

Unit and Year: Different theories of society Year 12

Purpose of Unit: Students are able to explain a range of theories that explain how society works.

Key Learning/Knowledge:

Functionalism
Marxism
Weberian theory
Feminism
Interactionism
Postmodernism

Key Vocabulary and meanings:

Functionalism – think society works well e.g. the organic analogy
Marxism – thinks society is about the conflict between the working and upper classes
Weberian theory – thinks conflict in society is about class, status and party
Feminism – thinks that society is patriarchal and conflict occurs because men have power over women
Interactionism – thinks that what is important is how individuals interpret the world around them.
Postmodernism – think that the most important thing in society is individual choice.

Key Skills: Explanation and evaluation

Links to prior knowledge/learning: none – this is the first unit on this that will be used in terms 3-6 when looking at 4 different inequalities in society.

Cross Curricular link/ World Issues: any items in the news that display similar views e.g. Molly-Mae and her views concerning work, which mirror Functionalism.

Unit and Year: Types of identity Year 12

Purpose of Unit: Students are able to explain and evaluate a range of sociological evidence when discussing different types of identity.

Key Learning/Knowledge:

Nationality and identity
Gender and identity
Social class and identity
Sexuality and identity
Age and identity
Disability and identity

Key Vocabulary and meanings:

Cultural homogenisation – the development of one global culture

Instrumental role – the male role in the family as a breadwinner

Expressive role – the female role in the family as a homemaker

Cultural capital – knowledge, skills, education that a person has

Economic capital – the amount of money, assets a person has

Social capital – resources based on personal relationships (networks of influence / support)

Compulsory heterosexuality – the way women are socialised into a subordinate and heterosexual role.

Infantilisation – the way that the elderly are treated like children

Learned helplessness – the way that some disabled people internalise the idea that they cannot change a situation.

Key Skills: Explanation and evaluation

Links to prior knowledge/learning: this builds on work done previously on agents of socialisation

Cross Curricular link/ World Issues: any items in the news that relate to aspects of identity e.g. evidence of differences in life expectancy (an area of Leeds = 72, an area of London = 95)

Unit and Year: Social inequalities Year 12

Purpose of Unit: to understand evidence for social inequalities and then the various theoretical explanations of them.

Key Learning/Knowledge:

- Functionalism
- Marxism
- New Right
- Weberian theory
- Feminism
- Postmodernism

Key Skills:

Explaining a variety of theoretical perspectives concerning social inequalities

Evaluating the effectiveness of these explanations

Applying theories to exam questions

Key Vocabulary and meanings:

Social class – one way in which society is divided up

Meritocracy – the best people get the best jobs

Role allocation – make sure that the people with the most appropriate skills get a particular job

Functional uniqueness – only a few people can do a certain job

Pool of talent – the number of people who could do a job

Dependency culture – when people rely on state benefits to live

Bourgeoisie – the upper class

Proletariat – the working class

Polarisation – when two classes move further apart

False Class Consciousness – when the working class don't realise they are being exploited.

Market situation – the knowledge and skills that a person has.

Status – how much respect a person receives from others

Risk Society – the risk posed to society by science and technology.

Links to prior knowledge/learning: this unit builds on work done on term 1 about research methods where students learnt how Sociology was carried out.. There are also many links with the year 12 unit on identity

Cross Curricular link/ World Issues:

Unit and Year: Youth Subcultures Year 12

Purpose of Unit: to understand what is meant by the term youth subcultures and to be able to explain and evaluate different theoretical perspectives about youth subcultures

Key Learning/Knowledge:

- Functionalist
- Marxist
- Feminist
- Postmodern explanations of youth subcultures

Key Skills:

Explaining a variety of theoretical perspectives concerning youth subcultures
Evaluating the effectiveness of these explanations
Applying theories to exam questions

Key Vocabulary and meanings:

Youth – the time between childhood and adulthood (12-25)

Youth subculture – a distinctive group of young people within the wider youth culture.

Parsons – potentially stressful stage between childhood and adulthood

Eisenstadt – period of temporary rebellion

CCCS – youth subcultures form as resistance to the ruling class

McRobbie and Carter – girls had been absent from research on youth

Thornton – subcultural capital – knowing what is in or out

Maffesoli – neo tribes – loosely organised groups

Polhemus – supermarket of style – young people pick and choose their identity

Hebdige – bricolage – reuse of ordinary objects as fashion

McRobbie and Garber – bedroom culture – 1970s female subculture centred around the bedroom

Links to prior knowledge/learning: this unit builds on work done on term 1 about socialisation and identity. There are also many links with the year 13 unit on crime and deviance.

Cross Curricular link/ World Issues: there are links with gang related crime and why young people may feel they need to join gangs,