# Scheme of work: The Media

Introduction

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

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

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

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

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

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

Assumed coverage

This scheme assumes the A-level course The Media component is taught over one term. There are separate schemes of work for the course for year one and two-year of the 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 The Media.
* Discuss how this forms part of the topics in Paper 2.

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 The Media.
* Discuss how this forms part of the topics in Paper 2.
* Students to review [AQA GCSE Media Studies subject specific vocabulary](https://www.aqa.org.uk/resources/media-studies/gcse/media-studies/teach/subject-specific-vocabulary2) and note key words- this can be amended or added to by the teacher as they see fit.

Resources

* [Paper 2 specimens and past papers](http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources)
* [AQA GCSE Media Studies subject specific vocabulary](https://www.aqa.org.uk/resources/media-studies/gcse/media-studies/teach/subject-specific-vocabulary2)

## Week 2

## Specification content

The relationship between ownership and control of the media.

Learning outcomes

* Review what forms the media takes.
* Examine the differences between traditional and new media.
* Assess the power of the media.
* Discuss how the media is regulated.
* Investigate how governments influence and control media outputs.
* Consider how ownership is spread out.
* Summarise who owns what with regards to the media.
* Compare the different features of media ownership.
* Examine the work of Bagdikian.
* Review the eight key features of media ownership.
* Examine the pluralist approach to media ownership.
* Develop strengths and limitations of pluralism.

Suggested timing

4 hours 30 minutes.

Possible teaching and learning activities

* + Introductory questions on the media to gauge how much they know about the media.
	+ Discuss what the media is, linking to the technology involved, the organisations involved and the products that are involved.
	+ Students to research and make a list of apps they can use throughout the course of the year to keep up to date with media content.
	+ Mind map differences between traditional and new media.
	+ Learning log: summarise three things they learnt this lesson.
	+ Grid recap looking at the differences between traditional and new media.
	+ Outline the formal controls of the media linking to: the law, Ofcom, the BBC, Independent broadcasting, the Independent Press Standards Organisation (IPSO).
	+ Students to read information sheet outlining how governments influence and control media output and answer comprehension questions on it.
	+ Activity taken from the Bown et al textbook page 268. Read the article and then answer the question below in readiness for a class discussion on ownership.
	+ Stand up sit down summary: students to stand up and take it in turns to recall one thing they have learnt from the lesson, they sit down when they have completed this.
	+ Re-cap key statistics from who owns what table from last lesson.
	+ Sort card activity review of formal controls. Students given a pack of cards, five of these state the name of the formal control and five cards have definitions on. Students to match the definition to the formal control.
	+ Identify what globalisation is.
	+ Discuss the work of Bagdikian and the lords of the global village. Look at how there has been a concentration of ownership. Look at United States of America (USA) and the ownership there.
	+ Discuss the eight key features of media ownership: concentration of ownership, vertical integration, horizontal integration, global ownership, conglomeration and diversification, global conglomeration, synergy and technical convergence.
	+ Post-it note review: summarise learnings on a post-it note.
	+ Review grid of eight key features of media ownership.
	+ Summary of what pluralists believe about ownership.
	+ Explore the key areas of pluralism: media diversity, public service broadcasting, state controls, media professionalism.
	+ Research task: students to look in to the Leveson Inquiry.
	+ Students to highlight key strengths and weaknesses of the theory.
	+ Key word bingo.
	+ Home work: summary mind map on ownership.
* Hand of knowledge review of pluralism, students to draw round their hands and recall five things they can remember about pluralism.
* Marxism review and mind map of key ideas and principles.
* Discussion of key concepts: alienation, ideology, capitalism, false consciousness.
* Explore the five key areas of the manipulative/ instrumentalist approach: owners of the media have direct control over the content, the owners of the media aim to spread the dominant ideology, media managers have little choice other than to run the media in the way the owners see fit, journalists depend on their jobs and reflect their owners wishes and the audience is seen to be passive.
* Look at the work of Curran and Seaton.
* Analyse Rupert Murdoch re media owners potentially controlling ideas and beliefs. Highlight key concepts and ideas, look at key problems of this approach, use pluralism to critique this approach. Use the [article from Forbes on Rupert Murdoch](https://www.forbes.com/profile/rupert-murdoch/) to assist in this.
* Draw a picture to represent the manipulative or instrumentalist approach.
* Review and re-cap traditional Marxist ideas using round the room recall.
* 5 to 3 to 1 activity: students to write five key points on the manipulative/instrumentalist approach, then identify top three points, then create a one-sentence summary.
* Review neo-Marxism. discuss and identify key concepts associated with neo-Marxism, eg hegemony.
* Look at the work of the Gulf marketing group (GMG group) and discuss how this approach highlights that journalists and media managers have some independence.
* Link to the values and ideologies of the journalists and discuss how journalists tend to have similar values to the owners.
* Highlight key difference between this approach and manipulative/instrumentalist.
* Students to be given a list of evaluative statements and they have to work out whether they support the approach or critique it.
* Mini whiteboard quiz: ten questions on the board (one at a time). Students have to write the answer on the board and show their response.
* Grid summary of three main theories and students have to complete independently.
* Concepts: paired work. Each pair given a definition they have to work out what it is and read to the rest of the group.
* Voting cards: statements put up on the board and students have to vote which theory said it (pluralist, manipulative/instrumentalist approach, hegemonic/ dominant ideology approach).
* Read the articles on page 275 of the Bown textbook. Consider the issues that state funded media, such as the BBC, faces in light of increasing private competition. Debate about sustainability of the Licence fee in the UK.
* Home work: students to research the big six media firms using the article linked below (US mainly) and consider the impact this has on information sharing, power and global development.
* Extend work to consider the demographics behind the CEOs in these companies and how this impacts on the representativeness of ideas.

Resources

* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level, Polity*, 2016
* [Infographic on The 6 Companies That Own (Almost) All Media](https://www.webfx.com/blog/internet/the-6-companies-that-own-almost-all-media-infographic/)

Week 3

Specification content

The relationship between ownership and control of the media.

Learning outcomes

* Review Marxist ideas and beliefs.
* Summarise ways in which the media plays an ideological role.
* Outline the key features of the manipulative/ instrumentalist approach.
* Review key work of manipulative/ instrumentalist approach.
* Identify key features of the dominant ideology/ hegemonic approach.
* Review key theories and their views on ownership.
* Compare and contrast the two Marxist views.
* Develop key concepts.
* Review assessment criteria.
* Examine key skills required for a 10-mark ‘analyse’ question.
* Develop key exam technique.

Suggested timing

4 hours 30 minutes.

Possible teaching and learning activities

* Hand of knowledge review of pluralism, students to draw round their hands and recall five things they can remember about pluralism.
* Marxism review and mind map of key ideas and principles.
* Discussion of key concepts: alienation, ideology, capitalism, false consciousness.
* Explore the five key areas of the manipulative/ instrumentalist approach: owners of the media have direct control over the content, the owners of the media aim to spread the dominant ideology, media managers have little choice other than to run the media in the way the owners see fit, journalists depend on their jobs and reflect their owners wishes and the audience is seen to be passive.
* Look at the work of Curran and Seaton.
* Analyse Rupert Murdoch re media owners potentially controlling ideas and beliefs. Highlight key concepts and ideas, look at key problems of this approach, use pluralism to critique this approach. Use the [article from Forbes on Rupert Murdoch](file:///%5C%5CDFSMPWV01.internal.aqa.org.uk%5CDFS%5CQMTeams%5CContent%20and%20Resources%5CSubjects%5CSociology%5CA-level%5CScheme%20of%20work%5C4.%20C%26R%20checked%5CRupert%20Murdoch%20%26%20family%20%28forbes.com%29) to assist in this. Draw a picture to represent the manipulative or instrumentalist approach.
* Review and re-cap traditional Marxist ideas using round the room recall.
* 5 to 3 to 1 activity: students to write five key points on the manipulative/instrumentalist approach, then identify top three points, then create a one sentence summary.
* Review neo-Marxism. Discuss and identify key concepts associated with neo-Marxism, eg hegemony.
* Look at the work of the GMG group and discuss how this approach highlights that journalists and media managers have some independence.
* Link to the values and ideologies of the journalists, and discuss how journalists tend to have similar values to the owners.
* Highlight key difference between this approach and manipulative/instrumentalist.
* Students to be given a list of evaluative statements and they have to work out whether they support the approach or critique it.
* Mini whiteboard quiz: ten questions on the board (one at a time), students have to write the answer on the board and show their response.
* Grid summary of three main theories and students have to complete independently.
* Concepts: paired work. Each pair given a definition they have to work out what it is and read to the rest of the group.
* Voting cards: statements put up on the board and students have to vote which theory said it (pluralist, manipulative/instrumentalist approach, hegemonic/ dominant ideology approach).
* Questions on assessment objectives
* Review of how to answer the different style exam question.
* Read through and summarise the key skills to develop exam technique.
* Item-based work: key prompts and questions to develop understanding of how to use the item in an essay for the 10-mark and 20-mark questions.
* Past 20 mark essay question on ownership and control. Sociology Paper 2 June 2021
* Develop a plan for a 10-mark ‘analyse’ question based on pluralism.
* Exit card: questions on theory, to hand in to teacher at the end.
* Home work: applying material from Item A, analyse question based on pluralism (10 marks).
* Scoopit quiz available on this topic.
* Watch Mr Thirkill’s YouTube [video on pluralism](https://www.youtube.com/watch?v=fY8pxyO0XL8) in the media.
* Extension – Prezi presentation.
* Read pages 273–282 of textbook and make notes.

Resources

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder. 2016
* Browne K, Blundell J and Law P, *Sociology for AQA Volume 2: 2nd-Year A-level*, Polity, 2016
* [Prezi presentation on ownership and control of the media](https://prezi.com/hnm0jckazcrr/ownership-and-control-of-the-media-access-to-he-sociology-gloscol/)
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016
* [Rupert Murdoch & family (forbes.com)](https://www.forbes.com/profile/rupert-murdoch/)

Week 4

Specification content

The media, globalisation and popular culture.

Learning outcomes

* Review key beliefs of post-modernism.
* Develop an understanding of the work of Baudrillard and Strinati.
* Assess post-modern views of the media.

Suggested timing

4 hours 30 minutes.

Possible teaching and learning activities

* Hand of knowledge review of key beliefs of post-modernism.
* Review of key beliefs.
* Outline key post-modernist views of the media, and discuss key concepts (media saturation, consumption, choice, identity, pick and mix, media communities).
* Discuss the work of Baudrillard. Use an example of the word ‘apple’ as a sign of simulacra. Get students to google the word apple and see how the company apple logo appears. Link to how signs can bear no relation to reality. Identify the term ‘hyper reality’ and discuss television shows that potentially demonstrate this, for example The only way is Essex.
* Watch [trailer for The Truman Show film](https://www.youtube.com/watch?v=dlnmQbPGuls&pp=ygUXdGhlIHRydW1hbiBzaG93IHRyYWlsZXI%3D) and link to the idea of Simulacra.
* Ask the students have they ever heard The Beatles sing. Play a [video clip of the Beatles performing](https://youtu.be/jenWdylTtzs?t=4), remind them of the simulacra and ask again.
* Examine the work of Strinati and identify key concepts: culture of celebrity, media induced trends.
* 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. Students to pick up a set of four questions and it is a race to answer those questions.
* Go through assessment book and look over ‘Applying material from Item B and your knowledge, evaluate’ questions and the skills needed.
* Develop an understanding of assessment objectives 1, 2 and 3.
* Plan globalisation essay students will do for home work: ‘Applying material from Item B and your knowledge, evaluate’ question in relation to globalisation and popular culture (20 marks).
* Read *Sociology Review* article ‘*Do we live in a McDonaldised society*?’
* Read the article from Chapman textbook ‘Some countries remain resistant to American Cultural Exports’ on page 290. Look at the questions and discussion points.
* Scoopit quiz available on this topic.

Resources

* *Sociology review* article, volume 23, issue 1, September 2013
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016

Week 5

Specification content

The processes of selection and presentation of the content of the new.

Learning outcomes

* Identify what news values are.
* Examine a variety of news articles to identify key news values.
* Review the work of Galtung and Ruge.
* Review what socially constructed means.
* Examine the influence of owners in the production of the news.
* Consider the ways in which citizen journalism impacts the production of the news.
* Review organisational constraints and how they impact the production of the news.
* Examine the difference between agenda setting and gate keeping.
* Look at how the media is responsible for norm setting.
* Establish what a moral panic is.
* Explore contemporary examples of moral panics.
* Judge whether moral panics are still relevant in the new media age.

 Suggested timing
4 hours 30 minutes.

Possible teaching and learning activities

* Cloze activity about news values and newsworthiness.
* Worksheet identifying key news values (composition, continuity, elite nations or people, frequency, meaningfulness, negativity, personalisation, proximity, threshold, unambiguity, unexpectedness.
* Discuss what each of the values are.
* Research task: students to find evidence/ contemporary example for each news value.
* Group discussion: run through contemporary examples.
* Traffic lights: understanding of knowledge.
* Paper based starter: matched terms (matching news value to the definition).
* Students to write a definition for the term social construction.
* Discuss the work of the GMG and how they view the news as a sequence of socially manufactured messages.
* Overview of how owners influence news content.
* Discuss the work of Bagdikian and Curran focusing on how news is created in a way that maximises profit.
* Ask students to identify how globalisation and the growth of new technology has impacted the production of the news. Link to the idea news is now easily available and how there is now more competition in a global market.
* Look at the concepts of Churnalism and Spin Doctors and the work of Davies. Students to find examples from the last few months. Discuss these in class.
* Look at the work of Bivens and introduce the concept of citizen journalism.
* Students to complete individual research task to look in to the Arabs spring to investigate the impact of citizen journalism.
* Read and answer questions on the article on page 297 of Chapman. ‘*Citizen Journalism*’
* Direct students to research further examples of citizen journalism.
* Two teams. Whiteboard summary of key knowledge learnt as competition to get the most words.
* Paper based starter: questions on the impact of globalisation and citizen journalism.
* Discussion of organisational constraints: looking at the audience, the rise of citizen journalism, financial costs, time deadlines, sources of news.
* Read information about agenda setting and gate keeping.
* Students to answer comprehension questions about agenda setting and gate keeping.
* Look at gatekeeping in the internet age: discussion of WikiLeaks.
* Discuss what norms are.
* Examine how the media is linked to norm setting and develop examples of how this is done.
* Students to be given five slips of paper and instructed to write and create five questions – test partners by swapping questions, partners have to answer the questions on the back of the paper, swap over and check answers.
* One sentence summaries: agenda setting, gate keeping, norm setting.
* Crossword on agenda setting and gate keeping.
* Overview of moral panics and the work of Cohen.
* Discuss the reasons why moral panics occur.
* Discuss the London riots and get students to apply the stages to [video on The London Riots- 6 years on](https://youtu.be/dvEO8y5Zh7A).
* Ask students to discuss other examples of moral panics.
* Look at evaluation and discuss whether moral panics still exist in the new media age.
* Home work: creative piece – students to create a visual representation of moral panics.
* Read Sociology review article.
* Extension: watch Lawful Killing Mark Duggan.

Resources

* *Sociology Review* article, volume 21, issue 3, February 2012
* *Sociology Review* article, volume 32, issue 1, September 2021
* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder. 2016

Week 6

Specification content

The processes of selection and presentation of the content of the news,

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 The Media.
* Discuss how this forms part of the topics in Paper 2.

Suggested timing
4 hours 30 minutes,

Possible teaching and learning activities

* Questions on moral panics.
* Read page 211 from textbook to summarise information on churnalism and the views of the GMG group.
* Overview of the propaganda model of the media and the work of Herman and Chomsky.
* Look at the Leveson Inquiry- page 289 from the Bown book. Read the article on News International phone-hacking scandal and answer the questions attached/class debate.
* Learning log: summary of lesson.
* Crossword containing questions on the selection and presentation of the news.
* 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: applying material from Item A, analyse two factors that influence which stories are selected for inclusion in the news (10 marks).
* Scoopit quiz available on this topic.
* Extension: revision world.
* Discover sociology.
* Read pages 293–303 of textbook and make notes.
* Cloze activity introducing the key topic area.
* Discussion about representations and stereotyping.
* Outline key concept: media gaze, linking to the concept of male gaze.
* Examine what is meant by symbolic annihilation, and discuss the work of Gerbner and Gross.
* Research task: students to work in six groups to examine how different groups tend to be presented in different ways. One group per category (age, social class, ethnicity, gender, sexuality and disability).
* Students to present their findings to the group and students to make notes on each other’s presentations.
* Extension: read and make notes on the *Sociology Review* article ‘*The Case for Political Correctness and Wokeism*; A new Moral Panic. 2021

Resources

* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder. 2016
* Browne K, Blundell J and Law P, *Sociology for AQA* Volume 2: 2nd-Year A-level, Polity, 2016
* [Paper 2 specimen paper](http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources)
* [Online revision article: Revision world: social construction of the news](https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/social-construction-news)
* [Listen to Discover sociology: Radio 4 news programme](http://www.discoversociology.co.uk/media/setting-the-agenda)
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016

Week 7

Specification content

Media representations of age, social class, ethnicity, gender, sexuality and disability.

Learning outcomes

* Review key concepts.
* Examine femininity, violence and the media.
* Develop an understanding of media representations of Islam post 9/11.
* Examine representations of childhood.
* Review representations of youth.
* Develop an understanding of how adults are represented.
* Define upper class, middle class, working class, underclass.
* Summarise the key representations of each group.
* Develop an awareness of key theorists who discuss representations of class.
* Review the representations of upper, middle, working and underclass.
* Compare and contrast the representations of the different groups.

 Suggested timing
4 hours 30 minutes.

Possible teaching and learning activities

* Concept definition exercise.
* Read through two Sociology Review articles and create summary posters or information sheets ‘Media representations of Islam post 9/11’ and ‘Femininity, violence and the media’.
* 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.
* Overview of the seven key ways children are presented in the media. Students to identify examples for each way.
* Watch [YouTube clip of child prodigy, James Charles/Lauren Harries](https://youtu.be/K7NjzvRBMlQ)
* Discuss the age category of youth and the ways in which they are presented.
* Summary sheet of key studies. Students to read and highlight.
* Link to Cohen and folk devils. Question students about this study.
* Explore examples of moral panics surrounding young people.
* Overview of representations of elderly people.
* Examine the key representations.
* Identify the differences between how men and women are treated when they get older. Link to feminism and to first year content: ageing population, grey pound.
* Discuss the invisible elderly and link to advertising.
* Read the article from *Sociology Review* 2022- ‘*Television, Diversity and Representation; BBC*. Make notes.
* Identify how the representations are changing – highlight AO3 skills.
* Summary grid of children, youths, elderly.
* Whiteboard definitions: upper class, middle class, working class, underclass.
* Carousel activity: four tables to be positioned in the room. On each table there will be information on one class (either upper, middle, working or underclass). Students have 10 minutes at each table; they have to work in groups to summarise the information given. They move round the room so that they look at each group.
* Exit card: questions on representations of class.
* Key questions on social class representations.
* Essay planning: ‘Applying material from Item B and your knowledge, evaluate question on class representations’ (20 marks).
* Timed essay: ‘Applying material from Item B and your knowledge, evaluate question on class representations’ (20 marks).
* Home work: amend and update the essay and read the article ‘Media depictions of the poor’.
* Scoopit quiz available on this topic.

Resources

* *Sociology Review* articles: volume 21, Issue 3, February 2012, volume 22, Issue 3, February 2013
* *Sociology Review* article, volume 22, Issue 3, February 2013

Week 8

Specification content

Media representations of age, social class, ethnicity, gender, sexuality and disability.

Learning outcomes

* Identify the main representations of gender.
* Examine the work of Connell and Wolf.
* Understand how males and females are stereotyped in the media.
* Review how men and women are stereotyped in the media.
* Identify theoretical explanations for gender stereotyping.
* Explore how stereotypes are changing.
* Review gender representations.
* Explore general features of representations of ethnicity.
* Summarise media stereotypes of ethnicity.
* Explore Islamophobia.
* Develop an understanding of theoretical explanations for stereotyping of ethnicity.
* Identify how representations are changing.

Suggested timing
4 hours 30 minutes.

Possible teaching and learning activities

* Cloze activity introducing representations of gender.
* Group work: students to look through a series of magazines aimed at women. Ask students to explore representations of women.
* Discussion about how women are underrepresented in the media industry (link to concept glass ceiling) and in media content.
* Identify what is meant by male gaze and discuss how there is a symbolic annihilation of women in the media (link to the work of Tuchman).
* Watch [video on the Male Gaze and the work of Laura Mulvey](https://youtu.be/LeXzLUpw8mg).
* Watch the [video trailer for Brainwashed-Sex-Camera-Power](https://youtu.be/P_NuVcarfxM), a documentary on the Male Gaze and it’s link to glass ceiling, rape culture and patriarchy.
* Students to split into pairs. One student given information on the work of Connell (hegemonic masculinity and femininity) and one student given information on Wolf (beauty myth) students to create a teaching resource to teach their partner the study they have.
* Discussion about women in sport and women within video games.
* Overview of how women are represented and identify key stereotypes (the WAG, the sex object, the supermum, the angel, the ball breaker, the victim).
* Discussion about the cult of femininity and the work of Ferguson.
* Overview of how men are represented and identify key stereotypes (the joker, the jock, the strong silent type, the big shot, the action hero, the buffoon).
* Post-it notes for students to summarise things learnt in the lesson.
* Summary grid for stereotypes of men and women.
* Theoretical explanations for gender stereotyping.
* Discuss pluralists, liberal feminists, Marxists and Marxist feminists, radical feminists.
* Look at the work of McRobbie and introduce the idea that gender representations are changing.
* Read the article on page 298 of Bown. *‘The end of page 3: a victory for feminism?*
* Discuss how both male and female representations are changing.
* Three-word summary of each of the theories and picture to represent each theory.
* Discussion about how EMG are underrepresented in senior management roles within the media and how EMG interests are ghettoized in mainstream media.
* Summary of key studies: Akinti, Agebutu, GMG, Van Dijk.
* Discussion of work of Dowling linking to the representations of Eastern Europeans.
* Learning log: summary of lesson.
* Question recap on ethnicity representations.
* Look at media coverage of worldwide terrorist attacks.
* Ask students to identify how Muslims are identified in the media.
* Make links to moral panics and link to folk devils.
* Explore the work of Goffman and identify the concept stigmatised identity.
* Discuss the work of Phillips and Hargrave.
* Students to examine explanations for stereotyping of ethnicity: pluralists and neo-Marxists.
* Develop evaluation: discuss how representations of ethnic minority groups are changing.
* Key word bingo.
* Home work: A3 summary sheet on all of ethnicity.
* Revision for timed assessment.

Resources

* *Sociology Review* articles: volume 21, Issue 3, February 2012, volume 22, Issue 3, February 2013
* *Sociology Review* articles: volume 32, Issue 4, April 2022
* [Revision article on Age, Social Class, Ethnicity, Gender, Sexuality and Disability](https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/age-social-class-ethnicity-gender-sexuality-disability)
* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder. 2016

Week 9

Specification content

Media representations of age, social class, ethnicity, gender, sexuality and disability.

Learning outcomes

* Review key concepts for ethnicity.
* Identify exam skills needed for a twenty-mark question.
* Introduce key content for representations of sexuality.
* Review exam technique.
* Develop an understanding of how homosexuals are represented within the media.
* Discuss the sanitisation of gay sexuality.
* Understand how disability is socially constructed.
* Analyse the symbolic annihilation of disability in the media.
* Explore negative representations of disability.
* Review key representations.
* Examine theoretical debates and key studies.
* Develop exam technique.

Suggested timing
4 hours 30 minutes.

Possible teaching and learning activities

* Plan essay to be done in timed conditions
* Complete timed assessment: ‘Applying material from Item B and your knowledge, evaluate’ question relating to ethnicity (20 marks).
* Quick review of the main representations.
* 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: link to the work of McRobbie and discuss how men are beginning to face the same sort of physical scrutiny as women.
* Explore ideas about the ‘symbolic annihilation’ of gay and lesbian sexuality, linking to the work of Gross and Stonewall.
* Examine how stereotypes of homosexuality are changing and discuss the ‘pink pound’.
* Links to the work of Gill.
* 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.
* Hand of knowledge re-cap for ethnicity.
* Board work: define social construction.
* Discuss how disability is a social construction.
* Overview of the work of Shakespeare.
* True or false activity: read out a series of statements with regard to statistics around disability and students must identify whether the statement is true or false. For example, 20% of the working age population in the UK were covered by the DDA definition of disability (TRUE).
* Students to examine information sheets with regard to the symbolic annihilation of disability in the media and create revision sheets to summarise the information.
* Review the work of Cumberbatch et al and Sancho.
* Discuss the main representations of disability.
* Identify examples within the media to consolidate these representations.
* Coloured circles comprehension activity: students to pick a coloured circle, each circle has a question on which students have to answer. Work round the room until all coloured circles have been asked.
* Questions based on disability re-cap.
* A3 sheet split in to six sections. Students to summarise each of the six topics in the relevant boxes.
* Students to plan the following essay from the specimen paper: Applying material from Item B and your knowledge, evaluate the view that the media portray women in a stereotypical way (20 marks)
* Home work: read chapters in textbook relating to representations.
* Scoopit quiz available on this topic.
* Extension: revision world.
* Discover sociology.

Resources

* [Paper 2 specimen papers](http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources)
* [revision article from Revision world: age, social class, ethnicity, gender, sexuality and disability](https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/age-social-class-ethnicity-gender-sexuality-disability)
* [BBC article on gender representations](http://www.discoversociology.co.uk/media/gender-representations)
* Sociology Review articles: volume 32, Issue 4, April 2022
* Bown, D, Pountney, L, Tomislav, M. and Meadow, N, *Sociology Vol 2.* Hodder. 2016

**Week 10**

**Specification content**

The relationship between the media, their content and presentation, and audiences.

**Learning outcomes**

* Outline the range of media effects models.
* Examine the hypodermic syringe model.
* Develop an understanding of the key features of this model.
* Examine the cultural effects model.
* Review the work of Neo-Marxism.
* Develop an understanding of the key criticisms of this theory.
* Distinguish the key features of the two-step flow model.
* Examine the work of Katz and Lazarsfeld.
* Develop an understanding of the strengths and weaknesses of this model.
* Outline the key features of the encoding/decoding and reception analysis model.
* Develop an understanding of the selective filter model.
* Establish key criticisms of both models.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Comprehension activity outlining the different models with questions.
* Review of the main models.
* Review active versus passive audiences.
* Introduce the hypodermic syringe model.
* Identify the key stages of the model 1. Watch behaviour on TV 2. This information is injected in to the viewers 3. It has an immediate effect. Discuss how this is often referred to as magic bullet theory.
* Make links to the work of Dworkin.
* Students to look at key examples of this theory in practice and make links to the riots and social media.
* Think, pair and share activity: try to think of as many criticisms of this theory as possible on their own, in pairs and as a group.
* Review of key concepts: students to define on white boards.
* Statement exercise, students to identify if the statement supports of goes against the hypodermic syringe model.
* Hand of knowledge: review key concepts of Neo-Marxism.
* Overview of the main parts of this theory, linking to concepts including; drip-drip effect, dominant ideology.
* Discuss why stereotypical views are portrayed in the media. Look at why this benefits the ruling class.
* Watch part of Benefits Street.
* Identify how media audiences potentially come to accept that the dominant ideology is common sense.
* Explore the work of Curran.
* Students to look through information sheets on the Glasgow Media Group and Philo, linking to the 1984/5 miners’ strike.
* Students to identify what the research uncovered.
* Sort cards outlining strengths and weaknesses of these models. Students have to work out which ones are strengths and which ones are weaknesses and note these down.
* Revision activity: students to make revision cards for each of the models looked at so far.
* Paper based starter: summary grid review of the models looked at so far.
* Discuss the key features of this model and highlight how this model can be used to overcome the weaknesses of the hypodermic syringe model.
* Highlight how it sees the audience as both active and passive.
* Identify what is meant by an opinion leader.
* Ask students to draw a visual representation of the model.
* Research task: students to find three strengths of this model and three weaknesses.
* Start creating revision schedule.
* Paper based starter: review questions on models looked at so far.
* Examine the work of Hall and unpick the key concepts: encoding and decoding, dominant hegemonic viewpoint.
* Explore the work of Morley and look at how he applied the work of Hall.
* Discuss the way in which people may decode the media in one of three ways: preferred reading, negotiated reading and oppositional reading.
* Develop examples to support the different ways of decoding.
* Introduce the concept polysemic to highlight how media content attracts more than one type of reading or interpretation.
* Identify the key features of the selective filter model and the work of Klapper.
* Examine the three filters that people apply in their approaches to and interpretations of the media: selective exposure, selective perception, selective retention.
* Outline key criticisms of these models.
* Students to continue making revision cards of models.
* Home work: complete revision schedule, produce revision notes for topics covered so far. Complete ‘Outline and explain’ question relating to models (10 marks).

**Week 11**

**Specification content**

The relationship between the media, their content and presentation, and audiences .

**Learning outcomes**

* Review key concepts.
* Examine the uses and gratification model.
* Understand key critique of this model.
* Review key information on models.
* Develop an awareness of the similarities and differences between the models.
* Consolidate key terminology.
* Review the different models.
* Explore arguments for and against media causing violent behaviour.
* Examine key case studies.
* Review key arguments for and against the media causing violence.
* Develop an understanding of the key problems of researching media violence.
* Consolidate exam technique.

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Word search of key concepts.
* Question run on the uses and gratification model. Students to work in pairs and compete against each other to answer a series of questions based on this model.
* Discuss key criticisms.
* Blankety Blank re-cap of key knowledge.
* Finish off revision cards for all the models.
* One thing they have learnt round the room.
* Statements relating to different models. Students have to identify which model the statement relates to.
* Identify what is meant by violent behaviour.
* Look at arguments for the media causing crime. Link to copycat behaviour and identify key case studies to be used.
* Watch part of documentary on Jamie Bulger or Bowling for Columbine. Michael Ryan/Hungerford. Debate about whether the Bulger killers had even seen the film that sparked the violence.
* Watch [video on Bandura and the bobo doll](https://youtu.be/eqNaLerMNOE).
* Discuss ideas based on media causing violence: disinhibition effect, desensitisation.
* Read the article on Desensitisation from *Psychology Review; Desensitisation getting to the violence*. Vol 27, Issue 2 Nov 2021
* Identify key arguments against the view that the media cause crime and link to the work of Buckingham which suggests that children are media literate.
* Look at the work of Fesbach and Sanger and link to catharsis.
* Explore the work of Young and link to sensitisation.
* Students to split into groups of four. Each person has a different colour pen, the aim is to write as many concepts as possible on an A3 piece of paper. The person who writes the most concepts relating to media violence in each group wins a prize.
* Round the room recall main arguments for and against the media causing violent behaviour.
* Make links to the models that were previously looked at. Discuss active versus passive audiences.
* Summary of the key problems associated with researching media violence. Students to develop these points.
* Home work: complete ‘Outline and explain’ question relating to media and violence (10 marks).
* Scoopit quiz available on this topic.
* Extension: revision world.
* Read and make notes on the effects of media on audiences, pages 303–309 from textbook.

**Resources**

* [Revision article on Effect of Media on Audiences and Society](https://revisionworld.com/a2-level-level-revision/sociology/mass-media-0/effect-media-content-audiences-society)
* *Sociology Review* articles: volume 25, Issue 3, February 2016 and volume 25, Issue 4, April 2016
* *Psychology Review article: volume 27, Issue 2. November 2021.*
* *Discover sociolog*y: the impact of new media
* Bown D, Pountney L, Maric T, Meadows N, *AQA Sociology for A-level book 2*, Hodder Education, 2016

Week 12

**Specification content**

The new media and their significance for an understanding of the role of the media in contemporary society.

**Learning outcomes**

* Identify what new media is.
* Explore the similarities and differences between new media and traditional media.
* Examine the key features of new media.
* Identify who uses the new media.
* Examine the different types of stratification within the new media.
* Explore what is meant by the digital divide.
* Explore the work of Bivens.
* Examine the key effects of changes on traditional media.
* Identify the changing relationship with media ownership.
* Identify the work of Curran and Seaton.
* Develop an understanding of the neophiliac view.
* Outline key concepts associated with this view

**Suggested timing**4 hours 30 minutes.

**Possible teaching and learning activities**

* Kahoot quiz on new media.
* Students to identify key differences between new media and traditional media.
* Students to read the article from Chapman, page 335: *Using the Media.* Answer the questions attached.
* Debate as to how we consume media currently in our homes and with our families.
* Outline the work of Lister.
* Matched cards activity: students to match the 5 key features of new media (digitality, interactivity, hypertextuality, dispersal, virtuality) to the definition of it.
* Complete A3 sheet to show knowledge of what each feature means.
* Research task: students to research examples to illustrate each and add to the A3 sheet.
* Summarise the work of Lister on a post-it note.
* Questions on material covered in the last lesson.
* Identify who uses new media.
* Read the *Sociology Review* article: ‘*Online with the kids*’. 2021
* Briefly refer to the work of Dutton and Blank.
* Create four work stations and assign students to work in one of the four stations. Each station has information relating to stratification within the new media (social class inequalities, age differences, gender differences, location and the global digital divide).
* Students take it in turns to visit each station and make notes; they have 15 minutes at each station.
* Students to create a poster to represent the different inequalities in terms of accessing the new media.
* Concept grid summary of new media.
* Thought shower the effects of new media on traditional media.
* Comprehension activity outlining the work of Bivens and the three significant changes in the traditional journalism of the ‘old’ media.
* Discuss the work of McNair.
* Define the term cultural chaos.
* Make links to agenda setting, churnalism, infotainment.
* Review the changing relationship with media ownership.
* Quick check questions. Students to answer 10 questions on the whiteboard.
* Cloze activity outlining the work of Curran and Seaton.
* Discussion of two viewpoints: optimists versus pessimists.
* Outline key components of the optimists/neophiliac view.
* Students to note down key views and develop and expand on the key arguments. Students to identify key concepts and complete concept grid independently.
* Home work: ‘outline and explain’ question linking to new media (10 marks).

Resources

* *Sociology Review* articles: volume 25, Issue 3, February 2016 and volume 25, Issue 4, April 2016
* *Sociology Review* articles: volume 32, Issue 1, September 2021
* [Article on The Impact of New Media](https://www.discoversociology.co.uk/media/the-impact-of-new-media)
* Bown D, Pountney L, Maric T, Meadows N, *AQA Sociology for A-level book 2*,Hodder Education, 2016
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 2016

**Week 13**

**Specification content**

The new media and their significance for an understanding of the role of the media in contemporary society.

**Learning outcomes**

* Review neophiliac view.
* Identify what the cultural pessimist view is.
* Outline the key concepts associated with this view.
* Review the key features of new media.
* Evaluate and investigate whether the new media has had a positive impact.
* Re-cap the key inequalities in accessing the new media.
* Review key concepts.
* Explore key theories.
* Examine key theorists.
* Review all key knowledge.
* Develop an understanding of the key concepts.
* Develop exam technique.

**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 neophiliacs or cultural pessimists.
* Re-cap and review neophiliac key concepts.
* Discussion of cultural pessimists.
* Students to note down key views and develop and expand on the key arguments: problems of validity of information, cultural imperialism, threat to democracy, lack of regulation, commercialisation and limited consumer choice, increasing surveillance, the undermining of communities.
* Students to identify key concepts and complete concept grid independently.
* Noughts and crosses: one person has concepts associated with neophiliacs (instead of noughts) and one person in the pair has concepts associated with cultural pessimists (instead of crosses).
* Re-cap activity: students to recall on white boards the key features of the new media.
* Discussion review of inequalities in accessing new media.
* Read the article from the United Nations (UN) on the Digital Divide.
* Students to review the key debate between optimists/neophiliacs and cultural pessimists and decide which is the strongest argument. They have to put forward evidence as to why it is the strongest argument.
* Round the room review of students’ answers.
* Triptico: find ten activity, students to find ten concepts associated with the neophiliac argument and then concepts associated with the cultural pessimist argument.
* Make links: identify how new media as a topic can be linked to all other topics studied within media.
* 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.
* Questions on new media.
* A3 summary sheet covering all key topics for students to fill in independently.
* Students to read Sociology review articles: ‘Teenager identities and social media’ and ‘The smartphone society’.
* Quick quiz: re-cap test.
* Extension: discover sociology podcast
* Read and make notes on pages 257–267 from textbook.
* Questions on assessment objectives.
* Review knowledge.
* Discussion exam technique.
* Timed assessment: ‘Applying material from Item A, analyse’ question on the new media (10 marks).
* Home work: revision for the mock.
* Scoopit quiz available on this topic.

**Resources**

* *Sociology Review* articles: volume 25, Issue 3, February 2016 and volume 25, Issue 4, April 2016
* Bown D, Pountney L, Maric T, Meadows N, *AQA Sociology for A-level book 2*,Hodder Education, 2016
* *Sociology Review* articles: volume 32, Issue 1, September 2021
* [Article on The Impact of New Media](https://www.discoversociology.co.uk/media/the-impact-of-new-media)
* Bown D, Pountney L, Maric T, Meadows N, *AQA Sociology for A-level book 2*,Hodder Education, 2016
* Chapman S, Holborn M, Moore S, Aiken D, *AQA A-level Sociology Year 2 Student Book*,Collins, 201

**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)