

Teacher Resource Bank

GCE Sociology

Schemes of Work: Unit 1 (SCLY1)



SCHEMES OF WORK

These schemes of work are provided as guidance to teachers on the amplification of the specification, but not necessarily full amplification.

The AS Level year

Given a 39 week teaching year and the timing of the exams in mid-May, there will be approximately 30 weeks of teaching for the AS Level year.

Suggested structure of the year when there is one teacher:

- 1 SCLY1 topic: approximately 9 weeks
- 2 SCLY2 topic: approximately 17 weeks, including approximately 8 weeks for sociological research methods as applied to the topic and in general
- 3 Review: 4 weeks for assessment, revision and examination practice.

Suggested structure of the year when two teachers share responsibility:

	Teacher 1	Teacher 2
18 weeks	Unit 1 topic	Unit 2 topic
8 weeks	Unit 2 focus on sociological research methods	Unit 2 topic continued with focus on methods as applied to the topic
4 weeks	Assessment, revision and exam practice	Assessment, revision and exam practice

Unit 1 - Culture and Identity; Families and Households; Wealth, Poverty and Welfare

In order to cover the topic in sufficient depth, and because students can answer questions on only one SCLY1 topic in the examination, it is expected that students will be taught one topic only. The options are:

- Culture and Identity
- Families and Households
- Wealth, Poverty and Welfare.

Culture and Identity

Centres should note this is a new topic option which includes some aspects from the previous specification, eg leisure.

Suggested teaching order:

- 1 The socialisation process and the role of the agencies of socialisation
- 2 Different conceptions of culture, including subculture, mass culture, high and low culture, popular culture, global culture
- 3 Sources and different conceptions of the self, identity and difference
- 4 The relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society
- 5 Leisure, consumption and identity.

Depth of treatment:

1 The socialisation process and the role of the agencies of socialisation

- This area of study makes a good introduction to the study of sociology. Basic concepts and theoretical perspectives can be introduced in ways that students find accessible.
- Primary socialisation and secondary socialisation; feral children (unsocialised). These examples can also be used to introduce the nature/nurture debate.
- Socialisation as a process throughout life, including resocialisation (for example, to a different culture, or to life in an institution).
- Concepts linked to socialisation: norms, mores, values, roles, achieved and ascribed status, culture, rules/laws and deviance, sanctions.
- The role of agencies of socialisation: the family, other pre-school carers, school, peer groups, the mass media, religious institutions, places of work and other institutions.
- Introducing perspectives: socialisation seen as a benevolent process by, for example, functionalists, in a society where norms and values are held in common (consensus); same process interpreted as social control by, for example, Marxists, in a divided society with socialisation used to limit conflict and dissent, with agencies seen as agencies of social control.
- Interactionist perspective: socialisation as a two-way process, individuals not simply passive consumers of norms and values.

2 Different conceptions of culture, including subculture, mass culture, high and low culture, popular culture, global culture

- Culture: the many ways in which the word is used, and its use in sociology; culture as a link between the individual and society.
- How cultures differ: differences in norms and values, for example in norms relating to food, dress, sanctioned behaviour, between different national cultures.
- Subculture: can be approached through examples such as class subcultures, youth subcultures, or deviant subcultures, holding different norms and values to the wider society within which they exist; subcultures as resistance.
- Mass culture: differences, for example between localities eradicated by a common culture spread by the mass media.
- High and folk culture in pre-industrial society; high and low culture in industrial society; the culture of the elite and the culture of the masses; the idea of high culture eroded by the spread of mass culture – the dumbing down debate (the school curriculum or A Level standards could be used as examples). Bourdieu – the dominant class able to define their own culture as superior.
- Popular culture: culture of ordinary people as worthy of study by sociologists (rejecting the term low culture).
- Global culture: introduction of the argument that, because of globalisation and postmodernity, distinctions between cultures are being eroded and replaced by a global culture.

3 Sources and different conceptions of the self, identity and difference

- The difference between identity and personality.
- Structure and action in identities: Marxist and functionalist views contrasted with interactionist views.
- Mead – sense of self developed in relation to others; ‘I’ and ‘me’ in Mead, the generalised other.
- Symbols of identity, including some basic semiotics.
- Goffman - the presentation of the self; social life as dramaturgy; managing spoiled identities, stigma.
- Freud – the development of identities from childhood experiences.

4 The relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society

Age, disability, ethnicity, gender, nationality, sexuality and social class will all, at least as used sociologically, be new to students and an introduction to them will be needed as well as a consideration of the relationship of each to identity.

While each of these needs some study in its own right, students should also be aware of connections between them and of common themes including:

- socially approved and socially stigmatised identities, characterised by names, media representations, differences in status and treatment and so on
- social construction of these identities
- the extent to which we can shape our own identities, including interpellation (Althusser)
- variations between cultures
- how identities are performed
- hybrid and uncertain identities, linked to postmodernity and globalisation
- how identities are linked to social inequalities.

5 Leisure, consumption and identity

- The relationship between leisure and work (Parker).
- Leisure in relation to class (Marxist views, eg Clarke and Critcher) and to gender (feminist views).
- Leisure in postmodernity, explored through, eg museums, theme parks, tourism.
- The importance of consumption for identities; the ability to pick and mix identities; is consumption becoming more important than class in shaping identities?
- Cultural capital and taste (Bourdieu).
- Projects of the self (Giddens), eg cosmetic surgery.

Families and Households

Centres that have been teaching this topic for the legacy specification (5191) should note the differences between the two specifications and amend their schemes of work and lesson plans accordingly. The reference to changes in families in relation to industrialisation and urbanisation does not appear in the new specification. A new bullet point, referring to demographic trends and reasons for them, is included in the new specification.

Suggested teaching order:

- 1 Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life-course, and the diversity of contemporary family and household structures
- 2 The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- 3 The nature and extent of changes within the family, with reference to gender roles, domestic labour and power relationships
- 4 The nature of childhood, and changes in the status of children in the family and society
- 5 Demographic trends in the UK since 1900; reasons for changes in birth rates, death rates and family size.

Introductory activities for this topic could include different kinds of families, the difference between families and households, different views on the family (eg religious views on the importance of families) and some comparison with other arrangements such as communes.

Depth of treatment:

1 Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life-course, and the diversity of contemporary family and household structures

- Marriage: fall in number of marriages, later age of first marriage.
- Cohabitation: growth of cohabitation, greater acceptability of cohabitation, types (eg trial marriage, long term partnership).
- Separation and divorce: legal position, increase in divorce after 1969, reasons for divorce; remarriages and reconstituted families.
- Child-bearing: number of children, age at which women have first child, changes in parenting practices; lone parent families; beanpole families.
- Life course: consideration of range of possibilities, including living alone (singletons), grandparents.

2 The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies

- Functionalist views: the importance of the nuclear family, the universality of the family, changing functions, how the nuclear family 'fits' modern society.
- Marxist views: the family as part of the ideological state apparatus, as an agent of social control.
- Feminist views: patriarchy; liberal, radical and Marxist feminism.
- Foucault: surveillance of family life, internalisation of norms.
- The New Right: decline of the family, demonisation of single parents, fatherless families, uncontrollable children; Murray's view of the underclass; need for a return to 'traditional' family values.
- Some key government policies affecting families, with more detail on the most recent (post-1997).
- Post-1997 government policies assessed in relation to the theories.
- Current policy positions of the main parties assessed in relation to the theories.

3 The nature and extent of changes within the family, with reference to gender roles, domestic labour and power relationships

- Gender roles within families: functionalist, feminist, New Right and other views.
- The domestic division of labour – changing nature of housework and home-related activities related to changing roles of men and women and to masculinity and femininity, both in and beyond the home.
- Decision-making and power relations within households.
- Consequences of unequal power: the 'dark side of the family', domestic violence, child abuse, mental illness.

4 The nature of childhood, and changes in the status of children in the family and society

- The social construction of childhood: how childhood differs over time and between cultures; ways in which childhood is marked as separate from other stages of life.
- Children and (paid) work: legal situation in UK; comparison with other countries.
- Children as actors within families; the rights and responsibilities of children today.

5 Demographic trends in the UK since 1900; reasons for changes in birth rates, death rates and family size

- For each of the three areas of change (birth rates, death rates and family size) students should be aware of the trend, of possible reasons for it and of some cross-cultural/global comparisons.
- Birth rates (and fertility rates): falling - availability of contraception/family planning; children more likely to survive; cost of raising children; later age of marriage; women giving priority to work, etc.
- Death rates: falling - higher life expectancy; better health care, protection and treatment for life threatening illness, etc.
- Family size: falling - reasons similar to birth rate but focus on decisions on individual reasons.

Wealth, Poverty and Welfare

Centres that have been teaching this topic for the legacy specification (5191) should note differences between the two specifications and amend their schemes of work and lesson plans accordingly. In particular, centres should note the inclusion of the word 'contemporary' in two places and of the phrase 'since the 1940s' in the new specification, and also the inclusion of 'ways of measuring poverty, wealth and income.'

Suggested teaching order:

- 1 Different definitions and ways of measuring poverty, wealth and income
- 2 The distribution of poverty, wealth and income between different social groups
- 3 The existence and persistence of poverty in contemporary society
- 4 Different responses to poverty, with particular reference to the role of social policy since the 1940s
- 5 The nature and role of public, private, voluntary and informal welfare provision in contemporary society.

Depth of treatment:

1 Different definitions and ways of measuring poverty, wealth and income

- Poverty: absolute and relative, material and multiple deprivation, social exclusion, subjective poverty, environmental poverty. Measurement of poverty: of relative poverty illustrated by Townsend or Mack and Lansley.
- Wealth: marketable and non-marketable wealth, significance of home ownership and share ownership, pensions, inheritance. Issues and problems in measuring wealth.
- Income: original, gross, disposable and final income; significance of tax. Issues and problems in measuring income.

2 The distribution of poverty, wealth and income between different social groups

- Evidence and arguments relating to poverty, wealth and income in relation to gender.
- Evidence and arguments relating to poverty, wealth and income in relation to ethnicity.
- Evidence and arguments relating to poverty, wealth and income in relation to age (children and the elderly).
- Evidence and arguments relating to poverty, wealth and income in relation to people with disabilities.

3 The existence and persistence of poverty in contemporary society

- Study of official statistics and sociological research findings on poverty, including some international comparisons.
- Individualistic and cultural explanations of poverty, eg Lewis's culture of poverty; the cycle of deprivation; Murray's underclass theory.
- Structural explanations of poverty: situational constraints; Marxist view of poverty as product of capitalism; the poverty trap.
- Social exclusion: from the labour market, from social relations, in housing and neighbourhoods (rural areas, homelessness), relationship between social exclusion and crime.

4 Different responses to poverty, with particular reference to the role of social policy since the 1940s

- 1940s: social democratic welfare state linked to Keynesian economics, based on universalism – available to all at time of need, cradle to grave.
- 1979 on: New Right roll-back of welfare state, linked to neo-liberal economics. Community care, privatisation, competition in provision of services. New Right criticisms of the welfare state as creating dependency, etc.
- 1997: New Labour – “a hand up not a hand-out”; the New Deal; policies to reduce child poverty and social exclusion; emphasis on responsibility. Criticisms of New Right policies as blaming the victim, etc.
- Students should know of specific policies in each period and be able to relate them to the underlying ideologies.

5 The nature and role of public, private, voluntary and informal welfare provision in contemporary society.

- State social security provision today – types of benefits and services.
- Informal voluntary care.
- The voluntary sector – charities and pressure groups.
- The private sector – growing from New Right roll-back of welfare state – welfare as business.
- Residential and community care.