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Introduction

The purpose of this teacher guide

This teacher guide is designed to help you familiarise yourself with the Cambridge International AS/A Level Sociology syllabus and the range of support materials and services available from Cambridge. It also aims to help you organise and plan your teaching if you are new to the course, and offers advice and guidance on delivery, classroom practice and preparing your learners for their final assessment.

What do I need to get started?

When planning a course the teacher needs to become thoroughly familiar with the syllabus (both the curriculum content and the assessment structure), the scheme of work and the support materials available.

The syllabus covers the overall aims, assessment objectives, curriculum content, descriptions of the examination components and grade descriptors for the subject. Each area or skill within a subject is defined to help you organise the overall scope of what needs to be learnt.

The sample schemes of work and lesson plans in the appendices of this guide illustrate how we can break down the curriculum into learning objectives by applying the defined skills-set from the syllabus to the particular subject content. These documents also illustrate the planning principles outlined in sections 2 and 3 of this guide. A fully comprehensive scheme of work covering the whole programme is available via our secure online support for Cambridge teachers, Teacher Support (go to http://teachers.cie.org.uk).

On Teacher Support you will find a range of other support materials for teachers; these include question papers, mark schemes, examiner reports and a resource list. Making appropriate use of these resources can:

• help you understand how the teaching relates to the assessment objectives
• help you prepare your learners for their final assessment
• help you understand the standard
• save you time.

Make the most of these Cambridge resources by combining them with local activities and any resources developed by your school.

Here is a checklist to help you get started:

Checklist

• Have you read the syllabus (the year is the year of the examination)?
• Have you looked at the teaching materials on our public website www.cie.org.uk and on Teacher Support: http://teachers.cie.org.uk
• What support materials and resources are you going to use?
• What local/school resources are available for you to use?
• Do you have a copy of the Cambridge endorsed textbook for the syllabus?
Section 1: Syllabus overview

In this section we recap on the exact requirements of the course and reproduce extracts from the syllabus document but you should always check the syllabus for the year in which your learners are going to sit the examination for the most up-to-date and authoritative information.

1.1 Aims

The syllabus aims to develop:

- knowledge and understanding of sociological concepts, theories, methods and research findings, as well as sociological principles, perspectives and applications
- an awareness of the range and limitations of sociological theory and research and the ability to compare and contrast different theoretical positions
- an understanding of the relationship between sociological findings and everyday life, including contemporary social, cultural and political issues
- an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life
- an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data
- improved skills of communication, interpretation, analysis and evaluation
- an excellent foundation for further study.

1.2 Assessment objectives

Candidates must demonstrate:

AO1: Knowledge and understanding

- Offer definitions and explanations of relevant sociological terms and concepts
- demonstrate appropriate knowledge of relevant principles, theories, and methods
- demonstrate awareness of relevant sociological arguments, debates and issues
- discuss the theoretical and practical considerations influencing the design and execution of sociological enquiry
- outline the findings from relevant sociological studies and research data.

AO2: Interpretation and application

- Interpret sociological material presented in a variety of forms, including qualitative and quantitative data
- recognise the special character of sociological knowledge and distinguish it from the knowledge and understanding produced by other academic subjects such as biology and psychology
- identify and explore the links between relevant sociological concepts, theories, and research findings
- select and use sociological material appropriately to analyse relevant arguments and debates
- apply concepts, theories and evidence to support arguments and conclusions.
AO3: Analysis and evaluation

- Evaluate the strengths and limitations of particular sociological theories and methods
- analyse and assess sociological and non-sociological evidence and arguments
- reach conclusions based on a reasoned consideration of available evidence and arguments
- recognise limitations and bias in evidence, and distinguish between fact, opinion and value.

1.3 The assessment structure

Cambridge International AS/A Level candidates have two choices. Candidates who want to take the whole of the Cambridge International AS/A Level qualification at the end of a course of study take all three papers together. Candidates who want to get the Cambridge International AS/A Level qualification in two stages take the Cambridge International AS Level first. If they pass Cambridge International AS Level, they then only need to take Paper 3 in order to complete the Cambridge International AS/A Level.

1.4 Description of components

Paper 1 – The family

(1 hour 30 minutes)

The paper is in two sections. Section A comprises a compulsory data response question. Section B comprises two essay questions, with the candidates having the choice of which one to answer.

Questions will test candidates’ understanding of:
- diversity in family forms
- changes and continuities in the family
- the main theoretical perspectives on the family
- the sociological analysis of marriage, divorce and roles within the family
- the social construction of age.

Paper 2 – Theory and methods

(1 hour 30 minutes)

The paper is in two sections. Section A comprises a compulsory data response question. Section B comprises two essay questions, with the candidates having the choice of which one to answer.

Questions will test candidates’ understanding of:
- the nature of sociological analysis.
- the positivist versus interpretivist debate
- socialisation and the construction of social identity
- research methods and sources in sociology
- the stages of research design
- the relationship between theory and methods.
Paper 3

(3 hours)

Paper 3 is in four sections, one for each unit. There are two essay questions in each section. Candidates must choose three questions from three different sections. Each question is divided into a part (a) and a part (b). There are 9 marks for part (a) and 16 marks for part (b).

Questions will test candidates’ understanding of:

**Unit 3 – Education**
- The factors affecting educational achievement.
- The links between education, social mobility and the economy.
- The social construction of knowledge and learning.
- Streaming, labelling and the hidden curriculum.
- The main theoretical perspectives on education.

**Unit 4 – Global Development**
- Theories of development and globalisation.
- The relationship between aid and development.
- Migration, international employment patterns and demographic change.
- The causes and consequences of poverty.
- The role of transnational organisations.

**Unit 5 – Media**
- Media ownership and control.
- The selection and presentation of media content.
- The social impact of the ‘new media’.
- The main theoretical perspectives on the media.
- Media representations and effects.

**Unit 6 – Religion**
- Sociological perspectives on religion.
- Religion and social change.
- Religious movements and their power within society.
- The secularisation debate.
- The relationship between religious beliefs, organisations and social groups.
Section 1: Syllabus overview
Section 2: Planning the course

Course planning can be broken down into three stages:

**Long-term planning** (we might call this planning for each year) involves making decisions about the broad structure of the course, including which assessment route will be chosen, what teaching time is available and how it will be allocated, which units will be taught, and how skills development and syllabus content will be linked.

**Medium-term planning** focuses on how the course will be delivered in relation to each teaching unit and covers details such as teaching methods, activities, learning objectives, resources, order of learning and prior learning.

**Short-term planning** is where decisions are made about the teaching approach for individual lessons. This may also be referred to as lesson planning. This is when you consider what resources you have or will need and what learner activities are required to achieve your objectives.

2.1 Long-term planning

Long-term planning lays down the overarching framework of the course at the largest scale and begins with two important decisions.

1. **What nature of course is your school going to offer?**
   - Is it, for example, AS Level only or is it AS Level in year one with A Level in year two?
   - If it is a 2 year course leading to the full A Level, when will the exams be taken?

2. **Which units of the syllabus do you intend to teach for Paper 3?**

   Paper 3 tests syllabus units 3 to 6:
   - Unit 3: Education
   - Unit 4: Global Development
   - Unit 5: Media
   - Unit 6: Religion

Candidates will be required to answer questions on at least three units.

These four topics are central to mainstream sociology. The advantage of studying all of the topics is that it provides a wider spread of question options for the candidates in the examination. It also helps reinforce learning, as there are some links between the content of each of the four topics. However, the comprehensive approach does also mean that study time is spread more thinly and there is less opportunity for students to focus in detail on particular topics. Concentrating on just three topics may therefore allow more time to be allocated to skills development and practice in examination technique.

Once you have selected the units you are going to cover, you will need to decide how long you have available to deliver them.
The following factors will have some effect on the way the syllabus is planned and delivered in your school:

- Teaching time available over the two year delivery of the course. (Remember to allow for festivals, holidays, examinations, school trips and so on. You should also consider how many hours your learners will have available outside of the classroom.)
- Number and length of lessons per week.
- Number of learners within the cohort.
- Number of learners per teaching group.
- Whether groups are mixed ability or streamed by ability.
- The ability range within each study group.
- Scheduling of any school-wide internal examinations.

You will need to consider the best order in which to teach the units. Think about the order of difficulty of the topics, how they are linked and about maintaining variety, pace and interest in your course.

Your course plan should be adapted to suit the needs of your class as teaching progresses through the course and after your first class has been all the way through the course. The way your course was received and the performance of the class throughout the units can inform the teaching of the following class in terms of the long term plan.

Where there is more than one class, a number of planning options exist:

- A long-term plan which all teaching groups will follow, usually determined by the Head of Department after consultation.
- Long-term plans for each group determined by individual teachers.

### 2.2 Medium-term planning (creating teaching units)

In your long-term plan you will have considered how many hours teaching will be available to you to deliver the course. Next you must make a list of the main areas that you are going to teach in terms of skills and topic areas. You can then use these to form the basis of your teaching units. Look at the published Cambridge scheme of work for this subject available on Teacher Support at [http://teachers.cie.org.uk](http://teachers.cie.org.uk) to see how each unit has been broken down into a progression of teaching and learning steps (or learning objectives). You can see that they follow the order of the syllabus and that the learning objectives have been readily translated from the content lists of the syllabus units. The Cambridge endorsed textbook and other sources listed in the syllabus can be used to develop a more detailed outline of the work that will need to be covered for each unit.

You will need to identify the knowledge and skills development that learners require to fulfil the intended learning objectives. The content of the plan will therefore be based partly on the demands of the study units and partly on the assessment objectives. Teachers need to think carefully about how they will make the links between areas of learning explicit. For example how will learners adapt their knowledge of a particular sociological theory to the demands of providing a critical analysis of a contrasting theory. A pool of potential activities will create the flexibility to meet the changing needs of both individuals and groups of learners.
The requirements for creating teaching units can therefore be summarised under three headings:

- Order of learning and allocation of teaching time
- Resources
- Skills development and links to learning objectives

### 2.2.1 Order of learning and allocation of teaching time

Two decisions need to be made at this stage. First, you must decide the order in which the subject content of the unit will be taught given the order of skills that learners will need to develop to be able to tackle the various aspects within it. You could follow the order as strictly set out in the syllabus, or you might prefer to change some elements around in order to create a scheme of work that better suits your particular teaching requirements and circumstances. Some teachers, for example, start with an overview of theories and methods, before moving on to a consideration of substantive topics such as the Family. But you will need also to consider the relative importance or difficulty of these different areas as well - some teachers may find it easier to start the course with material on the Family, which most students are likely to find quite accessible, as opposed to the more abstract material on theory and methods, that some students may find difficult to comprehend at such an early point in their AS/A Level studies. You will need to match these levels of difficulty to your particular students taking into account the prior learning of the students, links to skills development and learning objectives, and the resources available.

To help those who are new to the syllabus, here is an example of the sort of thing you will need to consider to ensure there is a coherent flow of learning throughout your lessons.

**For example:**

If there are 12 weeks in each semester, you could start by planning for a six-week period.

Before planning a six-week period, check how many lessons there will be in that time.

For an AS class the first 6 weeks might be an introduction to the historical context of sociology and the main theories and methods that are central to the subject. Taking account of the experience and confidence of your learners, you might also include an introductory general lesson or two on writing evaluative essays at this level. The second unit of 6 weeks might then focus on specific topics from Unit 1 on the Family.

It may not be possible to cover everything in the time available in which case you must decide on your priorities. If time is short perhaps the basic reading of the textbooks or acquiring background knowledge can be undertaken by the learners outside school time, leaving the classroom time for other more intensive, teacher-led activities.

### 2.2.2 Summary of key things to consider when planning your course

It is helpful to consider a few key things when planning your course and these are listed below:

- The number of lessons to cover the syllabus
- learning objectives for the course
- previous learning (the order of learning required)
- suggested and local resources
- key vocabulary and structures
- how to check learners’ understanding of key concepts and common errors to look out for
- cross-curricular links
Section 2: Planning the course

• suggested homework activities
• future learning
• ICT activities (perhaps using sociological data, carrying out research).

2.2.3 Resources

At this stage you will have agreed an order of learning for the study unit and divided the subject content into constituent parts. An appropriate amount of teaching time will have been allocated for each part. The next task is to select the resources that will be required for teaching the unit.

Begin with a course textbook. Identify page links between the textbook and each part of the study unit. Check how far the textbook provides adequate coverage of each part of the unit. You might consider that it is desirable to supplement the textbook with other written resources in order to provide learners with additional coverage of the relevant study topics. The endorsed textbook AS Level and A Level Sociology, Cambridge University Press, UK, 2004, Barnard A, Burgess T and Kirby M, offers comprehensive coverage.

In considering the effectiveness of resources you may want to think about whether:

• the selected material from the endorsed textbook will be appropriate for all of your learners bearing in mind the different ability ranges in each class? You might find that a more accessible text is required for use with the less able, or possibly a more demanding read for those who are very able
• it is desirable to use more than one textbook to provide coverage of the study content for the unit. For example, might your learners benefit from exposure to the contrasts between textbooks? Sometimes the learning process is aided by reading different versions of the same argument or theory
• effective links can be made between the selected textbook sources and the study activities and learning objectives for the unit? Some textbooks lend themselves to study activities better than others. The endorsed course textbook includes study activities, so consider whether any of these could be used in delivering the teaching for the unit. Some textbook content is particularly good in terms of illustrating key arguments and debates that will help learners develop the key skills of analysis and assessment. Textbooks may also include photographs, statistical evidence, study extracts, and other data that could be used as the basis for study activities. These are all factors to bear in mind when selecting appropriate textbook content for the study unit.

Of course, textbooks are only one of many resources that can be used for delivering your teaching. Learners can find it rather dry and limiting if all, or a lot, of the teaching is based on textbook study. Other resources to consider include:

• videos and audio recordings
• photographs
• documents and study extracts
• internet
• newspapers and magazines
• guest speakers.

Try to use a selection of these resources to reinforce understanding, cover topics that might not be particularly well treated in the textbooks, generate interest among different types of learner, and provide a diverse base for a range of study activities and skills development exercises.
2.2.4 Skills development and links to learning objectives

There are three broad assessment objectives at this level of study:

- **AO1**: Knowledge and understanding
- **AO2**: Interpretation and application
- **AO3**: Analysis and evaluation

For each study unit you should prepare a plan of how to develop and test the skills that are required to satisfy each of these assessment objectives against the subject content.

**AO1**: Knowledge and understanding provide the starting point. The syllabus content for the unit provides a guide to the knowledge that learners will require. The choices you make about resources will impact on the way that the knowledge is imparted to learners. Some resources have a more academic format than others. You might want to use a less academic format to introduce a topic and then build in the more academically demanding resources as the course progresses. Of course, decisions of this kind will be heavily affected by the ability range and prior learning of your students. Some learners may be able to relate well to highly academic sources from an early stage in the course.

The key point to bear in mind is that skills development in relation to knowledge depends heavily on pitching the material at the right level (and possibly in a variety of ways) to cater for the range of learners in your class. Use techniques such as quizzes, written tests, class questions, and memory exercises at regular intervals to secure knowledge that has been acquired from textbooks and other seemingly dry sources.

It is important also to focus explicitly on the skill of understanding. The exercise of this skill presupposes knowledge, but is not the same thing as knowledge. Understanding is a more advanced skill. It requires appreciation of the ideas and assumptions behind a piece of knowledge; in other words, its meaning in a number of contexts. For example, a learner might have the knowledge required to define the term ‘anomie’ accurately as a state of normlessness, without necessarily understanding what normlessness implies or how that idea links to other related ideas in sociological theory. It is this ability to connect discrete areas of knowledge together that allows learners to develop the more demanding study skills of interpretation, application, analysis and evaluation.

A good way to test understanding is to use follow-on questions with learners. Begin with a simple question to test knowledge and then use the answers given to drill down further with follow-on questions that require learners to clarify and expand the points they are making. Identify key points in the subject content for the unit where a test of knowledge and understanding in this way would be most effective and illuminate other aspects of the unit. The points you choose might, for example, link to key ideas and themes on which examination questions are often set. Alternatively you might test learners on subject content that they often have difficulty understanding.

**AO2**: The ‘interpretation and application’ assessment objective is perhaps best understood in terms of thinking about how a learner composes a good answer to an examination question. To write a good answer, among other things, they need to be able to interpret the demands of the question accurately and then select appropriate material and apply it in constructing a well-reasoned response.

To help the learners develop the appropriate study skills for this assessment objective, one suggestion would be to identify key debates in the subject content for the unit. For example, in the unit on Religion a key debate is the secularisation thesis. Once the learners have been exposed to appropriate knowledge about the debate and you have tested their understanding, devise study activities that help them to develop their ability to interpret and apply information. For instance, on secularisation you might present learners with a range of statistical data and other evidence that depicts the level of religiosity in society. Invite them
to interpret the data in terms of what each item demonstrates and what contribution it might make to the arguments for and against secularisation. Work together as a group to summarise the information from the different sources and use it as a basis for composing part of an essay plan answering a question about the extent of secularisation in society. Help learners to understand how they are exercising the skills of interpretation and application in this exercise.

**AO3:** Analysis and evaluation is the highest order skill of the three assessment objectives. For this reason, it has an added weighting in Paper 3. (Analysis and evaluation accounts for 30% of the marks at AS Level and 40% of the marks at AS/A Level.) Not all of the subject content lends itself to analysis and evaluation. Some areas of knowledge in the syllabus require little by way of analysis and there is not much scope for direct evaluation. For this reason, when planning the scheme of work for each unit it is advisable to spend time identifying topics and themes that are suitable for the kind of analysis and evaluation that learners will be expected to demonstrate in their examination answers. Looking at past papers which are available on Teacher Support will help you establish these general areas though of course they will not necessarily represent all of the potential areas.

**For example:**

If we consider Unit 1 – The Family, an example of a good topic for analysis and evaluation would be the debate about the idea of the social construction of childhood. This topic lends itself to analysis because there are many ways of exemplifying the idea, drawing on different sociological sources and cultural and historical references. It also tests the ability of learners to reflect on and make sense of their own life-experiences. Some evidence about childhood may be regarded as ambiguous in relation to the issue of social construction, so here again there is an opportunity for discussion and study exercise that tests the skills of analysis. The textbooks summarise a diverse range of arguments for and against the idea of the social construction of childhood. In other words, they supply a lot of material that can be used to assess the strengths and limitations of the idea and to construct an evaluation.

There are many ways of testing analysis and evaluation skills. A simple example on the theme of the social construction of childhood would be to show the learners a documentary film about childhood in a particular culture or historical period and then ask them to analyse how far, and in what ways, the film illustrates the social construction of childhood. Ask them to write a paragraph evaluating the usefulness of the film as evidence supporting the idea that childhood is a social construct. Work with the learners to edit and improve their evaluations, using this opportunity to help them to see what is involved in developing this particular skill.

### 2.3 Short-term planning

As each class and learner has their own particular needs, so each teacher has their own style. You will therefore want to plan individual lessons to fit your own circumstances and style.

More experienced teachers will be aware of the sort of approach to preparing lessons that we are about to outline below but for those new to teaching sociology in this way here is a more detailed explanation of the process.

The planning process begins by writing a ‘Lesson Outline’. This is a summary of the activities to be undertaken by the class and suggests the point at which it may be used. ‘Learning objectives’ are an important part of the planning process – they state exactly what the learners are expected to learn in the lesson. This might include some self or teacher ‘testing’ or ‘assessment’ of the knowledge, perhaps in the form of a follow up assignment or essay outside the classroom. The learning objectives should be linked into the ‘Aims and Objectives’ of the syllabus to ensure the relevance of the activities undertaken.
Finally some ‘extension work’ should be available – this may of course be determined by the objectives from the lesson itself, which may suggest other areas of development or perhaps the need for some more work on the topic itself. It is also good practice to identify those resources which will be needed for the lesson in the plan, such as access to the internet with some suggested sites to start off the research process, video material, interactive whiteboard, textbooks, media images.

You will also need to consider any particular needs for setting up the classroom and any health and safety issues. You should remember that some activities may carry some risk and you should follow the school’s risk-management policy before trying out these activities. For example, addressing any e-safety concerns when you use any ICT activities.

You should plan all the lessons for a six-week period. Then you can check across the lessons that the sequence is logical and all previous learning will have been covered at the appropriate time.

After each lesson you should reflect on how it went for the learners and for you. It is useful to make some notes on the lesson plan soon after the lesson so that you can feed your reflective feedback into future lessons.

In the appendix you will find sample lesson plans for two topics from Unit four of the syllabus, Global Development, to see what the final item might look like.
Section 2: Planning the course
Section 3: Classroom practice

3.1 The role of the teacher

As the teacher, one of the aspects of your role will be to direct your learners in terms of managing:

- resources
- time
- people
- situations
- choices / decisions.

However, you will also of course direct the learning process, orchestrating the order in which skills and knowledge are acquired by learners so that they come to understand (and are able to use) the characteristic tools of the discipline of sociology. The syllabus and the Assessment Objectives are, in this sense, a guide to help us make the academic choices and decisions that will achieve this at AS/A Level. Ideally, you will want your learners to be able to view any topic or issue through the eyes of a sociologist (as far as this level of study will allow), and have an idea of how one might begin to analyse any appropriate topic using sociological tools.

The approach to learning recommended by Cambridge focuses on skills development through active learning, through ‘hands-on’ experience that reinforces learning through self-discovery. This method allows learners to practice the application of their skills to unfamiliar questions and texts and this will have the effect of preparing learners for the AS and A Level examinations. Learning should not be driven by assessment nor be too focused on examinations if skills and knowledge are to be retained and develop into transferable assets. Nevertheless, it is important to offer some guidance to learners on the final assessment and to give them the opportunity to practice exam techniques before the actual event.

3.2 Sustaining interest and motivation

As has been mentioned earlier, some aspects of learning can be considered rather dry and you will need to plan ways in which you can balance the variety of delivery methods in order to maintain interest. Here are a few suggestions of ways to break up the pace a little and inject some energy into the classroom:

What methods do we have available?

- ‘Chalk and talk’ – talking to the whole class
- class discussions
- group work
- brainstorming
- exercises
- making notes
- doing case studies
Section 3: Classroom practice

- watching videos / TV
- using ICT
- reading texts and secondary critical material
- solving problems such as meaning of words or images
- making presentations
- role-play
- sharing opinions
- practical activities such as using the internet.

Some skills lend themselves better to particular teaching strategies. So, for example:

- ‘Chalk and talk’ (which is entirely teacher-led) is an efficient way of communicating knowledge, such as how to plan and prepare a sociology essay. However, there will always be doubt whether knowledge has been absorbed, and whether it is an efficient use of limited time.
- Class exercises undertaken by learners are an effective means of testing whether knowledge has been absorbed and can be applied.
- Setting questions on specific limited aspects or even ‘quizzes’ to test textual knowledge can be useful.
- Other objectives – for example recognising different arguments around a sociological debate or theory – can be tackled through case studies, role plays and class discussions. These are good methods for developing analysis and evaluation skills in learners.

3.2 Reflection and evaluation of learning

It is important to reflect on the success of the teaching strategies adopted at each stage. This will include testing that anticipated learning objectives have been achieved and refining the strategy for future use. Knowledge testing is straightforward but it is important to test that the key AS and A Level analytical and interpretational skills are being developed. These might be tested for example by ‘unseen’ critical analyses or essay assignments on the particular topic or debate being considered. The teacher will want to see a gradual but discernible improvement in the levels, which each individual learner is reaching, using the published mark-scheme for the syllabus. (You can find a copy of this on Teacher Support http://teachers.cie.org.uk.)

Assessment of the individual or class progress may lead to some revision work or refining of the medium-term planning.
Section 4: Preparing learners for final assessment

The planning at the start of the course should include time for preparing learners for the actual examinations.

It is important that learners practise applying their skills in timed conditions and are aware of the types and forms of questions that they are likely to be asked in the examination. Past papers are available on Teacher Support at http://teachers.cie.org.uk

4.1 Revision tips

It is important to ensure the learners are aware of the key facts about the syllabus such as papers, rubrics, texts, length of exams and so on. It is also helpful to discuss how they might use their time in the exams – encouraging them to plan the essays and allow time for re-reading and checking their work.

By this stage in the course, learners will be familiar with the two basic types of question – shorter source-based questions and essays (or modified essays in the case of Paper 3). The scheme of work should include material on essay-writing and how to plan and select material relevant to the task in hand. Examiner reports series by series suggest that the issue of relevance or answering the question is a key factor in exam success so some time should be given to building and refreshing those skills. Revision might also helpfully include some reminders on the different approaches these types of essays require and a reminder of the basic skills and the assessment objectives the essays are testing.

The actual writing of essays is something that does get overlooked at times – the increasing use of IT may mean learners are out of the habit of physically writing for two hours. This practical training may be linked to encouraging learners to hone their essay-writing skills in a controlled environment.

4.2 Use of past papers, mark schemes and examiner reports

Learners may well get value from tackling past papers near the end of the course and this will link into the revision areas mentioned above. Teachers should be careful to remind learners that approaches in questions do vary and should stress the importance of reading the question very carefully. Paying particular attention to the terms of the task set will ensure that any material selected for discussion is relevant to the question asked. Learners should be encouraged to use relevant and pertinent quotations to support their points and arguments avoiding lengthy general quotation.

Teachers may well find it helpful to spend some time reading the published mark schemes for the syllabus. The following specific headings in the mark schemes are very helpful pointers for showing learners what a good essay needs to include:

- knowledge (K)
- understanding (U)
- interpretation (I)
- application (A)
- analysis (An) and
- evaluation (E).
Section 4: Preparing learners for final assessment

However, it should be remembered that an essay that answers the set question well, will inevitably address each of these areas, so do not encourage students to focus too much on trying to provide evidence for each specific assessment area at the expense of developing a well-constructed and well-supported argument in response to the set task.

The Principal Examiners for each of the papers on the syllabus produce a detailed report highlighting the strengths and weaknesses of candidates in the most recent examination series. These examiner reports are an excellent way of learning what makes a good essay and what should be avoided. Teacher Support has archives of these reports from a number of previous series.

4.3 Homework/independent learning ideas

The learner is of course, in the exam room with neither textbook nor teacher and it is important during the course that independence and confidence are nurtured by the teacher from an early stage. Homework and self-assessed (or peer-assessed assignments) are one tool in the teacher’s toolbox to foster these skills. The decision as to when this technique should be applied will depend on the experience and background of the learners – those who have already successfully completed IGCSE exams should very quickly be able to develop the skills required.

Differentiation is another classroom technique that allows students to practice independent learning. Advanced students can be given higher-level tasks to complete, to draw out and develop their abilities. Lower-ability students can be given specifically designed tasks that serve the same function at a more suitable level.

‘Differentiation is not new, good teachers have always done it. However, it does chime with a new conception of the teacher’s role. Once we teachers taught courses, subjects and classes; but no more. Now we are teaching individuals.’ (Geoff Petty)

This means that as teachers we are trying to ensure that all learners do well, as well as they are able, despite their many differences. Independent learning and to some extent homework can help the teacher to address this by shaping the tasks to suit the needs of the individual learner. More resources on this subject are included in the resources chapter. It should be stressed however, that good teachers have always adopted strategies which enable every learner to learn to their maximum potential.
Section 5: Resources

5.1 Finding and evaluating resources

Textbooks
The primary resource is the latest edition of the endorsed textbook for the course (see the Resource List tab on Teacher Support). Secondary material can be helpful to set the primary textbook in its context; this depends on the topic itself, the time available, the teacher’s view of the individual learner’s needs and current level of experience and confidence. Context covers a wide range of areas and it is important that the relevance and worth of any secondary material to be used are first of all carefully evaluated by the teacher. There is value in the learners having a cultural, historical and for some topics (for example, theory) a biographical perspective.

The internet
There are so many internet sites now available that it is impossible to list all the useful ones. A good starting point is to search for the topic you are teaching, such as family types or global poverty and then sift all of the hits to focus on the relevant ones for the issues you are currently teaching. Some recommended internet sources are listed in the scheme of work.

5.2 Resources from our website

Teacher Support
Cambridge has an online secure support facility for teachers called Teacher Support. Find out if you are able to gain access by contacting the Cambridge Coordinator or Examinations Officer at your Centre.

It is worthwhile getting access to this site as there are many more resources on there for you to use. This includes syllabus material for the last five years, teaching materials and links to other resource material.

Here is a brief summary of the resources available from Teacher Support:

- past question papers, examiner reports, schemes of work
- an events area that allows you to search for events and conferences by location and exam
- a Community Area where you can share and exchange information about the syllabuses, swap ideas about teaching strategies and best practice, share teaching materials, ask for help and suggestions from other members of the community
- a resource list.

Visit Teacher Support at http://teachers.cie.org.uk

It is worth visiting this site now and browsing through the various parts, jotting down any useful ideas or activities from the syllabus materials. If you already know which units and topics you will be teaching, you can also browse through the resources and make a note of any useful ideas from there too.
5.3 Planning to use the resources

There is a wealth of material available to you and perhaps the most difficult task is selecting those resources which will add most to your scheme of work. There are two separate ways to consider the resources which do interlink though you might find it helpful to keep them separate in your initial planning.

5.3.1 First, consider the skills and knowledge requirements

These are linked to the Assessment Objectives and you will need to think about which resources will help you teach those specific skills. This might be for example an analysis of a research study.

- What help can you find on the Cambridge sites and in suggested secondary material?
- Is there a helpful glossary of critical terminology available and do you need to do some work on this first with your learners?
- What background material might you need? This could be a material covering earlier, linked studies or other sociological studies of the same or similar topic.
- Can you find commentaries or reviews available on the research study? This sort of scoping exercise will help you identify where you will need to create or find your own resources too.

5.3.2 Second, consider the textbook you are using

- The primary resource is of course the textbook itself, but what secondary resources are there?
- Is there any video material available that might help illustrate key themes or issues in the topic being studied?
- Are there any aspects of the topic that are explained better in another textbook? Some textbooks, for example, are more suitable for learners of a lower ability range, while other textbooks are more advanced for learners of higher ability.
- Do learners need any background material, such as a biographical account of a sociological thinker or an understanding of a particular historical event, such as the industrial revolution or the Cold War? If these are areas you feel learners can usefully learn about consider what resources are available.
5.3.3 Finally, are there materials available that help develop specific learning skills?

Thinking especially of Assessment Objective 3 which focuses on analysis and assessment skills, are there useful source materials that help to illustrate or develop the use of these skills which you might want to use in your scheme of work? Again the skill will be in selection as different learners will have different needs in terms of how the higher study skills are taught. The important point is to keep the AO in focus. Learners need to be able to identify the strengths and limitations in different arguments and show they understand why there may be different views about a particular theory or explanation in Sociology. They don’t need to know every theory or argument to be well prepared.

Example resources and their uses

These are just a few of the available resources on some of the topics covered in this guide.

www.geoffpetty.com/differentiation.html – a resource on differentiation

Sample lesson plans in the appendices of this guide.

Sample links to useful internet sites on global development:

a) www.guardian.co.uk/global-development/series/student-resources
b) www.tes.co.uk/teaching-resources/sociology
c) www.gd-impact.org/resources.html
d) www.uk.oneworld.net/
e) www.redcross.org.uk/What-we-do/Teaching-resources/Migration
Section 6: Further support available from Cambridge

6.1 Available from Cambridge online

On www.cie.org.uk there is a bank of answers to frequently asked questions from Cambridge principals, teachers, students, parents, examinations officers and others. You can enter your query into the search box (which appears on every page) or navigate using the topic list menu on the left-hand side of the page. If at any point you decide you would rather call or email, you may do so by visiting the Contact Us page.

6.2 Ask the Examiner

Cambridge run ‘Ask the Examiner’ discussion groups after each examination session, usually in October and February. These can be very helpful for clearing up any doubts or issues about the syllabus or the examinations.

6.3 Endorsed textbooks

Details of endorsed textbooks are available on our resource lists. Endorsed titles have been written to be closely aligned to the qualifications they relate to. They have been through a detailed quality assurance process and are therefore suitable to be used as teaching material for specific subjects. We also have recommended titles which are useful as reference resources when teaching or studying the subject but which have not been written specifically for the qualification they are linked to.

6.4 Training

(i) Online training

Three types of online training and support are currently available to schools. To check which courses are running and to register as a delegate go to www.cie.org.uk/events

- **Introductory self-study**
  These courses provide essential information for teachers who are new to the syllabus, and include activities that prepare them for delivering the qualification. These courses do not have a tutor. Teachers are given access to these courses for six months.

- **Online tutor-led**
  These courses are led by a Cambridge examiner. They focus on classroom practice. Participants follow a three-unit programme over six weeks and can interact and share resources with teachers from other Cambridge schools.

- **Online seminars**
  These seminars are led over a short period by an examiner and focus on specific issues such as syllabus changes or the recent examination session.

(ii) Face to face training

We run an extensive programme of short professional development courses across the world for teachers at Cambridge schools. Some workshops are run by a Cambridge examiner and others by experienced local teachers. These courses offer teachers the chance to update their knowledge, learn new skills and network with other teachers.
(iii) **Professional development qualifications for teachers**

We also offer professional development qualifications for teachers who want to develop their thinking and practice.

Learn more about the Cambridge International Certificate for Teachers and Trainers (CICTT) and the Cambridge International Diploma for Teachers and Trainers (CIDTT) at: www.cie.org.uk/qualifications/teacher
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  Sample Lesson 2: Unit 4 Global Development Aid and Development
  Sample Lesson 3: Unit 4 Global Development Modernisation Theory
  Sample Lesson 3: Unit 5 Media Media Representations
Appendix A: Sample extract of scheme of work for the AS

Unit 1: The Family

Recommended prior knowledge
No prior knowledge is required for this unit. However, a basic knowledge of nineteenth century social history and the process of industrialisation would be useful.

Context
This unit links with Unit 3 by providing illustrations of the contribution that social class, ethnicity and gender make to the constitution of modern industrial societies. It may also be used to introduce the main sociological theories that will be covered in more detail in Unit 2.

Outline
The unit examines the family and how it has been affected by the processes of social change. It focuses on the diverse forms of family life and the role of individuals within the family. The relationship between the family and wider society is also reviewed.

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<tr>
<td>1.1</td>
<td><strong>The family and social change</strong>&lt;br&gt;Distinguish between households and families, and between different types of family unit.</td>
<td>Begin the unit by distinguishing between households and families. Emphasise the diversity in family forms and pay particular attention to the differences between the nuclear family and the extended family.&lt;br&gt;Invite the learners to devise a diagram showing the different types of family/household units. Discuss the circumstances under which a person might live within different family types/household units during the course of their life.</td>
<td>Barnard, A et al, pages 121–126, distinguishes between households and families and provides examples of different forms of family unit.&lt;br&gt;Barnard, A et al, pages 132–136 examines the relationship between industrialisation and the changing structure of the family.</td>
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<td></td>
<td>Discuss changes and continuities in family and household structure</td>
<td>Discuss the relationship between family/household diversity and the processes of industrialisation and urbanisation. Use historical studies, such as the work of Laslett and Anderson, to consider the impact of industrialisation/urbanisation on family life. Also consider post-modernist views of family diversity and changes in family relationships. Use photographs/video or extracts from novels or some other literary source, to illustrate the differences between rural and urban life. Ask the learners to suggest reasons why family forms and relationships may change with the transition from rural to urban life.</td>
<td>For a range of downloadable resources on the sociology of the family, see: <a href="http://www.sociologyexchange.co.uk/">www.sociologyexchange.co.uk/</a> <a href="http://www.ngfl-cymru.org.uk/">www.ngfl-cymru.org.uk/</a> [<a href="http://www.tes.co.uk/sociology-secondary-teaching-resources/">www.tes.co.uk/sociology-secondary-teaching-resources/</a>]</td>
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<td>Consider diversity in family forms</td>
<td>Present information about the impact of social class and ethnicity in producing diversity in family forms. Consider examples of family life from different cultures and religions. Ask the learners to design a booklet which covers their learning to date. Encourage them to recall theoretical concepts on the family, and to divide the booklet into the following sections: household structures, different family units, changes in families, diverse families and request that links are made to theory.</td>
<td>For a review of anthropological studies of marriage and family life, see: <a href="http://anthro.palomar.edu/marriage/">http://anthro.palomar.edu/marriage/</a> <a href="http://www.sociology.org.uk">www.sociology.org.uk</a> – excellent resources/handouts on the family.</td>
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<td>Recognise the debate about the universality of the nuclear family.</td>
<td>Invite the class to use the internet and other sources to research the diversity of family forms globally. Use their findings to compile case studies that illustrate the different types of family unit and the cultural contrasts in family life within and between different societies. Summarise the debate about the postulated universality of the nuclear family, using this as a basis for introducing the learners to functionalist theory through the ideas of Murdoch and Parsons.</td>
<td>For more information on Parson’s and his theory of the family: <a href="http://www.youtube.com/watch?v=L3uCrlYfoL0">www.youtube.com/watch?v=L3uCrlYfoL0</a></td>
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<td>Assess the relationship between the family and the economy.</td>
<td>Divide the class into three groups. One group researches and presents the case for the universality of the nuclear family, as if they are barristers in a court of law. The other group research and present the case against the universality of the nuclear family. The third group acts as the 'judges'; they must discuss which case they find most convincing and then give their verdict, justifying to the class their decision. Provide examples to illustrate the importance of the family for the wider economy. Consider different theories of the relationship between the family and the economy, including Marxist, feminist and functionalist views. Compose a diagram with the class that summarises the main ways in which the family can be linked to the economic life of a country. Consider areas such as the supply of labour, production of goods, demand for consumer items, advertising.</td>
<td>Log onto the Times Educational Supplement pages for useful lesson plans, resources and activities on any aspect of the family. <a href="http://info.tes.co.uk/">http://info.tes.co.uk/</a> Different feminist views of the family are considered on: <a href="http://www.youtube.com/watch?v=kI_4ScWIxmc">www.youtube.com/watch?v=kI_4ScWIxmc</a></td>
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<td>1.2</td>
<td><strong>Family roles, marriage and changing relationships</strong> Consider changes in family functions.</td>
<td>Outline the main functions of the family and how they are affected by the change from traditional to industrial society. Summarise the arguments for and against the 'loss of functions' thesis. Consider the relationship between the family and the state, using examples of family social policies from your own society or other countries. Invite the learners to think about their own society. Distinguish between functions that are carried out by the family and those functions which other institutions carry out for the family. Ask the learners to reflect on similarities and differences in this area to other societies.</td>
<td>A useful introduction to the sociology of the family: <a href="http://www.youtube.com/watch?v=oyPuSgT9vT4">www.youtube.com/watch?v=oyPuSgT9vT4</a></td>
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<td>Distinguish between different family roles and relationships.</td>
<td>Quick fire recall. Ask the learners to recall ten facts based on their knowledge of the family. Furthermore, encourage the learners to recall ten sociologists who write about the family. This can be used as a competition, with rewards for the most accurate ten. Adds fun to the lesson.</td>
<td>The concept of patriarchy and the nature of conjugal roles in the modern family is discussed in Barnard, A et al, pages 136–139.</td>
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<td>Summarise the different family roles and relationships. Use video sources to illustrate aspects of family life and the roles that different members of the family perform. Consider examples of role conflict and role stain within the family.</td>
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<td>Discuss conjugal roles and the division of labour within the family.</td>
<td>Invite the learners to discuss the roles of parents, children and grandparents. Draw mind maps to summarise these roles and the relationships between each family member. Discuss the nature and extent of changes within the family, with reference to gender roles, domestic labour and power relationships. Use the work of Oakley and more recent studies to consider how far gender inequality exists within the home. Ask the learners to devise a plan for a research project designed to find out the extent to which gender equality exists in conjugal roles in their society. Discuss the possible strengths and limitations of each plan. Summarise the difficulties in studying gender equality within the home.</td>
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<td>Describe changing patterns of marriage and divorce and discuss the causes and consequences of these changes.</td>
<td>Encourage the learners to recap, rethink, recall and reproduce as many factors as possible that they believe they understand about the family. Ask them to exchange these with another learner, discuss these and provide a comprehensive list of what they recall. Use statistical sources to illustrate the changing patterns of marriage and evidence of the increase in divorce and marital breakdown. Consider the causes and consequences of the rising divorce rate in modern industrial societies.</td>
<td>Barnard, A et al, pages 141–143 summarises the main changes in marriage and divorce and assesses whether the institution of marriage is breaking down. Sociological perspectives on functionalism, new right are all included in this site and offer a comprehensive guide: <a href="http://sixthsense.osfc.ac.uk/sociology/research/approaches.asp">http://sixthsense.osfc.ac.uk/sociology/research/approaches.asp</a></td>
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<td>Assess the impact of family life on individual members.</td>
<td>Divide the class into two groups. Ask one group to prepare a case based on sociological evidence for the claim that marriage is in decline in modern industrial societies. Invite the group to present a case for the opposing view i.e. that marriage remains important and respected in contemporary society. Invite the learners to prepare a guidance leaflet, for social work professionals, on the impact of family life on individual members. Provide examples of positive/negative features of family. Include references to evidence and theories about the psychological damage that family life may cause for some family members. Ask the learners to contribute ideas about the possible positive and negative consequences of being part of a family. Encourage them to reflect on whether some members of a family are more likely to have a negative experience of family life than other members. Ask them to look for examples from the media (newspapers, television, etc.) to illustrate some of the issues that sociologists study when they examine the negative/positive aspects of family life.</td>
<td>Haralambos, M and Holborn, M pages 746–782, provides a good review of the sociological literature on the social construction of age.</td>
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<td>1.3</td>
<td>The social construction of age</td>
<td>Provide examples of divisions based on age groups; include references to some tribal societies. Consider different attitudes to age divisions with reference to particular cultures and ethnic groups. Encourage the learners to reflect on age divisions within their own family and community groups. Ask them to research and draw comparisons/contrasts with age divisions in other societies.</td>
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<td>Discuss the social construction of childhood.</td>
<td>Examine changes in the status of children historically and use this to illustrate the socially constructed nature of childhood (reference to the work of Philip Aries would be particularly relevant in this context). Stimulate thinking by producing blank cards, postcard size and ask the learners to prepare a journey on how childhood is constructed, which they can develop as a game for professionals. References to theory must support all ideas.</td>
<td>Barnard, A et al, pages 36–41, investigates the sociology of childhood</td>
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<td>Recognise the factors that affect the experience of childhood.</td>
<td>Ask the learners to reflect on ways in which they feel their lives are influenced by social forces. Encourage them to reflect on the extent to which their experience of childhood has been one of protection and separation from the realities of adult life in their society? Use video sources and other materials to illustrate the diversity in the experiences of childhood globally. Specify the main social factors that affect the experience of childhood.</td>
<td>Childhood construction: <a href="http://www.youtube.com/watch?v=maeXjey_FGA&amp;feature">www.youtube.com/watch?v=maeXjey_FGA&amp;feature</a></td>
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<td>Assess the social position of the elderly in different societies.</td>
<td>Ask the learners to complete interviews with each other about perceptions of childhood and what their experiences of childhood have been. Invite the learners to research and present findings about how class, ethnicity and gender may impact the experience of childhood. Use relevant examples from the sociological literature to challenge or reinforce the learners' findings. Ask the learners to use information from organisations that work with the elderly (or supply it yourself) and get them to make a collage of the social position of the elderly in society. Conclude the unit by considering the way the status of the elderly varies between different societies. Examine the extent to which differences in the treatment of the elderly reflect contrasts in family forms and relationship more widely. Invite the learners to research and present findings about the position of elderly people in one particular country, other than their own. Compare and contrast with the position of elderly people in their own society.</td>
<td>Haralambos, M and Holborn, M pages 754–756, is a useful source for this part of the course.</td>
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Appendix B: Sample extracts of scheme of work for the A Level

Unit 4: Global Development

Recommended prior knowledge
This unit builds on the understanding of the functionalist perspective and conflict theory from Unit 2. Basic knowledge of the history of colonisation and the struggle for independence in Africa, Asia and the Caribbean would be useful background information.

Context
This unit links with other units in the syllabus by providing further illustrations of the importance of concepts such as power, ideology, social class, race and ethnicity in understanding the dynamics of modern societies.

Outline
The unit examines the processes of global development and considers the nature of social inequality on an international scale. Different theories of development are considered and this is linked to an analysis of the effects of globalisation. Coverage also includes the causes and consequences of poverty.
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| 4.1         | **Development and inequality**  
Understand different concepts of development. | Introduce different concepts of development and invite the learners to consider the strengths and limitations of each concept. Consider examples of development in different countries and discuss the difficulties in assessing the benefits and drawbacks of these changes.  
Divide the class into groups and ask each group to formulate its own definition of development. Discuss the different definitions with the class and identify any common elements. Link the findings to sociological contributions to understanding the nature of development.  
Learners should be encouraged to work on blank world maps in small groups. This exercise allows for learners to list the countries of the world where they can identify development, under development and how inequality is represented in these countries. They should also use this as a group presentation, which offers a mutual exchange of ideas. | Recommended reading for teachers for this unit includes the following (see Overview for details):  
*Cho G. Trade, Aid and Global interdependence*  
*Cole J. Development and underdevelopment*  
*Desai V, and Potter R. A The Companion to Development Studies*  
*Chrispin J and Jegede F Landmark Geography - Population, resources and development*  
*Haynes J. Development Studies* |
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|            | Analyse the links between population growth and development.                         | Discuss the nature of population growth and the factors that influence growth rates. Consider different views of the relationship between population growth and development. Use a range of visual and written sources to reflect on the causes and consequences of population growth. Present the class with statistical data illustrating the trends in population growth. Invite the learners to interpret the data and draw appropriate conclusions about the different trends. | Useful general resources for this topic can be found at:  
www.guardian.co.uk/global-development/series/student-resources  
The following website includes a range of downloadable resources on the sociology of development:  
www.tes.co.uk/teaching-resources/sociology  
Useful website for data and specific information on growth and development:  
www.gd-impact.org/resources.html                                                                                                              |
<p>|            | Consider debates about aid and development.                                           | Summarise the main forms of aid and the agencies involved in providing and distributing aid. Assess the impact of aid on development by referring to different theoretical perspectives and explanations. Invite the learners to research a particular aid programme and to assess its possible impact on the individuals receiving the aid and the societies within which the aid is distributed. Be prepared and equipped. Bring in resources from Christian Aid, Oxfam, Water Aid and use similar resources as methods to promote discussion. The class could make a collage of ideas for aid and development that can be displayed on the wall. The class should be split into small groups and all learners should be asked to consider the ideas in each collage in relation to different theories and explanations of development. |                                                                                                                                                                                                                                                                   |</p>
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<td>Assess different theories of development.</td>
<td>Use visual aids, such as mind maps (<a href="http://en.wikipedia.org/wiki/Mind_map">http://en.wikipedia.org/wiki/Mind_map</a>) and flow charts (<a href="http://en.wikipedia.org/wiki/Flowchart">http://en.wikipedia.org/wiki/Flowchart</a>), to communicate the main features of each theory of development: modernisation theory, underdevelopment theory, world systems theory. Work with the learners to develop an assessment of each theory. Invite the learners to design a wall chart for the classroom that summarises the main claims of the different theories of development. Include a summary of the strengths and limitations of each theory. Ask the learners to make revision note type postcards, which outline the differing theories of development, and to share and exchange these with other learners. These cards should be used as the basis of a larger group presentation.</td>
<td>For information about sustainable development and human rights, see: <a href="http://www.uk.oneworld.net/">www.uk.oneworld.net/</a> For information on differing theories of development see: <a href="http://globalcommunitywebnet.com/globalcommunity/definitionsustainabledevelopment.htm">http://globalcommunitywebnet.com/globalcommunity/definitionsustainabledevelopment.htm</a> A range of study materials on theories of development can be downloaded from: <a href="http://www.sociologyexchange.co.uk">www.sociologyexchange.co.uk</a> Also: <a href="http://www.rrojasdatabank.info/agfrank/">www.rrojasdatabank.info/agfrank/</a></td>
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<td>4.2</td>
<td>Global issues</td>
<td>Discuss the relationships between migration, international employment patterns and demographic change. Use newspaper articles and other media sources to illustrate some of the issues relating to migration and demographic change. Discuss the causes and social consequences of current migration patterns in different societies. Present the class with statistical data to illustrate trends in migration, international employment patterns and demographic change. Invite the learners to interpret the data and draw appropriate conclusions about the different trends. Split the class into four groups and give them each a topic to research. Can be an extended piece of work. The small groups should be encouraged to present their data and information in a user friendly way. They should be encouraged to offer a presentation on this and all four presentations can form the basis of research, which links into their research unit.</td>
<td>Useful resources for teaching this subject can be downloaded from: <a href="http://www.redcross.org.uk/What-we-do/Teaching-resources/Lesson-plans/Migration">www.redcross.org.uk/What-we-do/Teaching-resources/Lesson-plans/Migration</a> <a href="https://sites.google.com/site/globalmigrationresources/home">https://sites.google.com/site/globalmigrationresources/home</a></td>
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<td>Examine the causes and consequences of poverty.</td>
<td>Consider different concepts of poverty and review evidence about the extent of social deprivation in a range of developed and developing societies today. Assess different explanations of poverty, distinguishing between structural and cultural approaches. Invite the learners to research the consequences of poverty for individuals and society in a particular locality. Ask them to present their findings to the class using a range of written and visual materials. Compose a class list of the main consequences of poverty for individuals and society.</td>
<td>Barnard, A et al, pages 113–120, examines the causes and consequences of poverty in modern industrial societies.</td>
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<td>Consider sociological theories of globalisation and its effects.</td>
<td>Define what is meant by globalisation and provide a range of visual examples of globalisation in practice. Invite the learners to discuss how globalisation is affecting their part of the world and the impact it is having on their lives. Consider different explanations of globalisation and its effects. Invite the learners to research and present examples of how globalisation is affecting their part of the world and the impact it is having on their lives. Discuss how the impact of globalisation in the learners’ own society might differ from its impact in other societies and parts of the world. Also consider any similarities. Ask the learners to individually produce a newsletter on globalisation and its sociological effects on society. Encourage them to be innovative and creative in how they develop this newsletter. This can be linked into the unit on the media.</td>
<td>For a comprehensive theory on globalisation and its effects visit: <a href="http://globalcommunitywebnet.com/globalcommunity/definitionsustainabledevelopment.htm">http://globalcommunitywebnet.com/globalcommunity/definitionsustainabledevelopment.htm</a></td>
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<td>Assess the role of transnational organisations in national economic and cultural systems.</td>
<td>Use examples of particular transnational organisations to illustrate the impact of this type of enterprise on national economic and cultural systems. Link the analysis to a consideration of the different theories of development. Discuss the impact of transnational organisations in the learners’ own society. Invite the learners to assess who benefits from the activities of transnational organisations. Also consider any groups and interests that are adversely affected by these organisations. Produce spider diagrams (<a href="http://en.wikipedia.org/wiki/Spider_diagram">http://en.wikipedia.org/wiki/Spider_diagram</a>) to summarise the findings of the discussion.</td>
<td>Ken Browne offers useful arguments in this essay on the role of transnational organisations: <a href="http://www.polity.co.uk/browne/students/summaries/A2chapter2/">www.polity.co.uk/browne/students/summaries/A2chapter2/</a> Information about the activities of transnational organisations can be found at: <a href="http://www.multinationalmonitor.org">www.multinationalmonitor.org</a> and <a href="http://www.corporatewatch.org">www.corporatewatch.org</a></td>
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Unit 5: Media

**Recommended prior knowledge**

Background knowledge of the main global media organisations and structures would be helpful. Awareness of the different types of newspaper and the contrasts between commercial and state ownership of the media also has particular relevance for this unit.

**Context**

Many of the themes in this unit amplify the discussion of socialisation and identity in Unit 2. This unit also builds on knowledge of the influences of social class, gender and ethnicity examined in other units throughout the syllabus.

**Outline**

The unit examines the sources of power within the organisation and processes of the media. It considers how the media represent different issues and social groups, and what affect these representations have on individuals and societies. The social impact of the growth of the ‘new media’ is a key theme in the unit.

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<td>5.1</td>
<td><strong>Ownership and control of the media</strong></td>
<td>Begin by distinguishing between different types of media and outline the main trends in the organisation and control of newspapers and television/radio in the modern industrial societies. Link the discussion to globalisation and the emergence of global media corporations. Invite the learners to compile a list of the sources of power exercised by global media corporations. Consider what means exist to control or restrict that power and how effective they are in practice.</td>
<td>Barnard, A et al, pages 273–275, examines the ownership and control of the mass media. For a discussion of different perspectives on the relationship between the ownership and control of the mass media, see pages 269–273. The role of the mass media in the political process is examined on pages 276–279.</td>
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<td>Assess different perspectives on the relationship between the ownership and control of the media.</td>
<td>Make a list of the different individuals and groups who may exercise control over the media. Discuss with the class how each social agent is able to influence the media and what is, or might be, the source of their power. Invite the class to draw charts to summarise the findings of the discussion. Encourage learners to prepare a set of posters, in small groups, on the owners of the media and how they control the media. Guidance of what, why, where, how and when can be used as pointers for learners. Ask members of the class to research and give a presentation on the pattern of ownership and control of the media in their country. Emphasise the importance of looking at the theme of globalisation and the extent to which it is influencing the organisation and content of the media in different parts of the world. Compare findings about the ownership and control of the media in your country with evidence on the same topic from other countries.</td>
<td>A good website for the latest news about developments in the media world is: <a href="http://www.media.guardian.co.uk">www.media.guardian.co.uk</a> Useful resources on the sociology of the media: <a href="http://www.aber.ac.uk/media">www.aber.ac.uk/media</a> <a href="http://www.mediaknowall.com">www.mediaknowall.com</a> <a href="http://www.sociologyonline.co.uk">www.sociologyonline.co.uk</a> <a href="http://www.sociologyexchange.co.uk">www.sociologyexchange.co.uk</a></td>
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<td>Discuss pluralist and Marxist theories of the media.</td>
<td>Design a parliamentary type event where learners are asked to split into two groups, representing the pluralism and Marxist perspectives and their purpose is to debate their respective theories of the media. Consider, in particular, whether the media represent the interests of all groups in society or just those of the ruling elite. Assess where power lies within the media and develop this through a review of the pluralist and Marxist theories. Consider the role of the mass media within the political process (both in relation to democracies and authoritarian regimes). Invite the learners to research and give a presentation on how the media may influence the outcome of elections. Help the class identify links with the pluralist and Marxist models of media power.</td>
<td>An introduction to the sociology of the media is provided on: <a href="http://www.youtube.com/watch?v=O0wyF5K3Mxk">www.youtube.com/watch?v=O0wyF5K3Mxk</a></td>
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<td>Recognise the factors that influence the selection and presentation of media content.</td>
<td>Consider examples of media content, such as news reports and magazines, and analyse how that content is selected and presented by journalists and editors. Also consider the influence of owners, advertisers, and governments on media content. Invite the class to plan the media coverage of an important national event. Encourage them to discuss the factors that might influence the selection and presentation of news reports during the event.</td>
<td>Haralambos, M and Holborn, M pages 712–721, provides a summary of the factors influencing the selection and presentation of media content.</td>
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<td>Analyse the relationship between the media and the State.</td>
<td>Discuss state censorship and also the extent to which the media are able to influence the process of regime change in modern societies. Conclude by assessing the usefulness of the concept of ideology in understanding the influence of the media. Invite the class to discuss the reasons why the State may exercise censorship over the media. Help the learners to link their ideas to different sociological perspectives. Consider the effectiveness of censorship as a means of controlling the media today.</td>
<td>A lecture on the impact of the new media on political life is provided on: <a href="www.youtube.com/watch?v=y6i5QGuHqOY">www.youtube.com/watch?v=y6i5QGuHqOY</a></td>
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<td>Consider the impact of the ‘new media’ on society.</td>
<td>Outline the various forms of the new media and provide examples of the impact of the new media on the lives of different groups in society. Consider ways in which the new media might be replacing (or perhaps enhancing) the power of the traditional media. Invite the learners to discuss how their lives have been affected by the new media. Ask them what they like about the new media and do they have any concerns about its impact on their lives and on society generally. Relate their contributions to ideas and evidence from the sociological study of the new media.</td>
<td>A useful video on the media and politics: <a href="www.youtube.com/watch?v=4BFEO_Olilw">www.youtube.com/watch?v=4BFEO_Olilw</a></td>
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| 5.2         | **Media representation and effects**<br>Discuss the representation of different social groups within the media. | Use examples from newspapers, magazines and videos to discuss the representation of different social groups within the media. Emphasise the role of the media in the construction of gender identities and link to post-modernist contributions to the analysis of the mass media.

Invite the learners to research and produce a montage of pictures from media sources that represent images of young people in their society and in other societies. Ask them to de-construct the images in order to provide a sociological analysis of how young people are being represented and what this reflects about the position of young people within the wider society. | Barnard, A et al, pages 280–283, considers the representation of different social groups within the media.

The Classic Collection video, Stanley Cohen on Folk Devils and Moral Panics, is a helpful source for examine the factors that influence the selection and presentation of media content. www.classroomvideo.co.uk/ |

| 5.2         | Analyse social patterns in listening, viewing and reading. | Use evidence from relevant surveys to identify social patterns in listening, viewing and reading. Consider changes in patterns of media use, particularly in relation to the growth of the new media.

Ask the learners to produce their own Newsletters that depict their understanding of how the media affects their daily lives. | Barnard, A et al, pages 267–69, identifies social patterns in listening, viewing and reading. Different theories of the effects and uses of the media are discussed on pages 283–287. There is also a useful discussion of the links between the media and violence on pages 287–290. This is followed by a section on the problems of researching the effects of the media on audiences, pages 290–291 |
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|             | Discuss different theories of the effects and uses of the media.                     | Invite the class to consider how and in what ways people may be influenced by exposure to the media. Discuss whether the influence of the media has a positive or a negative impact on people’s lives. Help the learners link their ideas to appropriate sociological evidence and theory about the influence of the media. Recount the different theories of the effects and uses of the media. Include references to the hypodermic syringe model, the uses and gratification theory and the cultural effects theory. Use visual representations to help summarise the main features of each theory. Divide the learners into groups and ask each group to produce a diagram to summarise the main features of one theory/explanation of how the media affects audiences. Invite the groups to comment on the effectiveness of each other’s diagrams and to suggest improvements. | The links between popular culture and the media are explored at: www.theory.org.uk  
www.mrthirkill.com |
|             | Assess the impact of the media on different aspects of human behaviour.               | Use research evidence to assess the claim that the media may influence violent behaviour. Consider other forms of behaviour that may be influenced by the media, including consumer behaviour, aspects of youth culture, and voting behaviour. Ask the learners to compile a list of reasons why it might be difficult to prove that incidents of violent behaviour have been influenced by the media. Also invite the learners to examine newspaper reports of violent crime. Consider common features in the way violent crime is reported and discuss whether these reports might influence more people to behave in a violent way. In small groups ask the learners to create a collage of how the media affects audiences. (Old newspapers should be used for this exercise.) | Haralambos, M and Holborn, M pages 722–728 provides a summary of the influence of the media on audiences and their responses. |
Appendix C: Sample Lesson 1  Unit 1 The Family
Functions of the Family

Lesson outline

Begin the lesson by asking each learner to reflect on the last 48 hours in their family life. Each learner should make a list of all of the things that they have received from being part of the family in this time. They should focus on ways that they are helped and supported by being part of a family. Each learner should also list examples of how they contribute to family life i.e. what they do for other members of their family. Write examples from each learner’s list on the board and then invite the class to put each example into an appropriate category that reflects a particular family function. The functions of the family can be categorised as follows: economic, health care, welfare, education, personal/emotional support, socialisation, social control. Write these functions on the board and use examples from the learners’ lists to illustrate what each function involves. Discuss which functions are shared with other institutions and identify those functions that are primarily the responsibility of the family. Use references to functionalist theory in order to distinguish between primary and secondary functions of the family.

Learning objectives

At the end of this activity learners will have:

• reflected on their own family experiences in a sociological context
• identified the main functions of the family
• distinguished between primary and secondary functions of the family
• recognised that some family functions are shared with other institutions.

Syllabus aims and assessment objectives

• The ability to interpret and apply personal experience as a context for sociological understanding.
• The ability to analyse the functions of the family.
• Understanding of the complex relationships between social institutions.

Suggested extension work

• Compare the family in the learner’s society with the family in other societies.
• Research changes in the family in the learner’s society over two or three generations.

Read about the ‘loss of functions’ debate in a recommended textbook.
Sample Lesson 2: Unit 4 Global Development
Aid and Development

Lesson outline

This lesson uses the example of famine relief to provide a context for discussing aid and its role in helping to alleviate global poverty.

Begin the lesson by using slides or video material to provide a visual introduction to the subject of famine. Extracts from documentary coverage of a particular famine might be used for this purpose. This part of the lesson should last no more than ten minutes.

At the end of the visual presentation, spend a few minutes discussing with the learners what problems are faced by people experiencing famine. Apart from the obvious problem of food shortage, consider issues of income, housing, health, mental trauma, transport and mobility, communication, resource depletion, death, and social disruption.

Then divide the class into groups and ask each group to imagine they are the directors of an aid agency that is seeking to implement a programme for famine relief. The group should consider the following issues:

• What type of aid might be most helpful for those experiencing famine?
• How should the aid be distributed?
• How will the aid programme be funded?
• What objectives should there be for the aid programme?
• What problems might be encountered in implementing the aid programme?

Allow the groups fifteen minutes to consider these questions and formulate their responses. Then have a whole class discussion based on the responses that each group has made to the set questions. Conclude by distinguishing between proactive and reactive approaches to addressing the problems of food shortage in famine stricken areas. Proactive approaches focus on reducing the risk of famine occurring, whereas reactive responses address the consequences once a famine occurs. Discuss some examples of a proactive approach. As a final exercise, write a list of the problems that aid agencies may face when seeking to provide assistance to those experiencing acute poverty in the developing world.

Learning objectives

At the end of this activity, the learners will have:

• developed a better understanding of aid and its role in alleviating global poverty
• distinguished between different types of aid and considered some strengths and limitations of each approach
• analysed some of the difficulties that aid agencies face in addressing the problems of famine relief.
Syllabus assessment aims and objectives

- The interdependent skills of listening, analysis and communication.
- Ability to appreciate and discuss varying opinions about ways of alleviating global poverty.

Suggested extension work

- Wider reading about the problems of global poverty.
- Further research on the work of specific aid agencies

Internet resources

Useful sites are included in the Scheme of Work. Helpful background material can be found at: www.guardian.co.uk/global-development/series/student-resources. For information about famine, consider: www.encyclopedia.com/topic/Famine. Also: www.oxfam.org.uk
Sample Lesson 3: Unit 4 Global Development
Modernisation Theory

Lesson outline

This lesson introduces the learners to the process of thinking about theories of development. Modernisation theory provides the focus. Set the scene by asking the learners to consider an imaginary country where there is no industry, most people have large families and live off the land, a traditional way of life is followed, the government controls what little wealth exists in the country, few people have a formal education and there is a lot of poverty. Write on the board the following three suggestions for how the country might develop a more prosperous economy:

a) Encourage people to work harder and set up businesses.

b) Encourage people to have smaller families and to become better educated.

c) Stop the government from controlling wealth and intervening in the economy; allow free markets to operate.

It may be necessary to spend a little time explaining to the learners what is meant by ‘free markets’, perhaps also providing examples of economic arrangements that are not based on market exchange, such as subsistence farming, serfdom, and central planning or appropriation of wealth by government direction.

Discuss with the learners each of the three proposals for helping the country to develop a more prosperous economy. Consider first how each proposal might be implemented and then make a list of possible problems that might be encountered in putting into effect each proposal. Conclude the discussion by asking the learners whether implementing the three proposals successfully in itself would be sufficient to ensure that the country develops a more prosperous economy. What more might be needed to bring about that kind of development in the country?

Conclude the lesson by introducing the concept of modernisation theory and inform the learners that they have been discussing some of the ideas associated with that theory.

Learning objectives

At the end of this activity, learners will have:

• considered some distinctions between developing and developed economies
• acquired knowledge of some of the ideas associated with modernisation theory
• identified potential problems in implementing Western, free market style policies for bring about economic development.

Syllabus aims and objectives

• Understanding that there are different views about the conditions necessary for economic development.
• Analysing the limitations of particular policy suggestions.
• Assessing the arguments for and against the free market approach to development.
Suggested extension work

- Read about Rostow’s modernisation theory.
- Write an essay assessing the strengths and limitations of modernisation theory.
- A follow on lesson to show how dependency theory developed as a reaction to modernisation theory.
Sample Lesson 4: Unit 5 Media
Media Representations

Lesson outline

In this lesson, learners consider media images of the elderly and reflect on the power of the media to construct representations of particular groups which may result in the creation of stereotypes. As a preparation for the lesson, set the learners the homework task of collecting some images of the elderly from media sources such as newspapers, magazines, comics, and the internet. Ask them to cut out or print out suitable images that can be discussed in the lesson. Encourage the learners to collect images that show elderly people in different contexts and in different societies. It would be particularly helpful for this lesson to have media images of elderly people from both modern industrial societies and traditional societies.

Display a selection of the images on the classroom walls and invite the learners to browse and make notes on how they think the different images portray the elderly. As a class exercise, ask the learners to describe how they think the elderly are represented by the media and to support their points by referring to specific examples from the collection of images on the classroom walls. Help the learners to sort their descriptions into particular categories that summarise how the elderly are represented by the media. Categories might include, for example, ‘frail’, ‘grumpy’, ‘dependent’, ‘conservative’, ‘retired’, ‘wise’, ‘sedentary’, ‘vulnerable’.

Discuss why the elderly are sometimes represented in these ways by the media. Also ask the learners to comment on possible differences in the way the elderly are portrayed in different societies, with particular emphasis on the distinction between modern industrial societies and traditional societies. Use this lesson to introduce the concept of ‘stereotyping’. Explain what is meant by a stereotype and ask the learners to suggest examples of ways in which the media may stereotype the elderly, referring to the images on the classroom walls. Discuss why images of the elderly may vary between different media and consider whether there is scope to change the way in which the elderly are portrayed in the media.

Learning objectives

At the end of this activity learners will have:

- viewed images of the elderly in the media and interpreted the sociological significance of the images
- learned some more technical vocabulary to describe what they have observed
- analysed different ways in which the media represent the elderly
- gained a framework for discussion that will prepare them for answering examination questions on the topic of media representation.

Syllabus aims and assessment objectives

- The interdependent skills of researching, analysing and communicating.
- Ability to interpret and discuss different media images.
- Understanding of the ways that different groups are represented in the media.
Suggested extension work

• Research and discuss media images of other social groups, such as women, the disabled, ethnic minorities, and young people.
• Write an essay about the role of the media in creating stereotypes.
• Make links between the topic of media representations and different theories of the media, such as the pluralist, Marxist and feminist theories.

Useful resources

www.oldpeopletvcommercials.com

www.voices.yahoo.com/stereotypes-older-people-they-really-truly-361318.html