

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

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

**Indicative Scheme of Work**

**Module 2533: Culture and Socialisation**

**Option 1: Family**



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| WEEK No | SPECIFICATION CONTENT & OBJECTIVES                                       | TEACHING, LEARNING & ASSESSMENT ACTIVITIES  | RESOURCES  | KEY SKILL ELEMENTS<br>D=Development<br>PE=Portfolio<br>Evidence |
|---------|--|---|--|---|
| 1       | <p>What is a family?</p> <p>Introduction to the ideology of familism</p> | <p>Distribute to class three pieces of stimulus material in written or video form, e.g. newspaper article or video extract on gay couple having children with surrogate mothers; anti-one parent family piece and Isabelle Mackay article. Students should explore key themes in regard to these family set-ups – do they regard these as acceptable family units, or as too rigid or as too traditional etc?</p> <p>Adapt survey ranking exercise on page 65 Jorgensen.</p> <p>Distribute description of stereotypical family. Students should take each statement in turn and identify alternative set-ups.</p> <p>Adapt activity 1 in Scott and Fulcher’s ‘Sociology’ teacher’s workbook – two exercises; (a) write down five things about your own family (using description of stereotypical family as a reference point) and compare with others in the class. Discussion of similarities and differences. (b) Fill in grid in Fulcher and Scott’s workbook, using knowledge of television adverts and compare with ‘my family’.</p> <p>Photograph activity 2.1 in Hughes and Fergusson, pages 48-49, is excellent.</p> <p>Teacher led summary on concept of familial ideology and family values that underpin it relating to nuclear structure, marriage, privacy, heterosexuality and traditional division of labour.</p> <p>Reading: Hughes and Fergusson, pages 60-61</p> | <p>S.Moore, D.Aiken, S.Chapman<br/><b>Sociology for AS Level</b><br/>Harper Collins 2001 (from May 2001)</p> <p>Nik Jorgensen et al,<br/><b>Sociology: An Interactive Approach</b>,<br/>p65</p> <p>Fulcher and Scott<br/><b>‘Sociology’ – teacher workbook</b></p> <p>G.Hughes and R. Fergusson (eds.)<br/><b>Ordering Lives; family, work and welfare</b><br/>Routledge, 2000, ISBN 0-415-222923</p> <p>National Extension College, AS Sociology distance learning pack</p> | <p>D C3.1a and b</p>  |

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| 2       | New Right and decline of family<br>Social policy and family | <p>Introduce students to notion that family is in decline, under attack etc. Students should attempt to identify symptoms of decline in small groups.</p> <p>Student research task: divide group into small teams whose role is to research specific social policies geared to family life, e.g. taxation, social security, divorce, etc. Others could research the Labour government's policies (government web-sites especially the Cabinet Office are very good for this), the Conservative Party's policies. Some students might look at other European nations policies on family life whilst others might investigate New Right attitudes. Students should produce document for photocopying and distributing to rest of the group which will also form the basis of a brief (5 minute) presentation to the group.</p> <p>Give students a set of statistics relating to marriage, cohabitation, births outside marriage, one parent families, divorce, economic activity outside the home etc and ask them to invent a number of hypotheses based on these on the state of family life in the early 21<sup>st</sup> century.</p> | <p>See <b>Families</b> by Shelley Day Sclater (Hodder and Stoughton 2000) for reasonably up-to-date review of state policy</p> <p><b>Britain in Europe: An Introduction to Sociology</b> edited by Tony Spybey, chapter 10 is good on European policies.</p> <p>Haralambos and Holborn (5<sup>th</sup> edition) contains up to date statistics.</p> <p>Social Trends 2000</p> <p>Hughes and Fergusson, pages 52-57 are excellent.</p> | <p>PE C3.1 a<br/>PE C3.1b<br/>PE C3.2<br/>PE C3.3</p> <p>D N2.1<br/>D N2.2</p> <p>Key Skills In A-level Sociology (NEC/FEDA2000), activity 5, Updating family statistics is a useful follow-up exercise and generates the following key skills opportunities:<br/>PE C3.1b<br/>PE C3.2<br/>PE C3.3<br/>D IT3.1<br/>D N3.3</p> |

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| 3-4     | <p>Marriage</p> <p>Cohabitation and births outside marriage</p> <p>Marital breakdown</p> | <p>Activity 12 on marriage in Taylor is worth using as stimulus material to investigate the state of marriage and cohabitation.</p> <p>This should be supplemented with readings- Jorgensen on cohabitation, pages 109-111 hits the right level for AS.</p> <p>Students to research births outside marriage using national and local statistics. Focus particularly on trends by age and social reactions to these trends. Does the evidence support or refute New Right ideas? Use internet, Social Trends, textbooks etc.</p> <p>Students to construct timeline of divorce legislation using textbook.</p> <p>Marital breakdown: Draw students attention to studies of marriage – e.g. Bernard, Thornes and Collard etc. Discussion points; (a) have expectations in regard to marriage changed over the generations? – Students could briefly interview parents/grand-parents etc (b) what skills do men and women require today to make a successful marriage? (c) What pressures exist on modern marriages compared with the past? (d) Why are women more likely to initiate divorce rather than men? Student reading: Jorgensen, pages 104-107 is very accessible.</p> <p>Do Taylor activity 13, pages 269-270</p> | <p>Taylor et al, <b>Sociology in Focus</b></p> <p><b>Sociology: An Interactive Approach</b></p> <p><b>Sociology in Focus</b></p> | <p>D N2.1</p> <p>D C3.1a</p>                                    |

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| 5       | One parent families<br>Reconstituted families | <p>Student reading: Taylor pages 251-252 on one parent families and reconstituted families and Jorgensen, pages 112-113.</p> <p>Taylor, activity 8, pages 253-254</p> <p>Stimulus material for debate – ‘absent father’ article in Jorgensen, page 96 and ‘death of the dad’ by Melanie Phillips, activity 2.3 , pages 61 and 63 and Lynn Segal on pages 67-68, activity 2.4 of Hughes and Fergusson.</p> | <p><b>Sociology in Focus</b></p> <p><b>Sociology: An Interactive Approach</b></p> <p><b>Ordering Lives</b></p> |   |

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| 6       | <p>Family diversity</p> <p>Asian and Afro-Caribbean families</p> | <p>Using latest household statistics from Social Trends students should attempt to summarise trends in family life in 200 words.</p> <p>Excellent cartoon stimulus (Posy Simmonds) in Hughes and Fergusson , p51 for student discussion.</p> <p>Introduce students to following concepts using short readings: (a) voluntary childlessness (see Jorgensen 100-101), living alone/creative singlehood, living with parents into 20s and 30s (Jorgensen p115), reproductive technologies (Jorgensen p120).</p> <p>Debate whether gay/lesbian couples should be allowed to have children. Students should attempt to find research in this field – the Guardian archive is useful for this.</p> <p>Students should investigate nature of Afro-Caribbean, Asian and Jewish family life in the UK.</p> <p>Students could construct decade time line – 1940s through to 1990s charting cohort diversity i.e. changes in family size, no. of children, domestic and economic roles, relationships between parents and children etc.</p> <p>Use video – e.g. ‘Changing Places’, 7-Up to show social class differences.</p> <p>Student reading – adapt Hughes and Fergusson, pages 74-77; Chapman and Aiken</p> | <p><b>Social Trends 2000</b></p> <p><b>Ordering Lives</b></p> <p><b>Sociology; An Interactive Approach</b></p> <p><a href="http://www.newsunlimited.co.uk">http://www.newsunlimited.co.uk</a></p> <p><b>Sociology in Focus</b> pages 255-257</p> <p><b>Sociology</b> by Day Sclater pages 57-62</p> <p><b>Sociology: An Interactive approach</b> on arranged marriages, pages 102-103</p> <p><b>Investigating Families and Households</b> by Nic Jorgensen, pages 166-167</p> <p><b>Ordering Lives</b></p> <p>Towards a new sociology of families, <b>Sociology Review</b>, Feb 2000 by Steve Chapman and Dave Aiken.</p> | <p>D N2.1</p> <p>D N2.2</p> <p>PE C3.1a</p> <p>PE C3. 1b</p> |



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| 8       | The Dark Side of family life<br>Domestic violence<br>Child abuse          | Student research task – to investigate (a)domestic violence - see Hood-Williams website (b) marital rape (c) consequences of divorce (d) child abuse. Students to prepare documents on their topic and contribute to debate entitled ‘The idea that the family should be a place of privacy only serves to cause and hide severe social problems’.<br><br>Students should discuss arguments for and against smacking   | John Hood-Williams has a good website with details of research he has carried out into domestic violence on a council estate in the South of England – this can be accessed via the ATSS site:<br><a href="http://www.atss.org.uk">www.atss.org.uk</a><br><br><b>Sociology: An Interactive approach</b> contains some good stimulus material on smacking – see pages 86-88 | PE C3.1a<br>PE C3.1b<br>PE C3.2<br>PE C3.3<br><br>D IT2.1    |
| 9       | The feminist critique of the family<br>The Marxist critique of the family | Student reading and note-taking in regard to functions of the family according to functionalism<br>Activity 2, Taylor, p237 relating to functionalist theory.<br><br>Construct chart outlining the functions of the family according to Marxist-feminism and Radical-feminism which includes references to Benston, Ansley, Feeley, Barrett and Walby. Chart should also contain column for critique – brainstorm criticisms in small groups.<br><br>Stimulus material on Hakim in Jorgensen, page 84<br><br>Using Chapman and Aiken, briefly discuss the meaning of post-modern approaches to family life | <b>Sociology: An Interactive approach</b> pages 72-74<br><b>Investigating Families and Households</b> , Chapter 4, pages 42-58<br><b>Sociology in Focus</b> pages 238-241<br><br><b>Sociology Review</b> , Feb 2000  | D C3.1a<br>D C3.1b   |

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| 10      | Childhood                          | <p>Divide a piece of A3 paper into three columns dated 1780-1870; 1871-1944; 1945-2000. Using the categories of 'general social attitudes towards children', 'responsibility for looking after children', 'state concern with children' and 'social problems associated with childhood' construct a table and fill it in after finding out how children were treated in these periods using sociology and history textbooks especially the work of Aries, Stone and Shorter.</p> <p>Reading: Aries strip cartoon from New Internationalist magazine</p> <p>Class discussion: how does your experience of childhood differ according to: (a) social class – think about how Prince William's childhood differed from yours or how a child living in a poverty-stricken home might experience a qualitatively different upbringing compared with yours etc. (b) gender – think about differences in socialisation and social control, domestic responsibilities etc (c) ethnicity – think about arranged marriages, religion, influence of parental and popular culture etc.</p> | <p>Shelley Day Sclater<br/><b>Families</b><br/>chapter 7, pages 84-100</p> | <p>D C.1a<br/>D C.1b</p>  |

## 2 Resources

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- Aiken D. and Chapman S. **Key Skills in A Levels: Sociology** NEC FEDA (DfEE 2000) Activity 3 (available from Key Skills Support Programme, tel: 020 7692 1066)
- Day Sclater S. **Families** (Hodder and Stoughton, 2000) ISBN: 0340758325
- Fulcher J, and Scott J. **'Sociology' – teacher workbook** (Oxford University Press, 1999) ISBN: 0198781024
- Haralambos M. and Holborn M. **Sociology: Themes and Perspectives** 5<sup>th</sup> edition (Collins Educational, 2000) ISBN: 0003275078
- Hughes G. and Fergusson R. (eds.) **Ordering Lives; family, work and welfare** (Routledge, 2000) ISBN 0-415-222923
- Jorgensen N. et al. **Sociology: An Interactive Approach** (Collins Educational, 1997) ISBN: 0003224430
- Jorgensen N. **Investigating Families and Households** (Collins Educational, 1995) ISBN: 0003224074
- Moore S., Aiken D. and Chapman S. **Sociology for AS Level** (Harper Collins, 2001) (from May 2001)
- Taylor P. et al. **Sociology in Focus** (Causeway Press, 1996) ISBN: 1873929226

### Miscellaneous

National Extension College AS Sociology distance learning pack

**Sociology Review**, (Quarterly) Feb 2000

**Social Trends** (Philip Allan Publishing 2000)

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