

**OCR ADVANCED SUBSIDIARY GCE  
IN SOCIOLOGY (3878)**

**OCR ADVANCED GCE  
IN SOCIOLOGY (7878)**

**Indicative Scheme of Work**

**Module 2532: The Individual and Society**



## Contents

1	Scheme of Work for Module 2532	Page	1
	Week One: Introduction	Page	1
	Week Two: Socialisation	Page	2
	Week Three: Socialisation	Page	3
	Week Four: Identity	Page	4
	Week Five: Gender Identity	Page	5
	Week Six: Ethnic Identity and Social Behaviour	Page	6
	Week Seven: Class Identity	Page	7
	Week Eight: National Identity	Page	8
	Week Nine: Conclusion: Sources of Identity and the future of Identity	Page	9
2	Resources	Page	10



<b>WEEK No</b>	<b>SPECIFICATION CONTENT AND OBJECTIVES</b>	<b>TEACHING, LEARNING AND ASSESSMENT ACTIVITIES</b>	<b>RESOURCES</b>	<b>KEY SKILL ELEMENTS D=Development PE=Portfolio Evidence</b>
1	<ul style="list-style-type: none"> <li>Icebreaker</li> </ul>	<ul style="list-style-type: none"> <li>Social Control on Zurcon. Divide students into one small group and one large. They have to imagine they all now live on the planet Zurcon. The small group is called Zurcs and the large group Zurcons. Zurcon is ruled by an Overlord called Zurc. Zurcs support Zurc and have to devise ways of controlling the Zurcons – by whatever means they can imagine. Zurcons are the operatives on Zurcon; they work 24x7x365 (or whatever the Zurcon equivalent is). Zurcons have to devise ways of breaking free of their slavery – by whatever means they can imagine. Give the groups 20 mins. to plan, then stand back to let battle commence between Zurcs and Zurcons.</li> </ul>		D –C 2.1a and C 3.1a
	<ul style="list-style-type: none"> <li>An introduction to Sociology</li> <li>To introduce students to sociological thinking and the meaning of the sociological imagination</li> </ul>	<ul style="list-style-type: none"> <li>Food activity. What did you eat and drink today? Students make a list.</li> <li>In small groups or pairs students produce a spider diagram to identify from their food and drink lists the relationship between themselves and local, national and international organisations in the production and organisation of food and drink.</li> <li>Each group asked to feedback (pun!) on what they ate today and how they are connected to wider organisations and institutions.</li> <li>This could lead to a discussion of private and public issues (C W Mills) and how what and how we eat and drink is culturally defined – e.g. the custom and ritual of tea drinking.</li> </ul>	Teacher reference, OU Block 1 Unit 1 D103	D - C2.1a and C 3.1a  D – IT3.1
	<ul style="list-style-type: none"> <li>To introduce the idea of social structures in the formation of society.</li> </ul>	<ul style="list-style-type: none"> <li>Group exercise. Give groups different climatic, geographical, resource locations and ask them to create the framework for a community to meet political, economic and social needs. Discussion on what makes a society.</li> </ul>	<ul style="list-style-type: none"> <li>Handout There’s nothing so English as a cup of Tea. Adapted from OU D103 Block 1</li> <li>Video clips from Castaway 2000 as stimulus. Set task of students to search for newspaper articles on the Castaway experiment</li> </ul>	D – 3.1a

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2	<ul style="list-style-type: none"> <li>• To introduce the idea of socialisation</li> <li>• To identify the agents of socialisation</li> <li>• To outline the ways in which the agents of socialisation transmit and reinforce culture, to include the following concepts:                             <ul style="list-style-type: none"> <li>• Norms</li> <li>• Values</li> <li>• Status</li> <li>• Role</li> <li>• Culture</li> <li>• Subculture</li> <li>• Identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In small groups students make up an imagined identity for an individual. Teacher gives a prompt list of age/hobbies/gender/class. Each group introduces their person to the class and explains who they are. Teacher chooses one of the imagined individuals and class focuses on which of their features could be due to social influences and which due to biology. Students asked to list areas of society that impact on identity - aim to get list of the agents of socialisation. Students introduced to the concept of socialisation, with use of Wilson and Kidd exercise on the Wolf Children, p 33. Students are then asked to rank the agents of socialisation in order of priority from birth onwards and introduced to idea of primary/secondary socialisation.</li> <li>• Using Wilson and Kidd, p 27-33 students write definitions of the key concepts, using exercises as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson and Kidd, Sociology for GCSE, p 27-33</li> <li>• See also: Key Skills in Sociology, Aiken and Chapman, NEC, FEDA, DfEE. 2000, Activities 1 &amp; 2</li> </ul>	<p>D – C3.1b</p> <p>D – C3.3</p>

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3	<ul style="list-style-type: none"> <li>• To outline different sociological interpretations of socialisation</li> <li>• An outline of the structural approaches to socialisation Conflict and Consensus</li> <li>• An outline of the interpretive approach to understanding socialisation</li> </ul>	<ul style="list-style-type: none"> <li>• Recap Key Concepts from previous week.</li> <li>• Using Taylor et al, Investigating Culture and Identity, p 20-21, Who am I ? discuss the concept of identity. Sociologists divided over how individuals acquire an identity and the role of the agents of socialisation in the process.</li> <li>• Teacher gives out handout of the 3 main sociological theories, and their basic ideas. Class introduced to the ideas of Structure/Agency/consensus/conflict. If available use clips from The Wall video, Pink Floyd, the actual song itself and accompanying images, and first 15 mins. of the film One Flew Over the Cuckoo's Nest to illustrate relevant ideas.</li> <li>• Refer back to Castaway and possibly Big Brother.</li> <li>• Students write a paragraph on each of the theories, to illustrate the difference between structure/action.</li> </ul>	<ul style="list-style-type: none"> <li>• Taylor et al, Investigating Culture and Identity, p 20- 21</li> <li>• Video clips from The Wall and One Flew over the Cuckoo's Nest</li> <li>• Teacher produced handout on the basic ideas of Structure/Agency</li> </ul>	D – C3.1a

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4	<ul style="list-style-type: none"> <li>• To introduce and promote an understanding of the concept of identity</li> <li>• To examine the meaning of gender identity, and to include the following concepts:               <ul style="list-style-type: none"> <li>• Sex</li> <li>• Gender</li> <li>• Femininity</li> <li>• Masculinity</li> <li>• Sexuality</li> <li>• Patriarchy</li> <li>• Crisis of masculinity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher introduces the difference between sex and gender, and students list the areas of difference which can be altered and the areas that can't. Discussion on the question of nature/nurture, using prompt material, e.g. Sociology in Focus, p 124, Item A or Kirby et al, ibid, p 51.</li> <li>• Discussion of sex-role systems, and socialisation in the process of creating genders, and sexuality.</li> <li>• Students list characteristics associated with masculinity and with femininity, and compare answers. Teacher could provide list of images to match against the concepts or set this as an activity for the students. Aim to illustrate that there are different types of both masculinity and femininity, ref to Taylor et al, ibid p 102 or Kirby et al, ibid p 52 and 63 if necessary.</li> <li>• Teacher introduces the concept of sexuality, and using Sociology in Focus, p 125 and 127, discussion focuses on whether sexuality is different for males and females.</li> <li>• Students produce list of areas of life where male power/patriarchy is arguably being challenged. Use clips from The Full Monty to illustrate the notion of the crisis of masculinity. Discuss the terms <i>new man</i>, <i>new lad</i>, <i>new dad</i> using a simple content analysis exercise on Loaded/ FHM/GQ, asking students to note the articles and features. Use the findings to discuss the crisis of masculinity or changing masculinities.</li> <li>• H/w assignment, Discuss the view that contemporary society is experiencing a crisis of masculinity, p 60-62 in Kirby et al, Sociology in Focus, p 148-150, and research the concept of crisis of masculinity on The Guardian archive. Students produce 600 word (approx) account. Teacher to give guidance on planning an answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Sociology in Focus p 124</li> <li>• Kirby et al ibid p 51</li> <li>• Taylor et al ibid p 102</li> <li>• Kirby et al ibid p 52 &amp; 63</li> <li>• Sociology in Focus, p 125 &amp; 127</li> <li>• Video clip from The Full Monty</li> <li>• Kirby et al, p 60-62</li> <li>• Sociology in Focus, p 148-150</li> </ul>	

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5	<ul style="list-style-type: none"> <li>To assess the changing nature of gender identities, and the role of the agents of socialisation in this process</li> </ul>	<ul style="list-style-type: none"> <li>In small groups students research the ways in which the agents of socialisation affect gender roles. Each group member chooses 1 or 2 agents of socialisation and has to find evidence of how that agent can affect male or female identity. Guardian web site can be used or general sociology texts. Each group puts their evidence together and makes a short presentation to the rest of the class.</li> <li>Class discussion focuses on whether the evidence is reliable/valid, and in particular on whether sociologists have produced an oversimplified concept of women and men.</li> <li>Joan Smith in Kirby et al, p 53-54, can be used to illustrate the impact of socialisation on female identity, a contemporary study.</li> <li>H/w assignment, Outline and comment on 2 ways that the mass media can reinforce gender roles. (300 word maximum)</li> </ul>	<ul style="list-style-type: none"> <li>Taylor et al, p 98</li> <li>Kirby et al, p53-54</li> </ul>	<p>D – IT 3.2</p> <p>D – C3.1a</p>

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6	<ul style="list-style-type: none"> <li>• To examine the meaning of ethnic identity and the ways this can impact on social behaviour. To include the concepts of:               <ul style="list-style-type: none"> <li>• Race</li> <li>• Ethnicity</li> <li>• Cultural Hybrids/diaspora</li> <li>• Assimilation</li> <li>• Prejudice</li> <li>• Discrimination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In small groups students write down 5 different ethnic groups in the contemporary UK. Alternatively teacher or students prepare a sheet of images illustrating different basis for ethnicity, and students write down the basis of each group's ethnicity. Come up with a class list of features which constitute ethnicity, use Taylor et al, ibid, p 122, as reference for students, and ask them to write down definitions of ethnicity and minority.</li> <li>• Use Sociology in Focus, p 67, and discuss the concept of race as a social construction. Students write down definitions.</li> <li>• Use Taylor et al, ibid, p 125 on cultural hybrids and ask students to come up with a list of examples from their own experience. Use the first 10 mins of the film East is East to illustrate the concept.</li> <li>• Explore the other key concepts and write definitions for each as they are discussed, using either Sociology in Focus or Taylor et al.</li> <li>• In small groups take the main agents of socialisation and explore the extent to which they can promote ethnic identity; use studies/examples. Try Ballard for family Haralambos, Gillespie in Kirby et al, p 72-73. For peer group/education try the guardian web site, <a href="http://www.guardianunlimited.co.uk">www.guardianunlimited.co.uk</a>; search on archive for articles on black culture and education/peer group August 20th 2000.</li> <li>• H/w assignment to produce a 400 word account of how far cultural hybrids are evident in the contemporary UK. (Refer to music/tv/language etc and studies/examples where relevant.)</li> </ul>	<ul style="list-style-type: none"> <li>• Taylor et al, ibid p 122</li> <li>• Sociology in Focus, p 67</li> <li>• Taylor et al, ibid p 12</li> <li>• the first 10 mins of the film East is East</li> <li>• Haralambos ed 4 p 352-353</li> <li>• Kirby et al, Sociology in Perspective, p 72-73</li> <li>• <a href="http://www.guardianunlimited.co.uk">www.guardianunlimited.co.uk</a></li> </ul>	<p>D – IT 3.1</p> <p>D – IT3.2</p>

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7	<ul style="list-style-type: none"> <li>• To examine the meaning of class identity and the way it may impact on social behaviour, including the concepts of:                             <ul style="list-style-type: none"> <li>• Class culture</li> <li>• Social closure</li> <li>• Meritocracy</li> <li>• Cultural capital</li> <li>• Consumerism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In small groups students attempt to link social class to culture, using the headings of working/middle/upper class culture. Teacher gives a prompt list of words as a basis. Possibly use first 5-10 mins of the film <i>Brassed Off</i> for working class culture.</li> <li>• Discuss the emergent lists and the difficulty of the task. Discuss the emergence of popular culture and whether football has been lost to the middle classes.</li> <li>• Students research the concepts of social closure and meritocracy and apply them to individuals in the contemporary UK, e.g. David Beckham and Prince William can illustrate a number of different angles of social class.</li> <li>• Students research the concept of cultural capital, using texts, eg. <i>Sociology in Perspective</i>, Kirby et al, p 75 – 77. Students find examples of cultural capital and criticisms of the idea; again the concept could be linked to individuals - who has it, who doesn't and does it actually matter?</li> <li>• Introduce the idea of consumerism, and the end of class as a source of identity. Refer to Taylor et al, <i>ibid</i> p74-75.</li> <li>• H/w Assignment. Produce a 400 word account discussing whether social class is an important source of identity in the contemporary UK. Ref Taylor et al, <i>ibid</i> p 74-75, Kirby et al (2nd ed), p 74-76, 80-81.</li> </ul>	<ul style="list-style-type: none"> <li>• Video clips from <i>Brassed Off</i></li> <li>• <i>Sociology in Perspective</i>, Kirby et al, p 75 - 77, 80 –81</li> <li>• Taylor et al, <i>ibid</i>, p 74-75</li> </ul>	<p>D- C3.2</p>

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8	<ul style="list-style-type: none"> <li>• To examine the meaning of national identity and the role of institutions and structures in promoting it.</li> </ul> <p>To include the concepts of:</p> <ul style="list-style-type: none"> <li>• Nationalism</li> <li>• Patriotism</li> <li>• Cultural resistance</li> <li>• Globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Students discuss whether they see themselves as nationalistic; discuss the basis of nationalistic sentiments and the positive/negative connotations of the concept.</li> <li>• Discuss nations and states and how they differ; refer to devolution.</li> <li>• Students research definitions of nation, state, nationalism, patriotism for h/w.</li> <li>• Discuss the concept of nations being created/imagined; again devolution illustrates boundaries/language/culture well. Refer to Taylor et al, ibid, p 129-130 for notes.</li> <li>• In small groups students discuss ways in which individuals can display a national identity, and the teacher either produces images/examples to discuss or sets as a research activity. Video clips of sports events e.g. Olympics could be used well here. Research and notes on Schudson's ideas from Taylor et al, ibid, p 130.</li> <li>• Teacher introduces concept of globalisation, Taylor et al, p 128, Sociology in Focus, p 417-419, both useful accounts.</li> <li>• Ask students to state examples of ways in which globalisation can be seen in food, sport, music.</li> <li>• Ask students to list 10 global names, discuss whether globalisation is positive or negative. Refer to Sociology Review article on Globalisation.</li> <li>• Students list positive/negative side of globalisation and discuss the concept of cultural resistance. Kirby et al, p 77, is a useful source.</li> <li>• H/W assignment. Essay plan on the title, Discuss the view that globalisation is eliminating the existence of a national identity in the contemporary UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Taylor et al, ibid, p 129-130</li> <li>• Taylor et al, p 128, Sociology in Focus p 417-419</li> <li>• Sociology Review article on Globalisation. Vol 6 no 3 Feb 97</li> <li>• Kirby et al, p 77</li> </ul>	<p>D – C3.1</p> <p>D – 3.1a</p> <p>E – C3.2 &amp; C3.3</p>

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9	<ul style="list-style-type: none"> <li>Conclusion to the module. Which sources of identity are the strongest in the contemporary UK? The future of identity in a global world.</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion to the module. Ask students to write a short account of which sources of identity are the most important to them in their lives, focusing on gender, ethnicity, class, national identity, and to show an understanding of each identity in the process.</li> <li>Set an end of module test, eg OCR specimen papers, going through one question in class and the other as a test.</li> </ul>	<ul style="list-style-type: none"> <li>OCR specimen papers</li> </ul>	

## 2 Resources

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Aiken D. and Chapman S. **Key Skills in A levels: Sociology** NEC FEDA (DfEE 2000)  
Activities 1 & 2 (available from Key Skills Support Programme, tel: 020 7962 1066)

Haralambos M. and Holborn M. **Sociology: Themes and Perspectives** 4th edition (Collins 1995)

Kirby M. et al (2<sup>nd</sup> ed) **Sociology in Perspective** (Heinemann, 2000)

OU D103 Block1 **There's nothing so English as a cup of Tea**

Taylor P. et al **Investigating Culture and Identity** (Collins Educational, 1998)

Taylor P. et al **Sociology in Focus** (Causeway, 1995)

Wilson P. and Kidd A. **Sociology for GCSE 3** (Collins Educational, 1998)

### Miscellaneous

OCR Specimen Papers and Mark Schemes (Available from OCR Publications, tel: 0870 870 6622)

**Sociology Review** article *Globalisation* Vol 6 no 3 Feb 97

[www.guardianunlimited.co.uk](http://www.guardianunlimited.co.uk),

### Video Clips

**Brassed Off** video clips

**Castaway 2000** video clips as stimulus.

**East is East**

**One Flew over the Cuckoo's Nest**

**The Wall**