



Sociology

A LEVEL SOCIOLOGY

Delivery Guide

Exploring socialisation, culture and
identity

October 2014



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

KEY



Click to view associated resources within this document.



Click to view external resources

Curriculum Content

This section will introduce learners to key concepts that will enable a sociological understanding of the contemporary social world. Learners are exposed to the core themes of culture, socialisation and identity and will require opportunities to reflect on their behaviours and practices to enable an understanding of their social world. Research activities within family and school should reveal diversity and changes in culture, norms and values over time.

A sound understanding of cultural formation will provide a strong basis for the process of socialisation. Learners must distinguish between the relationship of biological and social factors. The role of the agencies of socialisation must be explored using correct concepts alongside the mechanisms of social control to determine similarities and differences in the nature of their function.

Socialisation and culture play a key role in the creation of identities. This is underpinned by the agencies of socialisation and learners must be encouraged to use the concepts and studies appropriately in explaining how each social identity is created and reinforced. Every opportunity must be given for discussions that will develop analytical and evaluative skills. Contemporary examples can be drawn from newspaper articles, radio broadcasts, YouTube clips and relevant websites.

Thinking Conceptually

Approaches to teaching the content

This section seeks to provide the basic foundations that establish sociological thinking and must be approached holistically, drawing together the elements of culture, socialisation and identity. Learners must be reminded they will need to apply their knowledge and understanding to later topics. Using YouTube clips to explore norms and values can be informative and also engaging. This can direct learners to the notion of diversity and social construction; thereby enabling the idea of culture as an evolving concept. Learners will need to explore variations in cultural norms and values within different roles and status groups.

The second topic allows application of knowledge and understanding of culture to the process of socialisation. It is imperative that the language of teaching emphasises the key concepts and that learners are encouraged to use and apply these with studies whilst also demonstrating contemporary knowledge. Additionally, learners will need to assess the influence of the agents of socialisation through a range of activities including structured debates.

The final topic draws together previous learning and allows learners to use and show how the processes of socialisation can influence the creation and reinforcement of identities. At this stage, learners are expected to assess information and utilise studies. A simple activity of comparing and contrasting the effectiveness of the agents in the creation of identities can be valuable.

Common misconceptions or difficulties learners may have

Learners often show a confidence of the basic concepts but may experience problems when required to apply it to later topics or produce coherent sociological answers.

The concept of culture is sometimes confused with ethnicity and as a result learners may struggle to acknowledge and distinguish between the different types.

Whilst teaching socialisation the concept of social control as a contributor to the process of socialisation must be emphasised. Learners may struggle with the two concepts and may experience difficulty in explaining the role played by the agents of socialisation also as mechanisms of social control.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course.

When teaching this section, the key point is to emphasise its purpose in underpinning subsequent topics; and to be able to demonstrate the core skills of knowledge, interpretation, application and analysis.

Emerging concepts such as social construction and diversity need to be emphasised. A critical examination of information and studies must always be encouraged. Once this skill has been established, learners will be able to access successive content with a critical frame of mind to enable an appreciation of theoretical debates.

ACTIVITIES

The YouTube clip serves as a good introduction to norms and culture and although perhaps early, may help draw out the concepts of diversity and social construction. This funny and engaging clip will initiate discussions and exploration into patterns of behaviour. Activities 1 and 2 should enable work on roles, status and culture in its entirety, thus giving learners the opportunity to establish links between the concepts. They can differentiate some of the behaviours expected from different roles and people of different status. Activity 3 allows an opportunity for extended and creative thinking whilst enabling learners to apply and analyse knowledge. Activity 4 revisits the YouTube activity. Learners can consolidate their learning whilst drawing out other useful concepts. Activities 5 and 6 provide a focus on using the correct concepts to explain the process of socialisation. Activity 7 provides an opportunity to differentiate the different characteristics of each identity. The debates in Activity 8 will provide opportunities for extended thinking. A structured approach to this activity will enable learners to plan arguments for and against, research supporting evidence and deliver a coherent case to demonstrate knowledge, understanding and an ability to interpret and analyse information.

The following activities are planned to be used as starters, plenaries, class or home learning activities. They are suitable for introducing or consolidating topics. They provide opportunities for extension. Careful planning will ensure that learners get the best opportunities to work at differentiated pace and level.

Thinking Contextually

Activities	Resources
<p>Activity 1 Introducing norms, values and culture The first part of Activity 1 requires learners to watch a series of YouTube clips. This should promote a good discussion with learners encouraged to search for other useful clips. It will be an opportune time to introduce research skills by asking learners to interview family members of different generations and their peers at school about norms and values. The findings can be displayed around the classroom.</p> <p>Consolidating roles, status and norms The second part of Activity 1 aims to show how an individual's role can relate to their expected patterns of behaviour. Each institution requires a list of roles to be identified with the next column showing the expected and accepted behaviours of the identified roles. Learners must complete the table in pairs or groups to provoke discussions. They may have the opportunity to indicate and explain if the roles are achieved or ascribed and the level of status it is accorded.</p> <p>A. Watch https://www.youtube.com/watch?v=GOHvMz7dl2A and discuss in groups.</p> <p>B. The activity in the learner resources section can be completed in pairs.</p> <p>See suggested answers in Teacher resource 1.</p>	

Thinking Contextually

Activities	Resources
<p>Activity 2 Consolidating roles and status</p> <p>Activity 2 provides opportunities for learners to work individually to consolidate identified topics. Learners can complete each activity below as a class or home learning activity. Opportunities to peer assess should be made available to encourage the sharing of ideas and perspectives. Learners must be encouraged to use relevant terminologies and show understanding through explanations and use of examples. Wherever possible, learners must be invited to analyse and evaluate.</p> <p>This activity must be produced as a word document.</p> <p>A. Write a short summary to explain what is meant by ascribed and achieved roles</p> <p>B. Produce a short account to explain the relationship between an individual's role and status</p> <p>See suggested answers in Teacher resource 2.</p>	
<p>Activity 3</p> <p>In your groups select one type of culture to base a comedy script or newspaper article on. Your script must have a maximum of four characters. Be prepared to share your article or role play your script. You must be ready to answer questions to demonstrate how particular norms and values relate to the selected type of culture.</p> <p>Guidance for script and article</p> <div data-bbox="342 959 1682 1254" style="border: 1px solid orange; padding: 10px;"><p>How is culture defined? Consider definitions from Woodward (2000) and William (1983)</p><p>How many types of culture are there?</p><p>Explain your selected type of culture using a range of examples (studies).</p><p>What are the main norms and values associated with the culture?</p><p>Make use of the correct concepts.</p><p>Select one other type of culture to compare and contrast.</p></div>	

Thinking Contextually

Activities	Resources
<p>Activity 4 Extension activity – norms and values</p> <p>Activity 4 provides an extension to activity 1 and will permit learners to analyse the YouTube clip in some detail. It will also enable research activities into other societies and periods which will address the concept of social construction.</p> <p>Learners can watch this and other clips to collect a range of shared practices. This can be set out as posters or fliers which can be displayed and used as reference. Learners can be given questions such as how and why the culture has changed over time. How might this culture have developed? It may provide opportunities for historical evidence to be collected for classroom discussions. Following this, learners can create a table as below and complete with information that can be referred to for revision.</p> <p>The link below summarises the concept of culture and how it may vary in different places. This clip will also introduce the concept of diversity and social construction. Discuss in your group and complete the table in learner resource 3. An example has been given.</p> <p>https://www.youtube.com/watch?v=GOHvMz7dI2A</p> <p>See suggested answers in Teacher resource 3.</p>	
<p>Activity 5 Examining socialisation</p> <p>This provides opportunity for learners to “brainstorm” language associated with socialisation. Learners may work independently or in pairs to complete the table by reading through texts. Learners must be encouraged to include more than three keywords or phrases. In addition they must be encouraged to include studies including Ward and Winstanley (2005), Currie (1999) and Sewell (2000).</p> <p>Include a minimum of three keywords associated with the items listed. Examples have been given in the table in learner resource 4.</p> <p>See suggested answers in Teacher resource 4.</p>	

Thinking Contextually

Activities	Resources
<p>Activity 6 The process of socialisation</p> <p>Activity 6 gives an opportunity for learners to select a creative way to show understanding of the process of socialisation. This can be repeated until all the agents of socialisation are covered. Additional activities can be extended to the mechanisms of social control.</p> <p>Learners can produce these as independent projects for private revision or posters to be displayed around the classroom. Correct terminology must be encouraged and the collage must include keywords.</p> <p>A. Create a word wall dialogue to show the how an individual can be socialised by any one of the agents of socialisation</p> <p>or</p> <p>B. Create a collage of images to tell the story of process of socialisation of any one agent of socialisation. Associated keywords must be included.</p>	
<p>Activity 7 Exploring social identities</p> <p>Learners must create spider diagrams to show the associated key words and features of each of the four social identities: gender, social class, ethnic and age identity. They can use different colours to distinguish the identities. Sample spider diagrams are included in Learner resource 5.</p> <p>See suggested answers in Teacher resource 5.</p>	

Thinking Contextually

Activities	Resources
<p>Activity 8 Suggested debate topics:</p> <ol style="list-style-type: none">1) This house believes that gender identity is socially constructed by the media2) This house believes that family is most instrumental in creating and reinforcing working class identity3) This house believes that the concept of age identity cannot be influenced through socialisation4) This house believes that ethnicity is purely a biological construct <p>Use the space in Learner resource 6 to record the arguments for and against each topic.</p>	

Learner resource 1 Introducing norms, values and culture

Institution	List different roles within the institution	Describe the patterns of behaviour that are expected and accepted from this role
Family		
Workplace		
School		

Learner resource 2 Consolidating roles and status

A. Write a short summary to explain what is meant by **ascribed** and **achieved roles**

B. Produce a short account to explain the relationship between an individual's **role** and **status**.

Learner resource 3 Extension activity – norms and values

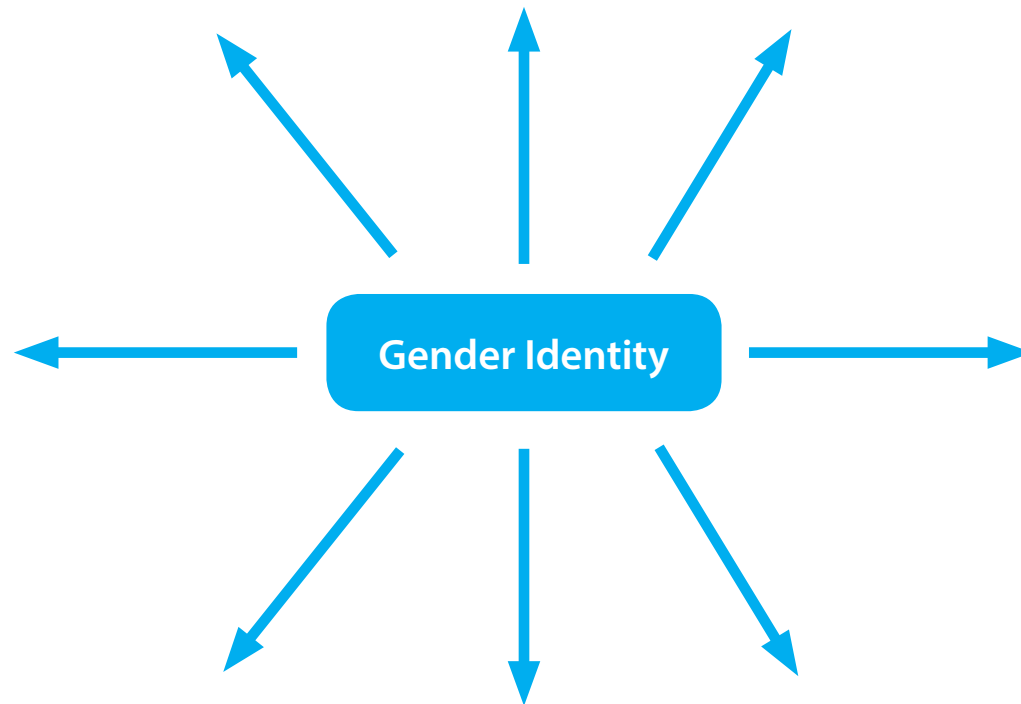
Description of culture in contemporary time (norms and values)	Description of culture in traditional times (50 years and more)	Description of culture in different places
Women do not wear hats most of the time	Ladies wore hats as part of their attire	Caribbean women consider it appropriate to wear a hat to church

Learner resource 4 Examining socialisation

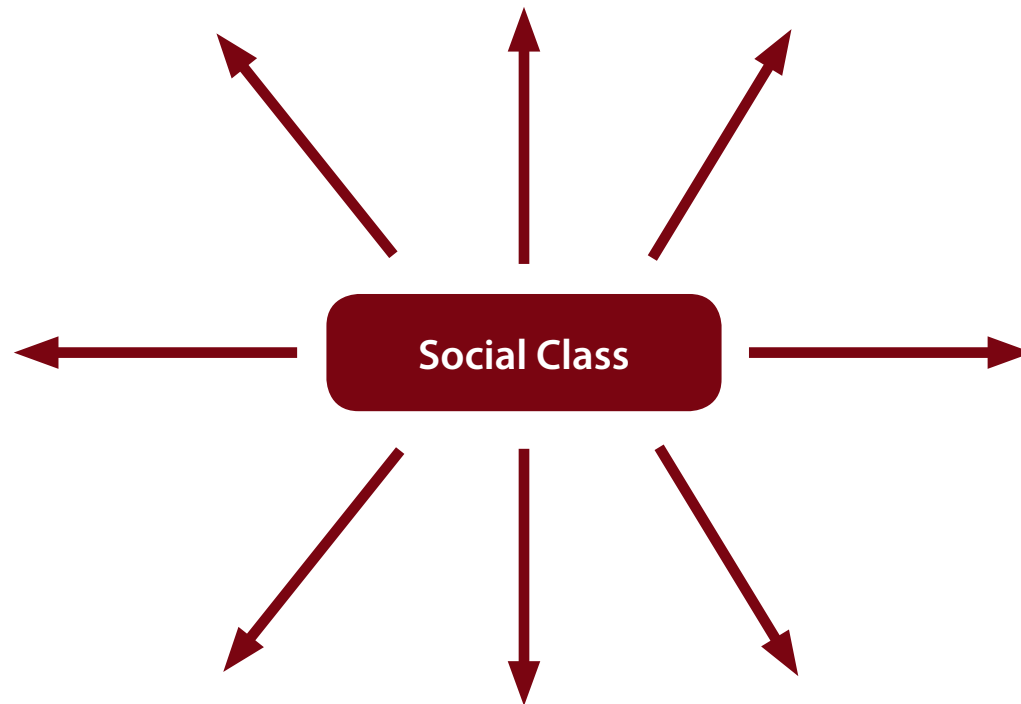
Include a minimum of **three** keywords associated with the items listed. Examples have been given.

Primary socialisation	
Secondary socialisation	
Nature	Fixed
Nurture	
Family	
Peer group	
Education	Hidden curriculum
Media	Role models
Religion	
Workplace	

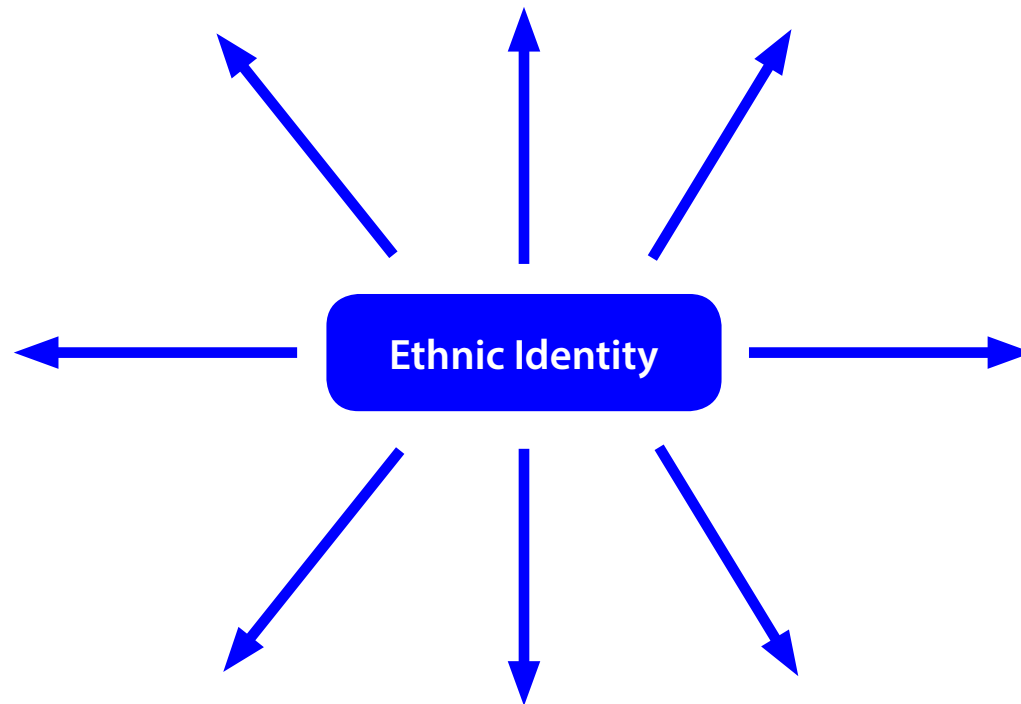
Learner resource 5 Exploring social identities



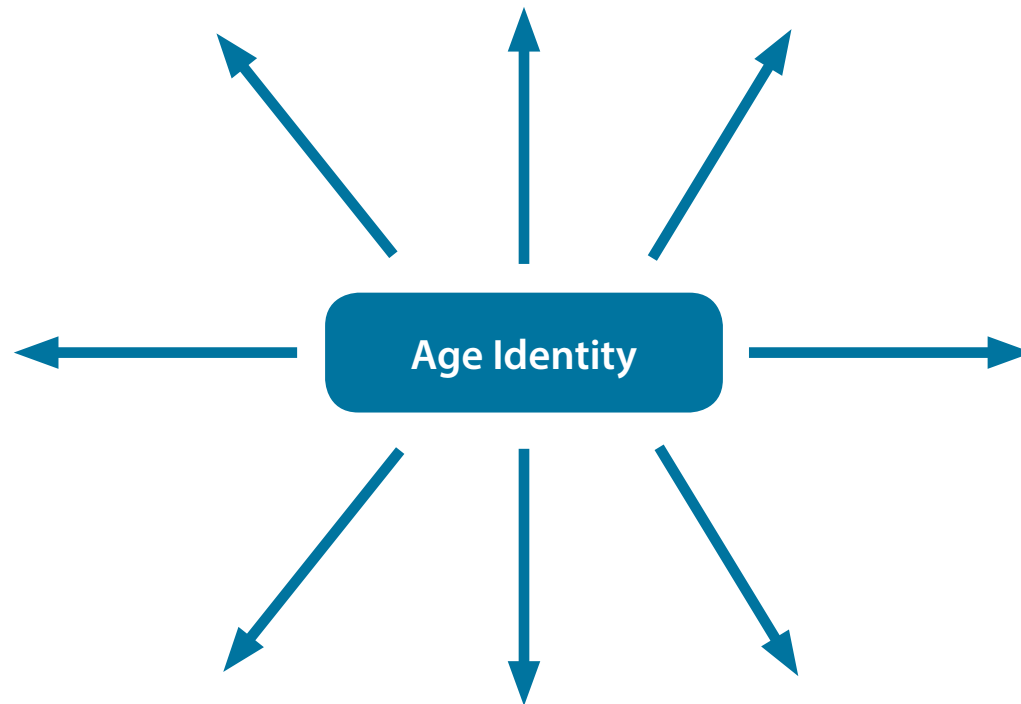
Learner resource 5 Exploring social identities



Learner resource 5 Exploring social identities



Learner resource 5 Exploring social identities



Learner resource 6 Suggested debate topics

1) This house believes that gender identity is socially constructed by the media

For	Against

2) This house believes that family is most instrumental in creating and reinforcing working class identity

For	Against

Learner resource 6 Suggested debate topics

3) This house believes that the concept of age identity cannot be influenced through socialisation

For	Against

4) This house believes that ethnicity is purely a biological construct

For	Against

Teacher resource 1

Institution	List different roles within the institution	Describe the patterns of behaviour that are expected and accepted from this role
Family	Daughter, father, mother	Daughter – help out in the family home Father – provide financially for family Mother - care for children
Workplace	Manager, secretary, cleaner	Manager – take responsibility and give instructions to other staff Secretary – organise the office and follow instructions from manager Cleaner – maintain a clean environment and follow instructions from others
School	Teacher, learner	Teacher – teach and correct work Learner – attend lessons and complete school work

Teacher resource 2

A. Write a short summary to explain what is meant by **ascribed** and **achieved roles**

Role refers to the parts and behaviours acted out in everyday life. Ascribed roles are that which have been given with expectations that they will be fulfilled. The role of a child is chosen for them through their parents' decision to have a child. The role of the Pope comes with expectations that he will oversee the Roman Catholic faith. Achieved role refers to that which is chosen by the individual or which they are permitted to play. An example will be taking on 'A' levels to achieve the role of a university learner.

B. Produce a short account to explain the relationship between an individual's **role** and **status**.

An individual's status can determine the role they play or are expected to play in society. This can also depend on the nature of the status; either ascribed or achieved. Ascribed status is the social position that is inherited or bestowed upon an individual whereas achieved status is that which has been earned. Others may argue that a person's role rather determines their status. This means if the part played by a person in society (role) is high then they are likely to have a high status or vice versa.

Teacher resource 3

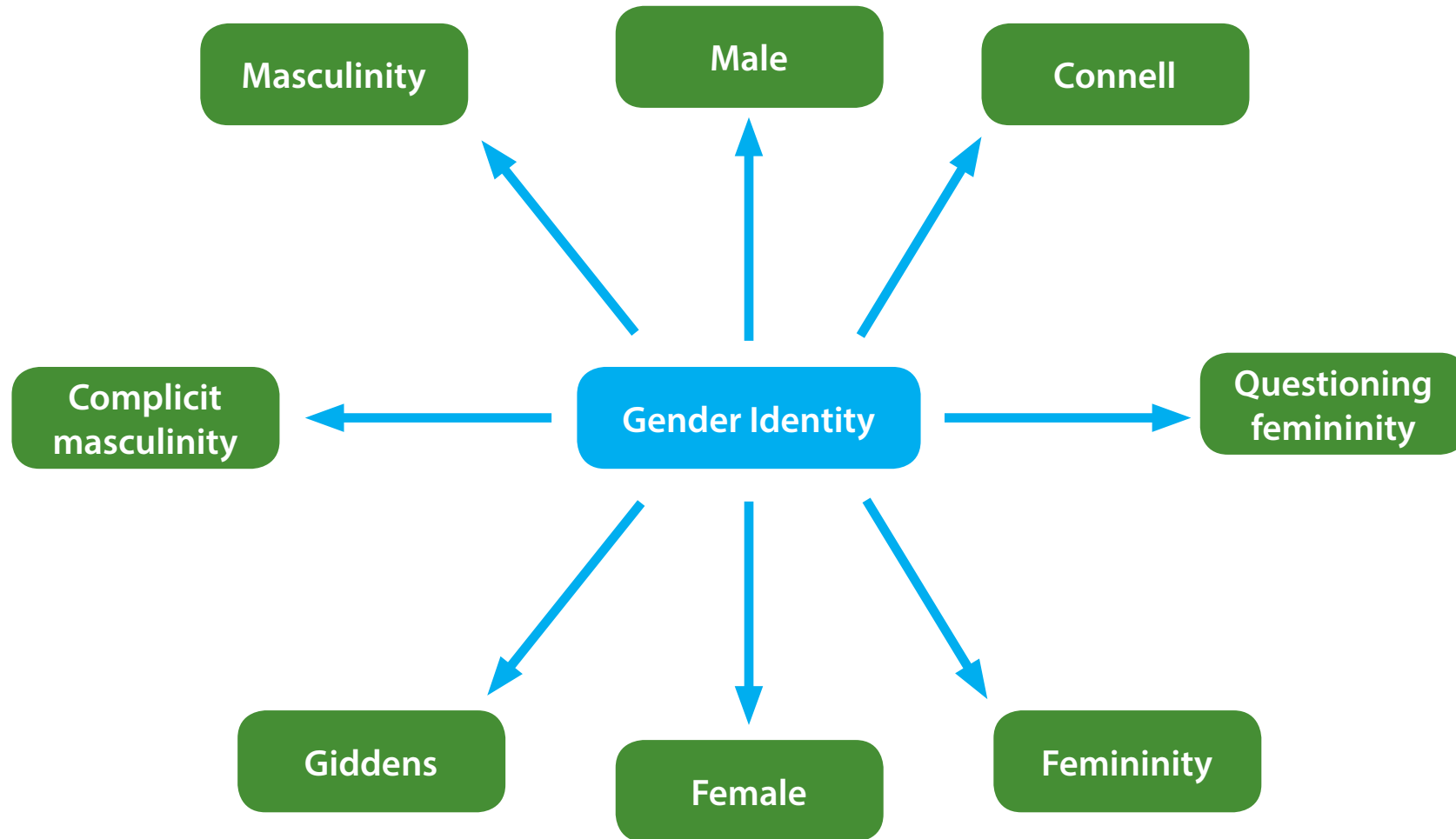
Description of culture in contemporary time (norms and values)	Description of culture in traditional times (50 years and more)	Description of culture in different places
Women do not wear hats most of the time	Ladies wore hats as part of their attire	Caribbean women consider it appropriate to wear a hat to church
Most people do not sleep during the day	People generally did not sleep during the day	In Southern Europe siesta is part of the day's routine
Young people will most likely have a kebab after a night out	Young people would often have chips after a night out	In America young people often have pizza after a night out
People are expected to clear the food on their plate	People were expected to clear the food on their plate – due to rationing and austerity	In China it is seen as a sign of appreciation and honour to leave some food on the dinner plate
Smoking is no longer acceptable in public places including restaurants and offices	Smoking was permitted everywhere including public places	California was one of the first places to ban smoking in public
People are more sensitive to animal welfare and avoid wearing real or fake fur coats	It was a fashion statement to wear fur coat – real or fake	Inuit peoples of the Arctic wear fur
Multigenerational living is becoming more common	Baby boomers could buy their own homes	The elderly in Japan and some Asian communities live within a three generational family

Teacher resource 4

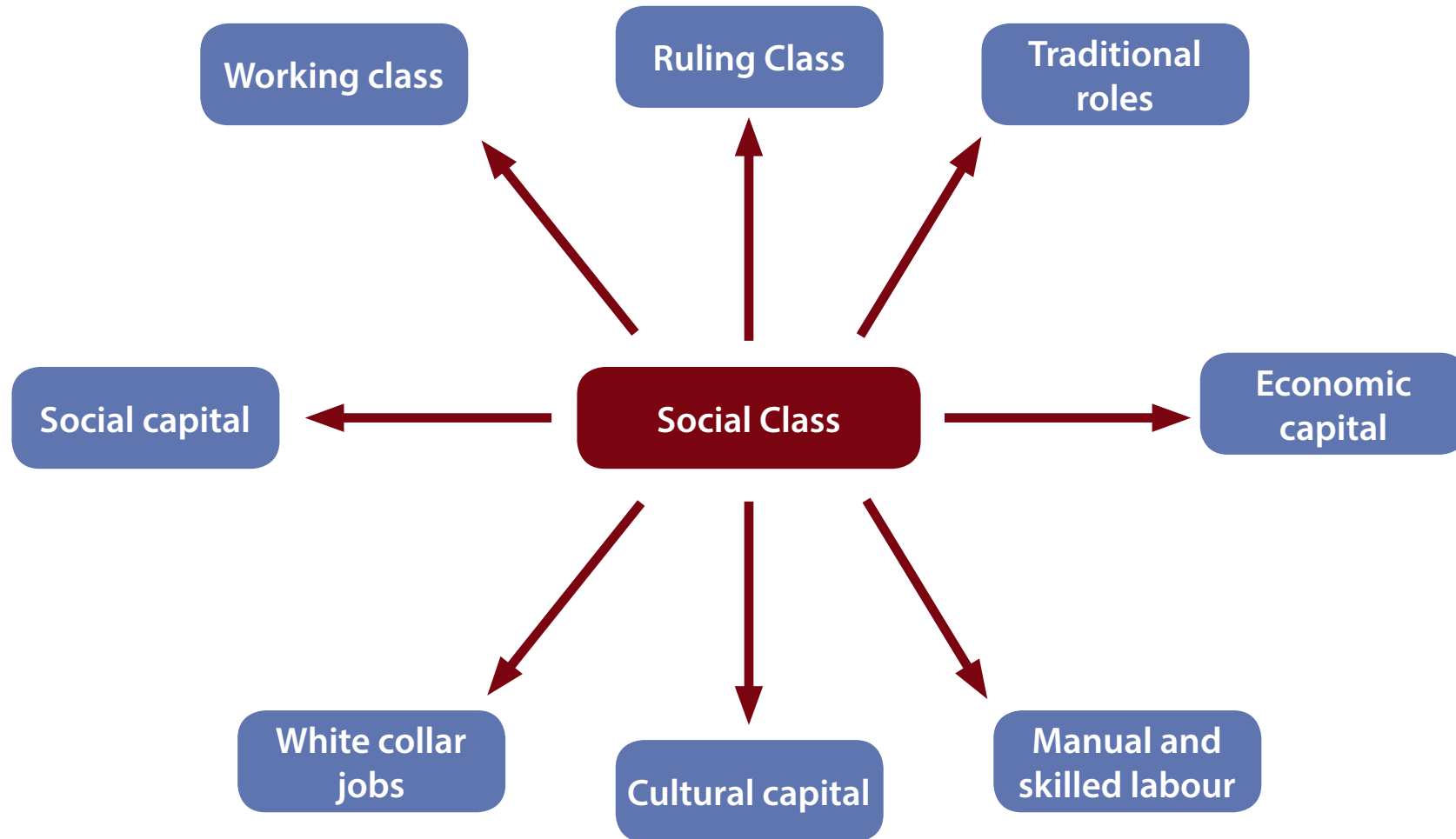
Include a minimum of **three** keywords associated with the items listed. Examples have been given.

Primary socialisation	First influence, birth, family
Secondary socialisation	Later influence, education, religion, media
Nature	Fixed, natural, biological, innate, inherited, instinctive
Nurture	Variable, environmental, upbringing
Family	Role models, imitation, rewards, manipulation
Peer group	Conformity, peer pressure and influence, imitation, role models
Education	Hidden curriculum, formal curriculum, rules, positive and negative sanctions
Media	Role models, representation, influence, copycat
Religion	Written rules, moral codes, figure of authority, dress code
Workplace	Rules and regulations, unwritten rules, positive and negative sanctions, dress code

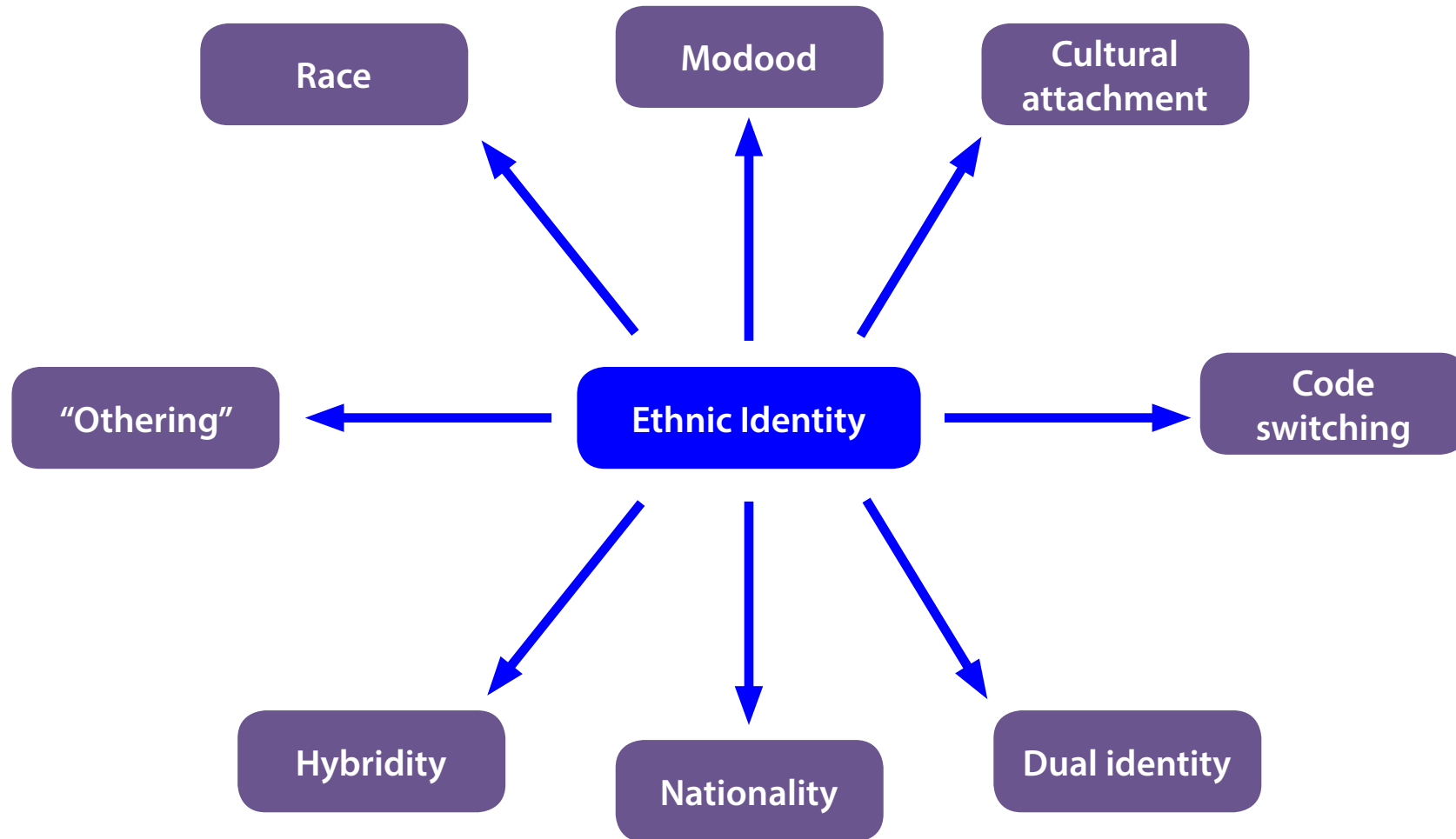
Teacher resource 5

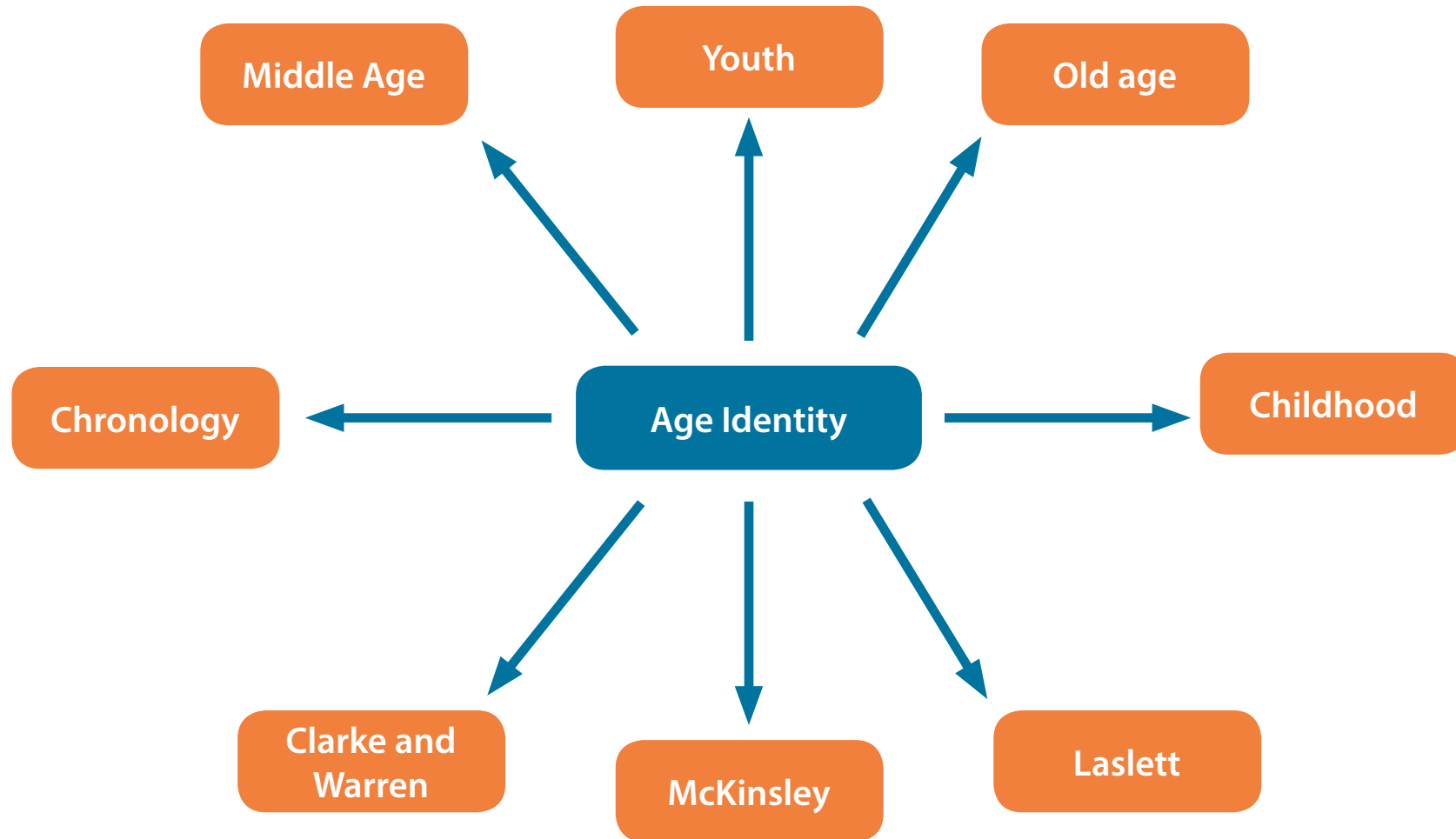


Teacher resource 5



Teacher resource 5







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Telephone 01223 553998

Facsimile 01223 552627

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