



# Contents

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# Introduction

## Background

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A new structure of assessment for A Level has been introduced, for first teaching from September 2008. Some of the changes include:

- The introduction of stretch and challenge (including the new A\* grade at A2) – to ensure that every young person has the opportunity to reach their full potential
- The reduction or removal of coursework components for many qualifications – to lessen the volume of marking for teachers
- A reduction in the number of units for many qualifications – to lessen the amount of assessment for learners
- Amendments to the content of specifications – to ensure that content is up-to-date and relevant.

OCR has produced an overview document, which summarises the changes to Sociology. This can be found at [www.ocr.org.uk](http://www.ocr.org.uk), along with the new specification.

In order to help you plan effectively for the implementation of the new specification we have produced this Scheme of Work and sample Lesson Plans for Sociology. These Support Materials are designed for guidance only and play a secondary role to the Specification.

## Our Ethos

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All our Support Materials were produced 'by teachers for teachers' in order to capture real life current teaching practices and they are based around OCR's revised specifications. The aim is for the support materials to inspire teachers and facilitate different ideas and teaching practices.

In some cases, where the Support Materials have been produced by an active teacher, the centre logo can be seen in the top right hand corner

Each Scheme of Work and set of sample Lesson Plans is provided in:

- PDF format – for immediate use
- Word format – so that you can use it as a foundation to build upon and amend the content to suit your teaching style and students' needs.

The Scheme of Work and sample Lesson Plans provide examples of how to teach this unit and the teaching hours are suggestions only. Some or all of it may be applicable to your teaching.

The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this Support Material booklet should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

## A Guided Tour through the Scheme of Work

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### = Innovative Teaching Idea

This icon is used to highlight exceptionally innovative ideas.



### = Stretch & Challenge Activity

This icon is added at the end of text when there is an explicit opportunity to offer Stretch and Challenge.



### = ICT Opportunity

This icon is used to illustrate when an activity could be taught using ICT facilities.

# GCE Sociology H581: G671. Exploring socialisation, culture and identity

<b>SUGGESTED TEACHING TIME</b>	8 HOURS	<b>TOPIC</b>	1.THE FORMATION OF CULTURE	
<b>TOPIC OUTLINE</b>	<b>SUGGESTED TEACHING AND HOMEWORK ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>	<b>POINTS TO NOTE</b>	
<p>How culture is learned (1 –2 lessons)</p> <p>Culture Norms Values Status Roles</p>	<ul style="list-style-type: none"> <li>• Key Concepts:</li> <li>• Culture - Show short clips from 2 DVDs which show very different cultures within the contemporary UK, for example Welsh and Pakistani or Pakistani and White. Ask students to compare differences in the way people interact – for example in relation to food, clothing, music, living arrangements, relationships etc. Introduce the idea that culture is learned.</li> <li>• Norms, values –Teacher to define and ask students to get into pairs or groups to illustrate norms of behaviour in different situations, and then consider the values that relate to each norm.</li> <li>• Students make notes and share answers with rest of class.</li> <li>• Status (ascribed and achieved) – Introduce ideas that will be useful later on such as status that is fixed at birth and status that is achieved. Students get into groups and draw a cartoon of people whose status is ascribed, and those</li> </ul>	<ul style="list-style-type: none"> <li>• Any clips from documentaries, or films that illustrate obvious cultural differences. For example: extracts from the Child of Our Time BBC 1 or watch selected extracts from East is East.</li> <li>• Sociology AS The Complete Companion, McNeill et al pages 6-7 (Nelson Thornes) ISBN 0 - 7487- 7544-7 for quick definitions of concepts</li> <li>• Or use any other AS textbook</li> <li>• Large sheets of paper and colouring pencils.</li> <li>• You could use paper with an image of a person for students to annotate.</li> </ul>	<ul style="list-style-type: none"> <li>• This key issue of the formation of culture will be revisited throughout G671.</li> <li>• The activities from this section of the unit could be written up into a booklet. They could then be used throughout the unit for reference purposes.</li> <li>• Students could make their own 'language of Sociology' dictionary of concepts for reference throughout the unit.</li> <li>• Students should identify two examples for each concept.</li> <li>• Or do the activity on a computer and get students to use the internet to search for images to illustrate different statuses.</li> </ul>	



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= Stretch and challenge opportunity



= ICT opportunity

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TOPIC OUTLINE	SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE	
	<p>whose status is achieved.</p> <ul style="list-style-type: none"> <li>Roles – teacher to define, and ask students to do a spider diagram to illustrate the number of roles they each have. They could then categorise them – relational, organisational etc</li> </ul>			
<p>Types of Culture (4 lessons)</p> <p>Cultural diversity</p> <p>Multiculturalism</p> <p>Subcultures</p> <p>High culture</p> <p>Popular culture</p>	<ul style="list-style-type: none"> <li>Cultural diversity – explain the differences between cultures in terms of resources, traditions, religion, lifestyle etc. The focus should be on the diversity of cultures in the contemporary UK. Students research their own interests within Britain to illustrate this. Multiculturalism can be discussed here. Students could present findings to the rest of the class, or put up classroom displays.</li> <li>Subcultures – use examples of youth cultures to explain concept of subcultures. Students discuss and note features of subcultures.</li> <li>High culture, popular culture and consumer culture. – Students can use any AS level text book to research the definitions of these types of culture. Use popular magazines and ask students to use images from these magazines</li> </ul>	<ul style="list-style-type: none"> <li>Use video/DVD clips, internet, news items. For example there are always current articles on the BBC website about cultural diversity (a search would throw these up). It is also possible to use articles from The Family section of The Guardian on Saturday where there is a weekly report on families from different cultures.</li> <li>Pictures of various sub-cultural styles for example Goth, Emo, Punk, Indie, Hippy etc.</li> <li>Any AS level text book can be used that includes these definitions.</li> <li>Magazines, paper and glue.</li> <li>A4 card and access to a laminator.</li> <li>Klein, N (2001) No Logo, Flamingo.</li> </ul>	<ul style="list-style-type: none"> <li>Specific examples of different types of culture will be illustrated in section 3 on identity. This could be done as a homework research exercise.</li> <li>Illustrating this point using world cultures could be useful here, but it should be recognised that the focus of the specification is on the contemporary UK and the diversity within it.</li> <li>For differentiation students could make a power Point incorporating extracts from DVDs and TV programmes and advertisements to illustrate key issues with regards to popular culture.</li> <li>An opportunity for students to consider their own clothes, TV viewing habits, the</li> </ul>	



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TOPIC OUTLINE	SUGGESTED TEACHING AND HOMEWORK ACTIVITIES		SUGGESTED RESOURCES	POINTS TO NOTE
Consumer culture  Global culture  Consolidation	<p>to make a poster to illustrate each type of culture.</p> <ul style="list-style-type: none"> <li>Global culture – This can be considered in conjunction with the concept of globalisation. Ask students to think of any brands that are truly global, and then any behaviours, films, ways of living etc and make A4 cards with one illustration and point on each. These could be laminated and used for review/revision session. </li> <li>Students should learn the definitions and two examples of each and then do a test in class time on these definitions.</li> </ul>			<p>music they listen to etc as a starting point.</p> <ul style="list-style-type: none"> <li>Use Sociology Review article for wider reading and differentiation. Globalisation a war on local cultures Nov 2005, Volume 15, Number 2.</li> </ul>

# GCE Sociology H581: G671. Exploring socialisation, culture and identity

SUGGESTED TEACHING TIME	7 HOURS	TOPIC	2. THE PROCESS OF SOCIALISATION	
TOPIC OUTLINE		SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE
Nature versus nurture		<ul style="list-style-type: none"> <li>Ask students to make a list of behaviours that are instinctive/biological.</li> <li>Show clip/programme of feral children.</li> <li>Discuss how much behaviour is truly instinctive. Is it possible to know how far nature and nurture influence behaviour?</li> <li>Students could do an Internet search for homework – several specific examples can easily be found.</li> </ul>	<ul style="list-style-type: none"> <li>Channel 4 Body Shock: Wild Child (December 2003, 60 minutes) or something similar about feral children. Alternatively use relevant extract from the early part of the film of Lord of the Flies.</li> </ul>	
Primary socialisation  Secondary socialisation  Formal and Informal social control		<ul style="list-style-type: none"> <li>Give out picture of behaviours learned during primary socialisation. Ask students what is being done and where it is learned.</li> <li>Class discussion on ways in which primary socialisation might vary according to social class, ethnicity and gender.</li> <li>Students to make a grid/mind map of the differences.</li> <li>If the class is big enough divide class into five groups. Do a 'market place' exercise. Each group to take one of the secondary agents of socialisation and consider two ways in which it creates or shapes identity. Write these up onto a poster. Then students move to another agent</li> </ul>	<ul style="list-style-type: none"> <li>Show clip from Super Nanny or Wife Swap.</li> <li>Five large sheets of sugar paper, or its equivalent, plus coloured pens.</li> <li>Set of cards with different types of formal and informal control – laws, detention, rules, ridicule etc.</li> </ul>	<ul style="list-style-type: none"> <li>A good summary for students can be found in Sociology and Focus for OCR AS Level, Haralambos et al (Causeway Press) pages 15-22 ISBN 1-902796-16-0</li> <li>Teacher can photocopy mind maps or grids.</li> <li>A more detailed explanation of the process and role of primary and secondary socialisation will be explored when students come to look at the next sub-section; Agents of socialisation, and section 3, The Role of Socialisation in the Creation of Identities.</li> <li>Teachers may prefer to teach the Process and Agents of socialisation as one topic (see below).</li> </ul>



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= Stretch and challenge opportunity



= ICT opportunity

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		<p>of socialisation either together as a group or preferably separately and add two sociological studies to support the two ways identified. Then a third move to add some evaluative points.</p> <ul style="list-style-type: none"> <li>Define formal and informal social control. Use a card sort activity to get students to group types of formal and informal control.</li> </ul>		<ul style="list-style-type: none"> <li>Students could go on the internet for pictures of the sociologists whose research they have suggested as evidence and add them to the poster. Useful for visual learners.</li> </ul>
<p>Agents of Socialisation: Family Education Media Religion Peer group Workplace</p>		<ul style="list-style-type: none"> <li>Referring to mind-maps and posters students have already completed, teachers should bring out key concepts that relate to each agency and students can add these to their posters – for example hidden curriculum, peer group pressure, gender stereotyping by the media, gender segregation in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Any AS text book.</li> </ul>	<ul style="list-style-type: none"> <li>As soon as studies are referred to it would be helpful to consider the methods used by the sociologists. This integration of methods will be useful when sections 4, 5, 6 and 7 are taught and will give students an opportunity to become familiar with pre-release material type summaries.</li> </ul>



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# GCE Sociology H581: G671. Exploring socialisation, culture and identity

<b>SUGGESTED TEACHING TIME</b>	16 – 18 HOURS	<b>TOPIC</b>	3. THE ROLE OF SOCIALISATION IN THE CREATION OF IDENTITIES		
<b>TOPIC OUTLINE</b>	<b>SUGGESTED TEACHING AND HOMEWORK ACTIVITIES</b>		<b>SUGGESTED RESOURCES</b>	<b>POINTS TO NOTE</b>	
Identity  Socialisation and identity  Culture and identity	<ul style="list-style-type: none"> <li>Explore the concept of identity. How do we learn our identity? Get the students to discuss all the influences that can affect identity. Students to look at pictures of different types of people –then ask them to discuss what the most important source of their identity is. These people could be famous or not – for example David Beckham – is it his celebrity status, as a footballer, model, his gender, his work etc, or the Pope – religion, age? Discuss how culture affects identity – cross cultural references can be used here, or reference to dual identity etc.</li> </ul>		<ul style="list-style-type: none"> <li>Pictures of people with different identities – linked to class, gender, ethnicity, age (and work, religion, family etc). These could be obtained from magazines, newspapers or the internet.</li> <li>Also AS level textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Students should end up with an overview of each agent of socialisation so that they understand how people are socialised and so that they can give examples of each.</li> <li>This could be a short overview of material that has already been taught.</li> </ul>	
Gender identities  Masculinities and femininities	<ul style="list-style-type: none"> <li>Distinguish between sex and gender – discuss gender roles – get students to make a list of male and female characteristics – discuss which, if any, are results of nature and which are to do with traditional gender roles, and which are to do with contemporary roles. Discuss to what extent they might be seen as stereotypical.</li> <li>Discuss transsexuals – what does this identity show us about masculinity and femininity in contemporary society?</li> <li>Go through each agent of socialisation and</li> </ul>		<ul style="list-style-type: none"> <li>Show an extract from a documentary about transsexuals or sex changes – lots on TV.</li> <li>The Jan Morris website is also useful.</li> <li>Use relevant sections on identities in Sociology in Focus for OCR AS Level, Haralambos et al (Causeway Press).</li> <li>Sociology AS The Complete Companion, McNeill et al (Nelson Thornes).</li> <li>Sociology Review article 'Identity and new masculinities' David Abbott. Sociology Review Volume 10, 1, September 2000.</li> </ul>	<ul style="list-style-type: none"> <li>The material for each identity (gender, social class, ethnic, age) could be grouped into booklets for the students to use. Sociology Review articles such as those in the suggested resources column below (Abbott and Whannell) could be added to each booklet if photocopying resources allow. Teachers should use their discretion about articles and research depending on what is available to them.</li> <li>An opportunity to consider what might be seen as changing.</li> </ul>	



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TOPIC OUTLINE		SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE
		<p>give students examples of studies that illustrate how a person learns their gender identity through the particular agent.</p> <ul style="list-style-type: none"> <li>It is important to discuss how each agent influences masculinities and femininities. For example students could do a content analysis of men's magazines such as GQ or Men's Health as well as women's magazines such as Cosmopolitan or Bliss to illustrate the variety of masculinities and femininities – traditional femininity, laddettes, exaggerated femininities, and postmodern femininity. Hegemonic masculinity, new men, metrosexuals, homosexual, masculinity, complicit masculinity.</li> <li>Students should also look at challenges to traditional masculinity, from new masculinities to the 'crisis of masculinity'. They should also look at challenges to traditional femininity. For example in the workplace – get students to look at the types of jobs men and women do in contemporary society and the loss of traditional work for men.</li> </ul>	<ul style="list-style-type: none"> <li>And 'David Beckham, identity and masculinity' Gary Whannel. Sociology Review, February 2002.</li> <li>Mac and Ghail, M (referenced in most AS level texts) and widely on web.</li> <li>Giddens, A Sociology, Polity pp 462-466, for a very readable summary of Connell's work and a useful typology.</li> </ul>	<ul style="list-style-type: none"> <li>Whilst some of these terms have been used and are established in literature, there are new ones emerging on a regular basis – teachers should use their discretion as to whether to consider them.</li> </ul>
Social class identities		<ul style="list-style-type: none"> <li>As with gender identities, get the students to look at social class identity by exploring how individuals learn their class identity through the</li> </ul>	<ul style="list-style-type: none"> <li>Copy of Standard Occupational Classification (online or paper copy).</li> <li>Any AS textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Use the internet to explore national statistics on social class and work, education.</li> <li>Signpost useful websites</li> </ul>



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TOPIC OUTLINE		SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE	
		<p>agents of socialisation. The workplace is most accessible. Use the Standard Occupational Classification to identify different kinds of jobs and the social classes to which they belong. The family and education are also obvious places to introduce concepts such as 'cultural capital' and reintroduce concepts like the 'hidden curriculum'.</p> <ul style="list-style-type: none"> <li>Use the differences between working class, middle class and upper class culture to revisit the differences between popular culture and high culture. Show students images of different kinds of social and sporting activities and ask them to label them as high or popular culture. Discuss whether it is still possible to distinguish between high and popular culture (postmodernism).</li> <li>Students should research the concepts of social closure and meritocracy and apply them to individuals in the contemporary UK. The upper class/es are socially closed, but are there differences between old and new money? </li> <li>E.g. David Beckham and Prince Harry.</li> <li>Introduce the idea of consumerism, and a consumer culture in relation to class and</li> </ul>	<ul style="list-style-type: none"> <li>7UP can be used to illustrate class differences in family socialisation.</li> <li>Pictures of hunting, Henley, Ascot, opera, football, boxing, golf etc.</li> <li>Taylor, P (1997) Investigating Culture and Identity Collins Chapter 3.</li> <li>Show a clip from The Apprentice (BBC 1), and/or 'The Queen' (Helen Mirren, Pathe).</li> <li>Heat Magazine.</li> <li>The following article raises some of these issues:</li> <li>Sociology Review article: The death of class? David Abbott (November 2001).</li> </ul>	<p><a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a> </p> <ul style="list-style-type: none"> <li>It is also important to understand the differences between the identities of the different social classes using the headings of working, middle and upper class culture (discuss differences between the old and 'new' upper class).</li> </ul>	



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TOPIC OUTLINE		SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE
		<p>changing class identities – can we tell what a person’s social class is any more? Use magazines such as Heat to illustrate this.</p>		
<p>Ethnic identities</p> <p>Ethnic hybrids</p>	<ul style="list-style-type: none"> <li>As before get the students to look at ethnic identities by exploring how individuals learn their ethnic identity through the agents of socialisation.</li> <li>For each area of socialisation pairs of students could research a range of ethnic groups and sociological studies that illustrate the way in which socialisation affects their identity. For example, in relation to the influence of the peer group on ethnic identities it is important to include concepts such as ‘white mask’, ‘dual identity’ and ethnic ‘hybrids’. Show the start of the DVD entitled Jasmine if it is available.</li> </ul>  <ul style="list-style-type: none"> <li>It is also important to understand the diversity of British society and ideas about assimilation, multiculturalism, and the impact of global cultures on hybridisation.</li> <li>Get students to find examples of hybridisation– and bring them in to class, or talk about them to the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Sociology in Focus for OCR AS Level, Haralambos et al pages 48 - 54.</li> <li>Sociology AS The Complete Companion, McNeill et al pages 22-25.</li> <li>DVD Jasmine – shown on BBC TV.</li> <li>‘Show and tell’ activity – students own resources.</li> <li>Newspapers can be used to illustrate this issue.</li> <li>DVD The Great British Asian Invasion.</li> </ul>	<ul style="list-style-type: none"> <li>Students could be directed to East is East and Bend it like Beckham to watch in their own time as an extension of the work being done in class.</li> <li>The BBC news site on the internet is a good source of information about ethnic identity in general. Consideration might be made of migrant workers.</li> </ul>	

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TOPIC OUTLINE		SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE
		<ul style="list-style-type: none"> <li>Patterns of migration in Europe can also be explored using lots of very contemporary examples of the way in which the press covers migrant workers. In relation to the formation of ethnic identity in relation to racism, this can be compared to the actual contribution made by migrant workers to the economy.</li> </ul>		
<p>Age identities:</p> <ul style="list-style-type: none"> <li>Youth</li> <li>Middle age</li> <li>Old age</li> </ul>		<ul style="list-style-type: none"> <li>For each area of socialisation the three age groups (youth, middle age and old age) can be examined in relation to the influence that the agent of socialisation has on them. Students should be asked to discuss the effects of class, gender and ethnicity. For example, as a youth a person will still be socialised by the family, but by the time the individual is middle aged they may well be socialising their own children, while still being influenced by other family members – roles often reverse by old age and older parents may need to be looked after by their middle aged children.</li> <li>Recap views on the socialising role of the family on youth, and discuss examples of the families' influence on people of different ages.</li> <li>Young people are socialised by the education system but also class, gender and ethnicity will have an impact here. Middle aged people may</li> </ul>	<ul style="list-style-type: none"> <li>Sociology, A Global Introduction by Macionis and Plummer (Prentice Hall) has a chapter on age (Chapter 13 pages 322-342). In relation to attitudes towards different age groups page 326 (Growing older: the greying of the western world) and page 329 (retirement) are useful.</li> <li>Chapter 6, pages 139 – 164 of Paul Taylor (1997) Investigating Culture and Identity. (Collins) ISBN 0-00-329091-3 is useful on theories.</li> <li>Previous notes on role of education system as an agent of socialisation.</li> <li>'The fountain of ageing' page 337 in Sociology, A Global Introduction by Macionis and Plummer (Prentice Hall).</li> <li>Magazines, use these to recap over how the media influences the process of socialisation.</li> </ul>	<ul style="list-style-type: none"> <li>This section could start with lesson plan 1.</li> <li>This form of identity can be explored in a slightly different way to the others as each agent of socialisation has a different influence on the individual depending on their age.</li> <li>Note how few adverts contain images of older people unless portraying them as in need of care.</li> <li>Chapter 6, pages 139 – 164 of Paul Taylor Investigating Culture and Identity. (Collins) ISBN 0-00-329091-3 is useful on theories.</li> </ul>

# GCE Sociology H581: G671. Exploring socialisation, culture and identity

<b>SUGGESTED TEACHING TIME</b>	16 – 18 HOURS	<b>TOPIC</b>	3. THE ROLE OF SOCIALISATION IN THE CREATION OF IDENTITIES	
<b>TOPIC OUTLINE</b>	<b>SUGGESTED TEACHING AND HOMEWORK ACTIVITIES</b>		<b>SUGGESTED RESOURCES</b>	<b>POINTS TO NOTE</b>
	<p>have little to do with it except if they are studying as mature students or working within the education system.</p> <ul style="list-style-type: none"> <li>As an agent of socialisation the media can be used to explore the 'cult of youth' in contemporary British society. Students can examine advertising especially in relation to grooming and beauty products.</li> <li>Attitudes to young people ('hoodies' ASBOs etc) and the elderly can be examined here. Students can research this issue through magazine articles, newspapers and the TV.</li> </ul>			



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# GCE Sociology H581: G671. Exploring socialisation, culture and identity

SUGGESTED TEACHING TIME	5 HOURS	TOPIC	4. EXPLORING THE RESEARCH PROCESS	
TOPIC OUTLINE	SUGGESTED TEACHING AND HOMEWORK ACTIVITIES		SUGGESTED RESOURCES	POINTS TO NOTE
Stages and issues in the research process	<ul style="list-style-type: none"> <li>Ask students to work with one/two others and write down everything they know in relation to how sociologists go about research. Try to draw out the different methods as well as the process.</li> <li>Introduce stages in the research process.</li> <li>On OHT / Interactive whiteboard - show students a diagrammatical copy of stages in research. Create a blank copy of the diagram and write down on cards the different processes. Students to put cards into correct position within the model.</li> </ul>		<ul style="list-style-type: none"> <li>Blank copies of stages of research. Cards with each stage of the research process.</li> </ul>	
Research questions  Operationalisation  Primary data collection methods  Secondary data collection methods	<ul style="list-style-type: none"> <li>Provide students with a range of research previously referred to in sections 1-3 and ask them to identify the aims of the research.</li> <li>Get students to swap the research pieces and then work in two's to consider what the key terms were that the sociologists had to operationalise.</li> <li>Give students a set of concepts to operationalise as a test.</li> <li>Briefly explain the difference between the use of primary and secondary methods of data collection.</li> <li>Give students 6 scenarios and ask them to work in pairs/groups to work out whether data should be</li> </ul>		<ul style="list-style-type: none"> <li>Range of pieces of research used in the unit so far.</li> <li>Set of concepts on cards.</li> <li>Set of 6 scenarios – ideally they could be based on actual research and then students could be referred to that research for wider reading.</li> <li>Ensure include official statistics and expressive documents such as diaries as well as primary methods of data collection.</li> </ul>	<ul style="list-style-type: none"> <li>As previously mentioned at the start of section 3 this will help with the pre-release material. Also see lesson plan 3.</li> <li>Primary and secondary methods of data collection should be covered in more detail under exploring the use of quantitative and qualitative methods of data collection and mixed methods</li> </ul>



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TOPIC OUTLINE		SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE
		<p>collected using primary or secondary methods of data collection, examples could include:- How to collect data on gangs, levels of crime in an area, family life and experiences of being a member of a youth sub-cultural group.</p>		
<p>Sampling  Access</p>		<ul style="list-style-type: none"> <li>Introduce the idea of sampling. Give a worksheet covering sampling techniques, sampling frames, access and importance of sample size. Emphasise how sample size and technique impact upon representativeness and generalisability (explain these terms).</li> <li>On a worksheet, give a set of target populations. Students to choose an appropriate sampling technique, they should explain how access will be gained and discuss the availability of a sampling frame.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets containing an overview of sampling techniques and target populations.</li> </ul>	<ul style="list-style-type: none"> <li>Cover a range of random and non-random sampling techniques. Emphasise how there may not always be a sampling frame available and even if there is, not all potential sampling frames can be accessed - due to data protection laws.</li> </ul>
<p>Ethics  Pilot studies</p>		<ul style="list-style-type: none"> <li>Explore the importance of ethical issues when conducting research. As a class, create an agreed list of ways in which research can be made ethical.</li> <li>Give students a brief summary of studies which have faced significant ethical dilemmas (such as</li> </ul>	<ul style="list-style-type: none"> <li>Structured guidance sheet for researching ethical dilemmas.</li> <li>Summaries.</li> <li>Relevant extracts.</li> </ul>	<ul style="list-style-type: none"> <li>This task could be set as a library activity.</li> <li>Give guidance as to where the relevant studies can be found.</li> <li>This is an opportunity to review and consolidate work on the earlier part of the</li> </ul>

# GCE Sociology H581: G671. Exploring socialisation, culture and identity

SUGGESTED TEACHING TIME	5 HOURS	TOPIC	4. EXPLORING THE RESEARCH PROCESS	
TOPIC OUTLINE	SUGGESTED TEACHING AND HOMEWORK ACTIVITIES		SUGGESTED RESOURCES	POINTS TO NOTE
<p>Interpretation of data</p> <p>Reliability</p> <p>Validity</p> <p>Representativeness</p> <p>Generalisability</p>	<p>Humphreys' 'Tearoom Trade', Hobbs' 'Doing the Business' or Blackman's 'Poxy Cupid'). They discuss the ethical problems faced, and how the sociologists attempted to overcome them.</p> <ul style="list-style-type: none"> <li>Students to reflect on research they have already come across on the unit and decide in small groups whether any of those raise ethical issues.</li> <li>Give out an extract from Jackson's Lads and Ladettes or Sewell's Black Masculinities and Schooling or any other study where the sociologist has used a pilot study and ask the students to work out the advantages of using a pilot study</li> <li>Students to consider research scenarios where the use of a pilot study would be advantageous and those where it might not be possible</li> <li>Introduce students to the positivist/interpretivist debate. Show extract of the film <i>The X Files</i>. Students to consider differences between ways in which Mulder and ways in which Scully go about research. Link to reliability and validity. And to the key principles of the Interpretivist and Positivist approaches.</li> </ul>  <ul style="list-style-type: none"> <li>Students to be given definitions of these key concepts on a set of cards.</li> </ul>		<ul style="list-style-type: none"> <li>Use the Halo Vine video on Research methods which raises similar points.</li> <li>Sociological Research Skills by Thompson Philip Allan.</li> <li>Cards with definitions on.</li> <li>Use summaries already discussed/used.</li> </ul>	<p>unit in relation to studies learned so far.</p> <ul style="list-style-type: none"> <li>This could be covered during the next three sections.</li> <li>This could also be covered during the following three sections.</li> </ul>

# GCE Sociology H581: G671. Exploring socialisation, culture and identity

<b>SUGGESTED TEACHING TIME</b>	5 HOURS	<b>TOPIC</b>	4. EXPLORING THE RESEARCH PROCESS		
<b>TOPIC OUTLINE</b>	<b>SUGGESTED TEACHING AND HOMEWORK ACTIVITIES</b>		<b>SUGGESTED RESOURCES</b>	<b>POINTS TO NOTE</b>	
	<ul style="list-style-type: none"> <li>A second set of cards with summaries of research on, is also to be handed out. Match the concepts with the research summaries.</li> </ul>				



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# GCE Sociology H581: G671. Exploring socialisation, culture and identity

<b>SUGGESTED TEACHING TIME</b>	4 HOURS	<b>TOPIC</b>	5. EXPLORING THE USE OF QUANTITATIVE DATA-COLLECTION METHODS & ANALYSIS IN THE CONTEXT OF RESEARCH	
TOPIC OUTLINE	SUGGESTED TEACHING AND HOMEWORK ACTIVITIES		SUGGESTED RESOURCES	POINTS TO NOTE
Questionnaires  Structured interviews	<ul style="list-style-type: none"> <li>• Create a task sheet giving an overview of the quantitative primary methods of questionnaires and structured interviews.</li> <li>• For questionnaires include definitions of open and closed questions and coding answers.</li> <li>• Create a questionnaire containing deliberate faults. Students identify faults and correct them, to improve the quality of the device.</li> <li>• Students to note strengths and weaknesses of questionnaires (on task sheet). Using their own ideas generated from improving the questionnaire, and using information from a relevant AS textbook.</li> <li>• Introduce the idea of using interviews. Create a sheet containing images of people with different social/physical characteristics. List a set of topics to be researched (with some being more sensitive). Students to write down which of the people they would feel most and least comfortable with if they were to be discussing these topics in an interview situation. Students to explain why.</li> <li>• Using relevant text books students evaluate strengths and weaknesses of structured interviews.</li> </ul>		<ul style="list-style-type: none"> <li>• Task sheets.</li> <li>• Questionnaire.</li> <li>• Sociology in Focus for OCR AS Level by Haralambos et al.</li> <li>• Pictures of potential researchers.</li> <li>• Sociology in Focus for OCR AS Level by Haralambos.</li> </ul>	<ul style="list-style-type: none"> <li>• For differentiation make some of the problems on the questionnaire more difficult to identify.</li> <li>• On the pictures of potential researchers include different ages, males and females and different ethnic groups. Link the activity to the concepts of validity and reliability, also link to interviewer effect.</li> </ul>



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# GCE Sociology H581: G671. Exploring socialisation, culture and identity

SUGGESTED TEACHING TIME	4 HOURS	TOPIC	5. EXPLORING THE USE OF QUANTITATIVE DATA-COLLECTION METHODS & ANALYSIS IN THE CONTEXT OF RESEARCH	
TOPIC OUTLINE	SUGGESTED TEACHING AND HOMEWORK ACTIVITIES		SUGGESTED RESOURCES	POINTS TO NOTE
Content analysis	<ul style="list-style-type: none"> <li>Students to conduct a content analysis of magazines/newspapers. As a group, select a theme which can be quantitatively measured. Operationalise relevant key concepts and design a content analysis grid.</li> </ul>		<ul style="list-style-type: none"> <li>Selection of magazines or newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>Students could use a topic which may build on knowledge from other areas of the unit. For example, looking for evidence of the existence of the beauty myth in fashion and beauty magazines.</li> </ul>
Statistical data (official and non official)	<ul style="list-style-type: none"> <li>Introduce quantitative secondary data collection methods. Explain the difference between official and non-official statistics.</li> <li>Give students a list of statements about society (some accurate, some false) - cover a range of issues such as crime, divorce rates, educational achievement etc. Students decide if they are true or false.</li> <li>Students then do research to find out if the statements are true or false. </li> <li>Students should then choose a particular area covered by the statistics and look for patterns/trends.</li> <li>Students evaluate strengths and weaknesses of using quantitative secondary data.</li> </ul>		<ul style="list-style-type: none"> <li><a href="http://www.statistics.gov.uk/">www.statistics.gov.uk/</a></li> </ul>	<ul style="list-style-type: none"> <li>Design this activity shortly before the lesson as data on websites can frequently change, and guidance notes on how to access data can become irrelevant. The relevant data can either be downloaded and photocopied for the students, or they could do the research themselves using the internet.</li> <li>Students could look at the impact of the National Crime Recording Standard on recorded crime statistics - students could research what it is and its impact upon identifying patterns and trends in crime.</li> </ul>
Consolidation	<ul style="list-style-type: none"> <li>Create a key word list accompanying each of the ways of collecting quantitative data.</li> <li>Include all terms identified in the specification: patterns, trends, cause and effect, objectivity, value</li> </ul>		<ul style="list-style-type: none"> <li>Key word list with definitions. Cards containing concepts and methods.</li> </ul>	<ul style="list-style-type: none"> <li>In the key word list cover the key areas in terms of the Positivist approach.</li> </ul>



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# GCE Sociology H581: G671. Exploring socialisation, culture and identity

<b>SUGGESTED TEACHING TIME</b>	4 HOURS	<b>TOPIC</b>	5. EXPLORING THE USE OF QUANTITATIVE DATA-COLLECTION METHODS & ANALYSIS IN THE CONTEXT OF RESEARCH	
<b>TOPIC OUTLINE</b>	<b>SUGGESTED TEACHING AND HOMEWORK ACTIVITIES</b>		<b>SUGGESTED RESOURCES</b>	<b>POINTS TO NOTE</b>
	freedom, reliability • Create a card activity with concepts and methods associated with each approach. Students to sort them out into the correct approach.			



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# GCE Sociology H581: G671. Exploring socialisation, culture and identity

<b>SUGGESTED TEACHING TIME</b>	8 HOURS	<b>TOPIC</b>	6. EXPLORING THE USE OF QUALITATIVE DATA-COLLECTION METHODS & ANALYSIS IN THE CONTEXT OF RESEARCH	
<b>TOPIC OUTLINE</b>		<b>SUGGESTED TEACHING AND HOMEWORK ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>	<b>POINTS TO NOTE</b>
Observation		<ul style="list-style-type: none"> <li>Introduce participant and non participant observation.</li> <li>Using power point/OHT, outline the two methods and how they are conducted. Highlight the impact of being overt or covert. In pairs give students a range of case studies on overt and covert participant observation. Students to list advantages and disadvantages of using these forms of participant observation.</li> </ul>	<ul style="list-style-type: none"> <li>Case studies on overt and covert participant observation studies.</li> </ul>	<ul style="list-style-type: none"> <li>Try to give a range of studies, with some facing ethical dilemmas – this can be a good basis for reinforcing the issue of ethics.</li> </ul>
Unstructured interviews Semi-structured interviews		<ul style="list-style-type: none"> <li>Discuss with class interviews producing qualitative data.</li> <li>Students to research student experiences on starting a new college. They create draft guides for unstructured and semi - structured interviews. Students to carry out these interviews with a number of students. They should try different recording techniques (taking notes and tape recording the interviews).</li> <li>Students then analyse their findings.</li> <li>Evaluate semi and unstructured interviews by drawing from own experiences and relevant text books. Also link to strengths and weaknesses of analysing and interpreting qualitative data.</li> </ul>	<ul style="list-style-type: none"> <li>Tape recorders.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that students are given a brief overview of ethical considerations before they conduct the interviews.</li> </ul>

# GCE Sociology H581: G671. Exploring socialisation, culture and identity

SUGGESTED TEACHING TIME	8 HOURS	TOPIC	6. EXPLORING THE USE OF QUALITATIVE DATA-COLLECTION METHODS & ANALYSIS IN THE CONTEXT OF RESEARCH	
TOPIC OUTLINE		SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE
Ethnography	<ul style="list-style-type: none"> <li>Explore ethnography as a method. Use relevant video footage of ethnographic style studies. Students to evaluate the method when watching the video.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant videos such as MacIntyre undercover or the BBC's 'Secret Policeman.'</li> </ul>	<ul style="list-style-type: none"> <li>Produce a structured worksheet to accompany the video - emphasise key problems like going native.</li> </ul>	
Focus Groups	<ul style="list-style-type: none"> <li>Introduce focus groups with key points written on to a worksheet.</li> <li>Divide class into relevant sized groups (6 - 7) and instruct them on how to carry out their own focus group interview.</li> <li>As a class, decide on a topic then allow the students to conduct their own focus group interviews.</li> <li>Each group then evaluates the success of their interview, and then feeds back into a whole class evaluation of focus groups.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>To differentiate, the most able students could take on the role of facilitator within each focus group.</li> <li>Groups could choose from topics which relate to their own experiences, or any topic which links to the other modules being taught on the course.</li> </ul> 	
Personal documents	<ul style="list-style-type: none"> <li>Explore the use of qualitative secondary data in terms of personal documents.</li> <li>Give students extracts from diaries such as Anne Frank's Diary and a selection of war diaries.</li> <li>Students to highlight areas of text which allow the researcher to build a sense of verstehen.</li> <li>Evaluate strengths and weaknesses of using qualitative secondary data as a whole class.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.firstworldwar.com/diaries/index.htm">www.firstworldwar.com/diaries/index.htm</a></li> </ul>		

# GCE Sociology H581: G671. Exploring socialisation, culture and identity

<b>SUGGESTED TEACHING TIME</b>	8 HOURS	<b>TOPIC</b>	6. EXPLORING THE USE OF QUALITATIVE DATA-COLLECTION METHODS & ANALYSIS IN THE CONTEXT OF RESEARCH	
TOPIC OUTLINE		SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE
Consolidation		<ul style="list-style-type: none"> <li>To understand the suitability of methods, give students a selection of research topics. They then choose and justify the most suitable method for conducting the research.</li> </ul>		
		<ul style="list-style-type: none"> <li>Create a key word list accompanying each of the ways of collecting qualitative data. Include all terms identified in the specification: meanings and experiences, verstehen, empathy, rapport, validity.</li> <li>Create a card activity with concepts and methods associated with each approach. Students to sort them out into the correct approach.</li> </ul>	<ul style="list-style-type: none"> <li>Key word list with definitions.</li> <li>Cards containing concepts and methods.</li> </ul>	<ul style="list-style-type: none"> <li>In the key word list cover the key areas in terms of the Interpretivist approach.</li> </ul>



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# GCE Sociology H581: G671. Exploring socialisation, culture and identity

<b>SUGGESTED TEACHING TIME</b>	2 HOURS	<b>TOPIC</b>	7. EXPLORING THE USE OF MIXED METHODOLOGY IN THE CONTEXT OF RESEARCH.	
<b>TOPIC OUTLINE</b>		<b>SUGGESTED TEACHING AND HOMEWORK ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>	<b>POINTS TO NOTE</b>
<p>Triangulation</p> <p>Methodological pluralism</p> <p>Fitness for purpose</p>		<ul style="list-style-type: none"> <li>Introduce the ideas of triangulation and methodological pluralism.</li> <li>Give students an aim or a research question. They then work in groups to decide which combination of methods would be most suitable for the research.</li> <li>In pairs, students evaluate the strengths and limitations of mixed methods data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Watch one of the relevant Halo Vine videos/DVDs Use summary of Jackson's 'Lads and Ladettes'.</li> <li>Burdsey's 'One of the Lads'.</li> </ul>	<ul style="list-style-type: none"> <li>When creating an aim or a research question, ensure that they require different types of information, which cannot be sufficiently generated by using only one method.</li> <li>When students are choosing suitable methods, emphasise the importance of them being fit for purpose.</li> <li>Also, emphasise how triangulation can be used to cross check results.</li> </ul>
Pre-release material		<ul style="list-style-type: none"> <li>Students to be given a copy of the pre-release material.</li> <li>They should read it individually and start to annotate it.</li> <li>They could highlight all concepts used in the material and then discuss them in class.</li> <li>A class discussion on the method/s used by the researcher.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-releases material.</li> </ul>	<ul style="list-style-type: none"> <li>Students should ensure they are familiar with and feel confident about all of the concepts used in the material.</li> <li>Students should ensure they understand the method/s fully as well as the aims and findings of the research and the relevance of the key concepts to the quality of the data collected.</li> </ul>



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# GCE Sociology H581: G671. Exploring socialisation, culture and identity

<b>SUGGESTED TEACHING TIME</b>	2 HOURS	<b>TOPIC</b>	7. EXPLORING THE USE OF MIXED METHODOLOGY IN THE CONTEXT OF RESEARCH.	
TOPIC OUTLINE	SUGGESTED TEACHING AND HOMEWORK ACTIVITIES	SUGGESTED RESOURCES	POINTS TO NOTE	
Consolidation	<ul style="list-style-type: none"> <li>Introduce the style of the exam questions by looking at past examination papers and examples of pre-release material.</li> <li>Explain the assessment criteria.</li> <li>Give students specimen answers generated by other students. Using different coloured pens, they highlight different skills or assessment objectives which are being displayed/met.</li> <li>When students have written their own responses, they can evaluate their own work by highlighting where they have displayed key skills - evaluation, contextualisation etc. </li> <li>Create a card activity to help check understanding of key concepts. Each card has a concept written on it. In groups, students take a card and define the concept. They put aside ones which cannot be answered. This is a good way of checking if there are any elements of the course which need to be revisited.</li> <li>Revisit the pre-release material to ensure all students understand it.</li> </ul>	<ul style="list-style-type: none"> <li>Past examination papers.</li> <li>Specimen student responses to exam questions.</li> <li>Different coloured highlighter pens.</li> </ul>	<ul style="list-style-type: none"> <li>Completing past questions can also be used as a homework activity. Students could give feedback to the candidate in terms of suggestions for improving the answer. Include three scripts showing different grade levels.</li> </ul>	

# Sample Lesson Plan: Sociology H181: Exploring socialisation, culture and identity G671

## Adolescence

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

### Learning objectives for the lesson

Objective 1	Students to understand adolescence as an important element of the experience of youth.
Objective 2	Students to understand how young people acquire an adolescent identity.
Objective 3	Students to begin to evaluate the impact of agencies of socialisation on the development of an adolescent identity.

### Recap of previous experience and prior knowledge

Recap key concepts from previous lesson. Students should line up in the classroom. Teacher states a concept, students who think they are sure of the definition stand at one end of the room, those who are very unsure should stand at the other end of the room, and those who are unsure should stand in the middle. If many are in the middle, the teacher can give some hints at a definition, and then students can rearrange their position. The teacher then asks a student for a definition of the concept.

### Content

Time	Content
5 minutes	In pairs, students are given a timeline of the human lifespan. Students mark on important ages in life – starting school, puberty, being able to vote etc.
10 minutes	With the class, discuss the different life stages. In particular focus on the period of adolescence, the time between puberty and being given adult status by society at

5 minutes	<p>the age of eighteen.</p> <p>On a mini white board or piece of A3 paper, students draw a typical teenager - annotate with the characteristics of teenagers and the problems they experience.</p>
10 minutes	<p>As a whole class, discuss the problems which are faced by teenagers – ask students if they are caused by biological factors (hormones), or by society placing restrictions upon their freedom Link to the idea of adolescence being socially constructed.</p>
15 minutes	<p>Look at different agencies of socialisation and how they socialise young people into an adolescent identity.</p> <p>Divide the class into groups and allocate each group a different agency of socialisation – family, peer group, religious institutions, the education system and the media.</p> <p>Each group will need a selection of relevant text books containing information about the different agencies. Each group should also be given some cards with relevant prompts e.g. ideas on how the media sets the ideal appearance for adolescents, ideas on how the peer group regulates adolescent sexual behaviour etc</p>
15 minutes	<p>Get each group to feed back to the rest of the class. Ideas from each group could be put onto a mind map – if an interactive whiteboard is available, the mind map could then be printed out for each student.</p>

### Consolidation

Time	Content
5 minutes	<p>After looking at the mind map, the whole class evaluate the importance of the different agencies of socialisation, in terms of influencing the development of an adolescent identity. This evaluation should be developed fully in the next lesson.</p>

# Sample Lesson Plan: Sociology H181: Exploring socialisation, culture and identity G671

## An introduction to understanding the research context

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

### Learning Objectives for the lesson

Objective 1	Students to understand the importance of the research context.
Objective 2	Students to be able to justify a chosen methodology in relation to the topic of research.
Objective 3	Students to be able to look at the strengths and weaknesses of the methodology used in a published piece of research.

### Recap of previous experience and prior knowledge

Each student is given a mini whiteboard (or piece of paper). Teacher states a number of concepts from previous lesson and students write down the definition. Teacher asks a student for their definition, then goes on to the next concept. Include concepts of reliability, validity, representativeness and generalisability.

### Content

Time	Content
5 minutes	Warm up activity to assess prior knowledge (see recap activity above)
10 minutes	Teacher to introduce the meaning of the research context. In small groups, give students a set of cards containing topics of research and a chosen methodology (including the social characteristics of the researcher). The cards should contain a methodology which is not suitable for the topic e.g.,

	using a mature male sociologist to conduct participant observation with a group of young females going to dance clubs. The students then discuss why the methods are not suitable, and suggest alternative methods.
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<b>Time</b>	<b>Content</b>
5-10 minutes	As a class discuss why the original methodologies are not suitable, and then consider more suitable alternatives. Emphasise the importance of choosing an appropriate methodology in relation to the context of the topic.
20 minutes	<p>Give students a copy of a published study which outlines how a sociologist has conducted a piece of research.</p> <p>An appropriate study which could be used is 'Hanging around' by Stephen Moore. Moore, S. (February 2001), Sociology Review, Volume 10, Number 3: Philip Allan Updates.</p> <p>Give a structured worksheet on evaluating the research methodology.</p> <p>Students to justify the choice of methods in relation to the topic – explaining why participant observation was used and why the researcher employed young female researchers etc.</p> <p>Students then outline the limitations of the methodology and how it was conducted.</p>
10 minutes	Have a whole group discussion about the methodology used in the research. Emphasise the context of the research and why certain methods were used. Also, discuss issues relating to time and funding constraints, to encourage an understanding of the practical considerations which impact upon research.

### Consolidation

<b>Time</b>	<b>Content</b>
5 minutes	Do a whole class evaluation of the research in relation to the key concepts of validity, reliability, representativeness and generalisability. Students to form a line in the classroom. Teacher takes each concept and asks if the study is high or low in the concept. Students arrange themselves, one side of the room is high and the other side of the room is low. Teacher then asks individual students to justify their decision.

# Sample Lesson Plan: Sociology H181: Exploring socialisation, culture and identity G671

## Operationalisation in context

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

## Learning Objectives for the lesson

Objective 1	To introduce the idea of operationalisation.
Objective 2	To enable students to operationalise concepts.
Objective 3	To teach students how to operationalise in context to prepare for the exam.

## Recap of previous experience and prior knowledge

Bingo game to test key concepts in relation to methodology learnt so far. Words/concepts on bingo cards, definitions to be read out by the teacher. The winner is the first person/group to cover all squares on the card. Teacher to test knowledge by asking students to define words on their card that they have covered.

## Content

Time	Content
5 minutes	Explain what is meant by operationalisation
15 minutes	Give out a handout with examples of concepts such as 'fear of crime', social class, ethnicity and homelessness, and ask students to discuss in groups how these concepts might be operationalised. Take feedback and discuss differences of interpretation between the groups.
10 minutes	Use examples of sociological studies to get students to identify the concepts that need to be operationalised. Give students copies of one or two studies per group/pair (either a teacher summary of the study or a more detailed copy from Sociology Review or journal article). Use studies such as:

	<p>Young boys, masculinities and schooling. Paul Connolly. Sociology Review 2006, Vol 15, No.3.</p> <p>Research, reality and 'hanging around'. Stephen Moore. Sociology Review 2001. Vol 10, No 3.</p> <p>Dancing on Drugs. Howard Parker. Sociology Review.</p> <p>Uncertain Masculinities: Youth, ethnicity and Class in Contemporary Britain. M. O'Donnell and S. Sharpe. (2000) in Sociology Since 1995, volume 1. J Blundell and J Griffiths. Connect Publications. ISBN0952068397.</p>
20 minutes	Design a short questionnaire to measure a concept in the research the students have been looking at.

### Consolidation

Time	Content
10 minutes	Swap the questionnaires between groups and get students in another group to do the questionnaire and judge whether it does operationalise the concept being measured.

# Sample Lesson Plan: Sociology H181: Exploring socialisation, culture and identity G671

## Old age as a form of identity

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OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this lesson plan is offered as a possible approach but will be subject to modifications by the individual teacher.

Lesson length is assumed to be **one hour**.

### Learning Objectives for the lesson

Objective 1	For students to understand old age as a form of identity
Objective 2	To begin to understand how older people acquire an old age identity
Objective 3	To begin to understand the impact of socialisation on this process.

### Recap of previous experience and prior knowledge

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Recap over ideas of age as a social construct. Recap over ideas that youth and old age vary between different societies and at different times in history.

### Content

Time	Content
10 minutes	Discuss idea of old age as a social construct. In parts of British society old people are ridiculed, whereas amongst certain ethnic groups old people are respected and revered. Ask students for their own examples and experiences. If necessary use examples from other cultures (Indian society where respect for elders is extremely important, and societies in Africa where 'age sets' are very important).
15 minutes	Use Lily Allen's song 'Nan You're a Window Shopper' from the album 'Alright, Still' to illustrate ideas about old people in contemporary UK. Ask students to note down attitudes illustrated by the song. Who holds these attitudes in society? Are there other attitudes to old people, and who might hold different views? Students to discuss and note.

Time	Content
25 minutes	<p>Look at the influence of the media on old age identity:</p> <ul style="list-style-type: none"> <li>• use sets of news headlines/articles, for example: on old peoples' fear of crime, political views (their conservatism), poverty etc.</li> <li>• use photographs from the media of old people – include positive and negative images, and use pictures of advertising that promotes beauty products for older people etc.</li> </ul> <p>Give different sets of images or headlines/articles to different groups of students and ask them to note down:</p> <ul style="list-style-type: none"> <li>• how these portray old people</li> <li>• where these ideas come from</li> <li>• what impact they have on social attitudes.</li> <li>• Share ideas from each group.</li> </ul>

### Consolidation

Time	Content
10 minutes	<p>Ask students to complete a part (b) or, for differentiation, a part (c) style question about old age and then peer mark. Use the relevant stems as per the sample assessment material.</p>

## Other forms of Support

In order to help you implement the new Sociology specification effectively, OCR offers a comprehensive package of support. This includes:

### OCR Training

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#### **Get Ready...introducing the new specifications**

A series of FREE half-day training events are being run during Autumn 2007, to give you an overview of the new specifications.

#### **Get Started...towards successful delivery of the new specifications**

These full-day events will run from Spring 2008 and will look at the new specifications in more depth, with emphasis on first delivery.

Visit [www.ocr.org.uk](http://www.ocr.org.uk) for more details.

### Examples of Candidate Work

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To accompany this Scheme of Work and sample Lesson Plans, OCR is working with centres and senior examiners to produce examples of candidate responses to the Sample Assessment Material (SAMs). This material will be made available FREE of charge on the OCR website in January 2008.

### Hosted Network Events

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OCR runs a number of successful network events, hosted by our Customer Support Managers. These enable you to meet colleagues from other centres and share best practice. The events are about peer learning and provide an excellent opportunity to carry out standardisation activities and receive updates from OCR. For more information, please contact the Networks and Regional Coordinator on 024 7649 6396.

### Mill Wharf Training

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Additional events are also available through our partner, Mill Wharf Training. It offers a range of courses on innovative teaching practice and whole-school issues - [www.mill-wharf-training.co.uk](http://www.mill-wharf-training.co.uk).

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## e-Communities

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Over 70 e-Communities offer you a fast, dynamic communication channel to make contact with other subject specialists. Our online mailing list covers a wide range of subjects and enables you to share knowledge and views via email.

Visit <https://community.ocr.org.uk>, choose your community and join the discussion!

## Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>

## Published Resources

OCR offers centres a wealth of quality published support with a fantastic choice of 'Official Publisher Partner' and 'Approved Publication' resources, all endorsed by OCR for use with OCR specifications.

### Publisher partners

OCR works in close collaboration with three Publisher Partners; Hodder, Heinemann and Oxford University Press (OUP) to ensure centres have access to:

- Better published support, available when you need it, tailored to OCR specifications
- Quality resources produced in consultation with OCR subject teams, which are linked to OCR's teacher support materials
- More resources for specifications with lower candidate entries
- Materials that are subject to a thorough quality assurance process to achieve endorsement

The publisher partnerships are non-exclusive with the GCE Sciences being the only exception. Heinemann is the exclusive publisher partner for OCR GCE Sciences.



Heinemann is producing the following resources for OCR GCE Sociology for first teaching in September 2008 [publication – Spring 2008]

Carole Waugh, Viv Thompson, Helen Robinson, Fionnuala Swann **AS Student Book**

ISBN: 978-0435467388

David Clayton, John Greenaway-Jones **AS Planning and Delivery Pack with CD ROM**

ISBN: 978-0435466947



## Endorsement

OCR endorses a range of publisher materials to provide quality support for centres delivering its qualifications. You can be confident that materials branded with OCR's "Official Publishing Partner" or "Approved publication" logos have undergone a thorough quality assurance process to achieve endorsement. All responsibility for the content of the publisher's materials rests with the publisher.

These endorsements do not mean that the materials are the only suitable resources available or necessary to achieve an OCR qualification. Any resource lists which are produced by OCR shall include a range of appropriate texts.