

AS and A LEVEL
Co-teach Guide

SOCIOLOGY

H180/H580
For first teaching in 2015

**A Guide to co-teaching
the OCR A and AS level
Sociology Specifications**

Version 2



CO-TEACHING MODELS: NOTES FOR GUIDANCE

The following sample curriculum plans for AS and A Level Sociology are suggested examples of how the course could be taught. The design of the Sociology AS and A level specifications mean that effective co-teaching is easily achievable with only minor concessions to the different assessment requirements for each component of the course. There is a major overlap between the content in the AS sociology course and Components 1 and 2 of the A level course. The assessment is slightly different for each but this should not cause significant problems in terms of delivery and preparation for the AS exam. There is a greater demand at A level but due to the linear design of the course there is adequate time to revisit earlier work and focus on the A level demand in the latter part of the second year. In fact, preparation for the AS level exam is useful in terms of providing the first year students with an opportunity to build their exam skills. Some centres may decide to enter their candidates for both the AS level and the A level examinations. If this is the case then the AS level exam will become useful practice for the final A Level exams in year 2. There will be an OCR Mock exam service available which will help with the process of preparing students to practise unseen questions. This will also help teachers to understand the level of demand of both the AS and the A level examinations.

Components 1 and 2 are very similar in content and in terms of the skills they demand at AS and A Level. The optional topics are also the same, making co-teaching much easier to manage. There are one or two minor content differences built into Component 2 for the AS level and the A level, otherwise the only difference is that for students taking these components to A Level, the demand will be higher in their final exam in year 2. It is logical to teach the components in the same order as the specification as Component 1 lends itself to being a foundation for the subsequent components. This is because it introduces the main themes, ideas and skills necessary for the rest of the course. Therefore it is thought that Component 1, ideally, is taught first.

CONTINUITY AND THEMES

The key themes of Socialisation, Culture and Identity run throughout the AS and the full A level course. These key themes can be introduced in the first half term and revisited throughout the AS and A level course. It is also advised that Component 1 provides a good opportunity to introduce key perspectives and for students to begin to understand how to apply them to various topics. In Component 1 it is also a good opportunity to introduce small scale research so that students become aware of the need to consider how sociologists know.

Students should be encouraged to see the links between methods and theory in Component 1, not to any great depth but to begin to understand how research is informed by the way that sociologists see the world.

There are plenty of opportunities for synoptic thinking throughout all three components and students should be encouraged to develop ideas based on different aspects of the course. This qualification should be regarded as a building process which should result in the accumulation of knowledge both at AS and A level.

ASSESSMENT

There are a number of different types of skills being assessed through a number of different question styles. Similarly to the old specification, the new specification has a higher level of demand in the full A level. Therefore the AS level questions can be treated as preparation for the A level skills. Given the linear nature of the course, it is thought that students will need a significant period for revision of all three components in the latter part of year 2.

SHARING TEACHING WITHIN CO-TEACHING CENTRES

Sharing the teaching of the AS and A level is very possible. Splitting the components between two teachers would probably be advisable, and a suggestion for how to do this is shared in this document. The only key difference is that if there are two teachers sharing one group, one of the teachers will be more likely to finish teaching the course slightly earlier than the other. This will leave them time to prepare the students for the A level examinations.



SAMPLE CURRICULUM PLAN FOR AS AND A LEVEL CO-TAUGHT OCR SOCIOLOGY

YEAR ONE	Unit/Content
<p>Autumn Term Part 1</p> <p>Introduce sociological themes, concepts and ideas here.</p> <p>Students to carry out some small scale research projects to begin to understand research methodology.</p>	<p>Component 1 Socialisation, Culture and Identity Section A</p> <p>Introduction to the structure of the course and sociology. How does sociology differ from common sense? Key themes introduced. Introduction to assessment types.</p> <p>What is culture? Key concepts: culture, norms and value. Different types of culture (subculture, high culture, popular culture, global culture, consumer culture).</p> <p>What is socialisation? Primary and secondary socialisation. Agencies of socialisation (family, peer group, media, religion, education, workplace). Formal and informal social control.</p> <p>What is identity? How is identity created/definitions. Aspects of identity: ethnicity, nationality, gender, social class, sexuality, age, disability. Hybrid identities.</p>
<p>Autumn Term Part 2</p>	<p>Component 1 Socialisation, Culture and Identity Section B</p> <p>One of three options (Families and relationships, youth subcultures, media). For example: Families and relationships How diverse are modern families? Different family types. Reasons for diversity. Different views on family diversity.</p> <p>To what extent are roles and relationships within families and households changing? Changing roles and relationships, including changes in power, domestic division of labour, theoretical views. Changing roles and relationships in terms of children, parents, grandparents.</p>
<p>Spring Term Part 1</p>	<p>Component 2 Researching and understanding social inequalities Section A</p> <p>What is the relationship between theory and methods? Positivism, interpretivism, key research concepts.</p> <p>What are the main stages of the research process? Factors influencing the choice of method. Research design. Types of data, primary and secondary. Operationalisation, pilot studies, data collection, respondent validation, longitudinal studies, interpretation of data, the relationship between sociology and social policy.</p> <p>Sampling Sampling techniques. Access and gatekeeping. Ethics.</p> <p>Which methods are used in sociological research? Questionnaires, interviews, statistical data, content analysis, observations, ethnography. Quantitative and qualitative data, mixed methods.</p>



YEAR ONE	Unit/Content
Spring Term Part 2	<p>Component 2</p> <p>Researching and understanding social inequalities</p> <p>Section B</p> <p>Understanding social inequalities</p> <p>Social inequality and difference in relation to:</p> <ul style="list-style-type: none"> • Social class • Gender. <p>The main sociological explanations of social inequality and difference:</p> <ul style="list-style-type: none"> • Functionalism • Marxism • Feminism.
Summer Term Part 1	<p>Revision</p> <p>AS Level</p> <p>Revision for AS Level exam.</p> <p>A Level</p> <p>Revision for Year 12 exam.</p>
Summer Term Part 2	<p>Component 2 (A Level) Understanding social inequalities</p> <p>Introduction to the course structure and demand/skills</p> <p>Understanding social inequalities</p> <p>Social inequality and difference in relation to:</p> <ul style="list-style-type: none"> • Ethnicity • Age. <p>The main sociological explanations of social inequality and difference:</p> <ul style="list-style-type: none"> • Weberian • New Right.



YEAR TWO	Unit/Content
Autumn Term Part 1	Introduction to the structure/skills/core themes Component 3 Section A Debates in contemporary society Globalisation and the digital social world: <ul style="list-style-type: none"> • Globalisation • Developments in digital communication • Applying sociological theories.
Autumn Term Part 2	Component 3 Section A Debates in contemporary society Globalisation and the digital social world: <ul style="list-style-type: none"> • The impact of digital communication on people's identity, social inequalities and relationships • The impact of digital communication on culture.
Spring Term Part 1	Component 3 Section B Part 1 One topic of three: <ul style="list-style-type: none"> • Crime and deviance • Education • Religion, belief and faith.
Spring Term Part 2	Component 3 Section B Part 2 Continue selected topic: <ul style="list-style-type: none"> • Crime and deviance • Education • Religion, belief and faith. Revision Revise Components 1, 2 and 3 for A Level exams.
Summer Term Part 1	Revision Revise Components 1, 2 and 3 for A Level exams.



SAMPLE CURRICULUM PLAN FOR AS AND A LEVEL CO-TAUGHT OCR SOCIOLOGY WITH TWO TEACHERS

YEAR ONE	Teacher 1 Unit/Content	Teacher 2 Unit/Content
Autumn Term	Component 1 Socialisation, Culture and Identity <ul style="list-style-type: none"> • What is socialisation? • What is culture? • What is identity? 	Component 2 Researching and understanding social inequalities Research methods and researching social inequalities.
Spring Term	Component 1 Socialisation, Culture and Identity One of three options: <ul style="list-style-type: none"> • Families and relationships • Youth subcultures • Media. 	Component 2 Researching and understanding social inequalities Understanding social inequalities. Social inequality and difference in relation to: <ul style="list-style-type: none"> • Social class • Gender. The main sociological explanations of social inequality and difference: <ul style="list-style-type: none"> • Functionalism • Marxism • Feminism.
Summer Term Part 1	Revision Revision for AS Level exam. Revision for Year 12 exam.	Revision Revision for AS Level exam. Revision for Year 12 exam.
Summer Term Part 2	Teacher 1 could either teach part of the A Level section of Component 2 or do some preparation work for Year 2 skills/research projects.	Component 2 Researching and understanding social inequalities Understanding social inequalities. Social inequality and difference in relation to: <ul style="list-style-type: none"> • Ethnicity • Age. The main sociological explanations of social inequality and difference: <ul style="list-style-type: none"> • Weberian • New Right.



YEAR TWO	Teacher 1 Unit/Content	Teacher 2 Unit/Content
Autumn Term	Component 3 Debates in contemporary society Section A Globalisation and the digital social world: <ul style="list-style-type: none"> • Globalisation • Developments in digital communication • Applying sociological theories. 	Component 3 Debates in contemporary society Section B Part 1 One topic of three: <ul style="list-style-type: none"> • Crime and deviance • Education • Religion, belief and faith.
Spring Term	Component 3 Debates in contemporary society Section A Globalisation and the digital social world: <ul style="list-style-type: none"> • The impact of digital communication on people's identity, social inequalities and relationships • The impact of digital communication on culture. Revision Revise Components 1 and 3A for A Level exams.	Component 3 Debates in contemporary society Section B Part 2 Continue selected topic: <ul style="list-style-type: none"> • Crime and deviance • Education • Religion, belief and faith. Revision Revise Components 2 and 3B for A Level exams.
Summer Term	Revision Revise Components 1 and 3A for A Level exams.	Revision Revise Components 2 and 3B for A Level exams.





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