**Recipe for Success**

This is an idea I've just started to kick around: it's by no-means fully-formed and if you think it might have some mileage, all contributions / suggestions are very welcome.

In basic terms it's a way to get students to think about how they construct answers to essay-type questions by using an analogy - in this instance, constructing an answer is analogous to constructing a meal; the link between both is the recipe.

This has developed, in part, out of two ideas I've seen used that are tangentially linked to the general "cooking theme":

1. Takeaway Homework lists - where students are given a "menu" from which they can select different types of homework.

2. Essay Menus that encourage students to think about the broad structure of their essays in terms of three parts:

a. Starter - the introduction

b. Main - the body of the essay answer

c. Dessert - the conclusion.

While Recipe for Success is built on similar on ideas about essay structure and choice it differs from both because of its focus on the actual essay-writing process, rather than simply its structure. In other words, the focus here is on the *ingredients* - key theories, concepts and sources - that can be identified and combined to produce a coherent and well-structured answer.

At the moment I'm leaning towards the idea of encouraging students to think in terms of paragraph construction, where each paragraph must have:

* Meat: the central idea - what the paragraph is "about"
* Garnish: a range of concepts that complement the central idea through illustrations, explanations, application and evaluations.
* Sauce: examples of writers / studies that connect the meat and the garnish.

In other words, for each paragraph students have to use:

* a single idea drawn from the "meat" ingredients
* any number of ideas drawn from the "garnish" ingredients.
* at least one idea drawn from the list of sauces.

A further possibility is to add a "stock" or "store" section that contains a range of concepts students might want to apply in their answer; these are deliberately general (class, age, etc.) and may or may not be used as required.

*Recipe 1* illustrates this idea.

**Recipe 1**: Uses the mark scheme to identify the ingredients required to successfully answer the question.

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructions**  Assess sociological explanations of the role of the mass media in creating moral panics about crime and deviance. *(21 marks)* | | | |
| *Must Have:*  *Aim For:* | | *Introduction / Conclusion*  *\_\_\_\_ paragraphs*  *\_\_\_\_\_\_\_ words* | |
| **Ingredients** | | | |
| Meat | mass media  moral panics  crime  deviance | | |
| Garnish | folk devils  frequency of moral panics  context of moral panics  reflexivity  news values  hierarchy of access  capitalism  hegemony  ideology  ISAs | | primary and secondary definers of reality  power of those seeking media coverage  scapegoating  sensitisation  labelling  distortion  stereotyping  moral entrepreneurs  self-fulfilling prophecy  deviance amplification spiral |
| Sauce | Becker  Cohen  Critcher  Hall  Lemert | | Lea and Young  McRobbie and Thornton  Wilkins  Young |
| Stock / Store / Larder? | Class  Age  Gender  Ethnicity  Disability  Sexuality | | |

In this recipe students are presented with a list of "correct" ingredients from which they can choose a range from which to construct their answer.

**Recipe 2**: Uses the mark scheme to identify some of the ingredients required to successfully answer the question.

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| **Instructions**  Assess sociological explanations of the role of the mass media in creating moral panics about crime and deviance. *(21 marks)* | | | |
| **Ingredients** | | | |
| Meat | | moral panics  deviance | |
| Garnish | | folk devils  frequency of moral panics  context of moral panics  news values  ISAs | primary and secondary definers of reality  sensitisation  stereotyping  moral entrepreneurs  deviance amplification spiral |
| Sauce | | Critcher  Lemert | McRobbie and Thornton  Young |
| Stock / Store / Larder? | Class  Age  Gender  Ethnicity  Disability  Sexuality | | |

In this recipe students are presented with a limited list of "correct" ingredients; they will need to add their own ingredients to the list in order to successfully construct their answer.

**Recipe 3**: No ingredients are given

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| **Instructions**  Assess sociological explanations of the role of the mass media in creating moral panics about crime and deviance. *(21 marks)* | | | |
| **Ingredients** | | | |
| Meat | |  | |
| Garnish | |  |  |
| Sauce | |  |  |
| Stock / Store / Larder? |  | | |

This version, where students have to identify their own list of ingredients, could be useful as a whole-class brainstorm / planning session - get students to suggest the ingredients they could use to construct an answer.

**Recipe 4**: Uses the mark scheme to identify the ingredients required to successfully answer the question, plus:

* ingredients the teacher decides might be useful (in blue here)
* ingredients that probably won't be helpful (in red here)

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructions**  Assess sociological explanations of the role of the mass media in creating moral panics about crime and deviance. *(21 marks)* | | | |
| **Ingredients** | | | |
| Meat | | mass media  moral panics  crime  strain theory  deviance | |
| Garnish | | folk devils  frequency of moral panics  context of moral panics  reflexivity  news values  gatekeeping  hierarchy of access  capitalism  hegemony  ideology  ISAs  amoral panics  moral clampdown | primary and secondary definers of reality  power of those seeking media coverage  scapegoating  sensitisation  RSAs  labelling  distortion  stereotyping  secondary socialisation  moral entrepreneurs  self-fulfilling prophecy  deviance amplification spiral |
| Sauce | | Becker  Cohen  Critcher  Hall  Lemert  Althusser | Lea and Young  McRobbie and Thornton  Parsons  Wilkins  Young  Waiton |
| Stock / Store / Larder? | Class / Age / Gender / Ethnicity / Disability / Sexuality | | |

This is probably the most advanced / complicated recipe because it adds a range of relevant concepts that could be used, plus concepts that, if chosen, would be difficult to work successfully into an answer. (coloured text is purely for illustration here - students following this recipe would not be able to identify concepts by colour).