


**Sociology Department – Year 13 Media**

 To have a strong understanding of society, patterns of social relationships, social interaction and culture of everyday life. They will have obtained various methods of empirical investigation and critical analysis to develop a body of knowledge about social order, acceptance, and change and social evolution. They will be expert and proficient in this and be able to use this as a strong foundation for university level work as a sociologist and researcher.						
Shirley High Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	<b>Paper 2: The media</b> Unit 2. The media globalisation and popular culture.	<b>Paper 2: The media</b> Unit 3. The processes of selection and presentation of the content of the news.	<b>Paper 2: The media</b> Unit 4. Media representations and stereotyping.	<b>Paper 2: The media.</b> Unit 5. The relationship between the media and audiences.	<b>Paper 2: The media</b> Unit 6. The new media and their significance in contemporary society.	<b>Paper 2: The media – revision and final exam.</b>
<b>Why now?</b>	To develop a 'personal Sociology' – where they can apply their previous knowledge of perspectives in order to explain current trends in how media is linked to the modern world and interrelate so that the students can link the topic of study with the world outside the classroom.	To build further knowledge of how the news is organised. To introduce the new problem: the influence of the owners and inaccurate, false reporting so that students understand the concepts of moral panics and the dangers they can create in modern society.	Early consideration of careers in terms of a career in journalism based on example of how does a modern type of media create a specific guide to understand each of the social groups in a specific way and how to avoid stereotyping to establish a new ethos of journalism based on true facts.	To enable learners to evaluate the usefulness of sociological theories and perspectives learnt so far in order to perform the full data analysis of the current trends in understanding different ways of influence and relationship between the media and its audience.	To develop a notion of being a 'global citizen' and how society can be beneficial from the media and its users so that the students can identify their everyday routines as being clearly linked to the theory they learn in classroom making it possible to increase their own creativity in the world of new media.	To consolidate and expand learners' knowledge and understanding in preparation for their summative exams.
<b>Fundamental Concepts</b>	Globalisation – the analysis of the current trends and changes in the world of media as global village.	The influence of media- the processes of selection and presentation of the content of the news.	Media stereotypes – the analysis of how media can affect the way society sees a particular social strata or group.	Media effect models – the relationship between the media, their content and presentation, and audiences.	The new media and their significance for an understanding of the role of the media in contemporary society.	The media – general revision of perspectives, concepts and scholars.
<b>Knowledge to be learnt</b>	Globalisation and popular culture. The pluralist view of the media. The postmodernist view of the media and its criticism.	The social construction of the news. The influence of the owners. New technology and citizen journalism. Agenda-setting Gatekeeping and Norm-setting. News values and newsworthiness.	The media gaze. Representations of age, social class, ethnicity, gender, sexuality and disability.	Methodological problems of researching media effects. The hypodermic syringe model. The two-step flow model. The cultural effects model – the 'drip drip' effect. The uses and gratifications model. Violence and the media.	The new media and its features. Stratification in the new media. The effects of the new media and new technologies on the traditional or 'old' media. The significance of the new media in contemporary society.	Revision Final Exam
<b>Language for Life (Key terms /Vocabulary)</b>	Global village Globalization Popular culture Mass culture Low culture High culture Elite Global culture Cultural homogenization Cultural imperialism Media imperialism Hybridization Hybrid culture Hyperreality Simulacra	Agenda-setting Norm setting Gatekeeping Moral panic Deviancy amplification Hierarchy of credibility Primary definers journalism	Media representations Male gaze Media gaze Symbolic annihilation Folk devils Stigmatised identity Islamophobia The Glass ceiling Sexuality Heterosexuality Sexual orientation Homosexuality Disability Impairment	Media text Polysemic A preferred (or dominant) reading. A negotiated reading An oppositional reading The Glasgow Media Group Copycatting Catharsis Desensitization Sensitization	Cultural convergence Participatory culture Collective intelligence Blogosphere The digital divide A digital underclass Social capital	
<b>Extended writing Opportunities</b>	Long response exam questions: 10 and 20 mark	Long response exam questions: 10 and 20 mark	Long response exam questions: 10 and 20 mark	Long response exam questions: 10 and 20 mark	Long response exam questions: 10 and 20 mark	Long response exam questions: 10 and 20 mark
<b>Maths Across the Curriculum</b>	The regular use of statistics in analysing how media affect society in the U.K. Data analysis.	The regular use of statistics in analysing how media affect society in the U.K. Data analysis.	The regular use of statistics in analysing how media affect society in the U.K. Data analysis.	The regular use of statistics in analysing how media affect society in the U.K. Data analysis.	The regular use of statistics in analysing how media affect society in the U.K. Data analysis.	The regular use of statistics in analysing how media affect society in the U.K. Data analysis.
<b>Links to careers/ aspirations</b>	Researcher, social worker, data analyst, teacher, police officer	Researcher, social worker, data analyst, teacher, police officer	Journalist, social worker, data analyst, teacher, police officer	Researcher, social worker, data analyst, teacher, police officer	Researcher, social worker, data analyst, teacher, police officer	Researcher, social worker, data analyst, teacher, police officer
<b>Cultural Capital</b>	The use of U.K. based examples in order to analyse changes and different viewpoints on how media influence the British society.	The use of U.K. based examples in order to analyse changes and different viewpoints on how media influence the British society..	The use of U.K. based examples in order to analyse changes and different viewpoints on how media influence the British society.	The use of U.K. based examples in order to analyse changes and different viewpoints on how media influence the British society.	The use of U.K. based examples in order to analyse changes and different viewpoints on how media influence the British society.	The use of U.K. based examples in order to analyse changes and different viewpoints on how media influence the British society.
<b>Practical Application of Skills</b>	Exam style questions, assessments, extended reading of articles to write reviews.	Exam style questions, assessments, extended reading of articles to write reviews	Exam style questions, assessments, extended reading of articles to write reviews	Exam style questions, assessments, extended reading of articles to write reviews	Exam style questions, assessments, extended reading of articles to write reviews	Exam style questions, assessments, extended reading of articles to write reviews