

## Teacher Resource Bank

GCE Sociology

Schemes of Work: Unit 3 (SCLY3)



## 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 A 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 A Level year.

Suggested structure of the year when there is one teacher:

- 1 SCLY3 topic: approximately 10 weeks
- 2 SCLY4 topic: approximately 18 weeks, including approximately 6 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
20 weeks	Unit 3 topic	Unit 4 topic
8 weeks	Unit 4 focus on sociological research methods	Unit 4 topic continued with focus on methods as applied to the topic
4 weeks	Assessment, revision and exam practice	Assessment, revision and exam practice

### Unit 3 – Beliefs in Society; Global Development; Mass Media; Power and Politics

In order to cover the topic in sufficient depth, and because students can answer questions on only one Unit 3 topic in the examination, it is expected that students will be taught one topic only. The options are:

- Beliefs in Society
- Global Development
- Mass Media
- Power and Politics.

## Beliefs in Society

Centres that have been teaching the Religion topic for the legacy specification (6191) should note the change in the name of this topic and the differences between the two specifications and amend their schemes of work and lesson plans accordingly. Although Religion is the main focus of most of the content, 'Ideology' and 'Science' are now included, and all of the bullet points show some changes from the previous specification.

Suggested teaching order:

- 1 Different theories of ideology, science and religion, including both Christian and non-Christian religious traditions
- 2 The relationship between religious beliefs and social change and stability
- 3 Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice
- 4 The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices
- 5 The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context.

Depth of treatment:

### **1 Different theories of ideology, science and religion, including both Christian and non-Christian religious traditions**

- Theories of ideology: Marxist, neo-Marxist, pluralist and feminist accounts; hegemony
- Theories of science: the social construction of knowledge; political, social and economic contexts of science; theory and observation; falsification; paradigms
- Theories of religion: Functionalist, Marxist, neo-Marxist and feminist.

### **2 The relationship between religious beliefs and social change and stability**

- Functionalism: conservative force, inhibition of change, collective conscience, Durkheim and totemism, anomie; civil religions
- Marxism: religion as ideology, legitimating social inequality, disguising exploitation etc
- Weber: religion as a force for social change: theodicies, the Protestant ethic
- Neo-Marxism: religion used by those opposing the ruling class, liberation theology
- Feminism: religious beliefs supporting patriarchy
- Fundamentalist beliefs: rejecting change by reverting to supposed traditional values and practices.

### **3 Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice**

- Typologies of religious organisations: churches, denominations, sects and cults, with examples of each
- New Religious Movements and typologies of NRMs eg world rejecting/accommodating/affirming; millenarian beliefs, with examples of each
- New Age movements and spirituality, with examples
- The relationship of these organisations to religious and spiritual belief and practice.

### **4 The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices**

- Reasons why people join NRMs, NAMs and other organisations
- Gender and religion: women: women's greater participation, women in religious organisations including NRMs; men's participation and organisational roles in religions; sexuality and religion; images of gender in religions
- Ethnicity and religion: religion and ethnic identity; religion in migrant communities; religions and minority ethnic groups in the UK today
- Age and religion: religious participation and belief by age group; religious socialisation
- Social class and religion: religious participation and belief by social class.

### **5 The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context**

- Globalisation and belief systems, including fundamentalism
- Postmodernity: end of meta-narratives, 'spiritual shopping'
- Secularisation: problems of definition and measurement; aspects of secularisation such as disengagement, rationalisation, rise of pluralism/diversity, desacralisation, disenchantment, individuation
- Arguments and evidence for and against secularisation eg attendance and membership; believing without belonging; the secularisation cycle theory and compensators (Stark and Bainbridge); UK compared with other countries (eg USA) and global significance of religion today.

## Global Development

Centres that have been teaching the topic World Sociology for the legacy specification (6191) should note the change in the name of this topic and the differences between the two specifications and amend their schemes of work and lesson plans accordingly. The word 'globalisation' now appears in the specification, and there are new references to 'non-governmental organisations' (third bullet point) to 'war and conflict' (fourth bullet point) and 'strategies for development' have been specified as 'local and global'.

Suggested teaching order:

- 1 Different theories of development, underdevelopment and global inequality
- 2 Globalisation, aid and trade, and their influence on the cultural, political and economic relationships between societies
- 3 The role of transnational corporations, non-governmental organisations and international agencies in local and global strategies for development
- 4 Development in relation to industrialisation, urbanisation, the environment, war and conflict.
- 5 Employment, education, health, demographic change and gender as aspects of development.

Depth of treatment:

### **1 Different theories of development, underdevelopment and global inequality**

- Definitions of development, the significance of choice of terminology; measuring development and indicators of development, comparing economic and social definitions and measurements (eg GNP and the Human Development Index, the Millennium Development Goals); sustainability
- Modernisation theories: functionalism; Rostow's stages of economic growth; economic and cultural modernisation, meritocracy and universalism; Marxist theories – the necessity of capitalism before socialism
- Dependency and underdevelopment theories: historical origins of dependency (mercantilism, slavery, colonialism, neo-colonialism); associate development; world systems theory
- Neo-liberalism: as economic theory and practice.

### **2 Globalisation, aid and trade, and their influence on the cultural, political and economic relationships between societies**

- Globalisation: definitions; cultural, political and economic aspects of globalisation; theories of globalisation (such as globalists, inter-nationalists, transformationalists); alleged effects of globalisation such as cultural homogenisation, McDonaldisation
- Aid: types of aid; economic and political reasons for giving aid, conditions on aid; the debt crisis; arguments for and against aid
- Trade: capitalism and free trade, new international division of labour; neo-liberal policies and structural adjustment programmes; fair trade, micro credit schemes.

### **3 The role of transnational corporations, non-governmental organisations and international agencies in local and global strategies for development**

- Transnational corporations: nature and power of TNCs, their relationship with nation states and IGOs; arguments for and against their having a positive role in development
- Non-governmental organisations (NGOs): both Northern and Southern, and international NGOs; as providers of aid; growth of civil society in developing countries and of global civil society
- International agencies and inter-governmental organisations (IGOs): the UN, World Bank, IMF, WTO and other agencies, arguments and evidence about their roles in development.

### **4 Development in relation to industrialisation, urbanisation, the environment, war and conflict**

- Industrialisation: strategies such as export-oriented industrialisation and import substitution; the importance to developing countries of agriculture, tourism; the rise of the 'Asian tigers'
- Urbanisation: growth of cities and urbanisation – push and pull factors; global cities; problems in cities – housing (shanty towns), employment, etc; role of cities in development and underdevelopment
- Environment: problems such as climate change, pollution, desertification, deforestation, decline of biodiversity; causes and effects of these problems; sustainable development and other possible solutions; environmentalism
- War and conflict: types of war and conflict, causes and effects on development.

### **5 Employment, education, health, demographic change and gender as aspects of development**

- Employment: nature of employment in developing countries, flexible and casual labour, employment of women and children
- Education: education in developing countries; functionalist and Marxist views; the relationship between education and development
- Health: functionalist and Marxist views; the relationship between health and development
- Demographic change: main demographic indicators; world population growth; overpopulation, poverty and the environment; Malthusian, neo-Malthusian and anti-Malthusian views
- Gender: women in developing countries – patriarchal inequality, reproductive rights and other issues; feminist and other explanations of gender inequalities.

## **Mass Media**

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. In particular, centres should note that this topic was previously part of the AS specification and that its move to the new A2 specification involves significant revision of the content to reflect the greater depth and complexity expected for study at this

level. The final bullet point, referring to new media, introduces significant new content. In addition, centres should note the references to 'globalisation' and 'popular culture' (both in the second bullet point) and also the phrase 'of the news' at the end of the third bullet point.

Suggested teaching order:

- 1 The relationship between ownership and control of the mass media
- 2 The mass media, globalisation and popular culture
- 3 The processes of selection and presentation of the content of the news
- 4 Media representations of age, social class, ethnicity, gender, sexuality and disability
- 5 The relationship between the mass media, media content and presentation, and audiences
- 6 The new media and their significance for an understanding of the role of the media in contemporary society.

Depth of treatment:

### **1 The relationship between ownership and control of the mass media**

- Private and state ownership; public service broadcasting; recent trends in ownership and control both in the UK and globally (eg concentration of ownership; global conglomerates)
- Traditional Marxist, neo-Marxist and pluralist theories of ownership and control
- The ideological role of the media.

### **2 The mass media, globalisation and popular culture**

- Globalisation: the media as a global industry (ownership, production and consumption); role of the media in creating a global culture; Americanisation and cultural homogenisation
- Popular culture: the distinction between high and low culture; mass or popular culture, the dumbing down debate
- Postmodernism and the media: the media become reality, simulacra, Baudrillard.

### **3 The processes of selection and presentation of the content of the news**

- Economic and structural factors influencing the selection and presentation of news, eg costs and need for profits, technology, competition
- Political and cultural factors influencing the selection and presentation of news eg censorship (direct and indirect, self-censorship); the social construction of news
- News values and the role of gatekeepers; agenda setting and ideology
- The impact of new media on the selection, presentation and control of the news
- Moral panics.

#### **4 Media representations of age, social class, ethnicity, gender, sexuality and disability**

- The nature of representations; key terms used in discussing representations such as stereotype, under-representation, the gaze, binary oppositions, the other
- Representation and power: representations as arising from the power of social groups with power in the media, negative representations of minority groups
- Representations in relation to age, social class, ethnicity, gender, sexuality and disability, with examples
- Reasons for changes in representations over time.

#### **5 The relationship between the mass media, media content and presentation, and audiences**

- Methodological problems in researching media effects
- Strong media/weak audience theories of media effects, eg the hypodermic syringe model
- Theories of limited media effects eg the two step
- Weak media/strong audience theories eg uses and gratifications
- Cultural effects theories; encoding and decoding; different readings of media texts; the work of the Glasgow Media Group
- The debate about whether the media can cause violence.

#### **6 The new media and their significance for an understanding of the role of the media in contemporary society**

- The development of new media, their range and importance: multi channel and digital television, mobile telephones, email, the Internet and Web 2.0, blogs and virtual realities
- The effects of new media and new technologies on old media; convergence
- Significance of new media for the changing relationship between audiences and the media and for the debates about ownership and control and about media effects.

## Power and Politics

Centres that have been teaching this topic for the legacy specification (6191) should note the differences between the two specifications and amend their schemes of work and lesson plans accordingly. In particular, centres should note that the bullet point in the discontinued specification referring to the different political ideologies and their relationship to parties does not appear in the new specification. However, the final bullet point in the new specification, referring to globalisation, is new. In addition centres should note the additional wording in the fourth bullet point, 'political action and protest, and membership of political organisations and movements'.

Suggested teaching order:

- 1 Different theories of the nature and distribution of power
- 2 The role of the contemporary state
- 3 The nature of, and changes in, different forms of political participation, including voting behaviour, political action and protest, and membership of political organisations and movements
- 4 The role of political parties, pressure/interest groups, new social movements and the mass media in the political process
- 5 The significance of globalisation for an understanding of power and politics in the contemporary world.

Depth of treatment:

### **1 Different theories of the nature and distribution of power**

- The nature of power: Weber (types of authority); functionalism; Marxism; poststructuralism (Foucault); Lukes' dimensions of power
- The distribution of power: pluralism; elite theories; Marxist and neo-Marxist views.

### **2 The role of the contemporary state**

- Definition and brief history of the state
- Theories of the modern state: pluralist, instrumentalist and structuralist, Marxist, New Right, the Third Way
- Theories of the autonomy of states: Nordlinger, Skocpol.

### **3 The nature of, and changes in, different forms of political participation, including voting behaviour, political action and protest, and membership of political organisations and movements**

- Voting behaviour: changes in patterns of voting behaviour since 1945, including apathy and differences by age, gender, class, region and ethnicity
- Models of voting behaviour, such as partisan alignment, dealignment, deviant voting, instrumental voting
- Changes in membership and active membership of main parties, and explanations of these
- Direct and indirect forms of political action, using examples and including government responses.

### **4 The role of political parties, pressure/interest groups, new social movements and the mass media in the political process**

- Political parties: the main parties in Britain today, their organisation, roles and functions; their ideologies and main policy positions
- Political action and protest: types, membership, focus and tactics of different types of pressure and interest groups, old and new social movements
- Relationship of current forms of participation to identity politics, consumption and globalisation
- The role of the mass media in the political process.

### **5 The significance of globalisation for an understanding of power and politics in the contemporary world**

- Globalisation of politics: the changing role and power of the state; the global and the local
- Global political issues: the spread of liberal democracy and human rights; global problems such as the drugs trade, the power of TNCs, environmental damage; terrorism and economic migration; difficulties for states in tackling these
- Transnational politics: international and global decision-making and global social movements.