# Scheme of Work for OCR A Level Sociology (H580)

This scheme of work is in no way prescriptive or definitive. It is just one suggestion of how a teacher may plan the OCR A Level Sociology course that can be a useful starting point from which to edit and customise so that it suits your classes and teaching times.

Please always refer to the specification (<https://www.ocr.org.uk/Images/170212-specification-accredited-a-level-gce-sociology.pdf> for full details as the   
A Level assessment will be based on content from the specification.

Links to resources have been made which can be found on the sociology qualification page of our website:   
[http://www.ocr.org.uk/qualifications/as-A Level-gce-sociology-h180-h580-from-2015/](http://www.ocr.org.uk/qualifications/as-A%20Level-gce-sociology-h180-h580-from-2015/)

## Year 1

## Component 1 Section A

### Introducing socialisation, culture and identity

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 1 |  | Introduction | Feral children. Nature/nurture. |
| 2 |  | An introduction to sociological theory  (Please read the helpful note on the next page.) | An overview of functionalism, Marxism postmodernism and feminism, and structure v action debate.  OCR resource: Topic Exploration Pack: functionalism [teacher document and learner activity](https://teachcambridge.org/b0ac9f17-7283-42b4-9df0-584c1d44ab04/topic-exploration-packs?subject=a0e82f93-1316-48d8-9dc6-9dc20051e82f&unit=all)  OCR resource: Topic Exploration Pack: Marxism [teacher document](https://teachcambridge.org/item/bc7fe4cc-7ebf-4b6b-adc7-643816ce837e) and [learner activity](https://teachcambridge.org/item/d6402ad1-528a-4179-8b09-9f0bc2ca9afc)  OCR resource: Topic Exploration Pack: [postmodernism](https://teachcambridge.org/item/713e2888-b821-4957-b57b-10a7b91cd2a7)  OCR resource: Topic Exploration Pack: [feminism](https://teachcambridge.org/item/7d3685cc-da13-4578-9a45-022c54bfe4a5) |
| 3 | 1. What is culture? | Culture, norms and values Different types of culture | Definitions and examples of culture. Group work opportunity - research and academic posters of different cultures e.g. the IK tribe. Or use a mini-culture e.g. the culture of a school (with associated norms, values).  OCR resource: Lesson element on culture, norms and values: [teacher document](https://teachcambridge.org/item/1a140570-a4c7-46ee-8885-e64bc4f06d68) and [learner activity](https://teachcambridge.org/item/d873844e-db6c-4da5-866c-1c436754c8bf)  OCR resource: [Presentation](https://teachcambridge.org/item/037a57c0-749b-4c46-af5a-0ec067777476) on culture, norms and values.  OCR resource: Norms and values: [teacher document](https://teachcambridge.org/item/8af5ae2f-0f5f-413c-a6e0-ed009f3bf793) and [learner activity](https://teachcambridge.org/item/d660a789-157f-4ad7-b3f7-5a6459fc68e2)  and different types of culture  Activities, Presentation, : [http://www.ocr.org.](http://www.ocr.org.uk/qualifications/as-a-level-gce-sociology-h180-h580-from-2015/)  [uk/qualifications/as-A Level-gce-sociology-h180-h580-](http://www.ocr.org.uk/qualifications/as-a-level-gce-sociology-h180-h580-from-2015/)  [from-2015/](http://www.ocr.org.uk/qualifications/as-a-level-gce-sociology-h180-h580-from-2015/) |
| 4 | 2. What is socialisation?  2. What is social control? | Primary/secondary socialisation Agents of socialisation  Nature/nurture debate  Formal and informal agencies of social control | Definitions of each. Link socialisation to nature/nurture debate covered in week one.  OCR Resource: Socialisation, culture and identity [delivery guide](https://teachcambridge.org/item/aeea1422-8288-4010-b6fd-3dc00ac65dcc)  Presentations on the different agencies of socialisation.  Definitions and examples of social control. Link social control to norm-breaking/deviance.  Use illustrative YouTube example (e.g. Supernanny; traffic cops). |
| 5 | 3. What is identity? | The concept of identity  An introduction to types of identity  Disability and identity  Sexuality and identity  Agencies of socialisation | Who am I? Definitions of personal and social identity. Research opportunity to conduct a survey about identity.  Disability and personal and social identity.  Sexuality and identity.  Link with agencies of socialisation studied in week 4.  Changing identities. |

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 6 | 3. What is identity? | Gender and identity  Socialisation into gender identities  Changing gender identities | Masculinities and femininities; different types and how they are created through socialisation. Ask students to create a stereotypical ‘female’ and ‘male’ character.  Debate whether traditional masculinity and femininity still exists.  Introduction to feminist theory. |
| 7 | 3. What is identity? | Class and identity. Cultural characteristics of upper, middle, and working class identities  Socialisation into class identities  Debates about the decline in class identities | Use media images/film to illustrate the different classes. Get students to draw out the cultural characteristics.  Class presentations on how the agencies contribute to class identity socialisation.  Debate whether class identity is significant (link to postmodernism). |
| 8 | 3. What is identity? | Ethnicity and identity  Nationality and identity  Hybrid identities  Cultural characteristics of minority ethnic groups  Englishness/Britishness  Examples of hybrid identities in relation to changing ethnic identities  Socialisation into ethnic identities | Define ethnicity and ethnic identity.  Define national identity and look at examples (Welsh, Scottish, and English as examples).  How are we socialised into these identities particularly in relation to family, religion, education, and media?  Consider some examples of hybridity – link to media representations e.g. East is East.  OCR resource: Lesson element on Different types of culture and cultural hybridity [teacher document](https://teachcambridge.org/item/7d16c849-68d3-463d-8200-e08a92824d3d) and [learner activity](https://teachcambridge.org/item/da7e027c-7880-41c2-8566-f9ea6cdc6f2e)  OCR resource: Different types of culture and cultural hybridity [presentation](https://teachcambridge.org/item/47ab477f-ada9-4253-a103-8be466ffdf7e) |
| 9 | 3. What is identity?  *Assessment point* | Cultural characteristics associated with youth, middle age, and old age.  Socialisation into age identities.  Changing age identities and the blurring of age-defined boundaries.  Intersection of identities | Card sorting activity to ascertain the cultural characteristics of youth, middle and old age.  Which agencies of socialisation are significant in creating age identities? Consider the postmodern view of the blurring of age boundaries.  Consider some studies which look at the intersection of more than one identity (e.g. Archer – Gender, class and age). |

*Helpful notes*

*Sociological theory is not directly in Component 1 Section A of the specification. It is up to individual teachers to decide whether they want to teach theory within this section. Most teachers will want to introduce theory as a defining feature of sociology and there are references to the theory in some of the teacher support material available on the OCR website (e.g. Marxist theory of culture). As theory isn’t directly on the specification for Section A of Component 1 there won’t be a direct question on it, but it may be a useful way for candidates to show a more developed understanding of an aspect of culture, identity and socialisation.*

*Not all agents of socialisation are needed for all aspects of identity. Broader questions, where students pick which agents to use, are more likely.*

*The focus should be general: How are individuals socialised into their different identities?*

## Component 1 Section B

### Option 1: Families and relationships

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 10 | 1. How diverse are modern families?  The diversity of family and household types in the contemporary UK | * nuclear families * extended families * lone parent families * reconstituted families * same-sex families * non-family households   family diversity in terms of:   * social class * ethnicity * sexuality | Give students definitions of family types. Link with statistical evidence on composition of household types and also link with examples.  Consider evidence/studies of these types of family diversity.  OCR resource: See family and relationships [delivery guide](https://teachcambridge.org/item/6181c855-2365-46f5-aba0-ee0b540f5351) |
| 11 | 1. How diverse are modern families?  Marriage, divorce and cohabitation  Demographic changes | Patterns, trends and reasons  Patterns, trends, reasons:   * birth-rate * family size * age at marriage * age of child-bearing * ageing population | Start with the patterns and trends over the last 30 years. Students to debate the reasons for each trend. Link to theories, including postmodernism and feminism.  Independent learning booklet on demographic trends, patterns and explanations. |
| 12 | 1. How diverse are modern families?  The ideology of the nuclear family and the theoretical debates about the role and desirability of the nuclear family in contemporary society. Debates about the extent of family diversity in the contemporary UK | * functionalism * New Right * Marxism * feminism * postmodernism | Compare and contrast theories of the family (study booklet; PowerPoint).  Debate on theories of the family; mix and match statements.  Debate: family diversity on trial.  Look at media examples of family ideology (Gittens).  OCR resource: Families and relationships [delivery guide](https://teachcambridge.org/item/6181c855-2365-46f5-aba0-ee0b540f5351) |
| 13 | 2. To what extent are roles and relationships within families and households changing? | Roles and relationships between partners and how they are changing, including issues of power | Research opportunity: Are roles changing between men and women – housework, childcare, control of finances, decision making.  ‘Dark side of the family’.  Consider theories of roles and relationships: functionalist, Marxist, feminist. Also postmodernist. |
| 14 | 2. To what extent are roles and relationships within families and households changing? | Roles and relationships between parents and children and how they are changing, including issues of power | Presentations on the concept and growth of child-centred families and the extension of childhood (debate?).  Consider the impact of the ageing population on the relationship between grandparents, parents and children e.g. sandwich generation; beanpole families. Offer a feminist explanation of these relationships.  OCR resource: Families and relationships [delivery guide](https://teachcambridge.org/item/6181c855-2365-46f5-aba0-ee0b540f5351) |
| 15 |  | Revision/consolidate learning with review or assessment task. |  |

### Option 2: Youth subcultures

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 10 | 1 and 2. How and why are youth culture and subcultures formed? | Introducing youth and definitions:   * youth * youth culture * youth subculture   Deviant subcultures:   * delinquent subcultures * criminal subcultures * spectacular youth subcultures * anti-school subcultures * gangs   Theoretical explanations:   * functionalism * Marxism/ neo-Marxism (including subcultures as related to social class) | Give students definitions; discuss the difference between culture and subculture.  Consider examples of the different types of deviant subcultures – students to research in groups. YouTube clips of spectacular subcultures, link to CCCS studies. Look at research on anti-school subcultures and gangs, such as Willis, Mac an Ghaill, Sewell, Blackman, Venkatesh, Harding, Patrick. Opportunity to link to research methods.  Compare different theories of youth subcultures (study booklet, PowerPoint, textbook). Apply to examples to assess relevance. Link between subcultures and social class from each perspective.  OCR resource: See youth subcultures [delivery guide](https://teachcambridge.org/item/f3856af8-91bf-4302-9d1f-35614123e180) |
| 11 | 1. How and why are youth culture and subcultures formed? | Theoretical explanations:   * feminism   (including subcultures as related to gender)   * postmodernism | Applying feminist views to gender and subcultures, evidence on girl gangs, and girl subcultures (McRobbie, Blackman, Bachelor, Riot Girls).  Contrasting postmodern views – study booklet, textbook, class discussion.  Research opportunity: primary research (e.g. through questionnaires on peers) to investigate whether postmodern ideas of neo-tribes are more convincing today. |
| 12 | 1. How and why are youth culture and subcultures formed?  2. Why do young people participate in deviant subcultures? | Subcultures as related to:   * ethnicity * hybridity   Patterns and trends in youth deviance related to:   * social class * gender * ethnicity | Study guide, textbook, PowerPoint and discussion to consider ethnicity and hybridity and subcultures. Use examples (see Hodder Sociology textbook 1) with possible YouTube clips.  Student research on crime statistics, data from Hodder textbook – group work on patterns and trends for each aspect then share findings. |
| 13 | 2. Why do young people participate in deviant subcultures? | Explaining participation:   * functionalism/New Right * Marxism/neo-Marxism * interactionism * culture and identity | Students work in groups to apply theories to explaining participation. Supplement ideas with PowerPoint and textbook work.  Exam style question practice.  OCR resource: Youth subcultures [delivery guide](https://teachcambridge.org/item/f3856af8-91bf-4302-9d1f-35614123e180) |
| 14 | 2. Why do young people participate in deviant subcultures? | Explaining participation:   * social class * gender * ethnicity   The media and youth deviance:   * deviance amplification * folk devils * moral panics | Apply ideas to social class, gender and ethnicity – could work in three groups on this. Use studies previously considered and apply (Blackman, Mac an Ghaill etc.).  Use Hodder textbook and internet research to find out about Cohen’s original study – YouTube clips. Defining terms. Applying to more recent moral panics.  OCR resource: Youth subcultures [delivery guide](https://teachcambridge.org/item/f3856af8-91bf-4302-9d1f-35614123e180) |
| 15 |  | Revision/consolidate learning with review or assessment task |  |

### Option 3: Media

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| 10 | 1. How are different social groups represented in the media? | Representations in the media:   * how groups are represented * evidence of representation * consideration of change   In relation to:   * gender (masculinity and femininity)   Theoretical views of media representations:   * pluralism * feminism * postmodernism | Introduce students to the concept of media representation.  OCR resource: See media [delivery guide](https://teachcambridge.org/item/412ac923-1b49-4fd1-bd29-8f4d60df0f73), activity 1, quizzing perceptions of social groups due to media representation.  Introduction to gender and media representation OCR resource: See media [delivery guide](https://teachcambridge.org/item/412ac923-1b49-4fd1-bd29-8f4d60df0f73), activity 3, matching images of women to the decade they are from.  Using evidence from the Hodder Sociology textbook 1, and from watching adverts, write a paragraph that discusses current adverts and gender representations.  Gather knowledge of the different feminist approaches to media representation.  Hodder textbook: page 156 activity question 2 and page 167 the consolidation activity on feminist views.  [http://time.com/8788/9-depressing-facts-from-the-](http://time.com/8788/9-depressing-facts-from-the-latest-women-in-media-report/)  [latest-women-in-media-report/](http://time.com/8788/9-depressing-facts-from-the-latest-women-in-media-report/).  A contemporary article for additional reading.  Create evaluation tables titled:  Female stereotypes in the media still exist.  Male stereotypes in the media still exist. |

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 11 | 1. How are different social groups represented in the media? | Representations in the media:   * how groups are represented * evidence of representation * consideration of change   In relation to:   * ethnicity (majority and minority ethnic groups)   Theoretical views of media representations:   * postmodernism * pluralism | Find examples of Van Dijk’s categories.  For consolidation of evidence: Using Van Dijk study students conduct own content analysis and write up their findings evaluating the study.  OCR resource: See media [delivery guide](https://teachcambridge.org/item/412ac923-1b49-4fd1-bd29-8f4d60df0f73).  Students to create a piece (written/audio/visual/filmed) entitled: ‘My ethnicity in the media’. Using evidence gathered substantiate which they agree with using examples, and those they do not.  For reference/ideas: Diversity in the Media: How are you Represented? <https://www.youtube.com/watch?v=mdQrCmu8XO4>   * Use the Stephen Lawrence case to discuss whether representation is changing applying this to postmodernist and pluralist ideas. * How the press ignored the Lawrence story – then used it to change Britain * The Mail’s stance was driven by anger at the contempt shown by the suspects to the justice system   Ian Burrell, Paul Peachey Wednesday 4 January 2012 [Independent online](http://www.independent.co.uk/news/media/press/how-the-press-ignored-the-lawrence-story-then-used-it-to-change-britain-6284645.html). |
| 12 | 1. How are different social groups represented in the media? | Representations in the media:   * how groups are represented * evidence of representation * consideration of change   In relation to:   * social class (middle, working, upper, under)   Theoretical views of media representations:   * Marxism * neo-Marxism * pluralism * post-modernism | Group work: flipped learning activity per social class. Gather notes and teach each other. Dress accordingly per class for the teaching. Ensure evidence in each teaching session.  Gather knowledge of Marxism and neo Marxist views of media representation on the four key areas: ideology, owners, new opium of the people, representation.  Further reading Marcuse: False needs.  Applying theory to the evidence. Make theory cards: Marxist/neo Marxist/pluralism/ postmodernism then for each study in small groups pick a theory at random and try and work out what they would say about the evidence.  Split group into pairs: Marxist/neo Marxist vs pluralist/postmodernist. Give time for each to prepare how they see social class media representation, then they can debate the main areas ensuring they can evaluate each idea (AO3 skills). |

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 13 | 1. How are different social groups represented in the media? | Representations in the media:   * how groups are represented * evidence of representation * consideration of change   In relation to:   * age (young and old)   Theoretical views of media representation:   * postmodernism * pluralism | Gather knowledge/evidence of media representation of young and old.  Play Catchphrase. Students/teachers put up images to allude to a study and students have to guess and explain the study. Students could prepare for homework.  Research opportunity: Students carry out their own investigation researching media that proves Gauntlett’s findings that media is so prolific stereotypes are not all that exist.  Using ONE study of your choice, what would:  - Marxists state about media representation and age?  - neo Marxists state about media representation and age.  - pluralists state about media representation and age?  - postmodernists state about media representation and age?  Remind students that in their responses they should use concepts from theory and apply them to studies from age representation (AO2 application skills).  Hodder textbook, consolidation activity on page 171 (fill in the gaps). |
| 14 | 2. What effect do the media have on audiences? | Theoretical views of media effects:   * direct * indirect * active audience | Bandura clips on YouTube useful for direct models.  After students have gathered information on the different media effects models: OCR resource: See media [delivery guide](https://teachcambridge.org/item/412ac923-1b49-4fd1-bd29-8f4d60df0f73) activity 5 and activity 6.  Group task to make a story board with examples from a media effects model. |
| 15 | 2. What effect do the media have on audiences? | The role of the media in   * deviance amplification * creation of moral panics   Revision/consolidate learning with review or assessment task. | <https://www.youtube.com/watch?v=r61ks18Bd7I>  Stanley Cohen link to aid teaching Moral Panics and folk devils.  Students to create their own presentation/film on a current example of moral panics e.g. knife crimes and youth, or terrorism. Ensure they use the stages of deviance amplification throughout their presentation.  Stretch and challenge reading by Hayley Burns – see OCR media [delivery guide](https://teachcambridge.org/item/412ac923-1b49-4fd1-bd29-8f4d60df0f73) activity 7.  Theoretical underpinning of postmodern, interactionist and Marxist views of moral panics. Group work: each theory is owned by one group and their role during a presentation is to comment on their view of each moral panic.  OCR resource: See media [delivery guide](https://teachcambridge.org/item/412ac923-1b49-4fd1-bd29-8f4d60df0f73), activity 8.  The activity can be done in several ways: small groups or even individual homework.  Hodder textbook section summary on page 184. |

## Component 2 Section A

### Researching and understanding social inequalities

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| --- | --- | --- | --- |
| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| 16 |  | An introduction to social inequality and methods | What is social inequality?  What is the difference between inequality and difference?  Watch a documentary about evidence of inequality (e.g. world’s apart/rich kid, poor kid). Note down all examples of inequality.  OCR resource: Understanding inequalities [delivery guide](https://teachcambridge.org/item/91f1456c-6326-49a2-8954-622714c8a9c9). Spider diagram activity, thinking about the notion of unfairness. Also the activity on research into zero-hours contracts. |
| 17 | 1. What is the relationship between theory and methods?  2. What are the main stages of the research process? | Methods overview | Teacher led explanation of positivism, interpretivism, quantitative/qualitative methods and data. Introduce the key concepts of validity, reliability, representativeness and generalisability.  Set independent methods booklet to complete over the half term.  OCR resource: Research methods [delivery guide](https://teachcambridge.org/item/eab3debb-114b-43e9-965a-fa76da7a79a8). |

*Helpful note*

*This example course plan is based on the idea that students can do an independent learning module on the different types of methods. Where reference is made to ‘methods in context’, the idea is when teaching the evidence of inequalities within Section B. This can be cross-referenced with different methods, for example, a study which uses questionnaires for evidence of class inequalities.*

## Component 2 Section B

### Understanding social inequalities

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 18 | 1. What are the main patterns and trends in social inequality and difference? | Research on the main patterns and trends of class inequality in relation to work and employment  Consider evidence of class inequalities from a range of areas of social life  Consider how class inequalities affect life chances | Consider class inequalities from areas such as education, health, crime/law (to be re-visited when completing Component 3 depending on options chosen). |
| 19 | Methods in context: class inequalities | Methods (quantitative and qualitative methods; mixed methods) | OCR resource: Research methods and researching social inequalities [Learner resources](https://teachcambridge.org/item/acf92c12-435b-45ab-b407-d5c8a12f8c9d) |
| 20 | 2. How can patterns and trends in social inequality and difference be explained? | Explanations of class inequality | Theories of class inequalities: functionalism, New Right. |
| 21 | 2. How can patterns and trends in social inequality and difference be explained? | Explanations of class inequality | Marxism, neo-Marxism, Weberianism. |
| 22 | 1. What are the main patterns and trends in social inequality and difference? | Evidence of gender inequalities: Consider the main patterns, and trends in relation to work and employment  Consider evidence of gender inequalities from a range of areas of social life  Consider how gender inequalities affect life chances | Presentations on female and male disadvantage/gender inequality in a wide range of areas of social life including education, crime, family (depending on which topics are chosen in Component 1 and Component 3). |
| 23 | Methods in context: gender inequalities | Methods (quantitative and qualitative methods; mixed methods) | OCR resource: Research methods and researching social inequalities [Learner resources](https://teachcambridge.org/item/acf92c12-435b-45ab-b407-d5c8a12f8c9d) |
| 24 | 2. How can patterns and trends in social inequality and difference be explained? | Explanations of gender inequality | Functionalism |
| 25 | 2. How can patterns and trends in social inequality and difference be explained? | Explanations of gender inequality | Feminism (and the different strands)  OCR resource: Understanding social inequalities [delivery guide](https://teachcambridge.org/item/91f1456c-6326-49a2-8954-622714c8a9c9). Debates activity. |
| 26 | What are the main stages of the research process? | Key stages of the research process; sampling; access and gatekeeping; ethics | Test the research methods work set in week 17. |
| 27 | 1. What are the main patterns and trends in social inequality and difference? | Evidence of ethnic inequalities: Consider the main patterns, and trends in relation to work and employment  Consider evidence of ethnic inequalities from a range of areas of social life  Consider how ethnic inequalities affect life chances | Consider inequalities from areas such as education, crime/law, family (depending on which topics are chosen in Component 1 and Component 3), health, and politics. |
| 28 | 2. How can patterns and trends in social inequality and difference be explained? | Explanations of ethnic inequality | Functionalism, New Right, Marxism/neo-Marxism, Weberianism, feminism. |
| 29 | 1. What are the main patterns and trends in social inequality and difference? | Evidence of age inequalities: Consider the main patterns, and trends in relation to work and employment  Consider evidence of age inequalities from a range of areas of social life  Consider how age inequalities affect life chances | Collect evidence in relation to the different age groups. particularly youth and old age/retirement.  Consider inequalities from areas such as education, crime/law, family (depending on which topics are chosen in Component 1 and Component 3), health, politics. |
| 30 | 2. Explanations of age inequality | Explanations of age inequality | Functionalism, Marxism, neo-Marxism, Weberianism, feminism. |
| 31 |  | Revision/consolidate learning with review task | OCR resource: Understanding social inequalities [delivery guide](https://teachcambridge.org/item/91f1456c-6326-49a2-8954-622714c8a9c9) revision flashcards activity |
| 32 |  | Revision/mock or AS exams |  |
| 33 |  | Revision/mock or AS exams |  |
| 34 |  | Revision/mock or AS exams |  |
| 35 |  | Revision/mock or AS exams |  |
| 36 |  | Revision/mock or AS exams |  |

## Year 2

## Component 3 Section A

### Globalisation and the digital social world

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 1 |  | Introduction to the theme of globalisation and digital forms of communication | Teacher led presentation on globalisation and the problems with defining it. Also define digital forms of communication and global village. Students to devise presentations on examples of the above. It could be thematically based; e.g. music, fashion, food.  OCR resource: Globalisation and the digital social world [teacher presentation](https://teachcambridge.org/item/ae15f1e0-addf-446b-a7f7-cf1b78ef19e2)  OCR resource: Globalisation and the digital world [delivery guide](https://teachcambridge.org/item/e57aea05-ae58-4b0b-b0f3-16108e8190a9)  OCR resource: defining globalisation [script](https://teachcambridge.org/item/ae15f1e0-addf-446b-a7f7-cf1b78ef19e2)  OCR resource: developments in digital forms of communication [script](https://teachcambridge.org/item/ae15f1e0-addf-446b-a7f7-cf1b78ef19e2) |
| 2 | What is the relationship between globalisation and digital forms of communication? | Developments in digital forms of communication in a global society:   * digital revolution * networked global society * media convergence | Teacher presentation and tasks linking these forms of communication with globalisation. |
| 3 | What is the relationship between globalisation and digital forms of communication? | * social media * virtual communities * digital social networks * postmodernist theories of digital communication | Examples of all of these digital forms of communication; what they are; how they have developed; link to postmodernism. |
| 4 | What is the relationship between globalisation and digital forms of communication? | Applying theories to digital forms of communication:   * Marxism * feminism | Teacher presentation on the critical theories of digital communication. Use illustrative example, such as feminist theories of social media (e.g. Facebook double standard). |
| 5 | What is the impact of digital communication in a global context? | The impact of digital forms of communication on:   * people’s identity * social inequalities * relationships   Consider people’s identity and social inequalities in relation to   * social class * gender * age   Consider both the positive and negative impacts of digital forms of communication. | Use research examples, e.g. Helen Haste – mobile phones and young people’s identities. Also use contemporary examples, e.g. cyber interaction and netiquette (Giddens).  OCR resource: Globalisation and the digital social world [delivery guide](https://teachcambridge.org/item/e57aea05-ae58-4b0b-b0f3-16108e8190a9)  OCR resource: Social relationships and social media [teacher document](https://teachcambridge.org/item/e111546b-a2f7-4113-af16-fa8ab6222cc6) and [learner activity](https://teachcambridge.org/item/6cc81706-64ad-493c-82bf-4834af057d3b)  OCR resource: The impact of digital communication on social inequalities [teacher document](https://teachcambridge.org/item/18bb1b44-89c5-4e00-acea-888de381153d) and [learner activity](https://teachcambridge.org/item/c0e61196-218e-4a0c-aff2-999f40f19063) |
| 6 |  | The impact of digital forms of communication on:   * conflict and change | Use contemporary examples, such as the Arab Spring. |
| 7 |  | The impact of digital forms of communication on:   * cultural homogenisation * cultural defence/‘glocalisation’ | Students to research examples where western products, brands or culture have changed non-Western cultures. Then list some examples where western influence has been significantly altered at the local level.  OCR resource: Globalisation and the digital social world [delivery guide](https://teachcambridge.org/item/e57aea05-ae58-4b0b-b0f3-16108e8190a9) |
| 8 |  | Assessment and review week | Mock exam of Component 3 Section A.  OCR A Level Practice Paper Service on [Teach Cambridge](https://teachcambridge.org/8a0b5633-4f0c-4de1-bb0c-f4da077ac5a4/practice-materials?subject=undefined&unit=undefined). |

## Component 3 Section B

### Option 1: Crime and deviance

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 9 | 1. How are crime and deviance defined? | Definitions:   * crime and deviance * social order * social control * relativity of crime and deviance * social construction of crime and deviance | These are the key terms which underpin the course and which learners will revisit throughout. For example, social construction and relativity will be revisited when looking at interactionism; social order and control when looking at functionalism.  Place A3 sheets around the room on the social construction of crime (over time, within societies and between societies) and have students write examples to illustrate each.  Use case studies to look at the complex nature of crime such as: Ashya King and Howard Hughes to develop knowledge and explanations of crime as relative.  Student activity to apply their knowledge of this to the example of vandalism - when does it become a crime and when should it be acceptable?  OCR Resource: Debates in contemporary society [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9) |
| 10 | 1. How are crime and deviance measured?  Component 2 Section A Research Methods  2. What are the patterns and trends in crime? | Measuring crime:   * official crime statistics   Consider the advantages and disadvantages of official crime statistics  The social distribution of offending and victimisation:   * social class * gender * age * ethnicity | Link with methods: positivism and interpretivism; quantitative, secondary data.  Documentary ‘the crime game’ where students can make notes on the social construction of crime statistics.  Student activity to re-cap on the strengths and weaknesses of positivist data and applying these to crime statistics.  Application of theoretical viewpoints on measuring crime statistics including Functionalism, Interactionism, Marxism, Realism and Feminism. Group work to research and apply what students know on the theories and acceptance of statistics.  OCR resource: Crime and deviance [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9) |
| 11 | 1. How are crime and deviance measured? | Measuring crime:   * victim surveys * self-report surveys   Consider the advantages and disadvantages of each way of measuring crime | Look at examples of victim surveys (such as the Crime Survey for England and Wales) and self-report studies.  Crime Survey for England and Wales QR code task. Students can research and read the information on the CSEW (aims, representative nature and types of questions used). Class discussion on the advantages and disadvantages to this.  Self-report questionnaire example - How deviant are you? Have students complete a survey and discuss the advantages and disadvantages of this method.  Group research task for students to complete a summary of each method of measuring crime including advantages and disadvantages, one study that uses it, a definition and a quiz for revision of this topic.  OCR resource: Crime and deviance [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9) |
| 12 | 2. What are the patterns and trends in crime? | Patterns of crime in a global context:   * global organised crime * green crime | Look at contemporary examples (Cheronbyl) and case studies of organised crime and green crime.  OCR resource: Crime and deviance [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9) |
| 13 | 3. How can crime and deviance be explained? | Functionalist theories of crime New Right theories of crime | Consider the theories of Durkheim and Merton: how is crime functional and inevitable.  Examples of crime as functional and inevitable (Dr. Kevorkian (boundary testing), Nelson Mandela (boundary testing), Ian Huntley (social cohesion).  Application of knowledge to case studies such as the War in Iraq and Hamzah Khan. Students can work in pairs to explain these from a functionalist point of view.  New Right theories: Murray. Link to control theory (Hirschi). |
| 14 | 3. How can crime and deviance be explained? | Functionalist subcultural theories of crime  Age and crime | Group work research and presentations on a range of subcultural theorists.  Application of knowledge to examples such as the 2011 London Riots (use clips of the Donal Macintyre clips). Students can work in groups for different subcultural explanations and feedback ideas to the class. |
| 15 | 3. How can crime and deviance be explained? | Interactionist theories | Introduce students to a range of interactionist theorists such as Becker, Young, Cicourel. Link to social policy.  Refer back to social construction of crime; media amplification and moral panics.  Class recap on labelling theory and the social construction of crime to use this as a base to apply their knowledge to the theory.  Who is a criminal activity? Students can be shown a range of photos of people who may or may not be labelled as a criminal (George Bush, Ched Evans, Oscar Pistorius, Stuart Hall) and need to decide if they are a criminal and why. Discussion on labelling and societal views of a criminal.  Application of theory to examples such as the MP’s expenses scandal, ‘Plebgate’ and Keith Vaz (MP) and links to labelling.  Saints and Roughnecks article can be used where students can apply their knowledge to the two subcultures.  Moral panics examples can be taken from Chavs, Paedophillia, Hoodies and pub licensing (Meville Marsh and Moral panics article). |
| 16 | 3. How can crime and deviance be explained? | Marxism, neo-Marxism (Marxist sub- cultural) theories | Introduce students to traditional Marxist theories on law making, law breaking and law enforcement. Sub-cultural (neo-Marxist) theorists and the new criminology as a critique.  Case studies can be used to apply knowledge of Marxist theory to crime including Gabriel Kolko and the railroads and James Graham and drug abuse.  Bhopal disaster video where students can use their knowledge to explain the disaster from a Marxist point of view. Further examples can be The Guinness Affair as examples of corporate crime.  Saints and the Roughnecks application of selective law enforcement according to Marxists. |
| 17 | 3. How can crime and deviance be explained?  4. How can crime and deviance be reduced? | Realist theories of crime  Social policy and crime:   * left wing * right wing | Left and Right realist theories on the causes of crime. Link Right Realism to New Right and functionalism.  Left and Right Realism corners. Students need to decide if a study they already know (Murray, Lea and Young, Clarke etc.) are left or right. Have students decide left or right side of the room and once there they need to justify their answer. Debate can follow as students use each to critique the other.  Right realism application of Broken Windows theory to the London riots and graffiti (Hodder textbook).  Left and Right solutions to crime.  Situational crime prevention application - clip of Karen Painter’s research on street lighting where students can make notes on the study and explain how this is a right realist solution.  OCR resource: Crime and deviance [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9) |
| 18 | 2. What are the patterns and trends in crime?  3. How can crime and deviance be explained? | Social class and crime: review of theories | Application of theories to class and crime: functionalism, Marxism, subculturalism, interactionism, realism.  OCR resource: Crime and deviance [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9) |
| 19 | 2. What are the patterns and trends in crime?  3. How can crime and deviance be explained? | Gender and crime  Feminism | Different explanations for why females commit less crime than males; why female crime is increasing. Consider feminist explanations and interactionism (labelling).  Application of Heidensohn and Oakley as liberal feminist explanations of crime and control of women.  Myra Hindley application exercise into women as doubly deviant (Smart). |
| 20 | 2. What are the patterns and trends in crime?  3. How can crime and deviance be explained? | Ethnicity and crime: review of theories | Consider the debate about ethnicity and crime: Do ethnic minority groups commit more crime (functionalism, left realism) or are they the victims of a racist criminal justice system (interactionists, neo-Marxists)? |
| 21 |  | Revisit social construction of crime and measuring crime from a theoretical viewpoint.  Revision/consolidate learning with review task. | Examine the issue of whether crime and deviance are socially constructed, considering what the theoretical contribution is to this. |

### Option 2: Education

| **Week** | **Specification coverage** | | **Topic** | | **Teaching and learning ideas** | |
| --- | --- | --- | --- | --- | --- | --- |
| 9 | 4. How has the UK education system changed?  The diversity of educational provision | | Diversity | | Students to brainstorm all the types of education they know.  Group activity as a starting point: split the following types of schooling amongst the class: comprehensive school, grammar school, private school, public school, faith school, home schooling, single sex school, specialist status school, and academy. Students to research their type of school and produce an advert to promote it. To include: type of school, admission criteria, purpose of the school, any funding (from parents).  You could set this as a pre summer activity where students can try and do some primary research on their type of school.  OCR resource: Education [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9): Learner resource 6, glossary activity to test knowledge and understanding. | |
| 10 | 4. How has the UK education system changed?  The diversity of educational provision | | Policy introduction | | Quick political ideology introduction: to include New Right and Social Democratic stances.  Students to gain a historical overview by creating an education policy timeline, using p158-162 of the  Hodder textbook for homework which can be used as a chronological reference when looking closer at policy.  Ensure students are aware of which political party was in office. | |
| 11 | 1. What is the role of education in society? | | Introduction to the debate over the functions of schooling  Functionalism and New Right views on the role of education | | Student led introductory activity for students to discuss why we have schools.  To strengthen theoretical knowledge, group activity splitting the class into Marxist/functionalist/feminist and ask for predictions on what each think will be their theoretical perspective on what the FUNCTION of education might be.  An overview of the theoretical views and debate on the role of education: functionalism, Marxism, liberal, social democratic, New Right, feminism.  Whilst gathering knowledge on each theory, students to create a table of comparisons as they go along focusing on: view of hidden curriculum, view of meritocracy in schools, view of schools relationship with the economy/ workplace. See page 112 Hodder textbook for ideas. Ensure the table includes: theory, evidence (study and/or concepts) explanation, example, criticisms.  Functionalism and New Right:  Recap student predictions of what functionalists may consider as the role of education. Review previous knowledge of Parsons, Durkheim, and Davis and Moore to allow students to take what they already know as a base.  After gathering knowledge of functionalism and role of education: Students split to create dominos (A4 term and separate A4 explanation) of the concepts: Division of labour, social solidarity, meritocracy, particularistic values, universalistic values, value consensus, equality of opportunity, role allocation, necessity of stratification.  Mix up the definitions and students to take a concept or explanation, then find their partner to strengthen understanding.  After gathering knowledge of the New Right views of education, half the class to create an advert selling their main ideals: reduction in state control, reduction in government spending, marketisation and state control, vocationalism. (Allow students to pick the format for example make a film/poster/PowerPoint.) The other half of the class to make adverts criticising the New Right values. | |
| 12 | 1. What is the role of education in society? | | Marxist view of the role of education | | Review of what students know about Marxism. Look back on their predictions made in week 11 for Marxism and their view of education.  After gathering knowledge of Marxist views on the role of education, research what academies are and write a letter to the government from a Marxist perspective stating why every school should not be made to be an academy. Consider what an academy is and who the sponsors may be. Ensure academies are on the student timeline of policy.  Add information on Marxism to the ongoing comparative table started in week 11. | |
| 13 | 1. What is the role of education society? | | Liberal view of the role of education  Social democratic view of education | | Before gathering knowledge of the Liberal view students to research Summerhill School [http://www.summerhillschool.co.uk/](http://www.summerhillschool.co.uk/%20) looking at how a free school may be different to their experience of schooling.  Add information on Liberal view to the ongoing comparative table started in week 11.  After gathering knowledge of the social democratic view, write a paragraph showing how their view is similar to functionalism and a paragraph showing why both Marxists and New Right both disagree with their view.  Stretch and challenge activity:  Why would the social democratic view be very suspicious of the break-up of the comprehensive education into specialist schools, academies and free schools? Find media evidence of their suspicions to present to the class (good for a starter).  Add information on the social democratic view of education to the ongoing comparative table. | |
| 14 | 1. What is the role of education society?  Component 2 Section A Research Methods | | Feminist views of education  Consolidation of role of education | | Students to do their own primary research into gender and experience of school ensuring a stratified sample including males and females to test the hypothesis: ‘you learn your gender at school.’ Students to strengthen their research skills and knowledge in planning research, carrying it out, analysing results and evaluating their results and process.  Gather knowledge of feminist views of how education maintains patriarchy.  Add information to the ongoing comparative table started in week 11.  OCR resource: Education [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9): Learner resource 1, What is the role of education in society? Theoretical perspectives card sort (has differentiated ideas included).  Essay planning and exam practice: Outline and evaluate Marxist views of the role of education.  Class debate over why schools exist. Each group has to take on one theory: functionalist, Marxist, liberal, social democratic, New Right, feminist.  Plenary: write a Tweet on the role of education from one perspective (140 characters long maximum), class to guess which theory. | |
| 15 | 1. What is the role of education in society? | | Theoretical explanations of the relationship between education and work | | Students to gather knowledge of vocational education Post 1988 through an independent group task. Groups to produce a presentation promoting their vocational education. Groups to include: Vocational education PRE 1988 (Youth Training Schemes and birth of NVQ’s). (These are to set the scene for all after 1988 as in the specification.)  1988 Education Act – National Curriculum, New Deal 1998, BTECS, Academies sponsored by businesses, 2001 new vocationalism rebrand. Students are the audience for the presentations and will need to listen and prepare criticisms per presentation considering how Marxists or social democrats may not agree with the idea.  Hodder textbook p112: make a table of the theoretical views of the relationship between work and education looking at Marxism, New Right, functionalism. Also look at the social democratic view.  Homework task: Research the work of Usher (postmodernist) on contemporary views of the role of education as a critique for other theories looking at Fordism versus Post Fordism, diversity, choice, uncertainty, new technology. | |
| 16 | 2. What are the patterns and trends of educational inequalities?  3. How can differential educational achievement be explained? | Social class | | Introduction to social class and attainment - starter activity: present a statistic evidencing that working class students are less likely to succeed. Students in groups to decide WHY that might be. Teacher can provide prompts to ensure students consider both culturally caused ideas and structurally caused ideas. Also remind students to consider the role of peer groups and school subcultures.  Students to research social class and attainment for empirical evidence. Each group to present a news report on attainment and social class looking at a different aspect e.g. university, academic/vocational divide, A level, GCSE results, results that take a micro approach i.e. looking at class AND gender or class AND ethnicity. Each group to have one ‘specialist’ on their ‘programme’ to state why they feel the inequalities exist. (The specialist should act as a sociologist and present their view – good to get each group to have a different specialist to add breadth.)  OCR resource: Education [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9): learner resource 2 - What are the patterns and trends of educational inequalities in the UK? Interactive worksheet.  After students have gathered knowledge of the different explanations of why working class pupils do less well in education, students to do a court room activity. Court case is a working class male who has failed to get any GCSEs.  On trial is the family. The class take on roles as: prosecutors, jury, judge, witnesses for the prosecutor, defence lawyers, witnesses for the defence (taking on other explanations e.g. blaming teachers, the government, processes in school, peer group). Ensure students use theory to strengthen their understanding of which theory blames which explanation.  OCR resource: Education [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9): resource 5: How can differential educational achievement of children from different social classes be explained? This can be an extensive activity to check understanding with answers available for teachers. | |
| 17 | 2. What are the patterns and trends of educational inequalities?  3. How can differential educational achievement be explained? | Ethnicity | | Starter activity OCR resource: Education [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9): learner resource 4, How can differential educational achievement of children from different ethnicities be explained? What’s the question? Jeopardy style activity based on a BBC article.  Students when gathering empirical evidence of differences in the patterns and trends of attainment in relation to ethnicity need to focus on detail i.e. be clear which ethnic group is being discussed ensuring a non-homogenous approach.  Students to understand the many factors affecting ethnicity and attainment: material, cultural and in school factors.  Activity: Discipline and different ethnic groups Hodder textbook pp 139-140.  Essay plan for: ‘Discuss explanations for differential academic achievement among different ethnic groups.’ You can then set the essay for the holidays. | |
| 18 | 2. What are the patterns and trends of educational inequalities?  3. How can differential educational achievement be explained? | Gender | | Recap information found when looking at feminism and education.  Students need an overview of the empirical evidence in reference to gender differences in attainment. Ensure detail and breadth such as knowledge of different types of evidence, a view of different ethnic groups, GCSE, A Levels, higher education, inconsistency with what happens in the job market.  Create a table of the explanations for differential academic attainment according to gender: changing attitudes, different socialisation, changes in the education system, boys are achieving less well.  Consolidation activity pp152-153 section summary in the Hodder textbook. | |
| 19 | 2. What are the patterns and trends of educational inequalities? | Educational inequalities in a global context | | Students to understand global ‘gender apartheid’ in education by researching a campaign for girls’ education group e.g. Educate girls globally, Global Partnership for Education or UNICEF. Find out what work they do, where they do it and why they do it. There are many talks/videos such as TED talk: ‘Why educate Afghan girls’ or research on Malala Yousafzai.  OCR resource: Education [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9): learner resource 3, educational inequalities in a global context research.  Activity looking at the work of the Millennium Development Goals, what they are, have they been achieved. Extend A03 skills by ensuring students understand WHY the disparity occurs in different parts of the world.  Plenary activity: Letters to MP calling for the UK to pressure other countries in ensuring girls and boys receive equal education.  Students to understand and have evidence of global disparities on education based on poverty and ethnicity with some case studies. Summaries available in Hodder textbook p 151 on Democratic Republic of Congo, Sweden and Bangladesh. | |
| 20 | 4. How has the UK education system changed? | Recap policy | | Review policy timelines made during week 10.  Students to be given a set of cards each with an educational policy on it. Ensure breadth of policies post 1988 including: pre-school and primary education, secondary education, higher education making sure they reflect vocational, equality of opportunity, compensatory - considering social class, ethnicity and gender, marketisation, diversity and choice, raising standards. Students to ensure they can outline the policy. Card sorting games ensuring they know which policies were which e.g. find compensatory policies. | |
| 21 | 4. How has the  UK education system changed? | Impact of policy | | OCR resource: Education [delivery guide](https://teachcambridge.org/item/21d82b6c-3df0-4819-8c99-abdad640a0c9), learner resource 7 to research and understand the different ideological influences on educational policy. Stretch and challenge opportunities and links to videos and articles.  See p165 Hodder textbook for section summary to consolidate learning. Various practice questions on p165 of the Hodder textbook. | |

### Option 3: Religion, belief and faith

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 9 | 1. How are religion, belief and faith defined and measured? | Different types of religious  institutions and movements:   * churches and * denominations * sects and cults * new religious movements (NRMS) * new age movements * religious fundamentalism | Starter task: What beliefs do you have? Do you have faith? What in? Why? What influenced your beliefs?  Worksheet task: match up definitions of different types of faith/belief to correct word or term. Extension: present a range of images corresponding to the different forms of religion/faith for students to link up.  Sort activity: Summary of characteristics of different forms of faith/belief, based on norms, values, membership, history, organisational structure, role of members, role of leaders etc.  Possible video/DVD resource: Interview with Eileen Barker, The Making of a Moonie (30 minutes). Also a 5 minute interview with Eileen Barker from LSE University: <https://www.youtube.com/watch?v=gwR4Otwewqs>  Homework task: using Wallis (1984), find examples of:   * World Rejecting NRMs eg. Unification Church/Moonies, Aum Supreme Truth (Japan, 1995). * World Accommodating NRMs eg. Neo-Pentecostalists. * World Affirming NRMS eg: Scientology, Transcendental Meditation. |
| 10 | 1. How are religion, belief and faith defined and measured? | Measuring religion, faith and belief:   * religious belief * religiosity * belief without belonging * vicarious religion   Consider the complexity of measuring religion, belief and faith and consider the advantages and disadvantages of each measure | Starter activity: Present handout of Census data summarising numbers of people that say they belong to a certain faith.  Useful to have national and local figures from: <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/articles/religionbyageandsexenglandandwales/census2021#:~:text=Similarly%2C%20there%20were%20more%20females,and%2050.1%25%2C%20respectively). Numeracy link: summarise trends. Extension: what do the figures NOT tell us about levels of religious belief?>  Class discussion:   * What level of belief exists today? * Can people believe but not belong? * Can people belong but not believe? * Is religion something that is ‘performed’? Operationalisation links here - what does ‘perform’ mean?   Possible source of stimulus to prompt discussion:  Praise break in New Jersey Chapter Of Christian Women In Leadership <https://www.youtube.com/watch?v=pfG-izhSAaY>  Call to Prayer <https://www.youtube.com/watch?v=eF47Ec5wBK4> Hare  Teacher led presentation on different ways to measure religious faith/belief. Include strengths and weaknesses. Useful to take opportunity to link to methods e.g. How would a Positivist try to measure religious belief, how would an interpretivist?  Essay plan and writing: To what extent are measures of religious practice an accurate representation of religious belief? [20 marks] [http://www.ocr.org.uk/Images/170236-unit-h580-03-debates-in-](http://www.ocr.org.uk/Images/170236-unit-h580-03-debates-in-contemporary-society-sample-assessment-materials.pdf)  [contemporary-society-sample-assessment-materials.pdf](http://www.ocr.org.uk/Images/170236-unit-h580-03-debates-in-contemporary-society-sample-assessment-materials.pdf) |

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 11 | 2. What is the role of religion, belief and faith? | Theoretical views of the role of religion, belief and faith for the individual for society and theoretical views of the relationship between religion and social change   * functionalism * Marxism | Functionalism  Starter activity: Mind map - what is the benefit of religion for individuals? Wider society?  Teacher led presentation: key names and ideas of functionalist theory. To include functionalist ideas on religion as a conservative force: maintain society rather than change it? 8 min summary on Durkheim: <https://www.youtube.com/watch?v=z9W0GQvONKc>  Task: Analyse content of 10 Commandments: Links to law? Values?  Homework task: Students to find images that illustrate the functionalist views on the functions of faith - socialisation, integration, prevention of anomie, rite of passage.  Marxism  Teacher led presentation: Key names and ideas of Marxist theory. To include Marxist ideas on religion as a conservative force: Maintain society rather than change it?  Worksheet task: 10 statements from either a functionalist/Marxist point of view. Students to identify which is which and why. |
| 12 | 2 What is the role of religion, belief and faith? | Theoretical views of the role of religion, belief and faith for the individual and for society and theoretical views of the relationship between religion and social change   * neo-Marxism * Weberianism | Starter task: Can you list religious leaders that have changed the world? How did they change it?  Teacher led handout/presentation on neo-Marxist ideas on Religion. Focus on Maduro and liberation theology ideas. Examples could possibly include Archbishop Romero, Camilo Torres, Dom Helder Camara, Ghandi, Martin Luther King, Malcom X, Mother Teresa, St Patrick, Archbishop Tutu.  Teacher led handout/presentation on Weberian ideas: Protestant Ethic and the Spirit of Capitalism. <https://www.youtube.com/watch?v=j-0sIHDzsU4>  Sort task: grid summarising Calvinism ethic and corresponding requirement of capitalism.  Song task: Analyse lyrics of song: ‘Running Out of Fantasy’ by the Manic Street Preachers for ideas on the loss of enchantment/iron cage of rationality: <https://www.youtube.com/watch?v=nJQShHfdLzE>  Homework task: make notes regarding the role of religious charismatic leaders in change, e.g. see list from above, or any suitable alternative. You can allow lots of student choice here. |

| **Week** | **Specification coverage** | **Topic** | **Teaching and learning ideas** |
| --- | --- | --- | --- |
| 13 | 2. What is the role of religion, belief and faith? | Theoretical views of the role of religion, belief and faith for the individual and for society and theoretical views of the relationship between religion and social change   * feminism * phenomenology * postmodernism | Feminism  Starter task: Adam and Eve from Genesis chapter in the Bible. Analyse from a Feminist perspective.  Handout/teacher led presentation: Daly (1978) and Armstrong (1993) on arguments considering patriarchy in religion.  Possible TED talk video of use: <https://www.ted.com/talks/alaa_murabit_what_my_religion_really_says_about_women>  Phenomenology  Discussion: Why might non-scientific beliefs still be beneficial in a scientific world?  Teacher led content/handout: Giddens - Ontological security as reassurance. Possible case study: Charles Darwin’s faith despite being central to evolutionary evidence as challenge to creationism.  Postmodern ideas  Teacher led summary of Drane (1999) on appeal of New Age in in Postmodern world.  Homework task: Analyse the content of <http://www.mindbodyspirit.co.uk/> events as an example of Drane’s points. Why would these festivals be popular?  Essay plan and writing: Outline and evaluate the view that religion causes change in society. [40 marks]. <http://www.ocr.org.uk/Images/170236-unit-h580-03-debates-in-contemporary-society-sample-assessment-materials.pdf> |
| 14 | 3. What are the patterns and trends of religion, belief and faith? | Patterns and trends in relation to:   * social class * gender * ethnicity * age | Starter discussion: Which social groups would you guess report higher/lower levels of religious belief, membership, activity?  Extension: Explain why?  Create a gap fill exercise summarising: statistics on class, gender, ethnicity and age. Other useful content:  Butler on sample of Muslim women; White converts work - Brice 2007; comparison of different generations in ethnic minority groups - Modood et al 1994, meaning of the hijab – Watson 1994.  Possible TED talk resource:  [http://www.ted.com/talks/yassmin\_abdel\_magied\_what\_does\_](http://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you)  [my\_headscarf\_mean\_to\_you](http://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you)  Possible wider reading task: students may need to understand the history of Immigration to the UK e.g. <http://news.bbc.co.uk/hi/english/static/in_depth/uk/2002/race/short_history_of_immigration.stm> |
| 15 | 3. What are the patterns and trends of religion, belief and faith? | Religion, belief and faith in a global context:   * change in the significance of religion in societies * differences in the significance of religion between societies   Consider the resurgence and decline of religion in societies | Student research task followed by student presentation: Summarise the details of levels of faith and belief in countries from around the world: encourage notes to cover:   * description of faiths in country: number, variety, history * religious membership: attendance, numbers, belief surveys * relationship between religion and the state/Government * evidence of secularisation in country.   Useful countries to focus on: Afghanistan, USA, Italy, India, Nigeria, Iran, Egypt, Libya, Saudi Arabia, South Africa, Tribes of the Rainforest: use BBC Tribe website to read about different beliefs.  <http://www.bbc.co.uk/programmes/b007ly82>  Homework: take a photograph (perhaps on mobile phones) to illustrate the experience of Christmas as:   * a spiritual event in the Christian belief system: Christ’s Mass * an example of a secular experience: consumerism, family time. |
| 16 | 4. Is secularisation occurring?  Component 2 Section A Research Methods | Debates on secularisation in relation to:   * religious belief * religious practice * power and influence of religion in society | Starter: Share answers to homework from the holiday.  Student designed project: carry out a questionnaire based investigation of levels of belief for people in the school/college. Consider hypotheses that could be tested e.g. ‘Levels of religious belief vary depending on age’. (May need to compare student sample to staff sample here.)  Initial task for this: Link to methods: problem of operationalising ‘secularisation’. Need to mind map what ‘religious belief’ actually means in order to measure it. Then questions are designed: LIKERT scale is the easiest. Teacher collates best examples into one questionnaire. Surveys carried out. Results analysed. Conclusions made. |
| 17 | 4. Is secularisation occurring? | Theoretical views on secularisation:   * pro-secularisation theorists * anti-secularisation theorists, including postmodern views   Consider evidence on global patterns of religion in relation to the secularisation debate | Student led presentations: provide with guidance on what content to research, then students present either pro-secularisation or anti-secularisation argument to class.  Examples of pro-secularisation content (not an exhaustive list):   * Science as the Enlightenment that challenged faith based answers. Comte - Science as the only real truth. * Bruce (2002). * Armstrong (2001): fundamentalism rooted in economic, political system, not religion. * Wilson. * Consider: <http://www.keepsundayspecial.org.uk/contact>(Is it a faith based movement? A sign of secularisation?)   Examples of anti-secularisation content (not an exhaustive list):   * Distrust in science? (Postmodern view.) * Link back to faith and ethnic minority groups in the UK. * Parsons (1965) - religion still gives meaning. * Heelas (1996) - New Age belief shows belief is still important: Kendal study 2001. * Global patterns: USA focus: Roof and McKinney on New Christian Right. Religion as protest: Martin (1978) (Challenged by Armstrong: see above). Latin America and liberation theology; against apartheid in South Africa. Role of faith in Arab uprising. |
| 18 | 4. Is secularisation occurring? | Religion and social policy consider government policies in relation to religious equality, religious discrimination and religious freedom | Sort task: Handout describing the timeline of legislation and Government policy regarding ethnic and religious diversity eg: 1976 Sikhs exempt from having to wear crash-helmets when riding a motor-cycle; 2001 First year the National Census asked for religious identity.  Activity: Obtain the school league tables for the area you teach in: <https://www.schoolguide.co.uk/league_tables> Use perhaps 2002 and the most recent you can find. Task: count the number of faith schools in both years: Conclusions? Extension: are you FOR or AGAINST faith schools? Why?  Possible homework: research French policy on secular education compared to UK’s more multi- cultural approach.  Recent legislation/Government policies to summarise and evaluate: either teacher led or student researched (if time permits):   * Policy on faith schools (in context of Free Schools and Academisation) * Anti-Discrimination Laws, Race Relations Acts etc. * Prevent strategy <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf> |
| 19 |  | Revision/consolidate learning with review task | Potential for guest speakers: local religious leaders/student groups. Good revision task is to have students prepare questions to cover competing theories and concepts in course.  Standard revision tasks: Plan responses to possible questions, revision worksheets, checklists/handouts etc. |
| 20 |  | Revision/consolidate learning with review task | Divide course topics between students to then write a revision quiz covering the key content: teacher copies and pastes quizzes into for example Kahoot! online files to use in lesson:  https://  [getkahoot.com/](https://getkahoot.com/)  Standard revision tasks: plan responses to exam questions, revision worksheets, checklists/handouts etc. |
| 21 |  | Revision/consolidate learning with review task | OCR specimen paper with corresponding mark scheme: [http://](http://www.ocr.org.uk/Images/170236-unit-h580-03-debates-in-contemporary-society-sample-assessment-materials.pdf)[www.ocr.org.uk/Images/170236-unit-h580-03-debates-in-](http://www.ocr.org.uk/Images/170236-unit-h580-03-debates-in-)[contemporary-society-sample-assessment-materials.pdf](http://www.ocr.org.uk/Images/170236-unit-h580-03-debates-in-contemporary-society-sample-assessment-materials.pdf)  Standard revision tasks: plan responses to exam questions, revision worksheets, checklists/handouts etc. |
| 22 |  | Component 1 Section A: exam practice for the full A Level | OCR A Level Practice Paper Service on [Teach Cambridge](https://teachcambridge.org/8a0b5633-4f0c-4de1-bb0c-f4da077ac5a4/practice-materials?subject=a0e82f93-1316-48d8-9dc6-9dc20051e82f&unit=all) |
| 23 |  | Component 1 Section B: exam practice for the full A Level | OCR A Level Practice Paper Service on [Teach Cambridge](https://teachcambridge.org/8a0b5633-4f0c-4de1-bb0c-f4da077ac5a4/practice-materials?subject=a0e82f93-1316-48d8-9dc6-9dc20051e82f&unit=all) |
| 24 |  | Component 2 Section A: exam practice for the full A Level | OCR A Level Practice Paper Service on [Teach Cambridge](https://teachcambridge.org/8a0b5633-4f0c-4de1-bb0c-f4da077ac5a4/practice-materials?subject=a0e82f93-1316-48d8-9dc6-9dc20051e82f&unit=all) |
| 25 |  | Component 2 Section B: exam practice for the full A Level | OCR A Level Practice Paper Service on [Teach Cambridge](https://teachcambridge.org/8a0b5633-4f0c-4de1-bb0c-f4da077ac5a4/practice-materials?subject=a0e82f93-1316-48d8-9dc6-9dc20051e82f&unit=all) |
| 26 |  | Component 3 exam practice for the full A Level | OCR A Level Practice Paper Service on [Teach Cambridge](https://teachcambridge.org/8a0b5633-4f0c-4de1-bb0c-f4da077ac5a4/practice-materials?subject=a0e82f93-1316-48d8-9dc6-9dc20051e82f&unit=all) |
| 27 |  | Revision and examinations |  |
| 28 |  | Revision and examinations |  |
| 29 |  | Revision and examinations |  |
| 30 |  | Revision and examinations |  |
| 31 |  | Revision and examinations |  |
| 32 |  | Revision and examinations |  |
| 33 |  | Revision and examinations |  |
| 34 |  | Revision and examinations |  |
| 35 |  | Revision and examinations |  |
| 36 |  | Revision and examinations |  |

*Helpful note*

*Our* [*OCR suggested studies guide*](http://www.ocr.org.uk/Images/234195-suggested-studies-guide.pdf) *provides a range of possible studies as a starting point for planning your delivery of the course.*

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