

## Teacher Resource Bank

GCE Sociology

Schemes of Work: Unit 2 (SCLY2)



## 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 2 – Education; Health; Sociological Methods

In order to cover either Education or Health in sufficient depth, and because students can answer questions on only one of these topics in the examination, it is expected that students will be taught one topic only.

Whichever topic is chosen, students will also have to answer a question in which they apply their knowledge of sociological research methods to either Education or Health. They will also have to answer a question on sociological methods which can draw examples from any area of sociology they have studied.

### Education

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. Centres should note the final bullet point, referring to the application of sociological methods. In particular, centres should note the references to 'contemporary society' and the added detail in the bullet point referring to policies (not now specifically 'state policies') in the new specification.

Suggested teaching order:

- 1 The role and purpose of education, including vocational education and training, in contemporary society
- 2 Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- 3 Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil subcultures, the hidden curriculum, and the organisation of teaching and learning
- 4 The significance of educational policies, including selection, comprehensivisation and marketisation, for an understanding of the structure, role, impact and experience of education
- 5 The application of sociological research methods to the study of education.

Depth of treatment:

**1 The role and purpose of education, including vocational education and training, in contemporary society**

- Functionalist and New Right views of the role and purpose of education: transmission of values, training workforce
- Marxist and other conflict views of the role and purpose of education: social control, ideology, hegemony; 'deschoolers' (Illich, Friere): socialisation into conformity by coercion
- Vocational education and training: the relationship between school and work: human capital, training schemes, correspondence theory.

**2 Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society**

- Statistics on educational achievement by class, gender and ethnicity; trends over time
- Social class and educational achievement: home environment; cultural capital, material deprivation; language (Bernstein); school factors, relationship between achievement by class in education and social mobility
- Gender and educational achievement: feminist accounts of gender-biased schooling; the concern over boys' 'underachievement' and suggested reasons; subject choice; gender identities and schooling
- Ethnicity and educational achievement: patterns; reasons for variations; multicultural and anti-racist education; experience of minorities in different types of schools
- The relationship between class, gender and ethnicity
- The effects of changes on differential achievement by social class, gender and ethnicity.

### **3 Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil subcultures, the hidden curriculum, and the organisation of teaching and learning**

- School processes and the organisation of teaching and learning: school ethos; streaming and setting; mixed ability teaching; the curriculum; overt and hidden
- The 'ideal pupil'; labelling; self-fulfilling prophecy
- School subcultures (eg as described by Willis, Mac an Ghail) related to class, gender and ethnicity
- Teachers and the teaching hierarchy; teaching styles
- The curriculum, including student choice.

### **4 The significance of educational policies, including selection, comprehensivisation and marketisation, for an understanding of the structure, role, impact and experience of education**

- Independent schools
- Selection; the tripartite system: reasons for its introduction, forms of selection, entrance exams
- Comprehensivisation: reasons for its introduction, debates as to its success
- Marketisation: the 1988 reforms – competition and choice; new types of schools (CTCs, academies, specialist schools, growth of faith schools)
- Recent policies in relation to the curriculum, testing and exam reforms, league tables, selection, Special Educational Needs (SEN), etc
- Recent policies and trends in pre-school education and higher education.

### **5 The application of sociological research methods to the study of education**

This may be taught either integrated with the content listed above, or at the end of study of the topic, or by a combination of both approaches:

- Quantitative and qualitative data in education; the dominance of statistics (eg exam results, league tables)
- Positivist and interpretivist approaches as applied to education
- Issues, strengths and limitations and examples of the application to the study of education of the main sources of data studied (see Sociological Methods section):
  - questionnaires
  - interviews (formal/structured; informal/unstructured)
  - participant and non-participant observation
  - experiments
  - use of documents, official statistics and other secondary data
- The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research on education.

## Health

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. Centres should note the final bullet point, referring to the application of sociological methods. In particular, centres should note the reference to ‘the body’ in the first bullet point, the added detail in the second bullet point in the new specification and to ‘contemporary society’ in the third bullet point.

Suggested teaching order:

- 1 Health, illness, disability and the body as social and as biological constructs
- 2 The unequal social distribution of health and illness in the United Kingdom by social class, age, gender, ethnicity and region, and internationally
- 3 Inequalities in the provision of, and access to, health care in contemporary society
- 4 The sociological study of the nature and social distribution of mental illness
- 5 The role of medicine and the health professions
- 6 The application of sociological research methods to the study of health.

Depth of treatment:

### **1 Health, illness, disability and the body as social and as biological constructs**

- Defining health and illness: health as absence of disease, as well-being; difference between disease and illness
- Biomedical model (biological constructs), professional definitions
- Sociological approaches introduced (social constructs): functionalism, Marxism, feminism, interactionism
- Disability as abnormal (stigma model); as different (impairment model).

### **2 The unequal social distribution of health and illness in the United Kingdom by social class, age, gender, ethnicity and region, and internationally**

For each of the five areas of inequality:

- The dominant patterns in mortality and morbidity rates and significant changes over time
- Main theoretical approaches – social constructionists (artefact approach), natural and social selection, structuralist and cultural approaches
- International comparisons – Wilkinson on inequality of income and class; comparisons between developing and developed countries on mortality and other measures, with explanations (Cuba could be used as an example to discourage easy generalisations).

### **3 Inequalities in the provision of, and access to, health care in contemporary society**

- Issues of provision: geographical and social inequalities; health authorities, primary care trusts, hospitals and private health care

- Issues of demand: by social class, gender, ethnicity and age, eg cultural barriers, ignorance, lack of knowledge of the system
- Marxist, pluralist and structuralist approaches to inequalities in health provision.

#### **4 The sociological study of the nature and social distribution of mental illness**

- Social realist and social constructionist definitions of mental illness
- Labelling – Scheff; Goffman; Foucault – modern invention of madness and role of asylums
- Structural explanations: mental illness related to class, gender and ethnicity.

#### **5 The role of medicine and the health professions**

- Power of medical professions; professionalisation
- Functionalism: professions as a benefit to society; Weberian approach: professionalisation as a strategy; Marxist and feminist accounts of the power of the medical professions
- Medicalisation, eg of deviance – medicine as social control
- Doctor-patient relationships; the sick role – functionalist and interactionist views
- Complementary medicine.

#### **6 The application of sociological research methods to the study of health**

This may be taught either integrated with the content listed above, or at the end of study of the topic, or by a combination of both approaches.

- Quantitative and qualitative data in health; statistical measures, eg mortality, morbidity
- Positivist and interpretivist approaches as applied to health
- Issues, strengths and limitations and examples of the application to the study of health of the main sources of data studied (see Sociological Methods section):
  - questionnaires
  - interviews (formal/structured; informal/unstructured)
  - participant and non-participant observation
  - experiments
  - use of documents, official statistics and other secondary data
- The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research on health.

## Sociological Methods

Centres who have previously entered candidates for the coursework option (SC3C) should note that this is no longer available. All candidates therefore have to sit examination questions on sociological methods. Centres should note that there are only minor changes from the legacy specification, involving moving some wording between bullet points. In addition, the list of sources of data (second bullet point in the new specification) now refers to 'participant and non-participant observation' rather than to 'observational techniques'.

Students continuing to A Level are required to study the same content in greater depth. When studying specific methods, students should be given opportunities for practical work, designing and carrying out research and analysing the findings, and should also study examples of research using these methods, both in the topic area chosen for Unit 2 and in wider sociological research.

Suggested teaching order:

- 1 Quantitative and qualitative methods of research; their strengths and limitations; research design
- 2 Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics; the strengths and limitations of these sources
- 3 The distinction between primary and secondary data and between quantitative and qualitative data
- 4 The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- 5 The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

Each method should be examined:

- in terms of its general strengths and limitations; **and**
- in terms of its usefulness in the study of educational issues.

Depth of treatment:

- 1 Quantitative and qualitative methods of research; their strengths and limitations; research design**
  - The difference between quantitative and qualitative methods, primary and secondary methods and source, strengths and limitations, using concepts such as validity, reliability, representativeness
  - The main factors influencing research design
  - The research process: main stages.
- 2 Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics; the strengths and limitations of these sources**

- Through a range of examples students should explore the strengths and limitations in different areas of sociological research of each of the named methods
- This should include the types of questions asked, different types of interview and of observation, and the range of documentary and other secondary sources; the value of pilot studies; triangulation; ways of selecting samples.

### **3 The distinction between primary and secondary data and between quantitative and qualitative data**

- Primary and secondary data: difference, value of each to sociological research, ways of evaluating usefulness of secondary data
- Quantitative and qualitative data: difference, value of each in sociological research, ways of presenting different types of data.

### **4 The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'**

This area should be introduced at AS Level and explored in depth at A Level.

- The differences between the positivist and interpretivist approaches, related to choice of method and to issues such as validity, reliability and representativeness, quantitative and qualitative data
- The nature of social facts: awareness of the relationship between the research process and social life.

### **5 The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research**

- Theoretical considerations including the theoretical position of the researcher, issues of validity and reliability, the type of data required
- Practical considerations including costs, time, access to respondents, sample size
- Ethical considerations including the interests of researcher and respondents, the researcher's responsibilities to all involved in the research process, the rights of respondents; issues of anonymity, confidentiality and disclosure. Study of the British Sociological Association's ethical guidelines is recommended.