

GCSE (9-1)

WJEC Eduqas GCSE (9-1) in
SOCIOLOGY

ACCREDITED BY OFQUAL
DESIGNATED BY QUALIFICATIONS WALES

**GUIDANCE FOR
TEACHING**

Teaching from 2017
For award from 2019



Contents

| | |
|--|-----------|
| Aims Of The Guidance For Teaching | 3 |
| Delivering the Specification: An Overview | 4 |
| Suggested Frameworks for Delivery | 5 |
| Suggested Outline Framework for Component 1: Understanding Social Processes | 5 |
| Suggested Outline Framework for Component 2: Understanding Social Structures | 6 |
| Delivering the Specification: Overall Assessment Framework | 7 |
| Delivering the Specification: Question Types | 9 |
| Delivering the Specification: Examples Of Question Types | 10 |
| Delivering the Specification: Assessment Objectives And Weightings | 11 |
| Advice for Teachers | 15 |
| Component 1 | 15 |
| Component 2 | 39 |

Aims Of The Guidance For Teaching

The principal aim of the Guidance for Teachers is to offer support to teachers in their delivery of the new **WJEC Eduqas GCSE Sociology** specification and to offer guidance on the requirements of the qualification and the assessment process.

The guide is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular institutions.

The guide offers assistance to teachers, suggesting possible classroom activities and links to useful digital resources (both our own, freely available, digital materials and some external sources) to provide ideas for immersive and engaging lessons.

The guidance will concentrate on those areas new to the WJEC specification and those subject areas where support has been requested most by teachers.

Other targeted support includes:

- Specimen assessment materials
- Face-to-face CPD events
- Examiners' reports on each question paper
- Free access to past question papers and mark schemes via the secure website
- Direct access to the subject officer
- Free online resources
- Exam Results Analysis
- Online Examination Review

Delivering the Specification: An Overview

The **WJEC Eduqas GCSE Sociology** qualification has been accredited by Ofqual for first teaching from September 2017.

It will be awarded for the first time in summer 2019, using grades 9-1, with 9 the highest grade, to distinguish clearly between reformed and unreformed qualifications.

The structure of the specification is designed to allow learners to develop an understanding and critical awareness of the social world around them in a wide range of contexts. It gives learners the opportunity to study, critically evaluate and compare contrasting theories or explanations in the context of the following topics and areas.

- families
- education
- crime and deviance
- social stratification

Learners must also demonstrate knowledge and understanding, application and evaluation of research methods within the context of these topics.

The content has been divided into two components, both of which are assessed by written examination.

Component 1: Understanding Social Processes

Component 2: Understanding Social Structures

The structure allows learners to apply their knowledge and understanding from the six topic areas of study in different contexts throughout the specification.

The first part of **Component 1** focuses on key concepts, including socialisation and the acquisition of identity. It provides learners with a solid introduction to social processes and helps them think holistically throughout the content of the specification. Component 1 goes on to encourage learners to develop key concepts and processes through the study of the topic areas of family and education. Learners will also be encouraged to study through these topic areas, sociological theories, concepts, evidence and methods.

The emphasis in **Component 2** is on social differentiation, power and stratification. It initially focuses on the study of themes of social differentiation, stratification and power. Issues of social order and social control are studied through the topic area of crime and deviance. Component 2 also focuses on applied sociological research methods.

Learners will be required to apply knowledge and understanding of the concepts and theories studied in Component 1 to the study of topic areas in Component 2, particularly sociological research methods.

Suggested Frameworks for Delivery

At WJEC Eduqas we acknowledge that the Sociology GCSE qualification will be delivered in a variety of contexts. With this in mind, a ‘one size fits all’ approach is not possible. In addition, this GCSE is now linear, to be delivered over a two-year period and there is no prescribed order for the delivery of components and/or areas of study. Decisions of this sort must be left to the professional judgement of teachers. It is up to the teacher/department to decide how to present the course, but it is emphasized that all aspects must be studied.

Following are example outlines for schemes of learning, which provide suggestions as to how the course may be delivered. It is hoped that teachers will find these frameworks helpful and adaptable to their own particular context.

Suggested Outline Framework for Component 1: Understanding Social Processes

Component 1 constitutes 50% of the GCSE qualification. The scheme of learning proposed below is intended as a guide based on two hours of Sociology per week over 70 hours in an academic year. The recommendation is that the whole of the course is taught.

| | |
|---|---|
| THEME 1 INTRODUCTION TO SOCIOLOGY – KEY CONCEPTS AND PROCESSES OF CULTURAL TRANSMISSION 14 hours | THEME 2 FAMILIE 20 hours |
| THEME 3 SOCIOLOGICAL RESEARCH METHODS 10 hours | THEME 4 EDUCATION 20 hours |
| REVISION 2 hours | MOCK EXAM AND REVIEW 4 hours |

Resources proposed here are suggestions only. It is recommended that teachers preview the material and decide for themselves if it is appropriate for their students.

It is also important to try to make connections across the specification, where appropriate. For example, it is expected that the themes of socialisation, social control and nature versus nurture are recurring. In addition, understanding of sociological theory in one topic area will support the understanding of theory in other topic areas. An understanding of research methods should be applied critically across all topic areas where appropriate.

Suggested Outline Framework for Component 2: Understanding Social Structures

Component 2 constitutes 50% of the GCSE qualification. The scheme of learning proposed below is intended only as a guide based on two hours of Sociology per week over 70 hours in an academic year. The recommendation is that the whole of the course is taught.

| | |
|---|---|
| <p>THEME 1</p> <p>SOCIAL DIFFERENTIATION AND STRATIFICATION</p> <p>26 hours</p> | <p>THEME 2</p> <p>APPLIED METHODS OF SOCIOLOGICAL ENQUIRY</p> <p>10 hours</p> |
| <p>THEME 3</p> <p>CRIME AND DEVIANCE</p> <p>20 hours</p> | <p>THEME 4</p> <p>REVISION COMPONENT 1</p> <p>8 hours</p> |
| <p>REVISION</p> <p>2 hours</p> | <p>MOCK EXAM AND REVIEW</p> <p>4 hours</p> |

Resources proposed here are suggestions only. It is recommended that teachers preview the material and decide for themselves if it is appropriate for their students.

It is also important to try to make connections across the specification, where appropriate. For example, it is expected that the themes of socialisation, social control and nature versus nurture are recurring. In addition an understanding of sociological theory in one topic area will support the understanding of theory in other topic areas. An understanding of research methods should be applied critically across all topic areas where appropriate.

Assessment should be formative and engaging. Teachers should be encouraged to consider assessment in the contexts of 'why' and 'how' not just 'what.' Where possible, try to use the same or a similar format to the questions that will appear on the terminal examinations. Sharing mark schemes with students is very helpful to them.

Delivering the Specification: Overall Assessment Framework

Learners will be externally examined on both the components. All assessment objectives are covered within each component in each examination series.

Component 1: Understanding Social Processes has a component weighting of 50% and comprises a range of questions totaling 100 marks. All questions are compulsory and include recall, structured and extended response questions which cover AO1, AO2 and AO3.

Of these marks,

40 will be allocated for AO1 and comprise short answer knowledge and understanding questions

40 will be allocated to AO2 using short response and extended response questions

Component 1 requires analysis and evaluation for AO3 for 20 marks: the use of extended response questions cover the AO3 requirements.

Component 2: Understanding Social Structures has a weighting of 50 % and comprises a range of questions totalling 100 marks. All questions are compulsory and also include recall, structured and extended response questions which cover AO1, AO2 and AO3.

Of these marks,

40 will be allocated for AO1: many of these marks allocate the knowledge and understanding needed to build and answer in the analysis and evaluation extended questions. These 40 marks will comprise short answer knowledge and understanding questions

40 will be allocated to AO2 using short response and extended response questions

AO3 has the least weighting - 20 out of the 100 marks will always be allocated to this AO. The focus will be on candidates' ability to analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

The sample assessment materials show how a reasonable balance of coverage will be achieved. For example, question 6 (d) is worth 15 marks, 8 of which are for AO3.

Research methods are assessed in both Component 1 and Component 2. The number of raw marks allocated to questions covering research methods will be between 30 and 35 in any examination series. This is to address the requirement for a minimum weighting of 15 per cent in the qualification.

Each component, in every examination series, will include questions in which candidates are required to refer to extracts. This will address the requirement in Paragraph 9 of the DfE GCSE Sociology Subject Content to "demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists regarding the topics which have been studied". .

The marks and specified time for each examination are:

Component 1: 1 hour 45 minutes 100 marks

Component 2: 1 hour 45 minutes 100 marks

Overall: 3 hours 30 minutes 200 marks

Mark allocations correspond to component weightings. These weightings also correspond to the AO weightings. See the table below for further details.

| Component | Time | Qualification weighting | Marks | AO marks | | AO weighting | | Total AO weighting |
|-----------|--------------------------|-------------------------|-------|----------|----|--------------|-----|--------------------|
| 1 | 1 hour 45 minutes | 50% | 100 | AO1 | 40 | AO1 | 20% | 50% |
| | | | | AO2 | 40 | AO2 | 20% | |
| | | | | AO3 | 20 | AO3 | 10% | |
| 2 | 1 hour 45 minutes | 50% | 100 | AO1 | 40 | AO1 | 20% | 50% |
| | | | | AO2 | 40 | AO2 | 20% | |
| | | | | AO3 | 20 | AO3 | 10% | |
| Total | 3 hours 30 minutes | 100% | 200 | AO1 | 80 | AO1 | 40% | 100% |
| | | | | AO2 | 80 | AO2 | 40% | |
| | | | | AO3 | 40 | AO3 | 20% | |

Component 1 comprises a number of question types. The marks for part-questions will range from 1 to 15 and will collectively assess all assessment objectives.

Component 2 also comprises a number of question types. The marks for part-questions will range from 1 to 15 marks and will collectively assess all assessment objectives.

Delivering the Specification: Question Types

A range of question types has been included and used in both components. The mixture of short answer and extended response questions provides a range of suitable ways to assess all assessment objectives in different contexts.

Short answer questions are also suitable to ensure breadth of content is assessed and require learners to demonstrate basic knowledge. These questions will have low mark allocations and will assess knowledge and understanding.

Structured short-answer questions will allow learners to demonstrate that their knowledge and understanding of the content is applied to given specific contexts. These questions require learners to develop responses with detailed understanding or by providing analysis.

Extended response answers will assess learners' knowledge and understanding, analysis and evaluation of a variety of concepts and issues. These question types will require learners to analyse and evaluate particularly suitable and appropriate responses and demonstrate their knowledge and understanding of sociological theories, concepts and issues through meaningful analysis and evaluation. The ability to write in an extended manner, to build and evaluate arguments is a critical skill for learners and is best tested in this format. The questions will require learners to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. This is noted in the sample assessment mark schemes, to clarify requirements for examiners and teachers.

Delivering the Specification: Examples Of Question Types

Example of a short answer question for Component 1

Outline how schools may socialise children into their gender roles. (5 marks)

Knowledge and understanding - assessing AO1 elements 1a & 1b

The mark scheme gives a clear breakdown of how the marks are allocated to the elements in AO1.

[Page 31 of the sample assessment materials]

Example of a structured question for Component 1

Explain two reasons why feral children may have difficulty fitting into society. (4 marks)

Knowledge and understanding - assessing AO2 element 1a

The mark scheme gives a clear breakdown of how the marks are allocated to the elements in AO2.

[Page 24 of the sample assessment materials]

Example of an extended response essay for Component 2

“The main reason why young people may commit crime is the formation of sub-cultures.” Do you agree with this view? (15 marks)

The focus is on very much on analysis and evaluation - assessing AO3 - elements 1a & 1b

The mark scheme gives a clear breakdown of how the marks are allocated to the elements.

[Page 72 of the sample assessment materials]

The AO descriptors and weightings will be the same for each type of question in each summer examination series.

Delivering the Specification: Assessment Objectives And Weightings

GCSE Sociology has three assessment objectives:

AO1

Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.

AO2

Apply knowledge and understanding of sociological theories, concepts, evidence and methods.

AO3

Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

| | AO1 | AO2 | AO3 | Total |
|--------------------|------------|------------|------------|--------------|
| Component 1 | 20% | 20% | 10% | 50% |
| Component 2 | 20% | 20% | 10% | 50% |
| Total | 40% | 40% | 20% | 100% |

In each examination series, a minimum of 15% of the available marks will be awarded for learners' knowledge and understanding in relation to Research Methods.

Each assessment objective is split into discrete elements for question setting purposes and to ensure all objectives are covered in an examination. The table below demonstrates the strands and elements for each assessment objective.

| ASSESSMENT OBJECTIVES, STRANDS AND ELEMENTS | |
|--|--|
| AO1 Demonstrate knowledge and understanding of Sociological theories, concepts, evidence and methods | |
| Strands | Elements |
| n/a | 1a: Demonstrate knowledge of sociological theories, concepts, evidence and methods |
| | 1b: Demonstrate understanding of sociological theories, concepts, evidence and methods |
| AO2 Apply knowledge and understanding of sociological theories, concepts evidence and methods | |
| Strands | Elements |
| n/a | 1a: Apply knowledge and understanding of sociological theories, concepts and evidence |
| | 1b: Apply knowledge and understanding of sociological research methods |
| AO3 Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions | |
| Strands | Elements |
| n/a | 1a: Analyse sociological theories, concepts , evidence and methods in order to construct arguments |
| | 1b: Evaluate sociological theories, concepts , evidence and methods in order to make judgements and draw conclusions |

To show how each assessment objective is covered the charts below show how the assessment objectives are mapped in the SAMs.

Component 1

| Question | | AO1 1a | AO1 1b | AO2 1a | AO2 1b | AO3 1a | AO3 1b | Knowledge in isolation |
|--------------|-----|-----------|-----------|-----------|-----------|-----------|-----------|---------------------------|
| 1 | (a) | 1 | - | - | - | - | - | 1 |
| | (b) | 1 | - | - | - | - | - | 1 |
| | (c) | 1 | | | | | | 1 |
| | (d) | 1 | - | - | - | - | - | 1 |
| 2 | (a) | 1 | 1 | - | - | - | - | 1 |
| | (b) | - | 1 | - | - | - | - | - |
| | (c) | - | - | 2 | - | - | - | - |
| | (d) | 2 | | 2 | - | - | - | - |
| 3 | (a) | - | - | 2 | - | - | - | - |
| | (b) | - | - | 4 | - | - | - | - |
| | (c) | - | - | 4 | - | - | - | - |
| 4 | (a) | 1 | 1 | - | - | - | - | 1 |
| | (b) | - | - | 4 | - | - | - | - |
| | (c) | 4 | | 4 | - | - | - | - |
| | (d) | 4 | | 3 | - | 8 | | - |
| 5 | (a) | 1 | 1 | - | | - | - | 1 |
| | (b) | 5 | | - | | - | | |
| | (c) | 4 | | 4 | - | - | - | - |
| | (d) | 4 | | 3 | | 8 | | |
| 6 | (a) | 1 | 1 | - | - | - | - | 1 |
| | (b) | - | - | - | 4 | - | - | - |
| | (c) | 4 | | - | 4 | 4 | | - |
| Total | | 40 | | 40 | | 20 | | 8 |

Component 2

| Question | | AO 1 1a | AO 1 1b | AO2 1a | AO2 1b | AO3 1a | AO3 1b | Knowledge in isolation |
|--------------|-----|-----------|---------|-----------|--------|-----------|--------|------------------------|
| 1 | (a) | 1 | - | - | - | - | - | 1 |
| | (b) | 1 | - | - | - | - | - | 1 |
| | (c) | 1 | - | - | - | - | - | 1 |
| | (d) | 1 | - | - | - | - | - | 1 |
| 2 | (a) | - | 1 | - | - | - | - | - |
| | (b) | - | 1 | - | - | - | - | - |
| | (c) | - | - | - | 4 | - | - | - |
| 3 | (a) | 1 | 1 | - | - | - | - | 1 |
| | (b) | - | - | 4 | - | - | - | - |
| | (c) | 3 | | 3 | - | 3 | | - |
| 4 | (a) | 1 | 1 | - | - | - | - | 1 |
| | (b) | 1 | 1 | - | - | - | - | 1 |
| | (c) | - | - | 4 | | | | |
| | (d) | 3 | | 3 | - | 3 | | - |
| 5 | (a) | 2 | 2 | - | - | - | - | 2 |
| | (b) | - | - | 4 | - | - | - | - |
| | (c) | 3 | | 3 | - | 3 | | - |
| 6 | (a) | 1 | 1 | - | - | - | - | - |
| | (b) | 5 | | - | - | - | - | - |
| | (c) | 4 | - | 4 | - | - | - | - |
| | (d) | 4 | | 3 | | 8 | | - |
| 7 | (a) | - | - | - | 1 | - | - | - |
| | (b) | - | - | - | 4 | - | - | - |
| | (c) | - | - | - | 3 | 3 | | - |
| Total | | 40 | | 40 | | 20 | | 9 |

Advice for Teachers

This section covers all aspects of the specification and includes:

- Key teaching points
- Specific skills
- Suggested activities

Component 1

Area of Study: Understanding Social Processes Section 1.1 Key Sociological Concepts

Key Points:

- **Learners should be able to explain** what is meant by culture.
- **Learners should be able to explain** what is meant by cultural diversity and give examples of this within the UK and around the world.
- **Learners should be able to explain** and give examples of social norms.
- **Learners should be able to explain** the role and importance of sanctions in enforcing social norms, rules and laws.
- **Learners should be able to explain** and give examples of what is meant by values.
- **Learners should be able to explain** and give examples of different types of status.
- **Learners should be able to explain** and understand the way that roles are made up of sets of social norms.
- **Learners should be able to discuss** the importance of roles, status and culture in shaping an individual's identity.

Provides an opportunity to develop the following skills:

- Reflecting on their own identity and values.
- Understanding how social life is ordered.
- Recognising the importance of norms, rules and laws in maintaining social order.
- Developing the skills of empathy in understanding other cultures and values.
- Respecting cultural diversity.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Create a short project on a different culture. For example, the Inuit or Australian Aborigines. Students can explore the differences between their culture and that of the contemporary UK. Use this to explore the cultural diversity.
2. Observe their own home town / village / city. What examples of cultural diversity can be found? Eg: food, entertainment, clothes, shops.
3. Investigate the social norms in their school. Carry out a questionnaire to find out what the norms are. Eg: homework, healthy eating, leisure time.
4. Complete a grid of famous people. Decide whether their status is ascribed or achieved,

| Person | Status – Ascribed or Achieved |
|----------------|-------------------------------|
| David Beckham | |
| The Queen | |
| Lord Sugar | |
| Being a son | |
| Taxi driver | |
| Prime minister | |

5. Design a poster to show how students gain their identity. Include the different aspects of their culture.
6. Explain the role of sanctions in enforcing social norms. Give examples of positive and negative sanctions used in their peer groups, in shopping centres, by school and at home.
7. Consider what would happen if social norms disappeared. Consider a *Walking Dead* scenario. How do social norms change or do they disappear completely?

Area of Study: Understanding Social Processes
Section 1.2 Debates over The Acquisition Of Identity

Key Points:

- **Learners should be able to explain** what is meant by identity.
- **Learners should be able to describe** the process of socialisation.
- **Learners should be able to describe** examples of nature explanations for human behaviour.
- **Learners should be able to explain** the role and importance of socialisation in becoming a member of society.
- **Learners should be able to explain** and give examples of feral children.
- **Learners should be able to explain** and justify the reasons for sociological emphasis on nurture as an explanation of human behaviour, referring to feral children and cultural diversity.
- **Learners should be able to describe and give examples** of cultural diversity in social behaviour.
- **Learners should be able to discuss** arguments for the relative importance of nature and nurture in the acquisition of identity.

Provides an opportunity to develop the following skills:

- Reflecting on their own identity.
- Understanding the process and importance of socialisation.
- Recognising the importance of feral children as evidence for the arguments of sociology.
- Developing the skills of empathy in understanding other cultures and values.
- Respecting cultural diversity.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Creative writing about their own socialisation. What have been the most important influences on shaping who they are?
2. Make a list of behaviours that animals do instinctively. Consider whether any human behaviour is instinctive.
3. Investigate cultural diversity in food, music, clothes, family life.
4. Study stories of feral children. Genie or Oxana Malaya, Jungle Book.
5. Create a picture board story of a feral child.
6. Investigate attempts to socialise monkeys as humans by scientists.
7. Decide how important nature and nurture are in deciding:
I.Q., football ability, height and strength, personality, criminal behaviour, aggression, manners etc.
8. Hold a class debate – Nature v Nurture.

Area of Study: Understanding Social Processes
Section 1.3 The Process Of Socialisation

Key Points:

- **Learners should be able to explain** what is meant by primary and secondary socialisation.
- **Learners should be able to explain** what an agency of socialisation is.
- **Learners should be able to understand** the importance of family as the primary agency of socialisation.
- **Learners should be able to explain** how socialisation passes on culture and identity.
- **Learners should be able to explain** and give examples of how children learn gender.
- **Learners should understand** the effect of stereotypes on gender socialisation.
- **Learners should be able to explain** and give examples of differences in socialisation based on social class and ethnicity.
- **Learners should be able to explain** the difference between formal and informal social control.
- **Learners should be able to explain** the importance of social control in socialisation.
- **Learners should be able to discuss** different views on the nature of socialisation.

Provides an opportunity to develop the following skills:

- Reflecting on their own socialisation and upbringing.
- Understanding how social life is ordered.
- Recognising the importance of norms, rules and laws in maintaining social order.
- Developing the skills of empathy in understanding other cultures and values.
- Respecting cultural diversity.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Interview a parent who has a baby to discuss how they are socialising their child. What are they doing even from an early age to shape the child's identity and behaviour.
2. Invite a worker from a nursery or other child care provider to discuss the process of socialisation.
3. Investigate your local toy shop. Are the toys still gendered even in the 21st century?
4. Watch TV programmes like the Tweenies or more modern equivalents. What norms and values are these programmes teaching children?
5. Consider the effect of media on socialisation. Discuss the idea that violent computer games and films can cause violent behaviour.
6. Create a board game which shows the process of socialisation. It could be along the lines of the Game of Life.
7. Design a poster to show the different processes of social control. Highlight which are formal and which are informal.

Area of Study: Understanding Social Processes: Families Section 2.1 Family Diversity and Different Family Forms

Key Points:

- **Learners should be able to explain** and define what is meant by the term family.
- **Learners should be able to describe** and give examples of different family types.
- **Learners should be able to understand** the range of diversity in family forms in the contemporary UK.
- **Learners should be able to explain** reasons why family forms have become more diverse in the UK.
- **Learners should be able to describe** diversity in family forms found in different ethnic minority groups in the UK.
- **Learners should be able to understand** the range of diversity in family forms across the world
- **Learners should be able to describe** a range of case studies from other cultures including polygamy, arranged marriages and the one child family policy as practised in China.
- **Learners should be able to understand** with empathy other culture's customs and practices.
- **Learners should be able to discuss** different views on the changes in family forms.

Provides an opportunity to develop the following skills:

- Reflecting on their own family socialisation and upbringing.
- Understanding how social life is ordered.
- Recognising the huge range of differences in family life.
- Understanding the idea of social change in the society they live in.
- Developing the skills of empathy in understanding other cultures and values.
- Respecting cultural diversity.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Create a fact file on the different types of family found in the UK. Include examples of families they know from popular culture and the news.
2. Create a spider diagram showing all the reasons for family change. Include for example, social, legal, technological and medical reasons.
3. Create stereotypical adverts for products using the nuclear family.
4. Study the families in a popular soap opera. List the different families and classify them by type.
5. Complete a project on family diversity.
6. Organise a class debate on the theme of the China one child family social policy: 'Was the policy a success or not'?
7. Invite visitors from other cultures to be interviewed by the class about their experiences, customs and culture.
8. Watch clips on youtube featuring polygamy and arranged marriages.
<https://youtu.be/AqGA0xjOms4>
9. Discuss the difference between Forced and Arranged marriages.
10. What is the future of the family in the UK? Consider where the contemporary trends will take the family of the future. Creative writing about family life in the future.

Area of Study: Understanding Social Processes: Families
Section 2.2 Social Changes and Family Structures

Key Points:

- **Learners should be able to explain** and outline the main changes in family structures including family size, changing patterns of marriage and single parent families.
- **Learners should be able to describe** and give examples of legal changes affecting family life.
- **Learners should be able to discuss** the impact of feminism on family life.
- **Learners should be able to understand** the range of diversity in family forms and know about the work of the Rapoports.
- **Learners should be able to explain** reasons why divorce rates have changed in the UK.
- **Learners should be able to describe** changes in social norms in the UK, using specialist language including secularisation, cohabitation, singlehood and serial monogamy.
- **Learners should be able to understand** the effect that technology has had upon family life.
- **Learners should be able to describe** a range of case studies of family diversity including migrant family forms.
- **Learners should be able to understand** with empathy other culture's customs and practices.
- **Learners should be able to discuss** different views on the changes in family forms.
- **Learners should consider and explain** different theoretical approaches to understanding family change. Eg. Feminism and the New Right

Provides an opportunity to develop the following skills:

- Recognising the range of social diversity in family forms.
- Investigate social trends and patterns using statistical data.
- Recognising the huge range of differences in family life.
- Understanding the idea of social change in the society they live in.
- Developing the skills of empathy in understanding other cultures and values.
- Respecting cultural diversity.
- Using the technical language of sociology with accuracy.
- Using sociological theory as a means of interpreting social change.

Suggested Activities:

1. Create a fact file on the different types of family found in the UK. Include examples of families they know from popular culture and the news.
2. Investigate statistics on the number of divorces and marriages in the UK.
3. Invite someone from an ethnic minority group. Students interview them about family life.
4. Study the family in a popular soap opera. List the different families and classify them by type.
5. Watch the movie 'Bend it like Beckham'. Compare the attitudes of the older ethnic minority group with the idea of romantic love found in the UK.
6. Organise a class debate on the theme of family change? Have the changes been a good thing? Are families better places than in the past?
7. Create a timeline of changes affecting family life in the UK. Include legal, social, medical and changes in technology.
8. Find out about John Major's Back to Basics campaign in the 1990's. What theoretical view would John Major have supported?
9. Write a newspaper article about changes in family life in the UK.
10. Interview older people to discuss how norms have changed.

Area of Study: Understanding Social Processes: Families Section 2.3 Social Changes and Family Relationships

Key Points:

- **Learners should be able to explain** and outline the main changes in family roles and structures.
- **Learners should be able to describe** and give examples of legal changes affecting family life.
- **Learners should understand** the impact of secularisation on family life.
- **Learners should be able to discuss** the impact of feminism on family life including conjugal roles.
- **Learners should be able to discuss** the symmetrical family concept of Wilmott and Young and consider it in comparison to the contemporary UK.
- **Learners should be able to understand** the changes in power relationships within the family.
- **Learners should be able to explain** changes in the roles of parents and children.
- **Learners should be able to describe** changes in the way that families are organised in the contemporary UK.
- **Learners should be able to understand** the effect that technology has had upon family life.
- **Learners should be able to explain** changes in family leisure time.
- **Learners should consider and explain** different theoretical approaches to understanding family change. E.g. Feminism and the New Right.

- **Learners should be able to discuss** views on the impact of changes to conjugal roles and of children in the family.

Provides an opportunity to develop the following skills:

- Recognising the range of social diversity in family forms.
- Investigate social trends and patterns using statistical data.
- Recognising the huge range of differences in family life.
- Understanding the idea of social change in the society they live in.
- Developing the skills of empathy in understanding other cultures and values.
- Respecting cultural diversity.
- Using the technical language of sociology with accuracy.
- Using sociological theory as a means of interpreting social change.

Suggested Activities:

1. Complete a class survey to find out how domestic roles are shared in houses today. Are men's and women's roles more equal?
2. Students consider who makes decisions in their household. Food, holidays, school issues, what is watched on tv, bedtime, going out, money, housework.
3. Research Phillippe Aries's history of childhood. Present to the class.
4. Design a questionnaire on the division of labour in the household.
5. Create a poster showing the idea of the symmetrical family.
6. Study television advertisements to see how far traditional gender roles are still shown? Is there evidence of the New Man in TV adverts?
7. Interview women who are married to find out how roles are organised in their household. If possible compare with their grandparents' generation.
8. Create a list of arguments for and against the idea that gender roles are more equal in the 21st century.

Area of Study: Understanding Social Processes: Families
Section 2.4 Sociological Theories of The Role Of The Family

Key Points:

- **Learners should be able to explain** conflict and consensus views relating to the role of the family.
- **Learners should be able to describe** the Functionalist view including the work of Talcott Parsons.
- **Learners should be able to discuss** the functions of the family.
- **Learners should be able to explain** the Marxist view of the family as serving the interests of capitalism including the work of Zaretsky.
- **Learners should be able to describe** ways in which the family benefits capitalism.

- **Learners should be able to understand** the concept of patriarchy and give examples of this.
- **Learners should be able to explain** the Feminist view of the family including the work of Oakley, Delphy and Leonard.
- **Learners should be able to relate** theories of the family to contemporary UK.
- **Learners should be able to understand** the concerns that New Right theorists have about family life.
- **Learners should be able to discuss** and compare their views on the theories of family life.

Provides an opportunity to develop the following skills:

- Recognising the importance of theories in sociology.
- Consider their own views on the role of the family.
- Engage in debate about different theoretical views.
- Be critical of sociological ideas.
- Apply theory to the contemporary UK.
- Understand the society they live in.
- Using the technical language of sociology with accuracy.
- Using sociological theory as a means of interpreting social change.

Suggested Activities:

1. Make a list of all the positive things that the family does for its members.
2. Compile a list of all the criticisms that Feminists and Marxists have of the family.
3. Create a poster to show the Functionalist, Marxist and Feminist views of the family. This could be divided into two main parts – Good v Bad or Consensus v Conflict.
4. Students design one page of information on each of the sociological ideas listed above.
5. Students create a moral panic type radio broadcast or news bulletin from a New Right perspective about the family.
6. ‘The family is healthier than it has ever been. It plays an important role in keeping our society orderly and healthy’. Justify this point of view.
7. ‘The family is in a state of collapse. It is broken and damaged and we need to return to the days of nuclear families with mum, dad and children happily living together.’ Justify this point of view.
8. ‘The family exploits women. They are used to support men and get the worst deal.’ Justify this point of view.
9. Divide the class into theoretical perspectives. They must prepare a short presentation for another group of students who have not studied this. They must aim to convince them that their view is the most accurate.

Area of Study: Understanding Social Processes: Families
Section 2.5 Criticisms of The Family

Key Points:

- **Learners should be able to explain** concerns about the future of the family.
- **Learners should be able to describe** New Right concerns about the decline of the traditional family.
- **Learners should be able to discuss** changes in the functions of the family.
- **Learners should be able to explain** changes in the status and role of women.
- **Learners should be able to describe** ways in which feminists say that the traditional nuclear family exploits women.
- **Learners should be able to understand** the conflict view of family life including the dark side of family life.
- **Learners should be able to explain** problems in family life including dysfunctionality, isolation, unrealistic expectations and divorce.
- **Learners should be able to describe** ways in which kinship networks may lose contact in contemporary UK.
- **Learners should be able to understand** the concerns that New Right theorists have about family life.
- **Learners should be able to discuss and understand** theoretical views on the future of family life in the UK.

Provides an opportunity to develop the following skills:

- Recognising the importance of theories in sociology.
- Consider their own views on the role of the family.
- Engage in debate about different theoretical views.
- Be critical of sociological ideas.
- Apply theory to the contemporary UK.
- Understand the society they live in.
- Using the technical language of sociology with accuracy.
- Using sociological theory as a means of interpreting social change.

Suggested Activities:

1. Create a poster split into two with the dark side on one side and positive functions of the family on the other.
2. Discuss the effect that single parents have on society. 'Is it possible to bring up children well if you are a single parent.'
3. 'Divorce should be made illegal as it is damaging family life in the UK.' Debate this issue using theoretical ideas.
4. Design a poster showing the way that the functions of the family have changed.
5. Invite a person to visit school / college who works with victims of domestic violence.

6. Students create and complete a grid:

| Theory | Criticisms of the family | Response to the criticism. |
|--------|--------------------------|----------------------------|
| | | |

7. Divide the class into groups of 6 using De Bono's 6 thinking hats. Using the approaches of the hats create a presentation for the government about how to improve family life in the UK. Students could refer to the different criticisms of the family and try to take these into account.

Area of Study: Understanding Social Processes: Education
Section 3.1 Sociological Theories of the Role Of Education

Key Points:

- **Learners should be able to explain** the role of the education system from a Functionalist perspective.
- **Learners should be able to describe** and give examples of different roles played by the educational system using sociological language.
- **Learners should be able to refer** to the work of Durkheim and Parsons on education.
- **Learners should be able to explain** conflict views of the role of education including Feminism and Marxism.
- **Learners should be able to describe** how the education system supports the needs of capitalism.
- **Learners should be able to understand** the feminist view that education supports patriarchy.
- **Learners should be able to describe** the ideas of Bowles and Gintis and the Correspondence theory.
- **Learners should be able to understand** Becky Francis's views on the patriarchal nature of schools.
- **Learners should be able to discuss** and evaluate consensus and conflict views of the education system.

Provides an opportunity to develop the following skills:

- Reflecting on their own education and future.
- Understanding how social life is ordered.
- Recognising the importance of education as a means of socialisation and cultural transmission.
- Understanding conflicting views of the society they live in.
- Developing the skills of communication and debate.
- Respecting conflicting points of view.

- Developing the ability to understand abstract ideas about society.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Draw a picture to show their view of school as an introduction to how they view the process of education. Relate to conflict and consensus.
2. Research Marx and Durkheim and present to the class.
3. Create diagrams for the main ideas of the role of education from Marxist and Functionalist perspectives.
4. Students complete a mix and match of the key ideas.
5. Interview students and teachers as to what they think the role of education is.
6. Create a checklist to see what patriarchal features your school has? Eg. What gender are the high status teachers? How does this effect: Curriculum / Equal opportunities / Careers / Expectations of staff?
7. Design a school and curriculum that a Marxist or Feminist would prefer? What would be different? Lessons? Rules? Organisation of the school?
8. 'The role of education is to keep the working class and women in their place'. Organise a class debate with people in role representing different theories.

Area of Study: Understanding Social Processes: Education

Section 3.2 Processes within Schools

Key Points:

- **Learners should be able to explain** processes within schools affecting educational achievement.
- **Learners should be able to describe** and give examples of the effects of different methods of school organisation including banding and streaming.
- **Learners should be able to refer** to the work of Hargreaves, Ball, Willis and other sociologists.
- **Learners should be able to explain** the process of labelling and self-fulfilling prophecy and apply this to schools.
- **Learners should be able to describe** how the hidden curriculum shapes the socialisation of children.
- **Learners should be able to understand** the nature of anti-school subcultures and know the case study of Paul Willis.
- **Learners should be able to describe** the processes within schools relating to class, ethnicity and gender.
- **Learners should be able to understand** how processes within schools can be related to Marxism or other sociological theories.
- **Learners should be able to discuss** the relative importance of in-school factors affecting educational achievement.

Provides an opportunity to develop the following skills:

- Reflecting on their own education and future.
- Understanding how social life is ordered.
- Recognising the importance of processes within schools to educational outcomes.
- Understanding the different outcomes of education.
- Understanding the power of socialisation to affect individuals and groups.
- Developing the skills of communication and debate.
- Respecting conflicting points of view.
- Developing the ability to understand abstract ideas about society.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Students explore different means of grouping students including banding, streaming and mixed ability. What are the advantages and disadvantages of each?
2. Students write stories about the effects of labelling on students at school.
3. Design a poster showing the effects of the hidden curriculum. This could be related to Feminism and Marxism using different coloured pens.
4. Students discuss the different subcultures that exist within their year group or school. Would these be different at other schools or different types of schools?
5. Role play to show pro and anti school subcultures.
6. Draw a diagram to show the process of labelling and the self-fulfilling prophecy.
7. Draw a table to show the way that the hidden curriculum could affect working class children, girls and ethnic minorities.

| | Working Class | Girls | Ethnic minority |
|---------------------|---------------|-------|-----------------|
| Background of staff | | | |
| Rules | | | |
| Timetable | | | |
| Punishments | | | |
| Curriculum | | | |
| Uniform | | | |

8. 'The processes within schools harm the achievements of working class and ethnic minority children.' Justify this statement.

Area of Study: Understanding Social Processes: Education
Section 3.3 Patterns of Educational Attainment

Key Points:

- **Learners should be able to explain** broad patterns of difference in educational achievement.
- **Learners should be able to describe** and give examples of the differences in educational attainment between different ethnic minority groups.
- **Learners should be able to refer** to changes in patterns of attainment.
- **Learners should be able to explain** the way that the attainment of girls has improved.
- **Learners should be able to describe** how there has been concern about the achievements of boys.
- **Learners should be able to understand** the effect of social class on educational achievement.
- **Learners should be able to relate** the processes within schools to class, ethnicity, gender and differences in attainment.
- **Learners should be able to understand** how sociological ideas can help to explain the differences in educational achievement.
- **Learners should be able to discuss** the changes in educational attainment in relation to social changes and sociological arguments.

Provides an opportunity to develop the following skills:

- Reflecting on their own education and future.
- Understanding how social life is ordered.
- Recognising the continuing impact of disadvantage on educational attainment.
- Understanding the different outcomes of education.
- Using secondary data to investigate changes in patterns of educational attainment.
- Developing the skills of communication and debate.
- Developing the ability to understand statistical data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Students explore league tables for schools in their area? Which schools appear to perform the best?
2. Prepare a presentation on changing patterns of educational attainment. Present to an audience.
3. Invite your Head teacher or Data manager into lessons to be interviewed about the national picture of difference in educational disadvantage.

4. Students work in groups to develop a plan for schools to reduce gaps in educational attainment. Design their own school, timetable and rules. Present to staff.
5. Practice looking at educational data.
6. Make a list of the main patterns of difference in educational achievement. What different explanations would the theories give for these differences? Functionalism, New Right, Marxism and Feminism.

Area of Study: Understanding Social Processes: Education
Section 3.4 Factors Affecting Educational Attainment

Key Points:

- **Learners should be able to explain** how material factors affect educational attainment.
- **Learners should be able to describe** the work of Halsey and give examples of reasons for class based inequalities.
- **Learners should be able to refer** to classic studies of education including Ball and Willis.
- **Learners should be able to explain** the way that the attainment is affected by cultural factors.
- **Learners should be able to describe** how the organisation of schools has changed including choice, competition and catchment areas.
- **Learners should be able to understand** the effect of social class on educational achievement.
- **Learners should be able to relate** the processes within schools, such as racism and labelling.
- **Learners should be able to understand** how sociological ideas can help to explain the differences in educational achievement.
- **Learners should be able to discuss** the relative importance of different factors affecting educational achievement.

Provides an opportunity to develop the following skills:

- Reflecting on their own experiences of education.
- Understanding how education has changed.
- Recognising the continuing impact of disadvantage on educational attainment.
- Understanding the different outcomes of education.
- Using sociological ideas to understand the importance of different factors in educational attainment.
- Developing the skills of communication and debate.
- Developing the ability to understand statistical data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Students create a factfile on the different types of school in recent UK history?
2. Present a set of guidelines for teachers to avoid labelling students.
3. Carry out your own unstructured interviews of the counter school cultures in your school. Compare them to the 'lads' and the 'lobes' in Willis's study.
4. Imagine a new school is to be built in your area. Decide what kind of school it should be. How should the classes be organised?
5. Make a poster split into two parts with cultural factors on one side and material factors on the other.
6. Tell your own stories of labelling in schools. Consider the long-term effects of these.
7. 'In school factors are more important than out of school factors in deciding whether an individual has educational success.' Hold a class debate on this.
8. Develop a plan to show how you would advise the government to spend money to change patterns of educational success.

Area of Study: Understanding Social Processes: Education Section 3.5 Factors Affecting Educational Achievement (Continued)

Key Points:

- **Learners should be able to explain** factors affecting the educational achievement of boys and girls.
- **Learners should be able to describe** and give examples of the differences in educational attainment between boys and girls
- **Learners should be able to refer** to changes in patterns of attainment.
- **Learners should be able to explain** the way that the attainment of girls has improved.
- **Learners should be able to describe** how there has been concern about the achievements of boys.
- **Learners should be able to understand** how changes in the jobs market have affected boys and girls.
- **Learners should be able to explain** differences in boys and girls attainment at school using the concepts of peer pressure and sub-cultures.
- **Learners should be able to understand** how schools have become feminised.
- **Learners should be able to discuss** the contribution of feminism to understanding gender differences in educational achievement.

Provides an opportunity to develop the following skills:

- Reflecting on their own education and future.
- Understanding how social life is ordered.
- Recognising the continuing impact of disadvantage on educational attainment.

- Understanding the different outcomes of education.
- Using secondary data to investigate changes in patterns of educational attainment.
- Developing the skills of communication and debate.
- Developing the ability to understand statistical data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. How do boys and girls get treated differently in your school?
2. Students interview each other about their experiences in school. Compare the differences in boys and girls.
3. Write a newspaper report on the 'crisis of masculinity'. Refer to educational results, changes in jobs, unemployment and crime.
4. Interview grandparents about what school was like for boys and girls in the past.
5. Create a role play about the influence of peer groups/subcultures on education for boys or girls.
6. Explain why girls' achievement has improved, using sociological ideas including feminism.
7. Identify ways in which boys results can be improved.

Area of Study: Understanding Social Structures: Sociological Research Methods

4.1 Usefulness of Different Types Of Data

Key Points:

- **Learners should be able to identify** and give examples of different sources of data including primary and secondary data.
- **Learners should be able to explain** the difference between primary and secondary; quantitative and qualitative.
- **Learners should be able to describe** the usefulness and problems of different types of data.
- **Learners should be able to explain** reasons why sociologists use different types of data.
- **Learners should be able to describe** and give examples of different sources of data.
- **Learners should be able to discuss** the usefulness of data referring to different sociological approaches.

Provides an opportunity to develop the following skills:

- Reflecting on the importance and usefulness of social research.
- Understanding the different types of data.
- Recognising the different views on how to gain knowledge about society.
- Gaining employability skills in the use of data.
- Developing the ability to understand and be critical of all kinds of data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Create a glossary of all the different types of data.
2. Classroom research collecting quantitative and qualitative data to compare.
3. Mix and match activity: sorting definitions and assigning data into different categories.
4. Look at examples of different data. Spread them around the room and students investigate what it tells us about society. How useful is it?
5. “Sociologists need to collect their own data to be sure that it is useful”. Discuss.

Area of Study: Understanding Social Structures: Sociological Research Methods

4.2 Methods of Research

Key Points:

- **Learners should be able to identify** and give examples of different methods of research.
- **Learners should be able to explain** the different types of questionnaires, interviews and observation.
- **Learners should be able to describe** the problems associated with different methods.
- **Learners should be able to explain** reasons why sociologists choose a method.
- **Learners should be able to describe** strengths and weaknesses of different methods.
- **Learners should be able to describe** the value of mixed methods approaches.
- **Learners should be able to explain** sociological reasons for the choice of method.
- **Learners should be able to discuss** the usefulness of different methods of research.
- **Learners should be able to explain** the usefulness of different methods using technical language.

Provides an opportunity to develop the following skills:

- Reflecting on the importance and usefulness of social research.
- Understanding the different types of research methods.
- Recognising the different views on how to gain knowledge about society.
- Gaining employability skills in the use of data.
- Developing the ability to understand and be critical of all kinds of data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Create a spider diagram of all the different types of research method. Decide which are quantitative and qualitative.
2. Study examples of good and bad questionnaires.
3. Design their own questionnaires and use them around school.
4. Model an unstructured interview for the class.
5. Carry out structured and unstructured interviews with their class mates.
6. Carry out observation on the school playground.
7. Carry out a research project using mixed methods.
8. “Qualitative methods are superior to quantitative methods of research.” Discuss and explain your view of this quote using sociological language.

Area of Study: Understanding Social Structures: Sociological Research Methods

4.3 Sampling Processes

Key Points:

- **Learners should be able to identify** and give examples of different sampling processes.
- **Learners should be able to explain** the importance of sampling in research.
- **Learners should be able to describe** the problems associated with gaining a sample.
- **Learners should be able to explain** reasons why sociologists choose a certain sampling technique.
- **Learners should be able to describe** reasons why sampling techniques are suitable for certain types of research.
- **Learners should be able to describe** the importance of gaining a representative sample.
- **Learners should be able to explain** the difference between representative and non-representative samples.
- **Learners should be able to understand** that there are times when a non-representative sample may be useful.
- **Learners should be able to explain** the difference between representative and non-representative samples.

- **Learners should be able to discuss** the usefulness of different sampling techniques.

Provides an opportunity to develop the following skills:

- Reflecting on the importance and usefulness of different sampling techniques.
- Understanding the different types of sampling techniques.
- Recognising the different views on how to gain knowledge about society.
- Gaining employability skills in the use of sampling techniques.
- Recognising the need for all groups in society to be represented and considered.
- Developing the ability to understand and be critical of all kinds of data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Explain why sampling techniques are important.
2. Model sampling for the class with Jelly Babies.
3. Practice different sampling techniques on groups within the school or class.
4. Analysis of crime data from newspaper reports or gov.uk
5. Complete the grid of different sampling techniques.

| Sampling techniques | Strengths | Weaknesses | Why is this technique useful? |
|---------------------|-----------|------------|-------------------------------|
| Random | | | |
| Systematic | | | |
| Quota | | | |
| Stratified | | | |
| Snowballing | | | |
| Opportunity | | | |

Practical Issues Affecting Research

Key Points:

- **Learners should be able to identify** and give examples of practical issues affecting research.
- **Learners should be able to explain** the importance of access to subjects.
- **Learners should be able to describe** the problems associated with research including time and cost.
- **Learners should be able to explain** reasons why practical issues may affect the nature of research.
- **Learners should be able to describe** reasons why access to subjects may be difficult and the importance of gatekeepers.
- **Learners should be able to understand** the practical limitations of research.
- **Learners should be able to discuss** practical issues affecting research and possible solutions to these.

Provides an opportunity to develop the following skills:

- Reflecting on the difficulties of carrying out social research.
- Understanding the different practical problems.
- Recognising the different views on how to gain knowledge about society.
- Gaining employability skills in the practical application of research.
- Recognising the limitations of social research.
- Developing the ability to understand and be critical of all kinds of data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Estimate the costs of using a postal questionnaire to a sample of 1000 people.
2. How would you gain access to the following groups of people? What barriers would there be and how would you overcome them?
Nursery children, criminals, pregnant women, teenagers, ethnic minority groups, disabled people and drug addicts.
3. Create a list of practical problems.
4. Investigate studies such as Eileen Barker, William H Whyte, Elliot Liebow. How did they gain access to the group? What problems did they have to overcome?
5. Describe the range of practical problems that sociologists have to overcome when they are carrying out social research.

Ethical Issues Affecting Research

Key Points:

- **Learners should be able to identify** and give examples of ethical issues affecting research.
- **Learners should be able to explain** the importance of ethical issues.
- **Learners should be able to describe** the ways in which participants should be protected when taking part in social research.
- **Learners should be able to explain** reasons why sociologists may not carry out some styles of research.
- **Learners should be able to describe** strategies which are used by sociologists to address ethical issues.
- **Learners should be able to describe** ethical issues using technical language.
- **Learners should be able to understand** that there is a hidden figure.
- **Learners should be able to explain** the guidelines issued by official sociological organisations.
- **Learners should be able to discuss** the importance of protecting the reputation of sociology as a discipline.

Provides an opportunity to develop the following skills:

- Reflecting on the nature of research into human society.
- Understanding the different ethical issues.
- Recognising the different views on how to gain knowledge about society.
- Gaining awareness of the need to respect all people.
- Recognising the role of sociology as a driver of improvements in human life.
- Developing the ability to understand and be critical of all kinds of data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Explain why ethics are important in research.
2. Design a piece of research and then show how they have considered ethics in all the various stages.
3. Find out about research from the past which would now be questioned.
mentalfloss.com/.../10-famous-psychological-experiments-could-never-happen-today
Discuss the value of these. Should they have been allowed? Is it ok to use the results of these studies?
4. Design a revision diagram to show all the possible ethical issues affecting research.
5. Complete the grid relating to strategies to avoid ethical problems by sociologists.

| Study | Ethical problem | Strategies to avoid |
|---|--|----------------------------|
| Interviews with victims of domestic violence | Psychological harm | |
| Participant observation of a teenage gang | Illegal activity | |
| Questionnaires asking teenagers about their GCSE results | Informed consent | |
| Content analysis of nurses diaries in a psychiatric unit | Confidentiality | |
| Interviews with white collar criminals | Anonymity | |
| Research into knife crime when it is the subject of a moral panic | Research may have negative impact on society | |

6. "Sociologists should never do research when there are ethical issues." Discuss.

Component 2

Area of Study: Understanding Social Structures: Social Stratification and Differentiation

Section 5.1 Sociological Theories of Stratification

Key Points:

- **Learners should be able to explain** consensus theories of stratification.
- **Learners should be able to describe** and give examples of the functions of stratification.
- **Learners should be able to explain** how stratification helps role allocation and refer to Davis and Moore.
- **Learners should be able to describe** the idea of meritocracy.
- **Learners should be able to explain** conflict views of stratification.
- **Learners should be able to describe** the two class system and ways in which the ruling class exploit the working class.
- **Learners should be able to understand** how false class consciousness keeps the ruling class in control.
- **Learners should be able to explain** Weber's view of class, status and party as a theory of social class.
- **Learners should be able to understand** feminist views of stratification.
- **Learners should be able to discuss** opposing theoretical views of Functionalism, Marxism, Weber and Feminism.

Provides an opportunity to develop the following skills:

- Reflecting on their own social position.
- Understanding how social life is ordered.
- Recognising the significance of inequality.
- Understanding the different views of inequality.
- Understanding abstract debates about the nature of society.
- Developing the skills of communication and debate.
- Developing the ability to understand statistical data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. List all the different sorts of inequality in society.
2. Balloon debate about the value of different jobs in society. Most important job is the last one to be thrown out of the balloon.
3. List ways in which the UK is a meritocracy and ways in which it is not.
4. Investigate the ways in which social class is measured. Look at the Registrar General Scale and the new occupational scales devised in 2001. What are the problems with these scales?
5. Create a poster showing the two theoretical views of society.
6. 'Is a truly equal society possible?'. Prepare and organise a class debate around this theme.
7. Devise a questionnaire using Weber's ideas of class, status and party. Investigate how important these are to people's identity.
8. Identify ways in which women may be less equal than men.

Area of Study: Understanding Social Structures: Social Stratification and Differentiation

5.2 Different Forms of Power And Authority

Key Points:

- **Learners should be able to explain** formal and informal sources of power.
- **Learners should be able to describe** and give examples of the agencies of social control.
- **Learners should be able to explain** what is meant by the term authority.
- **Learners should be able to describe** Weber's theory of authority.
- **Learners should be able to explain and give examples** of traditional, charismatic and rational-legal types of authority.
- **Learners should be able to discuss** different sources of power and authority.

Provides an opportunity to develop the following skills:

- Reflecting on sources of power and authority.
- Understanding how social life is ordered.
- Recognising the significance of authority.
- Understanding the different views of the source of authority.
- Developing the skills of communication and debate.
- Developing the ability to understand statistical data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Think about how decisions are made in school or the family. Who makes decisions? Why do some people have more power or ability to get their own way than others?
2. Investigate different agencies of social control and feed back to the class.
3. Create a presentation of Weber's view of the sources of power and authority.
4. List famous leaders in history, current day and in your daily life. What type of authority do they have? Which type of authority is the most powerful in 21st century UK? Are there other societies now or in the past where this would be different?
5. Create a revision poster about sources of power and authority.

Area of Study: Understanding Social Structures: Social Stratification and Differentiation

5.3 Equality/Inequality In Relation To Class, Gender, Ethnicity, Age, Disability and Sexuality

Key Points:

- **Learners should be able to define** all the key terms class, gender, ethnicity, age, disability and sexuality.
- **Learners should be able to explain** the factors affecting social inequality and social class, gender, ethnicity, age, disability and sexuality.
- **Learners should be able to explain** reasons for inequality between different social groups.
- **Learners should be able to describe changing** patterns of inequality relating to social class, gender, ethnicity, age, disability and sexuality.
- **Learners should be able to explain** sociological reasons for patterns of inequality relating to education, crime, income and wealth, health, family, work, and media.
- **Learners should be able to investigate** sources of data regarding inequality.
- **Learners should be able to explain and give examples** of differing life chances based on social class, gender, ethnicity, age, disability and sexuality.
- **Learners should be able to discuss** whether inequality in the contemporary UK is becoming more significant in recent years.

Provides an opportunity to develop the following skills:

- Reflecting on inequality in the contemporary UK.
- Understanding how social life is ordered.
- Recognising the significance of social difference and its effect on life chances.
- Understanding the different views of whether inequality is becoming a greater problem
- Understanding notions of social justice.
- Respect and awareness of diversity in the contemporary UK.
- Developing the ability to understand statistical data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. List an A-Z of words to do with inequality.
2. Complete a grid listing different possible advantages they may have or ways they may be less equal.

| Group | Possible advantages | Possible ways they are less equal |
|--------------------------------|---------------------|-----------------------------------|
| Working class people | | |
| Upper class people | | |
| Men | | |
| Women | | |
| Young people | | |
| Old people | | |
| Disabled | | |
| Ethnic minorities | | |
| White middle class | | |
| People from the LGBT community | | |

3. Choose one of the groups above, Research news stories on BBC online and newspapers about inequalities that group may face. Report back to the class.
4. Invite someone who works in the health service to talk about health inequality.
5. Invite visitors from the different groups represented, transgender groups, University of Third Age, Mind, etc.
6. Investigate data on changes in wealth and income, health and work.
7. Content analysis of media content and representation of different groups.
8. Link to topics of Crime, Education and Family.

Area of Study: Understanding Social Structures: Social Stratification and Differentiation

5.4 Factors Which May Influence Access to Life Chances and Power

Key Points:

- **Learners should be able to define** all the key sociological terms which may affect life chances.
- **Learners should be able to explain** the factors which may influence access to life chances and power.
- **Learners should be able to explain** reasons for different life chances between different social groups.
- **Learners should be able to define** the terms power and life chances.
- **Learners should be able to describe** changes in legislation relating to social class, gender, ethnicity, age, disability and sexuality.
- **Learners should be able to explain** sociological reasons for differences in life chances relating to education, crime, income and wealth, health, family, work and media.
- **Learners should be able to understand** why some groups have more power than others. **Learners should be able to explain** and give examples of differing life chances based on social class gender, ethnicity, age, disability and sexuality.
- **Learners should be able to discuss** whether life chances for different groups in the UK are improving in recent years.

Provides an opportunity to develop the following skills:

- Reflecting on social difference in the contemporary UK.
- Understanding the impact of legislation on life chances for different social groups.
- Recognising the significance of social difference and its effect on life chances.
- Understanding the different views of whether inequality is becoming a greater problem and notions of social justice.
- Respect and awareness of diversity in the contemporary UK.
- Developing the ability to understand statistical data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Create a glossary of all the key terms relating to life chances.
2. Watch Jane Elliott's 'Blue Eyes Brown Eyes' experiment to introduce prejudice.
3. Investigate stereotypes featured in 1970s television series such as 'Love Thy Neighbour', 'Rising Damp' or 'Mind your Language'.
4. Create a time line on the classroom wall of legislation affecting social groups.
5. Visit an independent school or a school very different from your own.

6. Investigate data on changes in life chances for different groups.
7. Study anti-semitism in Nazi Germany as a case study of scapegoating.
8. Investigate moral panics about youth, ethnic minority groups.
9. Discover the background of the UK parliament. Which schools and universities did they go to?
10. Watch Winnie the Witch to introduce the idea of the Social and medical model of disability.

Area of Study: Understanding Social Structures: Social Stratification and Differentiation

5.5 Poverty as a Social Issue

Key Points:

- **Learners should be able to define** and give examples of absolute and relative poverty.
- **Learners should be able to explain** the factors which may make groups prone to poverty.
- **Learners should be able to explain** sociological reasons for the persistence of poverty.
- **Learners should be able to define** the terms culture of poverty and cycle of deprivation.
- **Learners should be able to describe** ways in which some social groups are socially excluded.
- **Learners should be able to describe** ways in which attempts are made to socially include groups at risk of social exclusion.
- **Learners should be able to understand** the impact of globalisation on poverty.
- **Learners should be able to explain** what is meant by the term underclass.
- **Learners should be able to discuss** the merits of sociological theoretical views on the reasons for poverty, including Marxism and the New Right.

Provides an opportunity to develop the following skills:

- Reflecting on the nature of poverty in the contemporary UK.
- Understanding how poverty is classed and how this changes over time.
- Recognising the significance of culture and its effect on poverty.
- Understanding the different views of whether the poor are responsible for their own poverty, or whether government and society are to blame.
- Respect and awareness of the lives of others in the contemporary UK.
- Developing the ability to understand statistical data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Create a glossary of all the key terms relating to poverty.
2. Watch television programmes about poverty such as Benefits Street.
3. Create a role play about the culture of poverty. How does this contribute to the continuance of poverty?
4. Devise a government plan to stop poverty in the UK.
5. Class debate about whether we have poverty in the UK or 'Who is to blame?'.
6. Investigate data on poverty in the UK.
7. Research poverty using Barnardo's and the Joseph Rowntree Foundation websites.

Area of Study: Understanding Social Structures: Crime And Deviance

5.5 Social Construction of Crime And Deviance

Key Points:

- **Learners should be able to define** and give examples of crime and deviance.
- **Learners should be able to explain** the difference between crime and deviance.
- **Learners should be able to explain** how both crime and deviance are a social construction.
- **Learners should be able to describe** ways in which what is considered a crime and/or deviant varies across different cultures and history.
- **Learners should be able to understand** that different cultures have different norms, rules and laws.
- **Learners should be able to discuss** the view that what is seen as criminal or deviant may reflect the interests of the powerful.

Provides an opportunity to develop the following skills:

- Reflecting on the nature of right.
- Understanding the way that what is classed as criminal or deviant changes over time.
- Recognising the way that social norms change.
- Understanding the idea of cultural relativism.
- Respect and awareness of the rule of law.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Explain crime and deviance. Students list examples of things which are criminal and deviant. Then list things which are deviant and not criminal. Finally any items that are criminal but may not be seen as deviant by many.
2. Investigate different cultures with different norms and laws.
3. List things which all societies would universally see as wrong. Then challenge these. Eg. Killing is accepted when at war or for the purpose of capital punishment.
4. Can deviance play a positive role? Study the Freedom Riders or Gandhi.
5. Class presentation on historical and cultural variations in crime and deviance.

Area of Study: Understanding Social Structures: Crime And Deviance

6.1 Social Control

Key Points:

- **Learners should be able to define** and give examples of informal and formal social control.
- **Learners should be able to explain** the purpose of sanctions.
- **Learners should be able to explain** the role of agencies of informal social control.
- **Learners should be able to understand** and give examples of the role of the police and courts.
- **Learners should be able to describe** ways in which agencies of formal social control exert influence over individuals.
- **Learners should be able to understand** different consensus and conflict views of the agencies of formal social control.
- **Learners should be able to explain** the role of the agencies of formal social control.
- **Learners should be able to understand** the role that all members of society play in maintaining social control.
- **Learners should be able to discuss** sociological theoretical views on the nature of social control.

Provides an opportunity to develop the following skills:

- Reflecting on the nature of social order in the contemporary UK.
- Understanding the way that different groups have different power over others.
- Recognising the significance of sanctions in maintaining social order.
- Understanding the different views on the role of agencies of social control.
- Respect and awareness of the rule of law.
- Awareness of the rights of individuals within the rule of law.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Draw a diagram to show how social control works.
2. Complete a project on the different agencies of informal social control.
3. Invite police or magistrates into school to find out about the role of the police or courts.
4. Find out about the sanctions used in the UK today. How effective are they?
5. Class debate about whether we should have capital punishment in the UK. How effective is this in the USA?'
6. Investigate data on prisons in the UK.
7. Study the role the media played in the UK riots of 2011.

Area of Study: Understanding Social Structures: Crime And Deviance

6.3 Patterns of Criminal and Deviant Behaviour

Key Points:

- **Learners should be able to describe** patterns of criminal behaviour by class, gender, age and gender.
- **Learners should be able to explain** sociological reasons for the differences in conviction and victim rates for different social groups.
- **Learners should be able to identify** ways that official statistics on crime are collected.
- **Learners should be able to describe** historical views of changes in the crime rate.
- **Learners should be able to discuss** the different views on changes in the patterns of crime rate.

Provides an opportunity to develop the following skills:

- Reflecting on the crime rate in the contemporary UK.
- Understanding the way that the crime rate changes over time.
- Recognising that crime is a concern in the UK.
- Understanding the different views of whether society is in decline or improving.
- Respect and awareness of the lives of others in the contemporary UK.
- Developing the ability to understand statistical data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Create a spider diagram of what people in the class think are the main patterns/concerns about crime in the UK.
2. Research crime in your local area using <https://crime-statistics.co.uk/postcode>
3. Conduct a questionnaire to find out whether people think crime is a problem or is increasing.
4. Investigate the Crime Survey for England and Wales using gov.uk.
5. Link sociological ideas to the main patterns. Eg. Victim rates for ethnic minorities are higher due to racism, stereotypes etc.
6. Create a newspaper article using your work about the main patterns in the crime rate. Think of a catchy headline.

Area of Study: Understanding Social Structures: Crime And Deviance
6.4 Sociological Theories and Explanations of Deviance And Criminal Behaviour

Key Points:

- **Learners should be able to explain** different theories and concepts relating to the causes of crime and deviance.
- **Learners should be able to describe** and give examples of different types of crime.
- **Learners should be able to explain** the Functionalist views of crime and give examples of the functions of crime.
- **Learners should be able to explain** Marxist views of the causes of crime and the differential enforcement of law and order.
- **Learners should be able to understand** the concept of labelling and the contribution of Interactionism to the study of deviance and crime.
- **Learners should be able to describe** the work of feminists in understanding gender differences in crime.
- **Learners should be able to explain** the importance of institutional racism in understanding patterns of ethnicity and crime.
- **Learners should be able to understand** the contribution of individual sociologists to the study of deviance and crime.
- **Learners should be able to explain** what is meant by sub-culture and how this may be used to explain crime.
- **Learners should be able to discuss** the merits of sociological theoretical views and studies explaining deviance and crime.

Provides an opportunity to develop the following skills:

- Reflecting on the causes of crime in the contemporary UK.
- Recognising the significance of sub-cultures and their effect on crime.
- Understanding the different views of the causes of crime.
- Gaining an insight into the work of criminologists.
- Empathy for the views of others in society.
- Developing the ability to understand sociological theories about crime.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Think of many possible causes of crime. Add sociological terms where possible.
2. Investigate different types of crime through case studies. Asbestos, Tesco horse meat, Herald of Free Enterprise, PPI, knife crime, gun crime, cyber crime.
3. Watch a film or television show focussing on crime. Consider how this links to the different theories of crime.
4. Devise a government plan to reduce crime in the UK. Split students into groups based on each theory. They should come up with a plan based on that explanation of crime.
5. Carry out interviews to discover what people believe are the causes of crime.
6. Identify quotes from different theoretical perspectives.
7. Write stories about the process of labelling and the deviant career.
8. Examine the link to the Nature v Nurture debate.
9. Study non-sociological views as a comparison. Eysenck, L'Ombroso etc.
10. Write an essay entitled 'Explanations of crime'.

Area of Study: Understanding Social Structures: Crime And Deviance
6.5 Sources of Data on Crime

Key Points:

- **Learners should be able to identify** and give examples of different sources of data on crime.
- **Learners should be able to explain** the importance of official crime statistics.
- **Learners should be able to describe** the problems associated with data on crime.
- **Learners should be able to explain** reasons why sociologists are doubtful about the accuracy of official crime data.
- **Learners should be able to describe** reasons why some crime may not be reported or recorded.
- **Learners should be able to describe** the value of crime statistics.
- **Learners should be able to understand** that there is a hidden figure of crime.
- **Learners should be able to explain** sociological reasons for the hidden figure of crime.

- **Learners should be able to discuss** how sociological theories and concepts throughout the topic of crime may impact on crime data.
- **Learners should be able to discuss** the usefulness of crime data.

Provides an opportunity to develop the following skills:

- Reflecting on the extent of crime in the contemporary UK.
- Understanding the way that statistics are collected changes over time.
- Recognising the political significance of crime rates.
- Understanding the role of citizens in the reporting of crime.
- Developing the ability to understand and be critical of statistical data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Explain why crime statistics are important.
2. Complete their own anonymous self-report study
3. Create a list of reasons for the possible non-reporting of crime.
4. Design a revision diagram to show all the possible things that can happen when a crime is committed to avoid it getting into the official statistics. Try this for different crimes to increase understanding.
5. Analysis of crime data from newspaper reports or gov.uk
6. Complete the grid relating concepts to official statistics.

| Concept | Explanation | How it affects crime data. |
|--------------------|-------------|----------------------------|
| Chivalry factor | | |
| Canteen culture | | |
| Stereotyping | | |
| Moral Panics | | |
| White collar crime | | |
| Corporate crime | | |

Area of Study: Understanding Social Structures: Applied Methods of Sociological Enquiry

7.1 The Process of Research Design

Key Points:

- **Learners should be able to identify** and give examples of factors influencing the process of research design.
- **Learners should be able to explain** the importance of choosing a research aim or hypothesis.
- **Learners should be able to describe** the problems associated with research design.
- **Learners should be able to explain** reasons why sociologists carry out a pilot study.
- **Learners should be able to describe** reasons why sociologists choose a certain method(s).
- **Learners should be able to describe** the process of research design.
- **Learners should be able to understand** the reasons for the choice of sampling technique.
- **Learners should be able to explain** sociological reasons for the use of multiple methods.
- **Learners should be able to discuss** the significance of the different factors influencing the process of research design.

Provides an opportunity to develop the following skills:

- Reflecting on the nature of research into human society.
- Understanding the different issues affecting research design.
- Recognising the different views on how to gain knowledge about society.
- Gaining awareness of the need to respect all people.
- Recognising the role of sociology as a driver of improvements in human life.
- Developing the employability skill of carrying out research.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Describe the process of research design.
2. Practice writing different aims and/or hypothesis for different research projects.
3. Consider which sampling techniques and methods are most useful for the following:
Drug abuse, underage drinking, voting in a general election, parenting, the effect of divorce on children, working conditions.
4. Design a revision diagram to show all the factors involved in the process of research design.
5. Create a poster advertising the benefits of a pilot study.
6. Create a booklet to show all the factors affecting the design of research.

Area of Study: Understanding Social Structures: Applied Methods Of Sociological Enquiry

7.2 Interpreting Data

Key Points:

- **Learners should be able to interpret and identify** patterns in a variety of forms of quantitative data.
- **Learners should be able to explain** the patterns of data referring to sociological ideas.
- **Learners should be able to describe** the problems associated with different types of data.
- **Learners should be able to explain** reasons why sociologists find quantitative data useful.
- **Learners should be able to describe** reasons why some sociologists may be critical of quantitative data.
- **Learners should be able to understand** that data may be interpreted in different ways.
- **Learners should be able to discuss** the value of data.
- **Learners should be able to discuss** the usefulness of quantitative data.

Provides an opportunity to develop the following skills:

- Reflecting on the nature of research into human society.
- Understanding the different types of data used in research.
- ICT skills in developing their own data.
- Recognising the different views on how to gain knowledge about society.
- Gaining awareness of the need to consider bias and being critical of data.
- Developing the employability skill of understanding quantitative data.
- Using the technical language of sociology with accuracy.

Suggested Activities:

1. Practice interpreting different styles of quantitative data; charts, graphs, diagrams, tables,
2. Explain problems in interpreting quantitative data.
3. Create their own quantitative data using questionnaires and Excel spreadsheets. Analyse each others data.
4. Analysis of data form charities, newspapers, social media.
5. “ Quantitative data in the form of graphs and tables is the most useful for sociologists.” Discuss.