

<p><b>Year: 13</b>  <b>Subject:</b>  <b>Sociology</b>  <i>Culture and identity</i></p>	<p><b>Curriculum Intent:</b> Students will develop a detailed understanding of the Sociological arguments on all aspects of Culture and identity. Through this topic, students will be introduced to the various theoretical perspectives covered during the A Level course and should be able to apply these to the study of Culture and Identity. Students will consider the experiences of groups in society and how this differs between them and over time, as well as wider debates within the topic. The Crime and Deviance element of the topic will be covered in detail and students will have fully covered the content required during this topic, filling their silos. This topic includes aspects of core foundation knowledge delivered throughout Year 12 this topic will aim to partially fill student’s silos to ensure that they have strong core knowledge and critical understanding of debates within this area, although it will be revisited.</p>			
	<p><b>Term 1</b>  <i>Introduction and components and conceptions of culture.</i></p>	<p><b>Term 2</b>  <i>Self, identity and difference</i></p>	<p><b>Term 3</b></p>	
<p><b>Topic Titles (in order of delivery)</b></p>	<ol style="list-style-type: none"> <li>1. Main components of culture</li> <li>2. Meaning &amp; importance of culture</li> <li>3. Identity – Ascribed and achieved</li> <li>4. Conceptions of culture</li> <li>5. Sociological perspectives of culture</li> <li>6. Socialisation influence on culture</li> <li>7. Relationship of identity to class, gender and sexuality.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ethnicity &amp; nationality</li> <li>2. Relationship of identity to age.</li> <li>3. Relationship of identity to disability</li> <li>4. Identity production &amp; consumption</li> <li>5. Identity &amp; globalisation</li> <li>6. Post-modernist view</li> </ol>		
<p><b>Key knowledge / Retrieval topics</b></p>	<ol style="list-style-type: none"> <li>1. Main components of culture, how do we acquire culture.</li> <li>2. Culture as a way of life, Is culture the same as society?</li> <li>3. Define identity, individual identity, group identity, achieved and ascribed identity.</li> <li>4. Different types of cultures – subcultures, Folk culture, highbrow/low brow culture and global culture.</li> <li>5. Understanding of culture. – Sociobiology, Culture as a system – functionalism, Marxist, Interactionist and Post-modernist.</li> <li>6. Understand different aspects of the process of socialisation. Agencies of socialisation – primary and secondary.</li> <li>7. To understand the relationship of identity to social class, gender and sexuality in contemporary society</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand the relationship of identity to ethnicity and nationality in contemporary society.</li> <li>2. To understand the relationship of identity to age in contemporary society.</li> <li>3. To understand the relationship of identity to disability in contemporary society.</li> <li>4. To understand the relationship of identity to production and consumption.</li> <li>5. To understand the relationship of identity to globalisation.</li> <li>6. To understand the relationship of identity to production, consumption, and globalisation. – Postmodernist view.</li> </ol>		

<p style="text-align: center;"><b>Understanding / Sequence of delivery</b></p>	<ol style="list-style-type: none"> <li>1. Understand and analyse different conceptions of culture, including subculture, mass culture, folk culture, high and low brow culture, popular culture, and global culture.</li> <li>2. Analyse the differences between different theories of culture.</li> <li>3. Examine the socialisation process and the role of the agencies of socialisation.</li> <li>4. Analyse the differences between competing theories of socialisation and culture.</li> <li>5. Understand different ways of defining social class and understand the identities associated with particular social classes.</li> <li>6. Understand the identities associated with masculinity, femininity, and different sexualities. Analyse the reasons for differences in culture and identity between those of different genders and sexuality.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the identities associated with different ethnicities and nationalities. Analyse reasons for differences between those of different nationalities and ethnicities.</li> <li>2. Understand the nature of age and disability as a social phenomenon. Understand the identities associated with age and disability. Examine the extent of change in age related and disability related identities in recent decades in UK.</li> <li>3. Understand the meaning of production, consumption, and globalisation in the context of identity and how identities are shaped by consumption choices.</li> <li>4. Analyse the extent to which individuals can chose to shape their social identities.</li> <li>5. Analyse the effects of globalisation on identity.</li> <li>6.</li> </ol>	
<p style="text-align: center;"><b>Assessment</b></p>	<p>D-E grade Knowledge of key terms, broad understanding of some sociological concepts. Retrieval practice. 6-mark questions to assess this knowledge. 10- and 30-mark questions may also assess this basic understanding through basic descriptive answers.</p>	<p>Knowledge of key terms, broad understanding of some sociological concepts. Retrieval practice. 6-mark questions to assess this knowledge. 10- and 30-mark questions may also assess this basic understanding through basic descriptive answers.</p>	<p>Knowledge of key terms, broad understanding of some sociological concepts. Retrieval practice. 6-mark questions to assess this knowledge. 10- and 30-mark questions may also assess this basic understanding through basic descriptive answers.</p>
	<p>C grade Demonstration of some critical awareness, descriptive answers which identify key knowledge, which is explained with some depth. 10- and 30-mark questions will assess through students outline key aspects of the</p>	<p>C grade Demonstration of some critical awareness, descriptive answers which identify key knowledge, which is explained with some depth. 10- and 30-mark questions will assess through students outline key aspects of the</p>	<p>C grade Demonstration of some critical awareness, descriptive answers which identify key knowledge, which is explained with some depth. 10- and 30-mark questions will assess through students outline key</p>

	<p>debate and beginning to analyse and evaluation through juxtaposed answers and undeveloped statements. Students will confidently use items in their answers, where appropriate.</p>	<p>debate and beginning to analyse and evaluation through juxtaposed answers and undeveloped statements. Students will confidently use items in their answers, where appropriate.</p>	<p>aspects of the debate and beginning to analyse and evaluation through juxtaposed answers and undeveloped statements. Students will confidently use items in their answers, where appropriate.</p>
	<p><i>A*-B grade</i>  <i>Critical awareness of key issues and debates within Sociology, demonstrated consistently through extended writing tasks. 10 and 30-mark questions will assess students' sophisticated understanding of the topic, through application of key terms and concepts. Evaluation will be detailed and students will consider value, change and alternative viewpoints. All 30-mark essays will finish with a reasoned conclusion.</i></p>	<p>A*-B grade  Critical awareness of key issues and debates within Sociology, demonstrated consistently through extended writing tasks. 10 and 30-mark questions will assess students' sophisticated understanding of the topic, through application of key terms and concepts. Evaluation will be detailed and students will consider value, change and alternative viewpoints. All 30-mark essays will finish with a reasoned conclusion.</p>	<p>A*-B grade  Critical awareness of key issues and debates within Sociology, demonstrated consistently through extended writing tasks. 10 and 30-mark questions will assess students' sophisticated understanding of the topic, through application of key terms and concepts. Evaluation will be detailed and students will consider value, change and alternative viewpoints. All 30-mark essays will finish with a reasoned conclusion.</p>