



Scheme of work

This scheme of work for GCSE Sociology (8192) is designed to help you plan your teaching. Use this with the accompanying Resources list to plan your lessons.

Year 10

Introducing Sociology

Teach before Research

Lesson number	Topic	Lesson guidance	Suggested activities	Key concepts covered
1	What is sociology?	<p>How do we define what sociology is and what do sociologists study?</p> <p>How did sociology develop? (A brief history.)</p> <p>Looking at the world through the eyes of a sociologist.</p>	<p>Use edited extracts from sociological texts/examples of published research/compare and contrast with examples of journalism.</p> <p>Role-play: looking at the world like a sociologist.</p>	<p>Culture</p> <p>Norms</p> <p>Role</p> <p>Social construct</p> <p>Society</p>
2	Emile Durkheim	<p>Why is Durkheim seen as a 'founder' of sociology and what were some of his important ideas?</p> <p>Durkheim and his world.</p>		<p>Anomie</p> <p>Crime and deviance</p> <p>Division of labour</p> <p>Functionalism</p>

3	Karl Marx	<p>Why is Marx seen as a 'founder' of sociology and what were some of his important ideas?</p> <p>Marx and his world.</p>	<p>Compare and contrast with Durkheim (different ways of looking at the world).</p> <p>Simulation: a meeting between Durkheim and Marx.</p>	<p>Bourgeoisie</p> <p>Capitalism</p> <p>Communism</p> <p>Economy</p> <p>Proletariat</p> <p>Wealth</p> <p>Working class</p>
4	Max Weber	<p>Why is Weber seen as a 'founder' of sociology and what were some of his important ideas?</p> <p>Weber and his world.</p>	<p>Compare and contrast with Durkheim and Marx (different ways of looking at the world).</p> <p>Simulation: a meeting between Weber and Marx.</p> <p>Quick test to assess students' knowledge and understanding of the important ideas of Durkheim, Marx and Weber.</p> <p>Extended writing: for example, write a paragraph to describe the key ideas of Max Weber.</p> <p>You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review.</p>	<p>Authority</p> <p>Power</p>

5	Functionalism	<p>An introduction to Functionalism.</p> <p>Was Durkheim a functionalist?</p> <p>Who was Talcott Parsons and what was his contribution to sociology?</p> <p>Criticisms of Functionalism.</p>	Mind-map: key functionalist ideas.	<p>Social order</p> <p>Value consensus</p>
6	Marxism	<p>An introduction to Marxism.</p> <p>Marxist sociology (explore examples).</p> <p>Historical attempts to create a society based on Marxist ideas.</p> <p>Criticisms of Marxism.</p>		<p>Marxism</p> <p>False class consciousness</p> <p>Ruling class ideology</p>
7	Interactionism	<p>An introduction to Interactionism.</p> <p>Labelling theory (explore examples of how labelling can affect the behaviour of</p>	<p>Reference: 'Learning to Labour', Paul Willis, (1975).</p> <p>Students to reflect on their own classroom experiences: focus on observed behaviour – link to participant observation as a research</p>	<p>Labelling</p> <p>Master status</p>

		students). Criticisms of Interactionism.	method.	
8	Feminism	An introduction to Feminism. What is patriarchy? Are men and women truly equal in Great Britain today?	Comparison with the status of women in other societies. Discussion: are men and women truly equal in Great Britain today?	Gender Patriarchy Polygamy
9	New Right	An introduction to the New Right. The culture of poverty. The underclass. Criticisms of the New Right.	Reference: 'The Children of Sanchez', Oscar Lewis, (1961). Note: the specification only references New Right ideas in relation to the Social stratification topic. Quick test to assess students' knowledge and understanding of Functionalism, Marxism, Interactionism and the New Right. Extended writing: for example, write a paragraph to explain Marxist ideas about social class. You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer	Culture Culture of dependency Culture of poverty Identity Neo-liberalism and neo-conservatism Underclass

			together with opportunities for peer review.	
10	Social structures	<p>What is a social structure?</p> <p>Different forms of social stratification.</p> <p>Race and ethnicity.</p>	<p>The (outdated) ideas of Carl Linnaeus (1707 to 1778).</p> <p>Apartheid in South Africa (an example from history).</p>	<p>Caste</p> <p>Ethnicity</p> <p>Feudal system</p> <p>Gender</p> <p>Social class</p> <p>Social stratification</p>
11	Social processes	<p>What is a social process?</p> <p>Social control.</p> <p>Socialisation.</p> <p>Nature versus nurture.</p>	<p>Discussion: what makes us who we are?</p>	<p>Culture</p> <p>Mass media</p> <p>Sanctions</p> <p>Social control</p> <p>Socialisation</p> <p>Values</p>
12	Social issues	<p>What is a social issue?</p> <p>Poverty as a social issue.</p> <p>Crime as a social issue.</p> <p>Media amplification and moral panics.</p>	<p>Content analysis: media coverage of poverty and/or crime.</p> <p>Quick test to assess students' knowledge and understanding of social structures, social processes and social issues.</p> <p>Extended writing: for example, write a</p>	<p>Poverty</p> <p>Crime</p> <p>Media amplification</p> <p>Moral panic</p>

			<p>paragraph to explain what sociologists mean by a social issue.</p> <p>Provide model answers and opportunities for peer review.</p>	Relative deprivation
13	Sociological debates	<p>What is a conflict perspective?</p> <p>What is a consensus perspective?</p> <p>'Grand theories' and ideas about progress.</p>	Comparison exercise: use extracts from the work of different sociologists.	<p>Conflict</p> <p>Consensus</p> <p>Sociological debate</p>
14	Quality and quantity	<p>What is qualitative research?</p> <p>What is quantitative research?</p>	Comparison exercise: use extracts from the work of different sociologists.	<p>Case study</p> <p>Official statistics</p> <p>Reliability</p> <p>Validity</p>
15	Culture and nature	<p>What is culture? (Refer back to lesson 1.)</p> <p>Nature v nurture (refer back to lesson 11).</p> <p>Feral children.</p> <p>Sociobiology.</p>	Discussion: is there such a thing as 'free will'?	<p>Culture</p> <p>Socialisation</p>
16	Sex and	What is the difference		Culture

	gender	<p>between biological sex and gender?</p> <p>Culture and gender roles.</p> <p>Gender identity.</p> <p>Feminist perspectives on gender roles.</p>		<p>Feminism</p> <p>Gender</p>
17	Race and ethnicity	<p>What is race? (Link to lesson 10.)</p> <p>What is ethnicity?</p>	<p>Sociological explanations for racial prejudice and discrimination.</p> <p>Historical and contemporary examples of racial prejudice and discrimination.</p> <p>Content analysis: media coverage of related issues, such as immigration.</p>	<p>Discrimination</p> <p>Ethnicity</p> <p>Immigration</p> <p>Racism</p> <p>Scapegoat</p> <p>Stereotype</p>
18	Facts and values	<p>What is a sociological fact?</p> <p>What are values?</p> <p>Structure and agency – how are people motivated to act in the world?</p> <p>Link to Functionalism (lesson 5) and Interactionism (lesson 7).</p>	<p>Comparison exercise: use extracts from the work of different sociologists.</p> <p>Quick test to assess students' knowledge and understanding of debates in sociology.</p> <p>Extended writing: for example, write a paragraph to explain what sociologists mean when they talk about the difference between race and ethnicity.</p> <p>You may wish to provide students with some</p>	<p>Functionalism</p> <p>Interactionism</p> <p>Values</p>

			'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review.	
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Research

Teach before 3.3 Families

Teach after Introducing Sociology

Lesson number	Topic	Lesson guidance	Suggested activities	Key concepts covered
1	Research design	<p>What are the key decisions to make before beginning a research project?</p> <p>Establishing appropriate aims.</p> <p>Formulating a hypothesis.</p>	<p>Discussion: what are appropriate research opportunities in your school or college?</p> <p>Comparison exercise: use extracts from the work of different sociologists.</p>	<p>Bias</p> <p>Ethics</p> <p>Hypothesis</p> <p>Validity</p>
2	The scientific method	<p>What is the scientific method?</p> <p>Why is peer review important?</p> <p>What is the importance</p>	<p>Discussion: is sociology a science?</p>	<p>Informed consent</p> <p>Interactionism</p> <p>Reliability</p> <p>Validity</p>

		<p>of a pilot study (planning for success and avoiding problems)?</p> <p>What makes research 'reliable'?</p> <p>What makes research 'valid'?</p> <p>Alternative approaches, for example, the interactionist perspective (asking people about their experiences and feelings) and gaining informed consent from research participants.</p>		
3	Practical problems	<p>How do we assess the success or failure of sociological research?</p> <p>Choosing the right research tools.</p> <p>Grounded theory (link to previous lesson – alternative approaches).</p> <p>Avoiding bias.</p>	Comparison exercise: use extracts from the work of different sociologists (including summary reviews of published research identifying significant criticisms).	<p>Bias</p> <p>Secondary sources</p>

		<p>Using secondary sources appropriately.</p> <p>Keeping costs under control.</p>		
4	Ethical problems	<p>What is the British Sociological Association Ethical Code (provide a summary of main points)?</p> <p>The principle of informed consent.</p> <p>The Nuremburg Code.</p> <p>The need for anonymity and confidentiality.</p> <p>The Data Protection Act (summary of key principles).</p>	Simulation: 'ethics committee' reviewing research proposals.	<p>Ethics</p> <p>Informed consent</p> <p>Confidentiality</p>
5	Primary sources	<p>What are primary sources?</p> <p>Different types of primary data.</p> <p>Reliability (refer back to</p>		<p>Case study</p> <p>Interview</p> <p>Longitudinal study</p> <p>Mixed methods</p>

		<p>lesson two).</p> <p>Validity (refer back to lesson 2).</p> <p>Representative population samples (introduce this idea – to be followed up and developed at a later point).</p> <p>Research using mixed methods (advantages).</p>		<p>Observation</p> <p>Questionnaire</p> <p>Representative sample</p> <p>Triangulation</p>
6	Secondary sources	<p>What are secondary sources?</p> <p>Different types of secondary source material.</p> <p>The need for critical review when using secondary sources (provide examples of secondary sources demonstrating a lack of objectivity).</p>	<p>Content analysis.</p> <p>Quick test to assess students' knowledge and understanding of research design and associated issues.</p> <p>Extended writing: for example, write a paragraph to explain what sociologists mean when they talk about the need for informed consent.</p> <p>You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review.</p>	<p>Content analysis</p> <p>Official statistics</p> <p>Secondary sources</p>

7	Surveys	<p>What are surveys?</p> <p>Postal and online questionnaires.</p> <p>Telephone surveys.</p> <p>Opinion polls.</p> <p>Advantages and disadvantages of surveys.</p>		<p>Sample</p> <p>Representative data</p>
8	Sampling	<p>Why do sociologists use sample surveys (link to lesson 7)?</p> <p>What is a sampling frame?</p> <p>Different types of probability samples (known populations).</p> <p>Non-probability samples (unknown populations).</p>	<p>Practical: students to gain practical experience of sampling procedures.</p>	<p>Quota sample</p> <p>Random sample</p> <p>Representative</p> <p>Sampling frame</p> <p>Snowball sample</p> <p>Systematic sample</p>
9	Questionnaires	<p>What is a questionnaire (as a research tool)?</p> <p>When is a questionnaire an appropriate research tool?</p>	<p>Practical: students to gain practical experience of questionnaire design and use.</p>	<p>Closed question</p> <p>Confidentiality</p> <p>Informed consent</p> <p>Open questions</p>

		<p>How to design a questionnaire.</p> <p>What are the advantages of questionnaires?</p> <p>What are the disadvantages of questionnaires?</p>		
10	Interviews	<p>What is an interview (as a research tool)?</p> <p>Different types of interviews (structured, unstructured and semi-structured).</p> <p>Focus groups.</p> <p>The problem of interviewer bias.</p> <p>The advantages of interviews.</p> <p>The disadvantages of interviews.</p>	<p>Practical: students to gain practical experience of interviews as a research method.</p>	<p>Focus group</p> <p>Interview</p> <p>Unstructured interviews</p>
11	Observation	<p>What is observation (as a research tool)?</p>	<p>Practical: students to gain practical experience of observation as a research</p>	<p>Non-participant observation</p>

		<p>Different types of observation (participant and non-participant).</p> <p>What is an observation schedule?</p> <p>The advantages of observation.</p> <p>The disadvantages of observation.</p>	method.	<p>Observer effect</p> <p>Participant observation</p>
12	Statistics	<p>What is quantitative data (key terms and ideas)?</p> <p>Presenting quantitative data.</p> <p>Looking for patterns and trends.</p>	<p>Practical: students to gain practical experience of gathering, analysing and presenting simple examples of quantitative data, for example, the results of a questionnaire (link to lesson 9).</p> <p>Quick test to assess students' knowledge and understanding of research methods.</p> <p>Extended writing: for example, write a paragraph to explain the advantages and disadvantages of interviews as a research method.</p> <p>You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer</p>	Quantitative data

			together with opportunities for peer review.	
13	Case studies	<p>What is a case study (as a research tool)?</p> <p>When is it appropriate to use a case study?</p> <p>What are the advantages of case studies?</p> <p>What are the disadvantages of case studies?</p>		Case study
14	Longitudinal studies	<p>What is a longitudinal study (as a research tool)?</p> <p>When is it appropriate to use a longitudinal study?</p> <p>What are the advantages of longitudinal studies?</p> <p>What are the disadvantages of longitudinal studies?</p>		<p>Longitudinal study</p> <p>Representative data/sample</p> <p>Social mobility</p>
15	Ethnography	<p>What is ethnography (as a research tool)?</p>		Ethnography

		<p>When is it appropriate to use an ethnographic approach?</p> <p>What are the advantages of ethnography?</p> <p>What are the disadvantages of ethnography?</p>		
16	Experiments	<p>What is an experiment (as a research tool)?</p> <p>Examples of famous (social science) experiments.</p> <p>Ethical problems associated with social science experiments.</p>		Ethics
17	Small scale research		<p>Practical: students to design and then complete a small scale research project.</p> <p>Appropriate examples might include:</p> <ul style="list-style-type: none"> investigating attitudes towards exercise and diet amongst students from different socio-economic backgrounds. 	<p>Attitude survey</p> <p>Questionnaire</p> <p>Interview</p>

			<ul style="list-style-type: none">• investigating attitudes towards education amongst students from different gender groups.• investigating attitudes towards the welfare state amongst students from different socio-economic backgrounds. <p>The completed project can also be used as a formative assessment opportunity.</p> <p>Guidance on how to structure answers: use the sample assessment materials (SAMs) on the website to select appropriate examples, for example, Paper 1 Questions 7 and 18. Students to draft a plan for their answers. Discuss examples of how best to approach the questions before allowing students to complete their answers. You may wish to consider circulating examples of 'anonymous' edited extracts from some of the best answers and summarising common mistakes to be avoided.</p>	
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3.3 Families

Teach before 3.4 Education

Teach after Research

Lesson number	Topic	Lesson guidance	Suggested activities	Key concepts covered
1	What is a family?	How do sociologists define a family? What is a household? Different family structures.		Cohabitation Family Family diversity Reconstituted (or blended) family Lone parent family
2	Family diversity	What are the different types of family found in the UK? The Rapoport's five types of family diversity (organisational, cultural, social class, life cycle and family life course). Criticisms of the Rapoport's work.		Divorce Family diversity Marriage
3	Reasons for family diversity	How have changes in the law affected the family. Think about divorce, equal pay and same-		Divorce Gender equality

		<p>sex marriage.</p> <p>Changing social values and attitudes.</p> <p>Changing gender roles.</p> <p>Benefits for single parents.</p> <p>Employment opportunities.</p> <p>Longer life expectancy.</p> <p>Decline in religion.</p> <p>Immigration.</p>		<p>Gender roles</p> <p>Immigration</p> <p>Life expectancy</p> <p>Same sex marriage</p> <p>Single parents</p> <p>Values and attitudes</p>
4	The nuclear family	<p>What is a nuclear family?</p> <p>Is the nuclear family still important?</p> <p>The media and the nuclear family.</p> <p>The family life cycle.</p>	Content analysis.	<p>Nuclear family</p> <p>Mass media</p>
5	Alternatives to the family	<p>Why might people live in a single person household?</p> <p>Communal living.</p> <p>The Kibbutz.</p> <p>House shares.</p>		<p>Commune</p> <p>Kibbutz</p>

		Residential homes.		
6	Families in a global context	How do families differ in other cultures?	<p>Draw examples from a range of different cultures, including China, Southern Asia, the Caribbean.</p> <p>Quick test to assess students' knowledge and understanding of family diversity.</p> <p>Extended writing: write a paragraph to explain the Rapoport's ideas about family diversity.</p> <p>You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review.</p>	Culture
7	Functionalism and the family.	<p>What is the Functionalist theory of the family?</p> <p>The ideas of Murdock.</p> <p>The ideas of Parsons.</p>		<p>Functionalism</p> <p>Primary socialisation</p>

		<p>Primary socialisation.</p> <p>The stabilisation of adult personalities.</p> <p>Criticisms of the functionalist theory of the family.</p>		
8	Alternative theories on the functions of the family	<p>What is the Marxist theory of the family?</p> <p>Criticisms of the Marxist theory of the family.</p> <p>The ideas of Zaretsky.</p> <p>What is the Feminist theory of the family?</p> <p>The ideas of Delphy and Leonard.</p> <p>Criticisms of the Feminist theory of the family.</p>	Comparison exercise: use extracts from the work of different sociologists.	<p>Marxism</p> <p>Feminism</p>
9	Relationships within families	<p>How have relationships within families changed over time?</p> <p>Pre-industrial families (1600 to 1800).</p> <p>Industrialised families (post-</p>		<p>Family relationships</p> <p>Symmetrical family</p> <p>Stratified diffusion</p> <p>Patriarchy</p>

		1800). Contemporary families. Relationships between parents and children.		
10	Marriage	Is marriage in decline? How important is marriage in contemporary British society?		Arranged marriage Cohabitation Monogamy Same-sex marriage Serial monogamy
11	Divorce	Why has the pattern of divorce changed since 1945? Legal changes. Changing social attitudes and values. Loss of traditional family functions (loosening of the 'ties that bind'). Secularisation.		Divorce Social attitudes Values Secularisation
12	Consequences of divorce	What are the consequences of divorce?		Divorce Lone parent family

		<p>Consequences for parents and family members.</p> <p>Lone parent families.</p> <p>Consequences for children.</p>		
13	Theories about divorce	<p>What do functionalist sociologists say about divorce?</p> <p>What do Marxist sociologists say about divorce?</p> <p>What do feminist sociologists say about divorce?</p>	<p>Comparison exercise: use extracts from the work of different sociologists.</p> <p>Quick test to assess students' knowledge and understanding of family functions, marriage and divorce.</p> <p>Extended writing: for example, write a paragraph to explain the reasons why more than 40% of marriages are expected to end in divorce.</p> <p>You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review.</p>	<p>Functionalism</p> <p>Marxism</p> <p>Feminism</p>

14	Conjugal roles	<p>What are conjugal roles?</p> <p>What are traditional family roles?</p> <p>Oakley on the idea of the conventional family.</p> <p>Joint conjugal roles.</p> <p>The dual burden.</p>		<p>Conjugal roles</p> <p>Dual burden</p> <p>Joint conjugal roles</p> <p>Segregated conjugal roles</p> <p>Traditional family roles</p>
15	The symmetrical family	<p>What is the symmetrical family?</p> <p>The ideas of Young and Willmott.</p> <p>Suggested reasons for the rise of the symmetrical family.</p> <p>The principle of stratified diffusion.</p> <p>Criticisms of Young and Willmott.</p>	<p>Comparison exercise: use extracts from the work of different sociologists (including summary reviews of published research identifying significant criticisms).</p>	<p>Symmetrical family</p> <p>Stratified diffusion</p>
16	Changing relationships within families	<p>How have relationships within families changed over time?</p> <p>Power relationships and decision making within families.</p> <p>Changing status of women in</p>		<p>Power relationships</p> <p>Status</p>

		society. Domestic violence.		
17	Functionalist and Marxist theories about conjugal roles	What do functionalist sociologists say about conjugal roles? Evaluating functionalist ideas. What do Marxist sociologists say about conjugal roles? Evaluating Marxist ideas.	Comparison exercise: use extracts from the work of different sociologists.	Conjugal roles Functionalism Marxism
18	Feminist theories about conjugal roles	What do feminist sociologists say about conjugal roles? Evaluating feminist ideas.	Comparison exercise: use extracts from the work of different sociologists (link to lesson 17).	Conjugal roles Feminism
19	Research in action: conjugal role relationships		Practical: students to devise a questionnaire (possibly with follow-up interviews) designed to investigate who completes specific domestic tasks within the family household. The completed project can also be used as a formative assessment opportunity. Guidance on how to structure	Questionnaire Interview

			answers: use the sample assessment materials (SAMs) on the website to select appropriate, for example, Paper 1 Question 10. Students to draft a plan for their answers. Discuss examples of how best to approach the questions before allowing students to complete their answers. You may wish to consider circulating examples of 'anonymous' edited extracts from some of the best answers and summarising common mistakes to be avoided.	
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3.4 Education – lessons 1-7

Teach before 3.4 Education – lessons 8-17

Teach after 3.3 Families

Lesson number	Topic	Lesson guidance	Suggested activities	Key concepts covered
1	Function of education	<p>Why do we have schools?</p> <p>Functionalism and education (Durkheim and Parsons).</p> <p>Social cohesion.</p> <p>Skills for employment.</p>		<p>Compulsory state education</p> <p>Functionalism</p> <p>Social cohesion</p>
2	Schools as an agency of socialisation	<p>How do schools act as an agency of socialisation?</p> <p>Core values.</p> <p>Meritocracy.</p>		<p>Secondary socialisation</p> <p>Values</p> <p>Meritocracy</p>
3	Education and capitalism	<p>What is the relationship between education and capitalism?</p> <p>What do Marxist sociologists say about education?</p> <p>The correspondence principle (Bowles and Gintis).</p>	<p>Comparison exercise: use extracts from the work of different sociologists (including summary reviews of published research identifying significant criticisms).</p>	<p>Capitalism</p> <p>Correspondence principle</p> <p>Marxism</p>

		Criticisms of the Marxist view of education.		
4	Comparing different perspectives on education	Evaluating functionalist views of education. Evaluating Marxist views of education. Evaluating feminist views of education.	Comparison exercise: use extracts from the work of different sociologists.	Feminism Functionalism Marxism
5	Different types of school	Identifying various types of state school, including primary, secondary, comprehensive, academies and faith schools. Selective education. Private education.		School State school Selection Private school
6	Alternative education	Identifying various alternative forms of education including: <ul style="list-style-type: none"> • de-schooling • home schooling • democratic schools, such as Summerhill. 		De-schooling Home schooling
7	State or private	Arguments for and against	Quick test to assess students'	State school

	school?	private education. Comparing social costs, opportunities and outcomes.	knowledge and understanding of the function and organisation of education. Extended writing: write a paragraph to explain the correspondence principle. You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review.	Private school
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Year 11

3.4 Education – lessons 8-17

Students would benefit from a general awareness of the development of the education system and of significant changes to the structure of that system as a consequence of educational reforms.

Teach before 3.5 Crime and deviance

Teach after 3.4 Education – lessons 1-7

Lesson number	Topic	Lesson guidance	Suggested activities	Key concepts covered
8	Educational achievement	How do we measure educational success? Public examinations and league tables. Ball on parental choice and competition between schools.		League table Public examinations SATs
9	External factors affecting educational achievement	Outside the school what factors influence the chances of educational success? Gender socialisation. Material deprivation. Parental attitudes. Language development.		Gender Social class Socialisation

		<p>Employment, for example, as a motivational factor.</p> <p>Government, for example, structural reforms to the education system.</p>		
10	Internal factors affecting educational achievement	<p>Inside the school what factors influence the chances of educational success?</p> <p>School ethos.</p> <p>Hidden curriculum.</p> <p>Setting and streaming.</p> <p>Labelling and the self-fulfilling prophecy.</p> <p>Pupil subcultures.</p>		<p>Counter school cultures</p> <p>Ethos</p> <p>Hidden curriculum</p> <p>Labelling</p> <p>Self-fulfilling prophecy</p> <p>Setting</p> <p>Streaming</p>
11	Social class and educational achievement (1)	<p>What is the link between social class and educational achievement?</p> <p>Patterns of educational disadvantage related to socio-economic class.</p> <p>The pioneering work of Halsey, Heath and Ridge.</p>	Comparison exercise: use extracts from the work of different sociologists.	<p>Educational achievement</p> <p>Socio-economic class</p>

12	Social class and educational achievement (2)	<p>What is cultural capital?</p> <p>What is cultural deprivation?</p> <p>What is material deprivation?</p> <p>Working class subcultures.</p> <p>Parental attitudes and language development (link to lesson 10).</p> <p>Teacher/pupil interactions.</p> <p>Ball on teacher expectations.</p>	<p>Quick test to assess students' knowledge and understanding of how we measure educational success and factors affecting educational achievement.</p> <p>Extended writing. For example: write a paragraph to explain how socio-economic class can affect chances of educational success.</p> <p>You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review.</p>	<p>Cultural capital</p> <p>Cultural deprivation</p> <p>Interactionism</p> <p>Social inequality</p> <p>Subculture</p>
13	Gender and educational achievement (1)	<p>What is the gender based pattern of educational achievement?</p> <p>Comparing the performance of boys and girls over time.</p> <p>Patterns of subject choice.</p>		<p>Educational achievement</p> <p>Gender</p>

14	Gender and educational achievement (2)	<p>How do we explain gender based differences in educational achievement?</p> <p>Legal changes. For example;, employment opportunities for women and the National Curriculum.</p> <p>Feminism and changing expectations/improved self-esteem.</p> <p>Socialisation.</p> <p>Hidden curriculum.</p> <p>Teacher expectations and teacher-pupil interactions.</p> <p>Gender based pupil subcultures.</p>	<p>Comparison exercise: use extracts from the work of different sociologists.</p>	<p>Feminism</p> <p>Gender</p> <p>Hidden curriculum</p> <p>Socialisation</p> <p>Subculture</p>
15	Research in action: gender and subject choice		<p>Practical: students to design and then complete a small scale research project investigating gender based differences when choosing optional subjects.</p> <p>An appropriate approach might be a questionnaire (possibly</p>	<p>Questionnaire</p> <p>Interview</p>

			<p>with follow-up interviews) asking students about their option choices and their motives for choosing particular subjects.</p> <p>The completed project can also be used as a formative assessment opportunity.</p>	
16	Ethnicity and educational achievement	<p>What is the link between ethnicity and educational achievement?</p> <p>High achieving ethnic groups.</p> <p>Ethnic groups who are more likely to be excluded from school and to underachieve.</p> <p>Impact of various home and school based factors linked to ethnicity.</p> <p>Link to previous lessons on the impact of social class and gender on patterns of educational achievement.</p>		Ethnicity Exclusion
17	Education policies and	A brief overview of the history of educational reform.	Assessment: select an appropriate example from the	Academy

	<p>their possible impact on patterns of achievement</p>	<p>The introduction of compulsory education.</p> <p>The raising of the school leaving age.</p> <p>The tripartite system.</p> <p>Comprehensive schools.</p> <p>National curriculum.</p> <p>Academies, faith and free schools.</p> <p>Student grants/loans and access to higher education.</p>	<p>specimen paper. For example, Paper 1, Question 22. Allow students to draft an essay plan. Discuss examples of how best to approach the question and structure their essay.</p> <p>You may consider the introduction of timed assessments (the mark a minute rule). Teacher-marked assessment, feedback on standard achieved. You may wish to consider circulating examples of 'anonymous' edited extracts from some of the best answers and summarising common mistakes to be avoided.</p>	<p>Comprehensive school</p> <p>Compulsory state education</p> <p>Education reform</p> <p>Tripartite system</p>
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3.5 Crime and deviance

Teach before 3.6 Social stratification

Teach after 3.4 Education – lessons 8–17

Lesson number	Topic	Lesson guidance	Suggested activities	Key concepts covered
1	Crime and deviance	What is the difference between crime and deviance? Defining crime and deviance. Time, place, culture and social situation.		Crime Deviance Culture
2	Measuring crime (1)	How is crime measured? Official crime statistics. Why do sociologists use official statistics on crime? What are the problems associated with official statistics on crime?		Dark figure Official statistics Recorded crime Reported crime
3	Measuring crime (2)	What are victim surveys? What are the advantages and disadvantages of victim surveys?		Self-report study Victim survey

		What are the advantages and disadvantages of self-report studies?		
4	The social construction of crime and deviance	<p>What do sociologists mean when they say that crime and deviance are socially constructed?</p> <p>Refer back to lesson 1.</p> <p>Explore examples of the changing definition of crime and deviance. For example: drug and alcohol consumption, suicide and homosexuality.</p>		<p>Crime</p> <p>Deviance</p> <p>Social construct</p>
5	Factors affecting criminal behaviour (1)	<p>How has criminal and deviant behaviour been explained?</p> <p>Biological explanations.</p> <p>Psychological explanations.</p>		
6	Factors affecting criminal behaviour (2)	<p>How has criminal and deviant behaviour been explained?</p> <p>Sociological explanations.</p> <p>The ideas of Merton and Becker.</p>	<p>Comparison exercise: use extracts from the work of different sociologists.</p> <p>Quick test to assess students' knowledge and understanding of how we define and explain</p>	<p>Anomie</p> <p>Interactionism</p> <p>Labelling</p> <p>Subculture</p>

		<p>Socialisation.</p> <p>Anomie.</p> <p>Peer groups and criminal subcultures.</p> <p>Status frustration.</p> <p>Labelling.</p>	<p>criminal and deviant behaviour.</p> <p>Extended writing: write a paragraph to explain some of the problems associated with official statistics on crime.</p> <p>You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review.</p>	<p>Socialisation</p> <p>Status frustration</p>
7	Social class and crime	<p>How do sociologists explain differences in criminal behaviour between social classes?</p> <p>Link to sociological explanations of crime (lesson 6).</p> <p>Official statistics.</p> <p>White collar crime.</p>		<p>Anomie</p> <p>Interactionism</p> <p>Labelling</p> <p>Subculture</p> <p>Social class</p> <p>Socialisation</p> <p>Status frustration</p> <p>White collar crime</p>
8	Gender and	How do sociologists explain		Chivalry thesis

	crime	<p>differences in criminal behaviour between different gender groups?</p> <p>The ideas of Heidensohn.</p> <p>Link to sociological explanations of crime (lesson 6).</p> <p>Official statistics.</p> <p>Opportunity.</p> <p>Control theory.</p> <p>Chivalry thesis.</p> <p>Poverty.</p>		<p>Control theory</p> <p>Gender</p>
9	Ethnicity and crime	<p>How do sociologists explain differences in criminal behaviour between different ethnic groups?</p> <p>Link to sociological explanations of crime (lesson 6).</p> <p>Official statistics.</p> <p>Institutional racism.</p> <p>Stereotypes (police and media).</p>		<p>Ethnicity</p> <p>Institutional racism</p> <p>Stereotypes</p>
10	Age and crime	How do sociologists explain		Status frustration

		<p>differences in criminal behaviour between different age groups?</p> <p>Link to sociological explanations of crime (lesson 6).</p> <p>Status frustration.</p> <p>Risk taking behaviour by young people ('edgework').</p> <p>Stereotypes (police and media).</p>		Stereotypes
11	Informal social control	<p>What is informal social control?</p> <p>Family.</p> <p>Peer group.</p> <p>Schools.</p> <p>Workplace.</p> <p>Religion.</p>		Social control
12	Formal social control	<p>What is formal social control?</p> <p>Police.</p> <p>Court system.</p> <p>Home Office.</p> <p>Ministry of Justice.</p>	<p>Comparison exercise: use extracts from the work of different sociologists.</p> <p>Quick test to assess students' knowledge and understanding of how sociologists explain</p>	<p>Social control</p> <p>Criminal justice system</p> <p>Prison system</p>

		Serious Fraud Office.	<p>variations in criminal behaviour between different groups in society and how society controls criminal and deviant behaviour.</p> <p>Extended writing. For example: write a paragraph to explain differences in criminal behaviour between different social classes.</p> <p>You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review.</p>	
13	Treatment of young offenders	<p>How should society respond to criminal behaviour by young people?</p> <p>Albert Cohen on delinquent subcultures.</p> <p>Punishment or education?</p> <p>Age of criminal responsibility.</p>		Youth crime

		Youth custody.		
14	The prison system	<p>What is the prison system designed to achieve?</p> <p>Punishment.</p> <p>Reform.</p> <p>Alternatives to prison.</p>		<p>Prison system</p> <p>Probation system</p>
15	Violent crime and sentencing	<p>How should society respond to violent crime?</p> <p>Sentencing violent offenders.</p> <p>Mandatory prison sentences.</p>	Fieldwork opportunity: visit to a Magistrates Court.	<p>Criminal justice system</p> <p>Prison system</p>
16	Media reporting of crime	<p>How accurate is the reporting of crime by the media?</p> <p>Sensationalism.</p> <p>Deviancy amplification.</p> <p>Moral panic.</p> <p>Violence media content.</p>	Content analysis	<p>Deviancy amplification</p> <p>Media</p> <p>Moral panic</p>
17	Functionalist theories about crime	<p>What are functionalist ideas about crime and deviance?</p> <p>Boundaries and values.</p>	Comparison exercise: use extracts from the work of different sociologists (including criticisms of Functionalist	Functionalism

		<p>Social cohesion.</p> <p>Deviant behaviour as a 'safety valve'.</p> <p>Strain theory.</p> <p>Subculture theory.</p>	<p>explanations).</p>	
18	<p>Alternative theories about crime.</p>	<p>How do Marxist sociologists explain criminal and deviant behaviour?</p> <p>Criticisms of Marxist explanations.</p> <p>How do Interactionist sociologists explain criminal and deviant behaviour?</p> <p>Criticisms of Interactionist explanations.</p> <p>How do Feminist sociologists explain criminal and deviant behaviour?</p> <p>The ideas of Carlen.</p> <p>Criticisms of Feminist explanations.</p>	<p>Comparison exercise: use extracts from the work of different sociologists.</p> <p>Assessment: select an appropriate example from the specimen paper, for example Paper 2, Question 10. Allow students to draft an essay plan. Discuss examples of how best to approach the question and structure their essay.</p> <p>You may consider the introduction of timed assessments (the mark a minute rule). Teacher-marked assessment, feedback on standard achieved. You may wish to consider circulating examples of 'anonymous'</p>	<p>Feminism</p> <p>Interactionism</p> <p>Marxism</p>

			edited extracts from some of the best answers and summarising common mistakes to be avoided.	
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3.6 Social stratification

Teach after 3.5 Crime and deviance

Lesson number	Topic	Lesson guidance	Suggested activities	Key concepts covered
1	Social stratification	<p>What is social stratification?</p> <p>Different types of social stratification:</p> <ul style="list-style-type: none"> • slavery • caste • estates • class. 		<p>Achieved status</p> <p>Aristocracy</p> <p>Caste</p> <p>Class</p> <p>Elite</p> <p>Feudalism (estates)</p> <p>Slavery</p> <p>Social inequality</p> <p>Stratification</p>
2	Functionalism and social	Why do functionalists believe that social stratification is a		<p>Functionalism</p> <p>Income</p>

	stratification	<p>'universal necessity'?</p> <p>The ideas of Davis and Moore.</p> <p>Criticisms of Davis and Moore.</p> <p>Inequalities in income between different groups.</p>		<p>Inequality</p> <p>Stratification</p>
3	Socio-economic class	<p>What is socio-economic class?</p> <p>Who is in the 'upper class'?</p> <p>Who is in the 'middle class'?</p> <p>Who is in the 'working class'?</p> <p>National statistics and the classification of socio-economic class.</p>		<p>Elite</p> <p>National statistics</p> <p>Socio-economic class</p>
4	Marx on class	<p>What is the Marxist view of socio-economic class?</p> <p>Means of production.</p> <p>Division of labour.</p> <p>Capitalism.</p> <p>Class conflict.</p> <p>Polarisation of social classes.</p> <p>Alienation.</p>		<p>Bourgeoisie</p> <p>Capitalism</p> <p>Class struggle (conflict)</p> <p>Communism</p> <p>Marxism</p> <p>Petty-bourgeoisie</p> <p>Proletariat</p>

		<p>Crisis of capitalism.</p> <p>Communism.</p> <p>Criticisms of Marx.</p>		
5	Weber on class	<p>What is Weber's view of socio-economic class?</p> <p>Market situation.</p> <p>Life chances.</p> <p>Status, values and lifestyle.</p> <p>Party (any organised group that seeks to exercise power).</p> <p>Criticisms of Weber.</p>		<p>Life chances</p> <p>Lifestyle</p> <p>Market situation</p> <p>Status</p> <p>Values</p>
6	Life chances	<p>What are the various factors affecting life chances?</p> <p>Is Britain a meritocratic society?</p> <p>Social class.</p> <p>Various other factors affecting life chances. For example: gender, ethnicity and age.</p>	<p>Quick test to assess students' knowledge and understanding of social stratification.</p> <p>Extended writing. For example: write a paragraph to explain the Marxist view of socio-economic class.</p> <p>You may wish to provide students with some 'success criteria', including a list of key</p>	<p>Ageism</p> <p>Meritocracy</p> <p>Racism</p> <p>Sexism</p>

			points that they should have covered in their answer together with opportunities for peer review.	
7	The affluent worker	<p>Are well-off members of the working class becoming more like the middle class (link to life chances)?</p> <p>The idea of embourgeoisement (Goldthorpe et al).</p> <p>Instrumental attitudes.</p> <p>Privatism (home centred).</p> <p>Class identity.</p> <p>Criticisms of the theory of embourgeoisement (Devine).</p>		<p>Affluence</p> <p>Embourgeoisement</p> <p>Social class</p> <p>Working class</p>
8	Social mobility	<p>What is social mobility?</p> <p>Vertical mobility.</p> <p>Intra-generational mobility.</p> <p>Intergenerational mobility.</p> <p>Rates of social mobility.</p> <p>The Social mobility and Child</p>		Social mobility

		poverty commission.		
9	Poverty	<p>What is absolute poverty?</p> <p>What is relative poverty?</p> <p>Measuring poverty.</p> <p>Explaining poverty.</p>		<p>Absolute poverty</p> <p>Poverty trap</p> <p>Relative deprivation (poverty)</p>
10	Relative deprivation	<p>Why do sociologists use a relative measure of poverty?</p> <p>The ideas of Townsend on relative deprivation.</p> <p>Criticisms of Townsend.</p>		Deprivation
11	Underclass	<p>Who is in the 'underclass'?</p> <p>The ideas of Murray on welfare reform and the underclass.</p> <p>Criticisms of Murray.</p>	Comparison exercise: use extracts from the work of different sociologists.	<p>Lumpen proletariat</p> <p>New Right</p>
12	Globalisation	<p>What is globalisation?</p> <p>Criticisms of globalisation.</p> <p>The impact of globalisation on the UK.</p>	<p>Quick test to assess students' knowledge and understanding of social mobility and poverty.</p> <p>Extended writing. For example: write a paragraph to explain the reasons why sociologists use a relative measure of poverty.</p>	<p>Marxism</p> <p>Nation state</p> <p>Neo-liberalism</p> <p>Privatisation</p>

			You may wish to provide students with some 'success criteria', including a list of key points that they should have covered in their answer together with opportunities for peer review.	
13	Welfare state	<p>What is the welfare state?</p> <p>New Right perspectives on welfare.</p> <p>Centre-left perspectives on welfare.</p> <p>Marxist and feminist perspectives on welfare.</p>	Comparison exercise: use extracts from the work of different sociologists.	<p>Feminism</p> <p>Marxism</p> <p>New Right</p> <p>Welfare state</p>
14	Weber on power	<p>How did Weber define power?</p> <p>Rational (legal) authority.</p> <p>Traditional authority.</p> <p>Charismatic authority.</p> <p>Criticisms of Weber.</p>		<p>Bureaucracy</p> <p>Charismatic authority</p> <p>Dictatorship</p> <p>Elite</p> <p>Traditional authority</p>
15	Political power (1)	<p>What is political power?</p> <p>The nation state.</p>		<p>Dictatorship</p> <p>Feudalism</p>

		Democracy. Constitution.		Member of Parliament Monarchy Nation state Prime minister
16	Political power (2)	What is a political party? Political parties in the U.K. Elections Voting behaviour	Simulation: hustings/mock election.	Political party Political socialisation
17	Power relationships	What are power relationships? Various factors affecting power relationships. For example: social class and gender. Elite groups and power. Interest groups.		Elite Interest (or pressure) groups Power relationships
18	Patriarchy	What is patriarchy? The ideas of Walby. Feminism. Gender and power.	Comparison exercise: use extracts from the work of different sociologists. Assessment: select an appropriate example from the specimen paper, for example	Feminism Gender Patriarchy Power

			<p>Paper 2, Question 21. Allow students to draft an essay plan. Discuss examples of how best to approach the question and structure their essay.</p> <p>You may consider the introduction of timed assessments (the mark a minute rule). Teacher-marked assessment, feedback on standard achieved. You may wish to consider circulating examples of 'anonymous' edited extracts from some of the best answers and summarising common mistakes to be avoided.</p>	
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