# Scheme of work: Year one

Introduction

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

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

The specification links 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**

The following is a scheme of work for the first year of the A-level and the AS. It has been created on the basis that students choose Families and Households as their optional topic. It is based on the autumn and winter terms comprising 15 weeks and the summer term comprising 3 to 6 weeks. In addition, the number of teaching hours per week is four and a half, but for the first week of the autumn term.

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**Term 1**

**Week 1**

**Specification links**

Students must study the following two core themes socialisation, culture and identity; AND social differentiation, power and stratification.

**Specification content**

* Introduction to the course and commitment tasks.
* Distinctions between AS and A-level courses.
* Introduction to the course and commitment tasks.

**Learning outcomes**

* Identify commitment tasks.
* Examine the course requirements and expectations.
* Develop an understanding of what sociology is and key concepts.
* Distinguish what sociology is.
* Analyse notions of nature versus nurture.
* Apply a key case study Oxana Malaya.

**Suggested timing**

2 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: 'What is sociology?' comprehension activity.
* Discuss classroom expectations and the requirements of the course.
* Name game: students remember and recall each other’s names.
* Icebreaker Bingo: students are given a bingo card with 9-12 statements attached and need to find students in the room who match the statement and ask them to sign the card. Statements could be ‘Took GCSE Sociology in Year 11’ or ‘Owns a pet’. This provides talking points for the students and teacher.
* Consider assessments, course structure and topics. Students look at Paper 2 of the AS (7191/2) and Paper 2 of the A-level (7192/2) in respect of the families and households questions on both papers. Students need to be able to identify the difference between the AS and A-level questions on families and households.
* The main difference: AS Paper 2 has section A which involves research methods (20 marks) and families and households is one of the four topics which students must choose in Section B. Families and households has three short answer questions (10 marks in total) and two essay questions (30 marks in total). A-level Paper 2 has two sections and families and households come in section A and students answer three questions only (40 marks in total). This paper includes one 10 mark question linking to an item whereas the 10 mark question on the AS Paper 2 does not link to an item.
* The similarities include
	+ both the AS and A-level have one 10 mark ‘Outline and explain two’ question with no item
	+ both the AS and A-level have one 20 mark ‘Applying material from Item A, evaluate’ question.
* Familiarise students with key topics.
* Paper based starter: questions about the course structure.
* Watch [video on Oxana Malaya](https://www.bing.com/videos/search?q=youtube+oxana+malaya&view=detail&mid=BEFF54577FACD4ED6D0EBEFF54577FACD4ED6D0E&FORM=VIRE)
* Key concepts group work: concepts and definitions on dominoes and students of mixed ability working to fit all the dominoes together. Students to complete concept grid.
* **Homework commitment tasks:** (find [AQA AS and A-level past papers](https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources) , find the sociology section in the library, organise their file, find *Sociology Review*, look at college Moodle, google classroom site.

**Week 2**

**Specification links**

Students must study the following two core themes socialisation, culture and identity AND social differentiation, power and stratification.

**Specification content**

* Introduction to theory – functionalism.
* Introduction to theory – Marxism.
* Introduction to theory – Feminism.
* Introduction to the theory – social action.

**Learning outcomes**

* Identify and understand what functionalism is.
* Outline the key concepts associated with functionalism.
* Evaluate the impact of functionalism.
* Identify and understand what Marxism is.
* Consider the key concepts associated with Marxism.
* Evaluate the impact of Marxism.
* Review and recap Marxism.
* Identify and understand what feminism is.
* Examine key concepts associated with feminism.
* Review consensus versus conflict debate.
* Evaluate the structure versus action debate.
* Outline the key components of social action theory.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter re-cap activity: quick check questions from commitment tasks about course structure.
* Explore consensus versus conflict debate and structure versus action and link to film The Adjustment Bureau. Play clip of [video of The Adjustment Bureau film trailer](https://www.bing.com/videos/search?q=the+adjustment+bureau+full+movie+youtube&view=detail&mid=36F81A455FBEDCF08FC036F81A455FBEDCF08FC0&FORM=VIRE) and discuss notions of free will and determinism.
* Introduce functionalism and key concepts associated with the theory, linking to organic analogy and consensus approach.
* Activity Operation board game: Visual representation of the body using a board game. Mixed groups receive an ‘institution card’ with information relating to the institution and they have to identify which organ it relates to.
* Activity: Gingerbread men. Provide an outline of a gingerbread man (or even real gingerbread men) and students need to label the institution on the body even using a pen or a cocktail stick and label if using a physical object.
* Cloze activity to recap functionalism. Students to fill in missing gaps.
* Paper-based starter word search key concepts of Marxism.
* StarPower trading game: instructions given and students put into groups. Play [Online StarPower game](https://www.simulationtrainingsystems.com/schools-and-charities/products/starpower/) Find instructions on how this game operates on the internet. Place students into groups of 4-6 and select one person to the boss of the group. Ask the group to do a boring, mundane task (cutting out shapes) which the boss does not do. At the end, reward the boss with a prize and other ‘gifts’ to share with the group. If you have selected the boss carefully they may be unwilling to share and keep the gifts for themselves. This highlights the power the bourgeoisie have over the proletariat.
* Reflect on StarPower game or Marxist task completed.
* Discuss key concepts associated with Marxism: ascribed status, alienation, capitalism, means of production, bourgeoisie, proletariat.
* Paper based starter cloze activity re-cap of Marxism. Unpick key terminology.
* Draw a feminist whiteboard and pens.
* PowerPoint discussion of what a feminist is and what they believe in.
* Debate: can men be feminists?
* Class discussion about four different types of feminism (Marxist, difference, radical and liberal).
* Watch [video of TED Talk from Laura Bates on Everyday sexism](https://www.ted.com/talks/laura_bates_everyday_sexism)
* Extension: students to research/read articles about gender inequality in the UK and abroad. [Online revision on gender inequality and effect of inequality on groups in society](https://www.bbc.co.uk/bitesize/guides/zkjwt39/revision/3)
* Read the article ‘Gender, Inequality and Reality TV’ in *Sociology Review*. Vol. 32. Issue 4.
* Read [Article about how half of women in UK fear equality is going back to 1970s](https://www.theguardian.com/world/2021/mar/08/half-of-women-in-uk-fear-equality-is-going-back-to-1970s-survey) from March 2021.
* Paper-based starter: students complete an exercise where they match concepts and their definitions.
* A3 summary sheet three key theories overview.
* Students to discuss social action perspective based on concepts of free will versus determinism.
* Unpick key ideas of labelling, meaning, understanding, small scale, interactions.
* Read [article on Jane Elliott’s Blue Eyes Brown Eyes study](https://exploringyourmind.com/blue-eyes-and-brown-eyes-the-jane-elliott-experiment/) and discuss.
* Identify to students that they will be asked to look at the sociology of personal life within this unit which includes the significance of individual choice in personal relationships and the significance of relationships beyond the traditional family structures.
* **Homework:** students to read introductory chapter of a textbook that summarises the debate between structure versus action eg page10-21 of Browne textbook.

**Week 3**

**Specification links**

The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.

**Specification content**

Functionalism.

**Learning outcomes**

* Understand the different family types that exist.
* Establish the key aspects of functionalism.
* Identify the work of Murdock.
* Identify and evaluate the work of Parsons.
* Examine the two functions of the family.
* Understand the roles of men and women in the household.
* Review how industrialisation has changed the role of the family.
* Compare and contrast Parsons and Murdock.
* Evaluate both perspectives.
* Review functionalism.
* Evaluate the functionalist theory.
* Develop exam technique.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper based starter questions on the family.
* PowerPoint on the different family types (including, for example, symmetrical family, beanpole, matrifocal, serial monogamy, lone-parent family).
* Cards to depict different family types students to add annotations to the cards.
* Look at the grid on page 266 of Browne textbook to consolidate knowledge.
* Discussion Murdock – what does universal mean?
* Watch [video on Functions of the Family](https://youtu.be/uSuUjEyN05U).
* Students to note down Murdock’s definition of the nuclear family.
* Identify four key functions of the family.
* Look at case studies to evaluate. For example, the Nayar tribe with matriarchal family relationships. Read [Article on a brief overview Nayar culture and social organisation](https://discover.hubpages.com/education/NAYAR-CULTURE#:~:text=%28Lee%2C%201982%29%20Nayar%20women%20have%20sole%20parental%20responsibility,are%20primarily%20raised%20by%20their%20mother%20and%20aunts.)
* Discuss notions of family diversity.
* Questions on the whiteboard about Murdock.
* Paper-based starter: warm bath theory.
* Warm bath bubble bath: discussion ‘how does the family act like a warm bath?’. Students make two sets of bubbles: red bubbles with a problem, ie bad day at work, and then a yellow bubble for how to resolve this. All added to the main [picture of a bubble bath](https://th.bing.com/th?id=OIP.dbUFu25OkykgfXI_g7JjSgHaGK&w=273&h=228&c=8&rs=1&qlt=90&o=6&pid=3.1&rm=2) during the activity. This can be on paper, on mini white boards or on the main board.
* PowerPoint two functions of the family and summary of Parsons.
* Paired task primary socialisation and stabilisation cards. Students to create definitions and compare answers to create ideal definitions.
* Mind maps expressive and instrumental leaders – what they mean and what they do.
* Board work: two types of society (pre-industrial to industrial society) draw on the board and discuss what the two societies were like. Discuss industrialisation and link to the family. Students have a worksheet with the two types of society, students write down notes off the board and draw pictures to represent the family types and the different societies.
* Learning log: three things from the lesson.
* Paper-based starter crossword.
* Read the ‘Focus on Research’ from *Sociology AQA Year 1 and AS,* Chapman et al, Collins. page 230. Industrialisation and the Nuclear Family. Answer the questions attached.
* Discussion exploring industrialisation and the process in which society has changed. Refer to concepts of geographical and social mobility.
* Review concept of functional fit.
* Concept grid: complete a grid related to the discussion of whether the family has lost its functions. Quick quiz questions on Parsons view.
* Venn diagram developing analysis exploring the similarities and differences between Parsons and Murdock.
* Explore the work of Fletcher and discuss his views on functions of the family and the role of policies.
* Develop evaluation linking to Marxism, feminism, family diversity, Wilmott and Young.
* Paper-based starter series of statements provided by the teacher and students identify whether they are strengths or weaknesses of functionalism.
* Students are given information as to what both exam papers look like and how to answer the questions. Read through the assessment objectives (AO1, AO2 and AO3).
* Discuss skills needed for the short answer questions.
* All students complete short answer questions in timed conditions define the term nuclear family (2 marks), define the term expressive role (2 marks), define the term instrumental role (2 marks).
* Using one example, briefly explain how the family performs positive functions (2 marks).
* Outline three functions of the family according to the functionalist view (6 marks).
* Discuss requirements for the ‘Outline and explain question’ – needed for both AS and A level papers.
* **Homework**: outline and explain question relating to functionalism (10 marks).
* Make notes from the [Discover Sociology webpage on family functionalism](http://www.discoversociology.co.uk/family/functionalism)

**Week 4**

**Specification links**

The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.

**Specification content**

* New Right.
* Marxism.

**Learning outcomes**

* Examine the New Right.
* Discuss the New Right and their views on the family.
* Evaluate the New Right.
* Understand the Marxist approach to the family.
* Explore key Marxist concepts in relation to the family.
* Assess the Marxist approach.
* Identify and explore the work of Engels.
* Examine the role of the nuclear family.
* Consider the effectiveness of the work of Engels.
* Identify and explore the work of Zaretsky and his theory of the family.
* Summarise the key ideas of Zaretsky.
* Evaluate the work of Zaretsky.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter information about the New Right – comprehension activity.
* Who are the New Right sheet: identifying what the different political perspectives are.
* Identify similarities and differences between the New Right and functionalism (both believe the nuclear family is the ideal family type and the roles are biologically natural. The New Right, however, discuss how the nuclear family is in decline and discuss how the underclass has grown because of this).
* Examine the work of Murray and look at key concepts of perverse incentives, dependency culture, underclass.
* Discussion: explore two key social problems (educational failure and high crime rates) and discuss how they are affected by the lack of a nuclear family. Link to social policy.
* Highlight key social policies supported by the New Right.
* Extension: Discussion on why some New Right thinkers see marriage as crucial.
* Paper-based starter: information about the New Right as a comprehension activity.
* Who are the New Right sheet identifying what the different political perspectives are.
* Identify similarities and differences between the New Right and functionalism (both believe the nuclear family is the ideal family type and the roles are biologically natural, the New Right however discuss how the nuclear family is in decline and discuss how the underclass has grown because of this).
* Examine the work of Murray and look at key concepts of perverse incentives, dependency culture, underclass.
* Discussion: explore two key social problems (educational failure and high crime rates) and discuss how they are affected by the lack of a nuclear family. Link to social policy.
* Highlight key social policies supported by the New Right.
* Extension: Discussion on why some New Right thinkers see marriage as crucial.
* Evaluate the New Right.
* Complete concept grids of key concepts – paired definition work.
* Further extension work ask students to watch [video of Channel 4’s Benefits street/Skint](https://youtu.be/GvKfcqpiEHw) and give a review as if they were the New Right. Benefits street/Skint.
* Paper-based starter: match terms on functionalism.
* Quick Quiz recap of Marxism. linking to the StarPower game.
* Marxism capitalism Smartie task: students to work in a Smartie factory, linking to means of production. See week 2 for a similar activity.
* Discussion: key concepts of Marxism - capitalism, bourgeoisie, proletariat, exploitation, communism.
* Students to complete lines x 20 (the bourgeoisie exploit the proletariat in a capitalist society). Link to ideology, control.
* Link power and control to education and religion.
* Discuss and question students about key concepts looked at.
* Round the room one key fact about Marxism.
* Paper-based starter: missing gap activity to summarise Marxism.
* Discuss notions of inheritance, and the work of Engels, linking to two case studies John D Rockefeller and the Du Pont Family.
* Extension: research a British family that has become wealthy eg Kate Middleton's family.
* PowerPoint on the differences between primitive communism and today’s society.
* Summarise key ideas of Engels and link to notions of monogamous nuclear family and private property.
* Blankety blank recap of Engels PowerPoint with words missing in a sentence. Students use whiteboards to fill in the missing word. Timer and music element so students have to complete the sentence before the time runs out.
* Evaluation of Engels too economically deterministic, ignores the oppression of women, ignores family diversity.
* Paper-based starter grid of different societies and key words for students to complete independently. This is used to summarise the work of Engels.
* Define ideology, linking to earlier activities and discuss hierarchy.
* Outline the work of Zaretsky and his key functions of the family.
* Paired activity: think of as many examples of how parents and family socialise children into accepting hierarchy and authority.
* Discuss notions of the private family behind closed doors, linking to safe haven, comparing with functionalism.
* Discuss the unit of consumption function. Link to  [video on pester power and how retailers are dealing with it](https://youtu.be/9pmOXDSVnTo) and keeping up with the Joneses.
* Evaluation linking to feminism and functionalism. Discuss economic determinism, link to family diversity.
* Compare the work of Zaretsky and the notion of Warm bath theory from Parsons. Evaluation of both theories by way of contrast.

**Week 5**

**Specification links**

* The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.
* Gender roles, domestic labour and power relationships within the family in contemporary society.

**Specification content**

* Marxism.
* Feminism and gender roles.

**Learning outcomes**

* Review Marxism and their perspectives of the family.
* Compare and contrast the work of Engels and Zaretsky.
* Determine the key features of Marxism.
* Understand the feminist approach to the family.
* Identify key theorists.
* Demonstrate an understanding of the different types of feminism.
* Compare and contrast the four types.
* Criticise feminism.
* Explore gender roles.
* Summarise Parson’s instrumental and expressive roles.
* Identify the work of Elizabeth Bott.
* Establish the changes in the family – symmetrical family.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper based starter Venn diagram - Marxism versus functionalism.
* Extension: why is it a Marxist or functionalist statement?
* Discuss the dark side of the family.
* Key word bingo: use to fill in concept grid.
* Short answer questions exam technique.
* AS exam technique: define the term ideology (2 marks). Using one example, briefly explain how the family performs ideological functions (2 marks). Outline three functions the family may perform according to Marxists (6 marks).
* Assessment book: discuss key requirements for the ‘Applying material from Item B and your knowledge, evaluate’ question.
* Complete an essay plan that is set for the homework.
* Learning log: three things from the lesson - independent learning.
* **Homework**: Applying material from Item B and your own knowledge, evaluate the contribution of Marxist views to our understanding of the family. (20 marks)
* Extension reading: Julie Evans and Joan Chandler (2006) *To Buy or Not to Buy Family Dynamics and Children's Consumption,* Sociological Research Online, (11)2.
* Paper-based starter: guess the years when, for example, laws were introduced to stop discrimination in the workplace based on sex, when women got the vote.
* Identify key themes of feminism.
* Discussion of ‘HeForShe’ campaign and link to Emma Watson’s talk at the UN (YouTube).
* Opinion finder: four different types of feminism. Students given a type of feminism and they have to find three different opinions about what that type of feminism is and what they believe.
* Review of knowledge.
* Radical discussion of Firestone, Millett and Greer and link to patriarchy.
* Liberal discussion of laws and the work of Somerville.
* Marxist discussion of Ansley and Benston and link to capitalism.
* Difference discussion of key views and use to evaluate the different perspectives.
* Intersectionality discussion of key views and use to evaluate the different perspectives.
* Introduce the idea of post-structural feminism.
* Which type of feminist recap: statements on the board. Students to identify which type of feminism.
* Extension: read and make notes from online resources.
* Watch [video on theories of feminism](https://youtu.be/D6Dl-9pSW-4)
* Make notes from the [BSA Discover Sociology website](http://www.discoversociology.co.uk/family/feminism)
* Paper-based starter: statements provided by teacher and students have to identify which type of feminist the statement refers to.
* Question run questions on all learnt in the last lesson – differentiation. Students have to work through a pile of questions on the teacher's table. They are given one question at a time and have to race to complete the pack of questions.
* Review of all material.
* Discussion evaluation of all types of feminism.
* Re-cap Parsons views of the conjugal roles. Identify the difference between instrumental and expressive roles.
* Explore the difference between segregated and joint conjugal roles.
* Paper-based starter: hand of knowledge
* Discussion: review and recap Parsons and gender roles.
* Discussion about the work of Bott.
* Introduce Wilmott and Young, linking to the symmetrical family and the ‘new man’.
* Butterfly activity review of symmetrical family. Evaluation on the back.
* Randomiser PowerPoint on speed shuffle which has key words on it. It will randomly select a student and they have to pick a key word and define it.
* **Homework article and comprehension work**: articles taken from the *Sociology Review* and relate directly to the topics of gender roles (archived). Teacher to create questions per article.
* *Sociology Review* article (Volume 23, 1st September 2013) ‘Are we in the age of the ‘super-dad’ and the advance of women?’
* *Sociology Review* article (Volume 20, 1st September 2010) ‘The rise of the female breadwinner.’
* *Sociology Review* article (Volume 32, Issue 2 2022/23) ‘Working Mothers.’

**Week 6**

**Specification links**

Gender roles, domestic labour and power relationships within the family in contemporary society.

**Specification content**

Feminism and gender roles.

**Learning outcomes**

* Recall the key aspects of the symmetrical family.
* Evaluate whether the symmetrical family exists.
* Review the work of Oakley and Boulton.
* Examine what the dual burden is.
* Apply feminist views to the debate, do women suffer from a dual burden?
* Outline the impact of paid work on the division of labour.
* Review work on the dual burden.
* Discuss feminist views on decision making and financial control.
* Investigate the reasons why domestic violence occurs.
* Review all concepts.
* Develop exam technique.
* Identify key skills needed for an assess style question.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter questions to evaluate Wilmott and Young.
* PowerPoint on the work of Oakley and Boulton.
* Graph work Kagan. Drawing graphs to represent Oakley and Boulton, one student in a pair to have a graph (they must not show the graph to the other student they are working with). The student with the graph instructs the student without the graph how to draw it. Student draws it on a piece of graph paper. Both students can annotate the graph to describe the patterns when they have finished.
* Quick quiz recap.
* Complete a summary grid of the key theories discussed – Parsons, Wilmott and Young, Oakley, Boulton.
* Quick check questions.
* Paper-based starter matched terms: match key concepts to definitions.
* Discussion about dual burden. Define what this is.
* Discussion: roles more equal – Bott, Wilmott and Young, Gershuny, Silver and Schor, Crompton.
* Discussion: roles not equal (dual burden) – Edgell, Oakley, Boulton, Duncombe and Marsden, Dunne.
* Mind map arguments: yes there is a dual burden versus no there isn’t.
* Link to Man Yee-Khan who discusses how women who have a degree are now in a better position with regards to housework (they don’t have a dual burden). However, if they earn more than their husband/partner they do have a dual burden as their partner's masculinity is threatened.
* Link to Arber and Ginn who discuss how middle class women don’t have a dual burden and the working class women do.
* Quick recap.
* Paper-based starter: matched theories. Who said what from last lesson.
* Discussion about the division of economic resources Pahl and Edgell.
* Discussion about same-sex relationships and how there has been a move towards equality of decision making and financial control within same sex couples.
* Make link to personal life perspective and the work of Smart.
* Read p330-332 of Browne textbook *Domestic Violence* and make notes on domestic violence. Discussion of different elements leading to trends/patterns shown in statistics, problems with official statistics, reasons for the trends and different explanations for the trends.
* Quick check questions.
* Extension: online resource ‘The domestic division of labour’ - an article from the British Library’s ‘Sisterhood and After’ project. This is an oral history project containing material and clips from a range of women on experiences of the domestic division of labour.
* Paper-based starter: short answer questions. Define the term dual burden (2 marks). Using one example, briefly explain how the gender division of labour continues to exist among many couples (2 marks). Outline three reasons why the symmetrical family may have become more common over the last century (6 marks).
* Sort cards of key concepts with one definition per card. Students given a series of cards and have to sort the definition to go with the correct key concept.
* Plan the ‘outline and explain’ question from the specimen paper (AS Sociology Paper 2 7191/2) ‘Outline and explain two ways in which changes to gender roles have affected diversity of family structures (10 marks)
* Plan and outline the question ‘Applying material from Item D and your knowledge, evaluate feminist explanations of the role of the family in society today. [20 marks] from A level Sociology Paper 2 2019. This can be as a practice for the essay question that is to be set for homework.
* Review key requirements for the ‘Applying material from item A and your knowledge, evaluate ..’
* Plan the question that will be set for homework.
* **Homework:** applying material from Item B and your knowledge, evaluate the view that the division of labour and power relationships in couples are equal in modern life (20 marks). (Specimen A-level Sociology Paper 2 (7191/2). Both A-level and AS students will be required to complete this style question.

**Week 7**

**Specification links**

The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.

**Specification content**

Social policy,

**Learning outcomes**

* Identify what social policy is.
* Recognise how policy impacts the family.
* Establish an understanding of key policies.
* Discuss what policy is and give examples.
* Identify different social policies and sociological perspectives.
* Consider the merits of different perspectives.
* Review theory and policy.
* Examine the bedroom tax and same sex marriage.
* Evaluate key policies.
* Review key concepts.
* Develop exam technique.
* Demonstrate the key requirements of an assess question.

**Suggested timing (lessons)**

4 hours 30 minutes,

**Possible teaching and learning activities**

* Paper-based starter questions on laws.
* Discussion on policy linking to how it affects the family. Define what social policy is and what social problems are.
* Look at direct and indirect policies and the impact on the family.
* Examine functionalist views on policy, linking to key policies compulsory schooling, free healthcare, right to buy and Anti-Social Behaviour Act.
* Discussion evaluate functionalist view.
* Examine feminist views on policy linking to key policies maternity leave, custody of children, benefits.
* Discuss the work of Drew and gender regimes. Look at the difference between traditional familistic regimes and individualistic regimes.
* Evaluate feminist views linking to key policies: Equal Pay Act, benefits for lone parents, women only refuges, Divorce Reform Act.
* Students to note down key policies.
* Post-it note summaries.
* Paper based starter summary grid based on last lesson.
* Discussion of New Right views on policy linking to council houses, benefits to lone parent families, benefits to unemployed people.
* Evaluate the New Right perspective differentiation
* Discussion: Marxist views. Link to pensions, minimum wage and the benefits system, refer to how these benefit capitalism.
* Discuss political parties and the views of New Labour, the coalition government and the Conservatives. Link to current social policy.
* A3 summary grid of key perspectives. See regional boundary (RB) for a blank summary grid.
* Wheel of fortune recap: students create eight key summary questions and write the questions on the wheel (use paper fastener to attach the arrow to the wheel). Students spin the wheel and ask a question to their partner.
* Discussion of Donzelot and the policing of families.
* Students to be given a grid of key policies and they have to identify their significance.
* Paper-based starter: statements of different theories. Students have to work out who said what.
* Discussion circle surrounding key ideas and theories. A series of statements are placed in an envelope and students are sat in a circle. One student picks a statement out of the envelope and states whether they agree or disagree and why. The next student adds their opinion and then it continues round the circle. A student can ask for a new statement at any time. The idea is to be as contentious as possible with the statements
* Read *Sociology Review* article. Vol 20, 1st Sept 2010. Families and social policies. Using a mind map students identify at least key points from the article.
* Read [article from BBC news on the Gay Marriage bill being passed](https://www.bbc.co.uk/news/uk-politics-21346220)
* Watch [video on the history of abortion laws in the UK](https://youtu.be/DVGv8lAuZ8U).
* Read page 246 from the Chapman et al textbook on Early Childhood under Labour. Answer the questions at the end.
* Complete concept grid PowerPoint with key definitions on.
* Evaluate the impact of key policies.
* Paper-based starter questions on exam technique for the ‘Applying material from Item B and your knowledge, evaluate’ question.
* Exam practice: ‘Outline and explain two ways in which government policies may affect family structure.’ [10 marks] A level Sociology 7192/1 2018 paper 2.
* Plan essay for the timed assessment.
* Timed assessment: 30 minutes applying material from Item B and your knowledge, evaluate questions relating to social policy (20 marks).
* **Homework:** students to make revision materials using online resource Families and social policy. This is a Prezi presentation covering how the actions and policies of government can have an impact on the family and its members. It includes cross-cultural examples and theoretical perspectives.

**Week 8**

**Specification links**

Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course, nature of childhood (NC) including the sociology of personal life, and the diversity of contemporary family and households structures.

**Specification content**

Changing family patterns.

**Learning outcomes**

* Identify key trends of divorce.
* Explain why changes have occurred.
* Examine key divorce policy.
* Review explanations for changes.
* Explore key theoretical perspectives on divorce.
* Develop exam technique.
* Compare changes in patterns of marriage.
* Investigate family diversity.
* Consider diverse family types.
* Develop exam technique.
* Compile a list of the requirements for assessment objective 1.
* Summarise the requirements for assessment objective 2.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: true or false statements on patterns of divorce.
* Read through information about divorce and annotate graph depicting key trends.
* Summarise key statistics of divorce.
* PowerPoint used to complete a grid about the key reasons for changes in divorce (changes in law, declining stigma, secularisation, rising expectations of marriage, changes in the position of women, modernity and individualisation).
* Activity: examine Mitchell and Goody’s 1997 study concerning the decrease in the stigma attached to divorce.
* Discussion of secularisation define and ask students to think about how it has caused changes to the family structure.
* Explore notions of romantic love and Fletcher.
* Grid work: students complete a grid on the evidence and explanations for divorce.
* Paper-based starter: true or false statements on patterns of divorce.
* Read through information about divorce and annotate graph depicting key trends.
* Summarise key statistics of divorce.
* PowerPoint used to complete grid about the key reasons for changes in divorce (changes in law, declining stigma, secularisation, rising expectations of marriage, changes in the position of women, modernity and individualisation).
* Activity examine Mitchell and Goody’s 1997 study concerning the decrease in the stigma attached to divorce.
* Discussion of secularisation define and ask students to think about how it has caused changes to the family structure.
* Explore notions of romantic love and Fletcher.
* Grid work: students complete a grid on the evidence and explanations for divorce.
* Walking timelines activity on divorce: half of the class given key dates in divorce law reform and the other half of the class given the key policies that were introduced. They have to find their pair and stand in order of when it happened. Teacher to check that they are all standing in the right place and review the key changes.
* Link to the work of Beck and Giddens and discuss individualisation.
* Look at variation of divorce within different social groups.
* Paper-based starter: students complete a cloze activity.
* Read p293-298 from Browne to summarise key changes and also focus on the explanations for the patterns.
* Discussion of interactionism and review of social action. Emphasis on choice and the sociology of personal life. Look at the significance of relationships beyond the traditional family structures.
* Floor tiles: key questions on A4 paper (with a number on the back), questions upside down in the middle of the room (on the floor or table) and students have to pick a number and answer that question.
* Read *Sociology Review* Article. (Vol 32, Issue 2 2021/2022) ‘Change to Divorce Laws in England and Wales’- no blame divorce.
* Watch [BBC news clip on no blame divorces](file:///%5C%5Cdfsmpwv01.internal.aqa.org.uk%5CDFS%5CQMTeams%5CContent%20and%20Resources%5CSubjects%5CSociology%5CA-level%5CScheme%20of%20work%5C4.%20C%26R%20checked%5C%E2%97%8Fhttps%3A%5Cwww.bing.com%5Cvideos%5Csearch).
* Plan essay on divorce ‘Outline and explain’ question on divorce (10 marks).
* Hand of knowledge students to draw round their hands and recall five key things they have learnt.
* Paper-based starter: questions about the exam technique
* Discussion on the patterns of marriage.
* PowerPoint students to complete a grid on reasons for changes in patterns of marriage.
* Information carousel: the classroom should be set up with a station for each of the following cohabitation, same-sex relationships, one-person households, reconstituted families, modified extended families, beanpole families and adult kids in parents’ pockets ‘kippers’, lone-parent families etc. The students must visit each station which will provide the answers to questions on a worksheet that they must complete by the end of the lesson.
* Mini whiteboard quiz.
* Paper based starter: questions on assessment objectives. Discussion on information sheets on AO1, AO2 and AO3. Independent revision time. Timed question – 15 mins.
* Timed essay 25 minutes on outline and explain question on divorce (10 marks)
* **Homework:** short answer questions for social policy and changing family patterns define the term social policy (two marks). Using one example, briefly explain how social policy may affect family diversity (two marks). Outline three examples of ways in which professionals eg police regulate families (six marks). Define the term cohabitation (two marks). Using one example, briefly explain a reason for the trend towards getting married later in life (two marks). Outline three reasons for the increase in single person households (six marks).
* The following short answer questions are to be completed from AS Paper 2 2016: Define the term serial monogamy (2 marks) Using one example, briefly explain how women may be exploited within the family’ (2 marks) Outline three reasons for women delaying childbirth (6 marks).
* Revision activities: 7 key things for each topic make revision cards (functionalism, New Right, Marxism, feminism, gender roles, policy, changing family patterns).

**Week 9**

**Specification links**

Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course, nature of childhood (NC) including the sociology of personal life and the diversity of contemporary family and households structures.

**Specification content**

* Changing family patterns.
* Exam technique.

**Learning outcomes**

* Review partnerships.
* Examine same-sex relationships and examine why they have become more commonplace.
* Assess the reasons why single-person households have increased.
* Identify the main changes in child bearing and child rearing.
* Prioritise the reasons for changes.
* Develop exam technique.
* Review and recap all key knowledge.
* Relate the key concepts to the studies.
* Develop exam technique.
* Examine the key requirements for the short answer questions.
* Estimate the timings for the short answer questions.

**Suggested timing**

4 hours 30 minutes,

**Possible teaching and learning activities**

* Paper-based starter: students are set a list of questions to test their knowledge which they answer at the beginning of the lesson. These questions are on trends on changing family patterns.
* Students create a mind map of the *Sociology Review* article (Volume 23, Number 2, November 2013) ‘What is Marriage? And The end of the ‘traditional’ family.’ They will need at least six key features from the article.
* Students create an A3 summary sheet of key trends and patterns, See regional boundary (RB) for an example of a summary grid that can be adapted for this purpose.
* Exit cards re-cap of knowledge. These cards contain questions on what they have learnt and students to complete and hand back before they leave the classroom. This is a good way of assessing what they have learnt that lesson.
* Paper-based starter: a number of statements on childrearing or childbearing are provided and the students have to determine whether they are false or true.
* Discussion about the key reasons for changes in childbearing and childrearing.
* Read the article from Chapman et al, page 256, Women who choose childlessness fail to match the stereotypes. Answer the questions attached.
* Prioritise the reasons and discuss how this can be used to show evaluation by prioritising arguments.
* Plan all essays relating to childbearing and childrearing, marriage, cohabitation and divorce - looking at both ‘Outline and explain’ questions (10 marks) and ‘Applying material from Item B and your knowledge, evaluate’ questions (20 marks).
* Resources.
* Essay plans.
* Paper-based starter: anagrams of key concepts.
* Read page 265-281 *Chapman* textbook and make notes.
* Dominoes concepts: complete concept grid.
* Read the article from *Sociology Review* Vol 32, Issue 4 ‘Births outside of Wedlock: How Illegitimacy has changed over time.’
* Timed assessment: ‘Outline and explain’ question relating to childbearing and/or child rearing’ (10 mark).
* Paper-based starter: students answer questions about short answer questions on the exam paper.
* Discussion on short answer questions.
* Short answer question generator students to create their own short answer questions.
* Highlighting essays skills review of different exam skills – linking to question, linking to the item, knowledge, evaluation.
* Marking exercise using scripts on the AQA website remove annotations from senior examiners and ask students to look at the mark schemes and work out marks.
* **Homework:** read through ideal essays for all of the questions examined and highlight to show assessment objective1, assessment objective2 and assessment objective3 skills.
* Scoopit quiz available on this topic.

**Week 10**

**Specification links**

Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course,NCincluding the sociology of personal life, and the diversity of contemporary family and households structures.

**Specification content**

Family diversity.

**Learning outcomes**

* Distinguish what family diversity is.
* Summarise modernity.
* NC explore the process of globalisation and assess its impact.
* Identify what modern society looks like.
* Explore key modern theorists Parsons and the New Right.
* Evaluate modern theories.
* Examine Chester’s view on the family.
* Identify Rapoport’s view on the family.
* Explore the five types of family diversity.
* Understand the postmodern theory of society.
* Focus on the process of globalisation.
* Analyse the changes to the family in postmodern world.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: students are set a number of questions on changes in the family.
* Discussion about what modern society is.
* Examine the process of globalisation and explore its impact, linking to the three Ts: trade, travel and technology.
* Discussion of time-space compression, the electronic economy and the growth of TNCs.
* Discussion about what postmodern society is.
* Information sheet prepared by the teacher about postmodernity. This could be created from a textbook.
* Question run questions about postmodernity
* A3 sheet summarising the difference between a modern and postmodern society.
* Paper-based starter: students set a comprehension activity on diversity.
* Discussion: Functionalism and the New Right highlighting links to two elements – whether diversity is happening and whether diversity is a good or bad thing.
* Students given five pieces of paper students to note down questions based on the material covered.
* Paired work: students to answer each other’s questions.
* Discussion: evaluation of Parsons and the New Right and their modern views on family diversity.
* AS exam technique students to read pages from textbook to summarise the views of New Right, functionalism, Chester and the Rapoports.
* Paper based starter: create a cryptogram summarising the last lesson.
* PowerPoint on Chester. Students to make notes.
* Life cycle activity: ask students to complete the life cycle of a typical person.
* Extension: at which points are they likely to live in a nuclear family.
* PowerPoint discussion of five types of family diversity according to the Rapoports.
* Memory techniques to remember five types.
* Post-it note: students to recall the five types without looking at their notes.
* Paper-based starter: students complete a cloze activity created by the teacher on globalisation.
* PowerPoint containing statements students have to work out which theorist said what (to recap modern theories).
* Complete word search to introduce key terms for postmodernity.
* Review and discuss globalisation and postmodernity.
* Discuss key changes in a postmodern society.
* Read the article from *Sociology Review* Vol 32 issue 3 ‘The New Families.’
* **Homework:** students to complete A3 Summary Sheet on AS exam technique.

**Week 11**

**Specification links**

Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course,NC including the sociology of personal life, and the diversity of contemporary family and households structures.

**Specification content**

* Family diversity.
* Exam technique.

**Learning outcomes**

* Understand the postmodern views of the family.
* Explore the work of Giddens, Stacey, Beck and Weeks.
* Relate the key concepts to the key theories.
* Recap and review Stacey, Beck, Giddens and Weeks.
* Explore key notions of postmodernity.
* Evaluate postmodern theories.
* Review modern theories.
* Recap postmodern theories.
* Develop exam technique.
* Develop exam technique.
* Examine the key requirements for the examined question.
* Examine the key requirements for the requirements of the assess question.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper based starter: students asked to identify logos which link to globalisation, re-cap questions on postmodernity.
* PowerPoint modernity versus postmodernity, Use a textbook to create this PowerPoint.
* Group work summary activity: groups given questions on postmodern theories to answer.
* Stand up, sit down: students to stand up and state one thing they can recall from the lesson.
* Read [Article on Postmodernism and the family](https://revisesociology.com/2015/04/03/postmodern-perspective-family/)
* Paper based starter: students match terms to definitions.
* Discussion in the class review of theories.
* Paperchain people: students to create a paperchain (from A3 paper) with four people on it. They write assessment objective 1 (knowledge) on the front for each of the four postmodern theorists and assessment objective 3 (evaluation) on the back to evaluate the postmodern theorists.
* Chain quizzes: students to write a question and they ask the person next to them the question, the person next to them answers and then asks their question to the person next to them. This follows the room round.
* Paper-based starter statements of who said what?
* Treasure hunt paired work: concepts hidden around the room and students have to find the definition and work out which concept it refers to.
* Students plan essay question which they will then complete in a timed assessment.
* Timed assessment: ‘Applying material from Item B and your knowledge, evaluation’ question relating to family diversity (20 marks).
* Paper-based starter: students asked a series of questions about the exam.
* Discussion on essay questions.
* Essay questions tips looking at how many elements there are in the question, if there is a date in the essay question, use of item, how to show assessment objective 1, assessment objective 2 and assessment objective 3 skills
* Students read through ideal essay that teacher prepared or example material on AQA website.
* A-level exam technique: introduce the skills needed for the A-level question only ‘Applying material from Item A, analyse’. All students to look at this as it serves as an extension and will stretch all learners.

**Week 12**

**Specification links**

Demographic trends in the UK since 1900; reasons for changes in birth rates, death rates, family size, NC life expectancy, ageing population, and migration and globalisation.

**Specification content**

Demography.

**Learning outcomes**

* Identify key terminology of demography.
* Examine birth rates and death rates over the last 100 years.
* Assess the reasons why they have changed.
* Review reasons for changes birth rates and death rates.
* Explore the effects on the population.
* Understand what an ageing population is.
* NC identify patterns of emigration and immigration.
* NC explore reasons for emigration and immigration.
* NC evaluate the impact on population.
* NC Review all key trends.
* NC Understand all reasons.
* NC Examine the impact on the population.

**Suggested timing (lessons)**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: definition of key concepts.
* Examine key trends for birth rates and death rates.
* Students to use information sheet (which can be created using textbooks) to complete a key reasons worksheet for changes in birth rates and death rates. Four reasons for decline in birth rate (changes in the position of women, decline in IMR, children as an economic liability and child-centredness). Four reasons for decline in the death rate (improved nutrition, medical improvements, public health measures and environmental improvements and other social changes).
* Discussion: class discussion to develop understanding of child-centredness and economic liability.
* Discussion: infant mortality rate.
* Paper-based starter: students need to match statements to definitions.
* Class consider a timeline of medical improvements.
* Class explore welfare measures.
* Discussion on life expectancy and the ageing population.
* Discussion of dependency ratio and impact of having more older people in society.
* Discussion of social construction of ageing links to pension book.
* Discussion of positive aspects of ageing and positive age stereotypes. Watch‘Off their rockers’ on YouTube.
* Students to create a grid positive versus negative aspects of an ageing population, linking to policy implications.
* Paper-based starter: students to complete a crossword on previous lesson.
* Class are taught the definition of key terms: emigration, immigration and net migration. The class then look at patterns and trends.
* Students read through the *Sociology Review* article and information sheet – utilising ‘popcorn technique’ – this highlights key trends, the key reasons and the impact of migration on the population.
* Discussion about migrant identities and the politics of migration.
* Read and make notes on the *Sociology Review* article ‘Migrant women, belonging and citizenship’.
* Make your own plenary students to create their own summary of the lesson.
* Paper-based starter: students match terms and definitions to recap from last lesson.
* Mini whiteboard push/pull factors. Teacher puts statements on board. Students identify whether this is a push or pull factor.
* Map of migration students have to annotate and discuss.
* Discussion of internal migration.
* Concepts paired definitions.
* Short answer questions: define the term death rate (two marks). Using one example briefly explain how migration may affect family diversity (2 marks). Outline three reasons for the decline in birth rate (6 marks).

**Week 13**

**Specification links**

The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies.

**Specification content**

* Demography.
* Childhood.

**Learning outcomes**

* Develop exam technique.
* Explore the requirements of an examine question.
* Determine the timings of the exam.
* Identify what social construction means.
* Consider the modern notion of western childhood.
* Establish cross-cultural and historical differences in childhood.
* Review the social construction of childhood.
* Judge whether the position of children has improved.
* Compare the march of progress and conflict view.
* Review the march of progress.
* Summarise the conflict view.
* Validate the key arguments.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: students annotate a map.
* Review and recap all key terminology and content.
* Plan ‘Outline and explain’ essay question relating to birth rates and/or death rates (ten marks).
* **Homework:** ‘Applying material from Item B and your knowledge, evaluate’ question relating to ageing population (20 marks).
* Read *Sociology Review* Article to enhance essay.
* *Sociology Review* article (Volume 21, 1st September 2011) ‘Grandparents the new reserve army of labour.’
* Paper-based starter: students shown pictures of children. They confirm whether they represent their childhood or not.
* Read page 334-337 from Browne textbook to look at the modern notion of childhood, cross-cultural differences and historical differences between children.
* Discuss paintings to summarise Aries look at the rights and responsibilities of children.
* Pictures of cultural differences between children.
* Paragraph writing structure session.
* Paper-based starter: students complete an exercise where they match terms and names.
* Research the [Report on childhood wellbeing - The Good Childhood Report](https://www.childrenssociety.org.uk/good-childhood)  published by The Children’s Society.
* Students prepare a plan for the following essay ‘Outline and explain’ question relating to childhood being socially constructed (ten marks).
* PowerPoint on march of progress and conflict theory students to make notes on the presentation
* Develop knowledge: extra reading from textbooks to look at the march of progress versus conflict theory, the disappearance of childhood, toxic childhood and globalisation of western childhood.
* Read [article about ages of childhood and adolescence](https://www.bbc.com/future/article/20220124-why-teens-arent-what-they-used-to-be)
* Read [article on the rise of the tweenager](https://www.scarymommy.com/parenting/you-thought-the-terrible-twos-were-bad-meet-the-tweens)
* Quick quiz questions.
* Paper-based starter: students complete a summary grid.
* Discussion: review march of progress versus conflict.
* Links to website Sue Palmer and Video toxic childhood.
* Discussion on the future of childhood.
* Plenary in groups students list 20 key concepts, ideas or themes from the lesson.

**Week 14**

**Specification links**

* The nature of childhood, and changes in the status of children in the family and society.
* Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course, NC including the sociology of personal life, and the diversity of contemporary family and household structures.

**Specification content**

* Childhood
* Social Action perspective

**Learning outcomes**

* Review the march of progress and conflict view.
* Examine whether childhood is disappearing.
* Explore the notions of toxic children.
* Review and recap childhood.
* Examine key concepts.
* Develop exam technique.
* NC examine the role that members play in family life.
* NC develop an understanding of the interactionist perspective on family life.
* NC assess how the interactionist perspective used to criticise the social structure perspectives.

**Suggested timing (lessons)**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: students complete a number of questions set by the teacher that re-cap their knowledge on the march of progress and conflict view.
* A3 summary sheet is completed summarizing the students’ knowledge of this topic.
* Concepts activity: students complete an exercise where they are given terms/concepts via a PowerPoint and they need to note down the definitions.
* A-level exam technique review key skills for the ‘Applying material from Item A, analyse’ question.
* A-level exam technique: essay planning applying material from Item A, analyse two changes in the position of children in society over the last 100 years (10 marks).
* Traffic lights topic review: teacher goes through each of the topics and the students lift up the relevant card as to whether they have a good understanding (ie green traffic light); some understanding but further needed (ie amber traffic light) or no understanding (ie red traffic light).
* Read *Sociology* *Review* Article Vol 23 1st September 2013
* Read *Sociology Review* Article Vol 32. Issue 4. ‘Intensive Parenting.’
* Read and make notes from page 213 in the Bown textbook, *Why are British children so unhappy?*
* Extension reading: Libby Brooks (2006) *The Story of Childhood Growing up in Modern Britain London,* Bloomsbury. Peter Uhlenberg (2009) *Children in an Aging Society, Journals of Gerontology* Series B Psychological sciences & Social sciences, (64)4 July, page 489-496.
* Paper-based starter: students to complete a summary grid on what they have learnt so far on childhood.
* Students to make notes to help them with the timed essay that they will be asked later in the class to complete. They are not allowed to use any notes that they have with them for the timed essay so they will need to remember the notes they make.
* Timed assessment applying material from Item A, analyse two changes in the position of children in society over the last 100 years (10 marks).
* Extension: plan the following question taken from AS Paper 2 2016. ‘Outline and explain two ways in which government policies may affect the experience of childhood today.’ (10 marks)
* Paper-based starter to cover a review of social action perspective, linking to aspects of study where we have already discussed the sociology of personal life eg divorce and the interpretation of the increase in divorce rate.
* Review the work of Carol Smart. Students to be given an excerpt of her work and complete a summary of her studies. Read [webpage on the personal life perspective on the family](https://revisesociology.com/2015/12/12/the-sociology-of-personal-life/)
* Use theory to evaluate Marxist, functionalist and feminist theories that see the family as structured from the top down (as determined by societal needs).
* Stand up, sit down: use this to cover a recap of what has been learnt in the lesson.

**Week 15**

**Specification links**

* Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course, NC including the sociology of personal life, and the diversity of contemporary family and households structures.
* Revision.
* Mock Exam.

**Specification content**

* Social action perspective.
* Revision.
* Mock exam.

**Suggested timing**

3 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: students complete a worksheet that has a number of questions on Carol Smart’s work.
* As a class, develop a summary of Smart’s work and write seven key things on a whiteboard.
* Discussion based activity to assess the usefulness of Smart’s work, summarise on record cards.
* Link the work of personal life theory to all topics
* Essay planning work through sample exam papers.
* Students to identify seven key things per topic.
* Students to complete an A-Z of key concepts.
* Revision cards.
* Read the article from *Sociology Review* Vol 31 Issue 4 ‘Fertility Rates’.
* Students to complete mock exam in timed conditions without notes.
* A-level exam technique homework: all students to complete the A-level Specimen Paper Section A 2016 over the Christmas break (40 marks). See Specimen Exam Papers on AQA website.

**Term 2**

**Week 1**

**Specification links**

The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

**Specification content**

* Commitment tasks and introduction for the course.
* Review of the mock (Sample AS Sociology Paper 2).
* Practical, Ethical and Theoretical (PET) issues.

**Learning outcomes**

* Identify commitment tasks.
* Examine requirements for research methods.
* Develop an understanding of exam questions relating to research methods.
* One-to-one interviews and discussions with students.
* Examine mark scheme for the mock.
* Review ideal answers.
* Develop an understanding of social research.
* Identify how data is collected.
* Discuss practical, ethical and theoretical issues that affect method choice.
* Understand the research process.
* Identify different research methods.
* Review practical, ethical and theoretical issues that affect method choice.

**Suggested timing**

4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: reflection on the mock exam.
* Distribute mock papers.
* Go through AS Paper 2 annotate exam scripts.
* One-to-one discussion with students about the mock.
* Post-it note summary: students to note what they have learnt from the mock action planning/priority setting.
* Discussion which students will sit the AS and which students will sit the A-level. Targeted support for all students. Potentially arrange seating in the classroom based on who is doing AS and A-level to easily allow for differentiation.
* Paper-based starter: students to complete a word search outlining the key concepts.
* Extension: define the key concepts.
* Review the research process using sort cards.
* Discussion-based activity: students to create ideas for research projects based around education and to develop ideas to fit into the research process.
* Re-cap terms hypothesis, data and theory.
* Review of primary and secondary data.
* PowerPoint outline practical, ethical and theoretical issues.
* Mini whiteboard re-cap test of PET statements are placed on the board and students have to identify which type of issue it is.
* Extension: read page 131-135 of Browne textbook and make a summary of key ideas.
* Paper-based starter: students to identify whether statements are practical, ethical or theoretical issues.
* Quick concept based work review key concepts used so far.
* Kagan based work to identify new concepts quantitative and qualitative.
* A3 summary sheet complete a sheet which outlines the differences between the two perspectives: positivism and interpretivism.
* Question time: students to think of one question relating to material looked at. Random name generator to pick students to answer the questions.
* **Homework creative piece**: Students to create a poster to summarise practical, ethical and theoretical issues.

**Week 2**

**Specification links**

* The distinction between primary and secondary data, and between quantitative and qualitative data. Quantitative and qualitative methods of research; their strengths and limitations; research design. The relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’.
* Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents, and official statistics.

**Specification content**

* Research methods –quantitative and qualitative methods.
* Research methods – sampling and questionnaires.
* Research methods – observations.
* Research methods – interviews.

**Learning outcomes**

* Examine quantitative data and positivism.
* Explore qualitative data and interpretivism.
* Compare and contrast the two perspectives.
* List the key sampling methods.
* Categorise the different types of questionnaires.
* Summarise the strengths and limitations of questionnaires.
* Explore the main types of observations.
* Assess how observations are used in social research.
* Identify the strengths and limitations of observations.
* Categorise the main types of interviews.
* Explore how these are used within sociology.
* Discover the strengths and limitations of interviews.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: students complete a concept grid.
* PowerPoint presented re-capping positivism and interpretivism.
* Start to look at which research methods are favoured by positivists and which are favoured by interpretivists sort cards to identify (positivists – official statistics, structured interviews, experiments, questionnaires, structured observational schedules with observations, quantitative content analysis of documents. Interpretivists – documents, unstructured interviews, focus groups, observations, field experiments)
* Discussion of different research methods. Start to unpick what they are.
* Venn diagram to compare and contrast positivism and interpretivism.
* Paper-based starter: students complete a re-cap summary grid on positivism and interpretivism.
* Sampling with chocolate group work: inform students what each sampling method is in turn and get the students to carry out the sample using the chocolate ie random sampling. They would pull a sample of Smarties (20) at random from a large packet of Smarties and analyse the sample.
* PowerPoint reviewing key sampling techniques.
* Introduction to questionnaires: students to define and identify what they are.
* Hand of knowledge: students to draw round their hands and write everything they know about questionnaires.
* Discussion of practical, ethical and theoretical issues associated with questionnaires.
* Look at the different types of questionnaires open and closed questions, face to face or postal/email.
* Paper-based starter: students to undertake a task to re-cap practical, ethical and theoretical issues associated with questionnaires (words should be on the board to help and assist).
* Mini whiteboards: teacher provides a list of statements regarding observations and students have to write either true or false on their whiteboard.
* Discussion about the different types: overt, covert, participant and non-participant observation.
* Group work: students to work in groups to look at different observations that have been carried out.
* Students to present findings and research to the rest of the group.
* Students to complete summary grid for observations including practical, ethical and theoretical issues.
* Information sheets about different types of observation (Humphreys – Tea Room Trade, Williams – Cocaine Kids, Patrick – A Glasgow gang observed).
* Paper-based starter: students to review questions about observations covered in the last lesson.
* Discussion about different types of interviews unstructured, structured, semi-structured, group.
* Sort card activity: sort cards that have either a strength or limitation written on them. Students have to sort into a pile for either strengths or limitations .
* Students to create an interview schedule to ask students about their experiences of homework at school/college. Students to carry out interviews in pairs.
* Discussion about practical, ethical and theoretical issues associated with interviews.
* PowerPoint the teacher delivers answers to a number of questions via PowerPoint. The students have a list of questions and they have to work out which one the answer relates to.
* Students to prepare a plan for the essay which they will complete for homework.

**Week 3**

**Specification links**

Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents, and official statistics.

**Specification content**

* Research methods – statistics.
* Research methods – documents.
* Research methods – experiments.
* Research methods – exam technique.

**Learning outcomes**

* Identify the different types of statistics.
* Explore the strengths and limitations of statistics.
* Review the practical, ethical and theoretical issues associated with statistics.
* Establish the different types of documents that exist.
* Recognise how to carry out content analysis.
* Consider the strengths and weaknesses of documents.
* Review the different types of experiments that exist.
* Assess the strengths and limitations of experiments.
* Summarise the practical, ethical and theoretical issues associated with experiments.
* State the practical, ethical and theoretical issues associated with each method.
* Prioritise key exam skills needed.
* Develop exam technique.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: the strengths or limitations of interviews.
* PowerPoint introduction to statistics. Note-taking on the different types available.
* Opinion finder students to work independently to find people’s views/ideas on statistics – differentiation.
* Group work: students to work independently to identify people's views on statistics.
* PowerPoint review of statistics.
* Discussion about the dark figure of statistics.
* Review practical, ethical and theoretical issues associated with statistics.
* Discuss feminist and Marxist views of statistics.
* Discuss different types of documents.
* Extension: student to think of as many types of documents, public, private and historical documents, that they would find in education.
* Class discussion about content analysis.
* Students to annotate and carry out content analysis on a newspaper article. Discuss strengths and limitations of content analysis.
* If this is the answer what is the question? Students provided with answers and they have to identify the questions that matches the answer.
* Stand up, sit down: students to stand up and take it in turns to recall information. They can sit down once they have recalled a piece of information.
* Paper-based starter: practical, ethical and theoretical issues associated with documents (words on the board to assist students and students complete a summary grid).
* Review different types of experiments lab, field and comparative method.
* Discuss practical, ethical and theoretical issues associated with experiments.
* Experiment with chocolate. Discuss key ideas and concepts.
* Re-cap work on Jane Elliot’s Blue Eyes/Brown eyes experiment with class discussion and questions.
* Board work comparative method: attendance and achievement.
* Board work strengths and limitations summary. Students to work in groups and take it in turns to write as many strengths and limitations on the board.
* PowerPoint statements practical, ethical and theoretical issues re-cap. Emphasise the importance of knowing the PET for each research method.
* Students to complete A3 summary sheet of all the different research methods carousel and group work looking at differentiated resources.
* Scoopit quiz available on this topic.

**Week 4**

**Specification links**

Students must be able to apply sociological methods to the study of education.

**Specification content**

Methods in context.

**Learning outcomes**

* Develop an understanding of how sociologists research education.
* Examine some of the problems that sociologists may find carrying out research into education.
* Apply methods to context.
* Identify issues of access in to educational establishments.
* Explore power relationships within school.
* Examine legal frameworks and the different settings that exist within schools.
* Apply research methods to the classroom.
* Explore key issues in researching teachers.
* Examine key issues in researching students.
* Examine key issues in researching parents.
* Develop exam technique.
* Review key application skills.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: students asked questions about researching education.
* Look at different areas in education that can be researched schools, classrooms, parents, teachers and pupils.
* Start to look at PET issues and problems sociologists may have when researching education.
* Students complete a summary sheet with all the methods on link to what sort of topics/issues they can use to study.
* Paper-based starter: questions on exam technique for the methods in context question.
* Class summary discussion.
* Pair work: students to create their own research project which should link to asking students questions about their study skills/homework planning and discussion.
* Paper-based starter summary grids of different groups/areas you can research.
* Re-cap exam technique focusing on the classroom.
* Presentation to the group about how they would carry out their research and to study skills.
* Students to think about researching teachers what do they want to know about teachers (link to work-life balance, responsibilities, career path).
* Students to write down questions. Question time to interview the teacher.
* Reinforce to the students that they will be rewarded for discussing their own research if it links to the topic and context in this question. Refer to the issues in researching students.
* Paper-based starter: consider the methods in context exam question - essay planning.
* Timed assessment 'using material from Item B and your knowledge of research methods, evaluate the strengths and limitations of using self-completion written questionnaires to investigate unauthorised absences from school’ (20 marks).
* **Homework**: Creative research project. Students carry out the research proposal that they had presented to the group in the earlier lesson.

**Week 5**

**Specification links**

The significance of educational policies, including policies of selection, marketisation and NC privatisation and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of education; NC the impact of globalisation on educational policy.

**Specification content**

* Exam technique.
* Introduction to education and policy.
* Policy.

**Learning outcomes**

* Identify key topics to be studied in education.
* Develop an understanding of exam technique.
* Assess the similarities and differences between the AS paper and the A-level paper.
* Review exam technique.
* Establish a timeline of UK educational policy.
* Develop an understanding of the key educational policies.
* State the meaning of marketisation.
* Explain what is meant by parentocracy.
* Consider key policies that encourage marketisation.
* Review Education Reform Act.
* Discuss New Labour policies.
* Evaluate the key policies that seek to reduce diversity.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: teacher provides information about the topics to be studied as part of the education unit (policies, functionalism, Marxism, New Right, gender, class and ethnicity).
* A-level exam technique. A-level Paper 1 (7192/1) has a 4 mark question, a 6 mark question, a 10 mark question with an item ‘applying material from Item A, analyse’; and a 30 mark question with an item ‘Applying material from Item B and your knowledge, evaluate’. 50 marks are available in total.
* Discuss how they will be answering a mixture of questions and A-level style questions will be used to extend knowledge and exam skills.
* Reinforce to students that exam skills are the same throughout the units ie a two mark ‘define’ question requires the same skills, no matter what topic they are asking about.
* Paper-based starter: re-cap exam technique. Students have to unpick exam commands and state what each exam command means.
* Look at key aims of educational policy: economic efficiency, raising educational standards, creating equality.
* Pair work: students given a sheet with a policy on. Students to work out what it is (use policies they may be familiar with, for example, AimHigher, Education Action Zones, Specialist Schools, Academies, raising school leaving age).
* Discussion as a group the different policies.
* Timeline of policies students to create a time line of the key policies discussed.
* Discussion of key educational policies prior to Education Act 1988-1944 and Comprehensive system 1965 but do not focus heavily on these. This is just to give them an understanding of historical policy.
* Look at equality of educational opportunity and discuss the four dimensions outlined by Gilbourn and Youdell : outcome, access, participation and circumstance.
* Paper-based starter: review of policies.
* Meerkat advert: unpick the purpose of the meerkat advert and ‘the compare the market company’, looking at consumers having the power, that companies have to offer the lowest car insurance and the best deal so that people will buy from that company. Discuss how they would offer things like no claims bonus and cheaper insurance to incentivise people to use them. Discuss competition. Link this to the Education Reform Act 1988.
* Unpick the key ideas of this Act competition, parentocracy, reducing state control, market forces, league tables, Ofsted, formula funding, open enrolment, admissions policies.
* Extension ask students to identify problems of the Education Reform Act 1988.
* Quick quiz on key issues.
* Paper-based starter: key concept review.
* Review the problems of the Education Reform Act myth of parentocracy and the reproduction of inequality. Discuss work of Ball and Whitty.
* Review and discuss New Labour policies that seek to reduce inequality but also promote choice and diversity.
* Look at policies relating to addressing inequalities between gender and ethnicity.
* **Homework:** Outline three reasons why government education policies aimed at raising educational achievement among disadvantaged groups may not always succeed (6 marks).
* Creative piece pick a policy looked at so far and create a visual representation/mood-board of that policy.

**Week 6**

**Specification links**

The significance of educational policies, including policies of selection, marketisation and privatisation and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of education; the impact of globalisation on educational policy.

**Specification content**

* Policy.
* Social policy.

**Learning outcomes**

* Review policies that relate to gender and ethnicity.
* Develop an understanding of recent government initiatives: free schools, academies, curriculum 2015.
* Review key policies and develop exam technique.
* Review privatisation policies.
* Develop an understanding of how globalisation affects education.
* Assess the impact and significance of key education policies.
* Review all knowledge.
* Identify key concepts associated with policy.
* Develop exam technique.
* Develop an understanding of the skills needed for short answer questions.
* Identify skills needed for a 20 mark ‘Applying material from Item B and your knowledge, evaluate’ question.
* Identify skills needed for a 30 mark ‘Applying material from Item B and your knowledge, evaluate’ question.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: cloze activity on the review of policies that seek to reduce inequality between different genders and ethnicities eg GIST, WISE, multicultural education.
* Research task: students to independently research governmental changes with particular reference to the last set of changes to the A-level system.
* Discuss free schools and academies and look at the strengths and weaknesses of these.
* Read page 96-98 in Browne textbook and examine key features of privatisation.
* Extension: *Sociology Review* article ‘How long should young people remain in school?’ Volume 22 Issue 2.
* Paper-based starter: students complete questions about privatisation policies.
* Review of what globalisation is.
* Ask students to work in pairs to thought shower what impact globalisation has had on education.
* Look at the two main ways globalisation has impacted on education and educational policy:
	+ privatisation and marketisation of education
	+ international comparisons.
* Read page 94-96 of Browne textbook and make notes.
* Discuss globalisation within higher education.
* Read page 82-84 of Chapman textbook and make notes.
* Read page 86-88 of Bown textbook and make notes.
* Mind map all key policies and revise them for a quick test.
* Quick test summary of policies.
* Paper-based starter: word search. Re-cap of key concepts and policies.
* PowerPoint overview looking at different governments and their educational policies – Conservative (1979-97), Labour (1997-2010), Coalition (2010-2015) and current Conservative government.
* Read *Sociology Review* article Vol 25 Issue 4 April 2016 ‘The return of grammar schools’ and make notes.
* Students to create record cards for all key policies AO1 on one side and AO3 evaluation on the other side.
* Paper-based starter students provided with a list of questions on short answer questions for them to complete.
* Short answer question generator: students create a number of their own short answer questions and write them down on a piece of paper. Students to work in pairs and answer their partners short answer questions.
* Identify the skills needed for a 20 mark question and 30 mark question with an item.
* Plan essay that will be completed for homework.
* Extension: online resource ‘Education Policy Outlook Highlights United Kingdom’. This webpage is an extract from the Organisation for Economic Co-operation and Development (OECD) profile page for the UK. It gives a summary of the educational context of the UK, the key policy issues and recent policy responses. There are clickable links to new policies. It is good for looking at contemporary educational policies. There are also performance tables showing how the UK compares to other countries.
* **Homework:** AS exam technique Applying material from Item B and your knowledge, evaluate question relating to social policy (30 marks).
* Scoopit quiz available on this topic.

**Week 7**

**Specification links**

The role and functions of the education system, including its relationship to the economy and to class structure.

**Specification content**

* Functionalism.
* New Right.

**Learning outcomes**

* State functionalist views on the family.
* Establish Durkheim’s views on the role of education.
* Summarise key concepts associated with Durkheim’s work – social solidarity and specialist skills.
* Assess the work of Durkheim.
* Examine the views of Parsons and his work on meritocracy.
* Identify the work of Davis and Moore.
* Compare and contrast the work of Durkheim, Parsons and Davis and Moore.
* Criticise functionalism.
* Assess the value of the functionalist approach.
* Review the New Right theory.
* Elaborate on the New Right’s views on the education system.
* Develop critique of New Right.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Re-cap and review questions on functionalism and the family.
* Wordstorm ideas about what functionalists think about education. Round the room questioning.
* Discussion of Durkheim’s work on social solidarity and specialist skills.
* Complete activity list all the things school taught you that prepared you for working life, linking to specialist skills.
* Definition cards complete definition cards for key concepts: social solidarity, specialist skills, functional prerequisites, hidden curriculum, social mobility.
* Check partner’s definitions.
* Discuss how the work of Schultz and human capital. Link to how investing in people is vital for the economy.
* Paper-based starter: students complete a crossword. Questions on Durkheim and Schultz.
* Design a merit badge stickers.
* Unpick ideas about what merits are link to meritocracy and the key beliefs of Parsons.
* PowerPoint universalistic and particularistic standards.
* Sort students into different jobs and then ask them to arrange themselves in order of status, how hard they work and then how much money they earn see if the students change order after each turn. Use labels to sort into jobs.
* Discuss key notions of Davis and Moore.
* Summary grid four main theories.
* Paper-based starter: Durkheim, Schultz, Parsons and Davis and Moore.
* Record card summaries for four theories or posters to demonstrate the four theories.
* Discuss criticisms of the functionalist views on education.
* Complete concept grid paired definitions. Students to work in pairs to create definitions.
* Paper-based starter: three word summary concept grid.
* Review of the New Right view on education.
* Discuss the work of Chubb and Moe.
* Link to policy and marketization.
* Compare and contrast with functionalism.
* Complete questions about the New Right.
* Plan essay to do in timed conditions.
* Outline and explain question in relation to the New Right (10 marks).
* **Homework:** revision revise research methods.
* Extension: make notes on functionalism and the New Right from the BSA Discover Sociology website.
* Scoopit quiz available on this topic.

**Week 8**

**Specification links**

The role and functions of the education system, including its relationship to the economy and to class structure.

**Specification content**

* Marxism.
* Postmodernity.

**Learning outcomes**

* Describe Marxism and their views.
* Develop an understanding of Marxist views on education.
* Consider the work of Althusser.
* Review Althusser’s work on Ideological State Apparatus and Repressive State Apparatus.
* Examine the work of Bowles and Gintis.
* Explore the notion of the correspondence principle.
* Review the correspondence principle and the hidden curriculum.
* Outline the work of Willis.
* Develop an understanding of Neo-Marxism.
* Review key Marxist theorists.
* Explore key criticisms of Marxism.
* Develop exam technique.
* Review key Marxist theorists.
* Identify postmodern views of education.
* Develop exam technique.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: review questions for Marxism and general theory/family.
* Mind map and review family and Marxism.
* Give overview of education and Marxism.
* Introduction to Althusser.
* Quick quiz re-cap and summary of Althusser.
* Examine the work of Bourdieu. Identify how education reproduces class inequality and link to habitus and cultural capital.
* Examine the work of Illich and Friere. Look at how schools can be seen as repressive institutions.
* Paper-based starter: pictures and concepts to review the key word looked at last lesson.
* Watch clip Educating Yorkshire.
* Ask students to write a list of how schools prepare individuals for working life.
* Board work students to write down the list.
* Examine Bowles and Gintis.
* Discuss the hidden curriculum and the myth of meritocracy.
* Methods link discussion of Bowles and Gintis’s research – personality traits questionnaires.
* Review Willis’s study discussion of neo-Marxism. Focus on key aspects of indoctrination and the way in which the lads resisted this indoctrination to form a counter culture.
* Methods link discussion of the methods that Willis used – group interviews.
* Complete review grid of main theorists.
* Paper-based starter: a number of answers to questions are given to the students and the students have to identify what the matching question is.
* Review Willis and discuss Neo-Marxism.
* A number of statements given: Willis, Illich, Friere, Bourdieu, Althusser or Bowles and Ginits. Students consider who made which statement.
* Discuss Marxist critique.
* Students complete Venn diagram Marx versus functionalism.
* Word search to re-cap and discuss main terminology.
* Paper-based starter: recap from last lesson using a Venn diagram which was completed in the previous lesson.
* PowerPoint definitions with the concepts.
* Plan essays for the 20 and 30 mark questions.
* **Homework:** applying material from Item B and your knowledge, evaluate question relating to Marxism (30 marks). All to complete this.
* Scoopit quiz available on this topic.
* Paper based starter: recap Venn diagram.
* PowerPoint definitions with the concepts.
* Plan essays.
* Round the room recall of postmodernity.
* Discuss how Marxism and functionalism could be seen as outdated eg class divisions seen by some as less significant.
* Discuss how the economy has changed and education has changed to meet the needs of a global workforce. There is now lifelong retraining as there is rapid technological change.
* Examine how education has become more diverse in a global, postmodern world. Make links to policy and marketisation, highlight choice and consumer power.
* Discuss how there’s now a range of different qualifications and training available within the education sector which encourages diversity.
* Discuss education for adults and link to how there has been a greater use of flexible and distance learning and a vast range of flexible and distance learning with a vast range of courses available. Link to how education is no longer separate from other areas of life as it has become integrated into leisure and work, with different meanings given to those taking up adult education.
* Read page 12 in Chapman textbook.
* Read page 54-55 Browne textbook.
* **Homework:** Applying material from Item B and your knowledge, evaluate question (30 marks)
* Extension: online resources from Revise Sociology. This website contains notes on functionalism plus links to New Right and Marxism, a useful resource for learning or revising these perspectives.
* Ken Robinson: ‘RSA Animate Changing Education Paradigms’. This video (11 mins) is a wide ranging overview of the education system, its effects on individuals and its role in society, in the form of a voiceover lecture and cartoons. It deals with many key concepts and issues such as globalisation, class differences, the Enlightenment, attention deficit hyperactivity disorder (ADHD) and standardised testing, the functions of education, schools as factories and much more.

**Week 9**

**Specification links**

Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.

**Specification content**

Class – external factors.

**Learning outcomes**

* Examine key trends in relation to class differences in education.
* Develop an understanding of external and internal factors.
* Determine the key external factors.
* State key trends.
* Explain how cultural deprivation impacts achievement.
* Explore notions of intellectual development, language and attitudes and values.
* Discuss the work of Douglas, Bernstein and Sugarman.
* Develop an understanding of material deprivation.
* Investigate key aspects of material deprivation housing, diet and health and financial support.
* Compare and contrast cultural and material deprivation.
* Examine notions of cultural capital.
* Discuss the work of Bourdieu.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: students answer questions on ‘what is social class?’
* Students complete key trends sheet analyse data and summarise trends.
* Board work: external vs internal. Students to copy on A3 paper.
* Group discussion about these factors. What do they mean?
* Introduce the main external factor: cultural deprivation, material deprivation and cultural capital.
* Define deprivation with definition on a PowerPoint.
* Paper-based starter: review a grid on key trends.
* Create a summary poster revision of each theory: intellectual development, language and attitudes and values.
* Watch Sesame Street start to discuss compensatory education - counting with The Count or the ABC song with Elmo.
* Paper based starter: students complete a summary grid.
* Discuss compensatory education, linking back to Sesame street.
* Outline work of Keddie as a critique.
* Review key material.
* PowerPoint on material deprivation.
* Outline key points about housing, diet and health and financial costs of education.
* Look at the costs of a ‘free’ education.
* Discuss catchment areas.
* Watch clip from the History boys and refer to cultural capital. Discuss how students are missing out on cultural capital because they are only reading the information in textbooks whereas rich people can afford to go and experience these things and therefore have a better experience of the events at hand.
* Refer to private schools and talk about the enrichment opportunities they have eg volunteer work in Africa etc.
* Extension article *Sociology Review* ‘Cultural Capital’ 2013.
* Paper-based starter: students are provided with a number of statements and they have to state whether they are true or false.
* Cut and stick activity cultural deprivation versus material deprivation.
* Discuss the work of Bourdieu and the different types of capital.
* Students to create ten question quiz on external factors.
* Students complete a concept grid.
* **Homework:** to create revision cards on all the methods.
* Scoopit quiz available on this topic.

**Week 10**

**Specification links**

Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society, relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil subcultures, the hidden curriculum, and the organisation of teaching and learning.

**Specification content**

Class – internal factors.

**Learning outcomes**

* Review external factors.
* Develop an understanding of internal factors.
* Explore notions of labelling in primary and secondary schools - Becker, Rist, Keddie.
* Recall the work of Becker, Rist and Keddie.
* Examine the work of Jacobson and Rosenthal.
* Identify notions of the self-fulfilling prophecy.
* Summarise the work of Jacobson and Rosenthal.
* Explore pupil subcultures – pro and anti-school subcultures.
* Elaborate on the marketisation and selection processes.
* Review all internal theorists.
* Compare and contrast key internal theories.
* Develop an understanding of the key theorists.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: questions to re-cap on external factors.
* Internal versus external factors review.
* Discussion of interactionist view key ideas.
* Ray Rist discussion of key study.
* Review how teachers used information about children’s home background and appearance to place them in separate groups
* Self-reflection and review of Ray Rist’s study.
* Extension: apply what has been considered to British schools.
* Paper-based starter: questions on labelling and the ideal pupil.
* Discussion of Becker’s work and the ideal pupil.
* Discussion of Keddie’s work on high and low status knowledge.
* Review of the labelling process and self-fulfilling prophecy.
* Refer to Jane Elliott’s study.
* Paper-based starter: crossword.
* Discussion of key concepts.
* Focus on Lacey’s work on pro and anti-school subcultures.
* Discussion of the educational triage and selection policies linking to policy topic.
* Discussion of banding, setting and streaming and how these processes have a significant impact on educational achievement.
* Theory cards: students to select which theories they want to use and complete theory card summaries for each theory.
* Present one of the theory cards to the group.
* Paper-based starter: three word summary grid for all key theorists.
* Statements on a sheet of paper and students have to identify whether they are strengths or weaknesses.
* Matched pairs definitions concepts.
* Evaluation of internal school factors eg over-deterministic, lack of focus on distribution of power in society, external factors.
* Plan essay for assessment.
* **Homework**: applying material from Item B and your knowledge, evaluate question relating to social class and labelling (30 marks). All students to complete.
* Scoopit quiz available on this topic.

**Week 11**

**Specification content**

Exam technique.

**Learning outcomes**

* Review key content.
* Compare and contrast external versus internal factors.
* Develop exam technique.
* Identify key requirements for exam.
* Identify key requirements for A-level exam.
* Identify key requirements for methods in context question.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: questions on exam technique.
* A3 summary sheet external versus internal.
* Consider short answer questions.
* Make revision notes.
* Specimen assessment materials.
* Example student responses on Centre Services.
* A-level exam technique paper-based starter: questions about A-level Paper 1 (7192/1) (education section only).
* A-level exam technique: exam tips for A-level Paper 1 (7192/1).
* A-level exam technique: essay planning for the Sample A-level Paper 1 (7192/1).
* Paper-based starter: questions about the methods in context question.
* Exam tips for the methods in context question.
* Essay planning for the methods in context question.

**Week 12**

**Specification links**

Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.

**Specification content**

Gender.

**Learning outcomes**

* Investigate the gender gap in achievement.
* Review key trends and patterns.
* Summarise key external factors: changes in the family, impact of feminism, changes in women’s employment and changing ambitions.
* Demonstrate an understanding of the key external factors.
* Explore key internal factors: equal opportunities policies, role models, selection and league tables, teacher attention.
* Analyse these factors.
* Review external versus internal factors.
* Examine reasons for differences in subject choice.
* Analyse these factors.
* Explore differences in gender identity.
* Develop exam technique.
* List key concepts.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: questions on key trends and graphs.
* Board work external versus internal.
* Sue Sharpe pictures of love, marriage, career, money and babies. Students have to rank in order of importance (actually carrying out Sue Sharpe’s study about women). Question the students on their choices.
* Review work of Sharpe: methods link. Longitudinal study comparing over a set time period.
* Explore notions of feminism, employment and family changes.
* Review and link to gender roles within families topic.
* Discuss changing ambitions.
* Paper-based starter: students complete a summary grid.
* PowerPoint overview of internal factors.
* Pyramid ordering of factors summary.
* Discussion about boys and educational underachievement.
* Gender and Education article MythBusters Addressing Gender and Achievement Myths and Realities. Department for Education.
* Paper-based starter: external or internal factors and review of key factors.
* Summary discussion of gender and subject choice looking at key trends at various points in education.
* Discussion of key factors and reasons for trends.
* Look at the most important factors prioritise and discuss how this can be used to demonstrate good exam technique.

**Week 13**

**Specification links**

Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society.

**Specification content**

Ethnicity.

**Learning outcomes**

* Examine differences in ethnic achievement.
* Explore external and internal factors for differences in ethnic achievement.
* Analyse key reasons.
* Explore notions of cultural deprivation.
* Discuss intellectual and linguistic skills, attitudes and values and parental skills.
* Explore differences between different ethnic groups.
* Identify material deprivation and class as an external factor.
* Examine racism as an external factor.
* Understand the key internal factors affecting ethnic differences.
* Summarise external factors.
* Explore key internal factors - labelling and teacher racism, ethnocentric curriculum and institutional racism.
* Understand pupil responses and subcultures and selection and segregation as key reasons for ethnic differences.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: graph and questions on trends.
* Review key external factors material deprivation, cultural deprivation and racism.
* Discussion about how there are differences between each ethnic group and that ethnicity should not be treated as one homogenous group.
* Complete A3 summary grid to fill in external factors.
* Discuss which factors are the most important.
* Paper-based starter: cloze activity summary.
* Read textbook to look over external factors and also to introduce internal factors that impact educational achievement between different ethnic groups: labelling and teacher racism, pupil responses and subcultures, ethnocentric curriculum, institutional racism, selection and segregation.
* PowerPoint summary of all key factors.
* Pyramid of factors assess key factors.
* Short answer question outline three ways in which the organisation of schooling may be ethnocentric (6 marks).
* Paper-based starter: questions to review.
* Dominoes key concepts students to match up concept to definition on domino cards. Dominoes should fit in to a square shape.
* A3 summary sheet to fill in for all key factors make explicit the differences between each ethnic group.
* Link to policy and discuss policy aimed at targeting different ethnic groups to raise achievement.
* Link to gender and class.
* Extension: make notes from the BSA Discover Sociology website on ethnicity and education.
* Extension: read *Sociology Review* article ‘They did well, but not Asian well’ Volume 24 Issue 2 November 2014.
* Paper-based starter: students answer questions to re-cap.
* Plan essay from Specimen A-level Paper applying material from Item A, analyse two reasons why pupils from some minority ethnic groups achieve above average results in centres (10 marks).
* Re-cap knowledge.
* **Homework:** methods in context question (20 marks) and revision activities, A3 Summary sheet Education topics, A-Z concepts.
* Scoopit quiz available on this topic.

**Term 3**

**Week 1**

**Specification links**

Consensus, conflict, structural and social action theories.

**Specification content**

* Exam technique.
* Theory – functionalism and the New Right.
* Theory – Marxism.
* Theory – feminism.

**Learning outcomes**

* Review key content of A-level Paper 1 (7192/1).
* Examine key knowledge.
* Develop exam technique.
* Review structure versus action.
* Examine key functionalist concepts.
* Outline work of Parsons, Durkheim, Merton.
* Review Functionalism.
* Examine key Marxist concepts.
* Outline work of Marx, Gramsci and Althusser.
* Review Marxism.
* Identify four types of feminism.
* Examine key concepts of feminism.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: students answer questions on A-level paper 1 (7192/1).
* Look over technique and instructions for this paper 120 minutes, 80 marks.
* Review education section and structure 4 questions Outline two [4 marks]; Outline three [6 marks]; Applying material from Item A, analyse [10 marks]; and Applying material from Item B and your knowledge, evaluate [30 marks].
* Review methods in context section and structure 1 question [20 marks].
* Review theory and methods section and structure 1 question [10 marks].
* Introduction and discussion about what theory constitutes explain to students that the next four weeks will be used to develop an understanding of theory as this will also be assessed in A-level Paper 3 (7192/3).
* Paper-based starter: cloze activity and review of functionalism.
* Activities and discussion recapping what they know already about functionalism.
* Key concepts review value consensus, stability and socialisation, introduce AGIL.
* Exam technique look at a 10 mark question – Outline and explain about functionalism.
* Look at internal critique using Merton.
* Develop external critique of functionalism.
* Quick quiz questions to recap theory.
* Develop synoptic links and embed education and family.
* Develop links between functionalism and New Right (similarities and differences) use a Venn diagram for this purpose.
* Discussion of New Right’s central views.
* Examine the key work of Murray.
* Make links to the New Right and education and family. Identify how they view society and make explicit links to social policy.
* Evaluate the New Right perspective.
* Paper-based starter: re-cap activity to review functionalism.
* Students to list as many words to describe Marxism. Think, pair, share.
* Mini whiteboard: ‘what do the words mean?’ Words provided to students and they identify their meaning.
* Discuss key features of Marxism: historical materialism, class conflict, exploitation, capitalism, ideology, class consciousness.
* Exam technique look at 10 mark question – outline and explain about Marxism
* Develop synoptic links and embed: education and family.
* Identify different types of Marxism and stretch most able eg structural and humanistic Marxism.
* Evaluation of Marxism.
* Paper-based starter: re-cap activity. Venn diagram on Marxism versus functionalism.
* Students complete a review grid Marxist, liberal, radical, difference, intersectionality.
* Review of key concepts and ideas.
* Introduce and discuss post-structural feminism.
* Exam technique look at a 10 mark question –Outline and explain about feminism and identify how future exam questions may look.
* Develop synoptic links and embed: education and family.
* **Homework:** A3 summary sheet of Marxism, feminism and functionalism to complete. Outline and explain question on feminism (10 marks).

**Week 2**

**Specification links**

* Consensus, conflict, structural and social action theories.
* The relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’; The relationship between theory and methods
* Debates about subjectivity, objectivity and value freedom.

**Specification content**

* Theory – social action.
* Theory – positivism and interpretivism.
* Theory – objectivity and values.

**Learning outcomes**

* Review structure versus action.
* Identify key concepts associated with action perspectives.
* Explore work of Mead, Blumer, Labelling theory and Goffman.
* Review action theories.
* Develop understanding of Phenomenology and Ethnomethodology.
* Examine Giddens and structuration theory.
* Know the main features of positivism.
* Understand the main features of interpretivism.
* Identify how theory guides social research.
* Identify what values are and how they influence the research process.
* Explore how funding impacts research.
* Develop an understanding of positivism, Weber and committed sociology.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: re-cap activity of Marxism, feminism and functionalism.
* Post-it note: define free will versus determinism. Recap and link to Adjustment Bureau film. If sufficient time, you could watch the whole film.
* Board work A3 summary sheet on structure versus action.
* Outline the work of Weber and social action theory.
* Discussion: work of Mead and Blumer and explore key concepts the role of the other, significant other, generalised other, interpretive phase.
* Summarise first year work interactionism and labelling.
* PowerPoint on labelling note-taking.
* Summarise labelling theory on a label.
* Discuss Goffman and introduce Ket concepts: impression management, dramaturgical model. Use Facebook to consolidate ideas – front stage and back stage.
* Paper-based starter: re-cap activity of statements Mead, Blumer and Goffman.
* Cut and stick pictures to represent each interactionist.
* Evaluate critique of interactionism.
* PowerPoint introduction to phenomenology and ethnomethodology.
* Discussion of key concepts: typifications, indexicality, reflexivity, common sense knowledge.
* Summarise Giddens bridge picture discussion of bridging gap between structure and action.
* Exam technique look at 10 mark question – outline and explain about interactionism.
* Paper-based starter: summary grid on three words for action perspectives.
* Students complete a quick quiz structure versus action.
* Positivism and interpretivism students complete summary sheets. PowerPoint key words to help fill in the summary sheets.
* Exam technique look at 10 mark question – outline and explain about positivism.
* Discuss the role of the social researcher as a career pathway.
* Paper-based starter: positivism versus interpretivism re-cap.
* PowerPoint what are values? How/why may they influence research?
* Discussion objectivity versus subjectivity.
* Note-taking positivism versus interpretivism.
* Scenarios looking at funding and objectivity linking to examples.
* Review the different views of whether sociology can and should be objective or value free eg classical sociology, value neutrality, committed sociology; relativism.
* Exam technique look at a 10 mark question – outline and explain about objectivity and values.
* **Homework:** outline and explain question about interactionism (10 marks).
* Students to complete a summary sheet about social action theory, positivism, interpretivism and objectivity to complete.

**Week 3**

**Specification links**

* The nature of science and the extent to which sociology can be regarded as scientific.
* The relationship between sociology and social policy.
* The concepts of modernity and postmodernity in relation to sociological theory.

**Specification content**

* Theory – Science.
* Theory – Social Policy.
* Theory – Globalisation and Postmodernity.

**Learning outcomes**

* Identify what science is and the similarities between science and sociology.
* Examine the work of Popper.
* Understand the work of Kuhn.
* Examine the impact of sociology on social policy.
* Develop an understanding of theoretical views on social policy.
* Understand key policies affecting the family, education and criminal justice system.
* Develop an understanding of modern theories and how they view society.
* Explore the key foundations of globalisation.
* Identify how globalisation has changed society.
* Examine societal change.
* Develop an understanding of a postmodern society.
* Evaluate whether we are in fact in a postmodern world or in late modernity.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Paper-based starter: scientific statements – what is science?
* Suicide case study. Sociology as a science – Durkheim.
* Link to positivism and interpretivism.
* Complete summary grid.
* Students given questions on Popper and Kuhn to work through.
* Discuss Realism.
* Review the different views of the natural sciences, eg Popper, Kuhn, realism, and implications for sociology’s scientific status.
* Exam technique: Outline and explain two arguments against the view that sociology is a science (10 marks) A-level Paper 1 (7192/1).
* Paper-based starter: students answer quick questions on science.
* What is policy? Wordstorm.
* Discuss the influence of sociology on social policy.
* Market place work going over all the key theoretical perspectives and their views on policy:feminism (radical and liberal views), Marxism, functionalism, New Right and Social Democratic views.
* Students complete a grid. Teacher provides assistance with part of the grid completed on the board.
* Identify significant policies that have impacted society and look at the main political parties and their ideologies.
* Discuss the role of politics and the political system in terms of career pathways.
* Exam technique look at 10 mark question – outline and explain about policy.
* Paper-based starter review policies.
* A3 summary sheet students to complete a summary sheet that identifies the key concepts students to work independently.
* Review sheet to summarise changes in society.
* Discussion of modern and postmodern societies.
* A3 summary sheet.
* Paper based starter: exam questions about the 30 mark questions on the A-level papers.
* PowerPoint late modern society.
* Discuss Marxist views of postmodernity.
* Exam technique: look at a 10 mark question – outline and explain about postmodernity and identify how such a question may be worded.
* White board quiz to recall all topics the students could get asked a question on for A-level Paper 1 (7192/1) Theory section.
* **Homework:** *Sociology Review* article and comprehension work – ‘Do we live in a McDonaldised society?’ (Volume 23, Issue 1).
* Creative piece: interactionism or postmodernity. Visual representation of either interactionism or postmodernity.

**Week 4, 5 and 6**

**Specification content**

Review of theory.

**Learning outcomes**

* Identify key topics associated with theory.
* Develop an understanding of the requirements of the theory section in A-level Paper 1 (7192/1).
* Evaluate key perspectives.

**Suggested timing**Time dependent.

**Possible teaching and learning activities**

* The following depends on the time available to each centre as different centres will have different term times.
* Further work could include:
	+ More consolidation of key theories spend longer on each topic and go into more depth to prepare them for theory in the second year of the A-level.
	+ Students to create revision packs for the key theories. Independent work. Students to work in pairs/groups. One group complete one theory and all theories will be completed. Teacher to create pack and email it around.
	+ Students to complete further reading: article pack of relevant articles.
	+ Develop technique for theory section on A-level Paper 3 (7192/3). Show how they will be required to answer a longer style question ‘applying material from Item C and your knowledge, evaluate (20 marks) ‘.
	+ Students to complete timed exam style questions. Peer marking exercises.
	+ Look over AQA marked scripts for sample answers get students to compare and contrast. You could leave the mark on and get students to write and justify why it got that mark.
	+ Start to look at and go over methods to re-cap and prepare them for the theory and methods section in the A-level papers.