review. *Facebook and the presentation of the self.* Vol.26. issue 4, April 2016.

**Week 4**

**Specification content**

The soclialisation process and the role of the agencies of socialisation.

**Learning outcomes**

* Recap last lessons topics.
* Understand the different aspects of the process of socialisation.
* Apply to examples from British Society.
* Understand the different agencies involved in the socialization process. These include the family, peer groups, the media, the workplace, religion and education.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Students define socialisation, considering all the aspects of life they need to know. Examples are written on Post-it notes to be placed on the main board.
* Define primary and secondary socialisation. Discuss how the two link together.
* Group work: students placed on one of 5 groups. Each group looks at how we are socialised by education, peers, the workplace, religion or the media. Students provide feedback to the group.
* Grid based on above activity to be completed.
* Students define sanctions (positive and negative) and provide examples. Link sanctions to socialisation.
* Read the Sociology Review article on Social Control.
* Students to describe social roles and then to list all the roles they have in society ie student, friend, daughter/son. Watch [video on social roles](https://youtu.be/fusMN8wiYV8)
* Look at master status. Example of Kevin Spacey. Oscar, Emmy, Tony winning actor but now has a completely new (negative) label that overrides all the others.
* Homework: read the article from Chapman et al, page 176. School holidays increase the risk of cyber-bullying. (Peer pressure and Socialisation). Answer the questions attached.

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder, 2016.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016.
* Sociology Review.  *Social Control* Vol 30. Issue 1, Sept 2020.

**Week 5**

**Specification content**

The soclialisation process and the role of the agencies of socialisation.

**Learning outcomes**

* Recap the key theories and agencies of socialisation.
* Analyse the different theories of socialisation- Functionalism, Marxism, Feminism and Social Action theories.
* Evaluate the different theories of socialisation.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Functionalist perspective on socialisation- look at Parson’s and Murdock’s work on Socialisation within the family.
* Look at the function of education and what we learn. Gender socialisation, Parson’s ‘Social Bridge between family and society’. Recap what we learn in school about our gender. Read [article on gender socialisation](https://simplysociology.com/gender-socialization.html)
* Link gender socialisation from above to the feminist approach. Re-read the article [article called Gender Socialization: Examples, Agents and Impact](https://simplysociology.com/gender-socialization.html) and then state how a feminist would feel about it.
* Read [article on Subject choice and gender](https://th.bing.com/th/id/R.66d3a1cd559e5c0ede3b0d769b55d92b?rik=%2b0SFb%2bApCW6piQ&pid=ImgRaw&r=0) and state three aspects of gender and subject choice that you notice. Write them on a mini white board and share.
* Look at [article on Oakley and her four aspects on gender stereotypes and socialisation](https://www.tutor2u.net/politics/reference/feminism-gender-stereotypes)
* Students recap Marxism and key concepts: bourgeoisie, proletariat, means of production etc. Quick quiz,
* Hidden Curriculum- students to list three features of this and to state how it socialises us into capitalism. Make notes form [article on Correspondence principle](https://www.tutor2u.net/sociology/reference/conflict-theories-of-education-correspondence-theory-bowles-and-gintis)
* Social Action theory: read the article on the Looking glass self, Bown page 129.
* Postmodernism: quiz on key concepts.
* Read the article on Consumer culture from Sociology review and consider how this shapes identity/socialisation.
* Exam practice: Evaluate two contrasting sociological approaches to understanding the socialisation process. [20 marks]
* Analyse two ways agencies of socialisation have contributed to growing uncertainty about identity. [10 marks] 2019 A level paper2
* Evaluate the functionalist view of the role of the socialisation process [20 marks] Jun 2022. A level. Paper2.
* Develop an understanding of assessment objective 1, assessment objective 2 and assessment objective 3.

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2, Hodder Education, 2019.*
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level, Polity*, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2, Collins,* 2016.
* Sociology Review. *Consumer society* Vol. 31. Issue 4, April 2022.
* Sociology Review. *Gender in education and jobs,* Vol. 25. Issue 3, Feb. 2016.

**Week 6**

**Specification content**

The self, identity, and difference as both socially caused and socially constructed.

**Learning outcomes**

* Define identity.
* Explore how and why identity might be socially constructed.
* Explore how and why identity might be socially caused.
* Examine what is meant by the concept stereotype, including examples.
* Explain how the different perspectives would view identity.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Recap quiz on the topics covered earlier.
* Students to complete the activity in the Bown et al book on Identity, page 131. Discuss why these factors are important to us/people in general.
* Watch [trailer for Memento film](https://youtu.be/4CV41hoyS8A). Discuss what happens to our identity in certain situations.
* Watch [video explaining Social Constructionism.](https://youtu.be/5U2XAJNazik)
* [Handout on Social Constructionism](https://www.simplypsychology.org/social-constructionism.html)
* Define achieved and ascribed identity.
* Students look at back the roles they assigned themselves in week 5 (or create a new list of aspects of their identity) and decide which are achieved and which are ascribed.
* Students work in groups. Dividing one sheet of A3 into two sections. In one section they list ways identity is socially constructed complete with examples. In the second half they do the same, but for socially caused. Compare and share at the end of the exercise.
* Homework outline and explain two ways that identity may (or may not) be socially constructed [10 marks]
* Stereotypes game: students have a post-it notes placed on their head so they cannot see. Each note has a label attached to it. The teacher and fellow students are to treat the person according to this stereotype until the student works out what the note says. Examples could be chatty, quiet, studious, etc.
* Students to work in pairs to define stereotypes, prejudice, and discrimination.
* Read the [handout on Jane Elliot’s ‘Blue-eyed/brown-eyed study](https://exploringyourmind.com/blue-eyes-and-brown-eyes-the-jane-elliott-experiment/).
* Revisit definitions of prejudice and discrimination.
* Students to listen to the song and read the lyrics to En Vogue
* Students to look at the term stigma and come up with three examples of stigmas in UK society. (interactionist perspective)
* Revisit the work of Cooley and the looking glass self-Bown, page 129.
* Students to look at two ways that our identity is fixed by class (Marxism) and gender (Feminism). Share ideas on post-it notes around the room with one colour for class and one for gender.
* The idea that there are so many versions of the same person.
* Exam practice: Essay to explain how interactions shape a person’s identity. {20 marks] June 2021. Paper2.
* Extension: read the Sociology Review articles: Celebrity and tween identities for girls and teenager identities and social medias.

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder, 2016.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2. Collins,* 2016.
* Sociology Review*. Celebrity and tween identities for girls.* Vol.29. Issue 3, Feb 2020.
* Sociology Review. *Teenager identities and social media.* Vol. 25. Issue 3, Feb 2016.

**Week 7**

**Specification content**

The relationship of identity to social class, ethnicity, nationality and gender.

**Learning outcomes**

* Review key concepts so far.
* Define social class.
* Examine how social class is measured: Marx.
* Explore the NS-SEC (National Statistics-Socio Economic Classification) measurement and examine how it differs from the Marxist view of class.
* Look at the Great British class survey and consider how this differs to the NS-SEC.
* Define the concepts of cultural capital, economic capital and social capital. Provide examples of each.
* Define upper class, middle class, working class, underclass.
* Summarise the key representations of each group/class and how this relates to identity
* Compare and contrast the identities of the different classes.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Concept definition exercise.
* Read the [article on class in the UK](https://www.bbc.com/future/article/20160406-how-much-does-social-class-matter-in-britain-today) and discuss as a class.
* Definitions exercise on Marxism - key concepts. Read [article on Differences between the Bourgeoisie and the Proletariat (simplysociology.com)](https://simplysociology.com/bourgeoisie-proletariat.html).
* Key terms using [Glossary of Marxism](https://www.marxists.org/glossary/index.htm)
* Notes on petite bourgeoisie from Chapman et al, page 179.
* Look at [information on NS-SEC class system](https://www.researchgate.net/profile/Tim_Doran/publication/8512266/figure/download/tbl1/AS%3A669290176978945%401536582621057/NS-SeC-classes-and-example-occupations.png) Make notes from page 157-8 Bown et al or from this [work sheet on socioeconomic classification](https://www.studysmarter.co.uk/explanations/social-studies/stratification-and-differentiation/socioeconomic-classification/)
* Read and make notes on life chances from [article on Max Weber's Concept of 'Life Chances'](https://brainmass.com/sociology/theoretical-framework/max-weber-s-concept-of-life-chances-323463)
* Life chances exercise: students are asked to stand five steps from a bucket and are given a ball. They are then given a set of statements. Depending on the answer, they must either step forward or back. For example, take two steps back if you live in social housing, take one step forward if you have GCSES etc. Once completed all questions, they then see if they can get the ball into the bucket. The closer you are, the more chance you have. Students then write up what factors they believe influence life chances.
* Great British class calculator: Savage. Students take [online Great British class calculator test](https://www.bbc.co.uk/news/special/2013/newsspec_5093/index.stm) for themselves or a fictional person and note the result.
* Identify the seven class model: notes on all seven classes from BBC article [article on seven social classes in UK](https://www.bbc.co.uk/news/uk-22007058)
* Homework: Complete the task on Social Class and Culture from Chapman et al. Use questions as a discussion
* Students work in four groups to prepare a presentation on each of the classes: upper, middle, working, and underclass. Present to the class.
* Whiteboard definitions: upper class, middle class, working class, underclass.
* Postmodern view of class, Pakulski and Waters. Watch [PowerPoint video on Postmodernism](https://www.bing.com/videos/search?q=postmodern+view+of+class&&view=detail&mid=FF570365F9E4B7E12A73FF570365F9E4B7E12A73&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dpostmodern%2Bview%2Bof%2Bclass%26FORM%3DHDRSC6). 2mins in. Make notes from Chapman et al, pages 185-6
* Read the article about Gidden’s view of class in Bown et al page 161
* Homework read the articles from Sociology review on Working class girls and the class ceiling.
* Exit card: questions on representations of class.
* Key questions on social class representations. Students form into several teams and each team writes a quiz on the unit so far to deliver to the other teams. The teacher acts as a referee and scorekeeper.
* Essay planning: ‘Evaluate the role of class in shaping a person’s identity [20 marks]
* Outline and explain two ways in which the self is affected by social class. [10 marks]

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder. 2016
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016.
* Sociology Review*. Working-class girls: Dreams versus reality*. Vol. 28. Issue 4. April 2019.
* Sociology Review*. The Class Ceiling and British acting*. Vol.28. Issue 2. Nov 2018.

**Week 8**

**Specification content**

The relationship of identity to social class, ethnicity, nationality and gender.

**Learning outcomes**

* Understand the meaning of the term ethnicity and nationality.
* Understand how identity is shaped by ethnicity and nationality.
* Explore examples of ethnicity from the UK to use as examples.
* Analyse reasons why ethnicities have different cultures.
* Analyse reasons why nationalities have different cultures.
* Summarise media stereotypes of ethnicity.
* Explore Islamophobia.
* Develop an understanding of theoretical explanations for stereotyping of ethnicity.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Key words quiz based on class and identity. Close the gap exercise.
* What is Britishness? Take the [online test for the all-new British citizenship test](https://www.theguardian.com/uk/quiz/2013/jan/27/british-citizenship-test-quiz-new)
* Read the article on Multiculturalism in Sociology Review.
* Discuss thoughts on the test. See if family or friends can pass the test.
* What is Britishness? Students work alone for 3 mins, then in pairs for 5 mins, and then share as a class notes they have made on this question. Do people agree? Are there similarities? Points to discuss.
* Read [article on teaching British values in schools](https://revisesociology.com/2020/03/25/how-do-teachers-teach-british-values/)
* How do we learn our national identity? Students look at examples: [video on sport](https://youtu.be/2PYyEDl1bJk), [video on national events](https://youtu.be/h5B0kaq_MO4), the flag, history lessons, [video on discrimination](https://youtu.be/4OwYGHOZnqo)
* Read the article from Chapman et al, page 201. Mark Urban and English identity.
* Factors that determine ethnicity: make notes from Chapman et al, pages 195-6 on the seven factors.
* Hybrid Identities: [online revision notes on hybrid identities](https://getrevising.co.uk/revision-notes/sociology_as_hybrid_identities_4)
* Students research the concepts of Brasian (Les Back) and [online definition of Blasian](https://www.definitions.net/definition/Blasian)
* Make notes from Bown et al, pages 142-3 on migration and diaspora, including the task on ethnic groups in the UK.
* Review the [latest online statistics from the office of national statistics (ONS)](https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/bulletins/ethnicgroupenglandandwales/census2021).
* Students list the key ways in which people construct their ethnic identity through socialisation. In groups, discuss this further with different groups for media, family, peers and religion.
* Read [online project on Race and Ethnicity In The Media](https://criticalmediaproject.org/playlists/race-ethnicity/)
* Family/education and ethnicity. [Article about being a tiger mum](https://insights.gostudent.org/en/tiger-mum)
* Religion and ethnicity. Read the article from Chapman et al: Scared their boys will go to Syria, scared to go to the police. Page 198.
* Read the article from Sociology Review on Islamophobia.
* Social Policy on Ethnicity. Students to research the [2014 Immigration Act](https://www.gov.uk/government/publications/immigration-bill-2015-overarching-documents/immigration-bill-201516-overview-factsheet) and the [2016 Immigration Act](https://www.gov.uk/government/collections/immigration-bill-2015-16)
* Learning log: summary of the lesson.
* Keyword bingo.
* Exam practice: Outline and explain two ways in which individuals may be socialised into their national identities. [10 marks] Jun 2019. Paper 2. (could substitute nationality for ethnicity)
* Revision for timed assessment.
* Evaluate the view that minority ethnic groups retain a string identity within the UK. [20 marks].
* Extension exercise: read and make notes on Understanding racialisation. Sociology Review.

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder 2016.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016.
* Sociology Review. *Understanding Racialisation*. Vol 32. Issue 3, Feb 2023.
* Sociology Review. *What is Islamophobia?* Vol 30. Issue 4, April 2021.
* Sociology Review. *Multiculturalism.* Vol. 29. Issue 2, Nov 2020.

**Week 9**

**Specification content**

The relationship of identity to social class, ethnicity, nationality and gender.

**Learning outcomes**

* Review key concepts for gender.
* Identify and explain the difference between sex and gender.
* Explain and explore the difference between masculine and feminine identities.
* Develop and describe examples of gender identities within British culture.
* Analyse why there are differences in cultures between the different genders.
* Evaluate the extent of change in gender identities in the UK
* Develop exam technique.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Mini white board in pairs, students define Sex and gender- looking at the differences.
* Students to list masculine words and feminine words. Share on main board with the class.
* Read [article on gender socialisation](https://www.thoughtco.com/gender-socialization-definition-examples-4582435)
* Read the [article on John Lewis and its campaign to have gender neutral children’s clothing in their stores.](https://www.independent.co.uk/life-style/john-lewis-boys-girls-clothing-labels-gender-neutral-unisex-children-a7925336.html)
* Students to recap on gender socialisation from earlier in the topic and education.
* Gender socialisation in the family. Students to complete a fill the gap exercise on the work of Ann Oakley and her four processes.
* Students to play a game of match the concept to the definition on codes (colour, play, toy etc)
* Stand up sit down on facts, idea, concepts etc learnt in the lesson. Students can sit down once they have said something correct and original.
* Read the article from *Sociology Review* on Masculinity.
* Masculine identities. Read [definition of hegemonic masculinity](https://www.tutor2u.net/sociology/topics/hegemonic-masculinity) and [article on male friendships](https://www.tutor2u.net/sociology/blog/sociology-in-the-news-friends-are-good-for-us-so-why-do-many-men-have-none-at-all)
* PowerPoint on Hegemonic Masculinity. Read [article on why women should say no to ‘office housework'](https://www.theguardian.com/society/2022/may/09/they-feel-guilty-why-women-should-say-no-to-office-housework)
* [Definition of toxic masculinity](https://www.psychologytoday.com/us/blog/talking-sex-and-relationships/202103/what-is-toxic-masculinity)
* Read the article on addressing lad culture from *Sociology Review*
* Feminine Identity: Read article on feminisation in the workplace. Read and make notes on the glass ceiling, the glass cliff and pink jobs.
* Read [article on ladette culture](https://www.theguardian.com/stage/2022/jan/06/we-werent-allowed-feminism-we-had-the-spice-girls-the-two-comics-unpicking-ladette-culture)
* Summary grid for stereotypes of men and women.
* Theoretical explanations for gender stereotyping.
* Exam Practice: Outline and explain two ways in which gender can be expressed through lifestyle choices [10 marks] June 2022 AS paper.
* Learning log: summary of lesson.
* Evaluate the role education has in shaping gender identities. [20 marks].
* Extension: Read the [article on the challenges women face in work](https://www.theguardian.com/society/2022/may/09/they-feel-guilty-why-women-should-say-no-to-office-housework)

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder, 2016.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016.
* Sociology Review. *Addressing Lad Culture*. Vol 32. Issue 2, Nov.2022.
* Sociology Review. *Masculinity.* Vol. 30. Issue 4, April 2021.

**Week 10**

**Specification content**

The relationship of identity to social class, sexuality, age and disability.

**Learning outcomes**

* Understand the different sexualities in the UK.
* Understand the concept of heteronormativity and the impact it may have in society.
* Develop an understanding of sexuality as a biological product.
* Develop an understanding of sexuality as a social construct.
* Compare the treatment of gay men to lesbian women in society.
* Develop an understanding of legislation around being gay.
* Analyse the impact sexuality has on leisure and consumption
* Analyse the impact sexuality has on identity.
* Evaluate the impact sexuality has on identity.
* Understand the nature of age in society and the different experiences felt by those from different ages.
* Understand the different identities felt by those of different ages.
* Apply this understanding to examples from UK society.
* Analyse the reasons for these differences between age groups.
* Evaluate the reason for changes in how we see different age groups and the extent to how far this has occurred in society.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Student bingo to recap on last few lessons.
* True or false exercise on sexuality in the UK. (ie how many people in the UK identify as gay/lesbian/bi etc). Facts available at [online statistics on sexual orientation from Office for National Statistics (ons.gov.uk)](https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality)
* Read the article on Sexuality and Identity in the UK from Sociology Review.
* Is sexuality biological? Read [article about the 'gay gene'](https://www.newscientist.com/article/2155810-what-do-the-new-gay-genes-tell-us-about-sexual-orientation/) Compare to the work of Ann Cronin and read [article on sexuality as a social construct](https://studycorgi.com/explanation-of-sexuality-being-socially-constructed/).
* Students to draw a time line of LGBTQ+ rights in the UK. Read [article on a short history of LGBTrights in the UK](https://www.bl.uk/lgbtq-histories/articles/a-short-history-of-lgbt-rights-in-the-uk) and watch [Video on timeline of UK LGBT rights](https://www.bing.com/videos/search?q=history+of+homosexuality+laws+uk&&view=detail&mid=BA6603E66582F5163948BA6603E66582F5163948&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dhistory%2Bof%2Bhomosexuality%2Blaws%2Buk%26FORM%3DHDRSC6)
* Use Chapman et al, page 191 to define Heteronormativity.
* Review of key concepts. Students to define on white boards.
* Students to read the article on Edmund Coleman-Fountain from Chapman et al, page 193 and then review the questions.
* Think, pair, share on why has it become more acceptable to be openly LGBTQ+ in British society now.
* Sexuality and consumption-. Read [article on the Pink Pound](https://www.crunch.co.uk/knowledge-running-a-business/pursuing-the-pink-pound-how-big-is-the-uks-lgbt-market)
* Power and strength in the Pink Pound: Read [article on the Pink Pound as a growing market](https://finance.yahoo.com/news/pink-economy-pink-money-meet-134500767.html?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuYmluZy5jb20v&guce_referrer_sig=AQAAAGI3GP333Mg-eMPTLlele6i_w5GoW74qnDRuWbAwSkDogANYbGxOEWOhMzcUq_XLRT66vX_AP8QQV2lL5bG7nJdcrQ-t4YvlT5RMyJvTYX1NFAY1HgvmsqyY9IEajkUD2YsXeZrmSwUamwl1QaMprY0WAF_r9nD6CFmwmunoro-Z).
* Wheel of fortune re-cap. Students given a wheel that is split in to eight segments. Students to write eight questions based on the content covered and write the answers on the back.
* Heterosexuality: students to list words given to women and men that are sexually active. Compare the lists made. Discuss the consequences of these labels. Look at the work of Lees and double standards.
* Extension: students look at a range of men and women’s magazines and look at the identities on display. Discussion: how does this make men and women feel about themselves and each other.
* Extension: read the article from Sociology Review on Who are Incels and why do they matter?
* Revision activity: students to make revision cards for each of the factors looked at so far
* Exam practice: outline and evaluate two ways that sexuality can affect the sense of self. [10 marks] Jun 2018. Paper 2
* Life course activity on age. In a carousel activity, students go around and add life events associated with childhood, adolescence, adult, old age (pensioner 65+). Share as class.
* PowerPoint on Childhood: looking at the work of Aries (Read [article on the social construction of childhood](https://revisesociology.com/2015/05/06/social-construction-of-childhood/)), Children’s acts, read [article on toxic childhood](https://revisesociology.com/2015/05/09/toxic-childhood/), and where we are now.
* Make notes from Chapman et al on Adolescence. (page 205) Watch [trailer for Rebel Without a Cause film](https://www.bing.com/videos/search?q=rebel+without+a+cause+trailer&&view=detail&mid=8F763BF974DC315E7E208F763BF974DC315E7E20&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Drebel%2520without%2520a%2520cause%2520trailer%26qs%3DMM%26form%3DQBVR%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D1%26lq%3D0%26pq%3D%2520rebel%2520without%2520a%2520cause%2520trailer%26sc%3D8-30%26cvid%3DD6BB7A77942D45C7A4E6811502348CE2)
* Youth culture and watch [video on moral panics](https://youtu.be/r61ks18Bd7I?list=PLA0B2A5132D8F7B1E)
* Ageing population using [Statistics on ageing population from the Office of National Statistics](https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/ageing/articles/livinglongerhowourpopulationischangingandwhyitmatters/2018-08-13)
* Students to work in small groups and provide evidence for the issues and ageing population creates. Read [article on challenges of an ageing population](https://www.parliament.uk/business/publications/research/key-issues-parliament-2015/social-change/ageing-population/)
* Post it note exercise: students to come up with examples of age discrimination and add them the board. Use one colour for youth discrimination and another for the older generation.
* Ageism in the mass media. Read [article asking why isn't Kelly McGillis in Top Gun: Maverick?](https://inews.co.uk/culture/kelly-mcginnis-top-gun-maverick-why-not-in-actress-cast-sequel-explained-1655073)
* Read [article on Moira Stuart leaving BBC news amid allegations of ageism](https://www.theguardian.com/media/2007/oct/04/1)
* Read [article about Strictly Come Dancing's most brutal sackings and exits](https://www.mirror.co.uk/tv/tv-news/strictlys-most-brutal-sackings-exits-28058822)
* Read the Sociology Review article on Ageing and the article on Ageing, gender and the body- issues of in/visibility.
* Revision activity: students to make revision cards for each of the factors looked at so far.
* Exam practice: Outline and evaluate two ways that leisure choices vary across different age groups. [10 marks] June 2018. Paper2.

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder, 2016.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016.
* *Sociology Review,* *Who are the Incels and why do they matter?* Vol.31. Issue 3, Feb 2022.
* *Sociology Review*, *Sexuality and Identity in the UK.* Vol.27. Issue 4, April 2018.

**Week 11**

**Specification content**

The relationship of identity to social class, sexuality, age and disability.

**Learning outcomes**

* Review sexuality and gender from previous lessons.
* Define what is meant by the term disability.
* Understand the different models of disability- medical and social.
* Review key information on both models and apply examples from British society to them both.
* Develop an awareness of the similarities and differences between the models.
* Understand the idea of disability as a social construct and the implications from this
* Explore the relationship between disability and independence & the concept of learned helplessness.
* Understand the links between disability and capitalism.
* Review how the mass media represent disability.
* Apply the concepts of discrimination and prejudice to disability.
* Analyse the reasons for the different experiences of identity experienced by disabled people.
* Evaluate the extent of change, plus the reasons for any change in the identities of the disabled.
* Consolidate exam technique.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Word search of key concepts.
* Students write a quiz on sexuality, age, ethnicity, class and gender- 3 questions per team and then ask the whole class. Teacher to be adjudicator and score keeper.
* Students to list all the disabilities they can think of in British society.
* Read the article from Sociology Review: What do we mean by disability?
* Students make notes on the types of disability and the impact that this has on identity from Bown page 147.
* Positive images of disability: [video advert for Maltesers](https://www.bing.com/videos/search?q=maltesers+advert+disability&&view=detail&mid=63DF2292682485D3FB3A63DF2292682485D3FB3A&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dmaltesers%2Badvert%2Bdisability%26FORM%3DHDRSC6) 1 and [video advert for Maltesers 2](https://www.youtube.com/watch?v=0jJSsJiMhlY)
* Students work in groups to discuss the stereotypes we have of disabled people and how the images above challenge this.
* Read the article from Bown et al, page 150; ‘Bad news for disabled people’ Contrast this to the images from earlier.
* Identify what is meant by the medical and the social model of disability. Use [search results for articles on medical model of disability](https://www.bing.com/search?q=medical+model+of+disability&qs=LS&pq=medical+model+of+disability&sc=6-27&cvid=D63ED0E139784FD7A76C2312D873D606&FORM=QBRE&sp=1&ghc=1&lq=0) to assist. Watch [video on medical model](https://www.bing.com/ck/a?!&&p=8612730fecdb6e2eJmltdHM9MTY4OTQ2NTYwMCZpZ3VpZD0xOTgxMzRkNi1mYTAyLTYxZDktMjVmMS0yNmJkZmJiOTYwMTkmaW5zaWQ9NTU5MA&ptn=3&hsh=3&fclid=198134d6-fa02-61d9-25f1-26bdfbb96019&u=a1L3ZpZGVvcy9zZWFyY2g_cT1tZWRpY2FsK21vZGVsK29mK2Rpc2FiaWxpdHkrZGVmaW5pdGlvbiZkb2NpZD02MDM1NDI1MDU0MTM3NDg2NjImbWlkPTA2MkM0NUY2M0JFNjZBQzQ5OEZGMDYyQzQ1RjYzQkU2NkFDNDk4RkYmdmlldz1kZXRhaWwmRk9STT1WSVJF&ntb=1) and [Video on social model](https://www.bing.com/ck/a?!&&p=8b764759780e2848JmltdHM9MTY4OTQ2NTYwMCZpZ3VpZD0xOTgxMzRkNi1mYTAyLTYxZDktMjVmMS0yNmJkZmJiOTYwMTkmaW5zaWQ9NTU5MQ&ptn=3&hsh=3&fclid=198134d6-fa02-61d9-25f1-26bdfbb96019&u=a1L3ZpZGVvcy9zZWFyY2g_cT1tZWRpY2FsK21vZGVsK29mK2Rpc2FiaWxpdHkrZGVmaW5pdGlvbiZkb2NpZD02MDM1Mjc4ODUzNDU5OTk0OTcmbWlkPTA3NTc1NDEwNzIwQjQ5MjQyOTNFMDc1NzU0MTA3MjBCNDkyNDI5M0Umdmlldz1kZXRhaWwmRk9STT1WSVJF&ntb=1) are also useful.
* Match the word to the model exercise.
* Define the terms using [article on Learned Helplessness](https://www.psychologytoday.com/us/basics/learned-helplessness) and by watch [video on learned helpfulness](https://www.bing.com/videos/search?q=learned+helplessness+in+adults&&view=detail&mid=87CE2D7DA9F3191132CD87CE2D7DA9F3191132CD&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dlearned%2520helplessness%2520in%2520adults%26qs%3DSSA%26form%3DQBVR%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D1%26lq%3D0%26pq%3Dlearned%2520helplessness%2520adn%2520disability%26sc%3D10-35%26cvid%3DE7B93B0E834C49FBA32F81CC1009D98C)
* Students write lists on mini white board as to how the think the disabled are discriminated in society. Shared with class. Use [article on what counts as disability discrimination](https://www.citizensadvice.org.uk/law-and-courts/discrimination/discrimination-because-of-disability/what-counts-as-disability-discrimination/) to explore these types of discrimination in more detail.
* Read the article from Sociology Review on Learning disabilities and inequality.
* Homework: students to research some of the legislation into protecting the disabled including the status of Disability confident employers.
* Read the article and answer the questions from Chapman et al. page 210. Stereotyping, Sexuality and Disability.
* Students to split into groups of four. Each person has a different colour pen. The aim is to write as many concepts as possible on an A3 piece of paper. The person who writes the most concepts relating to factors in identity in each group wins a prize.
* Round the room recall. Everyone states one fact about disability and identity.
* Exam practice: Outline and explain two ways media depictions of disability may shape a disabled person’s sense of identity. [10 marks]
* Exam practice/essay planning practice: Evaluate how social interactions can shape a disabled person’s sense of identity. [20 marks]

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder,2016.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016.
* *Sociology Review,* *What do we mean by disability*? Vol.25. issue 3, Feb 2016.
* *Sociology Review,* *Learning disabilities and inequality*. Vol..19. issue 3, Feb 2010.

**Week 12**

**Specification content**

The relationship of identity to production, consumption and globalisation.

**Learning outcomes**

* Understand and be able to define the concepts of production, consumption and globalisation.
* Understand the impact globalisation has had on our culture and identity.
* Outline the ways in which globalisation has been resisted.
* Understand how identity is shaped by consumption and the influence it has on our identity and lifestyle choices.
* Apply these concepts to examples from British society, in particular leisure activities and their relationship to capitalism, gender and ethnicity.
* Explore key theories and how they relate to leisure.
* Explain factors as to how and why we have moved to a consumer society.
* Explain the work of Bauman and the limitations of consumer culture. Define the ‘seduced’ and the ‘repressed’.
* Develop an understanding of the key concepts.
* Develop exam technique.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Define key terms in small groups and then share with the class: consumption and globalisation.
* Watch [video explaining consumption](https://youtu.be/nwgtYII07vY)
* Watch short [video on negative impact of consumption](https://youtu.be/5pMymxlW2Qw)
* Make notes from Chapman et al, page 215 as to how consumer culture has grown- the work of Lury.
* Watch [video on conspicuous consumerism](https://youtu.be/uN0fHUV-O3k)
* On post-it notes, students to list wants and needs. One colour for wants and the another colour for needs. Students to review post it notes around the room and make comments, suggestions or observations about what they have noticed.
* Clip from ‘Cribs’ and the Golden toilet; [article on Blenheim Palace gold toilet theft](https://www.bbc.co.uk/news/uk-england-oxfordshire-50071192)
* Read and make notes on the [article on Zygmunt Bauman’s Consuming Life](https://revisesociology.com/2017/01/23/zygmunt-baumans-consuming-life-2007-a-summary-of-chapter-one/)
* Extension: Read [article on how the world embraced consumerism](https://www.bbc.com/future/article/20210120-how-the-world-became-consumerist) Make notes on how our attitudes to shopping and consumerism changed.
* Make notes on [article on Seduced and Oppressed- Bauman’s theory of consumerism](https://graduateway.com/the-role-of-the-concepts-of-the-seduced-and-the-repressed-for-understanding-the-place-of-consumption-in-contemporary-consumer-society/)
* Read the article from Chapman et al, page 217. The 24 hour city. Answer the questions attached.
* Read page 166-7 Bown and make notes on consumption and leisure.
* Homework: Read the article on Consumption, identity and childhood from Sociology Review and the article on Riots and Consumerism.
* Carousel: using notes from above, students work on factors that can influence leisure activities: age, gender, ethnicity and class. With different pens and A3 sheets, students make notes at each table/factor for five to six minutes before moving on to the next factor/table.
* Matched cards activity: students to match 12 cards on features of leisure to the factor that it most applies to (age, ethnicity, gender, class)
* Research task: students to research examples of one factor to illustrate the issue and add to the A3 sheet.
* Exam practice: Outline and explain two ways that leisure activities may be impacted by gender. [10 marks]
* Evaluate the impact consumption has on culture and identity. [20 marks]

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder, 2016.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016.
* *Sociology Review* - *Consumption, identity and childhood*. Vol.27. Issue 1, Sept 2017.
* *Sociology Review* - *Riots and Consumerism.* Vol. 25. Issue 2, Nov 2015.

**Week 13**

**Specification content**

The relationship of identity to production, consumption and globalisation.

**Learning outcomes**

* Review the consumer culture and its impact on identity.
* Understand the concept and be able to define globalisation.
* Name and explain the different ways in which societies are interconnected.
* Understand the characteristics of the globalisation of culture.
* Understand the impact globalisation has on identity
* Analyse the impact globalisation has on culture and identity.
* Evaluate the impact consumerism has had on identity and culture.
* Evaluate the impact globalisation has had on identity and culture.
* Review all key knowledge.
* Develop an understanding of the key concepts.
* Develop exam technique.

**Possible teaching and learning activities**

* + Summarise the work of Bauman on a post-it note.
	+ Review definitions of globalisation.
	+ Watch [video explaining Globalisation](https://youtu.be/JJ0nFD19eT8)
	+ Watch [video on Homogenisation and Heterogenisation](https://youtu.be/vjey526fz2o)
	+ Make notes from Bown et al, page 165 on Homogenisation and Heterogenisation.
	+ Quiz: where can you buy these McDonald item? Watch [McDonald video](https://youtu.be/94WyFXTPzvs) to support.
	+ Where in world are the only two places not to sell Coca Cola?
	+ Compare pictures of shopping malls around the world and ask students to name the country the picture comes from.
	+ Read Bown et al, page 165 on the ways globalisation has been resisted.
	+ Resistance to globalisation: preservation of language [article about fighting to save the Welsh language](https://www.theguardian.com/uk/2013/jan/21/fighting-save-welsh-language)
	+ The fightback: How Mexican culture is growing in the US [article on 12 Ways Hispanic Culture Is Changing America](https://www.spanish.academy/blog/12-ways-hispanic-culture-is-changing-america/)
	+ Hall - Cultural Supermarket. Read page 218 of Chapman et al. Make notes on the work of Stuart Hall.
	+ Students to create a poster to represent the different ways people’s identity is impacted by globalisation and/or consumption.
	+ Thought shower the effects of globalisation on identity.
	+ Quick check questions: students to answer 10 questions on the whiteboard.
	+ Discussion of two viewpoints: pro- globalisation and anti-globalisation. Students research and then debate the viewpoint given to them.
	+ Students to note down key views and develop and expand on the key arguments.
	+ Extension: read the article on Globalisation and Branding from Naomi Klein in Chapman et al, page 219-20.
	+ Homework: ‘outline and explain’ question linking to globalisation (10 marks).
	+ Exam practice: Essay planning practice. Evaluate the ways globalisation shapes identity. [20 marks] June 2021, Paper 2.
	+ Make links: identify how new media as a topic can be linked to all
	+ A3 summary sheet covering all key topics for students to fill in independently.
	+ Students to read Sociology Review articles: ‘Teenager identities and social media’ and ‘The smartphone society’.
	+ Quick quiz - re-cap test.
	+ Questions on assessment objectives.
	+ Review knowledge.
	+ Discussion exam technique.
	+ Homework: revision for the mock.

**Resources**

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder, 2016.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016.
* *Sociology Review*. *Teenager identities and social media.* Vol.25. Issue 3, Feb 2016.
* *Sociology Review*. *The Smartphone society..* Vol.25. Issue 4, April 2016.

**Week 14 and 15**

**Learning outcomes**

* Review all knowledge.
* Evaluate all perspectives.
* Develop exam technique.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Diamond nines.
* Essay planning.
* Seven key things per topic.
* A–Z of key concepts.
* Review questions for revision.
* Red, amber, green rating for all the key topics.
* Develop exam skills.
* Discuss requirements for the topics in Sociology paper.
* Review question skills and assessment objectives.
* Students to reflect on content so far and compile a list of questions they would like to ask about content and revision.
* Students to sit full mock exam using A-level specimen Paper 2, Section B, Topic B3 on Centre Services.
* Reflection on mock exam.
* Go through the mark scheme. Students to look at their own answers and mark the papers as you go through. Take in the essays for marking and compare your marks with their marks.
* Look at AQA example answers and mark them.

**Resources**[Paper 2 specimens and past papers](http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources)