

## Medium Term Plan: Sociology A Level Year One

**Subject: Sociology (Teacher One)**

**Year: 12**

**Unit: Research methods and methods in context**

Topic & Week	Learning Intentions/Key Questions	Learning Goals for Students	Learning Activities (including differentiation)	Resources
<p>13/14 Research methods and methods in context – Questionnaires</p>	<p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents, and official statistics.</p>	<ul style="list-style-type: none"> <li>• Categorise the different types of questionnaires.</li> <li>• Summarise the strengths and limitations of questionnaires.</li> <li>• Apply these strengths and limitations to the education context</li> </ul>	<p>PowerPoint: reviewing key sampling techniques.</p> <p>Introduction to questionnaires: students to define and identify what they are.</p> <p>Hand of knowledge: students to draw round their hands and write everything they know about questionnaires.</p> <p>Discussion of practical, ethical and theoretical issues associated with questionnaires, especially within the context.</p> <p>Look at the different types of questionnaires: open and closed questions, face to face or postal/email and how they can be used within the education system.</p> <p>Analyse and evaluate examples of sociologists who have used questionnaires in the education context</p> <p>Application of knowledge to exam questions.</p>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Example questionnaires and sociological research</li> </ul>

<p>15/16 Research methods and methods in context – Interviews</p>	<p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents, and official statistics.</p>	<ul style="list-style-type: none"> <li>• Categorise the main types of interviews.  Explore how these are used within sociology. Discover the strengths and limitations of interviews.</li> <li>• Apply these strengths and limitations to the context</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion about different types of interviews: unstructured, structured, semi-structured, group.  Students have to sort into a pile for either strengths or limitations, sort cards that have either a strength or limitation written on them. Students to create an interview schedule to ask students about their experiences of homework at school/college. Students to carry out interviews in pairs. Discussion about practical, ethical and theoretical issues associated with interviews. PowerPoint: the teacher delivers answers to a number of questions via PowerPoint. The students have a list of questions and they have to work out which one the answer relates to. <b>AS Exam Technique:</b> discussion about exam technique needed for the AS exam: essay question 'Evaluate.... (16 marks).' Prepare students for the question. Students to prepare a plan for the essay which they will complete for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort cards</li> <li>• PowerPoint</li> <li>• Essay planning sheet</li> <li>• Specimen AS Paper 1 Section A</li> </ul>
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<p>17/18 Research methods and methods in context – Observations</p>	<p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents, and official statistics.</p>	<ul style="list-style-type: none"> <li>• Explore the main types of observations.</li> <li>• Assess how observations are used in social research.</li> <li>• Identify the strengths and limitations of observations.</li> <li>• Apply these strengths and limitations to the context</li> </ul>	<p>Paper based starter: students to undertake a task to re-cap practical, ethical and theoretical issues associated with questionnaires (words should be on the board to help and assist).</p> <p>Mini whiteboards: teacher provides a list of statements regarding observations and students have to write either true or false on their whiteboard.</p> <p>Discussion about the different types: overt, covert, participant and non-participant observation.</p> <p>Group work: students to work in groups to look at different observations that have been carried out.</p> <p>Students to present findings and research to the rest of the group.</p> <p>Students to complete summary grid for observations including practical, ethical and theoretical issues.</p> <p>All key aspects and evaluation to be applied to the context.</p>	<ul style="list-style-type: none"> <li>• Paper based starter</li> <li>• Mini whiteboards</li> <li>• Information sheets about different types of observation (<b>KW: Humphreys - Tea Room Trade, Williams - Cocaine Kids, Patrick - A Glasgow gang observed</b>)</li> </ul>
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**Subject: Sociology (Teacher Two)**

**Year: 12**

**Unit: Research methods and methods in context**

Topic & Week	Learning Intentions/Key Questions	Learning Goals for Students	Learning Activities (including differentiation)	Resources
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<p>10</p> <p>Choosing a research method</p>	<p>The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.</p>	<ul style="list-style-type: none"> <li>Develop an understanding of social research.</li> </ul> <p>Identify how data is collected. Discuss practical, ethical and theoretical issues that affect method choice.</p>	<p>Paper based starter: students to complete a wordsearch outlining the key concepts.</p> <p>Extension: define the key concepts.</p> <p>Review the research process using sort cards.</p> <p>Discussion based activity: students to create ideas for research projects based around education and to develop ideas to fit into the research process</p> <p>Re-cap terms: hypothesis, data and theory.</p> <p>Review of primary and secondary data.</p> <p>PowerPoint: outline practical, ethical and theoretical issues.</p> <p>Activity pages practical application of PET.</p> <p>Mini whiteboard re-cap test of PET: statements are placed on the board and students have to identify which type of issue it is.</p>	<p>Research process: sort cards PowerPoint</p>
<p>11</p> <p>Research methods – primary/secondary and sampling</p>	<p>The distinction between primary and secondary data, and between quantitative and qualitative data. Quantitative and qualitative methods of research; their strengths and limitations; research design. The relationship between positivism, interpretivism and</p>	<p>Examine quantitative data and positivism.</p> <p>Explore qualitative data and interpretivism.</p> <p>Compare and contrast the two perspectives.</p>	<p>PowerPoint: presented re-capping positivism and interpretivism.</p> <p>Start to look at which research methods are favoured by positivists and which are favoured by interpretivists: sort cards to identify (positivists - official statistics,</p>	<ul style="list-style-type: none"> <li>PowerPoint</li> <li>Sort cards</li> <li>Venn diagram</li> <li>Chocolate/sweets</li> </ul>

	<p>sociological methods; the nature of 'social facts'.</p>	<p>List the key sampling methods.</p>	<p>structured interviews, experiments, questionnaires, structured observational schedules with observations, quantitative content analysis of documents. Interpretivists - documents, unstructured interviews, focus groups, observations, field experiments)</p> <p>Discussion of different research methods - start to unpick what they are?</p> <p>Venn diagram to compare and contrast positivism and interpretivism.</p> <p>Sampling with chocolate: group work - inform students what each sampling method is in turn and get the students to carry out the sample using the chocolate i.e. random sampling - they would pull a sample of smarties (20) at random from a large packet of smarties and analyse the sample .</p> <p>PowerPoint: reviewing key sampling techniques.</p>	
<p>12 Methods in Context</p>	<p>Students must be able to apply sociological methods to the study of education.</p>	<ul style="list-style-type: none"> <li>• Develop an understanding of how sociologists research education.</li> <li>• Examine some of the problems that sociologists may find carrying out research into education.</li> <li>• Apply methods to context.</li> </ul>	<p>Consider exam technique for the methods in context question: this question will be the same structure, weighting and style for both AS and A level and so no differentiation is needed. The question will be worth 20 marks and will use an item. The exam command will be 'Applying material from an Item and your</p>	<ul style="list-style-type: none"> <li>• Building blocks</li> <li>• Building blocks sheet</li> </ul>

			<p>knowledge of research methods, evaluate the strengths and limitations of.....'</p> <p>Building blocks to discuss and illustrate different levels: level one - basic knowledge of research methods; level two - linking the research methods to the general topic area; level three - linking to the context and specialised links to the topic.</p> <p>Look at different areas in education that can be researched: schools, classrooms, parents, teachers and pupils.</p> <p>Start to look at PET issues and problems sociologists may have when researching education.</p> <p>Students complete a summary sheet with all the methods on: link to what sort of topics/issues they can use to study.</p>	
<p>13 Methods in Context</p>	<p>Students must be able to apply sociological methods to the study of education.</p>	<ul style="list-style-type: none"> <li>• Identify issues of access in to educational establishments.</li> <li>• Explore power relationships within school.</li> <li>• Examine legal frameworks and the different settings that exist within schools.</li> <li>• Apply research methods to the classroom.</li> <li>• Explore key issues in researching teachers.</li> </ul>	<p>Class summary discussion.</p> <p>Pair work: students to create their own research project which should link to asking students questions about their study skills/homework - planning and discussion.</p> <p>Re-cap exam technique focusing on the classroom.</p> <p>Presentation to the group about how they would carry out their research</p>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Research project brief</li> </ul>

		<ul style="list-style-type: none"> <li>• Examine key issues in researching students.</li> <li>• Examine key issues in researching parents.</li> <li>• Develop exam technique.</li> <li>• Review key application skills.</li> </ul>	<p>and to study skills.</p> <p>Students to think about researching teachers: what do they want to know about teachers (link to work-life balance, responsibilities, career path).</p> <p>Students to write down questions - question time to interview the teacher.</p> <p>Reinforce to the students that they will be rewarded for discussing their own research if it links to the topic and context in this question - refer to the issues in researching students.</p>	
<p>14/15 Secondary sources and context</p>	<p>Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents, and official statistics.</p>	<ul style="list-style-type: none"> <li>• Identify the different types of statistics.</li> <li>• Explore the strengths and limitations of statistics.</li> <li>• Review the practical, ethical and theoretical issues associated with statistics.</li> <li>• Establish the different types of documents that exist.</li> <li>• Recognise how to carry out content analysis.</li> <li>• Consider the strengths and weaknesses of documents.</li> <li>•</li> </ul>	<p>PowerPoint: introduction to statistics – note-taking on the different types available.</p> <p>Opinion finder: students to work independently to find people’s views/ideas on statistics - differentiation.</p> <p>Group work: students to work independently to identify people's views on statistics.</p> <p>PowerPoint: review of statistics.</p> <p>Discussion about the dark figure of</p>	<ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Opinion finder</li> <li>• Newspaper article</li> </ul>



			<p>statistics.</p> <p>Review practical, ethical and theoretical issues associated with statistics.</p> <p>Paper based starter: code breaker objectives – puzzlenet – see code breaker – put learning objectives.</p> <p>Discuss different types of documents.</p> <p>Extension: student to think of as many types of documents - public, private and historical documents that they would find in education.</p> <p>Class discussion about content analysis.</p> <p>Students to annotate and carry out content analysis on a newspaper article - discuss strengths and limitations of content analysis.</p> <p>If this is the answer what is the question: students provided with answers and they have to identify the questions that matches the answer.</p> <p>Stand up sit down: students to stand up and take it in turns to recall information - they can sit down once they have recalled a piece of information.</p>	
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