

**OCR ADVANCED SUBSIDIARY GCE
IN SOCIOLOGY (3878)**

**OCR ADVANCED GCE
IN SOCIOLOGY (7878)**

Indicative Scheme of Work

Module 2533: Culture and Socialisation

Option 4: Youth and Culture

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1 Scheme of Work for Module 2533

WEEK No	SPECIFICATION CONTENT & OBJECTIVES	TEACHING, LEARNING & ASSESSMENT ACTIVITIES	RESOURCES	KEY SKILL ELEMENTS D=Development PE=Portfolio Evidence
1	<p>Youth Culture and Subcultures Adolescence Youth culture Youth subculture Generation Gap Functionalism and youth</p>	<p>Discussion of the terms childhood, adolescence and adulthood, where to draw the age boundaries. Is adolescence a biological or a social category? Extracts of Kevin and Perry from Harry Enfield, Ali G or Ab Fab could be used here to illustrate adolescent behaviour in different forms. Using Taylor p146-147 read, make notes and discuss Mead's work. Use O'Donnell p219 for a critique of the methodology. Taylor p147, students in groups discuss the evaluation exercise and feedback to the class.</p> <p>Eisenstadt's work on youth culture and its emergence in the West, using Taylor p147-148. Teacher introduces the basic ideas of functionalism. Students take notes on Eisenstadt and the idea of a generation gap. In small groups they attempt the evaluation exercise on p148.</p> <p>Read and make notes on Taylor p148-149 on youth culture or youth subcultures.</p> <p>Audio-taped quiz could be used of music from 1950s onwards, how many tunes do the students recognise, and which subcultures would they be associated with.</p> <p>H/w make notes from Sociology in Focus, p409, on the functionalist view of subcultures, or Kirby et al, p229. Ask students to attempt an attitudes survey of their own to test the existence of a generation gap.</p>	<p>Taylor, P Investigating Culture and Identity, p146-149</p> <p>O'Donnell, M A New Introduction to Sociology, 3rd Ed p218</p> <p>Taylor et al, Sociology in Focus, p409</p> <p>Harry Enfield video sketches of Kevin</p> <p>Ali G video clips</p> <p>Absolutely Fabulous extracts of role reversal with Eddie and Saffy</p>	<p>D.C3.1a</p> <p>D. C3.2 D. C3.1a D. C3.1a. D. C3.2</p> <p>D. C3.2</p>

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2	Youth and class Marxism and Youth, inc CCCS	<p>Teacher introduces the approach of the Marxists to youth culture. Discusses semiotics and the work of Cohen on Skinheads. Use Taylor p151 for a good image of this work. Teacher leads a discussion on Mods or Hippies following Clarke's approach. Students read an account of the study and focus on the importance of social class in the analysis. Include references to cultural resistance and working class youth.</p> <p>Students in small groups attempt this approach with any contemporary subculture, in particular thinking about clothes /behaviour/music/ make up and whether the subculture can be associated with a particular social class, and the idea of resistance.</p> <p>H/w. Notes on Marxism, the CCCS and its critics. Ref. Taylor, p151-154, or Sociology in Focus, p473, or Kirby et al, p230-231.</p> <p>Read section on middle class youth from Taylor et al p154, or O'Donnell p222-223. Discuss what the key values of middle class youth were and whether these still remain today.</p>	<p>Taylor, p151-154 Taylor et al, p473 Kirby, p230-231</p> <p>O'Donnell, ibid, p222-223</p>	<p>D. C3.1a. D. C3.1b. D. C3.2</p>

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3	Incorporation Subcultures through the decades	<p>Feedback on the h/w ideas of the CCCS. Using the example of Punk, in Taylor p153, discuss the concept of incorporation.</p> <p>Student, in small groups are asked to prepare a short presentation on one subcultural group. Suggestions of MODS/SKINHEADS/PUNKS/RAVE. Use texts, film, clothes?, parents? Internet sites are vast on these 4 areas. Teacher stresses the era, and ensures that one from each decade is covered, from the 1950s to the 1980s</p> <p>Presentation to focus on, description; ideas; types of people involved; era; social events of the time.</p>	<p>Taylor, p153 Internet sites.</p> <p>Mods: Quadrophenia film</p> <p>Skinheads: www.macropolis.freereserve.co.uk</p> <p>Punk: Englands Dreaming, Jon Savage</p> <p>Rave: www.hyperreal.org Taylor p160-161</p>	<p>D. IT3.1</p> <p>PE. C3.1b</p> <p>D. IT3.1 3.2</p> <p>PE. C3.1b</p>

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4	Youth and gender Feminism and youth Youth and ethnicity	<p>Discuss the omission of females from much of the literature on youth and why this might be the case. Students read brief notes on McRobbie and Garber's Bedroom Culture from Taylor, P157. Class discussion of its relevance today. Kirby et al p231-232 builds on McRobbie's more recent work.</p> <p>Discuss the omission of ethnicity from youth cultural works. Discuss the ideas/religion/music/behaviour of Rastafarianism using Taylor, p159.</p>	<p>Taylor, p157 Kirby, p231-232</p> <p>Taylor, p159</p>	D. C3.2

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5	Postmodernism and youth Neo Tribes Ordinary Youth	<p>Discuss the nature of youth subcultures and how spectacular they can appear. Discuss the notion of 'ordinary youth'. Using Kirby et al p232-233, discuss postmodernism, of Willis, Bennett on neo-tribes and the emergence of eclectic music. Ask students to bring ideas/examples of this in to illustrate the idea.</p> <p>The first 15 mins of the film the Commitments could be shown to illustrate the way music can be reinvented, also to illustrate the problems faced by young people.</p> <p>H/w. Notes from Kirby, as above, and a reading of Ted Polhemus, In the Supermarket of Style.</p> <p>Set essay: Outline the ways in which the subcultures of the post-war period differ from those today. (approx word length 500)</p>	<p>Kirby p232-233</p> <p>Video: The Commitments</p> <p>Ted Polhemus, In the Supermarket of Style, in S.Redhead, Subcultural Reader</p>	<p>D. C3.1b [Using Images]</p>

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6	Delinquency: patterns and trends by class, gender and ethnicity	<p>Ask students to draw or describe the typical delinquent, i.e. in terms of age, class, gender and offence. Share responses and discuss where our images come from using the internet site.</p> <p>Go to documents and other info, and look at chapter 3. Ask students to find out profiles of young offenders by age/gender/class/ethnicity and delinquent act. Use Social Trends (1998) and Kirby p234-235 to help.</p> <p>Match up the findings with the descriptions/drawings. Do they match?</p> <p>Discuss the ways in which male and female delinquency may differ.</p> <p>Using Types of Young Offenders (Home Office) students pick out the different categories used, and then discuss which categories receive most media coverage and why.</p> <p>H/w. Complete the notes above and research the meaning of the term "moral panic", using texts. Also research the difference between delinquency and crime.</p>	<p>www.homeoffice.gov.uk/cpg/jou2.htm.</p> <p>Social Trends, 1998, p161 Kirby, p234-234</p> <p>Types of young offenders (Home Office) from Crime and Punishment, David Wilson and John Ashton, p64-65</p>	<p>D. C3.1a</p> <p>D. IT3.1</p> <p>D. C3.3</p>

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7	Causes of Youth Crime Social deprivation Material Deprivation Functionalism Marxism Chivalry Factor Female Conformity	Brainstorm the reasons for delinquency and use the Home Office What Causes Youth Crime? Discuss whether youth crime is normal, and refer to Matza and Marxism on this in Kirby p238 On gender refer to Pollak, Heidensohn, and Campbell for explanations. (Kirby) For ethnicity refer to Tarling (Kirby ref. above) Stuart Hall H/w. Complete the notes on the studies and access an article on www.guardianunlimited.co.uk called Black youth culture as pupils fail and highlight the findings of Tony Sewell	What causes youth crime from Wilson and Ashton, P66-68 Kirby p238 www.guardianunlimited.co.uk	D. C3.1a D. C3.2 D. IT3.1 3.2

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8	Theories of Delinquent Subculture Functionalism Marxism Interactionism Feminism	Recap on the h/w. Students placed in small groups and asked to research delinquency theories. Merton/Marxism and Resistance through Rituals/Interactionism with Cohen/Feminism and McRobbie, ref Kirby p244-247 H/w essay. Discuss the view that male delinquency differs radically from female delinquency	Kirby, p 244-247	PE. C3.3

9	Gangs	Sociology in Focus, p472 exercise on Latino Gangs. Using Kirby p239, read the article from the Guardian and discuss the following: Why do individuals form gangs? Age groups; Behaviour; Values; Strategies for eliminating behaviour. Using Kirby p240, read and discuss the section on girl gangs. Refer to the film Charlies Angels (Nov 2000). If available, the film Colours or Boys in the Hood could be used to illustrate gangland behaviour in the USA.	Sociology in Focus p472 Kirby, p240 Boys in the Hood film	D. C3.1a PE. C3.1a
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10	Experiences of schooling, class, gender and ethnicity	<p>Discuss students' experiences of school. As a researcher, how would they collect data on this, and move on to ethnographic studies. Gillbourn on ethnicity, Kirby p251-252, Fuller on West Indian Females in Kirby p382. Gender use Mac an Ghail for males. McRobbie's Cult of Femininity for females</p> <p>H/w. Complete the notes and access articles on the work of Adrienne Katz on males in education from the Guardian website, March 1999. Highlight the findings of the study.</p>	<p>Kirby, p251-252 & p382</p> <p>www.guardianunlimited.co.uk</p>	D. C3.1a
11	Pro and anti-school subcultures Resistance Conformity Accommodation Lad Culture	<p>Small groups brainstorm ways in which pupils can demonstrate a relationship to school i.e. pro/anti. Teacher gives prompt of not doing homework, for example. Look at Willis Learning to Labour Activity 7 in Sociology in Focus p289-290. Link this with a discussion of 'lad culture'. Discuss when individual acts can turn into anti-school acts.</p> <p>Watch extracts of the film Birth of a Nation, if available, to illustrate points.</p> <p>H/w. Notes on Aggleton in Kirby p249-250. Discuss his findings and their experiences of groups in school.</p>	<p>Sociology in Focus, P289-290</p> <p>Birth of a Nation film, David Leland</p> <p>Kirby, p249-250</p>	D. C3.1a

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12	Subject choice Masculinity and femininity.	<p>Students research subject choice at A Level in their establishment, quantifiably and qualitatively in four groups, each using a different method of data collection. Questionnaires, interviews, observation and secondary data. Groups to feedback their findings on gender and subject choice and write an evaluation of the use of their particular method in this task. Teacher led discussion on the findings and relative merits of each method.</p> <p>Look at Mac an Ghail's study in Kirby p253 for masculinity and subject choice.</p> <p>H/w. Reading and notes from Kirby p256-258 on the statistics and explanations.</p> <p>Set test essay from the specimen paper.</p>	Kirby, p253 & p256-258	<p>Opportunity for formal presentation. PE. C3.1b</p> <p>D. C3.2</p> <p>PE. C3.3</p>

2 Resources

Kirby M. et al (2nd ed) **Sociology in Perspective** (Heinemann 2000)

O'Donnell m. (3rd ed) **A New Introduction to Sociology** (Thomas Nelson 1987)

Polhemus T. **In the Supermarket of Style**

Savage J. **England's Dreaming: Sex Pistols and Punk Rock** (Faber and Faber 1991)

Taylor P. et al **Investigating Culture and Identity** (Collins Educational 1998)

Taylor P. et al **Sociology in Focus** (Causeway 1995)

Wilson D. & Ashton J. **Crime and Punishment** (Blackstone Press 1998)

Miscellaneous

Social Trends (Philip Allan Publishing 1998)

www.guardianunlimited.co.uk

www.macropolis.freeseerve.co.uk

www.hyperreal.org

www.homeoffice.gov.uk/cpg/jou2.htm

Video / Film

Absolutely Fabulous, video clips

Ali G, Video clips

Birth of a Nation, film David Leland

Boyz'n'the Hood, film

Harry Enfield: Kevin, video clips

Quadrophenia, film

The Commitments, film

