Zig Zag Education

Sociology

AS / A Level | AQA | 7192

Teaching Pack for A Level AQA Sociology

Paper 2: Culture and Identity

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Teacher's Introduction

This is a teaching pack resource to cover the 3.2.2.1 and 4.2.1 *Culture and Identity* AS and A Level AQA component. It is designed to provide you, as a teacher, with a comprehensive resource to teach the component, as well as offer the information and course content that students will need to know to complete the exam. The resource is written specifically for the Culture and Identity component, but the content and activities are designed to support the development of wider key sociological skills and understanding.

Remember!
Always check the exam board website for new information, including changes to the specification and sample assessment material.

Teaching arrangements
This pack contains the following materials:

1. A two-page outline scheme of work
   This is useful when planning and time managing, as well as to understand the movement of the resource in relation to the specification.

2. Twenty-four lesson plans
   I have, in general, included a variety of activities, especially plenaries. It is not intended that teachers will cover all of these in a lesson. Rather, they can select the activities which they feel are best suited to their classes or personal teaching style. Most lessons include sufficient material to spread over several lessons, should the teacher wish.

   Lessons 1 and 2 provide an introduction to the key terms required at A Level in case this is the first unit students have studied at A Level. If students have already studied another topic (e.g. Education) they can be used to recap, consolidate and develop learning. Throughout the pack I have, in line with recent educational research, tried to include plenty of opportunity for exam practice, as well as activities tailored to then engage students with the feedback process. The lessons collectively cover the specification while also developing students' examination skills through scaffolded activities and peer-marking opportunities. Question practice, writing frames, mark schemes and feedback for both AS and A Level paper formats are provided for the teacher to choose from as appropriate. I have also included a variety of revision resources and activities which should provide students with study skills transferable across the Sociology course and, indeed, into many other subjects.

3. Handouts
   The handouts are designed as a photocopiable resource to provide students with all of the knowledge required for the specification at AS or A Level. In places, knowledge going beyond the syllabus has been included, particularly when it might link to other core units such as Education, Methods or Theory. Handouts can also be used by you, the teacher, to get an overview of the key knowledge required. They can, of course, be employed alongside other resources, and many of the activities are easily tailored to use a textbook with the notes as additional, reinforcement material.

Underlining is used in the resource to indicate sociologists who are named in the AQA specification.

April 2019

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Register your email address to receive any future free updates* made to this resource or other Sociology resources your school has purchased, and details of any promotions for your subject.

** resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers*

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Suggested Outline Scheme of

Lesson plan	Title	Content
1	Key concepts involved in the study of culture and identity	Key concepts involved in the study culture and identity, including norms values, role and status
2	An introduction to sociological perspectives	Functionalism, Marxism, interactionism, feminism, the New Right, postmodernism. How to answer 5-mark exam questions.
3	Different conceptions of culture (i)	Dominant culture, subcultures, subcultures of resistance. How to answer 10-mark questions.
4	Different conceptions of culture (ii)	Folk culture, high culture, popular culture, low culture and global cult
5	Different sociologists' views of the role of culture in society	Functionalist, Marxist, neo-Marxist interactionist, feminist and postmodernist views on the role of culture in society
6	Exam practice	Exam practice and feedback on wo so far
7	The socialisation process	Primary and secondary socialisatio roles, status, values and norms, resocialisation, social construction. Agencies of socialisation including family, education, peer group, the media and religion.
8	Different sociological perspectives on socialisation	Functionalist, Marxist, feminist, an interactionist approaches to socialisation and the relative importance of different agencies o socialisation
9	The self and identity	Identity, self, master status, primar and secondary identities, social identity, collective identity, multipl identities stigmatised and spoiled identities
10	Exam practice	Exam practice and feedback on wo
11	Identity and social class	Social class, 'class habitus' and upp middle- and working-class subcultu and identities. The concept of the underclass, and the changing importance of class in forming identities.
12	Identity and gender (i)	The difference between sex and gender, gender stereotyping and hegemonic gender identities in Brit

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Lesson plan	Title	Content
13	Identity and gender (ii)	The role of socialisation in constructing gender identities thro the family, peer group, education a the media. Changing male and fen gender identities.
14	Identity and sexuality	Hegemonic sexual identity and gay and lesbian sexual identities
15	Identity and ethnicity	The concept of ethnicity and chang ethnic iden in the age of diasp and glo ation. Ethnic identities ita including white, African-Caribbean and Asian identities. Eth subcultures of resistance and stigmatised identities.
16	Identity and nationality	Nationalism, British identity and th questionable significance of this in age of globalisation
17	Identity and disability	Stereotyping of disability and disab as a spoiled or stigmatised identity and master status
18	Identity and age	Ageing, ageism and old age as a spoiled identity. The young, youth subcultures and bricolage. Functionalist, Marxist, feminist and postmodernist interpretations of youth subculture.
19	Revision of learning	
20	Exam practice	
21	The significance of production as a source of identity	Occupation and unemployment as sources of identity. The extent to which employment continues to be source of identity.
22	The significance of consumption as a source of identity	The role of consumption as a sourc identity, including tourism, the me and retail. Postmodernist interpretati nd the extent of fr will e oice of identity.
23	The significance and challenge o lis on to ide	e impact of globalisation on cult including hybrid identities, the dec of nationalism, effect on youth cultures, etc.
24	Exam practice	Final exam practice on work on culture and identity

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Lesson plan 1: Key concepts involved i
culture and identity

Lesson learning aims

To introduce or recap and develop:

✓ In overview, the key terms involved in the study of culture and identity

You wil
- ❑ Less
- ❑ Text
- ❑ Less
- ❑ Less

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Starter

New t lis n:

Get st to write a definition of sociology (this can be skipped if st education).

- Get students to write a definition of sociology without using textbo
- Get students in pairs to combine the definitions into a better defini
- Pairs now regroup into fours and combine their paired definitions i
- Compare this with the definition on the handout and discuss/explai

Main

Teacher talks:

Explain that students are going to develop an initial understanding of t or, if they have already studied education, are going to recap, consolida vocabulary. If this is the students' first unit, it is worth pointing out tha involved in the study of sociology and that these can initially be quite i worry if they find the terms confusing at this stage because they will be becoming more familiar with them over the AS and A Level course.

Handouts:

Give out the concept map handout. Students use this to make a 'concep where they combine key terms, define them if necessary and interlink t will introduce the terms ready for future study.

They should put the term 'sociology' in the m dd e of the sheet. If they what the term means, they move o e next term. If they are not co definition and write it un r th erm. They can do this by looking the notes handout, c sk g colleague. They then add on the next term, They th d link the term with a line to another term that it is rel explana of the links on the lines should you wish.

They continue like this, building up a diagram and making conceptual each term can only be linked to a maximum of, say, five others to preve instance, to 'sociology'. Diagrams can become quite messy, but it's the

Students can then feed back on the diagram by recreating it on the boar explaining it and the term it links to, and then passes the pen to anothe

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Plenary

Students could carry out a '**memory board**'. Five or ten of the terms ar
students to memorise and then wiped off. Students have to then write t
a definition.

Twenty questions: One student is given a term from the concept map a
question them to work out what it is. Alternatively, a term is written on
facing the class. The student then has to question the rest of the class to
them is.

Snowball: Each student writes a key term on a piece of paper. They th
another student, who writes on the definition. Repeat as many times as

Board race: Two groups are given different-colour board pens. They m
terms onto a joint concept map on the board by linking them to others.
is alre er. Whichever team gets the most terms is the winner.

Students revise using the revision cards.

Knowledge test: This is to be completed individually or as a class.

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Key terms relating to culture and i

- **Sociology** is the study of human society and behaviour.
- **Naturalists** see behaviour as based on genetics and natural chara tend to disagree with this approach on the basis that it would pro cultures. This is not the case, and sociologists are interested in ex
- **Structuralists** see people as almost completely moulded by the st class, etc.) and as having little free choice.
- **Interactionists** (also known **social action** th ts), by contrast, e to choose their identity independent o society's structures.
- **Culture** is the way of l society (including language, beliefs knowledge). differs from place to place, and also over time. a ll ures within a culture.
- **Ide ity** is the way we see and define ourselves, and how others
- **Socialisation** is the lifelong process which passes culture on from
- **Primary socialisation** is the first stage of socialisation, beginning conducted by the family.
- **Secondary socialisation** is a later, second stage of socialisation w media and work become significant.
- We play different **roles** in society. For instance, you may be a ma etc. Different roles have different expected patterns of behaviour attached to particular roles or positions.
- **Values** are guidelines and beliefs about what is right and wrong, For instance, in Britain and the West values focus on freedom, inc
- **Norms** are values put into action. They are socially conditioned w queuing.
- **Customs** are norms that have endured over time for long enough norms and customs all also vary between cultures and over time a
- **Sanctions** are methods, both rewards and pun nments, that are stick to norms and values. They may be po ive **(prizes, gifts, k (arrests, mocking, fines, imp n).**
- **Social divisions** ff rences between different groups in soci
  1. ia is a group defined by a **similar economic situati** hasise its importance and identify the upper class (**aristo** (**bourgeoisie**) and working class (**proletariat**).
  2. **Ethnicity** is the common culture of a social group which com makes the group different from other social groups and is no
  3. **Gender** is **the socially created differences in identity betwe** different from sex differences, which are biological, varies be by socialisation, especially primary socialisation.
  4. Other relevant social divisions include **nationality, sexuality**

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Concept Map

- Write 'Sociology' in the middle of your sheet.
- Next add terms onto the diagram, linking them together when they
  be linked to at least one other, although you may be able to link it
- If you know what the term means, just add it on.
- If you don't know what the term means, **look it up in the handout**
  add it on with an explanation of what it means underneath.

Naturalists

Structuralists

Inter[illegible]ists

Free will

Socialisation

Culture

Subculture

Identity

Norms

Values

Roles

Status

Primary socialisation

Secondary socialisation

Customs

Sanctions

Social class

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Different sociological theories/pe

There are many different **theories** or **perspectives** (ways of looking at t
major debate between structuralists and interpretivists over how far in
own identity.

Structuralism refers to perspectives which suggest that people are sha
or class. It is a **macro** approach, focusing on society as a whole, a
manipulated by education, the media, etc., and includes **functiona**

VS

Social action / interactionism covers the ories that suggest that indivi
own id es and can even affect the structure

No one theory d s sociology and all have different perspectives

Functi m

Functionalism was one of the earliest sociological theo
Durkheim and developed by the American Talcott **Par**
institutions such as the family, schools, the media, relig
was a positive thing for society so that it could function
that socialisation enabled different parts of society to ac
body, which must link to maintain health (the 'organic

Marxism

Marxism is a political philosophy as well as a sociological theory, form
Karl **Marx**. Marxists agree with functionalists that people are shaped b
see it as a **negative** thing, with the ruling and middle-class bosses (the
using socialisation to control the workers (proletariat).

Feminism

Feminism, like Marxism, sees socialisation as removing choices and co
structuralist, although it sees the oppressed and controlled group as wo
(workers). Feminists, therefore, see society as a **patriarchy** (dominated
feminism is often seen as French thinker Simone **de Beauvoir**.

Social action / interactionism

Social action / interactionism opposes all structuralist
by the German sociologist Max **Web r**. **Weber** claime
their identities irrespective of c ss or gender. Th
observing individuals n th relationships closely r
feminism, M m a d functionalism, which all gene

The New Righ

The **Ne ht**, so known as neoconservatives or neocons follow a p
Murray 1970s. They have been very influential on British and A
years and are very supportive of capitalism. The New Right believe th
criminal and lazy 'underclass' and that the solution is to cut benefits, i

Postmodernism

Postmodernism (also known as **pluralism**) argues that society is incred
century due to multiculturalism, globalisation and the mass media. As
Lyotard argue that individuals now have a huge amount of choice so t
Marxism and feminism are too simplistic.

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Name _____

Knowledge test

1. What is the term for the study of human behaviour and interac

2. What is socialisation?

3. What is the key term for how we see and define ourselves, and

4. What are norms?

5. What is the key term we use for the first, early stage of learn
the family is responsible?

6. What is culture?

7. What is the key term we use for a group of individuals in a si

8. What is naturalism?

9. What is the key term we use for the belief that people are p
e shaped by society?

10. What is feminism?

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Lesson 1 Answers

Test answers

1. What is the key term for the study of human behaviour and interactions? **Soci**
2. What is socialisation? **The lifelong process which passes culture on from one g**
3. What is the key term for how we see and define ourselves, and how others see
4. What are norms? **Socially acceptable ways of behaving**
5. What is the key term we use for the first, early stage of learning how to behave **Primary socialisation**
6. What is culture? **A way of life (made up of language, beliefs, values, norms, d**
7. What is the key term we use for a group of individuals in a similar economic sit
8. What is naturalism? **The belief that behaviour is natur nd based on innate c**
9. What is the key term we use for the belief th are products who are alr **Structuralism**
10. What is feminism? **A theor ee ociety as patriarchal (men dominate wo**

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Lesson plan 2: An introduction to different soci

Lesson learning aims

To understand:

- ✓ Different sociological perspectives
- ✓ How these perspectives might corroborate or conflict with each other
- ✓ The technique for 6-mark questions

You will
- ❑ Less
- ❑ Less fram
- ❑ Less soci
- ❑ Revi
- ❑ Trac

Starter

Memo ar:
Write nes of the various perspectives on the board for students t erase/mo e the board. Students must write the names of the perspectiv explanation of their interpretation. Once they have done this they shou sociologist associated with each particular theory.

Main

Teacher talks:
Recap the basic concept of different theories or perspectives. There is a optical illusions, such as the young lady / old lady image, that you coul students to demonstrate the idea of different perspectives.

Handouts:
Give out the theory table handout. Talk through the categories and the correct entries for functionalism. Students are then given a theory to re fill in. They can do this either from textbooks or from the handout.

The students then share the information. They could do this either thro presenting the theory to the class or through 'jigsawing' – students regr class members who have researched each of the other theories and shar

Plenary

Show students the 6-mark AS question and get them to discuss how the

Give students the writing frame and fill it in as a class or individually.

Students write the answer for homework.

Students pe k the answers next lesson with the mark scheme

Students should add their marks (and all future marks) to the tracking she their mark in the row for the appropriate grade, and put their feedback for bottom. They can then watch their progress and improvement over the co when they write future answers. The spellings box is for students to write

Students can make revision cards on the different theories. Then put di Durkheim, functional prerequisites, value consensus, bourgeoisie, sex d free will, de Beauvoir, micro approach, multiculturalism) and students that it relates to.

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Theory = a different interpretation or perspective on sociology. A perspective is a different way of looking at something.

Theory	Functionalism	Marxism	Neo-Marxism
Explanation	Systems such as education, media, religion, etc. work together to benefit society. Socialisation enables everyone to work harmoniously.		
Key individuals	Émile Durkheim Talcott Parsons		
Examples	The individual is like a puppet, or like jelly, manipulated or moulded by society.		
	Collective conscience Organic analogy		

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Theory = a different interpretation or perspective on sociology. A perspective is a different way of looking at something.

Theory	Interactionism	Feminism	Postmodernism
Explanation			
Key individuals			
Examples			

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Different sociological theories or p

There are many different **perspectives** in sociology. A perspective is a
something. For instance, people may view the same scene from differe

Functionalism

Definition

Functionalists see society as made up of different structures (sch
education, media, family, etc.) that all functio together harmon
structuralist approach).

Theorists

Émile **Durkheim** a at organisations such as the school and relig
an imp ro socialising common values, known as a '**collective**
conscie ocialisation from an early age means that we internalise
values and so are largely unaware of them. Talcott **Parsons** believed th
different functions of society play a role together in keeping society hea
the different parts of society acting like organs in the body, which must
function correctly (**organic analogy**).

Parsons developed the idea of **functional prerequisites**. These are thin
function, such as the provision of food or the socialisation and educatio
the family and schools fulfil these functions, just as organs such as the l
functions in the body. **Socialisation into the norms and values of soci**
create a collective conscience or **value consensus**.

Evaluation

- **Interactionist** critics have seen functionalism a
because it plays down the role of our free will
- **Marxists** and **feminists** see it as being too con
and class inequalities.
- Functionalism cannot explain change and conf
functioned harmoniously they would never oc
- Postmodernists would also debate whether in
really share norms and val s. **Durkheim** wa
less diverse age.

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Marxism

Definition

Marxism is another structuralist theory but, unlike functionalists, see society as based on conflict rather than consensus. For Marxi society is based on the rich (**bourgeoisie**) controlling the poor (**pr**

Theorists

Karl Marx founded Marxism. He saw society as defined by economics and that the workers were socialised by **capitalism** so that the bosses ca them under control, through education, the media and religion. Marx c that the bourgeoise create a **superstructure** on top of the **economic bas** including organisations such as the family, schools and the media, whic then use to impose their dominant **ideology** on the brainwashed prolet Marx was the 'opium of the masses' used to 'drug' or stupefy the work because they would look forward instead to an afterlife. The media are from their miserable position with consumerism, while education persu position at the bottom of society is justified.

Marx argued that ultimately the proletariat would become aware of the and that there would then be a revolution where they freed themselves equal and free society without exploitation or class conflict.

Evaluation

- Functionalists argue that Marxism is overly de solely the product of their economic class.
- Postmodernists and interactionist theorists arg generalise about class because individuals are
- In general, communism has failed in the twent Russia, and most members of the working clas Also, there have not been any revolutions in ca predicted.

Neo-Marxism

Definition

Neo-Marxism (= *'New Marxism')* developed out of the criticism failed in Russia. Neo-Marxists argued that Marxists have conce (money) and not enough on ideas.

Theorists

Neo-Marxists s **MacDonald**, **Marcuse** and the **Frankfurt School** bourge **mass culture** to brainwash the proletariat into acceptin see **mass culture** as manufactured to make profits for big business.

Evaluation

- **Interactionist** critics would see neo-Marxism, li **Feminists** would complain that it emphasises c
- **Postmodernists** might suggest that **neo-Marxi** people are media savvy and able to reject and messages of the media.

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Social action

Definition

Social action theorists emphasise individuals' **free will** to choos identity. Social action developed into **interactionism**, which foc people's individual interactions with others. This **micro** approac on observing individuals closely. It sees cultures as made up of million interactions, rather than a **macro** approach such as functionalism, whic concerned with society overall.

Theorists

Social action was founded by Max **Weber** who argued that people alwa according to a personal, individual understanding of the situation, so s empathy with them. **Weber** used a German word '**verstehen**' for this e

Interac s such as **Goffman** examined the role that language and s world. Linked in with the idea of **labelling** or stereotyping, where pe and then react by living up (or down) to these labels, which become **sel** known as **symbolic interactionism** and can be linked to Marxism or fe proletariat or women are labelled in certain negative ways.

Evaluation

- Marxists or feminists argue that interactionist powerful influence of class and gender in mou
- Functionalists say that they neglect the role of harmonious society.
- Critics also suggest that interactionism cannot

Feminism

Definition

Feminism, like Marxism, sees socialisation as a negative force u women rather than the poor as victims of a system that is define domination). They accuse society of being '**malestream**' and do

Feminism has now developed into three varieties:

1. **Liberal feminists** are more moderate and have argued for changes society to provide equality for women (e.g. the 1970 Equal Pay Act
2. **Radical feminists**, by contrast, see all areas of society as patriarcha whole system needs to be destroyed.
3. **Marxist femini** agree with Marxists that capitalism but argues that the most oppre the proletariat are women, who are exploited for labour and as free and as workers.

Theorists

Feminism can be traced back as far as ancient earth mother societies, w childbearing, or to the political suffragette movement of the early 1900s philosopher **Simone de Beauvoir** as the founder of the modern movem feminism in the 1960s. She argued that **gender** was the main inequality **class**, with women a '**sex class**' dominated by men.

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More recently, feminists such as **Ann Oakley** and **Angela McRobbie** h
family and media in creating this **patriarchy.**

Evaluation

- Critics argue that feminism is overly negative
  Marxists, it overlooks the more important role
  functionalists, it ignores the benefits for society
  traditional gender role as carers.
- More practically, it has been criticised for lead
  the majority now instigated by women.
- Black feminists see main[illegible]m feminism as 'w
  overlooking th[illegible]pressed group, ethnic

Postmodernism

Definition

Postmodernism argues that society is now too diverse to be exp
that globalisation and the mass media and social media mean th
identity regardless of gender, class, etc. The name comes from t
beyond ('**post**') **modern society**, when rational theories such as Marxis
able to explain everything.

It is also known as **pluralism** because it emphasises the many, plural di
terms of multiculturalism, ethnicity, religion, etc.

Theorists

Lyotard came up with the term **metanarratives** ('big stories') for all-enc
Marxism, feminism and functionalism, which he argued no longer func
too diverse.

Evaluation

- Postmodernism has been criticised for being s
  that all perspectives are as good as each other,
  explain or improve society.
- Marxists and feminists argue that they ignore
  class, gender, etc.
- It can also be seen as eth[illegible]ntric, because glo
  societies do not o[illegible]er [illegible]ple the opportunity t

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Outline three sociological theories. [6 marks]

- **2 marks** are available for each of **three** appropriate points clearly o
  appropriate reasons partially outlined/explained.
- Write three short paragraphs – you should number or bullet point
- You have 9 minutes.

Point 1	1.
Explanation/ ou	

Point 2	2.
Explanation/ outline	

Point 3	3.
Explanation/ outline	

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Mark scheme

- **2 marks** are available for each of **three** appropriate points clearly o
  appropriate reasons partially outlined/explained.

Tracking sheet

Date and question:	Outline three sociological theories. [6 marks]												
A* 90%													
A 80%													
B 70%													
C 60%													
D 50%													
E 40%													
U													

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Functionalism	**M**
Neo-Marxism	**Inter**
Feminism	**Plu** **postr**

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Lesson plan 3: Different conceptions

Lesson learning aims
To understand:
- ✓ Different types of culture
- ✓ The technique for 10-mark questions

You will need:
- ❑ Lesson 3 table handout: Intr
- ❑ Lesson 3 notes
- ❑ Writing frame for 10-mark
- ❑ 'Knowledge or analysis?' s
- ❑ Feedback on 10-mark ques

Starter

- Play punk music as students e
- Students discuss the s nd l yrics. How might they differ from t
- Recap norms, v s and traditions from lesson 1, then watch HSBC id d norms, values and traditions of cultures.

Main

Teacher talks:
Introduce the idea of dominant/hegemonic and subcultures based on th

Handouts:
Give out the table handout 'Introduction to culture and identity'. Stud hegemonic subculture of Britain (white British) and then discuss and fi Then use YouTube clips such as *Big Fat Gypsy Wedding* to introduce tra

Students then fill in the column on traveller culture for this. This is a g idea of stigmatisation of subcultures in the media. This column can eas subculture that your students may be familiar with. Finally, introduce through YouTube clips – the Sex Pistols' interview with Bill Grundy is there is some bad language. Then fill in the table on this.

Plenary

Introduce the 10-mark style AS and A Level style question: Outline and cultures may affect behaviour. [10 marks]

Discuss how to answer the question, highlighting the need to write in p on the 6-marker and analyse (explain) points. On this type of 10-mark marks for evaluating (criticising) the point of paragraphs – this is only question with an item in the A Level exam.

Students plan their answers using the writ ng f me. They can use thei to begin analysing cultures.

Then go through the k ge or analysis sheet. Students identify if analysis th he analysis to their answers.

Feedbac students to mark their answers using the mark scheme.

Students then mark the model answer using the mark scheme (ignore r an item 10-mark question).

Next they should identify **which paragraph in the model answer is be** better because it includes analysis.

Then students **improve the second paragraph of the model answer**.

Finally, they use the analyses to **improve their own work**.

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Introduction to culture and identity

	Definition	Dominant culture	Subculture	Subculture of resistance
			Traveller	Punk
Language				
Values	General guidelines on behaviour and beliefs about right and wrong. For instance, in the West we tend to focus on individualism.			
Norms	Socially acceptable ways of behaving. These are when values are put into practice in concrete ways.			
Customs	Norms that have lasted a long time and so become part of tradition			

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Topics in Sociology: Culture and

Specification area 1

- ✓ Different conceptions of culture, including subculture, ma and low culture, popular culture and global culture
- ✓ The meaning of these different concepts of culture: **Bourd School**
- ✓ How are they used by different sociologists: **the Frankfur**

Culture = the way of life of a society (in ud nc nguage, beliefs, val knowledge)

Socialisation = the lif a p ocess which passes culture on from gene teaches individ s w to integrate into society

There are various dimensions to culture:

Hegemonic (dominant) culture is the main culture of a society, which i members. British hegemonic culture is typically seen by many sociolog However, societies also have smaller groups within them with differen These are known as **subcultures.**

Subcultures do not necessarily oppose the hegemonic culture. If they d **'subcultures of resistance'**. These can be within a national hegemonic Afro-Caribbean ethnic minority subcultures of resistance to oppose rac instance, **Willis** identified an anti-school subculture within school in hi in which a group known as the 'lads' valued disruption and truancy as values of hard work and achievement).

Sociologists **Hall** and **Jefferson** have shown how youths are particularl resistance and associate them with dress, language, values, music, etc. skinheads, emos).

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Outline and explain <u>two ways</u> in which cultures may affec

- 15 minutes

	Point 1
'The first…'	
very good **evidence/** knowledge	
analysis *'In other words…'* *'Put simply…'* **/evaluation (item question only)** *'However…'* *'On the other hand…'*	

	Point 2
'The second…'	
very good **evidence/** knowledge	
analysis *'In other words…'* *'Put simply…'* **/evaluation (item question only)** *'However…'* *'On the other hand…'*	

Mark scheme

Level	Description
3	• **<u>Two</u>** examples in two paragraphs • **<u>Very good</u> knowledge and understanding** • **<u>Appropriate</u> analysis** • **<u>Appropriate</u> evaluation** (if an **item** question) • **Uses item in both paragraphs** (if an **item** question)
2	• **<u>One or two</u>** examples in one or two paragraphs • **<u>Reasonable to good</u> knowledge and understanding** • **<u>Some basic</u> analysis** • **<u>Uses item</u>** (if an item question)
1	• **<u>Limited focus</u>** on the question • **Limited knowledge and little or no understanding** • **Little or no analysis**
0	• **<u>No relevant</u>** points

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Knowledge or analysis?

For each point, decide whether it represents <u>knowledge</u> or <u>anal</u>

- The dominant culture of society includes a set of values and norms least acquiesced in, by the majority of society.
- Marxist sociologists would argue that these norms and values are u class to control the proletariat and socialise them into obedience.
- British culture includes values such as [illegible] and patience, whic queuing and saying 'please' an[illegible]ou'.
- Feminists wou[illegible] that the dominant culture is used for contro sub[illegible] instead of by the bourgeoisie to control the prole

Feedback: Outline and explain **two ways** in which cultures may a

A culture is a way of life, including norms, values, beliefs, diet and dres

One way that culture affects behaviour is through the dominant culture of values and norms that are generally accepted as guidelines for beh in, by the majority of society. In Britain this would include values such a lead to behaviours such as queuing and saying 'please' and 'thank you' argue that these norms and values are used by the dominant bourgeois and socialise them into obedience. Feminists would agree that the dom but by the male patriarchy to subjugate women.

A second way cultures affect behaviour is though subcultures of resistan often directly opposed values and norms to the dominant culture. For i rebellion and dressing in provocative fashions, including leather and mu often swore and took drugs.

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Lesson 3 Answers

Knowledge or analysis?

Knowledge:
The dominant culture of society includes a set of values and norms that are generally by the majority of society.

British culture includes values such as courtesy and patience, which are embodied in 'please' and 'thank you'.

Analysis:
Marxist sociologists would argue that these norms and values are used by the dominant proletariat and socialise them into obedience.

Feminists would agree that the dominant culture is used for control, but by the male instead of by the bourgeoisie to control the proletariat.

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Lesson plan 4: Different conceptions

Lesson learning aims

To understand:

- ✓ Further different types of culture
- ✓ The technique for 2-mark questions (if studying AS)

You will need

- ❑ Lesson 4 re
- ❑ Lesson 4 V images to s
- ❑ Lesson 4 n culture (ii)
- ❑ 6-mark que scheme fro

Starter

Memo rd: Write these terms on the board: culture, folk culture, p culture, global culture. Students have to memorise the terms. Then wip Students must recall the terms, write them down, and define them. The or the notes.

Main

Teacher talks:

Explain the ideas of folk culture, popular culture, high culture and glob from soap operas, logos, music, images, etc. to do this.

Handouts:

Give the students the revision cards of the different types of culture. Sl McDonald's logo, the *Mona Lisa*, etc. They have to hold up the card for high culture or global culture to identify what they are.

Next, students can sketch logos and images representing different type diagram. If ICT is available they can research these and print them out can cut images and logos out of magazines.

When feeding back, the overlaps of the Venn diagram can be used to hi between different types of culture and thus develop postmodernist arg

Plenary

Students should revise th evis n cards on different types of culture.

AS: O he technique for the 2-mark 'Define…' question: point and then pic ne of the cards out of a hat and students all have to write c conditions (3 minutes).

Answer the 6-mark AS question 'Outline three different types of culture mark scheme from Lesson 2. At A Level, this can be used to reinforce th question on education or crime and deviance, even though the type of culture and identity.

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Culture

The way of life of a society (including language, beliefs, values, norms, skills, and knowledge)

Domi

The main cultu
accepted by mo
culture is typica
patriarchal a
he

Subculture

Smaller groups within larger societies with different values, norms, dress, diet, etc.

Sub
re

Smaller cult
dominant (hege
ethnic minority s
national he
institutions, su

Folk culture

Pre-industrial, traditional culture created by local communities. It is authentic rather than manufactured, includes things such as brass bands, old wives' tales and folk songs and is kept alive today by enthusiasts.

Hig

Seen as superio
appreciate, incl
fine art and the
artistic value a
locations (galle
the upp

Mass/popular/low culture

Mass cultu
cons
ally mass-produced and
on a large scale by ordinary people (e.g. soap operas, fast-food chains). 'Low culture' is a derogatory term for popular culture, suggesting it is inferior to high culture, while 'popular culture' is used by **postmodernists** to suggest that it is in fact worthy of study.

Glol

Postmoderni
have become
alike) due
consuming
through the
watching the s
wearing simila
fast-foo
postmodernist
significant th

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Different conceptions of cultu

Folk culture

Folk culture is pre-industrial, traditional culture created by local communities. It is authentic rather than manufactured, unlike modern mass culture, and includes things such as brass bands, old wives' tales and folk songs.

Folk culture was generally found in villages and p[illegible]d on by word of mouth in extended families, but is still kept alive today by enthusiasts (e.g. [illegible]s dancing).

High culture

High culture includes literature such Dickens, serious documentaries, clas as van Gogh or Picasso. It is seen as appreciating and kept in specialised theatres and art galleries.

High culture is generally considered culture and particularly popular or ' do not appreciate it themselves. **Ma** preserve of the intellectual elite in th who brainwash the proletariat into s also point to phenomena such as the for by the masses (**popular culture**) ballet (**high culture**) as evidence of b

Mass, popular or low culture

Mass, popular or low culture is generally contrasted with both high cu seen as more long-lasting and valuable.

The **Frankfurt School** saw mass culture as replacing folk culture as the force (agency) of socialisation than the family. Mass culture is also opp changes rapidly and operates on a global rather th[illegible] local level.

'Low culture' is a derogatory (in[illegible]erm for popular culture, used culture. **Marxists** saw it [illegible]nferior and used to brainwash the proletari call mass culture **'[illegible]a[illegible]culture',** a non-derogatory term used to sugg sophist[illegible]ar[illegible] worthy of study as high and other types of culture.

Mass or low culture is often criticised as globally **mass-produced by la passively consumed**. For many sociologists, it is inferior, dumbed-dow some **postmodernists** argue that today's consumers are media savvy a rejecting and finding meanings in it, and even altering its direction.

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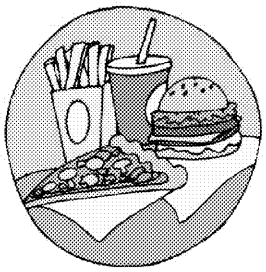
Global culture

Global culture is produced by the transportation of goods and cultures globe. **Globalisation,** the growing interconnectedness of societies arou often referred to as the shrinking of the world, has produced **cultural homogenisation** as norms, values, products and attitudes in **different become similar**. Critics argue that as a result national cultures are und becoming less important, and that globalisation is effectively American imperialism. They claim that US **transnational corporations** such as N Cola take over global lifestyles and market themselves through the glob

There are a number of causes of global culture:

- **International tourism** has given more people a taste of different cu back to their own countries.
- The **Internet** enables people to communicate instantaneously and a comfort of their bedroom.
- The **international division of labour** means that people increasingly mar[illegible] consume products, such as mobile phones, that are constru



Flew sees the globalised international media, star evolving via the Internet, as breaking down barri also between high and mass culture. **Ritzer** has e homogenisation of the US fast food industry, wit globally. This and other US brands enable an ide regional variations) to be brought homogeneousl (diet) is weakened. Media companies also intern (e.g. *Who Wants to Be a Millionaire?* in 120 countries) and games; in 2013 fastest selling global entertainment product of all time, grossing $1 billi

The media has made Hollywood and British stars globally renowned a in making English the preferred second language of most of the world.

This process of **cultural homogenisation**, with people wearing the sam and watching the same programmes had tended to focus on American However, **postmodernists** who support globalisation have stressed tha instance, Bollywood films coming into mainstream Western cinemas, a British dish. Multiculturalism has played a key role here.

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Lesson plan 5: Different sociologists' vie
culture in society

Lesson learning aims

To understand:

✓ Different sociologists' views of the role of culture in society

You will ne

- ❑ Lesson 5
- ❑ Lesson 5 mass an
- ❑ Lesson 5 views o

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Starter

- **G five!** Students have to write down five different sociolog
- Students then write down what sociological theory each is a part o
- Students then discuss/speculate what each sociologist might say ab

Main

Teacher talks:

Explain the various sociologists' perspectives on the different types of c underlined sociologists are those named in the AQA syllabus.

Handouts:

Give the students the revision cards of the different sociologists. They according to whether they talk about high or mass culture, and whethe negative. The table will need to be copied onto A3 for the cards to fit. S ambiguous can be stuck on the lines.

If students finish they can draw lines between the cards of sociologists other. They can then add on lines in a different colour for sociologists can then circle the card for the sociologist whose view they agree with

Then read over the notes handout and add to the table.

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Plenary

Triad debates: Students are grouped in threes and assigned a letter, A, B series of two-minute debates in threes. One student argues for a particu against a second, with the third judging. The debates last 2 minutes in to speak and rebut their opponent's argument. The third student judges the of knowledge and analysis displayed.

A suggested sequence of three debates could be:

Debate 1:
A: Bourdieu's analysis of mass culture
B: Strinati's analysis of mass culture
C: Judge

Debate 2:
A: Judg
B: Bourd analysis of mass culture
C: Leavis's analysis of mass culture

Debate 3:
A: Leavis's analysis of mass culture
B: Judge
C: Strinati's analysis of mass culture

AS question practice: Students could practice the technique for the 2-ma point and explanation. Students revise the revision cards then a student of a hat and all have to write an answer in timed conditions to the questi role of culture in society.' (three minutes)

AS / A Level question practice: Answer the 10-mark question 'Outline a culture.' [10 marks] Use the writing frame and mark scheme from Lesson

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F and Q Leavis

Extremely dismissive of mass culture as **low culture**, inferior to high culture (especially literature), and as debasing the English language and encouraging consumerism and conformity.

B

1970s **Marxist,** **class** impose the proletariat are superior althoug

Marcuse

Neo-Marxist writing in the 2000s, saw the emphasis on advertising and consumption as preventing people from reflecting on the world.

Frankfu

These **neo-Marxists** dev combined Marxism w **lower status of mass c** and identified **commo** became obsessed with ma the mass media to

MacDonald

1960s **neo-Marxist**. He contrasted **mass culture** with **folk culture**, which he argued was authentic and genuinely produced by the working class in earlier societies. Mass culture, on the other hand, was used to control the workers and distract them with consumer goods, lulling them into passivity and mindless acceptance of their lives.

St

1990s postmodernist v culture because it is **wort** uncritically accepted. H **mass culture from whic critical**

Sees the difference **betwe** **disappearing** due to th Argues, therefore, that it culture' a

Livingstone

In the 1980s, claimed that popular culture soap operas have a positive role for society by covering controversial issues and educating the public about them.

Argues that **consumes mas** (mass culture – tho

Giddings

Postmodernist who identified the blending of high and mass culture by arguing that we all make personal decisions about distinction.

F

Sees culture as dive **functionalist** idea that it argues that many layers o gender, nationality, etc. people in

Functionalists

Durkheim and **Parsons** argued that culture is used for social control, but they do not see this as a negative thing. People all accept the same values, which make up the **collective consciousness** and stop society descending into chaos.

F

Have argued **patriarchal**. Pop as sex objects **McRobbie** both women we

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Analysis of mass and high cu

	High culture	
Positive		
Negative		

- Stick the sociologists in the appropriate quadrants.
- Draw lines to show those who disagree strongly with each other.

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Different sociologists' views of the role of

Specification area 1

- ✓ Sociological views, e.g. functionalist, Marxist, neo-Marxist, interactionist, feminist and postmodernist, on the role of culture in society: **Durkheim**, **Parsons**, **Marx**, **the Frankfurt School**, **Wolf**, **Strinati**, **Goffman**

The literary critics F and Q Leavis were extremely dismissive of mass c
They saw it very much as **low culture**, inferior to 'high' culture (especial
and as debasing the English language and encouraging consumerism a

Marxist

Marxists and **Pierre Bourdieu** (1970s) see culture as used to control
sense of inferiority. For **Bourdieu** (who came from a poor background
inferior to high culture, but it was also a method of control since the pr
high culture as superior even though they did not consume it. Therefo
maintaining the sense of inferiority of the proletariat to the **bourgeoisie**
was a method of control, an '*opium of the masses*' in the same way as **Ma**

Neo-Marxist (= 'new Marxists')

Neo-Marxists altered the Marxist perspective. They also saw mass cul
way to financially exploit the proletariat. The **Frankfurt School** develo
combined Marxism with psychology. They accepted the **lower status c**
culture and identified **commodity fetishism,** where people became obs
pedalled in the mass media.

MacDonald contrasted **mass culture** with **folk culture,** which he argue
produced by the working-class in earlier societies. Mass culture, on the
the workers and distract them with consumer goods, lulling them into
acceptance of their lives.

Marcuse, writing in the 2000s, saw the emphasis on advertising and co
from reflecting on the world. Other **neo-Marxists** have also seen the m
capitalism, and would point to things such as cheap paper horoscopes a
discouraging the proletariat from taking responsibility for their fut

Some **neo-Marxists** argue that lottery funding of high culture has force
the mass and represent itself as a commodity for sale. In this way, th
between high and popular culture.

Functionalist

Durkheim and **Parsons** argued that culture is used for social control, b
negative thing. For them the **dominant culture** creates shared values, l
functional prerequisite for social harmony. People all accept the same
collective consciousness and stop society descending into chaos.

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Postmodernist

Postmodernists such as Dominic **Strinati**, writing in the 1990s, saw Ma perspectives as outdated and generalised because they did not recognis diverse (**pluralist)** to be generalised about. **Strinati** accepts that culture sees it as complex, valuable and worthy of study. He denies that a sing accepted, instead arguing that there is a **diversity of mass culture from**

Stuart **Hall** also sees culture as diverse and disagrees with the function together. Instead, **Hall** argues that many layers of cultural diversity (et etc.) mean that culture can divide people in modern society.

Strinati h a**gued the difference betwe ng** due to the mass media, Intern For instance, high cultural art such as van buy on cushions and there are popular groups songs. **Strinati**, therefore, disagrees with soci arguing that, far from high culture being supe longer possible to differentiate the two.

The postmodernist **Storey** also identified this b of high and mass culture by arguing that the **r class now consume mass culture**, pointing to the sale of graffiti (mass c art such as Banksy paintings for vast sums of money to be displayed in

Giddings, another **postmodernist** writing in the 2000s, also sees it as impossible to distinguish between high and popular culture, arguing th ultimately we can only make personal **distinctions for ourselves betwe and mass culture.**

Livingstone, in the 1980s, claimed that popular culture soap operas hav covering controversial issues such as incest, rape, drug abuse and dom public about them. Stories from soaps would be followed with informa or picked up in the popular red-top press, further raising awareness.

Interactionist

Goffman, as an interactionist, differs from **function s, Marxists** and **fe** constructed for a purpose, either cohesion or ex tion. For **Goffman** c the bottom of society from **millions yday interactions** between peo which examines individu enavi ur closely. For instance, he observed h followed millions unspoken rules (e.g. not staring at each other)

Femin

Feminists have argued that the dominant culture is **patriarchal**. In particul stereotyping women as sex objects or child rearers. **Ferguson** and **McRobb** how women were presented in these ways, although **McRobbie** saw more recently and **Paglia** argued that some female popular celebrities such as Ma Feminists highlight examples such as topless women in tabloid newspapers culture controls women and diminishes their role. The radical feminist **Dw** pornography and other images of women in popular culture **encouraged v**

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Lesson plan 6: Exam practi

Lesson learning aims

To reinforce and test:

✓ The technique for 10-mark questions.

You will ne

- ❑ Exam p
- ❑ Writing
  from Le
- ❑ Feedbac

Main

Assessment

The assessment aims to re[illegible]nique for the 10-mark question, w
Level papers, as w[illegible]oducing the 10-mark item question (part of
slightly[illegible]er. [illegible]echnique. You can introduce the technique for the ne
(both pa[illegible]phs should start with a point from the item and should co
of points) or you can let students learn the technique from their mistake
Preceding homework should be to revise their handouts from previous
the 10-mark writing frame from Lesson 3 to help them if you wish.

Plenary

Peer-marking: Students swap and peer-mark assessments using the ma
the additional requirements in the mark scheme for the item question.

Feedback in subsequent lesson

Students read the model paragraph answer to question 1 and identify w
the item, precise knowledge and analysis (development/explanation of

Students then identify what is bad about it: no evaluation (criticism) of
paragraph.

Students then read the bullet points underneath and identify the 'evalu
nevertheless, yet, etc.

Students then select the evaluations that could be relevant to the model
first three.

Students then add these to the m[illegible]agraph (as an extension you c
paragraph, ensuring that[illegible]y b[illegible]n it with a reference to the item).

Studen[illegible]d then (if you wish, after memorising the points) add the
answers[illegible]uestion 1.

Students can then (if you wish, after memorising the points) add the an
question 2. Emphasise that only analysis (further explanation) is requi
of the point) – this is only in the 10-mark item question.

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Exam practice
30 minutes

Read **Item A** below and answer the question that follows.

Item A

One popular form of structuralist sociology is functionalism. Marxism is a
although unlike functionalism it explains society through conflict, as does
postmodernism, by contrast, examine society on a more micro scale and
personal choice rather than structures such as class and gender.

1. Applying material from **Item A**, analyse **two** sociological theories.
2. Outline and explain **two criticisms** of 'popular culture'. **[10 marks]**

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Feedback on exam practic

1. Applying material from **Item** A, analyse **two** sociological theories.

> Item A states that a 'popular form of structuralist sociology is functi
> by Émile Durkheim. He saw the different parts of society as needin
> organs of the body. Thus, according to the 'organic analogy', outli
> Talcott Parsons, the different parts of society, such as education, rel
> to work together like the different organs of the body. This would
> consensus and a shared culture. Education was particularly importa
> from the unique, 'particularistic values' of their fa ilies, to the share

- However, functionalists have bee cr sed for ignoring the f
not benefit from socie
- Marxists in pa ar gue that the poorer proletariat are, in
- F in d highlight that gender is a powerful influence
rcnal values.
- Yet Marxism has been criticised by many now that Marxist (co
places such as Russia.
- Marxists would argue that class plays a greater role in determi
chances than gender.
- Nevertheless, postmodernists would argue that it is impossibl
terms of metanarratives such as gender or class. Society in the
globalised and diverse.
- On the other hand, both feminism and Marxism have been att
Interactionist theorists would point to women and members o
been extremely successful.
- However, interactionist theorists have been criticised by Marx
limitations of class and gender.

1. Outline and explain **two criticisms** of 'popular culture'. **[10 marks]**

> Use the bullet points below to add some **appropriate analysis/de**
> Use linking words and phrases such as in addition, furthermore, a

- F and Q Leavis argued that popular culture was inherently inferi
'low culture' and lacked artistic merit, debased the English langu
- Marxists such as Bourdieu have seen popular culture as lackin
control the proletariat.
- Bourdieu argued that the prol tari re socialised to see high c
they did not consum a method of control, an '*opium of*
Marx saw r
- D aw mass culture as inferior to folk culture becaus
d it was a form of social control.
- Neo-Marxists (new Marxists) such as the Frankfurt School hav
being created solely for profit by large corporations.
- Marcuse saw the emphasis on advertising and consumption a
reflecting on the world.
- Feminists highlight examples such as topless women in tabloi
popular culture controls women and diminishes their role.
- The radical feminist Dworkin suggested that pornography an
popular culture encouraged male violence against them.

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Lesson plan 7: The socialisation

Lesson learning aims

- ✓ To understand the socialisation process
- ✓ To understand the different agencies of socialisation
- ✓ To reflect on their own socialisation

You will need:

- ❑ Lesson 7 ha
  socialisatio
- ❑ Lesson 7 no
- ❑ 'The makin
- ❑ Writing fra
  Lesson 2

Starter

- You could sh ts YouTube footage of a feral child such as
  soc io
- Alte vely, you could begin with a **memory board** of these key t
  be able to recall from Lesson 1: socialisation, naturalists, primary s
  socialisation, agency of socialisation, feral children, resocialisation,
  the board, students memorise them, and you then erase or mute th
  terms with definitions.
- Alternatively, students could begin with some rapid practice of the
  drawing the terms above from a hat, defining them and peer-mark

Main

Handouts:

Students read over the notes handout on the different agencies of socialisa
class. The arrival in prison scene from *The Shawshank Redemption* and arriv
both provide good examples of resocialisation, although obviously with a

Students then add knowledge to the boxes on the agencies of socialisati
columns will be filled next lesson.

Plenary

The making of me: Students are now going to ca ut a personal so
can be done in class or, better, for homew k so at students have an
with friends and family.

You could then fol up with:

Snowb ctivity: Students write a key term from the lesson on a shee
a ball and then pass or throw it to someone else. They then have to un
a definition.

Back to the board: A student sits with their back to the board. Put one
on the board. The student has to guess what it is by asking the rest of t

AS question practice: Answer the 6-mark question: 'Outline three agen
Use the writing frame and mark scheme from lesson 2.

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The socialisation process

Specification area 2

- ✓ The socialisation process and the role of the agencies of so
- ✓ Different sociological perspectives on socialisation, e.g. fu interactionist and postmodernist: **Parsons**, **Marx**, **Oakley**,
- ✓ Different sociological views on the role of different agenci and secondary, and their relative importance: **Durkheim**,
- ✓ Meaning of concepts such as norms, values, role, status: **P**
- ✓ How individuals are socialised into the social constructs of nationality, sexuality and social cl... **...ra...lley**, **Barnes**, **Gilr**

We have different **roles** that w... ...v... different times. Roles are expec instance, you will act d...fe...ly in your **role** as a son or daughter at ho student r...in ...or your role as a friend in your peer group.

Different roles have different levels of **status** (the prestige attached to p instance, being the monarch has a very high status in Britain but also d heads of state, going to Church, etc.)

Socialisation = the lifelong process which passes culture on from gene through which we learn the roles, values and norms of our culture

Although **naturalists** would argue that much of our behaviour is genet would point out the differences in culture and norms in different parts role of **socialisation** in shaping identity and behaviour. For instance, sl means no, but in India means yes. The behaviour of **feral children** wh imitate their behaviour supports the role of socialisation.

Socialisation is a vital process to enable us to integrate into our society women, students, workers, parents, etc. and begins from birth in the fa **social construct** created by socialisation. We will examine a number of make up identity in this unit: **social class, gender, sexuality, ethnicity,**

For **functionalists**, socialisation is a positive factor and vital to enable u others and prevent society from descending into c...s. For **Marxists** a negative thing and the process of oppressi...g t...e p...oletariat and wome from birth. **Interactionist** sociol...s... ...wever, would emphasise the the forces of socialisation ...d c...ose our own identity.

Reso...ion = when we learn new values and norms after initial p integra...e into new environments. One milder example of resocialisatio experienced is when learning the rules and norms of a new school. M resocialisation would be coming to Britain as a first-generation immigr army, where resocialisation might involve having hair cut and being ob

Goffman was particularly interested in resocialisation as an **interactio** place for patients on entry into psychiatric hospitals, where the needs c precedence over the individual patients.

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Primary socialisation is the initial stage of socialisation carried out fro
although nursery workers and others play a role. It is regarded by ma
socialisation and is **hard to change**. Fundamental aspects of identity, s
formed at this stage. Feral children provide clear evidence of the conse
socialisation within the family is omitted, as well as the difficulty in re

Secondary socialisation is a later stage when several other agencies co
socialisation by the **secondary** agencies of school, the media, peer grou
to and builds on primary socialisation, but is easier to change through t

Primary socialisation

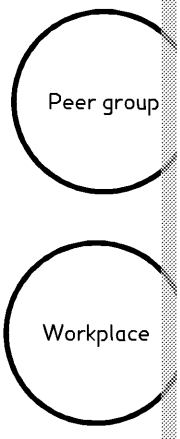
The family

Children learn a great deal in early childhood in the most powerful s
identity may well be the part that we don't remember. Children are re
punished for deviance, and exposed to different role models (parents),

The agencies of secondary socialisation

The education system

The education system is seen as important in teaching children values and norms. For **functionalists**, this is a necessary and positive thing, with **Durkheim** portraying schools as **'societies in miniature'** that prepare children for adult life. However, for **Marxists** such as **Bourdieu** school is a key part of the **superstructure** used to keep the **proletariat** in their place and legitimise the power of the **bourgeoisie.** The Marxists **Bowles and Gintis** also emphasised the role that the **hidden curriculum** plays in duping the **proletariat** into unquestioning obedience.



The peer group

The peer group is made up of individuals of a similar social status and can impose roles and values (e.g. gender roles) through a desire for acceptance and fear of rejection or ridicule. It is particularly powerful in its influence on young people who are moving from childhood into adulthood. The peer group can form an attractive alter
socialisation to school and the family for adolescents and help them de
linked to **youth subcultures** and include dangerous or deviant behavio

The workplace

Socialisation in the workplace takes pla e lite life and enables peop
Workers are socialised into vita n (e.g. obedience to the boss, pun
solidarity, efficiency). Th will be **resocialised** when they change job.
this as vital for a society, but **Marxists** see it as exploitative of

The me

The **media are increasingly important** in today's media-saturated society
(newspapers, books) but also, increasingly, **mass media** (TV, film, video g
(Facebook, Twitter). For **postmodernists** its importance is multiplying w
that some argue it has now replaced religion as our main source of moral

Religious institutions

Religion has traditionally been seen as extremely important in developing
charity and mutual respect. **Durkheim** in the 1890s saw it as vital for soc
though he himself was an atheist. **Postmodernists** see its influence as wa

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The agencies of socialisati

Primary socialisation: The family		Secondary
Knowledge	Evaluation (views of sociologists)	Knowledg

Secondary socialisation: The peer group		Secondary so
Knowledge	Evaluation (views of sociologists)	Knowledg

Secondary socialisation: The media		Secondary
Knowledge	Evaluation (views of sociologists)	Knowledg

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Name _____

'The making of me'

- **Try to use key sociological terms.**
- **Talk to your family or friends to get more detail.**

How do you perceive your **identity**?

Explain the impact of the following on your identity:

1. **Primary socialisation:** Parental and family background

2. **Secondary socialisation:** Media

3. **Secondary socialisation:** School

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4. **Secondary socialisation:** Friendship/peer groups

5. **Secondary socialisation:** Religion

6. **Secondary socialisation:** Work

7. Income/class

8. Free will

Conclusion: Which sociological theory do you find most convincing? Why? How does it explain identity?

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Lesson plan 8: Different sociological perspec

Lesson learning aims

- ✓ To understand the different agencies of socialisation
- ✓ To understand different sociological perspectives on the agencies of socialisation
- ✓ To judge the relative importance of the different agencies of socialisation

You will ne

- ❑ Lesson 8 sociolog agencie
- ❑ Four co agree, d
- ❑ Lesson 7 socialisa
- ❑ 10-mark scheme

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Starte

Four corners: Place cards saying **strongly agree, agree, disagree** and four corners of the room. Then give students statements on the board (t of me' homework from the previous lesson). They go to the corner of th opinion on this. You can then ask them to justify their judgement. This c or as a class. I would suggest the following statements:

1. Primary socialisation was the most important influence on my identi
2. Secondary socialisation was the most important influence on my ide
3. My peers are a major influence on my identity.
4. Religion has played no role in shaping my identity.
5. My social class has affected my identity.
6. I have had complete free will to choose my identity.
7. Feminism is the theory which most accurately explains the formatio

etc.

Main

Handouts:

Students read over the notes on different sociologists' views of the agenci fill in the evaluation column of the boxes on the agencies of socialisation t

Then cut out the six cards and sort them on the d order of their re different sociological theories, e.g. femini , tionalism, Marxism, i answer here. Rather, the sorts sh vide an opportunity for paire

Students then st cards down in a pyramid. At the top is the ager the soci on process, underneath are the next two, and at the botto least imp nt in the socialisation process.

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Plenary

Triad debates: Students are grouped in threes and assigned a letter, A, B series of two-minute debates in threes. One student argues for the impo socialisation against a second, with the third judging. The debates last tw takes turns to speak and rebut their opponent's argument. The third stud of the level of knowledge and analysis, awarding bonus marks for the us

A suggested sequence of three debates could be:

Debate 1:
A: Primary socialisation in the family is a gre[illegible] influence than school.
B: Secondary socialisation in school is [illegible] influence than family.
C: Judge

Debate 2:
A: Judg[illegible]
B: The m[illegible]s a more powerful source of secondary socialisation than t
C: The peer group is a more powerful source of secondary socialisation t

Debate 3:
A: Today, religion is a more significant agency of secondary socialisation
B: Judge
C: Today, the workplace is a more significant agency of secondary socia

AS / A Level question practice: Answer the 10-mark question: 'Outline a agencies of socialisation construct identity.' [10 marks] Use the writing f from Lesson 3.

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Different sociological perspectives on the age

Structuralism

- **Structuralists** adopt a **macro approach** emphasising the large-scale forces of socialisation and questioning our ability to resist the influ agencies. They argue that we have **little free will** over our identity moulded like jelly or manipulated like puppets into class, gender, s and national identities.

- Some **structuralist**, in particular **functionalist** also known as **(or consensus structuralists)** see as a positive thing in providing harmony and enabling society to function effectively

Parsons saw the positive influence of socialisation **socialisation** in the family, where we learn basic roles and also a sense of right and wrong (called **Durkheim**) by copying the behaviour of adults. **Parsons** called the **nuc** '**personality factory**' as parents mould their children's personality, with imitating the parent of the same sex.

Durkheim saw schools as playing a vital role as **'societies in miniature'** socialisation. **Parsons** stressed the importance of education as a bridge society. In the former, children have an **ascribed (= inherited) status** w earned (**achieved status**). **Parsons** also argued that school replaced the the family with the **universalistic values** of society. For instance, a chil learns in school that this approach is not acceptable and is socialised in society.

Finally, **Durkheim** saw **religion** as a vital source of secondary socialisa **sacred** within society and parents and school socialising children into t critics would argue religion plays less of role today than in **Durkheim**'s **Durkheim** also acknowledged the role of the media in providing comm to the enduring importance of religion outside Europe today.

For functionalists, socialisation is vital in putting limits on behaviour (a **control**) to stop society descending into chaos.

Other **structuralists** see socialisation as imp which controls oppressed groups, allowing them. These are known as **conflict structur** **Marxists**, who see socialisation as maintain proletariat by the bourgeoisie in **capitalism** supporting the exploitation of women by m

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Marxists, such as **Bourdieu** in particular, see school as exploiting the w
to educational failure, while brainwashing them into acceptance of thei
through the **hidden curriculum**.

For **Marx**, a committed atheist, religion played an extremely important
building on this and distracting the **proletariat** from the misery of their
with promises of an afterlife. He compared it to a drug used to stupefy
and called religion the '*opium of the masses*'. Another Marxist, **Althusse**
that religion was important as part of the **ideological state apparatus** (I
convincing people not to change their status on earth.

Although religion is arguably less importa[illegible] than in **Marx**'s time i
1860s, modern **Marxists** argue tha[illegible]edia (particularly **popular cul**
continues to play a simil[illegible]ole, binding the **proletariat** to their misery
promises of cors[illegible]oaps and soap operas.

Zaretsky argued that the **nuclear family** was a capitalist agency o
from birth to obey their bourgeois bosses in later life by encouraging ob
Marxists, the agencies of socialisation combine powerfully to maintain
of the exploitation of the proletariat.

Feminists see socialisation as working to support the exploitation of w
Ann **Oakley**, primary socialisation was extremely important as girls lea
their future role as carers in the family, whereas boys were encouraged
The **media then builds on these ideas** by presenting women in narrow

Therefore, the true victims of the exploitation at the heart of the socialis
class of the **proletariat** but rather the **'sex class'** of women.

For **liberal feminists** this can be addressed by consciously changing so
whereas **radical feminists** argue that society overall needs to be altered

Criticism of structuralist approaches

- **Garfinkel** is critical of **structuralist** approaches fo
for **free will** and choice. He argued that they all
society to passive 'social dopes'. Therefore, **funct**
Feminism are all **reductionist**[illegible]implistic) and **de**
individuals do not h[illegible]ve [illegible]ice). **Garfinkel**, by co
are able to [illegible]ge socialisation's social moulds
- **Marxists and feminists** have unsurprisingly criti
inequalities against the **proletariat** and women.
other: For **Marxists, feminists** obsess on gender a

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Interactionism

- **Interactionism** is, by contrast, a **micro** approach and zooms in on i their own behaviour. As such, it clearly opposes **structuralism. In** people interact with each other.

George **Mead**, writing in the 1920s, was interested in the role of primar developing identity, and emphasised the role of play in children's deve **concept** or view of themselves. For **Mead**, therefore, identity was deve **interactions with others, above all parents**, as children learnt their abil around them. However, while **Mead** saw the impor nce of institution individuals, he also saw children's ability t r act independently

Lawler agrees that while n alues provide guidelines, these a freedom to interact in them or to rebel and reject them altogether s

Charles y claimed that our identity is developed in reaction to ho – he called this the '**looking-glass self**' as we developed our identity as it was 'reflected back' to us in the reactions of others. For example, son themselves as extroverted but is treated as introverted by those around themselves to behave more quietly. **Cooley** saw the 'looking-glass self important in education, where negative stereotyping from teachers cou **fulfilling prophecies** of failure in students.

The **interactionist Goffman** argued that society was like a stage (a theo '**dramaturgy**') and that we 'act' to assert identities by controlling our be when we are in front of others, which he referred to as being 'front stag **'impression management'**, trying to control the impression other peop you through language, clothes, body adornment (tattoos, piercings), m **Goffman**, we are free to assert identities of our choice free from the ag we might fail at this **impression management.**

Interactionists argue that within primary socialisation parents are free and not necessarily into the hegemonic norms of society, and that indiv of society through alternative sources of socialisation, such as the peer

Criticism of interactionist approaches

- Critics argue that inter ion approaches concent dimension and i iduals' freedom to resist socia criti nte ionist approaches for underestimati ge der and class constraints within socialisation woman might lack the money or education to proje

Postmodernists such as **Lyotard** also adopt a **micro** approach, arguing so diverse that individuals have an infinite variety of identities to choo to them all via the **media** in today's media-saturated society. For **Lyota** many competing versions of truth that agencies of socialisation such as **religion** lack the authority to control people's lives.

However, **postmodernism** has been criticised for underestimating the etc. and also, in its emphasis on diversity and choice, for failing to expl

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Lesson plan 9: The self and id

Lesson learning aims

To understand:

✓ Different conceptions of the self and identity

You will ne

- ❑ Lesson 9
- ❑ Lesson 9
- ❑ Lesson 9
- ❑ Lesson 9
- ❑ 6-mark
  from Le

Starter

- V… a number of terms on the board, e.g. shy, British, Musl… mi… class, lazy.
- Students should decide for each whether it represents **personality** …

Main

Teacher talks:

Use the starter task to identify the difference between identity and pers… **personality**, which is psychological aspects of ourselves – for instance, … etc. Personality is fixed, whereas identity is changeable. It can change … and lose the status attached to our work.

Handouts:

Students read through the notes handout, either as a class, individually … nominating the next reader. When they have read about **primary iden**… list and highlight the key (Muslim, middle class, Irish). They then add … can identify. There is an element of subjectivity in these categories, wh… discussion.

When they have read about **secondary identities** they highlight them o… (Teddy boy, good teamworker, elderly, father, chav, emo). They then a… that they can identify.

When they have read about **social ide…ti…** they highlight them on the … (Muslim, middle class, Irish). They then add in further social identities …

When th… about **collective identities** they highlight them o… (Teddy … hav, emo). They then add in further collective identities t…

When they have read about **stigmatised identities** they highlight them … (lesbian, elderly, chav). They then add in further stigmatised identities …

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Plenary

Revision cards: Students revise the revision cards and test each other usi
to their neighbour for them to define.

You could then follow this up with:

The 10-question **factual test**.

Snowball activity: Students write a key term from a revision card on a s
ball and then pass or throw it to someone else. They then have to uncrum
definition.

Back to the board: A student sits with their back to the board. Put one o
student has to guess what they are by asking the rest of the class questions.

AS question practice: Students could practice the technique for the 2-ma
explana Students revise the revision cards then a student picks one
have to write an answer in timed conditions to the question 'Explain the v
society.' (three minutes)

AS Level question practice: Answer the 6-mark question: 'Outline three
the writing frame and mark scheme from lesson 2.

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The self and identity

Specification area 3

- ✓ The self, identity and difference as both socially caused ar
- ✓ How an individual's sense of self and identity, and also d develop according to structuralist views, e.g. functionalis **Marx**, **Oakley**
- ✓ How an individual's sense of self and identity, and also d develop according to social action views, e.g. interactionis including concepts such as labelling, master status and st identity is shaped by interaction with others: **Goffman**, **M**

Identity = the way that we see and define ourselves, and how others s

Although at its most superficial identity is the details found in our pass sociological terms it is complex, and different from **personality** which i psychology. Sociologists argue that while personality is fixed, **identity** particular alter at key moments in our life, as in when we retire and los join school and move away from the ascribed (given) role in the family

Identity is extremely important in formulating our ability to relate to ot with them in terms of our similarities and differences. Identity enables we often identify or define ourselves according to our ethnicity, gender on its basis. **Lawler** argues that identity is socially constructed and coll

However, while identity is to some extent socially constructed, there ar people, characterised as the '**inner me**' or **self**.

Not even identical twins are identical in themselves, although sociolog debate the extent to which identity is formed by early socialisation. **So** sociologists tend to argue that we have a large amount of choice over o while **structuralists** counter that in reality there are quite narrow restri our identities on the basis of gender (feminists), social class (Marxists), more like puppets or jelly in a mould.

We also have **multiple identities** that we assert in different social settin instance, someone might be a leader within their relationships, a rebel obedient Hindu within the home, etc.

Howard **Becker**, a famous interactionist in the 1990s, **status**, a dominant identity which overrides all other matter how hard someone may try to deny it. For ins wish to be seen as young and athletic, but will still be **master status**, old age. **Cooley** claimed that our ident how others treat us – he called this the '**looking-glass** important in education, where negative stereotyping **fulfilling prophecies** of failure in students.

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Giddens defined two types of identity:

1. **Primary identities:** These are formed early in life by socialisation i sources of identity, such as ethnicity or gender.
2. **Secondary identities:** These are created later in life by agencies suc generally link to and build on primary identities, but are more flui

Many factors contribute to the formation of identity which we will exa class, gender, ethnicity, sexuality, nationality, disability, age and consu these, whereas **postmodernists** such as Zygmunt **Bauman** tend to emp greater choice. **Bauman** also argues that many people are experiencing as things such as gender and nationality become l ixed.

Individual or pe tity is how we see ourselves and may d othe us ludes what **Mead** called the 'inner me'.

Social identity is an identity that comes from groups we are membe **we have little choice**. It comes from the way others define us by sin includes membership of social groups (e.g. Scottish, Muslim, black)

Collective identity is like social identity in that it is a shared group i that it is **membership of a group that is chosen**. For instance, you n collective identity of being a punk, goth, etc.

Multiple identities refer to the fact that we assert different identitie environments. For instance, someone might be a mother at home, a their relationships. They might adopt a Hindu identity in the UK an holiday abroad.

Stigmatised or spoiled identities

The interactionist **Goffman** wrote a lot about identity in the 1990s. I a stage (a theory called '**dramaturgy**') and that we 'act' to assert iden behaviour and dress when we are in front of others, which he referr also referred to this as **'impression management'**, trying to control t the social 'audience' got of you.

However, **Goffman** also identified '**stigmat d ntity**', a powerfu would overcome any other identiti s wo ght try to put forward, a society. This would inclu s such as disability, membershi

Othe n. entities that stigmatised individuals put forward know **spoiled identities**', and their impression management wo instance, an elderly woman might want to assert an identity as an ex **identity)** but would fail at impression management if people saw he Physical impairments (e.g. disability) or social characteristics (class, all lead to spoiled identities.

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Identities

Muslim
Teddy boy
Middle class
Lesbian
Irish
Good teamworker
Elderly
Father
Chav
Emo

Key terms

- primary identities
- secondary identities
- social identities
- collective identities
- stigmatised identities

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Name _

Test on identity

1. What is identity?

2. How, according to sociologists, does identity differ from personality?

3. What term do sociologists use for your unique 'inner me'?

4. Which sociologist came up with the concept of the 'inner me'?

5. What are secondary identities?

6. Who came up with the idea of a 'master status'?

7. What is the word for a group identity that we cannot choose, such as

8. What is the word for a group identity that we choose, such as becoming

9. What is the word for an undesirable identity imposed on someone that prevents participating in society?

10. Which sociologist came up with this concept?

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Lesson 9 Answers

Test on identity answers

1. What is identity? **How we define ourselves and how others see and define us**
2. How, according to sociologists, does identity differ from personality? **Persona changeable.**
3. What term do sociologists use for our unique 'inner me'? **Self**
4. Which sociologist came up with the concept of the 'inner me'? **Mead**
5. What are secondary identities? **Identities formed by secondary socialisation. T primary identities.**
6. Who came up with the idea of a 'master status'? **Becker**
7. What is the word for a group identity that we cannot cho e, such as members identity
8. What is the word for a group identity tha w ch e, such as becoming a punk
9. What is the word for an unde i e y imposed on someone that prevent **Stigmatised identity**
10. Which socio i nc p with this concept? **Goffman**

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Identity

The way that we see and define ourselves, and how others see and define us

Master

A dominant identity which overrid
of others, no matter how hard one
elderly pensioner might wish to b
will still be identified by most w

Primary identities

These are form
the
ar
are powerful sources of identity,
uch as ethnicity or gender

Secon

These are create
school or work.
on primary id

Individual or personal identity

How we see ourselves; this may differ from how others see us. It includes what **Mead** called the 'inner me'.

Socia

An identity that comes
but **groups over whic**
from the way others
differences, and includ
(e.g. Scottish, Muslim

Collective identity

Like social identity in that it is a shared group identity, but the difference is that it is **membership of a group that is chosen**. For instance, you might choose to take on the collective identity of being a punk, goth, etc
the UK and a Britis

Multipl

The fact that we asser
contexts or environmen
be a mother at home, a
their relationships. Th

Stigmatised identity

(**Goffman**) a powerful undesirable identity that would overcome any other identities you might try to put forward and which could exclude you from society. This would include identities such as disability, membership of the underclass, old age, etc.

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Lesson plan 10: Exam practi

Lesson learning aims

To introduce and test:

✓ The technique for 20-mark questions.

You will nee

- ❑ Sociolog
- ❑ 20-mark
- ❑ Feedbac
- ❑ Plannin
- ❑ Plannin
- ❑ Peer ma

Starter

- **Revision:** Students b[e]gin b[y] using the revision cards to revise diffe
  The '+' colum[n] [re]mains their interpretation, and the '–' column evalu
  Stu[dents] ca[n] work in pairs or as a class. One gives the other a nam
  reca[ll] [e]ither their interpretations or evaluations.
- Alternatively, students can give details of the card and partners ha
- Students could play 20 questions to work out the sociologist that th

Main

Teacher talks:

Introduce the idea that the 20-mark questions are important and will ha
A Level result. Outline the format, an item to be used to lead into exter
the 20-mark question with the writing frame.

Then work as a class to plan it. Using 'show me' mini whiteboards can
ideas to share as a class here. You and the students can then select the

I'd recommend the following stages in the planning process:

1. Underline the key words in the question – 'socialisation process'. T
   their points.
2. Fill in the introduction box by defining the key term in the questio
3. Read the item and underline useful quotes.
4. Students use the quotes from the item to help them write four poin
   points need to refer to the item.
5. Next use the revision cards (the + columns) to add in accurate evid
   paragraphs. Students should select cards th[at] link to the points an
   the evidence on the cards comes fr[om] ot[her] the topic, so students
6. Next use the revision card[s] (the – columns) to add evaluation to th
   paragraphs.
7. Next fill in [the] mini-conclusions for each paragraph – do they find
   soc[ialisation] process in this paragraph convincing or not?
8. Finally fill in the conclusion – they can use their mini-conclusions t
   the explanation of socialisation that they find most convincing. Th

Students then write the essay in timed conditions (30 minutes) in a sub
essay together and using this to write the essay is a good way to appro
you would rather give them an unseen assessment, use one of the ques
plenary activity instead.

Students should then mark their own or their partner's assessments usi

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Plenary

Class debate: This debate is based on the essay question and aims to fu
writing the essay in a subsequent lesson. Begin with a four corners activi
Students strongly disagree, disagree, agree or strongly agree with the s
are a positive thing'. This is the functionalist argument from the item.

Students then separate into two teams, those who agree and disagree.
question. A good way is to alternate points between the two teams. The
an accurate piece of knowledge and can steal points by contradicting (w
points of their opponents. Points can be deducted fo houting out.

Planning carousel: St are given one of the planning carousel
and should fill i or the planning carousel table against the clock,
swap it ot er item and do the same. They do the same for the fina
to rapid ctise the technique for the 20-mark question.

Revision card activities: In pairs, students pick a revision card each. The
and argue their perspective against their partner's.
Students pick a revision card and try to pick another one that is linked to
Students pick a revision card and then try to pick another one that contra

Feedback in subsequent lesson: Students read the model paragraph a
about it: focus on the question, use of the item and precise knowledge. S
precise knowledge.

Students then identify what is bad about it: no analysis or evaluation of t

Students then use their revision cards to add analysis, evaluation, and a

Students then add to and improve their (now marked) answers as appro

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Émile **Durkheim**
Functionalist

+	−
Socialisation vital to prevent chaos	Deterministic
Schools = 'societies in miniature'	Ignores class and gender inequality
Religion builds value consensus	Garfinkel: 'social dopes'
Macro approach	Religion arguably less important in modern society when Durkheim wrote 100 years ago
Consensus structuralist	
Collective conscience	
Social cohesion	
Jobs provide identity	
Nationality provides collective conscience	
Value consensus	

Karl **Marx**
Marxist

+	−
Proletariat	Deterministic
Bourgeoisie	Ignores gender
Religion keeps proletariat from class consciousness = 'the opium of the masses'	Garfinkel: 'social dopes'
Macro approach	
Conflict structuralist	
Revolution	
Communism	
Base	
Superstructure	

Erving **Goffman**
Interactionist

+	−
Presentation of self	Ignores limitations of class, gender, etc.
Impression management	
Stigmatised identity	
Spoiled identity	
Psychiatric hospital resocialisation	
Micro approach	
Dramaturgy	

Tal
F

+
'Organic analogy a body with dif functioning li
Ascribed
Achieved
Particularist
Universalist
Overt curr
Hidden cur
Functional pre
Macro ap
Consensus st

Pie

+
Education legitim hegem
Media = soci
High cu
Macro ap
Conflict stru
Habit
Cultural
Social ca

+
Religion suppor
Ideological stat
Status
Macro ap
Conflict stru

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George **Mead** Interactionist	
+ Children's self-concept Inner me Micro approach Tchambuli	– Ignores limitations of class, gender, etc.

Charles **Cooley** Interactionist	
+ Looking-glass self [illegible] Social construction Micro approach	– Ignores limitations of class, gender, etc.

Zaretsky Marxist	
+ Nuclear family prepares for work Macro approach Conflict structuralist Obedience Capitalist socialisation	– Ignores diversity of modern families

Frankfurt School Neo-Marxists	
+ Popular culture replaces folk culture Mass produced [illegible] Final exploitation of proletariat Commodity fetishism Media replace family in socialisation	– [illegible] Ignores gender

Ho Ir	
+ Labelling Master stat Micro appro	

Po	
+ Homogenisati mass and high Graffiti of Bank in galleries for sums	

A	
+ Primary socialis Female subserv Sex class Macro appro Conflict structu Canalisatio Manipulati Verbal appell Differential ac exposure	

Do Po	
+ Media-saturated Popular culture and worthy of Popular and culture mix Pluralist Social media allo choice of ide	

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Read **Item A** below and answer the question that follows.

Structuralist sociologists have emphasised the role of the socialisation p ways. From the functionalist perspective the agencies of socialisation a shared values and language so that we can function harmoniously. For the agencies of socialisation instead enforce the hegemony of the uppe Therefore, socialisation is seen as negative and leading to repression a

Applying material from **Item A** and your knowledge, evaluate sociolog
socialisation process. **[20 marks]**

Introduction: Explain the question and key term in it.

	Point 1
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence/** knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

	Point 2
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence/** knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

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Point 3	
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Point 4	
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Conclusion – Come to a judgement on the question.

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Planning carousel question

1. Read **Item B** below and answer the question that follows.

> Functionalists have argued that the socialisation process plays a vit
> socialisation, individuals would not be able to function properly as
> shared values, roles and norms to predict the behaviour of people
> as particularly important in getting young people to adapt from th
> of the family to fit in with society more broadly.

Applying material from **Item B** and your knowledge, evaluate soci
socialisation process. **[20 marks]**

2. Read Item C below and answer the question that follows.

> Many sociologists have downplayed the role of the agencies of soc
> This is known as the social action or interactionist approach, and em
> choose their own identities and fight against the influence of socialis
> action theories argue that we choose our identities in reaction to the
> Other sociologists have stressed individuals' almost complete freed
> project it into society as a sort of performance.

Applying material from **Item C** and your knowledge, evaluate soci
socialisation process. **[20 marks]**

3. Read **Item D** below and answer the question that follows.

> Feminists argue that the agencies of socialisation are deeply patric
> we are heavily influenced by the agencies of socialisation with fam
> so on all defining and limiting women's gender roles and opportuni
> theorists argue that women are not simply moulded or manipulated
> now rebel against traditional gender roles.

Applying material from **Item D** and your knowledge, evaluate soc
socialisation process. **[20 marks]**

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Planning carousel table

Item	Quote (minimum two)	Good knowledge of **sociologists who agree**	Good knowledge of **sociologists who disagree**	**Conclusion:** Your opinion
B				
C				

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20 mark essay question mark s

Applying material from Item A and your own knowledge, evaluate…

Level	Description
5	• **Knowledge** applied **accurately** and with **sensitivity** to i • **Very good, conceptually detailed knowledge** • **Sophisticated understanding of the question and mate** • **Explicit** and **relevant analysis** and **evaluation** • Evaluation developed by (for e… ie **debate between** • Appropriate **conclusio**… d…
4	• **Knowledge** … **relevant** to the question, although on th… e.g. **Eur** … **good, deep knowledge** but **incomplete** **Reasonably good understanding** of the **material in the** • **Some, limited explicit** evaluation • Evaluation developed by (for example) **different perspe** • **Analysis** developed by **clear explanation** of some of the
3	• **Lists knowledge from relevant topic area** but **not relev** **small amount of mostly relevant** material • **Accurate knowledge** but **little range or depth** • **Superficial understanding** of the **material in the item** • **Limited** evaluation • Juxtaposes competing positions or isolated points • **Analysis** is limited with answer **mostly descriptive**
2	• **Limited suitable knowledge** and **not relevant to questi** • **Limited undeveloped knowledge** • **Simplistic understanding** of the **material in the item** • **Very little or no evaluation** or **analysis**
1	• **Significant errors or omissions in knowledge** • **Very limited knowledge**, e.g. one or two very insubstan points • **Little or no understanding** of the **material in the item** • **Minimal or no evaluation** or **analysi**
0	• No relevant points

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Feedback on 20-mark question

Applying material from **Item A** and your knowledge, evaluate sociolog
socialisation process. **[20 marks]**

What is good about this paragraph? How could it be improved f

The item argues that 'from the functionalist perspective the agencie
thing'. Durkheim saw socialisation as vital in creating a shared valu
society to function harmoniously. He particular' lued religion in
and also emphasised the role of schools as ties in miniature'.
teaching students the value of h rk and the acceptance of bo
them good citizens. The item mentions that socialisation create
Talcott Parsons, another functionalist, emphasised the role of educa
For Pa wh primary socialisation in the family gave children
create ularistic values and ascribed status. Secondary socializ
with the universalistic values that allowed children to integrate into
need to earn or achieve status through hard work.

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Lesson plan 11: Identity and soc

Lesson learning aims

- ✓ To introduce social class
- ✓ To understand different sociologists' perspectives on class

You will need:

- ❑ Lesson 11 han
- ❑ Lesson 11 han
- ❑ Lesson 11 not
- ❑ Class cards
- ❑ 20-mark quest
- ❑ 20-mark quest

Starter

- **G f ve:** Students have to write down five social classes. The up lass, middle class, working class and underclass. You can a the new working class.
- **Speculation:** Give the students or put on the board three statistics: 9%. Students speculate on the significance of the statistics before **class differences** – the top 20% earn seven times as much as the b 20% live on average seven years longer than the bottom 20%; th only 9% of wealth.

Main

Teacher talks:

Outline the idea of social class and objective differences in class. The T clip on class, available on YouTube, also makes a nice introduction. Yo classes that have arguably emerged since the sketch was made – the ne YouTube clips of *Made in Chelsea, Little Britain's* Vicky Pollard, etc. can a the upper class and underclass respectively.

Handouts:

Students are given the sheet with boxes on it – they must then put thes best photocopied onto A3) either by copying or cutting and sticking. T relevant class, and put sociologists' perspectives into the analysis/evalu this by putting some of the information in the box n the board and g flashcards to indicate the class that they re e o

Students then read over a highlight the notes handout. They can the importance of cla by marking a cross on the line at the end of t with ar na on.

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Plenary

Class party: Students are given a class card. They then individually com
social class including name, gender, occupation, aspirations, education a
go to the party. They move around the room mingling, asking questions
establish their class. You can pay some stereotypically upper-class/mid
create a mood.

After the party you can then ask the students to feed back on who they
or analysis. Finally, you can get students to line up in continua according

Class debate:
Begin with a four corners activity for the statement 'Class is no longer rel
Students strongly disagree, disagree, agree or strongly agree with the s
two teams, those who agree and disagree.

They should then debate the question as in Lesson 10.

Exam practice:
Students can then plan, prepare and write the 20-mark question on the p
again be peer-marked using the mark scheme from Lesson 10.

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Risks and lack of prospects of their work led to a culture of **instant gratification** (taking pleasure and spending now rather than planning for the future).	Group rig hierarchy excluded
Traditionally made up of royalty, dukes and aristocracy, with inherited wealth and titles	A controversia ideas of **Charl Right**
Declined since the 1970s and has almost disappeared in many places	Includes entert Paul McCartne
Has twice the chance of their children dying in the first year of life	Self-employed who are highly work-focused
Reliance on crime and benefits	High levels of parenthood
Live on average seven years longer than lowest class	
The financial and creative middle class are often young and well off. They indulge in leisure activities such as clubbing, restaurants and designer drugs and project an image of high earning and consuming.	Dem the often work midd
Six out of 10 Britons today see themselves as part of this class	The top 20% times as much
The traditional culture includes intermarriage, private school education at boarding schools such as Eton and Harrow, university education at Oxford and Cambridge, high 'cultural capital', old boy networks and a sense of leadership and superiority.	The Marxist **Bo** impose their ho framework tha socialisation, in accent, knowle high cultural ta classes who se
Men act as breadwinners while women act as homemakers.	Fo ar

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Also includes the owners of industry, those who have made wealth themselves, e.g. Sir Alan Sugar	Traditionally i domestic serva leisure activitie hunting and ho
A stigmatised identity	Have a sense of class struggle the bosses and associated with
Based above all in Scotland and the North of England around industries such as mining, docking, iron and steel, shipbuilding and fishing	
Defined by manual work, often involvin	Identity based choices
Participate in popular and folk culture and use swearing as terms of endearment	**Willis** argued that identity, and skills more important tha
Hard to generalise about because they are very **heterogeneous** (varied) in terms of income and outlook	According to **B cultural capita** to success in ed in general.
Emphasis on education (including private education), effort, 'future orientation', self-interest, high culture and personal health	Incl as tea
This group began developing in the 1960s and is larger today than the traditional working class.	Work is a way than defining i
Includes the '*nouveau riche*' (new rich) whose money is not inherited. They may copy the habits of the traditional upper class but may also be rejected as too flashy and lacking cultural capital.	**Lawler** develo **habitus** to arg important for t differentiating white working with contempt
The lower middle class includes **white-collar workers** and routine clerical occupations.	Managers who have their identity on con leisure. They have refinement, high cult

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The middle class	The upper class
Knowledge	Knowledge

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The working class		The underclass
Traditional Knowledge	*New* Knowledge	Knowledge

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Class cards

Upper class	Upper class	Middle class
Middle class	Middle class	Middle class
New working class	Middle class	New working class
New working class	New working class	New working class
Traditional working class	Traditional working class	Traditional working class
Traditional working class	Underclass	Underclass

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The relationship of identity to social class in c

Specification area 4

- ✓ The relationship of identity to social class in contemporar
- ✓ How individuals are socialised into the social constructs o
- ✓ How an individual's experiences and sense of identity are
- ✓ Their relative importance and the extent to which social c contemporary society

Social class

Social class is a group defined b[illegible] **economic situation or weal** subjective (a matter of [illegible]) but related to work, education (private etc. **Marx**[illegible] its importance and see it as having a major im

The **upper class** (**aristocracy**) are small group who are the **main owners wealth** in capitalist societies, and do n have to work.

The **middle class** (known as the **bourgeoisie** for larger class who do often skilled and **non-man** Professions, office work, ICT, etc.

The **working class** (known as the **proletariat** for Marxists) globally and **do physical, manual work**: labouring, factories, me skilled or unskilled.

The **underclass** are a small class w have been more recently identified. T do not work and are arguably **exclud from society due to reliance on bene and stereotyping**.

Social class and identity

Most societies are **stratified** (divided [illegible]) according to social cla details of this. For instance **Marx** have tended to focus in the mode with the **bourgeoisi**[illegible] the **proletariat** rather than the four-tie

There is [illegible] debate today over how far class remains relevant, with p arguing that people of all classes in the West have the freedom to choos clear evidence of its importance.

Objective (clear factual) differences between the rich and poor social c richest 20% of society earns seven times as much as the poorest 20%, liv longer and have a 50% lower level of infant mortality. **Marxists** would poorer 50% of Britons own only 9% of the nation's wealth.

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However, there are also less obvious **subjective differences** in class, pa
project and make assumptions about identity on the basis of class as th
such as accent, leisure choices, profession, etc. **Socialisation** plays an i
class identity, with **family** and **education** particularly important source

The Marxist Pierre **Bourdieu** saw the cultural framework that classes a
habitus. This is developed during socialisation, and the hegemonic rul
superior in order to preserve their dominance. It includes things as va
culture such as the opera, knowing which cutlery to use, and speaking

Bourdieu referred to the **habitus** of the ruling cla **cultural capital**,
achieve highly in education and life just as much as their **economic cap**
middle and upper classes as developing this through reading, attendin
overlooked in proletariat families. He argued that the upper class also
connections built up in top private schools and universities such as Ox
backed by their **cultural capital** but which might be absent for the bou
class were condemned to be deprived of both cultural and social capita

Socialisation into different class subcultures and identities begins at an e
education, peer groups, etc. Seeing as it is subjective, it is sometimes ha
social class categories, although most Britons have a strong feeling of wh

Upper-class subculture and identity

The upper class was historically made up of the **traditional upper clas**
who inherited titles and wealth, such as the Queen of Duke or Westmin
other groups, the **owners of industry** or **'nouveau riche'** ('new rich') su
more recently, wealthy entertainment superstars such as the Beckham
etc. For Marxists, these groups are united by their **ownership of wealt**
bourgeoisie, they no longer need to work.

The culture of the upper class is traditionally defined by the aristocracy
expensive education at private boarding schools such as Cheltenham L
£32,000 a year), followed by Oxbridge, intermarriage, high cultural app
and social capital (**Bourdieu**) from old boys' networks, and an innate se
traditionally included periods in the military (such as Princes William a
taking part in expensive, exclusive leisure pursuits such as hunting and

The '*nouveau riche*' may attempt to imitate the cultural habitus of the tra
expensive private school education for their children, but may still find
their lack of cultural and social capital.

Middle class subculture and identity

The middle class are a much more diverse (**heterogeneous**) group and
century, to the extent that many would now see them as the largest soc
class. Unlike the upper class, the middle class (**bourgeoisie**) do have to
class (**proletariat**) they do so in non-manual work.

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Common features of middle-class socialisation that arguably differ from
on the importance of education (including private education, but less lik
upper class) and core values of effort, ambition, self-interest, health and

As a result of this, Barry **Sugarman** showed how middle-class children
better for school, where they then tended to succeed. Their values of **d**
now to succeed in the future) meant that they tended to put in more eff
school subcultures and spoke in the sophisticated language (**elaborated**
success. Working-class children, by contrast, had a culture of **instant g**
so worked less and formed anti-school subcultures (such as **Willis**'s gr
along with their more basic **restricted code** of lang e, condemned th
maintained the importance of the class sys em in s aping identity and

Lawler has argued that many in the middle class see their **habitus** as m
distinguishing th es from the working class, who are ridiculed a

The mid lass was traditionally made up of **professionals**, such as l
accountants, who are highly educated, value education and have high l
as **managers** who earn good wages and define their identity through sp
leisure activities. The individualistic and work-focused **self-employed**
the **young creative and financial middle class** joining the group. These
leisure activities and high levels of consumption, such as clubbing and

The **lower middle class** includes people who work in low-skilled jobs i
but who have much in common culturally with the **new working class**,
sense of collective identity through membership of trade unions such a

Working-class subculture and identity

The working class is still arguably the largest social class in Britain, wit
as members of the group. It is made up of those that do **manual and ph**
declining as more manual jobs are becoming automated and as Britain
economy. This has led some sociologists to speak of a decline of the w
seen the class as diversifying and splitting into the **traditional and 'new**

Traditional working class

The traditional working class has been defined by a strong sense of **collective class identity**, built arou d tr d ional industries such as coal-mining, fishing a d ding. It has been based, above all, in cities in the north of England and Scotland (Glasgo ew s , Liverpool, Manchester, etc.) and was associat h strong support for trade unions and the Labour Party. However, many sociologists argue that the **traditional working class is now declining** because these traditional industries have declined in Britain since the 1970s.

Within the traditional working class there was/is a tight sense of community, and men fulfil hegemonic (stereotypical) gender roles, acting as breadwinners, while women act as homemakers. **Willis** argued in his study of 'the lads' in *Learning to Labour*, that

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work and skills for a job were far more highly valued by the traditional
which accounted for the poor performance of the working class in scho
that the traditional working class were defined by a sense of struggle a
felt oppressed by society. They claimed that the middle class negativel
as lazy in order to justify an immoral and unfair system.

Parker argued that the working class, who often carry out dangerous a
mining and fishing) adopt an attitude of opposition towards their work
gratification (heavy drinking, etc.) in their leisure in order to forget thei
class also engage with popular and folk culture (brass bands, etc.) and
endearment. Sociologists have also seen the tradi[illegible]l working class a
future is determined and they have no cha[illegible]ce of changing it. As a resu
rather than **future-orientated** like [illegible]iddle-class counterparts.

'New' working class

The 'new' working class was first identified in the 1960s and **has eclips
in size** as it has declined from the 1970s. It differs in that it **lacks the se
the traditional working class, being more centred on the home and con
work as a source of identity. It engages with popular culture but not g
likely to **have both men and women working**, as opposed to the more
traditional working class.

Underclass subculture and imposed identity

The American **New Right** sociologist **Charles Murray** has developed t
'underclass'. This is a group at the bottom of society's hierarchy, linke
do not work and are instead defined by reliance on benefits and crimin
meritocracy and blames the underclass for their plight due to their idle
and also blames their development on the growth in benefit systems, t
families and a rise in lone parenthood.

The underclass can be seen as a **stigmatised identity**, cut off from thos
excluded from day-to-day life by poverty and stereotyping. The under
the media (e.g. *Shameless*, *Benefits Street*) as obese, ignorant, violent and
class, who demonise them as 'chavs' and often confuse them with the w
also suffer from high levels of school exclusion and educational failure.

Does class still matter?

Although we have seen a good deal of evidence above to suggest that c
have ar[illegible]ha[illegible]t is no longer relevant (although they would admit th
identity recently). **Postmodernists** argue that identity has now be
(**Bradley**), combining ethnicity, gender and age, as well as emphasising
and mix identities, irrespective of class.

For postmodernists, **consumption** (what you buy and do with your lei
class and production (jobs). **Saunders** has argued that old class divisio
modern, meritocratic society, and that leisure activities are no longer cl
traditional working-class pursued folk culture, popular culture is now
of **globalisation**, and all classes can access high culture via the Internet

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Marshall has argued that there is still a strong sense of working-class i
more subjective because traditional working-class industries have decli

Nevertheless, the vast majority of Britons (95%) still associate themselv
suggesting that at a subjective level class remains extremely relevant. M
objective, material differences still remain strong. They would point to
Oxbridge-educated figures in government (Theresa May, Boris Johnson
professions (law, army officers, journalism, etc.).

They would also disagree with **postmodernists** over the supposed free
identity, countering that leisure choices are in fact merely limited by m
social capital, which are strongly linked to class.

**Make a mark on the line below and fill in the box t
on whether you think class still matters**

No longer matters

0 1 2 3 4 5 6 7

Now explain your judgemen

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Read **Item A** below and answer the question that follows.

Marxists claim that class is still a hugely important source of identity in th the working class remain condemned to educational underachievement a Meanwhile, those at the top control wealth and impose their culture on th has decreased in recent years. Others, particularly postmodernists, woul large element of choice over our identity. New classes have emerged a

Applying material from **Item A** and your knowledge, evaluate sociolog
class in shaping identity. **[20 marks]**

Introduction: Explain the question and key t in t.

	Point 1
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence/** knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

	Point 2
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence/** knowledge	
appro **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

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Point 3	
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Point 4	
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Conclusion: Give a judgement on the question.

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Lesson plan 12: Identity and Ge

Lesson learning aims

To:

- ✓ Introduce the role of gender in forming identity
- ✓ Understand different sociologists' views on gender

You will need:

- ❑ Selection of magazine
- ❑ be told to bring these
- ❑ A3 paper
- ❑ Lesson 12 notes hand
- ❑ 10-mark question wr
- ❑ from Lesson 3

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Starter

- **C** Yo place pink and blue sheets on the tables at rand
- st sit – whether the boys sit with the blue and the girls with t
- ass iation between girls and pink is only a recent invention histori
- introduce the idea of hegemonic and non-hegemonic gender identi
- from (primary socialisation, etc.).
- **2-mark questions:** Students can then answer, against the clock, tw
- minutes each. Firstly 'Define the term "gender"', then 'Using one ex
- difference between sex and gender'.

Main

Teacher talks:

Reinforce the difference between sex (biological and mostly fixed) and
changeable). You could use the case study of the Tchambuli tribe, whe
female Western 'homemaker' gender roles and women carry out hegen
'breadwinner' gender roles.

Handouts:

Students then read over and highlight the notes handout, either indivi

Students then take an A3 sheet and divide it into four quadrants. The
the right female, the top is hegemonic and the bottom non-hegemonic:

	Male	
Hegemonic		
Non-hegemonic		

Students go through the magazines and newspapers and stick images a
according to whether they show male or female, hegemonic or non-heg
can then add on labels with key terms and sociologists where appropri

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Plenary

Triad debates: Students are grouped in threes and assigned a letter, A
series of two-minute debates in threes. One student argues for the imp
of socialisation against a second with the third judging. The debates la
student takes turns to speak and rebut their opponent's argument. The
on the basis of the level of knowledge and analysis, awarding bonus m
sociologists.

A suggested sequence of three debates could be:

Debate 1:
A: Family is a greater influence than the peer group in forming gender
B: Peer group is a greater influence than the family in forming gender
C: Judge

Debate 2:
A: Judge
B: The media are a greater influence than school in forming gender ide
C: School is a greater influence than the media in forming gender ident

Debate 3:
A: The media are a greater influence than family in forming gender ide
B: Judge
C: Family is a greater influence than the media in forming gender ident

AS / A Level question carousel: Answer the question 'Outline and exp
gender affects identity.' [**10 marks**]

Students write the first paragraph in seven minutes (they can use the w
help if you want).

Students then swap answers, correct the first paragraph and then write

Students swap again and mark the answers using the mark scheme.

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The relationship of identity to gender in co

Specification area 4

- ✓ The relationship of identity to gender in contemporary so **McRobbie**
- ✓ How individuals are socialised into the social constructs o
- ✓ How an individual's experiences and sense of identity are
- ✓ Their relative importance and the extent to which these fa contemporary society

Sociologists differentiate between **sex**, the biological, born difference be evident at birth and the same the world over, and **gender,** which is the role associated with being male and female, which varies in different cu Margaret Mead researched a tribe called the **Tchambuli** in New Guinea Western hegemonic male role of being aggressive and competitive. Me jewellery to make themselves look attractive, cared for children and sh hegemonic Western gender roles.

For **feminists** in particular this **sex stratification**, the division of society with men dominating women, is more important than the **class stratifi** and still has a major impact on women's life chances.

Many **feminists** emphasise that **gender identities** (how men and wom others) remain fixed in the West and support **patriarchy**, the dominanc that **hegemonic (fixed) gender identities are very hard for men and w** by contrast, would emphasise, as with class, the possibilities that wom aspects of gender identity and that traditional **hegemonic gender iden particularly in the West**.

Hegemonic gender identities

Male	
Connell defined hegemonic masculinity as including characteristics such as strength, rationality, aggression and sexual domina Men were the head of the household, sk orientated and enjoyed lei activities such as DIY, and were less and tended to play less of in childcare. Men are more competitive and still tend to dominate the workplace – 18% of men work in managerial roles compared to 11% of women, and the majority of men at the top of many professions (e.g. judges) remain male.	**Hegemonic femi** fragility, less com women that were aggressive were l or 'slappers', whe 'studs'. Women tended t as shopping and and housework (**Feminists** have al women are encou their appearance, grooming, dieting

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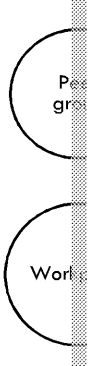
The role of the agencies of socialisation in creating gender identity

Feminists emphasise the role of all of the agencies of socialisation in powerfully maintaining these hegemonic gender identities from very early in life during primary socialisation, which are then reinforced by secondary agencies such as education, religion, the media, etc. These combine, they would argue, to leave people with little choice over gender identities.



Primary socialisation: the family

The fem[illegible] Ann [illegible] **Oakley** extensively researched the role of primary so[illegible] reinforci[illegible] gender roles, arguing that parents and carers unconsciously gender roles in the earliest years in four ways:

1. **MANIPULATION:** Children are encouraged to behave in certain w[illegible] acting in different ways which are portrayed as **deviant.** For instan[illegible] clothes and discouraged from shouting or behaving boisterously, r[illegible] identity. Boys, by contrast, are **manipulated** to be tough and aggre[illegible]
2. **CANALISATION:** Boys' and girls' interests are channelled into di[illegible] areas with toys. For instance, boys might be encouraged to play w[illegible] (aggression) or construction toys such as Lego, whereas girls migh[illegible] with dolls (future maternal roles), Barbies or dressing up (concern [illegible] appearance). These interests are developed further as boys and gir[illegible] to imitate adult male and female role-models respectively.
3. **VERBAL APPELLATION:** The language that adults use to praise b[illegible] and girls – 'what a strong boy', 'don't you look pretty', 'aren't you [illegible] – further reinforces the roles expected of boys and girls.
4. **DIFFERENTIAL ACTIVITY EXPOSURE:** Boys and girls are invol[illegible] household and hobbies. For instance, boys might wash the car, gir[illegible] go to boxing (aggressive), whereas girls might dance (refinement).

Gender socialisation creates **gender codes** which most children seem to according to **Stretham**. These include colour code[illegible]ue for boys and p[illegible] play rough games, girls more cooperatively, and later, control codes, w[illegible] more closely on where and when they go out as teenagers than boys.

There is also an in[illegible]tion between gender role socialisation and **soci**[illegible] instance[illegible]king class and Asian families may encourage more traditi[illegible]

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Secondary socialisation: school/education

Most sociologists would argue that school is **highly gendered** (experien
male of female).

While there is an argument that **boys are now disadvantaged in schoo**
girls at all levels, **feminists** would argue that school still plays a major r
gender roles.

For instance, the **hidden curriculum** (things not taught on the official ti
towards creative or domestic subjects such as Fine A[illegible] and Food Techn
dominate classes in Physics and IT, which l[illegible] to higher paid jobs.

Skelton argues that schools produce[illegible]s new stereotypes while also rein
Gender roles are also reinforced by sport (e.g. football for boys and dan

Teachers, meanwhile, uphold patriarchy by allowing more disruption f
studies, spending twice as much time with male students as females. B
dominate classrooms by sprawling on chairs.

Ethnicity also interacted with school in creating gender roles. For inst
some black girls challenged the idea of male dominance of the primary

Secondary socialisation: the peer group

The role of the peer group acts in tandem with the role of school to rein
age, boys and girls sit in separate groups in the classroom and police ap
instance, the insult 'girly' is used by boys from a young age.

Those seen as acting in gender-deviant ways may find themselves exclu
insults. Meanwhile, sexual gender stereotypes of male aggression and
promiscuous boys being celebrated as 'studs' and promiscuous girls be
girls this becomes a strong **spoiled identity** leading to criticism from m

Paul **Willis**'s (1977) study of working class 'lads' in school in *Learning t*
example, as the boys pursued girls before dumping them on the basis t
had sex with them.

Secondary socialisation: religion

The role of religion as a force of socialisation is declining due to sec
declining religious belief and practice) **in many Western societies. Ne**
have tended to reinforce patriarchy and traditional gender roles throu
practices (the burka, taboos around menstruation and childbirth), etc.

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Secondary socialisation: the media

The role of the media, in contrast to religion, is increasing in today's m
Joan **Smith** argued in *Different for girls* that gender differences are cultu
exposing children to gender stereotypes from a young age in the form o
girls and soldiers for boys, which are then reinforced by Hollywood m
portray women as helpless, weak and in domestic roles.

Wolf investigated the role of commercials in creating gender roles, and
was obsessed with appearance and idealised body shapes. Advertising
emphasising the 'beauty myth', which suggests that women are only va
Tebbel (2000) found 10 times as many articles on weight loss in magaz
In general, male magazines focused on practical pursuits such as cars o
defined women more according to their sexual attractiveness or relatio
McRobbie, however, found in her study of *Jackie* and *Just Seventeen* ma
magazines of the 1970s were very much focused on relationships and th
shelf', by the 1990s there were many more images of successful women

Nevertheless, men are also presented as more dominant in subtler way
suggested that 70% of commercials are voiced-over by men, and 66% o
programmes are male.

In its most extreme form, top shelf **pornography** is almost exclusively a
increasingly available to the young online, portraying women as sexua

Secondary socialisation: work

The world of work also seems to reinforce patriarchy in some ways; **19**
jobs compared to only **11% of women**, and many top jobs, such as judg
male-dominated.

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Lesson plan 13: Identity and Ge

Lesson learning aims

- ✓ To investigate the extent to which gender identities are changing.
- ✓ To recap earlier work on social class

You will ne

- ❑ 6-mark q mark sc
- ❑ Hegemo identitie
- ❑ Lesson
- ❑ Revisio
- ❑ Dice

Starter

- **6-[illegible] question carousel:** Put the following question on the board: 'Explain how agencies of socialisation create gender identities.' [6 marks]
- Students then have three minutes (with the writing frame from Lesson [illegible]) to write a point and explanation. They then pass the answers to another student who has three minutes to read their point and add another. They then pass the answers to another student who has three minutes to read their points and add a third.
- Students can then mark the answers using the mark scheme from Le

Main

Teacher talks:

Recap the difference between hegemonic and non-hegemonic gender id

Handouts:

Students are given the sheet with boxes on it – they put these into the t photocopied onto A3) by either copying or cutting and sticking (or thes of images from last lesson). They must sort the cards to the relevant he gender identity. Some can go in more than one place, which will provi class discussion. Students can use the notes handout to help.

Students then read over and highlight the notes handout. They can make a gender today by making a cross on the line at the end [illegible]he handout and fil

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Plenary

Revision dice: Students sit in groups of six each and number themselves
the revision dice questions cut up in a pile in order. They roll the dice –
up has to answer the first question. If they can't, anyone else can answ
do the same for the second question and so on. If there are fewer than
number comes up that isn't for one of the group. I have included cards t
that revise earlier topics.

Sociology soccer:
Begin with a four corners activity for the statement 'Gender is no longe
Students strongly disagree, disagree, agree or strongly agree with the
into two teams, those who agree and those who disagree. Alternatively, they can

One team starts with the ball. They are given a topic, e.g. 'hegemonic
score a goal, the individuals in the team must give three relevant piec
pass, or a goal. If they fail or make an error the ball passes to the o
continue on the same topic or move onto another. The team that has the
Further topics might include:

- Hegemonic male gender identity
- Non-hegemonic female gender identity
- Non-hegemonic male gender identity
- The role of socialisation in creating gender identity
- Working-class subcultures

etc.

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Muscular	C
Sexually passive, or 'slut' if sexually active	In the **Tchambuli Tribe** in N gossiped, made themselve children while wome
Metrosexuals	
The media promotes new, non-hegemonic masculine roles for profit.	Traditional hegemonic ma fishing have disappeared, the tr itional working
Postmodernists argue that m d saturation means that p ple can access and **pick and m** a range of non-en gender identities.	Women outperf economy such as l industry. This ha as indepen
Feminists argue **hegemonic gender identities** enforce **patriarchy.**	Sexu
The male grooming market has grown 800% since 1998.	
Gentle	Dep
Men such as David Beckham now use cosmetics and groom.	70% of divorces are initiated b fertility treatments mean wome without a male partner. Male d been bro
10% of cosmetic surgery is now carried out on men.	Equal opportunities policies such have reduced male dominance the fami
Ladettes	The
Task-orientated (sports, DIY, etc.)	
British girls and **girl gangs** are among the most violent in the world.	**Connell** identifi n
Aggressive	
A recent study found 80% of males are unhappy with their ec ance compared to only 75% of females.	
Girls outperform boys at all levels of education.	
Lack of concern with personal appearance	Play a minor d
Build **mosaic identities** by cherry-picking from different gender roles	Obsession with physical ap attractiveness (10 times loss as in ma

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	Male	Female
Stereotypical/ traditional/ hegemonic identities		
Non-		

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Does gender still matter?

We have previously looked at hegemonic gender identities and their de
sociologists, particularly **postmodernists**, would argue that the idea of
now outdated. Indeed, despite identifying hegemonic male and female
acknowledges that there are many different ways of being male or fema
postmodernists highlight the rise of unisex clothing, etc. They argue th
and mix aspects of different gender identities, cherry-picking features t
identities. **Media saturation** increases both access to and tolerance of t
identities. Overall, for **postmordernists**, **consumptio** (what we buy) r
identity for both men and women.

Changing gender identities

Female

Sue **Sha** und in her questionnaire study *Just like a Girl* in the 1970s
marriage and children in their futures. However, when she repeated th
women in **the 1990s, she found that they displayed more non-hegemo**
career ambition.

Girls now out-achieve boys at all levels of the education system and go
professions such as medicine and law in greater numbers.

Women are also entering the workforce in greater numbers. A major reason for this is the recent changes in the UK labour market due to globalisation, which has resulted in a decline in British traditional heavy industry, which was male-dominated, and **a rise in service industry office jobs which require 'softer' people skills** that are gender neutral. This has led to the '**feminisation of the workforce**'. More and more women are in a position, therefore, to define themselves as independent breadwinners, with women particularly influential in areas such as the music industry, and a female prime minister in Theresa May.

Within the family, women are no longer as defined by their role as mothers or wives. Diana **Gittins** found that over 70% of UK divorces are now initiated by women, reflecting a decre vels of subservience in the family, while more n m women now choose to have children without a pa o at all.

Younger w me been the emergence of the **'ladette'** role, which a
behavio heavy drinking, smoking and sexual aggression, althoug
is largely a media-created phenomenon.

A UN survey suggested that British girls were among the most violent
been a rise in anti-school behaviours. Anne **Campbell** has identified a

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Male

Although men traditionally derived their status from their public role at
private domain of the family, the decline in traditional working-class ind
and increase in service industries mentioned above have undermined he

The rise of equal opportunities legislation (e.g. 1970 Equal Pay Act) and
more competitive means that men no longer dominate power relations

Mac an Ghaill (1994) linked this loss of status for men to school failure
which he called the '**crisis of masculinity**'. As in **Willis**'s *Learning to L*
this as particularly acute for working-class men a[illegible]oys, where it led
between social class and gender.

Sociologists have instead identified a range of new, non-hegemonic ge
although **Connell** argues that these are not as high-status as hegemonic

Jonathan **Gershuny (1992)** identified the '**new man**', who was more se
feelings, as well as being ready to take on his share of the household ch
been a rise in the number of househusbands, although critics have argu
created by the media for marketing, and that women still bear the vast

Mort identified '**metrosexuals**' in the 2000s, men such as David Beckha
took great care over their appearance. This has been reflected in an 80
industry since 1998 and increased male use of plastic surgery (10% of p
means that the field is still hugely dominated by women). A YMCA su
are unhappy with their body image, compared to only 75% of women.
Rutherford described as the **'feminisation of masculinity'** in the medi

Other new, **non-hegemonic male gender** roles include '**emo boys**' (200
music and '**retrosexuals**' (2000s) who adopt an old-fashioned image of
take care over their appearance, as well as '**new lads**' (2000s) who have
embracing hegemonic male behaviours such as fighting and drinking.

Non-changing gender identities

Nevertheless, you will still recognise a great deal of the traditional, heg
around you. The feminist Harriet **Bradley** argues tha gender inequalit
for many, and **particularly highlights the i[illegible]tionship of gender**
patriarchy remains particularly dominant in the working class. Also, w
work they tend to bear the brunt of working, doing domestic cho
the family.

Collier argues that women are **still** intensely **objectified in media** whi
Living Dolls: The Return of Sexism that new **forms of gender inequalit**
hypersexualisation of women in the media, where they are automatical
heterosexual attractiveness.

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Make a mark on the line below and fill in the box to show your judgem
still matters in identity.

No longer matters

0 1 2 3 4 5 6 7

Now explain your judgement.

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1. Give one piece of evidence that gender remains important in defining identity.	2. What i masculi
3. What are metrosexuals?	4. What i group i agains old-sty masculi
5. What are new lads?	6. What c sugges
7. Who are ladettes?	8. How a in the m
9. What % of commercial voice-overs are by men?	10. What c study o boys in
11. What is the hidden curriculum?	12. How d identity
13. Which feminist sociologist stressed the role of primary socialisation in forming gender identity?	14. What she ide

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15. What is canalisation?	16. What … appell…
17. Describe hegemonic female gender identity.	18. What … betwe…
19. Name the six agencies of socialisation.	20. What …
21. Which group of sociologists stress the role of the underclass?	22. Name … leisure
23. What do functionalists believe?	24. Name … sociolo…
25. What do Marxists believe?	26. Name … sociolo…
27. What do interactionist sociologists believe?	28. Name … sociolo…
29. What do postmodernists believe?	30. Name … sociolo…

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Lesson plan 14: Identity and se

Lesson learning aims

To understand:

- ✓ Hegemonic sexual identities
- ✓ The extent to which these identities are changing

You wil
- ❑ Les
  han
- ❑ Les
- ❑ No-

Starter

- **Memory boc** the terms **hegemonic, non-hegemonic, sex**
  bo stu memorise them, and you then erase or mute the bo
  w nitions.
- Sho portrayals of homosexual characters in the media (e.g. *Little*
  Till Death us do Part, Queer as Folk, Brokeback Mountain) on YouTu
  non-hegemonic sexual identities.

Main

Teacher talks:
Reinforce the difference between sex, gender and sexuality.

Handouts:
Give out the Identity and sexuality handout. Read over the definitions
hegemonic sexuality in the shaded boxes at the top. Students should sh
and then work through the rest of the boxes shading them with the two
they represent hegemonic or non-hegemonic sexual identity in Britain t

Students then read over and highlight the notes handout. They can the
importance of sexuality today by making a cross on the line at the end
box with an explanation.

Plenary

No-pens essay: Students work in pa A ... First A reads the 20-
picks out the key words orall ... is to be written down. B then r
out three quotes, aga ... writing them down. The pair then work
They have the ... guide them, but cannot write anything down. The
either th pair or to the whole class. Students can then write the
an ass t.

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Hegemonic sexuality	Non-he
Within Western societies, heterosexual monogamy is seen as 'normal sex'. This is known as the concept of **'heteronormativity'**. Homosexuality is seen as deviant, and within heterosexuality, men are dominant, with women objectified and chaste.	Homosexual, l are all just as Within hetero objectif
Male promiscuity is more accepted or even celebrated, whereas promiscuous women are shamed as 'slags', 'sluts' or 'slappers'.	The growth in t gay and lesbia Britain.
Postmodernists argue that sexuality is now more fluid with younger generations **picking and mixing** different identities.	Women are al according to th the feminist **Mu gaze'**.
The media in the past included few homosexual characters or dealt with homosexuality negatively – for example, AIDS was portrayed at the 'gay plague' in tabloids in the 1980s.	There have, ho positive portra media in series films such as *Br*
Male homosexual sex was decriminalised in 1967. This was followed by the development of gay subculture in the 1970s driven by the consumer power of the 'pink pound', while organisations such as Stonewall pushed for equal gay rights.	There is now a who have 'com ranging from c
Gay men are more likely to be driven to suicide, and homosexuality is particularly attacked in cultures with strong hegemonic gender identities.	Gay people o groups, in scho recent survey) so conceal thei **management.**
Perhaps the freedom to choose your own sexual identity applies more to men than women.	Statistics claim children had b and one third l messages.
Walter has argued that women are still far more sexually objectified, pointing to the **hypersexualisation** of women in pornography, which children are being exposed to from a younger age through the Internet.	Homosexuals e against if they
The **media** have also played a role in socially constructing images of heterosexual attractiveness. Historically, voluptuous women were considered attractive, but this changed in the 1960s with the promotion of skinny 'superwaifs'.	Men are now t portrayals in th **gaze'** (**McRobb** seem to be imp

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Identity and sexuality

Specification area 4

- ✓ The relationship of identity to sexuality in contemporary s
- ✓ How individuals are socialised into the social constructs o
- ✓ How an individual's experiences and sense of identity are
- ✓ Their relative importance and the extent to which sexualit society

Sexuality refers to who someone is attracted sexually to, and is differen the male or female identity.

There are a wide variety of sexualities, including **heterosexuality, hom asexuality**.

Hegemonic sexuality

Within Western societies, heterosexuality is the **hegemonic sexuality**, w as 'normal sex'. This is known as the concept of **'heteronormativity'**.

There is a dispute over the extent to which **homosexuality** is biological that a 'gay gene' exists. However, many sociologists would argue that and varies between societies in the same way that gender and other asp **Weeks** pointed out that within Ancient Greek society homosexuality w

Similarly, there are **hegemonic** identities within **heterosexuality** which constructed. Within Western societies, male promiscuity is more accep promiscuous women are shamed as 'slags', 'sluts' or 'slappers'. Wome men according to their sexual attractiveness, what the feminist **Mulvey**

A number of **agencies of secondary socialisation** are seen as playing a sexual identities.

Religion can be seen as playing a major role, with criticism of practices extramarital sex, and the encouragement of sexual passivity and virgin

The media too have in the past included few h... sexual characters or negatively – for example, AIDS was n... ra...e' at the 'gay plague' in tab however, been more mainst... positive portrayals of homosexuality *Queer as Folk* and fil... *Brokeback Mountain.*

The **me...** also played a role in socially constructing images of he Historically, voluptuous women were considered sexually attractive, b the promotion of skinny 'superwaifs'. This development has been link disorders in women. Men too are the subject of more sexualised portra **gaze'** (**McRobbie**), although this does not seem to be impacting them i

Functionalists have presented the hegemonic, monogamous heterosex of the family unit and so a positive for society, while the **New Right** ha homosexuality and abortion in society.

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Non-hegemonic sexuality

Postmodernists, however, argue that there is far more choice over sexu
generations in particular **picking and mixing** in a more open and toler

Homosexuality was historically **stigmatised** and male gay sex criminal
and twentieth centuries in Britain, with 'treatments' such as electric sho
persecution of figures such as codebreaking war hero Alan Turing (see

However, male homosexual sex was decriminalised in 1967 in England
was followed by the development of gay subcultur in the 1970s, leadi
areas such as Manchester's Gay Village, an Gay Pride marches, as in B
This was driven by the consumer p of the 'pink pound', while org
pushed for equal gay rights ri ed to:

- laws against di n ation of homosexuals in 1999
- the pi in 2003 of section 28, which prevented teachers from
  sch
- the lowering in 2000 of the homosexual age of consent to 16, the sa
- the 2010 Equality Act against discrimination of homosexuals
- the legalisation of gay marriage in 2013

Meanwhile, openly gay media celebrities such as Graham Norton have
identities for those who have 'come out' (live openly as gay), ranging fr

However, some would argue that this freedom applies more to men tha
remains more low profile (although lesbianism, unlike male homosexu
Nevertheless, greater acceptance for lesbianism emerged in the 1970s in
movement, as some espoused sexual separation from men as a way of

Nevertheless, the extent of toleration for non-hegemonic sexualities sho
there remains a strong argument that homosexuality is a **spoiled or sti**
Western societies. Gay people often report bullying by peer groups, in
recent survey) and even at work (20%), and so conceal their sexuality th
Gay men are more likely to be driven to suicide and homosexuality is p
with strong hegemonic gender identities. Some forms of sexuality, suc
more stigmatised.

For heterosexuals, Angela **McRobbie** has arg e beauty stakes are
traditional hegemonic sexuality and th d of the **'male gaze'**. She ar
on men to be sexually attrac ing the shaming of male celebrities
and magazines.

Howeve **ters** has argued that women are still far more sexually ob
hypersexualisation of women in pornography, which children are bein
through the Internet. Statistics claimed that in 2007 half of British child
porn and one third had received unwanted sexual messages.

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Make a mark on the line below and fill in the box to show your judgem
hegemonic sexuality still dominates society.

We have freedom over sexuality

0 1 2 3 4 5 6 7

Now explain your judgement.

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Read **Item A** below and answer the question that follows.

Item A

Postmodernists have emphasised the declining importance of hegemonic s
point to developments such as legalised gay marriage and the prevalen
mass media to show increasing tolerance of non-hegemonic sexuality. Ho
widespread homophobia in society, and many feminists would also highli
heterosexual identities.

Applying material from **Item A** and your knowledge, evaluate the exte
identities still play a key role in forming identities. **[20 marks]**

Introduction: Explain the question and key terms in it.

	Point 1
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…' 'Put simply…' 'However…' 'On the other hand…'*	
Mini-conclusion **linking back** to the question	

	Point 2
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appro… **analys…** *'In other words…' 'Put simply…' 'However…' 'On the other hand…'*	
Mini-conclusion **linking back** to the question	

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Point 3	
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Point 4	
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Conclusion: Give a judgement on the question.

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Lesson plan 15: Identity and et

Lesson learning aims

To understand:

- ✓ Hegemonic ethnic identities
- ✓ The extent to which these identities are changing

You will ne
- ❑ Lesson
- ❑ Lesson
- ❑ Lesson

Starter

- **Definition re**: ...ms divide into teams. They then come up a... d... ...n ... ...ns from the board and define it, then get the nex... c... ...all definitions are the winners. Some are revision, some ...
- Alternatively, you could begin with a **memory board** of these key ... minority ethnic abuse, white mask identity, hybrid identity, ethnic su... terms on the board, students memorise them, and you then erase o... write the terms with definitions.

Main

Teacher talks:

Students brainstorm the different ethnic groups that they can think of i... terms from the memory board and perhaps have a global map on whic... identities.

Handouts:

Students in groups are given one of the ethnic identities from the table ... a presentation for the class using the notes, textbooks or computers. Th... some kind of knowledge check for the rest of the class (test, quiz, quest...

Plenary

Presentations: Students present their research to the class. The rest of th... listen to the presentations. They can then fill in an... ...ions that they've ...

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Definition relay

1. Define the term 'proletariat'.

2. Define the term 'subculture of resistance'.

3. Define the term 'stigmatised identity'.

4. Define the term 'ethnicity'.

5. Define the term 'diaspora'.

6. Define the term 'white mask identity'.

7. Define the term 'hybrid identity'.

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Ethnicity and identity

	ite identities	African-Caribbean identities	Asian identities	nging Asian dentities	'Muslim' – a stigmatised identity?
Origins					
Culture (language, dress, diet, values, etc.)					
Other knowledge					
Discrimination or disadvantage					

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Ethnicity and identity

- ✓ The relationship of identity to ethnicity in contemporary s
- ✓ How individuals are socialised into the social constructs o
- ✓ How an individual's experiences and sense of identity are
- ✓ Their relative importance and the extent to which ethnicit society

Ethnicity = the shared culture of a social group pass d on by socialisa common identity

Ethnicity can be a confusing concept. It ties in to ideas of **race**, which a appearance, but which sociologists reject because they have been associ ethnicity is not the same thing as skin colour. For instance, English and but are different ethnicities, as are Indian Hindus and Pakistani Muslim also **interacts** with national, regional, class and gender identities.

People tend to think of **minority ethnic groups** (who make up **14% of t** ethnicity, **but** we must also remember that the hegemonic **white Britis**

Therefore, **ethnic identity** is the identity of a group which links to a pa **geographic origin** (e.g. Bangladesh, the Caribbean). It includes many o dress, diet, language (e.g. Urdu or Hindi), values (e.g. obedience in Asi black history and slavery for African-Caribbeans, the Holocaust for Jew Carnival for African-Caribbeans).

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Ethnic identity is **formed by the different agencies of socialisation**, with t

Religion

Jacobson saw Islam as becoming particularly important in asserting ethnic identity in the face of social Islamophobia.

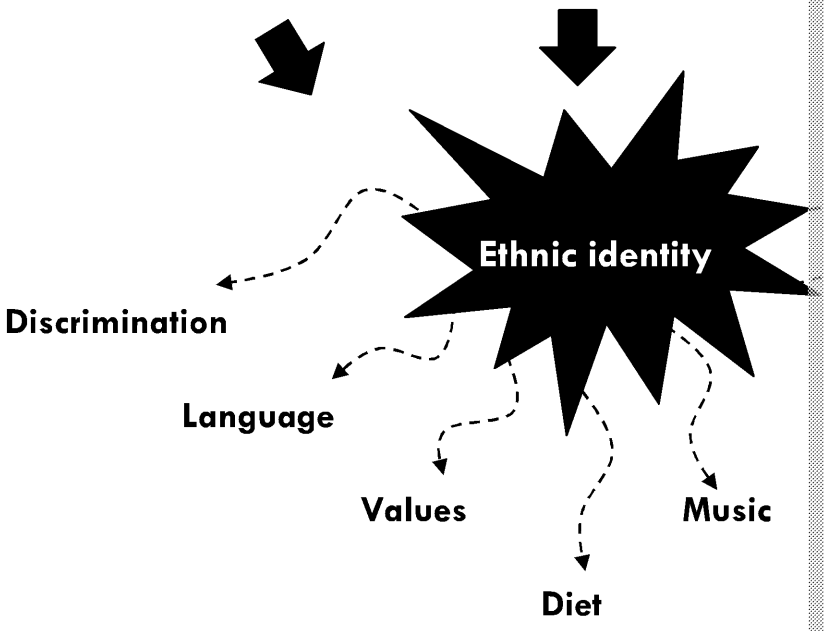
Media

The **global media** enable ethnic minorities to consume the music and films of their countries of origin, and to stay in touch with relatives there.

Gilborn and **Wright** b
minority students for c
while African-Caribbe
argued that students
subcultures of resist
curriculum (e.g. 'whit
excludes ethnic minor
meanwhile, may activ

Family

Hill highlighted the role of the family in passing on ethnic identity in Asians in Leicester, although this sometimes came into conflict with the values of children's British peers. **Sewell** a
African-C
educatio
consumer
'gangsta
sometime



There are many different **ethnic minorities** within Britain because of a
ethnic group spreads from its country of origin taking its culture with i
since the 1950s. Diasporas can lead to either a **[illegible]ation** or **conflict**
the group and that of the **host society** (w re they have moved to).

Many African-Caribb [illegible] from the West Indies after World War II
Asian gr [illegible] wave faced a great deal of prejudice, both in term
when se work, housing and education, and so turned to each other
They often found this in **religious communities**, such as the Pentecostal

Ethnic minorities still face harassment today, both in society and from t
'stop and search', or denial of the British identity in the tabloid media),
their ethnic identity by adopting a **'white mask'**. This means that while
adopt an Asian identity at home, in school or the workplace they copy t
culture while downplaying their own. **Ballard** has described this as th
when in society.

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Globalisation through diaspora, immigration and global media has als
hybrid identities, where two cultures mix to form a new, distinct cultu
mixing of black and white identities, while **Hall** has cited Punjabis liste
and ethnic diets (e.g. curry) entering the British mainstream. **Hall** also
identities such as **British Asian** or **Brasian**, which may at times include

Hybrid identities may emerge from second or third generation ethnic
in Britain, or from **mixed-race** individuals born to parents of different e
Britons have one white parent, and may choose to identify with the cul
both into a hybrid identity. While 60% of mixed-race individuals say th
identity, they are also often the victims of **double** [illegible]**m**, from both the
ethnic minority.

Sewell has also identifie[illegible] role of ethnic identity as a **subculture of**
and other ethnicities, while **Jacobson** has explained the growing popul
a featu[illegible]subculture of resistance against exclusion from British soc

Ethnic identities in Britain

The identification of different ethnic groups is largely subjective, but ar
described in Britain are:

Hegemonic: white British

This is the dominant identity in Britain which is at the heart of the med
of socialisation. As a result, white Britons do not generally face discrim
to assert their identity. The most extreme form of white British identity
extremist groups such as the BNP or EDL who defend an imagined 'pu

Non-hegemonic minority white ethnicities

However, there are also several minority white ethnicities, and white c
past, Irish people suffered discrimination from the hegemonic white Br
landlords sometimes displayed signs reading 'no Irish, no blacks, no d
Europeans have faced discrimination, particularly after the 2016 Brexit
culture of Poles in Britain and found that, while older migrants had str
generation who arrived since the **Polish diaspora** prompted by Poland
integrated. They tended to mix in more while maintaining links with P

African-Caribbean

Gilroy argues that while this was
heterogeneous (mixed) g[illegible]ited by the
concept of the '**Bl**[illegible]', a shared history of
slavery[illegible]any united black Britons,
America[illegible]aribbeans and Africans.

Second generation African-Caribbeans have developed their own identity based on badges such as hip hop or reggae music, pride in their black skin and resistance to discrimination from the police, teachers, etc. **Fuller** studied subcultures of resistance among African-Caribbean
earlier subcultures of resistance such as Rastafarianism remain popular

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Asian identities

The Asian ethnicity is another very heterogeneous group, including Ind
(the three largest ethnic minority groups in Britain), Chinese, etc. There
religions (Buddhism, Islam, Hinduism, Sikhism), etc., including obviou
Hindus avoiding beef and Muslims pork and non-halal meat.

Modood sees ethnic identity as particularly strong for older generation
role of the extended family also remain strong for the young. For insta
Muslims expected an arranged marriage, although they also expected t
be forced. Low levels of divorce and single parenthood were also featu
Bollywood films and bhangra music and dancing.

Religious buildings (mosques, te[illegible]) and **religion are often central to** originally were a suppor[illegible] first generation immigrants facing discrimi growing among [illegible]ng as a source of positive identity in the face of recent s[illegible]showed that 67% of young Muslims saw their religion as African-Caribbeans and only 5% of whites. In addition, few Asians mar

Mirza suggested that Asians use **impression management** to assert the the burka and hijab were more due to peer pressure than religion. **Gid** clothing could have diverse meanings, from fashion statements to badg identity, while **feminists** are divided between those who see the hijab o the **male gaze** and those for whom it is a symbol of oppression or a 'wa

Changing identities

Modood has argued that the Asian ethnic identity has evolved for the y generation immigrants, while **Johal** has studied the hybridisation of Br bhangra music, which combines Punjabi melodies with a Western beat **picking and mixing**. They may be Muslim in terms of religion, but ma choose their own husband or wife. **Butler** found when interviewing As Coventry that they were religiously observant but expected to have the careers of Western women. **Basit**'s interviews found that young Asian Asian cultures to an extent that they would not be at home in their cou Pakistan, Bangladesh).

<u>Hall</u>, meanwhile, argued that it was simplistic to talk in terms of black many members may also now see class or gender [illegible]ore important so

Muslim: A stigmatised identity

The Muslim ethnic identity has arguably become **stigmatised** (<u>Goffma</u> to the **associati[illegible] media (especially tabloids) of all Muslims wi** Groups[illegible]s the Taliban, Islamic State, Al Qaeda and Boko Haram h women ([illegible]nement to the home, denial of education), barbaric punish stoning), denial of Western culture and terrorism. This has led to the a moderate Muslims with these actions and a rise in **Islamophobia** (fear despite the fact that many Asians now associate themselves with Britai

The Asian Conservative peer Baroness Warsi argued that Islamophobia it now passes the '**dinner party test**', meaning that it is acceptable to be society in a way that would be unacceptable for other ethnic minorities

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Lesson plan 16: Identity and nat

Lesson learning aims

To understand:

- ✓ How nationality shapes identity
- ✓ The extent to which nationality remains an important source of identity today

You will need:

- ❑ Images from m
  Britishness (stu
  magazines, new
- ❑ Notes handout
- ❑ 10 mark writin
  from lesson 3

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Starter

- Y d ay the national anthem as students enter…
- **Lif e UK test:** Students could attempt the practice Life in the U theuktest.com. This could be done on computers or you could print manually. Point out that the pass rate is 75% for UK citizenship. S fail, which could be used as a good starting point for discussing the of identity today.
- **Quick collage:** Students cut out images and then select three to rep present these to the class. The extent of agreement or disagreeme how far a British national identity exists.

Main

Teacher talks:

Outline nationality and the idea of the nation state, and differentiate it fr a debate among sociologists on the importance today of nationality in sh argue that in today's globalised society national identity is declining in i

Handouts:

Students read over the notes handout on nationality and identity, highlig they suggest that nationality plays a role in shaping identity, one where

Students then make a judgement on the continuum according to how f important in shaping identity, along with an explan on in the box.

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Plenary

Sociol l t tudents sit in pairs. One is to argue that national identit other that it is not. The students alternate points from mem have lo e point.

Students begin again. They can swap sides of the argument if you wis debates for fresh games, e.g. 'Ethnicity is more important than gender', identity', etc.

Exam practice: 'Outline and explain **two ways** in which nationality aff Use the writing frame and mark scheme from Lesson 3 to help if necess

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Nationality and identity

- ✓ The relationship of identity to nationality in contemporar
- ✓ How individuals are socialised into the social constructs o
- ✓ How an individual's experiences and sense of identity are
- ✓ Their relative importance and the extent to which nationa contemporary society

Nationality = being a citizen of a nation state (a geographical area c

Nationality carries with it certain rights (e.g. free healthcare in Britain, a p (e.g. paying taxes, obeying the law, treason, the crime of betraying your Nationality is normally acquired by birth, but it can also come through m

Nation **ti** is the sense of belonging to a particular nationality al **relate to** **ion state**. For example, in the United Kingdom (nation st nationality as English, Scottish, Welsh, Irish, British, while in Spain son Catalan or Basque.

There is a debate over how important nationality is as a source of ide

National identity still important

Durkheim saw nationality as a vital source of collective identity for soc it had replaced religion in the twentieth century. Britain, as an island, h strong sense of nationality, separate from Europe.

For many sociologists, national identity is deliberately developed by th agencies of socialisation:

Education uses the **national curriculum** to promote national identity. Literature focuses on national 'greats' such as Shakespeare, while subje promote national identity. The hidden curriculum plays a part by celeb Queen's jubilee or important national football matches.

The media focus on national news stories, and support 'our troops' in w national achievement in sporting events such as the Olympics.

Religion also plays a role, with the Church of England, the official nation

Stuart **Hall** argued that nations create their sense of national identity th sporting success (the World Cup), wars won (the Blitz and centena such as wartime anthems and national heroes.

National rituals also play a role, times when we are expected to reflect of a nation, such as Remembrance Sunday, Bonfire Night and royal we USA and Bastille Day in France.

Palmer also argued that international heritage tourism plays a role. Coun associated with symbols such as the Statue of Liberty, Buckingham Palace supposedly national values (e.g. British fair play), which members of the h themselves.

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National identity no longer important

However, many nationals see their ethnic, class or gender identities as more important. Moreover, in Britain **regional** identities are becoming stronger and overriding the national British identity:

- In England, 58% see themselves as English only rather than British, and only 48% of see themselves as British at all.
- In Wales, 66% consider themselves Welsh only.
- In Scotland, 62% view themselves as Scottish only.
- Ethnic minority groups are more likely to see themselves as British than the white British majority.
- In addition, the idea of the British nati... ta... s weakening. Scotla... parliament, and Wales and N... Ireland have elected assembli... now the largest in Sc... and ...ough Scotland voted against indep...

In the f... th... politicians such as David Cameron have lamented th... particul... nong the young. However there appears to be **little agre... means** beyond the symbols such as the Queen and the Union Jack. Sup... respect for democracy and law, fairness and freedom of speech and wo... are they uniquely British.

Postmodernists would argue that in reality **national identities are bec... hybridisation and homogenisation** driven by globalisation. Chicken t... curry and British gravy, has now overtaken fish and chips as the most p... broadly, **postmodernists** see people as **picking and mixing** from globa... working for international employers and watching globalised media. W... multi-ethnic national identities are emerging, racism is an obstacle to th...

However, **Hall** has argued that there has been an **upsurge in nationali... globalisation**. He would point to the fact that the 2016 Brexit vote was ... Britain 'taking back control' and 'making Britain great again'. Howeve... as UKIP (the UK Independence Party) actually define themselves by wi... (immigration, Europe, Islam) rather than any real sense of British ident...

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- Shade in the notes on nationality in two colours, one where it is see identity, and one where it is no longer seen as important.
- Make a mark on the line below and fill in the box to show your jud national identity is still important.

National identity unimportant

0 1 2 3 4 5 6 7

Now explain your judgemen

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Lesson plan 17: Identity and di

Lesson learning aims

To:

- ✓ Understand how disability shapes identity
- ✓ Reinforce the role of nationality
- ✓ Reinforce evaluation skills in 20-mark question technique

You will need:

- ❑ 20-mark ess nationality
- ❑ 20-mark ess and identity
- ❑ Notes hand
- ❑ Computer s
- ❑ Ball for plen

Starter

- **Cl** Give students the item on the essay sheet with the words mi missing words. The answers are: 'In Britain in the twenty-first centu matters. Postmodernists have shown how globalisation allows us to across Europe or the globe, particularly as the media give us such politicians such as David Cameron, only 48% of those in England s
- **Odd one out:** Display four images on the board, one of a negativ (e.g. Andy from *Little Britain*) and three more positive ones (e.g. Ell Ade Adepitan). Students try to identify the odd one out, with discu portrayals of disability emerging.

Main

Teacher talks:

Explain that students will be recapping their work on nationality and i technique, before then looking at disability and identity.

Main task:

This activity works best if you can use an IT suite, but also works on pa that students will debate with each other on the computers/paper, build question as they go along. They can work in pairs. You can sort them i opinions using the **four corners** activity for the statement 'Nationality i of identity'.

Students begin by writing or ty int to the first paragraph in th quote from the item an disagree with the statement. They ther good knowled ence with explanation. They then send their pa using th r plans, simply circulate them. On computers, students ca another p on the school system, or they can swap computers and cont

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Students then read over the paragraph they now have and add in two c
evaluation and a mini-conclusion that links back to the question. Next
with a new point which quotes from the item and add two new sentenc
evidence with explanation. Students then send the answer to a new pa
evaluate the latest paragraph, add a mini-conclusion and begin a new p
as many times as you want until a maximum of four paragraphs is writ
conclusion. You can then feed back by getting students to give or send
by getting them to present them to the class, peer-mark, etc.

Students should then do the same activity on essay two, which relates t
Students use the handout notes to add knowledg evaluation to th
in alternative stigmatised identities that th y c r der more influential
underclass, etc.).

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Plenary

Pass the ball: Students use the 20-mark question mark scheme from less
They then have to pick out features, e.g. knowledge. Pass the ball to a s
piece of knowledge from the answer they are looking at. They then pas
has to give another piece of knowledge, and so on. Continue for quotes
analysis/evaluation, conclusion, etc.

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Read **Item A** below and answer the question that follows.

In Britain in the twenty-first century _____ no lon _____ have shown how _____ allow and _____ identity from across Europe or the gl _____ give us such wide access. Despite the aims of politi Cameron, only _____ % of those in England see

Applying material from **Item A** and your knowledge, evaluate the argu
an important source of identity. **[30 marks]**

Introduction: Explain the question and key terms in it.

	Point 1
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

	Point 2
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

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Point 3	
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Point 4	
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Conclusion: Comprehensive judgement on the question.

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Read **Item B** below and answer the question that follows.

Disability is arguably one of the most powerful stigmatised id Despite coverage of events such as the Paralympics, the med negatively stereotype those with impairments. As most Briton someone with a disability, the media are the most powerful a attitudes, making disability a powerful master status that spo

Applying material from **Item B** and your knowledge, evaluate the argu
powerful stigmatised identity in society today. **[. arks]**

Introduction: Explain the qu n key terms in it.

	Point 1
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

	Point 2
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

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Point 3	
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Point 4	
Agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Conclusion: Comprehensive judgement on the question.

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Disability and identity

- ✓ The relationship of identity to disability in contemporary
- ✓ How individuals are socialised into the social constructs
- ✓ How an individual's experiences and sense of identity are
- ✓ Their relative importance and the extent to which disabili society

Impairment = some kind of reduction or loss in the functioning of the b
It usually results from **birth, injury or illness.**

Disability = when impairment makes difficult for an individual to fun

Tradition... the **medical model** of disability emphasised that those w
function... society, **labelling** them as inferior and dependent on others.

However, in the 1980s a **social model** of disability was developed by th
This resisted the idea of dependence and suggested that impairments d
individuals from society. Instead, **society** created a **social construct** of
individuals who were, in fact, capable of functioning well. The **social m**
(or all) individuals have impairments (e.g. wearing glasses) but only so
exclusion. **Marsh** and **Keating** have suggested that many of us in socie
ways in our interdependent society.

Tom **Shakespeare** emphasised this view that disability was caused by s
who were not 'normal'. For instance, dwarfism or facial disfigurement
lead to **labelling** as disabled, which then prevents individuals from acc
argued that all individuals should have access to services such as educa
but that society places **economic, environmental** and **cultural barriers**
disabled. Thus disability becomes an **identity of exclusion** from societ
example, people talking to the person pushing the wheelchair rather th
using patronising voices), ridicule, lack of wheelchair access, inadequat

Barnes also sees disability as a powerful **stigmatised identity (Goffma**
overwhelms and **spoils** other sexual, class or ethnic identities that impa
Those with impairments will, therefore, fail at **im...ion managemen**
physical aspect (e.g. sight) may lead to an individual being considered
otherwise function perfectly. S... ...ed the way that blind people v
professionals in the US... found that many developed **'learned help**
treated as incap... living independently by the medical professiona
fulfilli...phecy that led them to be become more reliant.

The **Marxist Finkelstein** even suggests that the concept of disability is created by capitalism. Those who are not fit to work in the capitalist system are labelled as 'disabled'. **Finkelstein** argues that in pre-industrial societies those with impairments were much more integrated in the community.

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Longmore has argued that the **media** play a particular role in creating n
impairments into disability. While the minority who have personal exp
these negative portrayals, the majority learn about disability above all f
the media.

Portrayals of impairment in the media tend to be **based on either pity o**
Britain), and may suggest that those with disabilities are weak, depende
deviant or even subhuman. There have **recently been some more posi**
such as *X-Men* and *Glee*. *The Office*, a comedy series with a disabled pro
portrayal of the patronising attitudes faced by a disabled character.

The media has also celebrated the success of sportspeople such as swimmer Elli
Paralympics (although coverage has since declined) and *Game of Throne*
Dinklage.

Nevertheless, those with impairments still face much exclusion from so
segregation in special schools, to benefit reliance caused by difficulties g
planning clinics discouraging those with disabilities from having sex or
model argues that the government needs to do far more to include thos
when austerity policies are increasing barriers. A 2017 United Nations
to uphold the human rights of those with disabilities.

However, critics of the **social model** argue that it ignores the real medi
physical pain and mental impairment.

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Lesson plan 18: Identity and

Lesson learning aims

To understand:

- ✓ How age shapes identity
- ✓ The change in the extent to which age defines identity

You will nee
- ❑ Heads an
- ❑ Age and i
- ❑ Age and i
- ❑ Notes har
- ❑ Dress to i

Starter

Heads and tai ents have to match the beginnings or 'heads' of th ending ai hey can do this individually or in pairs, or the senten and gi t so that students have to move around and find their 'othe

Main

Teacher talks:
Explain that age can be seen as socially constructed, with concepts such varying between different cultures and historical periods.

Main task:
Students cut out the boxes and prioritise them in order of how far they can be done as a paired activity and students can feed back on and justi

Next, students stick or copy the cards into the appropriate part of the ta according to whether they apply to youth or old age and are hegemoni representations. Many of these are subjective, but emphasise to studen important than the 'right' answer.

Students can then read over the notes and fill in the judgement.

Plenary

Dress to impress: Students research a yo ult e on computers (punk, mod, emo, etc.). They use images ess the manikin by drawing on clothing, accessories, etc. Next, around the outside, they fill in the inter sociological theori particular youth subculture.

Exam e: 'Outline and explain **two ways** in which age identity is can use the writing frame and mark scheme from Lesson 3 if required.

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Heads and tails

Age, like gender,	has historicall as a separat children went soon a
The identity, status and expectations linked to old age	have interpre di
We tend to associate more with those of our age than gender, ethnicity or class, so age	have vi stigmatised i and
Youth	vary in dif differe
Traditionally, some	is a social cor
However, others	argue that t pick and identities be expectanc
Different sociologists	must be an in

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Lesson 18 Answers

Heads and tails answers

Age, like gender,	is a social construct just as muc
The identity, status and expectations linked to old age	vary in different cultures and at
We tend to associate more with those of our age than gender, ethnicity or class, so age	must be an important source of
Youth	has historically only emerged re the 1800s children went straig co
Traditionally, some	viewed old age as a stigm lack of status.
However, others	argue that today older people c identities because of increasing
Dif cio.ogists	have interpreted youth subcultu

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Hegemonic British		
	Childhood, teenage, youth	
	Old age	

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In Western cultures, the elderly often lack status.	As life expectancy increases, older Britons are healthier than ever.	In m
Cohen identified how the media created **moral panics** about **youth subcultures** such as mods and rockers, and even today there are more negative than positive portrayals of teenagers in the media.	Many working-class pensioners live miserable lives blighted by loneliness, ill health and poverty, with 13% below the poverty line.	O yo ol 'n
Older people are often portrayed in the Western media as frail, dependent, incapable and victimised.	**Marxists** saw **youth subcultures** as examples of **class conflict**. Groups such as the punks and skinheads represented working-class youths rebelling against the **bourgeois** system.	**Y** by ev to
Laslett has described old age as a '**third age**' where individuals have the chance to redefine themselves from a range of identities. They have the health, wealth and time to use volunteering, working, exercising, spending time with family, etc.	The elderly lose the **status** they may have gained from work. This can be particularly difficult for men to adapt to.	U ch w as w **te** 19
The **feminist <u>McRobbie</u>** has argued that youth subcultures are **malestream** and **patriarchal**, with girls excluded or marginalised as girlfriends or hangers on. This is because girls are socialised to be more submissive or are more **socially controlled** by their families.	**Postmodernists** see the whole concept of youth subcultures as a simplistic **metanarrative**. They believe that twenty-first century youths move between cultures for fun, **picking and mixing** different elements from the **global media.**	A ex fo ar he
The **functionalist <u>Parsons</u>** saw **youth subcultures** as a way for the adolescents to avoid **status frustration** and **anomie** at a time when they were between the status of children and adults.	The elderly may well face **ageism**. This discrimination may lead to them being infantilised (treated like children) or prevent them from finding work. The **media** also stereotype the elderly as 'grumpy old farts' in programmes such as *One Foot in the Grave*.	Th im so Th **fo** **ec** **su** ay

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Age and identity

- ✓ The relationship of identity to age in contemporary societ
- ✓ How individuals are socialised into the social constructs o
- ✓ How an individual's experiences and sense of identity are
- ✓ Their relative importance and the extent to which age is ch

Age, like gender, is **not just biological**. We have a biological age (the n certain tasks or roles it would be physically impossible for a baby or so

Nevertheless, sociologists generally see age as a social **construct** with t the young and old varying between different societies and times in hist

For instance, in many Asian cultures (and in tribal cultures) **old age is r** wisdom whereas in Western cultures it is stigmatised while youth is ce adolescence seen as a difficult period associated with aggressive or tr recently the concept of the 'teenager' did not exist.

Indeed, the distinctions between infancy, childhood, youth, middle age the 1800s, there was **no concept of childhood** because as soon as childr straight from infancy to a status of mini-adulthood. Today, by contrast **designated period of childhood** defined by education (from ages 5 to 1 drinking until 18 or driving until 17). Old age is similarly defined by la driving test more frequently after 70) but is also moving as the state per and is likely to rise further.

Marxists have argued that **capitalism has played a key role in creating** youth and old age being those who are too young or too elderly to wor

Age is also an extremely important source of **group identity.** Groups o similar experiences are referred to as **'generations'**, with the 2011 Britis that people were far more likely to socialise and 'bond' with people of t similar ethnicity, social class or gender, and that this was particularly tr

This leads to **segregation** between age groups, and different generation different ways, although **Bradley** has argued that age is a less importan unlike gender, ethnicity or even class, **childhood, youth, etc. are only t**

Older people and identity

Hegemonic old age identities

In the West the elderly lack status and are often **seen as incapable and frail**. This is partly because they lose the role and status attached to wo something that men particularly struggle with. Also, as life expectancy increases (it is now 80 for women and 75 for men in Britain), the elderly spend longer in old age and so **experience more health problems.**

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Non-hegemonic older identities

Nevertheless, as life expectancy grows, many retirees are healthier than
longer, leading **Pilcher** to distinguish between the 'young old', 'middle
described retirement as the **'third age'**, a time of fulfilment and leisure
health, wealth and time to choose from an increasing range of identities

Marhánková refers to this as '**active ageing**'. Older people may choose
families (family life now goes on longer and the old are increasingly lik
or great-grandchildren), to keep working (the **2010 Equality Act** made
to retire) or to forge new identities by volunteering, exercise or study (t
U3A particularly caters for older people). The eld[illegible] are also a **power**
companies targeting the '**grey pound**' with [illegible]s of '**super seniors**' e
opportunities.

Postmodernist[illegible] ghted this ability for the elderly to **pick and**
surgery [illegible]ing the old to adopt younger appearances. There is, as a
their age [illegible]though most still do).

However, these non-hegemonic old identities tend to apply only to the
working-class elderly often live in far more difficult conditions due to
below the poverty line), lack of an occupational pension, lower life exp
greater chance of being widowed. Thus, there is a strong **link between**
old age.

There also remains discrimination against the elderly in the form of **age**
Laws exclude the elderly from jury service and they may find it harder
that the **media** in particular **stigmatise** the elderly, ridiculing them as '
such as *One Foot in the Grave*, although elderly men are more likely to b
women. Older women in particular are targeted with anti-ageing cosm
in the media. News presenter Moira Stuart publicly attacked the BBC i
despite many male news presenters being older. This all suggests that
gendered.

The elderly may also find it difficult to access healthcare, or be **infantil**
ageing of the British population (7.8% are over 75 and there are more o
that the elderly may also face criticism in the media as a financial burde

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- Make a mark on the line below and fill in the box to show your jud
  age remains a stigmatised identity.

Not a stigmatised identity

0 1 2 3 4 5 6 7

Now explain your judgemen

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Young people and identit

The **media** arguably play a role in stigmatising the young in Western c
even criminal portrayals on television and in the news. Stanley **Cohen**
newspapers created around the behaviour of young mods and rockers
'folk devils'. Teenagers today still tend to be more condemned than p

In tribal societies children tended to become adults at the time of puber
adulthood through **rites of passage** (for instance, a boy might have to p
girl would be inducted into sexual matters by older women).

This is no longer the case, and teenagers have the freedom to spend tim
spending power which enables them to form **youth subcultures**. These
originated in the 1950s and 60s when it was no longer the norm for adol
work in their early teens. Teenagers began to be targeted with consum
records, clothes and make-up. The **peer group** became massively impo
young, at a time when they mostly lack the pressure of work or family.
became associated with youth subcultures such as Teddy boys, punks,
New Romantics, emos and many more.

These **youth subcultures** were often based on **bricolage**, the combining
objects to create something new. For instance, punks accessorised their
everyday objects such as toilet chains and safety pins along with bonda
swastikas, extravagant hairstyles and habits such as spitting and swear

Different theorists have explained **youth subcultures** in a variety of w
Parsons they were a way for adolescents to avoid **status frustration.** Y
positive role in preventing **anomie** (lack of identity) in the young, who
adulthood through rites of passage in tribal societies.

However, critics argue that **functionalists** overlook the diversity of you
their negative effects (e.g. the violence and racism associated with skinh

Marxists instead saw **youth subcultures as representing class conflict**
resisting bourgeois adult hegemony. Unlike the **functionalists**, they di
homogeneous (identical) and paid particular attention to more workin
skinheads, whom they saw as trying to reassert traditional proletarian
the decline of the traditional working class in the 1980s. **Punk** was a si
rebellion against polite bourgeois society in the 1970s, while the mods
movement, reacting against the boredom of their **bourgeois lives** and c
rockers.

However, **Marxist** interpretations have also been criticised, firstly for ig
movements often had cross-class memberships. They also ignore ethni
dimensions to youth movements.

Postmodernists and **interactionists** also think that **Marxists** exaggerate
youth cultures. For them, they may simply be about fun or driven by t
panics out of unconnected events, or as a way to sell goods to the youn

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Angela **McRobbie** argues that in today's **media-saturated society class** subcultures, and that young people adopt a huge range of different ide

Feminists have investigated youth subcultures from a gender perspect **malestream** and **patriarchal. McRobbie** argued that girls were margin hangers-on in groups such as punks and skinheads, or were excluded a were more **socially controlled** by their families and so forbidden from gigs that were the focus of these subcultures, or because they were soci

McRobbie argued that girls, by contrast, developed **bedroom cultures** magazines and talk with friends about boys, musi[illegible]ake-up, etc. rathe

However, it could be argued that in the modern age of **social media** bo engage in **bedroom cult[illegible]** AI, in the twenty-first century society a that young wom[illegible]reer to go out and join **youth subcultures.**

Postmo[illegible]sts have tended to see the idea of **youth movements** as sim for profit. They argue that **Marxist** and **functionalist** concepts of youth flawed **metanarratives** (**Lyotard**) based on generalisations, where in rea **subcultures** beyond millions of young people **picking and mixing** from

Bennett has argued that the young now use **social media** to move betw **tribes'**, adopting different identities in different situations irrespective Critics, as always, would argue that **postmodernists** don't really have a **subcultures.**

Finally, some sociologists have argued that the phenomenon of youth s exaggerated, with only a small minority ever joining groups such as th young people are conformist and share the same values as their elders.

- Shade in the perspective on youth culture that you agree with mos
- Now explain your judgement.

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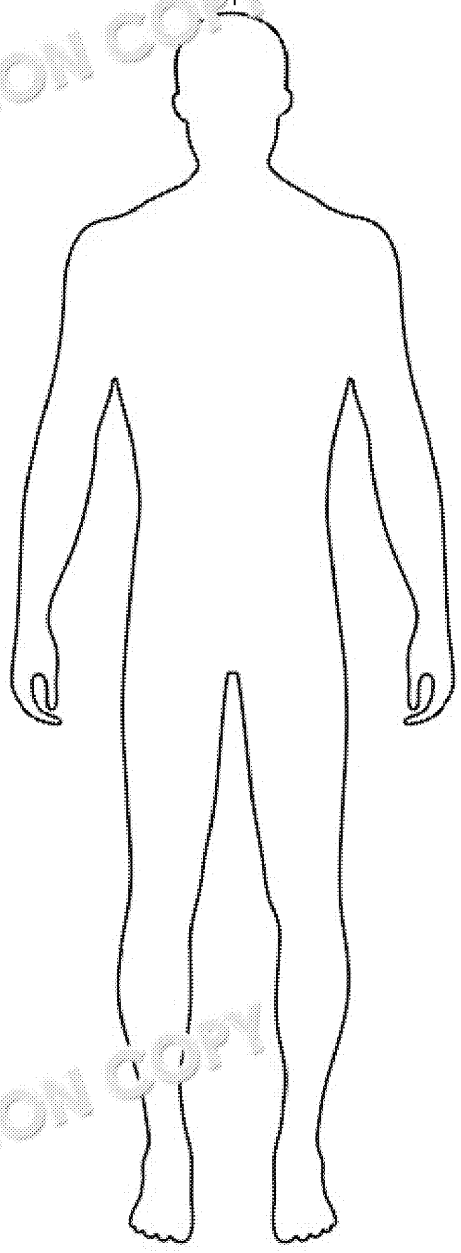
Dress to impress

Marxists



Functionalists

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Lesson plan 19: Revision of le

Lesson learning aims

✓ To revise learning so far

You will need:

- ❑ Traffic light syllabus
- ❑ Post-it notes
- ❑ Debate feedback she
- ❑ Taboo revision card
- ❑ Revision clock

Starter

Traffic lights: Stude light the syllabus so far. Green shading a areas th he confident of, amber ones where they have some un for on they feel very uncertain of (or ticks, lines and crosses if the Explain they have not yet covered the last section of the syllabus.
Download and print the syllabus here:
https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7

Main

Teacher talks:
Students discuss areas that they have shaded red. Teacher and student these.

Main task:
Post-it debates: Students write the name of a sociologist from the syllab stick it to another student's forehead. Students then take turns to ask q sociologist on their own forehead.

Students then group themselves into different sociological perspectives (Marxists, functionalists, etc.).

Students then pair up with a sociologist of a different perspective. The partner in front of the class, explaining why their interpretation is supe that students spend time researching their sociologist's key terms, etc. u if this revision activity is to be successful.

Students then debate in front of the class, with their classmates jotting d they use on the feedback sheet. This should help them revise. You can winner each time, as I prefer, even proceeding through knock-out round allows.

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Plenary

Revision card activities:
In pairs, students pick a revision card each (they should use the cards fr
then become that sociologist and argue their perspective against their

Students pick a revision card and try to pick another one that is linked

Students pick a revision card and then try to pick another one that cont

Revision clock:
Students are given the revision clock sheet (be
to fill in the outer section of each seg
two minutes on 'Different ty
but not the final thre
studied (th

Once s
segments where they have been able to recall fewer concepts and soci
notes to add to these sections.

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Shade the syllabus for the exam in thr

Red = I don't know this at all
Amber = I know this a bit
Green = I know this well

Debate feedback sheet

Sociologist		**vs**	
Perspective			
Key terms/ knowled			
Sociologist		**vs**	
Perspective			
Key terms/ knowledge			
Sociologist		**vs**	
Perspective			
Key terms/ knowledge			
Sociologist		**vs**	
Perspecti			
Key terms/ knowledge			

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Gilroy		
+	−	+
Heterogenous African-Caribbean identity 'Black Atlantic' Black/white hybridisation	Slavery ended over 150 years ago in USA and Britain.	Disabil = stigmatised Master s
Angela McRobbie feminist		
+	−	+
Portrayals in girls' magazines changed 1970s *Jackie* to 1990s *Just Seventeen* Male gaze Men scrut le gaze Wo angers-on in subcultures and excluded Bedroom culture Youth subcultures media generated	Deterministic Boys c bedr ful with social media Marxists see youth subcultures as class-based	Cultural homo Globalisation o 30,000 McDonald in 119 cou
Wolf		
+	−	+
Media and gender roles Female body image in media 'beauty myth'	Ignores class, etc.	Choice over co Liverpo Homogeneity of l classes: alcoho High-culture leis little ti
Lyotard postmodernist		
+	−	+
Metanarratives irrelevant Micro theories Competing truths	Ignores class, gender, etc.	Cultural di Cultural supe National symbol Globalis Diaspora and hyb Globalisation bac rise of Is
+	−	+
Op ion pattern Instant gratification Neutrality pattern Extension pattern	Malestream Overlooks choice and part-time employment	Gender limit Childcare and Gender soci (shopping/f Male patriarc Domestic labour shift Media co

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John **Clarke** and Chas **Critcher** neo-Marxists	
+	**–**
Media manipulation of leisure Media saturation Profit Healthy workforce	Ignores consumer choice (**postmodernists**)

Z	
+	
Liquid moc Globalis Social m Lack of permane Declining impo product Symbolic con Seduced co Repressed co Global inequalit all can shop fo	

ostmodernist	
+	**–**
Leisure as work Leisure not defined by class	

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Lesson plan 20: Exam pract

Lesson learning aims

To recap work so far:

- ✓ To carry out summative exam practice
- ✓ To feedback on the exam

You will need:

- ❑ Sociology pra
- ❑ 10-mark peer
- ❑ 20-mark peer Lesson 10
- ❑ Feedback che

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Main

Main task:

Complete practice exam.

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Plenary

Peer-marking: Students can mark their own or partner's exam and offe collected in (if time allows).

Feedback and target-setting: In a subsequent lesson, once exams are m of the lesson, students fill in the checklist for the questions.

For each question, they tick or cross the boxes to show whether they ha technique. Then they count the crosses in each column to identify whe then, based on this, fill in the boxes for what they have done well, what to improve it. For example, two crosses in the **evaluate your knowled what I need to improve**: 'Evaluate my knowledge in more depth' and I sociologist who disagrees with the point and explain their argument'.

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Sociology Paper 2: Culture and I

Time: 1 hour
Answer on lined paper.

1. Outline and explain **two** ways that Marxists would explain youth s

Item A

Gender identities have changed a great de[illegible] western societies. Wom[illegible] education and, to an extent, in [illegible]. Postmodernists have also emphasise[illegible] presenting a wide ran[illegible] non-hegemonic gender identities.

2. Applying material from **Item A**, analyse **two reasons** for changing

Item B

Postmodernists claim that globalisation and hybridisation caused by th[illegible] mean that national identities and nationalism are no longer relevant. E[illegible] on our laws, and nationality is diluted as we can choose identities from [illegible] structuralists would also argue gender and class are far more enduring [illegible] recent Brexit vote and rise of parties such as UKIP have suggested that [illegible] becoming increasingly important.

3. Applying material from **Item B** and your knowledge, evaluate the [illegible] longer an important source of identity. **[20 marks]**

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Name: _____

Feedback on Sociology mock P

Did you...?	**Use points** to stay focused on **all parts** of the question.	Explain your points with **sufficient accurate knowledge**.	Write in paragraphs.	**Analyse and evaluate** your knowledge in depth.	twice.
01 Outline and explain two ways that Marxists would explain youth culture. [10]					
02 Applying material from Item A, explain two reasons for changing gender identities. [10]					
03 Applying material from Item B and your own knowledge, evaluate the view that nationalism is no longer an important source of identity. [20]					
TOTAL CROSSES X					
Enough revision?		**Spellings (three times correctly)**			
Effective revision?					
Did you get your timings right?					
What went well	1. 2.				
What I need to improve	1. 2.				
How I can improve it	1. 2.				

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Lesson plan 21: The significance of pr
source of identity

Lesson learning aims

- ✓ To reinforce technique for 10-mark question
- ✓ To understand the relationship of work/production to identity

You will nee

- ❑ 10-mark
- ❑ 10-mark
  lesson 3
- ❑ Spider di
- ❑ Notes ha

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Starter

- **10 question starter:** This activity works as feedback on the f the exam practice in the previous lesson. Students label the boxes whether the information relates to the question on youth subcultures last lesson, or to work (today's lesson). Next, students colour the po three colours according to whether they are points, knowledge or a points, knowledge and analysis in order to make up the two parag
- Students then colour-code and sequence the parts of the work (W) they guess the question and how many marks it would have been w and explain **two** ways in which work may affect leisure' for 10 ma introduction to today's lesson.

Main

Teacher talks:

Outline from the starter task the significance of production in forming i

Main task:

Spider diagram: Students use the notes handout to add details onto the can feed back by giving a piece of information and then picking anoth information related to the same point.

Plenary

Exam practice: Students use t nc s and the handout to add more k the answer they put t er i the starter task.

Altern , s dents could answer the following 10-mark question (us Lesson quired):

'Outline and explain **two ways** in which the importance of work as a s [10 marks]

9 to 5: Students listen to the lyrics of the Dolly Parton song '9 to 5'. The they listen and then sociologically analyse them using the key terms and e.g. 'It's all taking and no giving' could be analysed by Parker's theory between work and leisure, wherein workers are alienated by dull, dem

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10-mark question starter

1. Label the sections below that are to do with youth (Y) and work (W
2. Shade or highlight in three different colours the **points**, **knowledg** question from the mock exam.
3. Put them in order.
4. Shade the sections on work (W) in three different colours for the **p**
5. What do you think the work question might have been and how m

Therefore, Marxists are able to explain the diversity of youth functionalists are not. Different youth subcultures represent p against the bourgeoisie in different ways and at different tim
Parker explains how work could exist in opposition to leisur
The punks, for instance, were seen as rebelling against hegem embracing ugliness and antisocial behaviour.
For instance, they saw the mod movement of the 1960s as a the boredom of middle-class life.
Marxists would argue that youth subculture is essentially a fo
In traditional male-dominated hard, dangerous working-class fishing, leisure is a central aspect of life and used to escape t via a culture of instant gratification (heavy drinking, etc.).
Youth subcultures could also be seen by Marxists as a form o identity.
In other words, those in traditional working-class jobs are alie idea that closely supports Marxist theory. The opposition pa might turn willingly to destructive leisure pursuits.
They also argue that Marxists downplay the role of the medi culture from isolated, unconnected events in today's media-so
Groups such as the punks were seen as rebelling against heg
There may also be a relationship of extension between work Parker.
Therefore, middle-class professionals who have higher status important positive part of their identity. They, unlike working pattern, welcome opportunities to link their work, which they e
The skinhead movement of the 1980s was seen as a proletar destruction of the traditional working class by embracing trad rebelling against authority.
In other words, Marxists were able to explain why youth subc hegemonic bourgeoisie, who were not repressed, as well as i class conflict was still involved here for Marxists because the the rocker youth subculture, which was seen as more working
For instance, for professionals such as doctors or teachers wo leading them to use leisure time to network with other profess or run trips with students during holidays.

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1. Outline and explain **two ways** that Marxists would explain youth s

Marxists would argue that youth subculture is essentially a for
such as the punks were seen as rebelling against hegemonic c
for instance, were seen as rebelling against hegemonic bourg
ugliness and antisocial behaviour. The skinhead movement of
proletarian reaction to the destruction of the traditional worki
values of rebellion against authority. Therefore, Marxists are
of youth subcultures in a way that functionalists are not. Diffe
represent proletarian youths rebelling against the bourgeoisie
different times.

Youth subcultures could also be seen by Marxists as a form of
For instance, they saw the mod movement of the 1960s as a bo
boredom of middle class life. In other words, Marxists were ab
subculture could occur in the hegemonic bourgeoisie, who were
the proletariat. Yet class conflict was still involved here for Ma
mods fought with the rocker youth subculture, which was seen as

2. Outline and explain **two ways** that work may affect leisure. **[10 ma**

Parker explained how work could exist in opposition to leisure
male-dominated hard, dangerous working-class jobs such as m
central aspect of life and used to escape the hardship of work
gratification (heavy drinking, etc.). In other words, those in tra
are alienated by their work, an idea that closely supports Ma
pattern explains why they might turn willingly to destructive le

There may also be a relationship of extension between work
Parker. For instance, for professionals such as doctors or teac
leading them to use leisure time to network with other profess
or run trips with students during holidays. Therefore, middle-c
higher status jobs see work as an important positive part of th
working-class men in the opposition pattern, welcome opportu
they enjoy, to their leisure.

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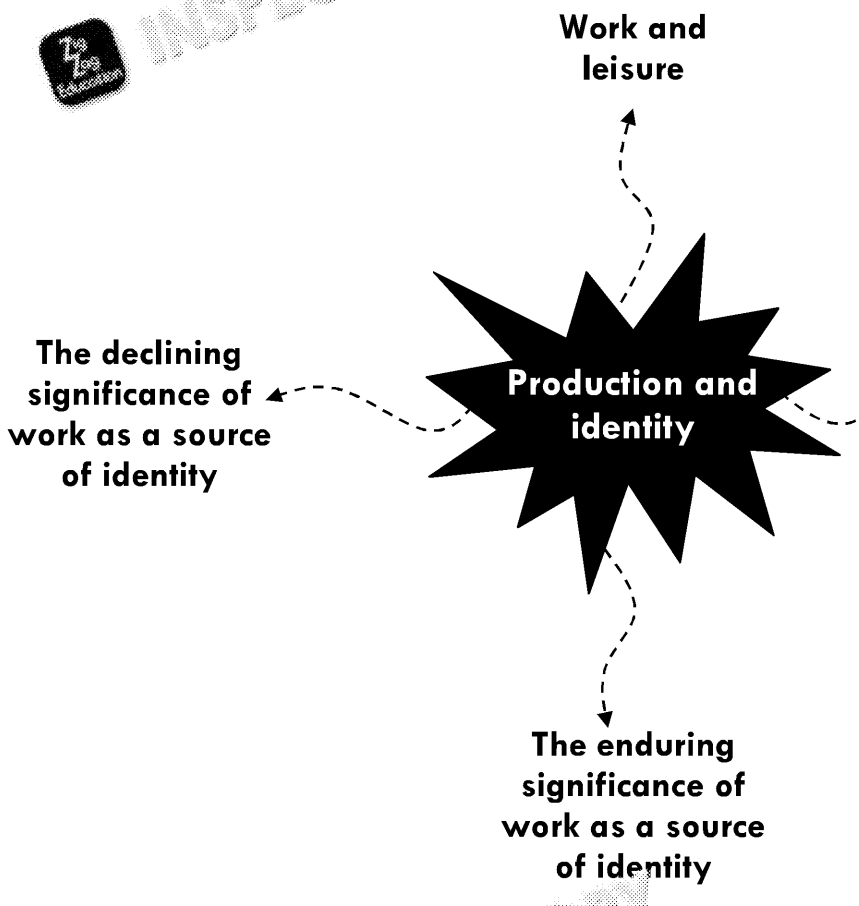

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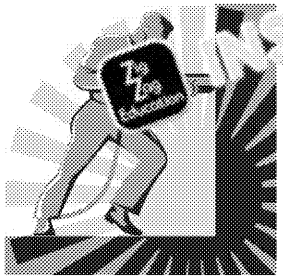
Production and identity

Specification area 5

- ✓ The relationship of identity to production, consumption a
- ✓ How identity is shaped by traditional structures, such as
  has to work (including social class): **Roberts**, **Bourdieu**, **P**

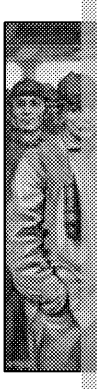
The importance of production (work) as a source

Work (also referred to as **production**) has been ac[illegible]ed as a major sou
societies, although some, particularly **post[illegible]ists**, have argued tha
modern societies **leisure** (or **cons[illegible]**) has become more importan



Marxists have always maintained that **producti**
identity, because the work that we do defines ou
do manual work, the **bourgeoisie** more clerical,
no work at all). **Bourdieu** highlighted how jobs
influence identity by defining **culture and leisur**
high culture and the **proletariat** low culture.

Gini agrees that work is not just an economic necessity (a way of gettin
important in defining the way we see ourselves and that others see us.
class, status and **identity** are attached to particular jobs (one of the first
other is what job they do). It provides **self-esteem**, which can, therefor
unemployment. Work structures our time and occupies most of our w
and 65. Work also affects our quality of life and **life chances**, with som
draining shift work which can even reduce life expectancy, although ge
money, which in turn leads to better health, diet and education for chil
group that often comes with a job, are important sources of **secondary**



Stanley **Parker** interviewed workers about the **relationship between their work and leisure.** He found three, class-based patterns:

1. **Opposition pattern:** This pattern applied to those occupied in dangerous, manual, working-class jobs such as coal mining, fishing or steel work. Men in th[illegible]e jobs hated their work and used their **leisur[illegible]es[illegible]pe from and forget it**. This tended to i[illegible]a[illegible]lture of **instant gratification** through h[illegible]av[illegible]king, etc. Work was completely se[illegible]a[illegible]m leisure.
2. **Ne[illegible]y [illegible]tern:** This pattern related to those involved in boring
   pro[illegible]no satisfaction, unlike in the **extension pattern**, but nor w
   demanding, like the **opposition pattern.** There was, therefore, no l
   leisure pursuits, which were often family-based and included day
3. **Extension pattern**: **Parker** argued that this pattern applied to high-
   medicine, law, management, education, etc. Here, workers found
   and **derived their identity from them**. Therefore, **leisure time wa**
   to jobs, such as networking with clients or colleagues, reading or p
   result, there was least distinction between production and leisure i

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However, **Parker**'s model has been criticised from a number of perspec
and **Deem** argued that his work was **malestream** and focused on full-ti
neglected women, who have less distinction between work and free tim
childcare or domestic chores. Even those who worked full-time found t
domestic chores and dealing with family emotional crises, the so-called

Postmodernists such as **Roberts** would criticise **Parker** by pointing out
more choice over leisure activities, and that co-workers usually have ve
They see **leisure** as independent of **production** and as more important

It has been pointed out that only 60% of those ove[illegible] work in British s
work part-time. **Parker**'s thesis lacks relev[illegible]he retired or sick, fo

Finally, **Rojek** has argue[illegible] many people turn their hobbies int
reversing **Parker**'s [illegible]ship.

Lack of work

The **functionalist Durkheim** also sees work as an important source of i
giving us roles within society. Therefore, a lack of work through unem
retirement can lead to confusion and **anomie** (a lack of identity caused
that unemployment can lead to a devastating loss of identity, with une
reduced **life chances**, although today **most families in Britain living b
working member** (this may be in part-time or zero-hours contract wor

Riach and Loretto discovered that work was a particularly important s
who often experienced difficulty when retiring or being made redunda
volunteering in order to avoid being branded with a **stigmatised ident
benefit cheats, or having to take on lower-paid jobs that might **spoil** the

The decline in production (work) as a source of id

The **postmodernist 'end of work'** thesis suggests that production has b
replaced by leisure and consumer goods in defining identity. This is be
the end of 'jobs for life' with an increase in temporary zero-hours contr
part-time work. The **globalisation of labour** (for instance, the decline i
British steel industry, call centres being outsourced to India or immigra
has led to much more uncertainty over jobs, p[illegible]w[illegible]at **Beck** referred
'risk society'. **Bauman** argues that this m[illegible]at jobs (**production**) n
have the central permanence i[illegible]s lives to be a major source of id

The e[illegible]ri[illegible] importance of production for identi

Doherty [illegible]as, however, criticised the **'end of work'** thesis, examining a
drivers and supermarket workers, and finding that they still viewed th
source of identity. **Doherty** claimed that jobs remained secure and per
left work it was due to economic recession rather than a more fluid job

Doherty also argued that even in low-status jobs workers derived real
co-workers, and that those in part-time employment still developed a s

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- Make a mark on the line below and fill in the box to show your jud
  think production (work) is as a source of identity.

Not a source of identity

0 1 2 3 4 5 6 7

- Now explain your judgement.

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Lesson plan 22: The significance of c
as a source of identity

Lesson learning aims

- ✓ To understand the relationship of consumption to identity
- ✓ To understand the constraints placed on identity choice by class, gender, ethnicity, etc.
- ✓ To revise the role of production, gender, ag[illegible]hnicity, etc. in constraining identity

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Starter

Logos: [illegible] students pictures of logos for major companies. They can [illegible] for a homework, or you can make them. Students then have to explain [illegible] partner, who has to draw them. This can be done in pairs or as a whol[illegible] logo on the board behind them and the class describe it to them to gue[illegible] introduction to the power of consumption. It could be developed by as[illegible] identity associated with particular logos (e.g. 'chavvy') to develop the i[illegible] and/or by discussing globalisation.

Main

Handouts: Students read over and highlight the handouts, either as a c[illegible]

Balloon debate: Make and place around the class cards with the headi[illegible] 'class', 'age', 'ethnicity' and 'gender'. Students go to the card that they [illegible] identity. They can do this individually, explaining their reasons, or as a c[illegible] Then, in groups, they use the work from this lesson, but also from previous [illegible] the importance of their factor in defining identity. Readjust the numbers i[illegible] necessary.

Students then make an opening statement for their group (they can elec[illegible] participate) in turns. Then they can question or rebut the arguments of t[illegible] make a closing statement for their factor. Students fill in the sheet with e[illegible] (evaluations) for each factor as they go along. At the end, students vote[illegible] most important in defining identity, excluding their own. The winning gr[illegible]

Plenary

Exam practice: St[illegible] work in pairs. One is given the 20-mark quest[illegible] They r[illegible]e [illegible] the other member of the pair, who has to jot dow[illegible] put the [illegible]ark question sheet aside and use the quotes from the item [illegible] followi[illegible]0-mark question:

1. 'Applying material from Item A, analyse **two constraints** that migh[illegible] choices.' [10 marks]

They can use the planning sheet from Lesson 3 if appropriate, but empl[illegible] for both paragraphs.

Exam practice: Students can plan or write the 20-mark question for ho[illegible]

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Consumption and identity

✓ How identity is shaped by consumption choices, includin
identity affects consumption/lifestyle/leisure choices: **Cla**
Rojek

The importance of consumption as a source of id

Postmodernists dismiss all one-dimensional explanations of identity (e
as **metanarratives (Lyotard)**. In particular, they have argued that **prod**
source of identity, and that it has been replace**d** by **co**nsumption in the
leisure choices.

Historically, consum**p**tion was linked to **class**, and in the 1800s only the
wealth t**o** enc**a**ge in **conspicuous consumption**. However, as living sta
century, and more people had the wealth to spend on consumer g
claimed that by the 1970s **consumption** was no longer linked to one pa
an important way of expressing identity for all in the West.

The **postmodernist Roberts** researched leisure habits in Liverpool and
television, gambling and drinking **across all** social classes. In addition,
high-cultural bourgeois leisure pursuits, such as the theatre or visiting
amount of time and so did not significantly affect **middle-class** leisure

Celia **Lury** describes twenty-first century Britain as a **consumer society**
shopping both an increasing use of leisure time and **source of identity.**
'shop for identities', picking and mixing music, styles, labels, design a
bodies through cosmetic surgery, tattoos, etc.

Consumption and the **presentation self (Goffman)** enable people to pr
discarding old barriers such as class, age or ethnicity in what is referred
claims that, unlike in the modernist period, leisure is no longer confi
elderly clubbers and young knitters (although both these groups are sm
to black music and transvestite men and women.

Branding and celebrity trends are more and more important, and **consu**
credit and online. Indeed, in the digital age **po**st**m**odernists argue that
in the home through social media rath**e**r t**h**an outside and in groups, a
music halls)

Neverthel**e**ss, h**o**l**i**d**a**ys **and tourism** have also become ways of expressi
Holiday**s** reflect not only an individual's wealth, but also their **tastes a**
whether they go to Blackpool, clubbing in Ibiza, on a cruise, or trekking
are marketed in terms of lifestyle, from heritage **'Brontë country'** to ext
postmodernists, many are now attracted to nostalgic historical holiday
'authentic' experiences with the sights and smells of Viking England (J
(Imperial War Museum) to **get away from the uncertainty of the mode**
ironically marketed through the mass media.

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Zygmunt **Bauman** investigated what he called **symbolic consumption**, symbol used to define identity. For example, we may buy a pair of trai practical use, but for the label (e.g. Armani or Nike) and what it repres experience where we purchase symbols to project images, although **Ba** everyone could afford to do so. He distinguished between **repressed c** the goods and symbols they wanted, and **seduced consumers**, who cou are manipulated by companies to buy goods, **repressed consumers**, wh clothes, may find themselves excluded by their peer group, especially i

However, all of this ignores the fact that there are some (e.g. hippies) w altogether.

Feminists would also reject the id[illegible]mplete freedom of choice by p activities (e.g. video gam[illegible]ren a[illegible]heavily **gendered**, while ethnic mi excluded from [illegible]orts.

John **Cla**[illegible]and Chas **Critcher** criticised not only **Parker** for ignoring t irrespective of production, but also **Roberts** for suggesting there is too **Clarke** and **Critcher** see our leisure choices as manipulated by industry who choose what **consumption and leisure** choices to offer us and the (e.g. gambling, alcohol, holidays), marketing 'must have' goods and th Joneses'.

However, **postmodernists** would, for instance, point out the rise of phe independent cinemas who challenge capitalist Hollywood blockbuster the growth in the health industry as driven by the capitalist system to

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✓ To what extent can individuals choose and shape their so
wider social constructs? **Bauman** and **May**, **Deem**, **Strina**

The **postmodernist Strinati** has portrayed the **media** as extremely imp
identity in our **global media-saturated society**, with social media in pa
of modern life. **Leisure** and **consumption**, therefore, become badges of
restrictions and stratification of gender, class, ethnicity, etc.

However, we have also seen **Clarke** and **Critcher**'s argument that the m
choice by **manipulating consumers** for profit.

We have also seen a number of other factors that **challenge the postmo**
restrict choice:

- **WORK (production)** is a major factor affecting the amount of time
between the ages of 18 and 65. **Parker** showed the three different w
cou[illegible]ate. Although his work has been criticised as both **malestre**

- **CLASS** also remains relevant in restricting leisure choice. **Bauman**
postmodernists as naïve in arguing that all have the freedom to '**sl**
first century. They argue that for those in the **working class** lack o
buy designer clothes or expensive holidays. Their consumption is
saving money and feeding their families. **Freedom of choice over**
therefore, only exists for the middle and upper classes. **Bourdieu**
cultural capital required to engage in **high-cultural** pursuits.

- The social construct of **AGE** can restrict leisure opportunities. The
may have the time and money to **pick and mix** leisure opportuniti
may find themselves limited by the **stigmatised identity** of old age
failing health. The **young** may have more time and money for leis
those with children (the **family life cycle**) may also lack money an
due to the pressures of home owning and children.

- **GENDER** limits leisure choices due to **socialisation**, particularly by t
media and **peer group**, which encourage the idea that certain leisure
are appropriate for women (e.g. shopping) and men (e.g. watching fo

  For **Deem**, **postmodernists** ignore the fact that **gender** remains a m
women's leisure. For some women leisure time is dominated by cl
children swimming, play dates, etc. **Deem** highlights the **pres**
(housework) on women's leisure time and the need to care for elderly
the fact that women are poorer on average than men.

  Deem also points to the **patriarchal control** as limiting women's
ma[illegible]be allowed out late at night by their families, while husba
thei[illegible]ers going out to clubs or pubs where they might attract
promote the idea that women might be at risk in certain situations;

- **ETHNICITY** can restrict leisure choices, whether by limiting choic
through individuals being excluded from certain options due to ra
matches). **Asian** women may be less likely to spend time alone aw
patriarchal control (so there is a strong link between ethnicity and
minorities may spend a lot of their money on trips back to their cou
limits may be less important for younger members of ethnic minor

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- Make a mark on the line below and fill in the box to show your jud
  there is in choosing identity.

No choice

0 1 2 3 4 5 6 7

- Now explain your judgement.

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Debate sheet

Factor	Members	Knowledge
Consumption		
Production		
Class		
Age		
Gender		
Ethnicity		

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Read **Item A** below and answer the question that follows.

The postmodern view is that we have freedom of choice over our leisure choose who we want to be and our choice of consumption helps to creat class, age, gender or ethnicity, we can become whoever we want by pi consumption choices.

Applying material from **Item A** and your knowledge, evaluate the argu
choose their own identity. **[20 marks]**

Introduction: Explain the question and k y t rm in it.

Point 1 agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Point 2 agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appro a alysis *'In other* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

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Point 3 agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Point 4 agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Conclusion: Come to a judgement on the question.

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Lesson plan 23: The significance and challe to identity

Lesson learning aims

- ✓ To examine the impact of globalisation on identity
- ✓ To recap previous work
- ✓ To recap the technique for 20-mark questions

You w
- ❑ 'E
- ❑ N
- ❑ 20

Starter

- **Earthrise:** the famous 'earthrise' photograph and use it to
- **Telephone:** Students sit in rows of four. Give the student at the en 20-mark question. They whisper it to their neighbour, who then wh so on. The student at the other end of the row has to jot down as

Main

Teacher talks: Use the quotes from the item to introduce the debate ov

Main task: Students read the notes, either individually and highlighti the judgement on the importance of globalisation.

Knock-out debates: Follow up with a four corners activity for the state other forms of identity obsolete'. Students strongly disagree, disagree, the statement and then separate into two teams, those who agree and balance the teams up.

Students then debate the topic, with the teacher awarding marks for p marks for the use of sociologists' names.

Then the winning team are divided into two and allocated to the two si 'Globalisation is more important than consumption in creating identity'. prepare. Before the debate you could go around the other members points for and against the motion in order to keep them engaged. Aw the previous debate.

Then divide the winning team and embark on the next debate. Continu below until there is only one student left, the champion of champions!

- Production is more important than consumption in creating identity.
- Production is more important than age in creating identity.
- Class is more important than ethnicity in creating identity.
- Nationality is more important than gender in creating identity.
- Sexuality is more important than disability in creating identity.

Plenary

No-pens essay: Students use the writing frame to come up with an ora essay. You can feed back on this around the class.

Exam practice: Students can answer the 20-mark question for homewo

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Globalisation and identity

✓ The effect of globalisation on identity: **Ritzer**, **Hall**, **Ande**

Globalisation = the increasing interconnectedness of the world

Globalisation affects politics and activism and also **impacts on a local** instance, global television series such as *Who wants to be a millionaire?* a local audiences, prices in shops are reduced by **cheap global labour** in more goods, fashions and diets be available on the high street. This globalisation on local cultures is known as **glocalisation** or **glocalism**.

Postmodernists argue that due to globalisation identity in the twenty-f **changeable than at any time in history**, making the traditional limits a ethnicity, age and production irrelevant.

Bauman referred to this freedom of choice and lack of stability as **'liqui globalised media** and **social media** mean that identities change and be there is no point committing to one fixed identity. The young in partic way, although **Bauman** recognised that **inequalities meant than globa participate**.

We have seen the impact of globalisation on identity in a number of dif

- **YOUTH CULTURES** have become less clear as **social media** allow and **hybridisation** of identities. It has also enabled global friendsh **activism** on global issues.
- **GLOBAL INDUSTRIES** and labour markers have reduced nation investigated how the US fast food industry produced homogenised products globally, with 33,000 McDonald's restaurants in 119 coun KFC, Starbucks, Subway, Burger King, etc. However, this is argua **Americanisation** rather than **globalisation** of culture.
- **GLOBAL TOURISM** enables people to experience different cultur their own identity in their host cultures. **Hall** sees the Internet as p **supermarket'**.
- **Hall** has also emphasised the impact of **DIASPORAS** in affecting culture and identity loca some areas these have produced new **hybrid identities**, while in other areas there has been a backlash, with both **imprisoned identities and hegemonic communities** **strengthening their identities**. Evidence for this **rejection of globalisation** can be seen both in the recent growth of Islam, and in the Brexit vote and rise of 'Little Englanders' who hark back to an old 'pure' English identity.

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- Make a mark on the line below and fill in the box to show your jud
  globalisation is in creating identity.

Insignificant

0 1 2 3 4 5 6 7

- Now explain your judgement.

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Read **Item A** below and answer the question that follows.

Globalisation has now rendered all other forms of identity obsolete. P take place on a global scale and the saturation of the global media ov ethnic, class and even gender stratifications.

Applying material from **Item A** and your knowledge, evaluate the viev other forms of identity obsolete. **[20 marks]**

Introduction: Explain the question and key term in it.

Poin eeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Point 2 agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **ana** *'In other* *'Put simp* *'However.* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

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Point 3 agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Point 4 agreeing or disagreeing with the question – you may refer to **the item**	
very good **evidence**/ knowledge	
appropriate **analysis** *'In other words…'* *'Put simply…'* *'However…'* *'On the other hand…'*	
Mini-conclusion **linking back** to the question	

Conclusion: Come to a judgement on the question.

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Lesson plan 24: Exam pract

Lesson learning aims

- ✓ To revise work on production, consumption and globalisation
- ✓ To practise exam technique

You will need:

- ❑ Practice exa
- ❑ Peer marks c
  marker), Les
  10 (20-marke

Main

Exam practice: Students complete the exam questions. I have included

Plenary

Peer-m: Students use the peer mark schemes from Lessons 2, 3 a
then ma papers and offer feedback to partners, before handing in

Feedback: Students could use the feedback grid from the mock exam i

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Sociology AS Level Paper 2: Culture

Time: 1 hour
Answer on lined paper.

1. Define the term 'glocalisation'. **[2 marks]**

2. Using **one example**, briefly explain what is meant by 'diaspora'. **[2**

3. Outline **three ways** that work affects leisure. **[6 marks]**

4. Outline and explain **two ways** in which globalisation is changing id

Item A

> Postm[illegible]t sociologists have developed the 'end of work' thesis. The[illegible] plays a major role in defining identity in the twenty-first century. This i[illegible] often, or do not work, so that they lack the security to form identities ar[illegible] the place of production as the main source of identity.

5. Applying material from **Item A** and your knowledge, evaluate soc[illegible] importance of work in forming identity. **[20 marks]**

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Sociology A Level Paper 2: Culture a

Time: 1 hour
Answer on lined paper.

1. Outline and explain **two ways** in which globalisation is changing i

Item A

> Traditionally, structuralist sociologists have see[n] factors such as class, ge
> key to explaining social identit[y]. Postmodernists, however, have come
> important. In this wa[y] individuals are able to choose or 'shop' for iden

2. Applying material from **Item A**, analyse **two ways** in which consu
[10 marks]

Item B

> Postmodernist sociologists have developed the 'end of work' thesis. The
> plays a major role in defining identity in the twenty-first century. This i
> often, or do not work, so that they lack the security to form identities ar
> the place of production as the main source of identity.

3. Applying material from **Item B** and your knowledge, evaluate soci
importance of work in forming identity. **[20 marks]**

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