



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN HEALTH AND SOCIAL CARE

LEVEL 3 UNIT 6
SOCIOLOGICAL PERSPECTIVES
FOR HEALTH AND SOCIAL CARE
DELIVERY GUIDE

VERSION 1 JUNE 2012

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 6 - SOCIOLOGICAL PERSPECTIVES FOR HEALTH AND SOCIAL CARE

Guided learning hours : 30

Credit value: 5

PURPOSE OF THE UNIT

This unit emphasises the importance of sociological perspectives in the context of health and social care.

Sociology can help learners understand the impact of social processes upon the health of individuals and social groupings. By studying how societies work it will help learners understand how social factors influence individuals' beliefs about health and why behaviour such as unhealthy lifestyle choices occurs.

Learners will initially develop an understanding of the key concepts and terminology used by sociologists before being introduced to the various sociological perspectives. Social institutions such as the family and social groupings such as gender impact on the health and well-being of all learners and therefore provide a sound basis on which to begin the unit. Learners can consider their own attitudes towards health and ill health and explore with friends and family how the process of socialisation has impacted upon these ideas.

Each sociological perspective is considered in terms of the view sociologists take about the way society is structured and the impact this has upon the health and ill-health of individuals and social groups within it. The interpretative perspectives, for example consider the importance of the meaning of words and actions to the individuals using them. For example, the word 'health' means different things to different people and therefore will have an impact upon how they maintain their own health. Structuralist perspectives, on the other hand, take a wider approach and look at the dominance of some groups over others. Illness is often viewed as a result of the inequalities in social living conditions and therefore not the responsibility of the individual. Is it the job of the NHS to keep the working class well enough to work?

The different definitions and concepts of health and ill-health are investigated in relation to the explanations they provide. Whilst the medical model focuses on the functioning of the individual and looks for the presence of disease within the body, the social model looks at how society affects our everyday health and ill-health. These ideas help learners understand the views and attitudes of people who use services and provide an explanation for why some people adhere to health advice whilst others ignore it. A person who believes in the social model for example may make no attempt to stop smoking as they consider their poor housing conditions and stressful work life as much more relevant to their level of health.

Patterns and trends within different social groupings highlight the health inequalities within society and provide learners with an opportunity to consider the various sociological explanations for these inequalities. Why is there almost a five year gap in life expectancy of those born in different parts of the UK? Why do females generally live longer than males? Structural explanations may well look to poverty and living conditions as an explanation whilst cultural explanations may look to the different activities the social groups engage in, for example, working classes are more likely to drink and smoke. By exploring the ways that health and ill-health are measured, learners are encouraged to evaluate the data and consider the validity and reliability of the patterns and trends discussed.

This unit will be useful to learners intending to work in an area of policy development or implementation within the health and social care sectors or those considering higher education. It links well with research-based units.

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand sociological perspectives	1P Explain the principal sociological perspectives		
2 Understand sociological approaches to health and social care	2P Understand sociological approaches to health and social care	1M Compare the medical and the social models of health	
	3P Explain patterns and trends in health and illness among different social groupings	2M Compare sociological explanations for different patterns and trends	1D Evaluate the way patterns and trends in health and illness are measured

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - UNDERSTAND SOCIOLOGICAL PERSPECTIVES

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Understand sociological perspectives	1P Explain the principal sociological perspectives		

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 What is sociology? 	Learners could research a definition of what is sociology? Learners could work in groups to identify ways in which 'we' (individuals in society) are socialised, referring to examples of what 'we' learn. Learners could create a poster on which they use images to convey what is sociology. Learners could then begin to generate a glossary of key sociology terms, eg socialisation.	1 hour	
2 Attitudes, norms and customs	Learners could work in small groups to create a collage on which they identify the attitudes, norms and customs that they believe are generic to British society. The learners could then discuss why it is necessary to have shared values and norms.	1.5 hours	
3 Sociological perspectives-functionalisms 	Learners could work in small groups to research the sociological perspectives. For example, interpretative perspectives (symbolic interactionism and social constructionism) and structuralist perspectives (functionalism, Marxism and feminism). The learners could create presentations in which they focus on outlining the theory, explaining how it may be used to understand society and identifying relevant examples that could exemplify its importance in understanding the social world. Once the learners have completed this they could present this information to their colleagues (in whatever format they have chosen) and develop a class activity to ensure their colleagues understand the nature of this theory.	3 hours	
4 Consolidation 	Learners could use their research to compile a report in order to explain the principle sociological perspectives. Learners could be supported to complete this activity by the teacher outlining key criteria that should be addressed.	2 hours	

LEARNING OUTCOME 2 - UNDERSTAND SOCIOLOGICAL APPROACHES TO HEALTH AND SOCIAL CARE

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Understand sociological approaches to health and social care	2P Understand sociological approaches to health and social care	1M Compare the medical and the social models of health	
	3P Explain patterns and trends in health and illness among different social groupings	2M Compare sociological explanations for different patterns and trends	1D Evaluate the way patterns and trends in health and illness are measured

P = Pass, M = Merit, D = Distinction

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Definitions of health 	Learners could undertake an activity in which they identify their own definition of health and compare this with their colleagues'. They could then research historical and current WHO definitions of health and discuss any variations with their colleagues. Resource: Definition of Health.	1 hour	
2 Concepts of health and ill-health 	Learners could investigate and explain the concepts of health (personal responsibility, health as the absence of illness, the wellness/illness continuum) and ill-health (ill-health as a disease/disorder/subject feeling of illness). Learners could work in groups and be given one concept to investigate. Each group could then develop an information leaflet to be given to their colleagues whilst they present their findings.	2 hours	
3 Consolidation 	The learners could use their research to develop a report in which they explain the different sociological perspectives to health and ill health. The learners could discuss the usefulness of the various approaches and generate conclusions.	2 hours	2P Explain different sociological approaches to health and ill health
4 Comparisons of medical and social models	Learners could be split into two groups. One group will examine the medical model of health and the other the social model of health. Both groups will identify the models used and will formulate a poster on which they outline the main purpose and function of the model. The groups could then swap posters and could identify the similarities and differences between the two models.	1.5 hours	
5 Consolidation 	The learners could then use the comparative points to formulate an essay in which they discuss the similarities and differences between the two models. The learners could refer to examples to develop their points and could include conclusions.	1 hour	1M Compare the medical and the social models of health
6 Trends of ill health-mortality/ morbidity/ different diseases 	Learners could research one of the following measures of health/ill-health (mortality, morbidity, diseases, ie cancer, dementia, diabetes). Learners could develop a presentation and information pack outlining trends/ patterns of health/ill-health in different social groupings.	2 hours	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
7 Consolidation   	Learners could develop an information guide for a local organisation in which they explain patterns and trends in health and illness amongst different groups. Learners could develop a mini project in which they include sections, diagrams and interpretation of findings sections.	1.5 hours	3P Explain patterns and trends in health and illness among different social groupings
8 Sociological explanations of trends/patterns 	The teacher could deliver the main aspects of the Artefact Theory, Socio Selection Explanation, Cultural Explanation and Structural Explanation theories. Learners could then work in groups to identify how the theories would interpret the trends and patterns that were identified during previous sessions. The students could document their findings.	1.5 hours	
9 Consolidation 	The learners could use their research from the previous activities to analyse the trends and patterns from the perspectives of two theories comparing the explanations offered by each. This information could be presented in the form of essays, therefore enabling the learner to focus on one trend/pattern, explaining the trend/pattern from two different sociological perspectives.	2 hours	2M Compare sociological explanations for different patterns and trends
10 Evaluate how trends/patterns are measured 	Learners could investigate how trends and patterns are measured by researching definitions of validity, reliability, bias, ethical issues and methods of collection. The learners could then work in groups to analyse the trends and patterns in relation to these definitions. The learners could work together to identify any issues that may arise in relation to these trends and patterns due to the manner in which they were collected/collated.	2 hours	
11 Consolidation 	Using their research learners could now develop an essay in which they evaluated the way trends and patterns in health and illness are measured. The learners should ensure that they evaluate, therefore refer to examples and also include a balanced discussion in which conclusions are drawn.	2 hours	1D Evaluate the way patterns and trends in health and illness are measured



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

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