



ST. MARY MAGDALENE
C OF E SIXTH FORM
PENINSULA CAMPUS
Excellence through innovation,
founded in faith since 1840.

Topic	Specification links	Learning objectives	Learning activities	Allocated time
<p>Introduction to the second year of the course and commitment tasks</p>		<p>Examine the course requirements and expectations.</p> <p>Develop an understanding of the assessment objectives.</p>	<p>Paper based starter – reflection on first year.</p> <p>Name game – students to remember and recall each other’s names.</p> <p>Identify course structure and identify the requirements of all three exams that students will be assessed on.</p> <p>Familiarise students with key content in terms of Beliefs in society.</p> <p>Discuss how this topic forms part of the Topics in Sociology paper, (A-level Paper 2 - 7192/2). The Beliefs in society topic is Topic B1.</p> <p>The exam consists of three questions and is worth 40 marks: An ‘Outline and explain’ question (10 marks), an ‘Applying material from Item A, analyse’ question (10 marks) and an ‘Applying material from Item B and your knowledge, evaluate’ question (20 marks).</p>	<p>1 hour</p>



Topic	Specification links	Learning objectives	Learning activities	Allocated time
<p>Functionalism and religion</p>	<p>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.</p>	<p>Review and recap functionalism.</p> <p>Examine key concepts associated with functionalism.</p> <p>Assess Durkheim's work.</p>	<p>Paper based starter – questions on functionalism to recap.</p> <p>Discuss the functionalist definition of religion – link to the idea that it isn't about a belief in God it is about the functions that religion provides.</p> <p>Mind map - explore functionalism and review key topics.</p> <p>Discuss Durkheim's work – PowerPoint overview of key terms and study (collective conscience, totemism, sacred and profane, cognitive functions).</p> <p>Students create their own totem pole – distribute pictures of totem poles to give them ideas – ask them to separate the totem in to sections and each section to represent something about them.</p> <p>Summarise Durkheim's work around totemism.</p> <p>Learning log – students summarise three things they learnt this lesson.</p> <p>HMWK</p>	<p>1 hour</p>



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Ask students to bring in an item that is sacred to them and something which is profane. Also, ask students to finish the totem poles.	
Functionalism and religion	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Discuss the work of Durkheim.</p> <p>Investigate the work of Parsons and Malinowski.</p> <p>Consider the work of Bellah.</p>	<p>Paper based starter – statements functionalism or not.</p> <p>Review the finished totem poles.</p> <p>PowerPoint discussion – students to make notes on work of Parsons, Malinowski and Bellah.</p> <p>Video clip of young children singing the national anthem of USA – to consolidate the work of Bellah.</p> <p>Voting cards – statements put on the board and students have to vote which functionalist they think it is.</p> <p>Paper chain people – students to complete paperchains of four sociologists, students directed to write AO1 knowledge on one side, each person in the paperchain represents a functionalist (Durkheim,</p>	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Parsons, Malinowski and Bellah) they have to summarise the theory on each person. Stand up/sit down summary.	
Functionalism and religion	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	Summarise the work of functionalism and their views on religion. Compare and contrast the main theorists. Evaluate the studies.	Paper based starter – recap activity of main theorists – use a grid for this purpose. Finish paperchain – go through evaluation with the students to enable them to put the AO3 on the back of each person. Sort card activity for key theorists – students given a pack of cards with key names and a pack of cards with key findings on. Students have to work out who found what. Concepts around the room – students to find the right definition and fill in a concept grid. Post-it note argument – which one is the best theory?	1 hour
Functionalism and religion	The relationship between different social groups and religious/spiritual organisations and	Review and recap the work of Durkheim, Parsons, Bellah and Malinowski. Establish key concepts and key critique. Develop exam technique.	Paper based starter – evaluation grid. Review of how to answer the different style questions.	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	<p>movements, beliefs and practices.</p>		<p>Read through and summarise key skills to develop exam technique – review what the different Assessment Objectives are.</p> <p>Item based work – key prompts and questions to develop understanding of how to use in the 10 mark and 20 mark questions.</p> <p>Develop and plan essay for homework.</p> <p>Key word bingo.</p> <p>HMWK Applying material from Item A, analyse question based on functionalism (10 marks).</p> <p>Scoopit quiz available on this topic.</p> <p>Make notes from <u>BSA Discover Sociology</u> – Functionalist perspectives on religion.</p>	



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Marxism and religion	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Review Marxist ideas and beliefs.</p> <p>Summarise key Marxist ideas.</p> <p>Outline the role and function of religion according to Marxists.</p>	<p>Paper based starter – concept grid functionalism.</p> <p>Marxism review and mind map of key ideas and principles.</p> <p>Building on prior knowledge.</p> <p>Discussion of key concepts – alienation, ideology, capitalism, false consciousness.</p> <p>Explore six key reference points to support Marxist views – religion as a spiritual gin (Lenin), religion as the opium of the people, blessed are the meek for they shall inherit the Earth, it is easier for a camel to pass through the eye of a needle than a rich man to enter the kingdom of heaven, the divine right of kings and the rich man in his castle, the poor man at his gate, God made them high and lowly and ordered their estate.</p> <p>Highlight key concepts and ideas.</p> <p>Students to make a poster to summarise one of the quotes – they then present to the group.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Marxism and religion	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Explore Marxists concepts of ideology.</p> <p>Identify how religion serves as an opiate for the oppressed.</p> <p>Examine how religion can potentially alleviate alienation.</p>	<p>Paper based starter – quote grid – memory recall.</p> <p>Review and re-cap Marxist ideas – discussion of how religion soothes the pain of alienation, it masks the pain caused by capitalism, it does not treat its cause.</p> <p>Discuss Caste case study and questions.</p> <p>Evaluation of Marxism – discuss problems of measuring alienation and how it could be seen as unscientific, discuss how religion may not be just a feature of a class based society.</p>	1 hour 30 minutes
Marxism and religion	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Review and recap key concepts and ideas.</p> <p>Compare and contrast Marxist and functionalist views.</p> <p>Develop exam technique.</p>	<p>Paper based starter – Venn diagram to compare and contrast Marxism and functionalist views.</p> <p>Concepts – paired work, each pair given a definition they have to work out what it is and read to the rest of the group.</p> <p>Memory techniques and revision activities to remember the quotations.</p> <p>Quick quiz – summary of Marxist views – 10 questions.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Essay planning – Item based work.	
Marxism and religion	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Review and recap all the key theories of religion and Marxism.</p> <p>Criticise Marxism.</p> <p>Establish exam technique.</p>	<p>Paper based starter – the hand of knowledge could be used for this purpose.</p> <p>Timed assessment – Outline and explain question in relation to Marxism (10 marks).</p> <p>Group and individual feedback on timing and essay technique.</p> <p>Liberation theology – could be discussed as an extension.</p> <p>HMWK Students to take essay home and develop, expand and improve.</p> <p>Read an article on women and religion from <i>Sociology Review</i> (Women and the veil). Vol 20 Issue 1 September</p> <p>Scoopit quiz available on this topic.</p> <p>Make notes from BSA Discover Sociology site – Marxist perspectives on religion.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Feminism and religion	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Review and recap theory of feminism.</p> <p>Identify the feminist roles of religion.</p> <p>Establish an understanding of how feminists explain the role and function of religion.</p>	<p>Paper based starter – questions on functionalism essay – feedback and review.</p> <p>Opinion finder – students given a sheet with a question about a type of feminism, they have to ask three people their opinions on that particular type of feminism, students have to recall what they know about the four different types of feminism.</p> <p>Mind map key ideas – link to religion.</p> <p>Discussion of how religion may be seen as patriarchal.</p> <p>Flip chart paper – students to think about how religion may be seen as patriarchal – four pieces of flip chart paper and four different groups. One group to look at religious organisations, one group to look at laws and customs, one group to look at sacred texts and the other group to look at places of worship.</p> <p>Learning log – three things summary of lesson.</p>	1 hour
Feminism and religion	The relationship between different social groups and religious/spiritual organisations and movements,	<p>Review what patriarchy means.</p> <p>Identify the way in which religion can be seen to be patriarchal.</p>	<p>Paper based starter – anagrams and definitions.</p> <p>Develop examples of patriarchy – using religious texts.</p>	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	beliefs and practices.	Identify work of Woodhead.	<p>A3 summary of four ways in which religion may be seen as patriarchal – developing key examples for each – summary of last lesson.</p> <p>Start to look at evaluation – religion hasn't always been patriarchal (Armstrong), it isn't religion that is patriarchal, it is society (El Saadawi)</p> <p>Discussion of Woodhead and religious forms of feminism.</p> <p>Exploration of New Age and the role of women within spiritual movements.</p> <p>Concept grid paired definitions.</p> <p>Seven key things summary of feminism and religion worksheet – develop and expand.</p> <p>Agree or disagree statements about women and religion.</p>	
Feminism and religion	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Review the work of Woodhead.</p> <p>Establish ideas about religious forms of feminism.</p> <p>Explore the role of women within Islam.</p>	<p>Paper based starter – questions on Woodhead.</p> <p>Guest speaker from Muslim faith to explore ways in which women are empowered within Islam – linking to work of Woodhead.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Feminism and religion	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Review the work of feminism.</p> <p>Develop evaluation.</p> <p>Assess the feminist approach.</p>	<p>Paper based starter – reflection on guest lecture.</p> <p>Go through ‘Applying material from Item B and your knowledge, evaluate’ questions and the skills needed.</p> <p>Develop an understanding of AO1, AO2 and AO3.</p> <p>Plan feminism essay – ‘Applying material from Item B and your knowledge, evaluate’ question in relation to feminism (20 marks).</p> <p>HMWK ‘Applying material from Item B and your knowledge, evaluate’ question in relation to feminism (20 marks).</p> <p>Scoopit quiz available on this topic.</p> <p>Make notes from <u>BSA Discover Sociology</u> - feminist perspectives of religion.</p> <p>Extension – read p445-466 from the Chapman textbook and make notes on theories of the role and function of religion.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Social change	The relationship between social change and social stability, and religious beliefs, practices and organisations.	<p>Identify key concepts – social change, social stability, conservative force.</p> <p>Examine theories who believe religion is a conservative force.</p> <p>Review Marxism, feminism and functionalism.</p>	<p>Paper based starter – cloze activity about religion as a conservative force.</p> <p>Dictionary definitions of stability, social change and conservative force.</p> <p>Discuss two elements (religion as inhibiting social change and religion as reinforcing conservative/traditional values) – board work discussion of two elements.</p> <p>Board work summary of Marxism, feminism and functionalism.</p> <p>Introduce interpretivist views of religion as a conservative social force – link to the work of Berger and a universe of meaning and sacred canopy.</p> <p>Examine the work of Stark and Bainbridge and look at religion as a compensator – discuss how this contributes to the maintenance of social stability.</p> <p>Complete A3 sheet sections on conservative force and Marxism, feminism and functionalism.</p> <p>Traffic lights – understanding of knowledge.</p>	1 hour
Social change	The relationship between social change and social stability, and	Review religion as a conservative force.	<p>Paper based starter – matched terms.</p> <p>Online resource Religion and social change in Protestantism - this video (2 mins and 30 seconds)</p>	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	religious beliefs, practices and organisations.	<p>Examine the work of Weber.</p> <p>Consider how religion can act as a force for change.</p>	<p>outlines Weber's view on the interplay between religion and social change. It gives an overview of his work on the link between Calvinism and the emergence of capitalism.</p> <p>PowerPoint – Weber – discuss how religion can be a force for change.</p> <p>Discuss Calvinism and modern capitalism.</p> <p>Discuss key concepts – pre-destination, divine transcendence, asceticism, idea of a calling.</p>	
Social change	The relationship between social change and social stability, and religious beliefs, practices and organisations.	<p>Review work of Weber.</p> <p>Examine how religion can be used as a tool for social protest.</p> <p>Apply the work of Bruce – American Civil Rights Movement to the social change debate.</p>	<p>Paper based starter – questions on Weber.</p> <p>Discussion of Weber – identify evaluation.</p> <p>Read information about Martin Luther King.</p> <p>Watch video on KW: Martin Luther King – I have a dream speech.</p> <p>Discuss whether religion provided motivation for change.</p> <p>Discussion of key elements of religion that brought about change.</p> <p>Students to be given five slips of paper and instructed to write and create five questions – test partners by</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			<p>swapping questions, partners have to answer the questions on the back of the paper, swap over and check answers.</p> <p>'I have a dream.....' write their own.</p>	
Social change	The relationship between social change and social stability, and religious beliefs, practices and organisations.	<p>Establish the views of the New Right.</p> <p>Explore the key beliefs of the New Right.</p> <p>Judge whether the New Christian Right is a conservative force.</p>	<p>Paper based starter – crossword on American Civil Rights.</p> <p>PowerPoint – on the work of the New Christian Right.</p> <p>Watch clip KW: Russell Brand meets the Westboro Baptist Church.</p> <p>Discussion and debate.</p> <p>HMWK</p> <p>Extension – watch KW: Louis Theroux meets the Westboro Baptist Church.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Social change	The relationship between social change and social stability, and religious beliefs, practices and organisations.	Summarise the work of the New Christian Right. Examine how religion has a dual character. Apply the liberation theology to the debate.	Paper based starter – New Christian Right questions. Read pages from a text book to summarise information on religion and social change and make notes. Key concepts dominoes. Learning log – summary of lesson.	1 hour
Social change	The relationship between social change and social stability, and religious beliefs, practices and organisations.	Examine the social change debate. Review religion as a force for social change. Develop exam technique.	Paper based starter – matched terms. Students complete A3 summary sheet – independent work looking through the notes on each of the case studies that have been reviewed. Social change mix and match summary sheet – students given a sheet with a list of studies and also a list of descriptions of each study. They have to match the study to the description. Independent revision on topic.	1 hour 30 minutes
Social change	The relationship between social change and social stability, and religious beliefs, practices and organisations.	List key concepts. Summarise the key arguments. Develop exam technique.	Paper based starter – exam technique. A–Z of concepts – students to recall as many words as possible about social change from A–Z. Extension – do the A–Z challenge for all the topics so far and define all key concepts.	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			<p>Essay planning – ‘Applying material from Item B and your knowledge, evaluate the view that religious beliefs and organisations are barriers to social change’ (20 marks) from Specimen A-level Paper 2 – Section B, Topic B1 (7192/2).</p>	
Social change	The relationship between social change and social stability, and religious beliefs, practices and organisations.	<p>Identify Assessment Objectives.</p> <p>Compare and contrast skills needed for AO1 and AO2.</p> <p>Develop exam technique.</p>	<p>Paper based starter – matched terms Assessment Objectives.</p> <p>Read Browne textbook p28-29 ‘Conclusion – is religion a conservative stabilising force, a force for change or a source of conflict?’ and make notes.</p> <p>Timed essay – ‘Applying material from Item B and your knowledge, evaluate the view that religious beliefs and organisations are barriers to social change’ (20 marks).</p> <p>From specimen A-level Paper 2 (7192/2) – Section B, Topic B1</p> <p>HMWK Amend and update the essay and read an article (Non religion, secularity and society) from <i>Sociology Review</i> article (Volume 22, issue 3 February 2012) and answer questions on secularisation in anticipation of the next topic.</p> <p>Scoopit quiz available on this topic.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Secularisation	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context– and globalisation and the spread of religions.	Identify the main trends of religious belief and practice in the UK and USA. Understand the possible causes of secularisation. Examine the work of Weber and Bruce.	Paper based starter – questions on secularisation. Discussion about the patterns and trends of secularisation. Look at participation, beliefs and influence of institutions. Summarise Weber and Bruce – on A4 sheet. Look at the role of science and scientists in undermining the credibility of religion.	1 hour
Secularisation	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context– and globalisation and the spread of religions.	Review the main patterns of secularisation. Identify the work of Parsons, Berger, Bruce and Wilson. Explore notions of a spiritual revolution – Heelas and Woodhead.	Paper based starter – word search. PowerPoint on work of Parsons, Wilson, Berger, Bruce and Heelas and Woodhead.	1 hour 30 minutes
Secularisation	The significance of religion and religiosity in the contemporary world, including	Review patterns of secularisation.	Paper based starter – statements.	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	the nature and extent of secularisation in a global context – and globalisation and the spread of religions.	Categorise main secularisation theories. Summarise key ideas.	A3 sheet – map of the UK split in to seven main areas to be used as a memory technique to act as a summary of all the key arguments. Learning log – summary of lesson.	
Secularisation	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context– and globalisation and the spread of religions.	Explore secularisation in America. Develop evaluation. Identify exam technique.	Paper based starter – UK recap. Map of the US. Discussion of trends in the USA. Explore declining church attendance, secularisation from within and religious diversity. Start introducing some of key evaluative points about postmodernity. Strongest reason – number the secularisation arguments.	1 hour



Week 8

Topic	Specification links	Learning objectives	Learning activities	Allocated time
Secularisation	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context – and globalisation and the spread of religions.	Give examples of secularisation in USA. Identify key concepts. Criticise key arguments.	Paper based starter – questions on USA secularisation. Key word bingo. Complete a concept grid. Evaluation – develop and discuss – using the secularisation versus postmodernity sheet from last lesson.	1 hour
Secularisation	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context– and globalisation and the spread of religions.	Review key arguments. Develop exam technique. Practice timing.	Paper based starter – essay plan. Complete timed assessment for the following question: ‘Applying material from Item B and your knowledge, evaluate’ question relating to secularisation (20 marks). Create a student friendly mark scheme – discuss key concepts to include, key theories to introduce and key evaluation. Students to swap essays with their partners and read through and create two stars and one wish with regards to feedback – this is two positive comments and one area for improvement. Give an overview of exam technique – discuss importance of linking back to question and including key words of the question in the essay.	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Scoopit quiz available on this topic.	
Postmodernity	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context – and globalisation and the spread of religions.	<p>Understand what globalisation is.</p> <p>Analyse alternative interpretations of the nature and position of religion today.</p> <p>Evaluate debates about the nature of post-modern society.</p>	<p>Paper based starter – pictures of globalisation similar to logo game.</p> <p>Board work – globalisation – modernity to postmodernity – re-cap activity completed about the different types of society and how we have progressed through the different stages.</p> <p>Detailed discussion about what globalisation is.</p> <p>Discussion about postmodernity.</p> <p>Agree or disagree – are we in postmodernity?</p>	1 hour
Postmodernity	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context – and globalisation and the spread of religions.	<p>Review the main arguments of post-modernity.</p> <p>Develop an understanding of Davie.</p> <p>Examine the work of Hervieu-Leger.</p>	<p>Paper based starter – complete grid.</p> <p>Discussion of key ideas of Davie – vicarious religion, believing without belonging.</p> <p>Discussion of key ideas of Hervieu-Leger – spiritual shopping, cultural amnesia, pilgrims and converts.</p> <p>Watch video clip of KW: the <i>Friends</i> episode with Ross and the Holiday Armadillo.</p> <p>Spiritual shopping – look at different elements of main religions and ask students to spiritually shop – design their own religion.</p> <p>Look at the work of Lyon and discuss postmodern religion – link to the electronic church, religious consumerism and the re-enchantment of the world.</p> <p>HMWK</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Read chapters in text book relating to functionalism, Marxism, feminism, social change, secularisation and postmodernity.	

Week 9

Topic	Specification links	Learning objectives	Learning activities	Allocated time
Postmodernity	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context – and globalisation and the spread of religions.	Review work of Davie and Leger. Examine the work of Lyon and Jesus in Disneyland. Develop knowledge of religious market theories.	Paper based starter – who said what recap statements. PowerPoint review of three main theories – Leger, Lyon and Davie. Evaluate against these views and discuss the key weaknesses of the New Age – link to the work of Bruce (weak commitment, structural weaknesses, not passed on to new generations and not large scale). Introduce religious market theory. Review of key concepts – no golden age of religion, people are naturally religious, religion provides compensators, religion thrives where there is no monopoly.	1 hour
Postmodernity	The significance of religion and religiosity in the contemporary world, including	Examine the existential security theory.	Paper based starter – cloze activity on existential security.	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	the nature and extent of secularisation in a global context – and globalisation and the spread of religions.	Review key postmodern theories. Develop understanding of key concepts.	Discuss how you can use existential security theory to criticise religious market theory. Sort cards to look over key concepts. A3 sheet – review of postmodernity and summarise main arguments. Read over and review all key information.	
Postmodernity	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context – and globalisation and the spread of religions.	Distinguish between secularisation and postmodernity. Choose which the most prominent arguments within the debate are. Develop critique of main theories.	Paper based starter – matched terms concepts. Complete A3 sheet: postmodernity vs secularisation. Develop and discuss evaluation. Seven key things sheet for postmodernity. Revision schedule – students to start creating a revision schedule.	1 hour
Postmodernity	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a	Apply knowledge to a 33 mark exam question. Develop experience at timed condition work.	Paper based starter – essay planning. Timed assessments – two questions to look at. 'Outline and explain' question relating to post-modernity (10 marks).	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	global context – and globalisation and the spread of religions.	Establish good exam practice.	<p>'Applying material from Item A, analyse' relating to post-modernity (10 marks).</p> <p>HMWK Complete revision schedule.</p> <p>Revision notes to be produced for topics covered so far.</p> <p>Scoopit quiz available on this topic.</p>	

Topic	Specification links	Learning objectives	Learning activities	Allocated time
Religion in a global context	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, NC – and globalisation and the spread of religions.	<p>Review the process of globalisation.</p> <p>Examine how globalisation has impacted the role and nature of religion.</p> <p>Understand the role of religion in economic development.</p>	<p>Paper based starter – questions on globalisation.</p> <p>Read information sheet on Hinduism first, look at pictures of globalisation in India, people on phones, business men and women.</p> <p>Discuss the work of Nanda and the role of globalisation in India.</p> <p>Link to the work Bellah and Civil Religion – Hindu ultra-nationalism.</p> <p>Blankety Blank recap of key knowledge looked at.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Potential trip to a Hindu temple.	
Religion in a global context	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, NC – and globalisation and the spread of religions.	Review the work of Nanda and hind-ultra-nationalism. Develop an understanding of religious fundamentalism. Explore key examples of fundamentalism.	Paper based starter – cloze activity. Think pair share – what is fundamentalism Kagan technique? PowerPoint on religious fundamentalism. Read through text book to look over key concepts relating to fundamentalism. Review key words. Complete summary grid. One thing they have learnt – round the room. Review cultural defence – PowerPoint.	1 hour 30 minutes
Religion in a global context	The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, NC – and globalisation and the spread of religions.	Review what religious fundamentalism is. Explore the work of Castells and Bauman. Examine the role of religion in defending cultures against an external threat.	Paper based starter – questions on Giddens, Bauman and Castells. PP on Castells and Bauman Review and recap – 10 questions	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
<p>Religion in a global context</p>	<p>The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, NC – and globalisation and the spread of religions.</p>	<p>Review key theories and concepts.</p> <p>Develop evaluation and skills of analysis.</p> <p>Explore exam technique.</p>	<p>Paper based starter – concepts match up.</p> <p>A3 summary sheet of all the key theories.</p> <p>Essay planning.</p> <p>HMWK ‘Applying material from Item B and your knowledge, evaluate’ question relating to globalisation.</p> <p>Extension – online resource ‘Secularisation’ – this webpage/blog contains comprehensive notes on the secularisation debate. This includes definitions of secularisation. There are arguments for both sides of the debate.</p> <p>‘Why is there no way back for religion in the West’ – in this video (15 mins 53 seconds) David Voas presents a range of quantitative data on religious belief and practice and sets out the argument for the inevitable secularisation of Western societies, including the USA. This clip is also useful for the main differences between the main organisations.</p> <p>Scoopit quiz available on this topic.</p>	<p>1 hour</p>



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Religious organisations	Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice.	<p>Identify the different types of religious organisations – church, sect, cult, denomination.</p> <p>Explore the similarities and differences between religious organisations.</p> <p>Examine the work of Wallis and Bruce.</p>	<p>Paper based starter – grid recap of different organisations from what they already know.</p> <p>PowerPoint – definitions of church, sect, denomination and cult.</p> <p>Use the grid on p32-33 of brown's book to outline the main differences between the 4 main organisations.</p> <p>Discussion about different organisations.</p> <p>Pictures distributed – students to decide which picture represents which organisation.</p> <p>Summary A3 sheet – students to annotate the pictures.</p> <p>Look at the hierarchy and organisation of the church and the employment structures within it.</p>	1 hour
Religious organisations	Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and	<p>Identify what New Religious Movements are.</p> <p>Examine the different types of NRMs.</p> <p>Explore the reasons why these have grown.</p>	<p>Paper based starter – questions on material covered in the last lesson.</p> <p>Identify the three different types of NRMs and the reason for their growth.</p> <p>Unpick ideas and discuss with students – key examples of each type of NRM.</p>	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	spiritual belief and practice.		<p>Look at Barker's work to identify the main features of New Religious Movements.</p> <p>Board work – sectarian cycle – discuss and draw the different stages.</p> <p>PowerPoint looking at the key reasons why NRMs have grown – globalisation, identity formation, choice in a postmodern world, social deprivation, marginality, theodicy of disprivilege, fills vacuum of meaning, secularisation, practical/pragmatic reasons, relative deprivation, anomie and social change, status frustration and protest.</p> <p>Students to summarise key information from PowerPoint.</p>	
Religious organisations	Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice.	<p>Explore the sectarian cycle.</p> <p>Examine the dynamic of sects.</p> <p>Consolidate knowledge with a case study.</p>	<p>Paper based starter – comprehension questions on the sectarian cycle.</p> <p>Watch KW: Jim Jones People's Temple documentary– discuss.</p> <p>Complete questions linking to aspects of sects and charismatic leaders and reasons why sects require a high level of commitment and draw its members from marginalised groups.</p> <p>Look at why sects are short-lived.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Start looking at the New Age.	
Religious organisations	Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice.	<p>Identify what the New Age is and explore why it has grown.</p> <p>Review all key knowledge.</p> <p>Develop an understanding of key concepts.</p>	<p>Paper based starter – questions on the New Age.</p> <p>Discussion of New Age and the reasons for its growth linking to modernity and postmodernity.</p> <p>Tarot reading.</p> <p>Students to complete concept grid independently.</p> <p>Essay planning: students plan the essay they will complete for homework.</p> <p>HMWK ‘Outline and explain two ways in which the growth of sects and New Age movements may be related to secularisation’ (10 marks).</p> <p>Extension – online resource <u>The New Age movement</u> - this article explains the New Age movement. It includes definitions, history and beliefs of the New Age movement. There is also a critique of the movement and some useful references for further reading.</p> <p>Scoopit quiz available on this topic.</p>	1 hour



ST. MARY MAGDALENE

C OF E SIXTH FORM
PENINSULA CAMPUS

*Excellence through innovation,
founded in faith since 1840.*



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Religious participation	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Understand the main trends in religiosity.</p> <p>Identify why women are more likely to be involved in religion, but at lower levels.</p> <p>Examine how patterns are changing.</p>	<p>Paper based starter – questions about exam technique.</p> <p>Statements on a PowerPoint – true or false.</p> <p>Powerpoint – discussion about the reasons women participate more in religion, this includes; socialisation, motherhood, femininity, greater life expectancy, status frustration, social deprivation, marginality, theodicies of disprivilege</p> <p>Future trends discussion – look at the declining participation of women.</p> <p>Theory – link to feminism.</p>	
Religious participation	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Understand why certain ethnic groups are more likely to partake in religion than others.</p> <p>Explore the notions of cultural defence and cultural transition.</p> <p>Examine how patterns are changing.</p>	<p>Paper based starter – gender grid.</p> <p>Recap knowledge of gender.</p> <p>Read p54-61 Browne textbook that look at ethnic differences in participation.</p> <p>Read pages in a text book that looks at ethnic differences in participation.</p> <p>Summarise key ideas for why certain ethnic groups participate more.</p> <p>Note taking and review of key ideas.</p> <p>Fill in the concept grid – cut and stick concepts.</p> <p>Summarise definitions for cultural defence and cultural transition.</p>	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Religious participation	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Understand why certain age groups are more likely to partake in religion.</p> <p>Explore notions of the ageing effect and the generational effect.</p> <p>Examine how the trends are changing.</p>	<p>Paper based starter – matched term concepts.</p> <p>Discuss age and religion – look at why older people are more attached to religion and why young people are less religious.</p> <p>Read p149-157 from Bown textbook and make notes.</p> <p>Plan essay – ‘Outline and explain question’ in relation to age and participation (10 marks).</p>	1 hour
Religious participation	The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices.	<p>Develop exam technique.</p> <p>Explore requirements of exam.</p> <p>Develop an understanding of time management.</p>	<p>Paper based starter – comprehension article about social class and participation within religion and questions.</p> <p>Discussion about social class and religion.</p> <p>Timed assessment – ‘Applying material from Item B and your knowledge, evaluate’ question relating to participation.</p> <p>Homework</p> <p>Article in Sociology Review (Volume 19, issue 3 February) questions (<i>Cults and normal religions</i>) and revision in preparation for the mock.</p> <p>Extension work – online resource <u>Religiosity and social groups</u> - this is a Prezi presentation covering religiosity linked to gender, ethnicity and age. It covers cross-cultural examples and theoretical perspectives. There is also a full transcript..</p> <p>Scoopit quiz available on this topic.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Science and ideology	Ideology, science and religion, including both Christian and non-Christian religious traditions.	<p>Explore science as a belief system.</p> <p>Identify what open and closed belief systems are.</p> <p>Outline the work of Popper and Evans-Pritchard.</p>	<p>Paper based starter – statements about science.</p> <p>Mind map science as a belief system.</p> <p>Discussion of open belief systems and work of Merton.</p> <p>Discussion of closed belief system.</p> <p>YouTube clip about KW: chickens and Azande or a clip of KW: Prison Break series three when they are in the prison in Panama – they have a ritual involving a chicken foot. Links to the idea of a closed belief system.</p> <p>Show students the quote around the £2 coin – Newton.</p> <p>Students to be given a picture of a £2 coin – annotate what an open belief system is on one side and closed belief system on the other.</p> <p>PowerPoint ‘open versus closed’.</p>	1 hour
Science and ideology	Ideology, science and religion, including both Christian and non-Christian religious traditions.	<p>Review science as an open system.</p> <p>Evaluate and investigate whether science could in fact be a closed system – Kuhn.</p> <p>Explore the work of Woolgar and the little green men.</p>	<p>Paper based starter – statements open versus closed.</p> <p>Evaluation – is science an open system?</p> <p>Discussion of key ideas.</p> <p>Key theorists PowerPoint.</p> <p>Dominoes concepts.</p>	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Science and ideology	Ideology, science and religion, including both Christian and non-Christian religious traditions.	Review science as a belief system. Explore ideologies as a belief system. Examine Marxist and feminist ideology.	Paper based starter – questions on science. Ideology – create a definition. Read pages from a text book to look at ideology – mind map as a group. Quick quiz – recap test.	1 hour
Science and ideology	Ideology, science and religion, including both Christian and non-Christian religious traditions.	Review all key knowledge. Develop an understanding of the key concepts. Develop exam technique.	Paper based starter – summary grid. Review knowledge. Plan essay ‘Applying material from Item A, analyse two differences between science and religion as belief systems’ (10 marks). Timed assessment – ‘Applying material from Item A, analyse two differences between science and religion as belief systems’ (10 marks) from specimen A-level Paper 2 Section B, Topic B1 HMWK Revision for the mock. Online resources to help with revision – Beliefs in society - this is a lengthy PowerPoint of 87 slides that covers the whole of the topic of Beliefs in Society and also includes some essay questions. Theories of religion - this is a PowerPoint of 27 slides that covers definitions of religion and theoretical perspectives on religion. The perspectives covered are functionalist, Marxist and feminist views of religion. The PowerPoint also includes some evaluation.	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Scoopit quiz available on this topic.	

Week 14

Topic	Specification links	Learning objectives	Learning activities	Allocated time
Revision	Revision	Review all knowledge. Evaluate all perspectives. Develop exam technique.	Paper based starter – KW diamond nines (can use a diamond nines template). Essay planning. Seven key things per topic. A–Z of key concepts.	1 hour
Revision	Revision	Review all knowledge. Evaluate all perspectives. Develop exam technique.	Paper based starter – review questions for revision. Red, amber, green rating for all the key topics. Develop exam skills. Discuss requirements for the Topics in sociology paper - A-level Paper 2 Topic B1 (7192/2). Review question skills and Assessment Objectives.	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Students to reflect on content so far and compile a list of questions they would like to ask about content and revision.	
Mock exam	Mock exam	Review all knowledge. Evaluate all perspectives. Develop exam technique.	Students to sit full mock exam – Sample A-level Paper 2 (available from eAQA) - Section B, Topic B1.	1 hour
Review of mock exam	Review of mock exam	Review all knowledge. Evaluate all perspectives. Develop exam technique.	Paper based starter – reflection on mock exam. Go through mark scheme – students to look at their own answers and mark the papers as you go through – take in the essays for marking and compare your marks with their marks. Students to review AQA exemplars ie marked student answers to the sample papers available on the main website and eAQA.	1 hour

Week 15

Topic	Specification links	Learning objectives	Learning activities	Allocated time
Revision		Review all knowledge.	Recap of all content – independent revision.	Time dependent



ST. MARY MAGDALENE
C OF E SIXTH FORM
PENINSULA CAMPUS
*Excellence through innovation,
founded in faith since 1840.*

		Evaluate all perspectives. Develop exam technique.		
--	--	---	--	--



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Reflection on all content looked at so far		<p>Identify commitment tasks.</p> <p>Examine requirements for the exam.</p> <p>Develop understanding of requirements for 21 and 33 markers.</p>	<p>Paper based starter – reflection on mock exam.</p> <p>1 to 1s with students about mock exam results.</p> <p>Knowledge audit theory and methods – reflection of last year’s work.</p> <p>Copy of exam layout for A-level Paper 3 (7192/3).</p> <p>Crib sheet on different styles of question for crime on A-level Paper 3 (7192/3).</p> <p>Short answer questions – one 4 mark question ‘Outline’, one 6 mark question ‘Outline’.</p> <p>One question ‘Applying material from Item A, analyse’ (10 marks).</p> <p>One question ‘Applying material from Item B and your knowledge, evaluate’ (30 marks).</p> <p>Crib sheet on the different styles of question for theory and methods on A-level Paper 3 (7192/3).</p> <p>One question ‘Outline and explain (10 marks).</p> <p>One question ‘Applying material from Item C and your knowledge, evaluate’ (20 marks).</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
<p>NC – Theory should have been covered at the end of the first year in great detail (refer to the scheme of work for Year 1). As such the next few weeks serve as a recap of the material and extension work to build them up to enable students to answer a 20 mark question ‘Applying material from Item C and your knowledge, evaluate’. More work will be done here on demonstrating evaluation skills – knowledge should be developed already.</p>				
<p>Theory – functionalism and Marxism</p>	<p>Consensus, conflict, structural and social action theories.</p>	<p>Review structure versus action.</p> <p>Examine key functionalist concepts.</p> <p>Outline work of Marxism.</p>	<p>Paper based starter – cloze activity and review of functionalism discussed in summer term of year 1.</p> <p>Discuss extension of knowledge for the 20 mark question for functionalism.</p> <p>Video on functionalism – online resource <u>Functionalism</u> - a good, quick but quite detailed video (5 mins 40 seconds) giving an introduction to functionalism (especially Durkheim’s ideas), including equilibrium, social institutions, social facts, system needs, social evolution, functions (of course) and more. Also includes criticisms of the perspective.</p> <p>Quick fire questions re-cap of the New Right and their key beliefs</p> <p>Students to examine the key concepts associated with the New Right and link to the work of Murray</p> <p>Discuss the New Right as a political ideology and identify how it has been influential within social policy</p> <p>Video on Marxism – online resource <u>Conflict theory</u> - this video (3 minutes 31 seconds) is a basic introduction to some of Marx’s ideas, dealing with class conflict, exploitation and revolution, with some</p>	<p>1 hour 30 minutes</p>



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			<p>examples of differences in life chances (income, education, poverty).</p> <p>Look at extension questions for A-level Paper 3 (7192/3) – ‘Applying material from Item C and your knowledge, evaluate the usefulness of Marxist approaches to understanding society (20 marks). Specimen paper.</p>	
Theory – feminism	Consensus, conflict, structural and social action theories.	<p>Review Marxism.</p> <p>Explore four types of feminism.</p> <p>Develop exam skills – evaluation.</p>	<p>Paper based starter – recap hand of knowledge for feminism.</p> <p>Review grid Marxist, liberal, radical, intersectional, difference and post-structural feminism.</p> <p>Review of key concepts and ideas.</p> <p>Complete the activity on p394 in the Browne textbook to give an overview of feminism.</p> <p>Exam technique – look at ‘Applying material from Item C and your knowledge, evaluate’ question in relation to feminism (20 marks).</p> <p>Review Assessment Objectives.</p> <p>Consider how to demonstrate evaluation skills and give students examples of work where a student has demonstrated evaluation skills effectively and where a student hasn’t.</p> <p>Round the room – evaluation point about feminism</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Theory – social action	Consensus, conflict, structural and social action theories.	<p>Review structure versus action.</p> <p>Identify key concepts associated with action perspectives.</p> <p>Review phenomenology, ethnomethodology and structuration theory.</p>	<p>Paper based starter – recap activity ‘structure versus action’.</p> <p>Students to complete a summary grid of – Mead, Blumer, labelling theory, Goffman, phenomenology, ethnomethodology and Giddens.</p> <p>Video on symbolic interactionism – online resource Symbolic interactionism - this video (3 minutes 33 seconds) is a concise illustrated introduction to the key concepts of the interactionist perspective, based on three key ideas of George Herbert Mead: action depends on meaning; different people assign different meanings to things; and meanings can change. The clip also deals with criticism of interactionism from a macro perspective.</p> <p>Look at ‘Applying material from Item C and your knowledge, evaluate’ question in relation to interactionism.</p> <p>HMWK - Students complete the following question: Applying material from Item C and your knowledge, evaluate the usefulness of Marxist approaches in understanding society (20 marks).</p> <p>Extension – online resource</p> <p>Theoretical perspectives in sociology - this link is a complete learning object on theoretical perspectives in sociology. The page includes reading on the topic, a downloadable PowerPoint and a quiz to check</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			learning. The learning objective is to analyse why theory is important for sociological research.	

Topic	Specification links	Learning objectives	Learning activities	Allocated time
Theory – objectivity and values.	Debates about subjectivity, objectivity and value freedom.	Review what values are. Recap objectivity, subjectivity and committed sociology.	Paper based starter – recap questions about this topic. PowerPoint re-cap of the main arguments. Independent work on value freedom using an online resource Value freedom - this webpage contains notes on value freedom in sociology. It includes	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
		<p>Examine funding and the impact of funding on values.</p>	<p>reference to early sociologists and also to more contemporary perspectives.</p> <p>Example work for an 'Applying material from Item C and your knowledge, evaluate' question relating to objectivity and values (20 marks).</p> <p>Students to identify where the answers demonstrate good exam skills.</p> <p>Students to mark the work.</p>	
<p>Theory – science and policy</p>	<p>The nature of science and the extent to which sociology can be regarded as scientific.</p> <p>The relationship between sociology and social policy.</p>	<p>Review the debate – should sociology be a science.</p> <p>Review key policy and identify theoretical viewpoints on policy.</p> <p>Develop exam technique.</p>	<p>Paper based starter – true or false statements about science.</p> <p>PowerPoint outlining the key debates - online resource Is sociology a science? - this is a PowerPoint of 26 slides on the debate about sociology as a science. The PowerPoint covers the nature of science, and Popper and Kuhn's views. There is also some evaluation of the views and a useful summary.</p> <p>Look at an 'Applying material from Item C and your knowledge, evaluate' question relating to science (20 marks) – identify key terminology in the question.</p> <p>Flip chart paper – students to work in teams of four and write as many social policies as they can think of</p>	<p>1 hour 30 minutes</p>



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			<p>– extension – students to write down what the policy allowed.</p> <p>PowerPoint outlining social policy – online resource Sociology and social policy - this is a PowerPoint of 38 slides on sociology and social policy. This PowerPoint covers a range of sociological perspectives on social policy. There is also a revision activity linked to an essay question on the topic.</p> <p>Grid summary of different theoretical views.</p> <p>Look at an ‘Applying material from Item C and your knowledge, evaluate’ question relating to policy (20 marks) – identify key terminology in the question.</p>	
Theory – globalisation and post-modernity	The concepts of modernity and post-modernity in relation to sociological theory.	<p>Review modern society.</p> <p>Explore globalisation and the impact this has had on society in creating a post-modern society.</p> <p>Re-examine late modernity and Marxist theories of post-modernity.</p>	<p>Paper based starter – recap of modern and postmodern society.</p> <p>Discussion based approach to recap postmodern theory.</p> <p>PowerPoint and video linking to post-modernity – online resource Modernity and postmodernity - this is a PowerPoint of 21 slides that covers the main aspects of modern society, postmodernity and late modernity. The slide show includes a student activity on globalisation.</p> <p>Explore evaluation more thoroughly – recapping Marxist theories of postmodernity and late modernity.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			<p>Read and highlight p397-398 of the Browne textbook to identify the key differences between modernity and postmodernity.</p> <p>Exam technique – plan an ‘Applying material from Item C and your knowledge, evaluate’ question relating to postmodernity (20 marks).</p>	
Theory – positivism and interpretivism	<p>The relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’.</p> <p>The relationship between theory and methods.</p>	<p>Review positivism and interpretivism.</p> <p>Identify how theory guides social research.</p> <p>Review main types of research and examine how they fit in to the theoretical domain.</p>	<p>Paper based starter – recap questions positivism and interpretivism.</p> <p>Quick quiz summary for key terminology.</p> <p>Exam technique – plan an ‘Applying material from Item C and your knowledge, evaluate’ question relating to positivism and one on interpretivism (20 marks).</p> <p>Overview of all different research methods – quick style recap and board work.</p> <p>Extension – online resource Theory and practice - this link is a complete learning object on the relationship between theory and methods. The page includes reading on the topic, a downloadable PowerPoint and a quiz to check learning. The learning objective is to recognise the relationship between theory and practice in sociological research.</p>	1 hour



ST. MARY MAGDALENE
C OF E SIXTH FORM
PENINSULA CAMPUS
*Excellence through innovation,
founded in faith since 1840.*

Topic	Specification links	Learning objectives	Learning activities	Allocated time
<p>NC – Methods will have been covered in the first year as part of preparation for AS and the methods question in A-level Paper 1. This topic will be reviewed and discussed in more detail than covered previously and will look at more synoptic links with regards to methods. It will also develop students' knowledge of key studies that have used each method. More work will be done on exam technique, with particular reference to A-level Paper 3.</p>				



Topic	Specification links	Learning objective	Learning activities	Allocated time
Methods – questionnaires	<p>Quantitative and qualitative methods of research; research design.</p> <p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics.</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data.</p> <p>The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts.</p> <p>The theoretical, practical and ethical considerations</p>	<p>Evaluate the practical, ethical and theoretical implications of this research method.</p> <p>Identify key studies that have used this method.</p> <p>Develop synoptic links.</p>	<p>Paper based starter – terminology anagrams.</p> <p>Practical, ethical and theoretical issues review – PowerPoint and sheet.</p> <p>Discuss methods specific issues for questionnaires.</p> <p>Grid summary of practical, ethical and theoretical issues.</p> <p>Synoptic links to questionnaires used in sociology – example work – Bowles and Gintis, Farrall and Gadd, Venkatesh.</p> <p>Students to create their own crossword.</p> <p>Exam technique – 'Outline and explain question' in relation to questionnaires (10 marks).</p> <p>Exam technique – look at how this could be developed for an 'Applying material from Item C and your knowledge, evaluate' question relating to questionnaires (20 marks)</p>	1 hour



Topic	Specification links	Learning objective	Learning activities	Allocated time
	<p>influencing choice of topic, choice of method(s) and the conduct of research.</p>			
<p>Methods – interviews</p>	<p>Quantitative and qualitative methods of research; research design.</p> <p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics.</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data.</p> <p>The relationship between positivism, interpretivism and sociological methods;</p>	<p>Evaluate the practical, ethical and theoretical implications of this research method.</p> <p>Identify key studies that have used this method.</p> <p>Develop synoptic links.</p>	<p>Paper based starter – exam questions – technique.</p> <p>A3 summary sheet – four types of interviews.</p> <p>Method specific issues – interview bias, social desirability.</p> <p>Group work – case studies using <u>BSA Discover Sociology</u></p> <p>Complete PET grids.</p> <p>PowerPoint – synoptic links to interviews used in sociology – example work – Oakley, Sharpe, Davies, Hoyle.</p> <p>Exam technique – ‘Outline and explain’ question in relation to interviews (10 marks).</p> <p>Exam technique – look at how this could be developed for an ‘Applying material from Item C and your knowledge, evaluate’ question relating to interviews (20 marks).</p>	<p>1 hour 30 minutes</p>



Topic	Specification links	Learning objective	Learning activities	Allocated time
	<p>the nature of 'social facts.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p>			
Methods – observations	<p>Quantitative and qualitative methods of research; research design.</p> <p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics.</p> <p>The distinction between primary and secondary data, and</p>	<p>Evaluate the practical, ethical and theoretical implications of this research method.</p> <p>Identify key studies that have used this method.</p> <p>Develop synoptic links.</p>	<p>Paper based starter – table of the four types of observations – define and give advantages and disadvantages.</p> <p>Methods specific issues – staying in, getting in, getting out.</p> <p>Group work – case studies – Humphreys and Patrick.</p> <p>Summary grid to fill in.</p> <p>Positivism versus interpretivism – for and against on the board.</p> <p>Exam technique – 'Outline and explain' question in relation to observations (10 marks).</p> <p>Exam technique – look at how this could be developed for an 'Applying material from Item C and</p>	1 hour



Topic	Specification links	Learning objective	Learning activities	Allocated time
	<p>between quantitative and qualitative data.</p> <p>The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p>		<p>your knowledge, evaluate' question relating to observations (20 marks).</p>	
<p>Methods – experiments</p>	<p>Quantitative and qualitative methods of research; research design.</p> <p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments,</p>	<p>Evaluate the practical, ethical and theoretical implications of this research method.</p> <p>Identify key studies that have used this method.</p> <p>Develop synoptic links.</p>	<p>Paper based starter – questions on experiments.</p> <p>Discuss three types of experiment.</p> <p>Review and re-cap experiments from year 1 – Jacobson and Rosenthal.</p> <p>Experiment key studies fact sheet.</p> <p>A3 Bandura sheet – summary.</p>	<p>1 hour</p>



Topic	Specification links	Learning objective	Learning activities	Allocated time
	<p>documents and official statistics.</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data.</p> <p>The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p>		<p>Exam technique – 'Outline and explain' question in relation to experiments (10 marks).</p> <p>Exam technique – look at how this could be developed for an 'Applying material from Item C and your knowledge, evaluate' question relating to experiments (20 marks).</p> <p>HMWK Outline and explain question relating to interviews (10 marks).</p>	



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Methods – documents	<p>Quantitative and qualitative methods of research; research design.</p> <p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics.</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data.</p> <p>The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.</p> <p>The theoretical, practical and ethical considerations</p>	<p>Evaluate the practical, ethical and theoretical implications of this research method.</p> <p>Identify key studies that have used this method.</p> <p>Develop synoptic links.</p>	<p>Paper based starter – questions on documents.</p> <p>Document analysis on a media source – analysis of articles about the riots to look at how young people were depicted in the media.</p> <p>Look at the different types of documents available.</p> <p>Read through information sheet about documents.</p> <p>Summary grid – PET.</p> <p>Mods and rockers intro and discussion – A3 summary sheet and PowerPoint.</p> <p>Exam technique – 'Outline and explain' question in relation to documents (10 marks).</p> <p>Exam technique – look at how this could be developed for an 'Applying material from Item C and your knowledge, evaluate' question relating to documents (20 marks).</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	<p>influencing choice of topic, choice of method(s) and the conduct of research.</p>			
<p>Methods – official statistics</p>	<p>Quantitative and qualitative methods of research; research design.</p> <p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics.</p> <p>The distinction between primary and secondary data, and between quantitative and qualitative data.</p> <p>The relationship between positivism, interpretivism and sociological methods;</p>	<p>Evaluate the practical, ethical and theoretical implications of this research method.</p> <p>Identify key studies that have used this method.</p> <p>Develop synoptic links.</p>	<p>Paper based starter – matched terms and definitions.</p> <p>Questions based on knowledge of official statistics.</p> <p>Students independently read through information on official statistics.</p> <p>Official statistics – key studies fact sheet.</p> <p>Synoptic links – statistics used in family, education, religion and crime.</p> <p>Exam technique – ‘Outline and explain two advantages of using official statistics in sociological research (10 marks).</p> <p>Exam technique – look at how this could be developed for an ‘Applying material from Item C and your knowledge, evaluate’ question relating to official statistics (20 marks).</p>	<p>1 hour 30 minutes</p>



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	<p>the nature of 'social facts'.</p> <p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p>			
Exam technique – theory	The relationship between theory and methods.	<p>Develop exam technique.</p> <p>Review key topics for sociological theory.</p> <p>Understand the requirements of a 33 mark question.</p>	<p>Paper based starter – exam skills.</p> <p>Knowledge audit of theory topics.</p> <p>Complete summary sheets for theory and create questions based on theory topics – question generator.</p>	1 hour
Exam technique – theory	The relationship between theory and methods.	<p>Develop exam technique.</p> <p>Review key topics for sociological theory.</p> <p>Understand the requirements of a 33 mark question.</p>	<p>Paper based starter – review of methods – practical, ethical and theoretical.</p> <p>Knowledge audit questions on methods.</p> <p>Questions on exam technique.</p> <p>HMWK</p>	1 hour



ST. MARY MAGDALENE
 C OF E SIXTH FORM
 PENINSULA CAMPUS
*Excellence through innovation,
 founded in faith since 1840.*

Topic	Specification links	Learning objectives	Learning activities	Allocated time
			<p>A3 summary grids for Theory and methods to complete.</p> <p>Create revision booklet on methods using online resources.</p> <p><u>Research methods in sociology</u> - this webpage has a range of links dealing with all aspects of sociological research methods. Each link has notes on the topic.</p> <p>Create revision booklet for theory using <u>BSA Discover Sociology</u></p>	



Topic	Specification links	Learning objective	Learning activities	Allocated time
Crime and deviance exam technique	Crime, deviance, social order and social control.	<p>Develop exam technique.</p> <p>Understand the requirements of Crime and Deviance section in Paper 3.</p> <p>Outline the key topics to be studied in the crime section.</p>	<p>Paper based starter – Crime and Deviance questions on A-level Paper 3.</p> <p>Review assessment skills – AO1, AO2 and AO3 skills.</p> <p>Review key topics.</p> <p>Review exam papers and see question structure – one 4 mark question ‘Outline two’, one 6 mark question ‘Outline three’, one 10 mark question ‘Applying material from Item A, analyse two’, one 30 mark question ‘Applying material from Item B and your knowledge, evaluate’.</p> <p>Item work – discussion of skills needed for using the item.</p>	1 hour
Functionalism	Crime, deviance, social order and social control.	<p>Understand the functionalist perspective on crime.</p> <p>Outline and evaluate the work of Durkheim.</p> <p>Examine the strain theory.</p>	<p>Paper based starter – cloze activity exam skills.</p> <p>Introduction pictures of ‘criminals’/headlines.</p> <p>Review key ideas about functionalism and their views on crime.</p> <p>Discuss notions of boundary maintenance and adaption and change. Also explore how crime and deviance can work as a safety valve and a warning device.</p>	1 hour 30 minutes



Topic	Specification links	Learning objective	Learning activities	Allocated time
			<p>Example – same sex relationships to illustrate adaptation and change.</p> <p>Students to write down goals and how they will achieve those goals.</p> <p>Brainstorm goals on board.</p> <p>Discuss work of Merton and his five responses and work out examples of ways in which people would act if they can't achieve their goals.</p> <p>Draw five responses.</p> <p>Post-it note summary of strain theory.</p>	
Functionalism	Crime, deviance, social order and social control.	<p>Recap the work of Durkheim and Merton.</p> <p>Understand the concept of strain theory.</p> <p>Identify the subcultural theory Cohen.</p>	<p>Paper based starter – recap questions.</p> <p>Summary grid – Durkheim and Merton.</p> <p>Include evaluation.</p> <p>Discussion – processes involved and how the theories are adaptations and developments of each other.</p> <p>PowerPoint on subcultural strain theory – review key work of Cohen and introduce key concepts – status frustration and delinquent subculture.</p> <p>Link to Willis.</p>	1 hour



Topic	Specification links	Learning objective	Learning activities	Allocated time
			Students to work in pairs to evaluate.	
Functionalism	Crime, deviance, social order and social control.	<p>Explain the difference between strain theory and subcultural theory.</p> <p>Evaluate subcultural theory.</p> <p>Develop exam technique.</p>	<p>Paper based starter – concept grid</p> <p>Read through information on Cloward and Ohlin, Miller, Hirschi and Matza</p> <p>Re-cap summary grid</p> <p>Plan essay taken from Specimen Paper 2015 – ‘Applying material from Item B and your knowledge, evaluate the usefulness of functionalist approaches in understanding crime and deviance’ (30 marks)</p> <p>HMWK</p> <p>Read Sociology Review article ‘Functionalist views of crime’ Volume 24, Issue 2, November)</p> <p>‘Applying material from Item B and your knowledge, evaluate the usefulness of functionalist approaches in understanding crime and deviance’ (30 marks)</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Marxism	Crime, deviance, social order and social control.	<p>Re-cap functionalism and evaluate these theories.</p> <p>Introduce key Marxist concepts.</p> <p>Understand why Marxists see crime as inevitable within capitalism.</p>	<p>Paper based starter – statements about functionalists, students have to work out who said what.</p> <p>Three bullet summary of all the functionalist theories.</p> <p>Round the room review of Marxism.</p> <p>PowerPoint review of key Marxist views – discuss criminogenic capitalism, state and law making and ideological functions.</p> <p>Unpick key concepts – develop literacy skills.</p>	1 hour
Marxism	Crime, deviance, social order and social control.	<p>Understand traditional Marxist approaches to crime.</p> <p>Examine why capitalism is criminogenic.</p> <p>Examine the work of Chambliss and Box.</p>	<p>Paper based starter – questions to review key Marxist views.</p> <p>Review the KW: Bhopal disaster – explore key issues.</p> <p>Independent work – research task to find out about Marxist views of crime and deviance – review Thalidomide – research on the internet.</p> <p>Discuss white collar crime – linking to its low visibility, diffusion of responsibility and complexity.</p>	1 hour 30 minutes
Marxism	Crime, deviance, social order and social control.	<p>Review key concepts.</p> <p>Explore notions of white collar crime.</p>	<p>Paper based starter – code breaker to work out what the objectives are.</p> <p>Quick quiz re-cap of key information looked at.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
		Evaluate Marxist theories.	<p>Discussion of neo-Marxism – explore the six aspects/theory of deviance.</p> <p>Matched pair – terms to fill in concepts.</p> <p>Complete short answer questions (4 marks and 6 marks) for Marxism.</p> <p>Students to develop evaluation for Marxist theories – 3 strengths and 3 weaknesses.</p>	
Labelling	Crime, deviance, social order and social control.	<p>Understand why labelling theories regard crime and deviance as socially constructed.</p> <p>Understand the labelling process and its consequences for those who are labelled.</p> <p>Evaluate labelling theory.</p>	<p>Paper based starter – recap on social action.</p> <p>Discussion of key concepts – for example labelling, master status, self-fulfilling prophecy – key concepts on the board and students have to take it in turns to come up to the board and define them.</p> <p>Discussion of Becker and his work on marijuana users.</p> <p>Discussion about the negotiation of justice.</p> <p>Who is most likely to negotiate their way out of justice?</p> <p>Pictures of people – students have to identify which are more likely to be criminals.</p> <p>Look at Lemert – review primary and secondary deviance.</p> <p>Discuss the role of the judicial system in prosecuting.</p> <p>HMWK</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Revision cards for all the theory and methods topics to be created.	

Topic	Specification links	Learning objective	Learning activities	Allocated time
Labelling	Crime, deviance, social order and social control.	<p>Understand why labelling theories regard crime and deviance as socially constructed.</p> <p>Understand the labelling process and its consequences for those who are labelled.</p> <p>Evaluate labelling theory.</p>	<p>Paper based starter – anagrams of key concepts.</p> <p>Discuss evaluation – students to highlight key evaluation points.</p> <p>Review grid of Lemert, Becker and Cicourel – students to complete.</p> <p>Independently fill in concept grid using the notes taken over the last two lessons on the key studies and theories.</p>	1 hour
Labelling	Crime, deviance, social order and social control.	<p>Understand why labelling theories regard crime and deviance as socially constructed.</p> <p>Understand the labelling process and its consequences for those who are labelled.</p>	<p>Paper based starter – matched concepts to go over the work from last lesson.</p> <p>Read pages 459-463 of Browne text book and make notes.</p> <p>Evaluation work – students to highlight strengths and weaknesses of labelling theory.</p> <p>PowerPoint – overview of mental illness and suicide to focus on the sociology of deviance. Look at the work</p>	1 hour 30 minutes



Topic	Specification links	Learning objective	Learning activities	Allocated time
		Evaluate labelling theory.	<p>of Douglas and Atkinson with regards to suicide and Lemert and Goffman in relation to mental illness.</p> <p>Plan 'Applying material from Item A, analyse' essay in relation to labelling (10 marks).</p> <p>Complete above essay in timed conditions.</p>	
Realism	Crime, deviance, social order and social control.	<p>Examine the key foundations of realism as a contrast to labelling.</p> <p>Explore right realism.</p> <p>Identify key policy associated with right realism.</p>	<p>Paper based starter – cloze activity for realism – looking at the key aspects of realism and highlighting the difference between right and left realism.</p> <p>PowerPoint – students to create notes on right realism and the key foundations of the theory – link to rational choice, socialisation, morality, underclass, broken windows, biological differences.</p> <p>Examine the work of Cohen and Felson and discuss the routine activities theory.</p> <p>Memory activity – students to independently memorise the key ideas.</p>	1 hour
Realism	Crime, deviance, social order and social control.	<p>Review and recap right realism.</p> <p>Develop an understanding of left realism.</p>	<p>Paper based starter – quick questions right realism.</p> <p>Discussion about left realism and the key beliefs.</p> <p>Outline the work of Young – late modernity and the bulimic society. Link to how relative deprivation is now</p>	1 hour



Topic	Specification links	Learning objective	Learning activities	Allocated time
		Identify key policy associated with left realism.	<p>worse because of growing individualism, weakening of informal controls and economic change.</p> <p>Explore the work of Lea and Young and the square of crime.</p> <p>Venn diagram summary of the two theories – look at the similarities and differences between the two theories.</p> <p>Unpick evaluation of both left and right realism and discuss how you can use right realism to criticise left realism.</p> <p>Develop an understanding of key policy associated with each perspective – start to look at crime prevention policies.</p> <p>Extension – read p30-36 of Chapman textbook and make notes.</p> <p>HMWK Revision cards to be made for all the crime and deviance topics studied so far.</p>	
			Paper based starter - plan 'Applying material from Item A, analyse' question in relation to realism (10 marks) – students to highlight key points they will use from the item and then identify how they will develop these points	



Topic	Specification links	Learning objective	Learning activities	Allocated time
			<p>Round the room recall – students to identify what they already know about post-modernity</p> <p>Explore the work of Henry and Milovanovic and the transgressive approach</p> <p>Outline the work of Katz and edge work</p> <p>Evaluate the post-modern approach</p> <p>Read pages 66-68 in Bown textbook and make notes</p> <p>Extension – online resource Sociological theories of deviance - this link is a complete learning object on sociological perspectives of deviance. The page includes reading on the topic, a downloadable PowerPoint and a quiz to check learning. The learning objective is to describe four different sociological approaches to deviance.</p>	
			<p>Paper based starter – recap questions on post-modern theories of crime</p> <p>Brief introduction and overview of sources of crime statistics – looking at how we know about patterns of crime and why some sources may not fully represent real crime levels</p> <p>Video clip- online resource Sociology - animation explaining gender and crime - this is a short animation video (3 mins and 37 secs) aimed at A level students</p>	



Topic	Specification links	Learning objective	Learning activities	Allocated time
			<p>and giving an overview of sociological explanations of gender differences in crime (complete with amusing diction). It also includes some evaluation of the explanations.</p> <p>Research task – students to identify key trends based on gender</p> <p>Memory task – five key trends on the board and students to memorise</p> <p>Discuss the chivalry thesis</p> <p>Extension – read Sociology Review article ‘Official crime statistics’</p>	

Topic	Specification links	Learning objectives	Learning activities	Allocated time
Realism	Crime, deviance, social order and social control.	<p>Review key concepts.</p> <p>Compare and contrast right and left realism.</p> <p>Evaluate realism.</p>	<p>Paper based starter – summary grid (evaluation).</p> <p>Concepts – sort cards to identify key concepts associated with right and left realism.</p> <p>Plan ‘Applying material from Item A, analyse’ question in relation to realism (10 marks).</p> <p>Complete essay in timed conditions.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Gender	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.	Examine the main patterns of gender and criminal behaviour. Explore why these patterns exist. Develop reasons to explain patters.	Paper based starter – Venn diagram 'left vs right realism' – recap from last lesson without using notes. Research task – students to identify key trends based on gender. Memory task – five key trends on the board and students to memorise. Discuss the chivalry thesis. Post-it note – recap trends.	1 hour 30 minutes
Gender	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.	Recap patterns. Explore why women commit less crime than men. Evaluate the key arguments.	Paper based starter – questions on trends and chivalry thesis to recap knowledge. Evaluate chivalry thesis. Discuss key theories – functionalist sex role theory, patriarchal control, class and gender deals. Mind map all key theories – A3 sheet Liberation thesis – discussion of current trends of female offending. Quick quiz.	1 hour
Gender	The social distribution of crime and deviance by	Review why women commit less crime.	Paper based starter – summary grid.	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	<p>ethnicity, gender and social class, including recent patterns and trends in crime.</p>	<p>Explore notions of differential treatment of men and women within the criminal justice system.</p> <p>Understand key concepts; hegemonic masculinity and body capital.</p>	<p>Discussion of masculinity and crime looking at Messerschmidt and Winlow.</p> <p>Outline key concepts for the topic and create definitions for them.</p> <p>Students plan the following question: 'Applying material from Item B and your knowledge, evaluate' question in relation to gender (30 marks).</p> <p>HMWK Complete essay question 'Applying material from Item B and your knowledge, evaluate' question in relation to gender (30 marks).</p> <p>Read <i>Sociology Review</i> article and summarise: Gender and white collar crime (Volume 22, issue 2).</p>	



Topic	Specification links	Learning objective	Learning activities	Allocated time
Gender	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.	<p>Know the main differences in gender patterns.</p> <p>Understand and be able to evaluate the debate about the treatment of men and women in the criminal justice system.</p> <p>Be able to evaluate explanations of the relationship between women and crime.</p>	<p>Paper based starter – word search.</p> <p>Explore females and violent crime</p> <p>Discuss the criminalisation of females and identify whether or not there has been a moral panic about girls</p> <p>Look at gender and victimisation</p> <p>Students to answer the short answer question from the specimen A-level Paper 3 (7192/3) – outline three reasons why females may be less likely than males to commit crimes (6 marks).</p> <p>Complete the activity on page 63 from Chapman textbook</p> <p>* Extension – online resource from BSA Discover Sociology - Gender and Crime</p>	1 hour
Ethnicity	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.	<p>Identify the key trends and patterns in the rates of offending by different ethnic groups.</p> <p>Examine victim surveys.</p> <p>Develop an understanding of self-report studies.</p>	<p>Paper based starter – crossword on gender.</p> <p>Read pages of text book in relation to ethnicity and crime – looking at patterns of offending and reasons for offending.</p> <p>Make notes on chapter of Browne text book p480-487.</p>	1 hour 30 minutes



Topic	Specification links	Learning objective	Learning activities	Allocated time
Ethnicity	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.	<p>Review and recap patterns.</p> <p>Explore the reasons behind the patterns.</p> <p>Understand the relationship between the criminal justice process and ethnicity.</p>	<p>Paper based starter – questions on trends.</p> <p>Discussion about different types of statistics on crime.</p> <p>Explore the ways in which different ethnic groups are perceived in the different stages of the criminal justice system.</p> <p>Discussion of explanations for ethnic differences in offending – left realism versus neo-Marxism.</p> <p>PowerPoint overview – online resource Ethnicity (Crime and Deviance) - this PowerPoint of 20 slides covers crime statistics, racism and the criminal justice system, perspectives on differences in offending and ethnicity and victimisation.</p> <p>Fill in a recap grid.</p>	1 hour
Ethnicity	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.	<p>Evaluate sociological explanations of the relationship between ethnicity, offending and criminalisation.</p> <p>Understand why certain ethnic groups are more likely to be victimised.</p> <p>Develop exam technique.</p>	<p>Paper based starter – summary recap left realism versus neo-Marxism.</p> <p>Look at more recent approaches focusing on neighbourhood (Fitzgerald) and how some groups are more at risk of being caught (Sharp and Budd).</p> <p>Explore ethnicity and victimisation</p> <p>Review all key work.</p>	1 hour



Topic	Specification links	Learning objective	Learning activities	Allocated time
			<p>Paired concepts – working in pairs to find key concept definitions.</p> <p>Plan essay – ‘Applying material from Item A, analyse’ question in relation to ethnicity (10 marks).</p> <p>Item based work – questions linked to item to get students to develop understanding of item and question and look at how the question focuses on two elements.</p> <p>Extension – research information from the Lammy Review and the emerging findings.</p> <p>HMWK</p> <p>Make notes from <u>BSA Discover Sociology</u> on ‘Crime statistics and ethnicity’</p> <p>Students complete ‘Applying material from Item B and your knowledge, evaluate’ question in relation to ethnicity (30 marks).</p>	



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Class and crime	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.	<p>Outline key trends associated with class and crime.</p> <p>Examine the key reasons why working class commit more crime.</p> <p>Apply key theories to the study of class and crime.</p>	<p>Paper based starter: graph outlining the key statistics for class and crime, students to interpret the graph and answer questions.</p> <p>Students to work in groups and come up with a list of ideas/reasons as to why those from lower income backgrounds are more likely to feature in crime statistics – make notes on flip chart paper and feedback to the group.</p> <p>A3 sheet – working on application skills – work through each of the key theories looked at so far and apply to the main theories.</p> <ul style="list-style-type: none"> • Marxism – working class driven to crime as a consequence of capitalism, they commit crime to survive. They are also alienated in a capitalist society and commit non-utilitarian crimes to vent their frustration. • Strain theory – working class individuals cannot achieve the cultural goals by legitimate means and so turn to crime to obtain these goals. • Subcultural stain theories – working class individuals experience status frustration and turn to crime as part of the alternative status hierarchy. • Right realism – links to the underclass and poor socialisation. Left realism – the working 	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			<p>class commit crime because of marginalisation.</p> <p>Round the room summary of key trends and reasons – students to recall one thing they learnt during the lesson.</p>	
Class and crime	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.	<p>Review key trends associated with class and crime. Examine the key problems associated with crime statistics.</p> <p>Review white collar and corporate crime.</p>	<p>Paper based starter – questions based on official statistics to review key trends.</p> <p>Discussion – outline the main problems with official statistics.</p> <p>Create a PowerPoint outlining the reasons why working class individuals may be over-represented within the statistics.</p> <p>Outline and review the Marxist perspective – discuss how laws are selectively enforced and that the criminal justice system represents the interests of the bourgeoisie.</p> <p>Also, discuss labelling theory – the working class are less likely to negotiate their way out of justice and are more likely to fit police typifications, police are more likely to patrol working class areas and this results in working class individuals featuring more heavily in the crime statistics.</p> <p>Review Marxist perspective and crimes of the powerful.</p>	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			<p>Students to research and make notes from online resource <u>Class, crime and the criminal justice system</u> - this link is a complete learning object on social class and crime. The page includes reading on the topic, a downloadable PowerPoint and a quiz to check learning. The learning objective is to explain why white collar crime in the USA is less likely to be prosecuted</p> <p>* Mind map key topic of class and crime</p> <p>* Post-it note summary of lesson</p> <p>Extension – make notes from <u>BSA Discover Sociology</u>.</p> <p>Discuss key examples previously mentioned – if time permits students can research more recent examples of white collar crime.</p> <p>Mind map key topic of class and crime – extension activity.</p> <p>Post-it note summary of lesson.</p>	
Media	Globalisation and crime in contemporary society; the media and crime; green	Know the main patterns of media representation of crime and how these differ from the picture of crime in official statistics.	<p>Paper based starter – matched terms – review of key concepts.</p> <p>Newspaper articles – selection of a range of recent news articles that include celebrities, drama,</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
	crime; human rights and state crimes.	<p>Understand different views of the media as a cause of crime.</p> <p>Evaluate these different views.</p>	<p>excitement – discussion of news values – what makes these articles newsworthy?</p> <p>Link to news values on p517 in Browne textbook</p> <p>Article James Bulger – explore the notions of media causing crime – update and make current – look at the role of the media in the riots.</p> <p>Look at the work of Greer and Rainer.</p> <p>Discuss the role of the media and the creation of news stories – linking to journalism.</p> <p>Link to left realism and discuss notions of media and relative deprivation.</p> <p>Link to gender and discuss fear of crime.</p>	
Media	Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes.	<p>Understand what a moral panic is.</p> <p>Examine the media's role in the creation of moral panics.</p> <p>Identify contemporary examples of moral panics.</p>	<p>Paper based starter – summary grid linking to representations of crime and the media as a cause of crime.</p> <p>Read through work on moral panics.</p> <p>Discussion of mods and rockers – create a story board to depict key stages.</p> <p>PowerPoint about the riots.</p>	1 hour



ST. MARY MAGDALENE
C OF E SIXTH FORM
PENINSULA CAMPUS
*Excellence through innovation,
founded in faith since 1840.*

Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Link to Twitter analysis – new forms of research. Develop evaluation – link to McRobbie – look at how relevant moral panics are in today’s society.	



Topic	Specification links	Learning objective	Learning activities	Allocated time
Media	Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes.	<p>Review moral panics.</p> <p>Establish an understanding of the key concepts.</p> <p>Consider key theories with regards to the media.</p>	<p>Paper based starter – questions on moral panics.</p> <p>Link to new forms of media.</p> <p>Review and discuss cyber-crime – link to global crime and new forms of crime.</p> <p>Video clip: KW: TED talks – Misha Glenny talk on cyber-crime.</p> <p>Discuss problems of punishing people who commit cyber-crime.</p> <p>Read over <i>Sociology Review</i> article – New technology and crime. (Volume 22, issue 4)</p> <p>Dominoes activity on concepts.</p> <p>Answer short answer question 'Outline two ways in which the media may give a distorted view of crime' (4 marks).</p> <p>Student complete a plan for 'Applying material from Item B and your knowledge, evaluate' question in relation to media (30 marks). Specimen paper.</p>	1 hour
Globalisation	Globalisation and crime in contemporary society; the media	Recap key foundations of globalisation.	Paper based starter – questions to recap what globalisation is and to draw out links to crime.	1 hour 30 minutes



Topic	Specification links	Learning objective	Learning activities	Allocated time
	and crime; green crime; human rights and state crimes.	<p>Understand what global crime is and develop key examples.</p> <p>Evaluate the relationship between globalisation and crime.</p>	<p>Summarise types of global crime – students to work in pairs to write as many examples of global crime as they can think of.</p> <p>Link to the work of Castells – illegal drug trades, human trafficking, cybercrime.</p> <p>Read p503-506 from the Browne text book and make notes on how globalisation has affected crime. Students to make notes on 7 key ways</p> <p>Review work of Beck and risk society – linking back to theory topic</p> <p>Make links to transnational organised crime</p> <p>Discuss work of Beck and risk society – linking back to theory topic.</p> <p>Students watch KW: TED talk about McMafia.</p> <p>Discuss Misha Glenny, Hobbs and Dunningham.</p> <p>Write down all the key concepts – concept card.</p>	
Globalisation	Globalisation and crime in contemporary society; the media and crime; green	Understand the different types of green crime.	Paper based starter – summary grid to recap: types of crime, Beck’s risk society, globalisation and capitalism and types of global crime organisations.	1 hour



Topic	Specification links	Learning objective	Learning activities	Allocated time
	crime; human rights and state crimes.	<p>Identify what primary and secondary green crime is.</p> <p>Evaluate sociological explanations of environmental harm.</p>	<p>Discuss what green crime is and give examples of green crime (primary and secondary).</p> <p>Mind map key ideas.</p> <p>Give examples of green crime (primary and secondary) and discuss traditional and green criminology.</p> <p>Make links to green crime, globalisation and the risk society.</p> <p>Look at who commits green crime and the victims of green crime.</p> <p>Examine enforcement action against green crime.</p> <p>Discuss traditional and green criminology and get students to identify problems of researching green crime.</p> <p>Answer questions based on green crime.</p> <p>Students plan an essay on 'Applying material from Item A, analyse' question in relation to globalisation (10 marks).</p>	
Globalisation	Globalisation and crime in contemporary society; the media and crime; green	<p>Identify what state crime is.</p> <p>Explore key examples.</p>	<p>Paper based starter – questions about green crime.</p> <p>Discussion of Khmer Rouge and possible state crime.</p>	1 hour



Topic	Specification links	Learning objective	Learning activities	Allocated time
	<p>crime; human rights and state crimes.</p>	<p>Understand the relationship between state crimes and human rights.</p>	<p>Watch clip of KW: waterboarding – Christopher Hitchens.</p> <p>Read p511-515 of Browne text book to summarise human rights and state crime.</p> <p>Concepts to be defined by teacher.</p> <p>Complete short answer questions in relation to human rights and state crime.</p> <p>Extension – online resource <u>Globalisation, green crime, human rights, state crime</u> - this is a PowerPoint of 30 slides that covers globalisation, green crime, state crime and human rights. There are also links to a range of examples of these crimes.</p>	



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Crime control and punishment	Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.	<p>Understand and be able to evaluate a range of crime prevention and control strategies.</p> <p>Understand and evaluate the different perspectives on punishment.</p> <p>Know the main trends in sentencing and understand their significance.</p>	<p>Paper based starter – summary grid globalisation.</p> <p>Discuss punishment and prevention.</p> <p>Ask students to identify the differences.</p> <p>Look at changing forms of punishment</p> <p>Identify different types of punishment.</p> <p>Look at different perspectives and their views of punishment.</p> <p>Look at changing forms of punishment.</p> <p>Outline the work of Foucault, Rusche and Kirchheimer</p> <p>PowerPoint overview of different types of prevention – situational crime prevention, environmental crime prevention, social and community crime prevention.</p>	1 hour
Crime control and punishment	Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.	<p>Understand and be able to evaluate a range of crime prevention and control strategies.</p> <p>Understand and evaluate the different</p>	<p>Paper based starter – questions on punishment.</p> <p>Look at whether imprisonment prevents crime.</p> <p>Students to work in pairs to evaluate the surveillance society.</p> <p>Students to identify what crime strategies are preferred by right realism and what strategies are preferred by left realists.</p>	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
		<p>perspectives on punishment.</p> <p>Know the main trends in sentencing and understand their significance.</p>	<p>Compare and contrast these crime prevention strategies.</p> <p>Look at feminism and control and prevention of crime.</p> <p>Look at post-modernism and control and prevention of crime.</p> <p>Use evaluation cards to identify key evaluation points for each theory – left realism, right realism, postmodernity, feminism.</p>	
Victims	Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.	<p>Identify patterns of victims of crime.</p> <p>Explore reasons why certain groups are more likely to be victimised.</p> <p>Evaluate impact of positivist and critical victimology.</p>	<p>Paper based starter – questions on crime prevention</p> <p>Look at effects of victimisation and who is more likely to be a victim – link to class, age and ethnicity</p> <p>Outline what victimology is</p> <p>Powerpoint to explore positivist and critical victimology</p> <p>Review key concepts</p> <p>Students plan the following exam question:</p> <p>Applying material from Item A, analyse two reasons why situational crime prevention strategies may not be effective in reducing crime (10 marks) Specimen paper.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
			Extension – online resource <u>Crime control, punishment and victimology</u> - this is a Prezi presentation covering crime prevention, control, punishment and victimology. There is also a full transcript of the presentation.	
Exam technique		Review key content. Examine key knowledge. Develop exam technique.	Paper based starters – review key topic areas, reflection on areas struggling with. A3 mind maps. Walking time lines. Quick quizzes. A–Z key terminology.	1 hour

All content at this point has now been covered. Therefore, one week to be spent reviewing each of the three A-level papers and consolidating knowledge and exam technique.



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Exam technique A-level Paper 1 (7192/1)		Review key content – Education. Examine key knowledge. Develop exam technique.	Paper based starters – review key topic areas for A-level Paper 1 (7192/1) – education only. A3 mind maps – topic areas. A–Z key terminology. Quick quiz – with regards to exam skills. Question break down – one 4 mark question ‘Outline’, one 6 mark question ‘Outline’, one 10 mark question ‘Applying material from Item A, analyse’, one 30 mark question ‘Applying material from Item B and your knowledge, evaluate’. Section is worth 50 marks in total.	1 hour
Exam technique - A-level Paper 1 (7192/1)		Review key content – Methods in context. Examine key knowledge. Develop exam technique	Paper based starter – review key skills for Methods in context question. Practice essays – plan and develop skills for this. Overview of strengths and limitations of each method.	1 hour 30 minutes
Exam technique - A-level Paper 1 (7192/1) -		Review key content – Theory. Examine key knowledge.	Paper based starter – recap of Theory. Review skills needed for a 10 mark ‘Outline and explain’ question.	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
		Develop exam technique.	Essay planning – Theory.	
Exam technique - A-level Paper 1 (7192/1)		Review key content – Methods. Examine key knowledge. Develop exam technique.	Paper based starter – recap of Methods. Review skills needed for a 10 mark 'Outline and explain' question. Essay planning – methods.	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Exam technique - A-level Paper 2 (7192/2)		<p>Review key content – Families and households.</p> <p>Examine key knowledge.</p> <p>Develop exam technique.</p>	<p>Paper based starters – review key topic areas for A-level Paper 2 (7192/2) – Families and households only (Section A).</p> <p>A3 mind maps – topic areas.</p> <p>A–Z key terminology.</p> <p>Quick quiz – with regards to exam skills.</p> <p>Question break down – one 10 mark question ‘Outline and explain’, one 10 mark question ‘Applying material from Item A, analyse’ and one 20 mark question ‘Applying material from Item B and your knowledge, evaluate’.</p> <p>Section is worth 40 marks in total.</p>	1 hour
Exam technique Paper 2 (7192/2)		<p>Review key content – Families and households.</p> <p>Examine key knowledge.</p> <p>Develop exam technique.</p>	<p>Paper based starter.</p> <p>Essay planning for all topics.</p> <p>Review terminology of questions and exam skills.</p>	1 hour 30 minutes



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Exam technique - A-level Paper 2 (7192/2)		Review key content – Beliefs in society. Examine key knowledge. Develop exam technique.	Paper based starters – review key topic areas for A-level Paper 2 (7192/2) – Beliefs in society only (Section B). A3 mind maps – topic areas. A–Z key terminology. Quick quiz – with regards to exam skills. Question break down – one 10 mark question ‘Outline and explain’, one 10 mark question ‘Applying material from Item A, analyse’ and one 20 mark question ‘Applying material from Item B and your knowledge, evaluate’. Section is worth 40 marks in total.	1 hour
Exam technique - A-level Paper 2 (7192/2)		Review key content – Beliefs in society. Examine key knowledge. Develop exam technique.	Paper based starter. Essay planning for all topics. Review terminology of questions and exam skills.	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
Exam technique - A-level Paper 3 (7192/3)		<p>Review key content – Crime and deviance.</p> <p>Examine key knowledge.</p> <p>Develop exam technique.</p>	<p>Paper based starter – review key topic areas for A-level Paper 3 – Crime and deviance only.</p> <p>A3 mind maps – topic areas.</p> <p>A–Z key terminology.</p> <p>Quick quiz – with regards to exam skills.</p> <p>Question break down – one 4 mark question ‘Outline’, one 6 mark question ‘Outline’, one 10 mark question ‘Applying material from Item A, analyse’, one 30 mark question ‘Applying material from Item B and your knowledge, evaluate’.</p>	1 hour
Exam technique - A-level Paper 3 (7192/3)		<p>Review key content – Crime and deviance.</p> <p>Examine key knowledge.</p> <p>Develop exam technique.</p>	<p>Paper based starter.</p> <p>Essay planning for all topics.</p> <p>Review terminology of questions and exam skills.</p>	1 hour 30 minutes
Exam technique - A-level Paper 3 (7192/3)		<p>Review key content – Theory.</p> <p>Examine key knowledge.</p>	<p>Paper based starter – recap of theory.</p> <p>Review skills needed for a 10 mark ‘Outline and explain’ question.</p>	1 hour



Topic	Specification links	Learning objectives	Learning activities	Allocated time
		Develop exam technique.	Review skills needed for a 20 mark 'Applying material from Item C and your knowledge, evaluate' question. Essay planning – theory.	
Exam technique - A-level Paper 3 (7192/3)		Review key content – Methods. Examine key knowledge. Develop exam technique.	Paper based starter – recap of methods. Review skills needed for a 10 mark 'Outline and explain' question. Review skills needed for a 20 mark 'Applying material from Item C and your knowledge, evaluate' question. Essay planning – methods.	1 hour