


Year: 13 Subject: Sociology	Curriculum Intent: Students will develop a detailed understanding of the Sociological arguments on all aspects of Culture and Identity and the Media. Through these topics, 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 and the Media. 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 application element of the topic will be covered in detail and students will have fully covered the content required during these topics, filling their silos. These topics include aspects of core foundation knowledge delivered throughout Year 12 these topics will ensure that they have strong core knowledge and critical understanding of debates within Sociology. These topics are examined in Paper 2.				
	Term 1 <i>Introduction and components and conceptions of culture/Rise of the new media, globalisation and representations of groups.</i>		Term 2 <i>Self, identity and difference/representations of groups and the effect of media on the audience.</i>		Term 3
	Teacher 1 – Culture and Identity	Teacher 2 – The Media	Teacher 1 – Culture and Identity	Teacher 2 – The Media	Revision and exams
Topic Titles (in order of delivery)	<ol style="list-style-type: none"> 1. Main components of culture 2. Meaning & importance of culture 3. Identity – Ascribed and achieved 4. Conceptions of culture 5. Sociological perspectives of culture 6. Socialisation influence on culture 7. Relationship of identity to class, gender and sexuality. 	<ol style="list-style-type: none"> 1. Traditional and new media 2. Ownership and control of the Media 3. Globalisation and popular culture 4. Selection and presentation of the news. 5. Media representations. 	<ol style="list-style-type: none"> 1. Ethnicity & nationality 2. Relationship of identity to age. 3. Relationship of identity to disability 4. Identity production & consumption 5. Identity & globalisation 6. Post-modernist view 	<ol style="list-style-type: none"> 1. Media Representations. 2. The effects of media on the audience. 	
Key knowledge / Retrieval topics	<ol style="list-style-type: none"> 1. Main components of culture, how do we acquire culture. 2. Culture as a way of life, Is culture the same as society? 	<ol style="list-style-type: none"> 1. Mass media, traditional, new media, digitality, interactivity, hyper textuality, virtuality, 	<ol style="list-style-type: none"> 1. To understand the relationship of identity to ethnicity and nationality in contemporary society. 	<ol style="list-style-type: none"> 1. Class, media gaze, power, control, exploitation, hegemony, poverty, functionalism, 	

	<p>3. Define identity, individual identity, group identity, achieved and ascribed identity.</p> <p>4. Different types of cultures – subcultures, Folk culture, highbrow/low brow culture and global culture.</p> <p>5. Understanding of culture. – Socio-biology, Culture as a system – functionalism, Marxist, Interactionist and Post-modernist.</p> <p>6. Understand different aspects of the process of socialisation. Agencies of socialisation – primary and secondary.</p> <p>7. To understand the relationship of identity to social class, gender and sexuality in contemporary society</p>	<p>dispersal, stratification, digital divide, digital underclass, globalisation, postmodernism, neophiliacs, cultural pessimist.</p> <p>2. Concentration of ownership – Bagdikian (2004), corporation, cybermedia, transnational, diversification, conglomerates, globalisation, vertical integration, horizontal integration, synergy, technological convergence, formal controls, ideology, manipulative and instrumentalism approach, pluralism, hegemony.</p> <p>3. Globalisation, popular culture, high culture, global village, McDonaldisation,</p>	<p>2. To understand the relationship of identity to age in contemporary society.</p> <p>3. To understand the relationship of identity to disability in contemporary society.</p> <p>4. To understand the relationship of identity to production and consumption.</p> <p>5. To understand the relationship of identity to globalisation.</p> <p>6. To understand the relationship of identity to production, consumption and globalisation. – Postmodernist view.</p>	<p>Marxism, feminism, pluralism.</p> <p>2. Disability, Shakespeare, Barnes (1992), symbolic annihilation, functionalism, Marxism, feminism, pluralism.</p> <p>3. Sexuality, feminisation, male gaze, moral panic, pink pound, functionalism, Marxism, feminism, pluralism.</p> <p>4. Ideological state apparatus, hypodermic syringe model, two step flow model, uses and gratification, cultural effects, structured interpretive model, interpretive model, active and passive audiences,</p>	
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Transnational companies.

4. Social construction, news values, gatekeepers, infotainment, citizen journalism, bureaucratic routines, agenda setting, gatekeeping, norm setting, social control, moral panic.
5. Almy et al Media representations, media gaze, male gaze, stereotype, symbolic annihilation, feminism, Connell (2005), hegemonic definitions, beauty myth (Tebbel), pluralism, metrosexual male, retributive masculinity,
6. Ethnicity, Leveson enquiry, studies which demonstrate representation, moral panic,

		<p>symbolic annihilation, evidence of change, Cultural Diversity Network, Islamophobia, Marxism, Pluralism, Postmodernism.</p> <p>7. Childhood, youth, adulthood, elderly, social construction, studies and evidence of representation, pester power, moral panic, newsworthiness, grey pound, functionalism, Marxism, feminism, pluralism.</p>			
<p>Understanding / Sequence of delivery</p>	<ol style="list-style-type: none"> 1. Understand and analyse different conceptions of culture, including subculture, mass culture, folk culture, high and low brow culture, popular culture, and global culture. 2. Analyse the differences between 	<ol style="list-style-type: none"> 1. What is the new media and it's role of the media in contemporary society. 2. Outline trends in media ownership. 3. How is media output controlled? 4. Evaluate and analyse theoretical perspectives on the ownership and 	<ol style="list-style-type: none"> 1. Understand the identities associated with different ethnicities and nationalities. Analyse reasons for differences between those of different nationalities and ethnicities. 2. Understand the nature of age and disability as a social 	<ol style="list-style-type: none"> 1. What is the media and why are media representations important? 2. Consider key terms, such as symbolic annihilation/media gaze. 3. For each group, consider: 4. Outline patterns of representation for this group in the media. 	

	<p>different theories of culture.</p> <p>3. Examine the socialisation process and the role of the agencies of socialisation.</p> <p>4. Analyse the differences between competing theories of socialisation and culture.</p> <p>5. Understand different ways of defining social class and understand the identities associated with particular social classes.</p> <p>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.</p>	<p>control of the media.</p> <p>5. What impact has globalisation had on the media, culture, and identity?</p> <p>6. Evaluate the impact of globalisation on the media.</p> <p>7. How are news stories selected for reporting and who has influence on this?</p> <p>8. What type of stories are newsworthy?</p>	<p>phenomena. 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.</p> <p>3. Understand the meaning of production, consumption and globalisation in the context of identity and how identities are shaped by consumption choices.</p> <p>4. Analyse the extent to which individuals can chose to shape their social identities.</p> <p>5. Analyse the effects of globalisation on identity.</p>	<p>5. Apply examples of representation, linked to key terms and theoretical explanations.</p> <p>6. Analyse and evaluate whether representations have changed over time.</p> <p>7. Evaluate whether these representations are stereotypical/positive/negative.</p> <p>8. Evaluate the impact of media on its audience.</p>	
<p>Assessment</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</p>		

			through basic descriptive answers.
	<p>C grade</p> <p>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 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>C grade</p> <p>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 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>C grade</p> <p>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 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></p> <p><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</p> <p>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</p> <p>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>

