# Scheme of work: Global Development

Introduction

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

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

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

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

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

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

Assumed coverage

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

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**Week 1**

 **Specification content**Introduction to the second year course and commitment tasks

**Learning outcomes**

* Reflection on first year.
* Discuss classroom expectations and requirements of course.
* Identify course structure and identify the requirements of all three exams that students will be assessed on.
* Familiarise students with key content in terms of global development.
* Discuss how this forms part of the topics in Paper 2.

Look at the exam structure for paper 2, in terms of the style of questions and the marks available.

**Suggested timing**1 hour

**Possible teaching and learning activities**

* Reflection on first year.
* Discuss classroom expectations and requirements of course
* Identify course structure and identify the requirements of all three exams that students will be assessed on.
* Familiarise students with key content in terms of global development.
* Discuss how this forms part of the topics in Paper 2.
* Students to review global development keywords via a [game to review key concepts and definitions of globalisation](https://revisesociology.com/2017/06/02/globalisation-concepts-definitions/)

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

**Week 2**

**Specification content**

Development, underdevelopment, and global inequality.

**Learning outcomes**

* Define the concept of global development.
* Understand the different perspectives on the causes and extent of global development.
* Define what is meant by global underdevelopment.
* Understand the different perspectives on the causes and extent of global underdevelopment
* Understand what is meant global inequality.
* Understand the different perspectives on the causes and extent of global inequality.
* Apply this understanding and the issues of global development to contemporary societies.
* Apply this understanding of the issues of global underdevelopment to contemporary societies.
* Apply this understanding of the issues of global inequality to contemporary societies.

**Suggested timing**

4 hours 30 minutes

**Possible teaching and learning activities**

* Think, pair, share activity. Students look at pictures of children from different cultures including images of child labour, child starvation, children at a birthday party etc. Students discuss what each image evokes for them and what each image tell us about the global world.
* Watch [video trailer for ‘Tigers are not afraid, a film about the ‘missing street children’ in Mexico, murdered or enslaved to crime gangs.](https://youtu.be/KyoE0mSJXO8)
* Students define development and underdevelopment in their own words.
* Students look at the world wealth calculator and compare the wealth of people around the world to their own (assumed) wealth using the [Income Comparator - WID - World Inequality Database](https://wid.world/income-comparator/)
* True or false exercise on wealth using [Article on 10 facts you should know about poverty](https://www.globalcitizen.org/en/content/facts-about-poverty/)
* Make notes on definitions of development and underdevelopment from page 182, Chapman et al.
* Define terms such as; more economically developed countries (MEDC), less economically developed countries (LEDC), and newly industrialised countries (NIC) [revision article defining development terms](https://revisionworld.com/gcse-revision/geography/development/medcs-and-ledcs) or [Revision article on the development gap](https://www.bbc.co.uk/bitesize/guides/zcg7dxs/revision/1)
* Read the *Geography Review* article: LEDC vs MEDC.
* Card sort exercise to state which countries are in which economic category.
* Define gross national product (GNP) and gross domestic product (GDP) (interchangeable terms in this unit). Students look at and comment on [Global table of GDP](https://www.bing.com/images/search?view=detailV2&ccid=s04WI7jM&id=3373009A09F27FE533A3EEA4795F21A40C797E73&thid=OIP.s04WI7jMJWhlOPrl0824qQHaEK&mediaurl=https%3a%2f%2fi.ytimg.com%2fvi%2f9a-0A6r1E4s%2fmaxresdefault.jpg&cdnurl=https%3a%2f%2fth.bing.com%2fth%2fid%2fR.b34e1623b8cc25686538fae5d3cdb8a9%3frik%3dc355DKQhX3mk7g%26pid%3dImgRaw%26r%3d0&exph=720&expw=1280&q=gnp+of+the+world+graph&simid=608017672851032562&FORM=IRPRST&ck=ADCD51DBA8B4E1DEF24803CAC23A25E3&selectedIndex=8) or use bar chart on page 172 of Bown et al.
* Students are placed into four groups and given one of four issues with using GNP as a measurement of economic growth. They have to argue, and convince the class that their issue is the most important.
* Homework: Read the article Sociology Review, Women’s unequal world
* Extension: Read the [article about GNP/GDP of countries compared to transnational companies.](https://www.investopedia.com/news/apple-now-bigger-these-5-things/)
* Watch the [video on Human Development Index (HDI)](https://hdr.undp.org/data-center/human-development-index#/indicies/HDI)
* Read the [article on Human Development Index](https://hdr.undp.org/data-center/human-development-index#/indicies/HDI)
* Read and make notes on the [article about happiness statistics in Finland](https://www.theguardian.com/world/2022/mar/19/finland-named-worlds-happiest-country-for-fifth-year-running) There was also an Apprentice episode on this in series 15. [Episode of the Apprentice from series 15 which discusses advertising in Finland](https://www.dailymotion.com/video/x7nzfyv)
* Look at the table from Browne, page 97. Compare HDI and gross national income (GNI) for various countries.
* Alternative ways to measure development. Read the article from Chapman et al, page 186 called Burgernomics. Answer the questions attached.
* Read the article from Sociology Review. What is the future for development?
* Students read the article from Bown et al, page 175 and answer questions. Why Asia is probably poorer than we think?
* Extension: read the article from *Sociology Review* on Global Inequality.
* Exam practice: Outline and explain two ways in which development/underdevelopment can be measured. [10 marks]

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education. 2019
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins. 2016
* *Geography Review, LEDC vs MEDC. Vol.26. Issue 2*, Nov 2012.
* *Sociology Review, What is the future for development? Vol.28. Issue 4*, April 2019.
* *Sociology Review, Global inequality. Vol.27. Issue 3*, Feb 2018.
* *Sociology Review, Women’s unequal world. Vol. 24. Issue 1*, Sept, 2014.

**Week 3**

**Specification content**

Development, underdevelopment, and global inequality.

**Learning outcomes**

* Understand and be able to define the development perspective of modernisation.
* Understand and be able to define the development perspective of dependency.
* Understand and be able to define the development perspective from the Marxist approach.
* Analyse the differences between the development perspectives.

**Suggested timing**

4 hours 30 minutes

**Possible teaching and learning activities**

* Definition bingo of key concepts from last week’s lesson.
* Watch [Video on a brief history of modernisation](https://youtu.be/7tE6DCRY7-E)
* Watch [Video on understanding capitalism](https://youtu.be/jcNLEreBwNE)
* Define the concept of free market capitalism using the first two paragraphs from this [Article on definitions and examples of free-market capitalism](https://www.shortform.com/blog/what-is-free-market-capitalism/)
* Students make notes on the five stages of Modernisation from Bown et al, page 177.
* Match the statement to the stage exercise.
* Read this [Article on definitions and examples of neoliberalism](https://www.thoughtco.com/what-is-neoliberalism-definition-and-examples-5072548)
* Students to watch the [video on definitions and examples of neoliberalism](https://www.thoughtco.com/what-is-neoliberalism-definition-and-examples-5072548) and come up with evaluation points for neo-liberalism.
* Students to link the ideas of neo-liberalism to the idea of Parson’s ideas of traditional society holding development back.
* Make notes from [Revision article on modernisation theory](https://revisesociology.com/2017/09/19/modernization-theory/)
* Make notes on the table from Browne, page 106. Five Stages of Development.
* Extension: research Tiger Economies and state how they would not believe in modernisation theories.
* Look at neo-modernism from Chapman et al, page 189
* Evaluation of modernisation theory using ideas from the following:
	+ [article on ethnocentrism](https://cotoacademy.com/japanese-slang-jikochuu-%E8%87%AA%E5%B7%B1%E4%B8%AD/)
	+ [article on kleptocracy](https://www.theguardian.com/uk-news/2015/jul/09/nca-investigate-bribery-claims-biggest-northern-ireland-property-deal)
	+ [article on polarisation](https://www.bbc.co.uk/bitesize/guides/z332sg8/revision/6)
	+ [article on false needs](https://www.thedrinksbusiness.com/2022/06/global-alcoholic-drinks-value-growth-significantly-outpaces-volume-growth/)  [Article on the advantages and disadvantages of modernization](https://www.myayan.com/advantages-and-disadvantages-of-modernization)
* Read the article from Bown et al and answer questions on page 179. The World Bank calls for a new focus in global development.
* Modernisation – positive idea - Make Poverty History campaign. [Article looking at whether the promises made by world leaders during the Make Poverty History campaign were kept](https://www.one.org/us/blog/10-years-after-make-poverty-history-did-world-leaders-keep-these-8-promises/)
* Extension: read the article from Sociology Review- Megacities.
* 5 to 3 to 1 activity: students to write five key points on modernisation, then identify top three points, then create a one sentence summary
* Students recap on mini white boards all they can recall on Marxism and the key concepts.
* Review and re-cap traditional Marxist ideas using a round the room recall.
* Dependency theory - history of imperialism. Students research and draw story boards/time lines from feudalism through to slavery and colonialism and then to 19th century acquisition of territories ie Japan in Korea, France in Vietnam.
* Watch [video about Triangle Trade](https://youtu.be/ypF2Laa8LR0)
* Watch [video about neo-colonialism](https://youtu.be/jP6K9SRJ8XE)
* Students to use map of the world to chart imperialism and areas under United Kingdom control at various times in history.
* Student look at neo-imperialism and read [article about neo-imperialism](https://www.tutor2u.net/politics/topics/neo-imperialism) and [article about America’s cultural role in the world today](https://www.exploros.com/summary/Americas-Cultural-Role-in-the-World-Today)
* Evaluation of dependency theory using [article on definitions and examples of Dependency Theory](https://simplysociology.com/dependency-theory-definition-example.html)
* Questions on assessment objectives: Outline and explain two criticisms of dependency theory. [10 marks]
* Read through and summarise the key skills to develop exam technique.
* Item-based work: key prompts and questions to develop understanding of
* Exit card: questions on theory, to hand in to teacher at the end on modernization and dependency theory.

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education, 2019.
* Browne K, Blundell J and Law P, Sociology for *AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins, 2016.
* Sociology Review, Megacities Vol.22. Issue 3, Feb 2013.

**Week 4**

**Specification content**

Globalisation and the influence it has on cultural, political and economic relationships between societies.

**Learning outcomes**

* Review key beliefs of post-modernism.
* Review idea of neo-liberalism from earlier in the course.
* Understand and be able to define the development perspective from the neo-liberal approach.
* Understand and be able to define the development perspective of environmentalists.
* Understand and be able to define the development perspective of post-development theories.

**Suggested timing**

4hours 30 minutes.

**Possible teaching and learning activities**

* Review of key beliefs of neo-liberalism - key terms match exercise.
* Read the article from Chapman et al, page 197: Boom or Bust? How does this challenge dependency theory?
* Make notes from Bown et al, page 183-84.
* Read [Article explaining the term neoliberalism](https://theconversation.com/what-is-neoliberalism-a-political-scientist-explains-the-use-and-evolution-of-the-term-184711)
* Read the [article by George Monbiot on Neoliberalism](https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot) and make three evaluation points from it.
* Read [article evaluating neoliberalism](https://www.investopedia.com/terms/n/neoliberalism.asp)
* Hand of knowledge review of key beliefs of post-modernism.
* Explain the concepts of metanarrative and individualism.
* Evaluation of Postmodernist theory of development. Ask can it address our problems? Read:
	+ [Article on the world economy in 2023](https://www.theguardian.com/business/2023/jan/05/world-economy-stress-test-2023-inflation-interest-rates-crisis)
	+ [Article on the 14 biggest environmental problems of 2023](https://earth.org/the-biggest-environmental-problems-of-our-lifetime/)
	+ [Article on the limits of Earth's resources](https://www.scientificamerican.com/article/how-much-is-left/)
* Define Environmentalism.
* Watch the [video on sustainable development](https://youtu.be/H7UxssJ5rXU) and make notes.
* Look at these [Search results for the 15 minute city](https://www.bing.com/search?q=15+minutes+city&qs=SC&pq=15+minutes+cituy&sc=6-16&cvid=EC8EA601B3254358B0952867E4917A02&FORM=QBRE&sp=1&ghc=1&lq=0). Is it a solution or an infringement? Read [article on how 15-minute cities will change the way we socialise](https://www.bbc.com/worklife/article/20201214-how-15-minute-cities-will-change-the-way-we-socialise)
* Activism on environmental change. Read [Article about Just Stop Oil](https://www.bbc.co.uk/news/uk-63543307)
* Watch [video of Paul Collier's TED Talk on the bottom billion](https://www.ted.com/talks/paul_collier_the_bottom_billion) about those trapped in stagnating and declining cities.
* Extension: read Sociology Review article- Can Fairtrade reduce global inequality?
* Make notes on post-development theory from Bown et al, page 186.
* Read and apply the article from Sociology Review to Post-development theory- Women’s unequal world.
* Post-it note race: students to work in teams of four and have to write four questions (without answers). They then stick the post-it notes on the board at the front.
* Go through assessment book and look over ‘Applying material from Item B and your knowledge, evaluate’ questions and the skills needed.
* Mind map the different theories of development- colour code for similarities and differences.
* Develop an understanding of AO1, AO2 and AO3.
* Exam practice: Outline and evaluate two factors, according to modernization theorists, that impede development. [10 marks]
* Exam practice: Evaluate dependency theory of development. [20 marks] (June 2018 paper 2)
* Exam practice: Evaluate modernisation theory of development. [20 marks] (June 2021 paper 2).
* Review of how to answer the different style exam question.
* Glossary: students update glossary of key words and phrases from the topic so far using this [online dictionary of sociology terms](https://sociologydictionary.org/)

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education, 2019.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins, 2016.
* *Sociology Review, Can Fairtrade reduce global inequality? Vol. 29. Issue 4, April 2020.*
* *Sociology Review, Women’s unequal world. Vol. 24. Issue 1*, Sept 2014.

**Week 5**

**Specification content**

Globalisation and the influence it has on cultural, political and economic relationships between societies.

**Learning outcomes**

* Define the concept of globalisation.
* Understand how globalisation influences and impacts upon the cultural, social and economic relationships between societies.
* Understand the concepts of political globalisation, cultural globalisation and economic globalisation.
* Analyse the impact that political, economic and cultural globalisation has had on different societies.

**Suggested timing**4 hours 30 minutes

**Possible teaching and learning activities**

* Cloze activity looking at the definitions of globalisation.
* Watch [video explaining globalisation in basic detail](https://youtu.be/JJ0nFD19eT8)
* Think, pair, share on positives and negatives of globalisation. Different colour post it placed around the room, one colour for positive and one for negative. Students look at each other’s post-it notes in the room.
* Carousel activity on the causes of globalisation: in small groups students look at the various causes and add notes to an A3 sheet before moving onto the next table/A3 sheet/cause. Examples are added to the sheets.
* Read the [article about 15 movies that made drastic changes for a Chinese audience](https://screenrant.com/movies-changed-for-china/#transformers-age-of-extinction) and explore examples where Hollywood films had to be altered and why this was important.
* Extension: Research the role of the World Bank, International monetary fund (IMF) and/or World Trade Organisation and their role in a globalised world using this [Article explaining what the IMF is](https://www.imf.org/en/About/Factsheets/IMF-at-a-Glance)
* Traffic lights – understanding of knowledge.
* Define cultural globalisation (CG) with students working on examples of CG in pairs.
* Quiz: match the McDonalds items to the country using these [Search results for McDonald’s around the world](https://www.bing.com/videos/riverview/relatedvideo?&q=mcdonald%27s+around+the+world&&mid=909CC18496D05CD5C30F909CC18496D05CD5C30F&&FORM=VRDGAR)
* Read The Globalisation of mobile phone from Chapman et al page 202.
* Review Burgernomics from earlier in the course using this [Article on how a burger can determine the value of a currency](https://www.smallcase.com/blog/burgernomics-how-can-a-burger-determine-the-value-of-a-currency/)
* Cultural Imperialism: remaking foreign films for US market. Read [Article on why Hollywood can't stop remaking foreign films](https://www.theguardian.com/film/2019/jan/11/the-upside-miss-bala-remakes-hollywood-foreign-films)
* Interpenetration. RRR – a Bollywood film that won an Academy award. Watch [movie trailer for RRR](file:///%5C%5CDFSMPWV01.internal.aqa.org.uk%5CDFS%5CQMTeams%5CContent%20and%20Resources%5CSubjects%5CSociology%5CA-level%5CScheme%20of%20work%5C2.Second%20draft%5Cmovie%20trailer%20for%20RRR)
* Define political globalisation.
* Students to work in small groups, researching the European Union (EU), United Nations (UN), World Bank and IMF. Present to the class.
* Make notes on the advantages and disadvantages of political globalisation using [article on pros and cons of political globalisation](https://helpfulprofessor.com/political-globalization-pros-cons/)
* Evaluation of devolution in the UK. How some Governments are getting smaller. Read [article on what devolution is and how it works across the UK](https://www.bbc.com/news/uk-politics-54974078)
* Extension: read the article from Politics Review on Devolution in the UK.
* Define economic globalisation.
* Read the [article on McDonaldization of Society](https://simplysociology.com/mcdonaldization-of-society.html) and make notes.
* Read and make notes from Browne et al, page 117 on Ritzer’s factors in McDonaldization.
* Read the article from Geography review: Transnational Corporations (TNCs) and globalisation.
* In small groups, students select one TNC and research the global impact it has. Examples could be Amazon, Apple, Starbucks, Google etc. Present to the class or produce a worksheet/poster.
* Homework: Students conduct their own research by devising a questionnaire/research project on the impact TNCs have in our lives. For example, how many TNC products are used in their everyday lives, where does the media they consume come from?
* Exam practice: Evaluate sociological explanations of the role of transnational corporations in development. [20 marks] (Jun 2019. Paper 2)
* Exam practice: Evaluate the view that globalization usually means the spread of western ideas and culture. [20 marks]

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education, 2019.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins. 2016.
* *Politics Review. Devolution in the UK. Has it been a success. Vol.26. Issue 4*, April 2017.
* *Geography Review. TNCs and globalisation. Vol. 28. Issue 4*, April 2015.

**Week 6**

**Specification content**

Globalisation and the influence it has on cultural, political and economic relationships between societies.

**Learning outcomes**

* Understand the various theories of globalisation including hyper globalisation, pessimistic globalisation and world system theory.
* Apply the various theories of globalisation to examples from contemporary society.
* Examine how sociological approaches view globalisation including neo-liberal, Marxists, Internationalists and Transformationalists.
* Analyse the extent to which global society is considered unequal.
* Evaluate the impact of the various types of globalisation within contemporary societies.

**Suggested timing**4 hours 30 minutes

**Possible teaching and learning activities**

* Key term bingo: match definition to key term on a bingo card.
* True or false: recap statements on TNCs from last week’s lessons.
* Read page 204/206 from Chapman textbook to summarise information on Hyperglobalism/Pessimistic globalism/World Systems Theory.
* Read [article on the hyper globalist view of globalisation](https://revisesociology.com/2015/09/19/optimist-globalization-hyper-globalism-neoliberalism/)
* Read the article on Globalisation in sport: Football in Africa from Geography review.
* Read [article on the pessimist view of globalisation](https://revisesociology.com/2015/09/21/pessimist-view-globalization/)
* Images of shopping malls around the world: students asked to guess the country. Cultural homogeneity.
* Read and then discuss the  [article about US culture in Morocco](https://www.moroccoworldnews.com/2015/06/160153/mcdonalds-in-morocco-the-american-dream) . Compare with the article. [article on how Middle East problems stem from western and US interference](https://www.theguardian.com/world/2021/aug/01/middle-east-problems-stem-from-western-and-us-interference)
* Read the article from Politics review: Is US Hegemony under threat?
* Extension: read the [article on how European countries are taxing Netflix to invest in their own film industry](https://www.euronews.com/culture/2022/04/01/how-european-countries-are-taxing-netflix-to-invest-in-cinema) Research why Netflix cannot screen films in French film festivals and cinemas.
* Marxist view of globalisation: key terms matching quiz.
* Watch [video on Modern World System](https://youtu.be/ORFjVODVUYs)
* Make three links between World System Theory and Dependency theory.
* Card sort: place countries into categories: Core, semi-periphery and periphery.
* Use page 191-2 of Bown to compare positive and negative theories of globalisation. (Neo-liberals vs Marxists)
* Sceptics: make notes on Transformationalist and Internationalist theory.
* Read [article on the Transformationalist view of globalisation](https://revisesociology.com/2015/09/24/transformationalist-globalization/)
* Learning log: summary of lesson.
* Crossword containing questions on the globalisation.
* Concept grid to fill in using key concept dominoes: students to work in groups to match the dominoes up.
* Summary sheet of the topic. Students to complete independently.
* Pyramid of knowledge: students to identify knowledge that is secure, knowledge that is clear but needs reviewing, and knowledge that needs further help with.
* Questions on exam technique for the 10-mark analysis question.
* Students to be given the item for the 10-mark question from the specimen paper.
* Work on identifying hooks to use.
* Highlight the two key points they need to make.
* Timed conditions essay taken from specimen paper: Outline and evaluate two ways in which globalisation may affect global inequalities. [10 marks] June 2019. Paper2.
* Exam practice: Evaluate the view that globalization has caused more harm than good to developing societies. [20 marks]
* Exam practice: Evaluate the Marxist view that globalisation has always been central to capitalism. [20 marks]

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education, 2019.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins. 2016.
* *Geography Review, Football in Africa- Migration, identity and globalization. Vol. 27. Issue 4*, April 2014.
* *Politics Review, Is US Hegemony under threat? Vol.28. Issue 3*, Feb 2018.

**Week 7**

**Specification content**

The role of transnational corporations, non-government organisations (NGOs), and international agencies in local and global strategies for development

**Learning outcomes**

* Review key concepts.
* Explain the concept of transnational corporations (TNCs).
* Understand the role TNCs play in global development.
* Explore how effective TNCs are in global development.
* Apply knowledge of the strategies that TNC make to contemporary issues in the developing world.
* Analyse the role TNCs have played in global strategies of development.
* Evaluate the role TNCs have played in global strategies of development.

**Suggested timing**
4 hours 30 minutes.

**Possible teaching and learning activities**

* Concept definition exercise: match the definition to the type of globalisation or the explanation.
* Recap TNC from the last few lessons and provide examples.
* Read the article on page 201 of Bown et al: How TNCs frequently ride roughshod over countries. Answer the questions attached.
* True or false exercise on TNCs.
* Use the [article on the main features of Transnational Corporations](https://www.owlgen.in/describe-main-features-of-transnational-corporations-tnc/)  to list the main characteristics that they share.
* Research the concept of a Free Trade Zone (FTZ).
* Read the article from Business Review: Free trade across Africa. Vol 26. Issue 2. November 2019.
* Read and makes note from Bown et al, pages 204-5 on the political power and influence TNCs hold.
* Read [article on the characteristics of a psychopath](https://www.psychologytoday.com/us/basics/psychopathy#signs-of-a-psychopath) and then match to TNC as Bakan suggests the qualities are similar.
* Consider watching Bakan’s [Documentary called 'The Corporation'](https://youtu.be/Y888wVY5hzw) It is 144 mins long but is a very good documentary. Maybe use as a homework or extension piece.
* Carousel exercise: two tables (one Marxist theory and one modernisation theory). Students add notes, ideas and critical points to argue how each theory would see TNCs.
* Students to create three questions per article and write them on post-it notes, they swap questions with their partner and they have to answer each other’s questions.
* Exam practice: Outline and explain two ways that TNCs can exert political force on society. [10 marks]
* Exam practice: Outline and explain two ways that TNCs may affect employments in developing countries. [10 marks] Sample. Paper 2.
* Essay planning: Evaluate the view that Transnational Corporations (TNCs) play an important role in upholding global inequality. [20 marks]
* Homework: write the essay Evaluate the view that Transnational Corporations (TNCs) play an important role in upholding global inequality. [20 marks]
* Stand up/sit down exercise on TNC.

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education, 2019.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins, 2016.
* *Business Review,. Free Trade across Africa. Vol. 26. Issue 2*, Nov. 2019.

**Week 8**

 **Specification content**

The role of transnational corporations, non-government organisations (NGOs), and international agencies in local and global strategies for development

**Learning outcomes**

* Explain the concept of non-government organisations (NGOs).
* Understand the role NGOs play in global development.
* Explain the concept of international agencies.
* Understand the role international agencies play in global development.
* Explore how effective NGOs are in global development.
* Explore how effective international agencies are in global development.
* Apply knowledge of the strategies that NGO and international agencies make in contemporary issues in the developing world.
* Analyse and evaluate the role NGOs and international agencies have played in global strategies of development.

**Suggested timing**4 hours 30 minutes

**Possible teaching and learning activities**

* Domino exercise: match the concept to another domino. Students work in pairs or small groups.
* Read the [article on the founding fathers of the EU](https://www.hoddereducationmagazines.com/magazine/hindsight/26/2/the-founding-fathers-of-the-eu/) and complete the task on the six founding fathers.
* Watch [video on the History of the EU](https://youtu.be/kpwm5vRXYF4)
* Read the article from Politics Review: The United Nations Security Council.
* Debate: for or against UN. Read the [article from politics review about the UN being fit for purpose](https://www.un.org/en/) and [article on what the United Nations is and what it does](https://www.bbc.com/news/world-49796807). Research and then class debate.
* Read the article from Chapman et al, page 215: The World trade Organisation. Answer the question attached to the article.
* Homework: students to research and produce a work sheet on one of the three organisations- World Bank, IMF or G8. Distribute work and present to the class at the end of the week.
* Define what is meant by an NGO. Provide examples. Read [article introducing the role of NGOs](https://www.bbc.co.uk/bitesize/guides/zqh8wxs/revision/1)
* Read [Article on the 15 Biggest NGOs in the World.](https://www.humanrightscareers.com/issues/biggest-ngos-in-the-world/) Look at the examples and discuss.
* Extension: students select one example and research it in more depth and detail.
* Anti-NGO: the role of Civil Society. Read [article on what civil society is](https://www.bbc.co.uk/worldservice/people/highlights/010705_civil.shtml)
* Read the article from Politics Review: Global Civil Society and the environment.
* Students work on two tables (divide into more for larger classes)- one for each type of NGO: charity sector and anti-globalisation (AGM). Research and make notes on each before swapping table. Use the internet and text books to assist with this.
* Use Chapman et al, page 218-220 to make an argument for and against NGO.
* Key word bingo.
* Homework: A3 summary sheet on all NGOs
* Exam practice: Analyse two reasons why NGOs may me more effective than governments in helping poorer societies. [10 marks] Sample paper 2.
* Essay practice: Evaluate the view that the World Trade Organisation is working in the interests of the developing world [20 marks]

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education, 2019.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins, 2016.
* *Sociology Review* articles: *volume 21, Issue 3*, February 2012, *volume 22, Issue 3*, February 2013.
* Hindsight magazine (Hodder). *The founding fathers of the EU. Vol 26. Issue 2*, November 2015.
* *Politics Review, The United Nations Security Council. Vol.32. Issue 2*, Nov 2022.
* *Politics Review, Global Civil Society and the environment. Vol.31. Issue 3*, Feb 2022.
* *Politics Review, Is the United Nations unfit for purpose and in need of reform? Vol.28. Issue 4*, April 2019.

**Week 9**

**Specification content**

Development in relation to aid and trade, industrialization, urbanization, the environment, and war and conflict.

**Learning outcomes**

* Review key concepts on organisations and agencies involved in development.
* Define the concept of aid and what this term means in relation to development.
* Define the concept of trade and what this term means.
* Understand the role aid and trade have in the development process.
* Explore and demonstrate key knowledge and ideas on the debates surrounding aid and trade.
* Be able to apply ideas of aid and trade to contemporary societies.
* Analyse the role of aid and trade in the developing world.
* Evaluate the role of aid and trade in the developing world.
* Develop exam technique.

**Suggested timing**4 hours 30 minutes

**Possible teaching and learning activities**

* Plan essay to be done in timed conditions from last topic
* Complete timed assessment on ‘Evaluate the view that the World Trade Organisation is working in the interests of the developing world’ [20 marks]
* Quick review of the topic so far with a quick quiz on mini white boards.
* Students to swap essays with their partners and read through and create two stars and one wish with regards to feedback. This is two positive comments and one area for improvement.
* Give an overview of exam technique. Discuss importance of linking back to question and including key words of the question in the essay.
* Discussion: what is aid? What does word mean to you?
* Look at prompt cards dotted around the room and students make notes from them, adding examples as they work their way around the room. (Humanitarian aid, financial gifts, soft loans, debt write-off, loaning technology, bilateral and unilateral aid.)
* Types of aid. Read [Revision article on regional economic development](https://www.bbc.co.uk/bitesize/guides/z3spj6f/revision/4#:~:text=There%20are%20several%20different%20types%20of%20aid%3A%201,as%20famine%20or%20a%20tsunami.%20...%20More%20items) and [article on Foreign aid: What is it and why are people talking about it?](https://www.bbc.co.uk/newsround/55073119)
* Homework: Students in small groups research some of the aid programmes the UK government has taken part in. Feedback to class.
* Read the article from Bown et al, page 216: Smokescreen of Western aid to Africa. Answer questions attached.
* Explore controversies surrounding providing aid. Read [article on UK's aid cuts for clean water projects criticised](https://www.bbc.com/news/uk-56910102) and [article on Britain Needs to Rethink Foreign Aid](https://www.ukip.org/britain-needs-to-rethink-foreign-aid)
* Make notes on the work of Hayter, looking at why she is critical of foreign aid.
* Contemporary links: how big business provides aid. Read:
	+ [article about Amazon giving back around the world](https://www.aboutamazon.com/giving-back-around-the-world)
	+ [article about the Coca-Cola Foundation](https://www.coca-colacompany.com/social/coca-cola-foundation#:~:text=Since%20our%20inception%2C%20we%20have%20awarded%20more%20than,economic%20empowerment%2C%20and%20causes%20impacting%20our%20hometown%20community.)
	+ [article about 15 years of Apple's RED initiative](https://www.apple.com/uk/newsroom/2021/12/15-years-fighting-aids-with-red-apple-helps-raise-nearly-270-million/)
* From the research, students work on A3 sheets in groups with half the page for the argument that aid is good and half that aid is bad. Reasons must be provided to explain why. Use pages 223-225 from Chapman et al to support.
* Table of aid: students to complete table for the different theories on aid: modernisation, moral arguments, Neo-Marxist (imperialist view), neo-liberal view (dependency).
* Read the article from Geography Review: Who gives aid to whom?
* Trade: discuss the term trade and what this means. Read [article on definitions of trade](https://www.investopedia.com/terms/t/trade.asp)
* Match the statement to the theory of trade ie Neo-liberal, modernisation, dependency or fair trade.
* Watch [video on what Fairtrade is](https://youtu.be/JoIZWd2q2Ec)
* Make notes from the diagram on Fairtrade in Browne et al, page 141.
* Read the article on Fairtrade from Geography Review.
* Is Fairtrade really fair? Read the article from Economic Review.
* Read the article about Mali and the cotton trade in Browne, page 142. Discuss the limits of fair trade in society.
* Does Tourism open up trade? Make notes from Browne et al, page 145 on Tourism in The Gambia.
* Wheel of fortune re-cap: students given a wheel that is split in to eight segments, students to write eight questions based on the content covered and write the answers on the back. Students to attach an arrow to the wheel using a paper fastener to allow the wheel to spin.
* Students to use wheel of fortune as a revision tool.
* Board work: define different types of aid and trade.
* Exam practice: Outline and evaluate two ways in which aid may cause more harm than good to developing countries. [10 marks]

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education, 2019.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins, 2016.
* *Economic Review, Fair trade. Vol.28. Issue 3*, Feb 2011.
* *Geography Review, Fair Trade - why we need it more than ever. Vol.36. Issue1*, Sept 2022.
* *Geography Review. Who gives aid to who? Vol.24. Issue 1*, Sept 2010.

**Week 10**

**Specification content**

Development in relation to aid and trade, industrialisation, urbanisation, the environment, and war and conflict.

**Learning outcomes**

* Define the concept of industrialisation and what this means in relation to development.
* Define the concept of urbanisation and what this term means in relation to development.
* Understand the role industrialisation has in the development process.
* Understand the role urbanisation has in the development process.
* Explore and demonstrate key knowledge and ideas on the debates surrounding both industrialisation and urbanisation.
* Be able to apply ideas of industrialisation and urbanisation to contemporary societies.
* Analyse the role of industrialisation and urbanisation in the developing world.
* Evaluate the role of industrialisation and urbanisation in the developing world.
* Develop exam technique.

**Suggested timing**4 hours 30 minutes

**Possible teaching and learning activities**

* Review of the key terms from last lesson using mission without borders (mini white boards).
* Students define industrialisation and urbanisation in their own words. Use [web page defining industrialisation](https://www.tutor2u.net/sociology/topics/industrialisation)
* Watch [video of the Industrial Revolution from London 2012 Opening Ceremony](https://youtu.be/B4O-nVeyPAo)
* Watch [video about the Industrial Revolution](https://youtu.be/xLhNP0qp38Q)
* Extension: watch [video about urbanisation and the future of cities](https://youtu.be/fKnAJCSGSdk)
* Read the article on Urban Issues in Mexico City from Wideworld. Rapidly dwindling resources.
* Modernisation theory. Newly industrialized country (NIC). Revisit what is meant by a NIC.
* Students name as many NICs as they can. Check progress using this [Map of newly industrialized countries 2023](https://worldpopulationreview.com/country-rankings/newly-industrialized-countries)
* Watch [video about characteristics of newly industrialized countries with accompanying lesson transcript](https://study.com/learn/lesson/newly-industrialized-countries-characteristics-examples.html)
* Students form into groups and research ISI (Import substitution industrialisation), EPZ (Export-Processing Zones) or BRICS (Brazil, Russia, India, China and South Africa). Prepare presentation for the class on what they are, what they look like and what the future holds for them.
* Read [article defining import substitution industrialisation](https://www.britannica.com/money/import-substitution-industrialization)
* Read [article defining export processing zones (EPZs)](https://www.thomasnet.com/insights/export-processing-zones/)
* Watch [video explaining what the BRICS countries are](https://youtu.be/F03yzqR4gYI)
* Read the article on Import-substituting Industrialisation from Economic Review.
* Read the article from Geography Review: Brazil: country of the future?
* Extension: Debate: Are India and China BRICS? Watch [video about India and China breaking out from BRICS](https://youtu.be/L0rpRRAEqEc)
* Students complete an exit card on one of the three economies but it needs to be different from the one they researched.
* Urbanisation: recap from earlier using stand-up/sit down.
* Students take a map and locate the largest 10-20 cities in the world, complete with population. Use Browne et al, page 146 to guide this task.
* Debate: why are most of the large cities in the non-developed world?
* Read [article on dramatic uneven urbanization of large cities throughout the world in recent decades](https://www.nature.com/articles/s41467-020-19158-1)
* Read [article on city size and economic growth](https://cepr.org/voxeu/columns/big-or-small-cities-city-size-and-economic-growth)
* Students mind map reasons why people move into large cities/urban areas.
* Hint cards to assist when needed. (War, natural disaster, poverty, education etc)
* Make notes on modernisation theory and urbanisation. Use Chapman et al, pages 233-4.
* Extension: read the article on the remnant house outside of China’s large mega-cities.
* Make notes and then compare to Dependency theory of urbanisation. Notes from Bown et al, pages 277-8.
* Read [article on what a global city is](https://www.worldatlas.com/articles/what-is-a-global-city.html)
* Read the article from Geography Review: World Cities.
* Using the map from earlier in the topic, students now add global cities and see if there is any cross-over.
* Mind map theories of urbanisation including dependency theory, modernisation theory, global cities, the push from the rural.
* Exam practice: Analyse two ways urbanisation may affect the process of development. [10 marks] June 2022. Paper 2.
* Start creating a revision schedule.
* Homework: complete revision schedule, produce revision notes for topics covered so far.

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education, 2019.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level, Year 2*, Collins, 2016.
* *Economic Review, Import-Substituting Industrialisation. Vol.27. Issue 2*, Nov 2009.
* *Geography Review, Remnant Houses. Vol.36. Issue 1*, Sept 2022.
* *Geography Review, World Cities. Vol.27. Issue 3*, Feb 2014.
* *Geography Review, Brazil: Country of the future? Vol.24. issue 3*, Feb 2011.
* *Wideworld, Urban issues in Mexico city, Vol.29. Issue 1*, Sept 2017.

**Week 11**

**Specification content**

Development in relation to aid and trade, industrialisation, urbanisation, the environment, and war and conflict.

**Learning outcomes**

* Review key concepts.
* Understand the role the environment plays in the development process.
* Understand the role war and conflict has in the development process.
* Explore and demonstrate key knowledge and ideas on the debates surrounding the needs of the environment and the impact development has on this and, in turn, the environment’s impact on development.
* Explore and demonstrate key knowledge and ideas on the debates surrounding the phenomena of war and conflict and its impact on development.
* Be able to apply ideas of environmental issues to contemporary societies.
* Be able to apply ideas of war and conflict to contemporary societies.
* Analyse the role of the environment and war and conflict in the developing world.
* Evaluate the role of the role of the environment and war and conflict in the developing world.
* Develop exam technique.

**Suggested timing**4 hours 30 minutes

**Possible teaching and learning activities**

* Word search of key concepts.
* Browne, page 152. Word task. Find the ten words linked to the topic and then define them.
* Blankety Blank re-cap of key knowledge.
* One thing they have learnt – round the room exercise.
* Students list all of the concerns we currently face in terms of our environment. Post-it notes around the room.
* List the environmental concerns that we face from the previous exercise.
* Students now list on a separate coloured post-it note why we face these issues and the factors that could be causing this.
* These factors are then placed into two diamond nines where small groups discuss which are a) the most concerning and b) the biggest causes.
* Identify what is meant by sustainable development.
* Extension: read the article on the population issue revisited from Geography Review. What happens to your rubbish? The energy crisis in Eastern and Central Europe.
* Read the article Plastics in the Ocean from Economic Review.
* Read [UK government report on Implementing the sustainable development goals](https://www.gov.uk/government/publications/implementing-the-sustainable-development-goals/implementing-the-sustainable-development-goals--2)
* Make notes on Sustainable development from Chapman et al, page 236.
* Read the article from Bown page 233 Developing countries must face up to their responsibility for emissions. Answer the questions attached.
* Debate: how far is the developed world prepared to save the planet?
* Ethical recycling. Read [article on how to recycle mobile phones](https://www.oxfam.org.uk/donate/more-ways-to-donate/recycle-with-us/) and [article on recycling old glasses frames](https://www.peepeyewear.co.uk/donate-recycle)
* Students research and define the concepts of guerrilla warfare, genocide, ethnic cleansing and diaspora.
* Use Chapman et al, pages 237-8 to define and state the characteristics of Old and New wars.
* Draw a mind map or any other visual representation of the difference between old and new wars.
* Diaspora- read the article from Bown et al, page 236. Aid agencies seek innovative new strategies as conflicts increase worldwide.
* True or false facts on displaced people, including women and children from various recent conflicts.
* Watch [film trailer for Beasts of No Nation](https://youtu.be/2xb9Ty-1frw) , s Netflix film about child soldiers. Full film 137 minutes.
* Watch [YouTube video on the impact of war on women](https://youtu.be/8IjH1geoj8c)
* Watch [YouTube video about the impact of war on children](https://youtu.be/x18Vy2Wuy1E)
* Essay planning practice. Evaluate sociological explanations of the relationship between development and the environment. [20 marks] June 2022. Paper2.
* Exam practice- Analyse two ways in which war and conflict may affect the process of development. [10 marks] June 2019. Paper 2.

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education, 2019.
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins. 2016.
* *Geography Review: The population issue revisited. Vol.34. Issue 4*, April 2021.
* *Geography Review: Energy issues in eastern and central Europe. Vol.23. Issue 2*, Nov. 2010.

**Week 12**

**Specification content**

Aspects of development: employment, education, health, demographic change and gender as aspects of development.

**Learning outcomes**

* Understand the impact that employment, education and health can have on development.
* Examine and understand the different sociological perspectives and how they view these aspects of development.
* Apply the ideas changes in employment, education and health to contemporary societies. Use the sociological perspective to explain these changes.
* Evaluate these explanations as a way to draw conclusions and make judgements on the impact education, employment and health have had on development.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Kahoot quiz on topic so far.
* Students write all they know and ideas about employment in society.
* Students use up to date [Data from the Office for National Statistics on Employment in the UK](https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/employmentintheuk/latest) stating 3 facts they have gleaned from it.
* Look at the table in Chapman et al, page 242 and state which continents have the most unwaged labour and how the continents vary.
* Indian Call Centres: How Indian workers learn to be ‘western’ for their customers. Watch [YouTube video on a mock call centre test](https://youtu.be/oUV1eQN5RPY)
* Look at the [List of the most common jobs in the UK](http://www.mysalary.co.uk/most-common-jobs.php). How would this be different 100 years ago?
* Now compare to common jobs carried out in the developing world and read [article on jobs in the developing world](https://www.cleantechloops.com/jobs-in-third-world-countries/#:~:text=Job%20Opportunities%20in%20the%20Third%20World%201%201.,kiosk%20...%208%208.%20Art%20...%20More%20items)
* Finally, compare to the roles migrant workers take on in the UK and read [article on overview of Migrants in the UK Labour Market](https://migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-labour-market-an-overview/)
* Extension: read the article from Geography Review: Forced labour in the UK - why are migrants so vulnerable?
* Women in the workplace. In pairs, students look at the [government data on women and the UK economy](https://commonslibrary.parliament.uk/research-briefings/sn06838/#:~:text=In%20the%20UK%2C%20the%20sectors%20with%20the%20most,by%20women%2C%20and%20in%20education%20it%20is%2070%25.)  and note three trends
* Employment trends: gender pay gap. Read [article on how 83% of the UK’s most popular jobs have a gender pay gap](https://bdaily.co.uk/articles/2021/11/08/83-of-the-uks-most-popular-jobs-have-a-gender-pay-gap)
* Students take part in a mini white boards exercise where they initially have 5 minutes to write as many reasons as to why women struggle in the workplace and then another 5 mins to look around the room to add to their ideas from their peers.
* Read the article on Working Parents from Sociology Review.
* Homework: Employment trends: Working from home (WFH). Students research the number of WFH/hybrid roles currently available on sites like Indeed etc.
* Read [article on working from home: how it changed us forever](https://www.theguardian.com/business/2022/jan/23/working-from-home-how-it-changed-us-forever)
* Has the WFH revolution been a positive thing? Debate.
* Read [opinion article on Working from home: 'We get more done in the office'](https://www.bbc.co.uk/news/business-59634245)
* Read [news article on call for civil servants to return to the office](https://www.bbc.co.uk/news/uk-politics-61145692)
* Read [opinion article on how Remote working is making the UK a more equal place – however much Jacob Rees-Mogg may sneer](https://www.theguardian.com/commentisfree/2022/may/15/remote-working-uk-equal-jacob-rees-mogg)
* Changes in the working world: the Gig Economy. Read the article from Economic Review. What is the gig economy?
* Working for Trans National Corporation (TNC): the Modernisation perspective on employment. Read the article from page 241 of Bown et al. Developing world’s middle class is growing.
* Students recap as much as they can recall on education from Year 1 in 6 minutes in pairs. To be completed on A3 sheets and then shared with the class.
* Key terms in education quiz.
* Using Chapman et al (page 245) and/or Bown (page 243), research the work of Amartya Sen and how education needs to be prioritised for poor families.
* Read the [article on modernization theory](https://revisesociology.com/2017/09/19/modernization-theory/) and the work of Hoselitz
* Girls in education: read the article from Geography Review on shrinking the education gender gap.
* Students look at the [graph of GDP versus spending on education](https://th.bing.com/th/id/OIP.U_lFiR2oAeVtFgGP1fvFzgHaEq?pid=ImgDet&rs=1) and Note key findings.
* Extension: read the article from Economic Review: Does education pay?
* Make notes of the key findings and conclusions from the [UNESCO report on Education for All](https://en.unesco.org/gem-report/report-education-all-efa)
* Read the article from Sociology Review on Global Education.
* Students list reasons why this might be the case and place them on post-it notes around the room.
* Students make notes from Chapman et al, page 246-7 as to why this inequality might occur. Dependency theory/Marxist view.
* Read the article from Chapman et al, page 250. Health care in Cuba. Use questions for a debate.
* Define MDG (Millennium Development Goals) Research what the four main MDGs are.
* Define and provide examples of communicable and non-communicable diseases.
* Card sort exercise on the two types of disease.
* Mental illnesses common across the globe. Read [article on mental disorders](https://www.who.int/news-room/fact-sheets/detail/mental-disorders)
* Read and make notes as to how common mental illness has become across the developing world from [article on mental illness in the developing world](https://borgenproject.org/mental-illness-in-the-developing-world/#:~:text=Mental%20Illness%20in%20the%20Developing%20World.%20Those%20in,disorder%20%28PTSD%29%2C%20major%20depressive%20disorder%20and%20dysthymic%20depression.)
* Extension: look at the article that relates mental illness to urbanisation. Extra research into the idea that cities and development makes us ill.
* Debate: Feminist view that women’s health is more at risk in the developing world. Read [article on women's health in the developing world](https://www.worktheworld.co.uk/blog/womens-health-developing-world)
* Define Brain Drain. Read [article on doctors moving to the US from developing countries](https://www.scientificamerican.com/article/stop-stealing-doctors-from-developing-countries/)  Issue: the developing world will run out of medical experts as many leave for the affluent West.
* Extension: read the article from Geography Review on poverty, gender and health in Swaziland.
* Students to note down key views and develop and expand on the key arguments.
* Students to identify key concepts and complete concept grid for the topic so far, independently.
* Exam practice: Outline and explain two ways in which education can help improve the lives of females in the developing world. [10 marks]
* Homework: plan the following essay. Evaluate the view that employment changes are benefitting the developing world. [20 marks]

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education, 2019
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016.
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins, 2016.
* *Economic Review, What is the gig economy? Vol.37. Issue 1,* Sept 2019.
* *Economic Review, Does education pay? Vol.31. Issue 3,* Feb 2014.
* *Geography Review, The Forced labour in the UK: why are migrants so vulnerable? Vol.28. Issue1,* Sept 2021
* *Geography Review, Shrinking the education gender gap. Vol.29. Issue1,* Sept 2015
* *Geography Review, Poverty, Gender and Health - Development in Swaziland. Vol. 24. Issue 1,* Sept 2010.
* *Sociology Review, Global Education. Vol.28. Issue 1,* Sept 2018.
* *Sociology Review, Working Parents. Vol.22. Issue 2,* Nov 2012.

**Week 13**

**Specification content**

Aspects of development: employment, education, health, demographic change and gender as aspects of development.

**Learning outcomes**

* Review the previous aspects of development: employment, education and health.
* Understand the impact that demographic/population change and gender can have on development.
* Examine and understand the different sociological perspectives and how they view these aspects of development.
* Apply the ideas changes in demographic/population change and gender to contemporary societies. Use the sociological perspective to explain these changes.
* Evaluate these explanations as a way to draw conclusions and make judgements on the impact education, employment and health have had on development.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Statements listed and students need to identify if that is a statement associated with modernization theory or dependency theory.
* Word search on key concepts so far.
* Key concept bingo.
* Population trends: research the [latest global population data](https://ourworldindata.org/population-growth)
* On mini white boards, students list the issues with current population trends. These are then shared with the class.
* Read the article on Ageing Populations from Wideworld publication.
* Watch [video on what the world population will look like in 100 years](https://youtu.be/XLeJoYjaURM)
* Watch [video on the Malthusian argument](https://youtu.be/mxXmz0Aisms)
* Watch [video on anti-Malthusian argument](https://youtu.be/4mzscKvgUBU) China’s population is shrinking.
* Watch [news video on falling population in Russia](https://youtu.be/UiPQhHEZ5Yg)
* Watch [video on declining fertility](https://youtu.be/4s7sW5gXvws)
* Read the article from Wideworld: Japan’s falling population.
* Research the idea of Demographic Transition.
* Students list the ways government and societies can control population numbers. Shared on main board.
* Students form into several groups: half look at the modernisation theory of population change and the other half consider the dependency theory. Ideas are shared with one person from the opposite group explaining their idea.
* Students complete a compare and share sheet on the two approaches to demographics: dependency and modernisation.
* Extension: read the article on Population Change - a case study of Uganda.
* On mini white boards, students recap the different issues related to gender in modern societies.
* Key term task on gender concepts.
* How does the global work force damage women? Look at ideas such as gender pay gap, reserve army of labour, their attractiveness to TNCs.
* Revisit the issues of girls inequality in education. Article from *Geography Review* on Shrinking the education gap.
* Students list reasons why girls are often left out of education in developing countries.
* Watch [video on Malala's story](https://youtu.be/FnloKzEAX7o)
* Read the article about women’s struggles to work: Glass Chains. *Sociology Review*: Muslim Women professionals and glass chains.
* Read the article on Human trafficking from *Sociology Review*.
* Makes notes from Bown et al, page 251-2 on women and work, trafficking and missing women.
* Watch the [video on Machismo and violence in Central America](https://www.bing.com/videos/riverview/relatedvideo?&q=machismo+and+children&&mid=1BAE9E7A2F9AE2099BB91BAE9E7A2F9AE2099BB9&&FORM=VRDGAR%20%20)
* Students to review [graph on maternal mortality rates](https://i1.wp.com/blog.pregistry.com/wp-content/uploads/2017/12/maternal-mortality-in-the-world_517a92c4db4cd_w1500.jpg?fit=1500%2C1060&ssl=1%20) around the world, making links and key ideas as to which countries are the most impacted.
* Re-cap activity: students to recall on white boards the key features and aspects of gender equality.
* Read the article: The Challenges of low status for women, from Chapman et al, page 236. Answer the questions attached.
* Discussion and review of exam technique for the 20-markers.
* Look at a variety of exam questions and get students to make plans for each one.
* Quick quiz: re-cap test.
* Questions on assessment objectives.
* Discussion on exam technique.
* Timed assessment: ‘Analyse two ways in which in development can affect gender inequalities’. (10 marks). June 2020. Paper 2.
* Homework: revision for the mock.
* Scoopit quiz available on this topic.

**Resources**

* Bown D, Pountney L, Maric T and Meadows N, *Sociology 2*, Hodder Education. 2019
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level,* Polity, 2016
* Chapman S, Holborn M, Moore S and Aiken D, *Sociology AQA A level. Year 2*, Collins. 2016
* *Geography Review, Population Change- a case study of Uganda. Vol. 31. Issue 2*, Nov 2017.
* *Geography Review, Energy issues in eastern and central Europe. Vol.23. Issue 2*, Nov. 2010.
* *Sociology Review, Muslim women professionals and glass chains. Vol.29. Issue 4,* April 2020.
* *Sociology Review, Human Trafficking. Vol.21. Issue 2,* Nov 2011.
* *Wideworld (Hodder), Ageing populations. Vol. 26. Issue 1*, Sept 2014.
* *Wideworld (Hodder), Japan’s falling population. Vol. 24. Issue 1*, Sept 2012.

**Week 14 and 15**

**Learning outcomes**

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

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

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

**Resources**

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