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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.G674 EXPLORING SOCIAL INEQUALITY AND DIFFERENCE

<b>SUGGESTED TEACHING TIME</b>	4 HOURS	<b>TOPIC</b>	SOCIAL INEQUALITY AND DIFFERENCE
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Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Introducing social inequality and the concept of difference relating to factors of social class, gender, ethnicity and age.	<ul style="list-style-type: none"> <li>Introduction to the unit – What is social inequality? Discussion- board storm of student ideas.</li> </ul>		
	<ul style="list-style-type: none"> <li>Teacher led discussion on inequality of income and wealth, students to briefly look at statistics to illustrate difference in income.</li> </ul>	<ul style="list-style-type: none"> <li>Pg 302, Sociology for A2, OCR (Moore et al).</li> </ul>	
	<ul style="list-style-type: none"> <li>Watch video/take notes on extremes of inequality, highlighting issues of class/gender/ethnicity and age (looking at child poverty/inequality) and potential explanations for inequality.</li> </ul>	<ul style="list-style-type: none"> <li>Video – and worksheets with questions.</li> <li>What future for Kurt – Panorama.</li> <li>Winner takes all (Panorama) (2004).</li> <li>Excess in the city-bonus bonanza (2007).</li> </ul>	
Evidence of poverty Contemporary trends in poverty (which groups are most vulnerable)	<ul style="list-style-type: none"> <li>Split students into groups to research evidence as to which groups (relating to age/gender/ethnicity) are most vulnerable in terms of experiencing poverty, and more likely to be in a lower social class. Students to look at how their life chances are affected by their position.</li> </ul>	<ul style="list-style-type: none"> <li>Sociology in perspective for OCR – Kirby et al ‘.</li> <li>‘Social welfare Alive’ Stephen Moore.</li> <li><a href="http://www.jrf.org.uk">www.jrf.org.uk</a></li> <li><a href="http://www.poverty.org.uk">www.poverty.org.uk</a></li> <li><a href="http://www.cpag.org.uk">www.cpag.org.uk</a></li> </ul>	



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# GCE SOCIOLOGY: H581.G674 EXPLORING SOCIAL INEQUALITY AND DIFFERENCE

<b>SUGGESTED TEACHING TIME</b>	8 HOURS	<b>TOPIC</b>	SOCIAL INEQUALITY AND DIFFERENCE	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Introduction to Class as a form of stratification – what is stratification?		<ul style="list-style-type: none"> <li>Students to mix and match key concepts with definitions such as class/inequality/ascribed/achieved status/meritocracy/stratification/blue collar/white collar work.</li> <li>Students watch a soap (i.e. Eastenders) or popular T.V drama to identify obvious social class differences according to occupation, and highlight other key concepts such as achieved/ascribed status.</li> </ul>	<ul style="list-style-type: none"> <li>Soap/drama with evidence of inequality i.e.: Keeping Up Appearances, Eastenders.</li> <li>Card sort or mix and match of key concepts and definitions.</li> </ul>	
Definition and operationalisation of social class		<ul style="list-style-type: none"> <li>Quiz on “which social class are you?” to highlight cultural stereotypes.</li> <li>Teacher input on different ways of measuring class.</li> <li>Students to create own system of class measurement.</li> <li>Examining different classification systems i.e.: RGC and NS-SEC.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz – What social class are you?</li> <li>Text book on class measurement.</li> <li>Worksheet on subjective and objective measurements of class.</li> <li>Pg 284 – 289 Sociology for A2, OCR (Moore et al).</li> </ul>	<ul style="list-style-type: none"> <li>Students could compare the methodology of their class system to that of the NS-SEC system.</li> </ul>



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<b>SUGGESTED TEACHING TIME</b>	8 HOURS	<b>TOPIC</b>	SOCIAL INEQUALITY AND DIFFERENCE		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Problems of using occupation as an indicator of social class.		<ul style="list-style-type: none"> <li>Link in research methods question – students to write response to problems of using occupation as a measure of social class.</li> </ul> 			<ul style="list-style-type: none"> <li>Research methods link. Students could do small scale research on fellow students to assess subjective social class against the NS-SEC classification.</li> </ul>
Impact of workplace change on the class structure/inequalities such as gender and ethnicity		<ul style="list-style-type: none"> <li>Students to read information and define a given key concept each. Students should fully explain to rest of the class, with examples the meaning of this concept. Students could then complete a mix and match exercise on concepts and definitions.</li> </ul>		<ul style="list-style-type: none"> <li>Worksheet on key concepts</li> <li>Boundary problems, class fractions, cultural capital, de-skilling, Embourgeoisement, proletarianization, social closure, convergence, primary and secondary industries.</li> <li>Pg 308-315, Sociology for A2, OCR</li> </ul>	
Nature of upper class		<ul style="list-style-type: none"> <li>Discussion of the nature of the traditional upper class – characteristics of social closure etc.</li> <li>Watch Eton video</li> </ul>		<ul style="list-style-type: none"> <li>Toffs and snobs article – Sociology review 2003</li> <li>Video on Eton-class of '91. Cutting edge (March 1991)</li> </ul>	<ul style="list-style-type: none"> <li>Refer back to income and wealth inequalities.</li> </ul>
The super class (as a result of workplace change)		<ul style="list-style-type: none"> <li>Introduce the super class as a result of a meritocratic system- students read Adonis and Pollard's work and put into own words/make notes.</li> </ul>		<ul style="list-style-type: none"> <li>Adonis and Pollard (1990s) work</li> </ul>	



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SUGGESTED TEACHING TIME	8 HOURS	TOPIC	SOCIAL INEQUALITY AND DIFFERENCE	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Middle Classes, the nature and changes	<ul style="list-style-type: none"> <li>In groups, breakdown the article 'middle classes in modern Britain'.</li> <li>Define and discuss the nature and changes in the middle classes, i.e.: boundary problems/fragmentation, Proletarianization- using article from Sociology review.</li> </ul>	<ul style="list-style-type: none"> <li>Middle classes in Britain article – Mike Savage, Sociology review, November 1995.</li> <li>Worksheet</li> <li>Proletarianisation revisited – Sociology review- November 1995 with Questions</li> <li>Sociology A2 for OCR, Collins, pg 310-314</li> </ul>	<ul style="list-style-type: none"> <li>Attentions should be drawn to fragmentation within this class and difficulties in defining contemporary class structures.</li> </ul>	
Working Class, the nature and changes	<ul style="list-style-type: none"> <li>Worksheet on changes in the working class, linking in Embourgeoisement.</li> <li>Watch clip of video on British working class.</li> </ul>	<ul style="list-style-type: none"> <li>The British working class- class in Britain, ITV, 10<sup>th</sup> July, 2005.</li> </ul>		
Life chances and inequality in terms of class.	<ul style="list-style-type: none"> <li>Pull out and make notes on differential life-chance of the working class (areas of Health/Education/Crime).</li> <li>Students to work on different areas of health inequalities and feedback into a chart/to make notes.</li> </ul>	<ul style="list-style-type: none"> <li>Acheson Report, independent inquiry into inequalities in health – 1998</li> <li>AS text book/Various A2 text books.</li> <li>Feedback chart on inequalities in class.</li> <li>Pg 300-308, Sociology A2 for OCR</li> </ul>		
Workplace inequalities in relation to gender, ethnicity, class and age	<ul style="list-style-type: none"> <li>Students to be given a variety of resources (books/articles) and in groups they should make a handout of statistics/examples/studies that highlight inequalities in the workplace based on either gender/age/ethnicity/class. This</li> </ul>	<ul style="list-style-type: none"> <li>Sexism in the city – sexual harassment and discrimination in the city – money programme- November 2002.</li> <li>Various newspaper articles.</li> <li><a href="http://www.guardian/gender">www.guardian/gender</a></li> </ul>	<ul style="list-style-type: none"> <li>Students should have written evidence (studies/articles/theory) of inequality in the workplace based on all 4 factors.</li> </ul>	



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<b>SUGGESTED TEACHING TIME</b>	8 HOURS	<b>TOPIC</b>	SOCIAL INEQUALITY AND DIFFERENCE
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
	<p>should be presented to the rest of the class, Opportunities here for use of PowerPoint/interactive whiteboard etc.</p> <ul style="list-style-type: none"> <li>Students could then watch clips from videos to give evidence of inequality and evaluate based on their methodology (usually participant observation), for example “Black and White” investigates racism in workplace – but focuses solely on unskilled work). </li> </ul>	<ul style="list-style-type: none"> <li>pg 324-331, Sociology A2 for OCR (Moore et al) Newspaper articles</li> <li>Black and White Video- racism in the job market – Leeds, February 1999</li> <li>Sociology in focus for OCR – pg 242-249, pg 253pg 277-278</li> <li>Sociology A2 for OCR – 324-326, 335</li> </ul>	
Practice of exam style question – application of evidence of class inequalities	<ul style="list-style-type: none"> <li>Group planning of Part D/F questions, how to apply knowledge, set timed essay for homework.</li> </ul>		



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SUGGESTED TEACHING TIME	8 HOURS	TOPIC	SOCIAL INEQUALITY AND DIFFERENCE	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
Define key concepts associated with gender inequalities	<ul style="list-style-type: none"> <li>Teacher led discussion of inequalities.</li> <li>Define concepts such as glass ceiling vertical/horizontal segregation, patriarchy.</li> <li>Look at case studies on inequalities in the workplace – harassment/inequality in pay etc – through use of articles and videos.</li> </ul>			
Students to gain evidence of gender inequalities.	<ul style="list-style-type: none"> <li>Students should fill in a chart on A3 paper of contemporary evidence, of inequality, (for both males and females where relevant) putting forward 2 pieces of evidence of inequality from several areas of social life i.e.: family/media/housing/education (re-cap on workplace). Students must outline the research method used in the study and evaluate evidence.</li> </ul> 	<ul style="list-style-type: none"> <li><a href="http://www.eoc.org.uk">www.eoc.org.uk</a></li> <li>Sociology A2 for OCR pg 302-306, 325-327,</li> <li>Sociology in focus for OCR A2 level pg 277-278</li> <li>Newspaper articles</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate research method.</li> </ul>	
Define key concepts associated with Ethnic inequalities	<ul style="list-style-type: none"> <li>Students to define key concepts such as ethnicity/race/prejudice/discrimination/racism/institutional racism/cultural racism/ethnic penalty.</li> <li>Discussion on extent of ethnic inequality.</li> </ul>	<ul style="list-style-type: none"> <li>pg 332-339, Sociology A2 for OCR</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students are aware of different levels of discrimination and disadvantage between ethnic groups.</li> </ul>	



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SUGGESTED TEACHING TIME	8 HOURS	TOPIC	SOCIAL INEQUALITY AND DIFFERENCE			
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note	
Students to gain evidence of Ethnic inequalities.		<ul style="list-style-type: none"> <li>Students watch video based on racism/inequalities in an area of social life such as “Black and White” video. Students to discuss from that the methodological problems with measuring disadvantage and racism in various areas of society.</li> <li>Students to board storm other areas of disadvantage for ethnic minorities and to answer worksheet based on gaining evidence for several areas of inequality i.e.: media/education/crime/employment(re-cap).</li> </ul>		<ul style="list-style-type: none"> <li>Black and White Video- racism in the job market – Leeds, February 1999.</li> <li>Newspaper articles.</li> <li>Sociology A2 for OCR pg 33-335.</li> </ul>		<ul style="list-style-type: none"> <li>Students must have notes on studies/statistics, a variety of evidence of ethnic inequality.</li> </ul>
Explanations of Ethnic inequality		<ul style="list-style-type: none"> <li>Teacher led discussion on racial discrimination – institutional racism/direct racism and new/cultural racism (Islamophobia) as a form of disadvantage.</li> <li>Use of video and contemporary articles to illustrate.</li> <li>Take notes on studies on cultural explanations from text book, Students to have at least 2 studies.</li> </ul>		<ul style="list-style-type: none"> <li>Sociology in focus for OCE A2 level Pg 308-311</li> <li>Sociology in focus for OCR – pg 332-336.</li> <li>Panorama video on Islamophobia.</li> </ul>		<ul style="list-style-type: none"> <li>Students should be made aware of the wider theoretical explanations for ethnic inequality alongside Racism and cultural explanations i.e.: Marxist/functionalist etc.</li> <li>Students should evaluate a variety of these studies and evaluate methodologically, analysing method, strengths/ weaknesses and using key concepts.</li> </ul>
Define key concepts associated with Age inequalities		<ul style="list-style-type: none"> <li>Students to define different stages of age – childhood, youth, adulthood and ageing population.</li> <li>Teacher led discussion on age inequalities.</li> </ul>		<ul style="list-style-type: none"> <li>PowerPoint presentation.</li> <li>Reading from text books. Worksheet.</li> </ul>		<ul style="list-style-type: none"> <li>Age inequalities will largely be focused on Children and the elderly. Ensure that students make links into trends in inequality covered earlier in the syllabus.</li> </ul>



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# GCE SOCIOLOGY: H581.G674 EXPLORING SOCIAL INEQUALITY AND DIFFERENCE

<b>SUGGESTED TEACHING TIME</b>	8 HOURS	<b>TOPIC</b>	SOCIAL INEQUALITY AND DIFFERENCE		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Evidence of inequalities due to age		<ul style="list-style-type: none"> <li>Students to complete a mind map on areas of inequality due to age for both young and elderly research inequalities in age using a variety of sources – feedback and take notes. Students to consider the difference in life chances.</li> </ul>		<ul style="list-style-type: none"> <li>Newspaper articles, text books, internet.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluative point. Students should consider that age inequalities are stratified by gender, ethnicity etc.</li> </ul>



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# GCE SOCIOLOGY: H581.G674 EXPLORING SOCIAL INEQUALITY AND DIFFERENCE

SUGGESTED TEACHING TIME	10 HOURS	TOPIC	SOCIAL INEQUALITY AND DIFFERENCE	
Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note	
Overview on theoretical explanations	<ul style="list-style-type: none"> <li>Teacher led explanation of theoretical explanations- discussion of how theoretical explanations can be applied to various forms of inequality.</li> </ul>	<ul style="list-style-type: none"> <li>Page 292-307 Sociology A2 for OCR.</li> </ul>	<ul style="list-style-type: none"> <li>Students should have basic theoretical knowledge and understanding from AS units and previous A2 topics.</li> </ul>	
Functionalist/New Right explanations of inequalities	<ul style="list-style-type: none"> <li>Teacher-led re-cap on functionalist theory.</li> <li>Students (in groups) to suggest how functionalists would explain inequalities – class, gender, age and ethnicity and feedback. </li> <li>Overview of New Right Theory students will complete worksheet and analyse New Right Explanations for inequality i.e. Peter Saunders “Unequal but Fair” (1980’s/90’s), Charles Murray, “Underclass Theory” .</li> </ul>	<ul style="list-style-type: none"> <li>A mix of worksheets, PowerPoint and group work will be used.</li> <li>Newspaper articles from New Right newspapers such as the ‘Daily Mail’ could be referred to.</li> </ul>	<ul style="list-style-type: none"> <li>Clarify key concepts such as Meritocracy.</li> <li>Davis and Moore (1950’s/60’s) and Patterson (1960’s).</li> <li>Ensure that students understand that P. Saunders views on meritocracy and the existence of class are different from the postmodernist views of the existence of class.</li> </ul>	
Functionalist explanations of Class inequality.	<ul style="list-style-type: none"> <li>Students to complete a worksheet on functionalist views on class inequality and ethnic inequalities using text books to identify key theorists and evaluative points (key critics).</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>Theorists such as Davis and Moore, should be covered.</li> </ul>	
Marxist explanation of inequality	<ul style="list-style-type: none"> <li>Re-cap on key elements of Marxist theory, clarifying key concepts such as Reserve army of labour, Bourgeoisie, proletariat, false class consciousness, exploitation.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet.</li> <li>E. O. Wright (1970’s/1990’s).</li> <li>P. Bourdieu (1980’s).</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that students can differentiate between traditional Marxist theory and Neo-Marxist theory particularly when looking at gender and ethnic inequality.</li> </ul>	



= Innovative teaching idea



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= ICT opportunity

# GCE SOCIOLOGY: H581.G674 EXPLORING SOCIAL INEQUALITY AND DIFFERENCE

SUGGESTED TEACHING TIME	10 HOURS	TOPIC	SOCIAL INEQUALITY AND DIFFERENCE		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
		<ul style="list-style-type: none"> <li>Students to apply Marxist theory to class inequalities, Ethnic, Gender (Marxist Feminist).</li> <li>Introduce Neo-Marxist ideas, with evaluative points for each.</li> </ul>	<ul style="list-style-type: none"> <li>Castle &amp; Kosack (1970's)</li> <li>Mills and Phizaklea (1980)</li> </ul>		
Applying Marxist theory to inequalities in Class, Gender and Age		<ul style="list-style-type: none"> <li>Group planning of an essay based on E/G question 'Outline and assess Marxist explanations of social inequality'</li> </ul>	<ul style="list-style-type: none"> <li>Essay planning sheet for students to fill in.</li> </ul>		<ul style="list-style-type: none"> <li>Ensure you highlight essential exam skills.</li> </ul>
Feminist Explanations of Gender inequalities		<ul style="list-style-type: none"> <li>Re-cap on evidence of gender inequalities.</li> <li>Students to research a feminist explanation each in groups Marxist feminist, Radical Feminist, Black feminist, liberal feminist, post feminist.– students should include concepts such as Dual Labour Market theory, reserve army of labour, preference theory, six structures of patriarchy.</li> </ul>	<ul style="list-style-type: none"> <li>Students research explanations using a variety of sources, feedback information onto a summary chart – with evaluative points for each.</li> </ul>		<ul style="list-style-type: none"> <li>Refer to Marxist/Radical/Black/liberal and post-feminist theories.</li> </ul>
Weberian explanations of inequality		<ul style="list-style-type: none"> <li>Outline Weberian theory –apply to class inequality and students to make notes.</li> <li>Teacher led diagram to illustrate explanations of ethnic and age inequalities also, using Rex and Tomlinson, Parkin, Barron and Norris, Dual labour market theory.</li> <li>Students to suggest criticisms/evaluation of Weberian theories.</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint presentation/worksheet.</li> </ul>		<ul style="list-style-type: none"> <li>Students should be made aware of the similarities and differences between the theories (e.g.: Marxism and Weberian explanations), and brought into evaluation.</li> </ul>



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# GCE SOCIOLOGY: H581.G674 EXPLORING SOCIAL INEQUALITY AND DIFFERENCE

<b>SUGGESTED TEACHING TIME</b>	10 HOURS	<b>TOPIC</b>	SOCIAL INEQUALITY AND DIFFERENCE		
Topic outline		Suggested teaching and homework activities		Suggested resources	Points to note
Post-modern explanations of inequalities		<ul style="list-style-type: none"> <li>• Draw on students AS knowledge of postmodernism. Outline post-modern ideas and define key concepts – hybrid identity, diversity/choice, consumerism.</li> <li>• Apply post-modern theory to class inequality, ethnic inequality and refer to post-feminism.</li> <li>• Outline criticisms of post-modern theory.</li> </ul>			Ensure it is highlighted that postmodernists criticise traditional Marxist/ Weberian arguments.
Re-cap knowledge and understanding of theoretical explanations of inequality		<ul style="list-style-type: none"> <li>• Students to review inequality – revision sheets or presentations for each theory and their explanations for Class, ethnic, gender and age inequalities (with sociological studies/theorists and evaluative points.</li> <li>• Using notes, students should devise large (A3/poster size) charts on sociological explanations for all 4 elements of inequality with key sociologists and evaluative points.</li> </ul>		<ul style="list-style-type: none"> <li>• Text books/previous notes. IT (PowerPoint/handouts created).</li> <li>• A3/poster paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-cap knowledge and understanding of theoretical explanations of inequality.</li> </ul>



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# GCE SOCIOLOGY: H581. G674 EXPLORING SOCIAL INEQUALITY AND DIFFERENCE

<b>SUGGESTED TEACHING TIME</b>	8 HOURS	<b>TOPIC</b>	EXPLORING SOCIOLOGICAL RESEARCH INTO SOCIAL INEQUALITY AND DIFFERENCE
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Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Recap on prior knowledge and understanding	<ul style="list-style-type: none"> <li>Group discussion on methods – students to identify all methods used in social research – to write on board – colour code those which are quantitative/qualitative, primary/secondary.</li> </ul>	<ul style="list-style-type: none"> <li>Could use interactive whiteboard to create a revision activity.</li> </ul>	
	<ul style="list-style-type: none"> <li>Student re-cap of key basic terminology, (e.g.: sample, access, ethics etc).</li> <li>Focus on recap of essential concepts such as operationalising concepts and ethical issues.</li> </ul>	<ul style="list-style-type: none"> <li>Mix and match activity of key terms with definitions.</li> <li>In pairs, students operationalise concepts from a list i.e.: social class, ethnicity, educational achievement.</li> <li>Students could watch videos of participant observation that would highlight ethical issues i.e.: McIntyre investigates series of covert participant observation.</li> </ul>	<ul style="list-style-type: none"> <li>Must cover all key concepts, Representativeness, validity, reliability, generalisability.</li> </ul>
Recap on other methodological issues	<ul style="list-style-type: none"> <li>Define methodological pluralism and triangulation.</li> <li>Students to analyse a piece of research that includes either methodological pluralism/triangulation.</li> </ul>	<ul style="list-style-type: none"> <li>Use a piece of research such as 'A view from the Girls' by Michelle Burman to illustrate such methods.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that students understand the distinction between methodological pluralism and triangulation.</li> </ul>



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# GCE SOCIOLOGY: H581. G674 EXPLORING SOCIAL INEQUALITY AND DIFFERENCE

<b>SUGGESTED TEACHING TIME</b>	8 HOURS	<b>TOPIC</b>	EXPLORING SOCIOLOGICAL RESEARCH INTO SOCIAL INEQUALITY AND DIFFERENCE
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Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Strengths and weaknesses of research methods	<ul style="list-style-type: none"> <li>Students take a method each and using text books to aid, outlining the key strengths and weaknesses – <b>using key concepts</b> and feedback to class.</li> <li>Introduce students to exam paper structure and types of questions.</li> <li>Students to apply strengths and weaknesses by evaluating one piece of qualitative and quantitative research.</li> </ul> 	<ul style="list-style-type: none"> <li>Text books.</li> <li>Internet.</li> <li>Glossary of key terms to help evaluate methods.</li> <li>Proto-type exam papers.</li> </ul>	<ul style="list-style-type: none"> <li>Students to focus on all types of observation, longitudinal studies, case studies content analysis, interviews (all types) and questionnaires. Students should consider issues such as researcher imposition, levels of objectivity and subjectivity, ease of access and gatekeepers. Any terms that students are unfamiliar with should be defined.</li> <li>Students could use research that links with the social inequality topic, e.g. Willis, Holdaway.</li> </ul>



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= ICT opportunity

# GCE SOCIOLOGY: H581. G674 EXPLORING SOCIAL INEQUALITY AND DIFFERENCE

<b>SUGGESTED TEACHING TIME</b>	10 HOURS	<b>TOPIC</b>	EXPLORING SOCIOLOGICAL RESEARCH INTO SOCIAL INEQUALITY AND DIFFERENCE
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Topic outline	Suggested teaching and homework activities	Suggested resources	Points to note
Sampling techniques in research design	<ul style="list-style-type: none"> <li>Teacher led discussion on sampling frames – examples given.</li> <li>Definitions given.</li> </ul>	<ul style="list-style-type: none"> <li>Worksheet.</li> <li>Group work on the different types of sample frames and the suitability of each frame.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure students are aware of target populations, issues of access and gatekeepers.</li> </ul>
Sample types random and non random	<ul style="list-style-type: none"> <li>Teacher led overview on both random and non-random types of sampling.</li> <li>Random, stratified, quota, snowball, purposeful, cluster.</li> <li>Matching exercise: In pairs student will match the most suitable sample type with the research scenario.</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint/OHT </li> <li>This can be done on the interactive whiteboard if possible through the 'smart board'. Can be done as a paper based mix and match activity.</li> </ul>	<ul style="list-style-type: none"> <li>Get students to consider that the sample type will be determined by the availability of a sample frame.</li> </ul>
Theoretical considerations	<ul style="list-style-type: none"> <li>Teacher led outline of Interpretative/Positivist, realist and feminist perspectives.</li> <li>Sociology review article with questions.</li> <li>Word-fill of summary of theory and methods, application through use of a study.</li> <li>Students to apply theoretical knowledge through a pre-prepared debate, with groups in the class taking the viewpoint of each theoretical perspective and arguing the case for different types of research.</li> </ul>	<ul style="list-style-type: none"> <li>Diagram PowerPoint/OHT</li> <li>Sociology review article on consideration of theory in research methods.-Research and value freedom, February 2004 – Using interviews in sociological research – April 2007 – Use of numbers in social research – November 2004</li> <li>Word fill worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that students understand that theory influences choice of method.</li> <li>Students should be able to use the term value free and consider the debate as to whether any sociology is value free.</li> </ul>



= Innovative teaching idea




= Stretch and challenge opportunity



= ICT opportunity

# GCE SOCIOLOGY: H581. G674 EXPLORING SOCIAL INEQUALITY AND DIFFERENCE

<b>SUGGESTED TEACHING TIME</b>	2 HOURS	<b>TOPIC</b>	EXPLORING SOCIOLOGICAL RESEARCH INTO SOCIAL INEQUALITY AND DIFFERENCE	
Topic outline		Suggested teaching and homework activities	Suggested resources	Points to note
Research methods in practice		<ul style="list-style-type: none"> <li>Students to choose a topic linked to social inequality or power and control</li> </ul>  <ul style="list-style-type: none"> <li>Students in pairs to design a small scale piece of research; to design, carry out and evaluate the research. Research process and findings to be presented to the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Suggested materials; PowerPoint, OHT, handout, visuals</li> </ul>	<ul style="list-style-type: none"> <li>Students must include both primary and secondary research. Students work should be checked at each stage of the design process.</li> </ul>
Revision of methods and application to the research paper		<ul style="list-style-type: none"> <li>Group planning of questions and mock exam feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Proto-type exam paper</li> </ul>	



= Innovative teaching idea



= Stretch and challenge opportunity



= ICT opportunity

# Sample Lesson Plan: GCE Sociology: H581. G674 Exploring Social inequality and difference

## Introduction to Social Class as a form of stratification

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	<ul style="list-style-type: none"> <li>Students will have their AS knowledge refreshed by the Key concepts exercise.</li> </ul>
Objective 2	<ul style="list-style-type: none"> <li>Students will be able to apply the necessary skills of analysing and evaluating by considering one agent of socialisation and how it may perpetuate social class inequalities.</li> </ul>
Objective 3	<ul style="list-style-type: none"> <li>Students will be able to evaluate indicators of social class.</li> </ul>

### Recap of previous experience and prior knowledge

Students will be able to apply their previous AS knowledge from Individual and Society, Class identity, and from the reading of their core text book which they should have done in preparation for the session.

### Content

Time	Content
5 minutes	The process of class stratification will begin as a teacher lead discussion
20 minutes	<p>Key concepts of class &amp; inequality (i.e. ascribed &amp; achieved status, closed and open systems, meritocracy &amp; stratification) will be reviewed in an interactive whiteboard activity.</p> <p>Key concepts and definitions will be scrambled on the board, students will come to the board and match the concept with the definition if a gyration mouse is available the mouse can be passed around to students and from their desks can match concepts to definitions.</p> <p>Or</p> <p>Students in pairs will do a card sort matching concepts and definitions. Once each pair is done students will partake in a sociological stroll (students will walk around and compare their matched concepts and definitions to their peers). The correct answers will be revealed on the whiteboard.</p>
Time	Content
25 minutes	Presentation exercise on class as a form of stratification

	<p>Focus now on how social class is stratified by referring to the following agents of socialisation i.e. Education, Work, Media and the Family. Students in groups of four will be given an agent. Each group must analyse and evaluate the agent given to them, by considering the following points:</p> <ol style="list-style-type: none"> <li>1. How does the agent reinforce social class e.g. students doing the education agent could consider the unequal opportunities for students in the state sector compared to the independent.</li> <li>2. What inequalities are perpetuated by the structure of the agent e.g. students doing the media agent could research how BBC programmes represent social class, and whether negative stereotypes are challenged or reinforced.</li> <li>3. Consideration should be given to statistical data, by referring to the social trends website students could look at social welfare, leisure and lifestyle choices by social class category e.g. students doing the family agent could look at weekly expenditure by social class category to identify if inequalities still exist. Similarly morbidity and mortality statistics could be compared by the group that has been given the work agent to see if there is a connection between high levels of morbidity and mortality and social class occupation.</li> </ol> <p>An information sheet will be given to aid them.          Students will do a presentation using their ICT skills and create a PowerPoint slide; they will then present their work to the rest of the class.</p>
5 minutes	<p>Preparation for next lesson</p> <p>Define and operationalise social class. To lead on from the previous exercise. Students will consider all indicators of social class.</p> <p>Quiz on Social class to highlight cultural stereotypes/indicators or social class</p>

### Consolidation

Time	Content
5 minutes	Brief recap then worksheet will be given on subjective/objective indicators of social class for students to complete for homework.

# Sample Lesson Plan: GCE Sociology: H581. G674 Exploring Social inequality and difference

## A re-cap of key research methods and concepts

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	<ul style="list-style-type: none"> <li>Students to <b>recall prior knowledge</b> of Research methods from AS.</li> </ul>
Objective 2	<ul style="list-style-type: none"> <li>Students to <b>familiarise themselves</b> with the key methods used in sociological research.</li> </ul>
Objective 3	<ul style="list-style-type: none"> <li>Students to <b>gain knowledge</b> of key research concepts and to begin to <b>apply them by evaluating</b> research methods.</li> </ul>

### Recap of previous experience and prior knowledge

This lesson will be a re-cap on previous knowledge and understanding of research methods from AS. Students will vary on their level of understanding of the topic so tasks may need to be adapted to student's prior knowledge.

### Content

Time	Content
5 minutes	Teacher led discussion on research methods, explanation of how the unit will be taught and basic explanation of how content will be applied in the exam. Teacher to gain a brief overview of student's prior knowledge on topic.
20 minutes	Student to recall all of the key research methods (with teacher prompting if necessary) and teacher (or student) to write up the methods on the board, in a brainstorm style. Definitions written on board of Qualitative data/Quantitative data/Secondary/Primary methods, colour code the definitions and students should identify which concepts apply to which methods and code them appropriately. Students copy down the brainstorm into their notes. An interactive white board could be used for this activity.
15 minutes	Teacher to hand out mix and match cards, created using a list of key concepts and definitions (including concepts such as Reliability, Representativeness, Validity,

<b>Time</b>	<b>Content</b>
	<p>Ethics, Pilot Study, Interviewer Bias etc).</p> <p>In groups, students mix and match concept to definition.</p> <p>Activity is checked by teachers and concepts clarified (students could write down any concepts they don't know).</p>
10 minutes	<p>Teacher led question and answer session, linking key concepts to methods, eg: which method is likely to be most valid and why? To get students to think about evaluating methods.</p>

### Consolidation

<b>Time</b>	<b>Content</b>
10 minutes	<p>Fill in the blanks activity: Students to complete a worksheet that summarises previous work, a piece of text with words omitted for them to fill in which links various methods to key concepts in several summary paragraphs.</p>

# Sample Lesson Plan: GCE Sociology: H581. G674 Exploring Social inequality and difference

## Ethical issues on research design

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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 <b>gain knowledge</b> of the BSA guidelines.
Objective 2	For students to <b>apply their knowledge</b> of ethical issues to pieces of sociological research.
Objective 3	For students to <b>evaluate research</b> on how ethical it is and whether unethical research is ever justified.

## Recap of previous experience and prior knowledge

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## Content

Time	Content
10 minutes	Students to write down their own definition of ethics, students feedback their ideas to the class. Teacher dictates a short definition for class to write down.
15 minutes	Teacher provides a document from the British Sociological Association (BSA) on ethical issues and students answer questions on its content. The BSA guidelines could be shown on interactive whiteboard with use of the internet or gained from a text book.
15 minutes	Students to be given the synopsis of a variety of pieces of research with different ethical issues (e.g. Holdaway, Hobbs, Humphreys, Fielding). Students to discuss in groups the ethical issues raised, this is discussed as a class and students should take brief notes.
15 Minutes	Students to watch a video on a piece of covert participant observation (eg: Mark Daly's Racism in the Greater Manchester Police, BBC, McIntyre investigates, Chelsea Smilers, football hooliganism or something appropriate). Students to have some key questions to answer, based on ethical issues, personal sacrifice of using

<b>Time</b>	<b>Content</b>
	the method, whether unethical methods are justified etc, discuss as a class.

### Consolidation

<b>Time</b>	<b>Content</b>
5 minutes	Teachers deliver quick fire questions on key concepts associated with ethical issues i.e. give definitions of terms such as informed consent, BSA for students to re-cap knowledge.

# Sample Lesson Plan: GCE Sociology: H581. G674 Exploring Social inequality and difference

## Advantages and Disadvantages of using objective measure of social class

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	<ul style="list-style-type: none"> <li>Students will be able to analyse and evaluate the two official forms of measuring social class and occupation i.e. RGC and NS-SEC.</li> </ul>
Objective 2	<ul style="list-style-type: none"> <li>Students will be able to evaluate the problems of measuring social class by occupation: (links into research methods will be made).</li> </ul>

### Recap of previous experience and prior knowledge

This session will lead on to discussing the changes in the workplace which are evident in the NS-Sec measurement. The focus will be on how changes in the workplace link to changes in the class structure i.e. changes in the nature of the upper, middle and working class.

### Content

Time	Content
5 minutes	Recap on last session by getting students to prepare to feedback from worksheet.
25 minutes	<p>Group work exercise: Designing a class schema</p> <p>Group work: Students in groups of three to create their own system of class measurement, including objective and subjective indicators of class.</p> <p>Students to feedback on an OHT and present their class schema, justifying their class allocation.</p>
10 minutes	<p>Students will compare their class schema to the official class schemes by discussing similarities and differences and analysing the official schemas.</p> <p>Worksheet exercise: Advantages and Disadvantages of official measurements of class</p> <p>Students will complete 'fill in the gap' worksheet on official class measurements.</p> <p>Teacher led recap and discussion.</p>

<b>Time</b>	<b>Content</b>
15 minutes	<p>What are the advantages and disadvantages of using occupation as a measurement of social class?</p> <p>Teacher will lead students in a feedback session. Links will be made in relation to research methods.</p> <p>Synoptic link into research methods:</p> <p>Students in pairs to consider the following question:</p> <p>What are the problems of using occupation as an indicator of social class?</p> <p>Spider diagram on whiteboard or interactive whiteboard</p> <p>Each pair to feedback on the board, this will result in a comprehensive range of negatives for students to note down if using white board (to be printed off and a copy given to each student if interactive whiteboard used).</p>

### Consolidation

<b>Time</b>	<b>Content</b>
5 minutes	<p>Brief recap and homework is set. Students to prepare for next session by completing the 'Toffs and Snobs', Sociology Review, 2003 article with set questions as well as taking notes from the core text book on the upper class.</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.

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For more information, please contact the Networks and Regional Coordinator on 024 7649 6396.

### Mill Wharf Training

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### e-Communities

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- More resources for specifications with lower candidate entries
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Heinemann is producing the following resources for OCR GCE Sociology for first teaching in September 2008 [publication – Spring 2008]

**A2 Student Book** Carole Waugh, Viv Thompson & Helen Robinson ISBN: 978-0435806941

**A2 Planning and Delivery Pack with CD ROM** ISBN: 978043580741

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