

A₁ L₁ E₁ V₄ E₁ L₁
S₁ O₁ C₃ I₁ O₁ L₁ O₁ G₂ Y₄



C₃ O₁ U₁ R₁ S₁ E₁
H₄ A₁ N₁ D₂ B₃ O₁ O₁ K₅

I N T R O D U C T I O N

Sociology is the systematic study of society. It is about looking at the world around you through a different lens to try and understand some of the problems that face society and how society have changed through the generations.

Sociology is a good umbrella subject, meaning that it supports a number of careers and degree courses as one of the key skills of a sociologist is to look at the world in an objective and critical way.

In your study of sociology you will develop skills of objective and analytical writing, critical thinking, discussion and debate, as well as how to look at a situation from multiple view points.

C O U R S E S T R U C T U R E

The course is taught using a Lecture/Seminar teaching method. At the start of each term you will be given a term outline which will set out what topics are being taught when and what prep tasks you need to complete. They will also set out the graded assessments that term.

Lectures:

Your teacher will take you through the content of sub topic and you will need to take notes on what is being said. It will be your responsibility to read up on the topics and start your notes before the lecture lessons. The lecture PowerPoints are available on the class blog for you to download and add to. How you take notes is up to you, these will **not** be checked by your teacher.

Seminars:

In seminar lessons you will complete both group and individual activities that will focus on Application and evaluation skills. You will be required to complete a preparation task ready for these lessons. All seminar tasks are on the blog from the start of the year. It will be your responsibility to check what you need to do on the term outline and blog.

Exam Technique Seminars:

These seminars will focus purely on exam technique and how to answer the questions. They may included timed practice of questions as well as preparation tasks to complete before the lesson. Timed practices will be marked but not graded. Again it will be your responsibility to check what needs to be done in preparation for these lesson as well as completing "**Green Pen flips**" these flips will be checked by your teacher during folder checks.



K I T L I S T

You will need to provide:



2 Arch Lever ring binders – one for each teacher
OR 5 ring binders – one for each unit. You are expected to bring your folder to each and every lesson as they may be taken for folder check at any time.



10 part dividers (not 2 5part ones) for each folder. This will keep your notes organised and tidy.



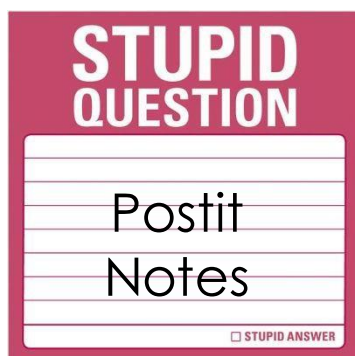
Writing pens in multiple colours. Including Blue or Black (all assessments will be done in these colours) Red & Green.



Highlighters of multiple colours At least 4 if possible.



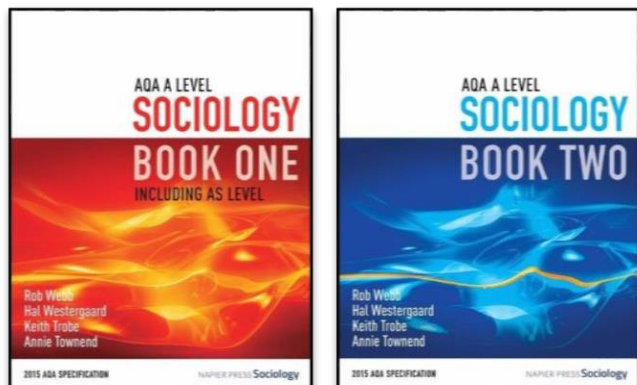
A4 Lined paper (not note books please. As some work will need to be handed in and allows you to sort you work easily. There will not be lined paper available in the classroom.



Plastic
Wallets

R E S O U R C E S

Class Textbook



You will be provided with these textbooks. You will need to bring them with you every lesson.

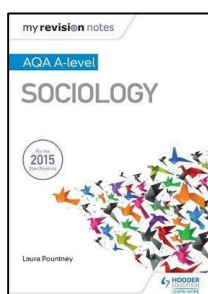
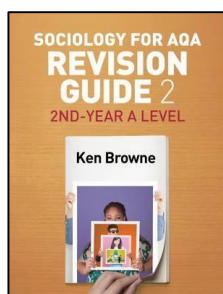
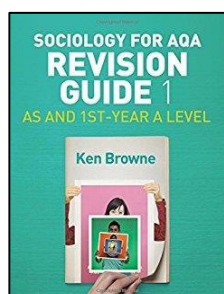
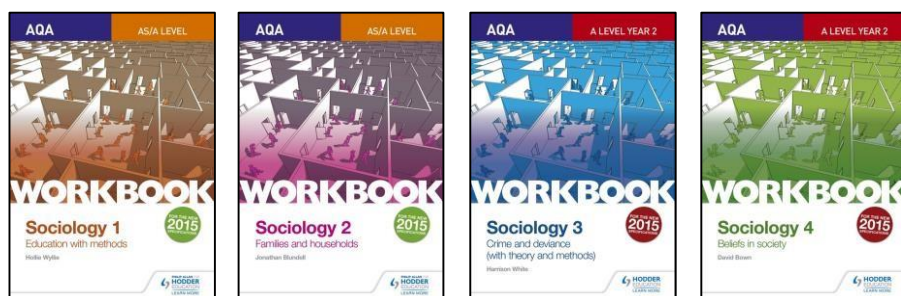
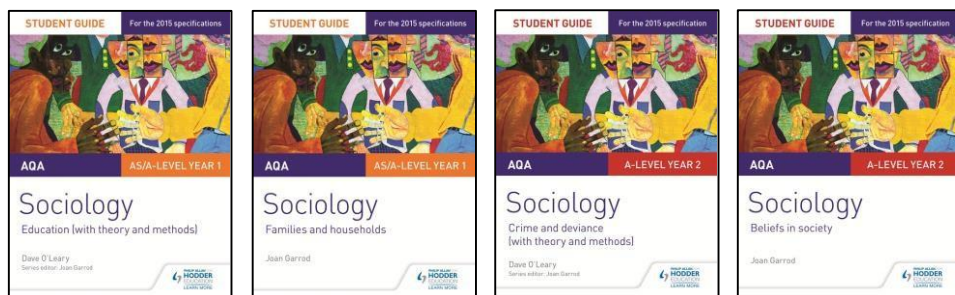
Class Blog



<https://wymcolsociology.wordpress.com/>

This is a private blog so you will need to use the link emailed to you on the first visit and sign up for an account. It is free. The QR code will allow you to access the blog on your phone or tablet.

Optional Resources



All books and revision guides are available from Amazon.

C₃ O₁ U₁ R₁ S₁ E₁C₃ O₁ N₁ T₁ E₁ N₁ T₁

This is the knowledge that you are going to be examined on.

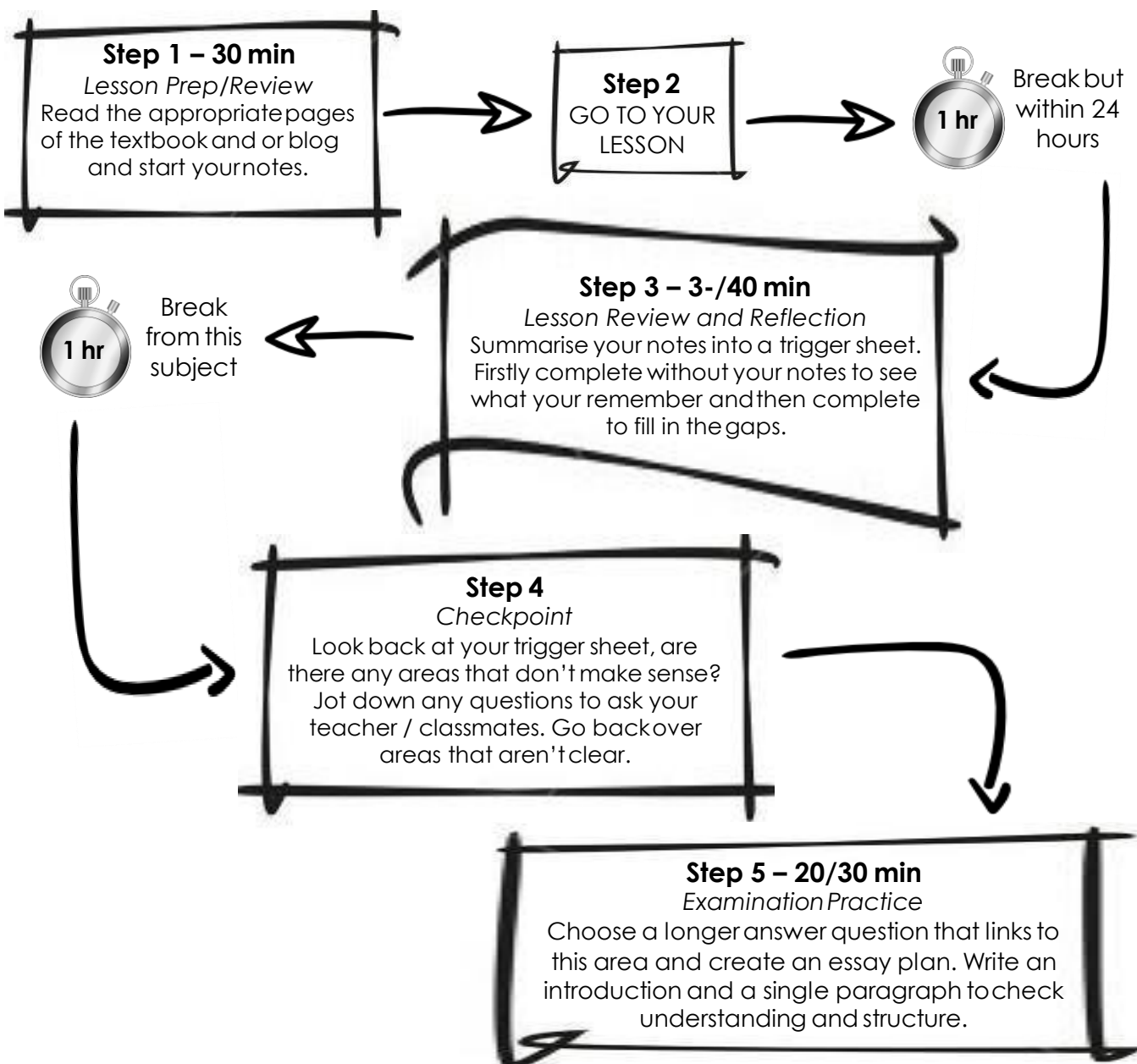
Family	Education	Theory & Methods	Beliefs A Level Only	Crime A Level Only
<u>Theories</u> <ol style="list-style-type: none"> 1. Functionalism 2. Marxism 3. Feminisms 4. Personal Life 5. Post-modernism 6. Govt Policies 	<u>Perspectives</u> <ol style="list-style-type: none"> 1. Functionalism 2. New Right 3. Marxist 4. Conflict Views 5. Vocational Education 	<u>Perspectives</u> <ol style="list-style-type: none"> 1. Functionalism 2. Marxism 3. Feminisms 4. Postmodernism 5. Social Action Theories 	<u>Ideology & Science</u> <ol style="list-style-type: none"> 1. Defining Religion 2. Beliefs Systems 3. Functions—functionalism 4. Functions—Marxism 5. Functions—Feminism 6. Functions—Postmodernism. 	<u>Theories</u> <ol style="list-style-type: none"> 1. Definitions 2. Functionalism 3. Marxism & Neo-Marxism 4. Interactionism 5. Control Theory 6. Realist Theory
<u>Diversity</u> <ol style="list-style-type: none"> 1. Family Structures 2. Marriage 3. Divorce 4. Cohabitation 5. Child Bearing 6. Types of Diversity 7. Life Course Analysis 	<u>Differential Achievement</u> <ol style="list-style-type: none"> 1. Stats on Education 2. Social Class 3. Gender 4. Ethnicity 	<u>Research Design</u> <ol style="list-style-type: none"> 1. Practical Considerations 2. Ethics 3. Theoretical Considerations 	<u>Social Change and Stability</u> <ol style="list-style-type: none"> 1. Functionalism 2. Marxism 3. Weber 4. Neo-Marxism 5. Feminism 6. Fundamentalism 	<u>Social Distribution</u> <ol style="list-style-type: none"> 1. Statistics 2. Gender 3. Ethnicity 4. Locality 5. Social Class
<u>Changing Roles</u> <ol style="list-style-type: none"> 1. Gender Roles 2. Domestic Division of Labour 3. Decision making 4. Power Relations 5. Domestic Violence 	<u>Relationships & Processes</u> <ol style="list-style-type: none"> 1. Organisation of teaching and learning 2. Labelling 3. Subcultures 4. Teachers 5. Curriculum and Subject Choice 	<u>Sources and Types of Data</u> <ol style="list-style-type: none"> 1. Social Surveys 2. Interviews 3. Observations 4. Experiments 5. Official Statistics 6. Quantitative 7. Qualitative 8. Primary 9. Secondary 	<u>Religious Organisations</u> <ol style="list-style-type: none"> 1. Typologies 2. New Religious Movements 3. New Age Movements 	<u>Globalisation</u> <ol style="list-style-type: none"> 1. Globalisation 2. Mass Media 3. Green Crime 4. State Crime
<u>Childhood</u> <ol style="list-style-type: none"> 1. Social Construction 2. State of Childhood 3. Future of Childhood 	<u>Educational Policies</u> <ol style="list-style-type: none"> 1. Independent Schools 2. Selection 3. Tripartite School 4. Comprehensive 5. Marketisation 6. Recent Policies 7. Pre-school Education 8. Higher Education 	<u>Sampling</u> <ol style="list-style-type: none"> 1. Random 2. Systematic 3. Stratified 4. Quota 5. Snowball 	<u>Social Groups and Religion</u> <ol style="list-style-type: none"> 1. Reasons for joining NRM & NAM 2. Gender 3. Ethnicity 4. Age 5. Social Class 	<u>Control and Prevention</u> <ol style="list-style-type: none"> 1. Right Realism 2. Left Realism 3. Punishment 4. CJS 5. Prisons 6. Victimology
<u>Demographics</u> <ol style="list-style-type: none"> 1. Birth Rates 2. Infant Mortality 3. Death Rate 4. Life Expectancy 5. Aging Population 6. Family Size 7. Migration 		<u>Debates</u> <ol style="list-style-type: none"> 1. Factors affecting research 2. Interpretivism vs Positivism 3. Value Freedom 4. Sociology as a Science 5. Sociology and Social policy. 	<u>Significance of Religion</u> <ol style="list-style-type: none"> 1. Globalisation 2. Spiritual Shopping 3. Secularisation 4. UK Religious Significance 	



Spaced study is a system of studying that is structured and helps you not only prepare for the lessons but also to reflect on your learning.

It is a 5 step process and requires you to be conscientious and actually follow the steps in order for it to be effective. Remember that this is not revision but study, for revision use the spaced revision system.

It is a good idea to work out when you are going to do each of the steps within your free periods so that you stay focused and can use your evenings for prep work.



NOTE TAKING

Note taking can be done in a number of formats but should allow for additional notes to be added during the lessons.

Cornell Notes

[illegible]

The Cornell notes system breaks down your notes in to the assessment objectives for your course. In most cases they are:

AO1 – Knowledge
AO2 – Application
AO3 – Evaluation

In the prep reading phase notes are taken in one colour with questions being added to the left hand column for discussion in the lesson or with the teacher. Key words and definitions are in the right hand column so that they are linked to context.

During the lesson the notes can be added to in a different colour to indicate what knowledge came when. Questions can be crossed off as they are answered in the lesson or can be asked during the process of the lesson.

The summary box will be filled in after the lesson.

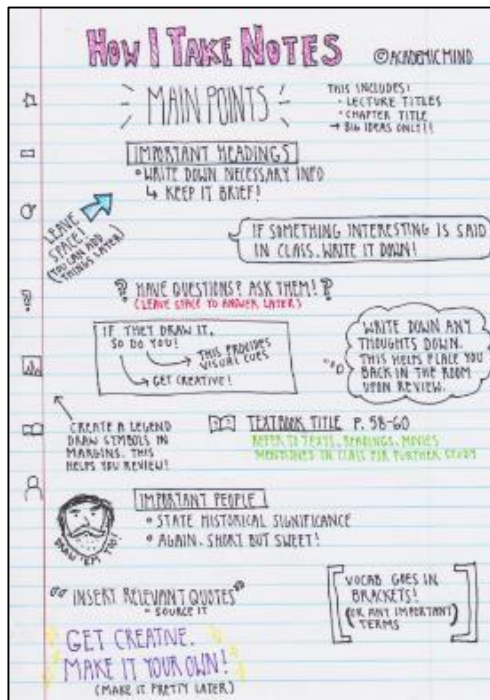
Mind Mapping



Mindmapping notes can be done in a number of ways. One is to have each branch as one of the assessment objectives, or to have each assessment objective as a new layer of the MindMap.

Again prep notes can be taken down in one colour and added to in a second.

Doodle Notes

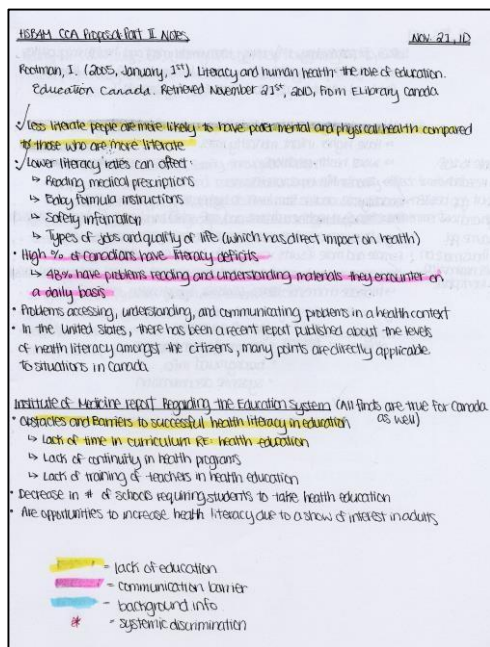


Doodle notes or visual notes are a more artistic style of note taking. It involves using graphics and drawings as triggers as well representations of the notes.

They do not have to be neat but are a way to identify important information, key words and concepts in a way that you are able to remember.

As doodle pages are designed to be messy it means adding new / more information during the lesson won't ruin what you have already done.

Bullet points and highlighting



Bullet point note taking is probably the most common form.

In this system you are summarising the key points of your reading to single sentence bullet points which are then highlights to indicate the different assessment objectives, key terms or concepts.

These can then be annotated and added to in the lesson with more information and examples.

Annotated PowerPoint



All lecture PowerPoints are available on the class blog so that you can download it and print it off so that you are able to annotate it with your own reading and the information from the lesson. This will mean that you are not trying to copy everything down but are listening to what the teacher has to say.

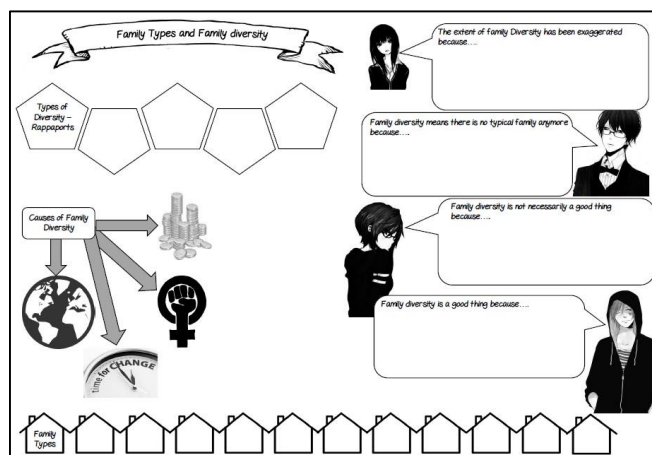
R₁ E₁ V₄ E₁ I₁ W₄A₁ C₃ T₁ I₁ V₄ I₁ T₁ I₁ E₁ S₁

Knowledge Organisers

Themes & context	Of Mice and Men – key knowledge
Steinbeck encourages us to empathise with the plight of migrant workers during the Great Depression. The American Dream is shown to be impossible: reality defeats idealism. The novella explores the human need for companionship and the tragedy of loneliness. Steinbeck reveals the predatory nature of mankind: the powerless are targeted by the powerful. Steinbeck explores the tension between the inevitability of fate and the fragility of human dreams. The prejudices of 1930s America are exposed, including racism, sexism and ageism. The novella is an indictment of the way society treats the dispossessed.	Quotations C1. "Gays like us, that work on ranches, are the loneliest guys in the world. They got no family. They don't belong no place..." C4. "Ever'body wants a little piece of land. I read plenty of books out here. Nobody never gets to heaven, and nobody gets no land." C6. A silent head and beak lanced down and plucked it out by the head, and the beak swallowed the little snake while its tail waved frantically. C8. "We wouldn't ask nobody if we could. Jus' say, 'We'll go to her; an' we would." C5. And the meanness and the plannings, and the discontent and the ache for attention were all gone from her face. She was very pretty and simple, and her face was sweet and young. C8. "I ought to of shot that dog myself, George. I shouldn't of ought to let no stranger shoot my dog."
Events 1 We meet George and Lennie in an idyllic, natural setting. They discuss their dream of freedom & self-sufficiency. 2 They arrive at the ranch and the claustrophobic bunkhouse, where we are introduced to Candy, the boss, Curley, Curley's Wife, Slim and Carlson. 3 Candy's dog is shot by Carlson. Candy is able to finance the dream. Curley attacks Lennie. 4 Set in Crocker's ramshackle shed, Lennie and Curley's Wife pay Crocker a visit. 5 In the barn, Curley's Wife is killed by Lennie and Lennie escapes. 6 Back down by the river, George shoots Lennie. The dream is dead.	Characters George: frustrated, devoted, a dreamer Lennie: childlike, unassuming, physically powerful Candy: unloved, an outcast, aging Curley: insecure, unmerciful, jealous Curley's Wife: a seductive temptress, objectified, lonely, nameless Crocker: cynical, proud, isolated Slim: compassionate, wise, respected Carlson: heartless, insensitive

Knowledge organisers break down what needs to be known about the topic into different sections and boxes for you to fill in including key terms, studies, theories, concepts and evaluation points. The sheet should include some trigger information such as acronyms but not the full information.

Graphic Organisers



Similar to a knowledge organiser but instead of having multiple boxes to fill in; these sheets have graphical representations to act as triggers for your learning.

Again your task would be to fill in as much information as you can from what you have learnt.

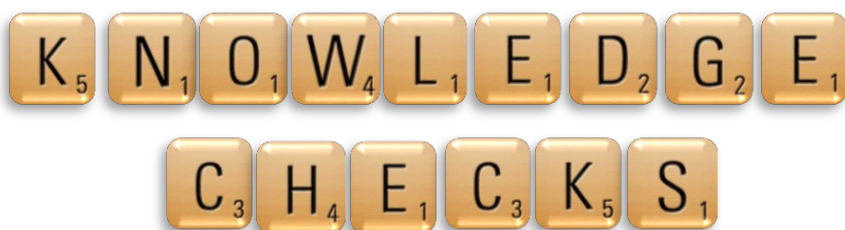


Flash cards are great for writing summaries as you have a limited amount of space meaning that you have to succinct and use key terminology. If using different colour flash cards you could have different colours for different topics or different assessment objectives.

Cornell Notes – Summary Section

Topic: _____		
Questions	Notes	Key Words
	AO1 – Knowledge and Understanding	
	AO3 – Evaluation and Analysis	
Summary - 100 words Max		

For this you will need to cover over the main block of the sheet and see if you can summarise the notes into a single paragraph using the key terms and covering all assessment objectives. Again this is a good way of making sure that you are being concise and focused.



It is also important that you are checking your recall of essential information and knowledge of key terms, sociologists and concepts. This can be done in a number of ways either on your own or in a study group situation.



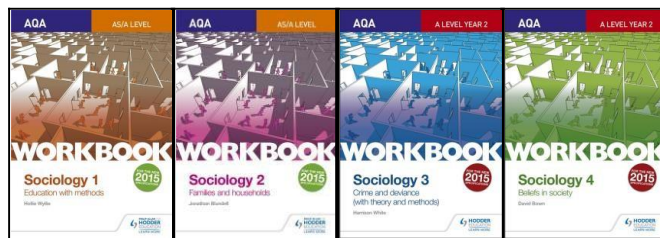
Online Quizzing:

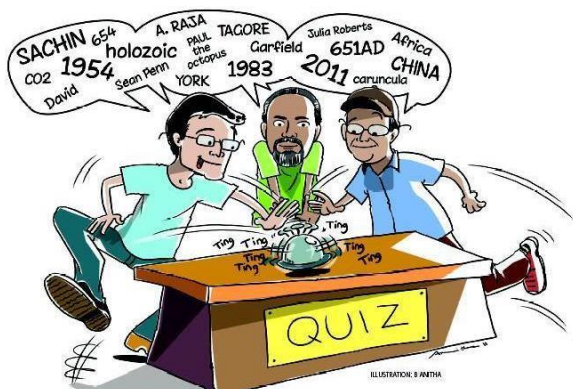
There are a number of online quizzing apps and programs that you can use such as Quizlet or Memrise. These sites have pre-made quizzes on key content which you can use or you can create your own.

Don't forget the monthly Memrise Challenge

Revision Workbooks:

A number of courses have revision workbooks that you can purchase and work through as part of your self study as well as revision. These will have a number of example short answer questions that you can attempt and then mark yourself.





Study Group Quizzing:

In this activity you create questions to quiz your study group. So you are not only revising the content as you are writing questions but also are trying to out wit your friends. Incentives can also be used such as a sweet for each correct answer and 2 given back for incorrect answers.



In order for your studying to be effective you do need to take care of yourself so below are some ways to take a moment for yourself as well as the support that is available from the department – all you need to do is **ASK!!**



Moments of Zen



Calming Music



Peer to Peer Mentoring

You can be matched up with another student in the year above or in your class to support you with your studies. You will have a set time to meet each week to go through the material covered.

*Positive Mind
- Meditation*

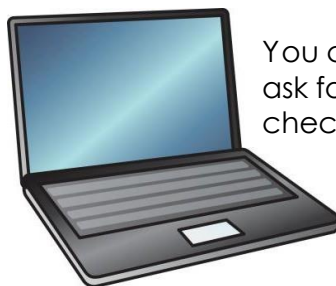


*Something
to make you
laugh*



1 -2 -1 Teacher Mentoring

You can arrange a 1-2-1 appointment with your teacher either in the lesson or via email. Sessions can be arranged for mutually agreed times such as study periods, lunchtime or afterschool.



Email Support

You can always email your teacher to ask for help as well. Just make sure to check for a reply!



As you complete the sections on the course tick them off to show your progress.

Theory and Methods

Perspectives	StructuralTheories		Feminism		Social ActionTheories		Postmodernism	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Research Design	Hypothetico-Deductive Model		PracticalConsiderations		EthicalConsiderations		Theoretical Considerations	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Sources of Data	Social Surveys: Questionnaires andInterviews		Observations		Experiments		SecondarySource	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Types of Data	Qualitative & Quantitative		Primary & Secondary		SamplingMethods			
	Pre Reading		Pre Reading		Pre Reading			
	Lecture Notes		Lecture Notes		Lecture Notes			
	Review Activity		Review Activity		Review Activity			
Debates	Interpretivism & Positivism		ValueFreedom		Sociology as a Science		Sociology and Social Policy	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	

Education

Perspectives	Functionalism		New Right		Conflict Views		Vocational Education	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Differential Educational Achievement	Trends		Gender		Social Class		Ethnicity	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Relationships and Processes	Organisation of Teaching and Learning		Labelling and Sub Cultures		Teachers		Curriculum and Subject Choice	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Educational Policies	Independent Schools		Selection		Tripartite System		Comprehensivisation	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
	Marketisation		Recent Policies – Coalition onwards		Pre-School Education		Higher Education	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	

Families and Households

Theories of the Family	Functionalism		Marxism		Feminisms		Postmodernism Personal Life	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Family Diversity	Family Types & types of Diversity		Causes and Impacts of diversity		Marriage & Divorce		Childbearing and Life Course	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Changing Roles in the family	Gender Roles		Domestic Division of Labour		Decision making and Power		Domestic Violence and Abuse	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Childhood	Social Construction of Childhood		Current State of Childhood		The Future of Childhood		Any Childhood topic	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Demographics	Birth Rates and Family Size		Death rates and Infant Mortality		Life Expectancy and Aging population		Migration	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	

Beliefs in Society

Ideology and Science	Definitions and Belief Systems		Functions - Functionalism		Functions – Conflict Theories		Functions - Postmodernism	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Social change and Stability	Functionalism & Feminism		Marxism & NeoMarxism		Weber		Fundamentalism	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Religious Organisations	Typologies		New Religious Movements		New Age Movements			
	Pre Reading		Pre Reading		Pre Reading			
	Lecture Notes		Lecture Notes		Lecture Notes			
	Review Activity		Review Activity		Review Activity			
Social Groups and Religion	Ethnicity		Gender		Age		Social Class	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Significance of Religion	Globalisation		Spiritual Shopping		Secularisation		Religious significance in the UK Today	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	

Crime and Deviance

Theories of Crime and Deviance	Functionalism & Control Theory		Marxism & NeoMarxism		Interactionism		Realism	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Social Distribution of Crime	Statistics and Measuring Crime		Gender		Ethnicity & Locality		Social Class	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Globalisation & Crime	Impact of Globalisation		Mass Media & Crime		Green Crime		State Crime	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	
Crime Control and Prevention	Realism		Punishment		CJS and Prisons		Victimology	
	Pre Reading		Pre Reading		Pre Reading		Pre Reading	
	Lecture Notes		Lecture Notes		Lecture Notes		Lecture Notes	
	Review Activity		Review Activity		Review Activity		Review Activity	

M A R K I N G A N D A S S E S S M E N T

Assessment Program:

Over the course of the year you will have 5 graded assessments. The graded assessments will follow the exam as much as possible and you will receive a grade for each paper and an overall grade.

These assessments will be set at the start of the year and you will be given the dates at the start of the year as well as being on display in the classroom and included on the termly outline. If you know that you are going to miss the assessment in advance then speak to your teacher at least 24 hours before the assessment to arrange a time to complete it.

AS Assessment Structure:

The AS assessments will consist of 3x 1 hour papers.

- Research Methods and Methods in Context
 - 4 mark Research Methods
 - 16 mark Research Methods
 - 20 mark Method in Context.
- Family and Households
 - 2x 2 mark
 - 6 mark
 - 10 mark (no item)
 - 20 mark
- Education
 - 2x 2 mark
 - 6 mark
 - 10 mark (no item)
 - 20 mark



A Level Assessment Structure:

The A Level assessments will consist of 1x 2 hour paper which will cover all 5 units. There will be one question from each unit following a combination of the question styles below to the total of 80 marks:

- 10 mark – With item
- 10 mark – no item
- 20 mark
- 20 mark – Methods in Context
- 30 mark

There will be other timed questions completed in the **Exam Technique Seminars**, however these will not be graded, you will just receive a numerical mark.

Marking of Assessments and Timed Work

Assessments and timed work will be marked using a coded comment only system. This means that you will not initially receive a numerical mark on your work (except short answer questions). This is to ensure that you are reading the comments and advice you have been given and setting appropriate targets.

On the return of your work you will have a **green** reflection sheet. This sheet will ask you to self mark your work using the comments of your teacher and the mark scheme. You will also need to identify the areas that you need to focus on for the next piece of work. Once this is completed and shown to your teacher you will receive an **orange** sheet with the breakdown of marks and grades (where appropriate).

It will be your responsibility to complete the “**Green Pen Flips**” and the tracking sheets which will be checked by your teacher during folder checks.

Marking Codes

Target		Praise		SPAG	
T1	Develop explanation	P1	Good Point (AO1)	SP	Spelling
T2	Develop Evaluation	P2	Good Explanation (AO1)	G	Grammar
T3	Add/Correct examples	P3	Clear Evaluation (AO3)	KT	Key Term Needed
T4	Link to the Item	P4	Clear link to the question	R	Repeated Point
T5	Check accuracy	P5	Good example (AO2)	P	Punctuation / capital letter
T6	Check Relevancy	P6	Good structure of paragraph	SS	Sentence structure doesn't make sense
T7	Focus Link to question	P7	Clear Judgement / Answer given		

Grade Boundaries

As the grade boundaries are set after the exam, we will be using the following grade boundaries to work out the grades:

A* A LEVEL ONLY	A	B	C	D	E
90%	80%	70%	60%	50%	40%

A₁ S₁ L₁ E₁ V₄ E₁ L₁

E₁ X₈ A₁ M₃ B₃ R₁ E₁ A₁ K₅ D₂ O₁ W₄ N₁

P₃ A₁ P₃ E₁ R₁
O₁ N₁ E₁

Education:

- 2 marks – Definition
- 2 marks – using **one** example, explain
- 6 mark - Identify **three**
- 10 mark - Outline and explain **two**
- 20 mark - Assess the claim

Methods in Context:

20 marks

- Evaluate the strengths and limitations of a method in studying an area of education.

P₃ A₁ P₃ E₁ R₁
T₁ W₄ O₁

Research Methods

- 4 marks – Outline **two**
- 16 marks – Assess.....

Family and Households:

- 2 marks – Definition
- 2 marks – using **one** example, explain
- 6 mark - Identify **three**
- 10 mark - Outline and explain **two**
- 20 mark - Assess the claim

Question Banks are available on the class blog



A₁ L₁ E₁ V₄ E₁ L₁

E₁ X₈ A₁ M₃ B₃ R₁ E₁ A₁ K₅ D₂ O₁ W₄ N₁

P₃ A₁ P₃ E₁ R₁
O₁ N₁ E₁

Education:

- 4 marks - Outline **two**
- 6 mark - Identify **three**
- 10 mark - Applying material from **Item ?**, analyse **two**
- 30 mark - Assess the claim

Methods in Context:

20 marks

- Evaluate the strengths and limitations of a method in studying an area of education.

Theory and Methods:

10 marks – Outline **two**



P₃ A₁ P₃ E₁ R₁
T₁ W₄ O₁

Beliefs in Society

- 10 mark Outline **two**
- 10 marks Applying material from **Item ?**, analyse **two**
- 20 mark Assess the claim

Family & Households:

- 10 mark Outline **two**
- 10 marks Applying material from **Item ?**, analyse **two**
- 20 mark Assess the claim

P₃ A₁ P₃ E₁ R₁
T₁ H₄ R₁ E₁ E₁

Crime and Deviance:

- 4 marks Outline **two**
- 6 mark Identify **three**
- 10 mark Applying material from **Item ?**, analyse **two**
- 30 mark Assess the claim

Theory and Methods:

10 marks – Outline **two**
20 Marks – Evaluate

Question Banks are available on the class blog



S₁ H₄ O₁ R₁ T₁A₁ N₁ S₁ W₄ E₁ R₁Q₁₀ U₁ E₁ S₁ T₁ I₁ O₁ N₁ S₁

These testing your knowledge and understanding

T₁ W₄ O₁
M₃ A₁ R₁ K₅ S₁

Describe what is meant by...

- Define the term – but don't use the word in the definition
- Approx. – 2 sentences
- **(The term being defined)** means.....

Describe what is meant by fertility rate.

The fertility rate is the average number of children from women of child bearing age per year. Child bearing age is considered to be 15– 45 years of age.

T₁ W₄ O₁
M₃ A₁ R₁ K₅ S₁

Using one example briefly explain..

- Approx. – 2/3 sentences per point
- Give a clear example to illustrate your explanation.

Using one example, briefly explain how material deprivation may affect educational achievement.

Poor housing can lead to overcrowding. This may mean that there is not a good environment to study or do homework which may mean that school work will suffer.



F₄ O₁ U₁ R₁
M₃ A₁ R₁ K₅ S₁

Research
methods
only

Outline **two**

- Outline = identify and briefly explain.
- Answer in bullet points.
- Approx. – 2 sentences per point
- Sentence Starters
 - One strength / limitation/ reason /etc.
 - This means that....

Outline **two** ways problems with using unstructured interviews in sociological research.

- One problem with using unstructured interviews is that they lack reliability. Due to the questions being based on the responses from the participant it is impossible to replicate exactly.
- Another problem is that they take a long time to complete, meaning that usually there is a small sample size which cannot be generalised to the research population

S₁ I₁ X₈
M₃ A₁ R₁ K₅ S₁

Outline **three**

- Outline = identify and briefly explain.
- Answer in bullet points.
- Approx. – 2 sentences per point
- Sentence Starters
 - One factor/reason/element/etc....
 - This means that....

Outline **three** ways in which government educational policies have attempted to reduce inequality in achievement between social classes.

- Sure Start – This introduced a range of provisions such as nursery places and parenting classes for the working class, which were aimed at helping to raise achievement.
- Education Action Zones – These provided extra resources in order to improve the quality of education in schools mainly attended by working class pupils.
- Pupil Premium – This is when schools are given additional funding to support disadvantaged students through various interventions such as extra lessons and trips.





There are two types of 10 mark question. They look very similar but they are asking you to demonstrate different skills.

You need to read the question very carefully to ensure you are answering it correctly.



A Level Only

Applying material from **Item ?**, analyse **two**

- Answers **must** come from or link directly to the item.
- 2 clear paragraphs.
 - Make your point
 - Explain your point in the context of the question.
- Be explicit in your reference to the item
 - Item ? States
 - As shown in the item
 - This links to..... Which is shown in the item.....
- No need to include:
 - Introduction
 - Conclusion
 - Evaluation

Item A

Almost a third of households in the UK, 7 million in total, are now one-person households. However, people living alone do not form a group sharing the same characteristics. For example, there are more women than men in this group except in the 35 – 49 age group, and whites are more likely than Asians or British Asians to live alone.

Applying material from **Item A**, analyse **two** reasons for the increase in one person households.

As item A points out there are more women than men living in one person households. This could be due to the changing roles of women and their increasing financial independence. Women are much more likely to put their career and education above family and marriage now so are more likely to live alone after moving out from their parental home then move straight into a cohabitation situation.

Secondly the item points out that men outnumber women in the 35 – 49 age group in terms of one person households. This is likely due to divorce or relationship breakdown. If there are children involved they are more likely to stay with the mother which would create a lone parent household, whilst the father will set up a one-person household. So as divorce rates rise so will the number of single person households set up by men.



Outline and explain **two**

- Family and Households, Beliefs in Society and Theory and Methods
- 2 clear paragraphs.
 - Make your point
 - Explain your point in the context of the question.
- Be explicit in your reference to the item
 - Item ? States
 - As shown in the item
 - This links to..... Which is shown in the item.....
- No need to include:
 - Introduction
 - Conclusion
 - Evaluation

Outline and explain **two** ways that religion can act as a source of conflict.

Outline and explain **two** arguments against the view that sociology can be value free.

One way in which religion can act as a source of conflict is when members of two different religions hold such strong views that they are prepared to take action against members of the other religion. Actions can be those of members of one group physically attacking the people and sometimes property belonging to the other group or it can be the actions of a government, for example placing restrictions on those wishing to follow a minority religion. There are many examples of this around the world and throughout history including the conflicts between Jews and Muslims in Israel or the German government against the Jews in WWII.

Another way in which religion can be a source of conflict is when it exists between members of the same religion, where each group claims to have the "true" meaning of the religion and the way it should be observed. Examples would include the Protestants and Catholics in Northern Ireland. So marked is this division that it has been referred to as "voluntary apartheid". Another example could be between the Sunni and Shia Muslims. They share fundamental beliefs but have many different rituals, laws and theology.

Whilst sociology cannot be as objective as the natural sciences, it can still try and be objective when using methods to study cause and effect. This view is rejected by Weber who argues that rather than being value free, sociologists are value laden during certain stages of the research process. When choosing a topic, for example, so-called scientific sociologists such as Durkheim are inevitably going to be influenced by their values. Weber does, however, feel that sociologists can be value free when they are conducting their research. However, when they interpret their data and make recommendations from their findings, Weber argues that sociologists are once again inevitably going to be influenced by their own beliefs and therefore cannot be value free.

Critical sociologists such as Marxists would also reject the notion of a value-free sociology. They would argue that research topics are chosen with the aim of challenging the inequalities that exist in society. Socialist Peter Townsend chose to conduct his survey on poverty as he wanted to draw attention to his claim that the government wasn't doing enough to eradicate poverty. Gouldner would argue that sociologists have a moral responsibility to draw attention to such issues in their research and he would argue that value freedom in sociology is neither possible nor desirable. He would argue that sociologists should be 'value committed' rather than value free.

SIXTEEN MARKS QUESTIONS

AS Only

RESEARCH METHODS

Evaluate the strengths / limitations / of using a particular research method in sociological research.

or

Evaluate the practical / ethical and/or theoretical considerations when using a particular research method.

INTRODUCTION

Around 4 – 5 sentences

This is the blurb of your essay, a summary of what can be expected from your essay. Remember to read the question carefully so that you remain focused on what you are being asked about.

Structure:

- **Context** – background to the topic of the question. Explain what the research method is.
- **Content** – what are the main points you are going to discuss?
- **Answer** – What is your answer to the question. What is the biggest consideration? What is the most important factor?

Evaluate the problems of using questionnaires in sociological research.

There are a range of different types of questionnaire, including open questionnaires where the respondent is able to elaborate on their answers and write as much as they wish; or closed questionnaires where there are a set of responses to choose from. The delivery of the questionnaire can also vary to include postal questionnaires, online or web based ones. Each of these variations will have a different set of problems, including low response rates, misunderstanding of the questions, social desirability and with closed questionnaires a lack of depth in the data. However the main problem that all questionnaires have is regarding the validity of the responses as often the researcher cannot be sure that the intended person or group of people are the ones actually answering it.



M₃ A₁ I₁ N₁ B₃ O₁ D₂ Y₄

3 Paragraphs for 16 marks

Structure:

- **Point** – The factor, reason, explanation you are going to discuss. Use the terms of the question to keep you focused.
- **Explain and Apply** – why is this a problem, strength, consideration?
- **Evaluate** – Why is this / is it not the most important problem, strength, consideration?

Evaluate the problems of using overt participant observation in sociological research.

One of the main problems with using overt participant observation in sociological research is the Hawthorne effect. The Hawthorne effect is where the participants change their behaviour and usual habits because they know that they are being observed. For example when observing a family they may appear to be happier than normal to appear normal or when observing in a classroom the teacher might act in a more friendly way or change the way that they are teaching. This is a problem in sociological research as it can lower the validity of the research being conducted and therefore lead to misleading conclusions.

C₃ O₁ N₁ C₃ L₁ U₁ S₁ I₁ O₁ N₁

Around 4 – 5 sentences

This is the summary of your essay, bringing everything together.

DO NOT include information not previously discussed in the essay.

Structure:

- **Answer** – Reiterate your answer to the question. What is the most useful explanation? What is the most important factor?
- **Content** – Explain why it is the most important using evidence from your essay.
- **Criticism** – Choose one piece of evidence to criticise the answer to demonstrate you have considered alternative views.

Evaluate the view that practical considerations are most important when designing sociological research.

Although a sociologist will need to take into account practical, theoretical and ethical considerations when designing sociological research, the practical considerations are the most important. In particular the ability to access the research population as this will not only determine if the research can actually take place but also the research method that will be chosen. Additionally the funding and time available to the researcher will have a considerable impact on the research method chosen.

ESSAY QUESTIONS

There are two types of essay question on the A Level papers. They are very similar however one is worth 30 marks and the other 20.

Applying material from **Item ?** and your knowledge, evaluate

T₁ W₄ E₁ N₁ T₁ Y₄
M₃ A₁ R₁ K₅ S₁

- Family and Households,
- Beliefs,
- Theory and Methods.
- 3/4 main body paragraphs

T₁ H₄ I₁ R₁ T₁ Y₄
M₃ A₁ R₁ K₅ S₁

- Education
- Crime and Deviance
- 4/5 main body paragraphs

A Level Only

I₁ N₁ T₁ R₁ O₁ D₂ U₁ C₃ T₁ I₁ O₁ N₁

Around 4 – 5 sentences

This is the blurb of your essay, a summary of what can be expected from your essay.

Structure:

- **Context** – background to the topic of the question.
- **Content** – what are the main points you are going to discuss?
- **Answer** – What is your answer to the question. What is the most useful explanation? What is the most important factor?

Item A

Some sociologists argue that changes within the family and in wider society have led to more equality in modern family life. The way in which domestic tasks are allocated is more equal and both partners are likely to be in paid employment. This sharing of responsibilities has led to more equal power relationships.

Applying material from **Item A** and your knowledge, evaluate the view that the division of labour and power relationships in couples are equal in modern family life.

When sociologists refer to the domestic division of labour they are discussing who completes what household tasks such as cleaning, DIY and cooking. Traditionally tasks that took place inside the home where the sphere of the woman, whereas the man would complete any outside or physical tasks. In terms of power, for example decision making, the man would have more control. Wilmott and Young suggest that roles and power have become more equal in the family as does Elizabeth Bott and Anthony Giddens, however Anne Oakley would suggest that this is an illusion due to the triple shift and domestic violence. Therefore evidence suggests that there is more equality in modern family life but not total equality.



M₃ A₁ I₁ N₁ B₃ O₁ D₂ Y₄

3 – 4 Paragraphs for 20 marks

4 – 5 Paragraphs for 30 marks

Structure:

- **Point** – The factor, reason, explanation you are going to discuss. Use the terms of the question to keep you focused.
- **Explain and Apply** – How does this point answer the question? What does it mean? What evidence is there to back up your point?
- **Evaluate** – What are the criticisms of this point in context of the question?

Types of evidence you can use:

- Sociological studies and research.
- Contemporary events (within your lifetime).
- The item provided (do this at least once)
- Statistics

Item B

Regular worshippers at most Christian churches are increasingly female. Since the Church of England voted to permit the ordination of women, and now has a female Bishop, many women have expressed an interest in becoming ministers, and there are now more women than men in training for the ministry. It has been argued that the greater participation of women in many aspects of religious life has led to religion becoming "gendered", which partly explains the growing absence of men at religious services.

Applying material from **Item B** and your knowledge, evaluate the view that religion is becoming more feminised.

Item B refers specifically to the Church of England and references that since the ordination of women has been allowed there has been an increase in the number of women wishing to become ministers. Therefore suggesting that religion, or at least the Church of England, is becoming more feminised. There is also evidence to show that other denominations of Christianity are showing a growing feminisation. Evangelical and Methodist Churches have around 16% female ministers, whilst in the Methodist church the figure is closer to 40%. However, most established Christian religions remain greatly patriarchal in structure with no female representation in the higher levels such as Arch-Bishops or the Pope.

C₃ O₁ N₁ C₃ L₁ U₁ S₁ I₁ O₁ N₁

Around 4 – 5 sentences

This is the summary of your essay, bringing everything together.

DO NOT include information not previously discussed in the essay.

Structure:

- **Answer** – Reiterate your answer to the question. What is the most useful explanation? What is the most important factor?
- **Content** – Explain why it is the most important using evidence from your essay.
- **Criticism** – Choose one piece of evidence to criticise the answer to demonstrate you have considered alternative views.

Item C

Positivists argue that by replicating the logic and methods of the natural sciences, sociology can uncover laws of human behaviour. They believe that, like natural scientists, sociologists should use quantitative data to deduce objectively where a hypothesis is true or false. However, sociologists from other perspectives have different views, not only on whether this is possible, but on the very nature of science itself.

Applying material from **Item C** and your knowledge, evaluate the view sociology can and should be a science.

The view that sociology can and should be a science is one that is often given by positivists, who argue convincingly that due to the use of quantitative data and the hypothetico-deductive model. They argue that sociologists study society in an objective way and uncover laws of human nature in the same way as the natural sciences. However this is often criticised by interpretivist sociologists who argue that sociology cannot be scientific as it deals with the meaning behind actions not just cause and effect.



This question appears on Paper 1 and is worth 20 marks.

The main focus of this question is for you to demonstrate the ability to **apply** and **analyse** research methods within the context of a particular area of Education.

Applying material from Item 2 and your knowledge of research methods, evaluate the strengths and limitations of using **(a research method)** to investigate **(an area of education)**

Often students fall into the trap of answering this question like a Methods question and focus on the strengths and limitations of the research method with the area of education becoming an add on at the end. However this is not the way to get top level answers. To achieve top level answers you need to focus on the research **issues** rather than the research **method**.



Not all of these issues will be relevant to every question but you should be looking to use 3 or 4 in your answer. You will find some of these in the item. Make sure to clearly indicate where you have used information from the item (i.e. "as indicated in item C").

Access-Are there any particular opportunities or difficulties with gaining and maintaining access to this group or setting?

Gatekeepers -Who, if anyone, controls access to this group or setting? in what ways and with what effect will this have on your research?

Personal Characteristics -Will the social and personal characteristics of the researcher cause any problems with the research?

Peer Group Pressure -How will peer groups impact the validity of your research?

Ethics:

Informed Consent -Remember that under 16's cannot give consent.
Confidentiality
Avoiding Harm
Privacy
Right to Withdraw
Competency

Spatial Issues-Physical Location such as the school, classroom, playground etc.

Time -What is the time-scale of the group or setting? How might this affect the research?

Vulnerability-In what ways might your participants be vulnerable? Don't just think about pupils but also teachers and school staff.

Authority Structures-How will the authority structures of a school impact the research?

Impression Management -Front Stage Behaviour or Back Stage Behaviour.

Detachment and Objectivity -Is the nature of the group going to draw in or repulse the researcher?

Language -is communication going to be easy or difficult?

Recording Data -Any particular opportunities or difficulties?

Complexity of the group or setting -Is the research going to be straight forward? Public v Private settings

S₁ T₁ R₁ U₁ C₃ T₁ U₁ R₁ E₁

3 – 4 Paragraphs + introduction and conclusion

INTRODUCTION

This is the blurb of your essay, a summary of what can be expected from your essay.

Structure:

- **Context** – background to the area of education and the method.
- **Content** – what are the research issues you are going to discuss?
- **Answer** – is the research method useful when studying this area of education or not?

MAIN BODY

Part 1: Identification of the issue in studying this area of education, use the wording from the question to show the examiner you are focused.

Part 2: Explain why this is an issue. Use phrases like “this is an issue because” to show the examiner you are moving from identification to explanation.

Part 3: Explain how the research method will help and/or hinder the research in this area.

CONCLUSION

This is the summary of your essay, bringing everything together. **DO NOT** include information not previously discussed in the essay.

Structure:

- **Answer** – Reiterate your answer to the question. Is the research method appropriate?
- **Content** – Explain why it is or isn't appropriate referring to the research issues.

Item D

Streaming involves teachers differentiating between pupils on the basis of their perceived ability, placing pupils whom they believe to be of similar overall ability in the same teaching group. This may result in working-class pupils and those from certain ethnic minorities being placed in lower streams. Lower-stream pupils may lose self-esteem, give up trying and even join an anti-school subculture. By contrast, higher-stream pupils may identify strongly with the school's values and goals.

One way of studying streaming is to use unstructured interviews. These are often effective in exploring interviewees' personal feelings about sensitive subjects. However, for a variety of reasons, some pupils and teachers may refuse to participate in an unstructured interview.

Applying material from **Item C** and your knowledge of research methods, evaluate the strengths and limitations of using unstructured interviews to investigate streaming.

As the item states, Streaming in education refers to the practice of putting students into sets across all of their subjects, for example top, middle and bottom. Sociologists are interested in finding out how this affects educational achievement. However sociologists need to take into account the sensitive nature of the topic especially with those in lower streams as well as issues such as group dynamics and the language they use. One way of investigating this area is by using unstructured interviews, where the interviewer may only have a starting question and all other questions are based on the respondents answers. Unstructured interviews are preferred by interpretivists as they provide detailed in-depth data however they are criticised due to the lack of reliability. Due to the nature of the subject unstructured interviews are appropriate in studying streaming in schools.

One of the issues that sociologists need to take into consideration when looking into streaming is the group dynamics. As mentioned in Item C, it is quite likely that those in lower streams have formed an anti-school subculture which will affect their response to the researcher during group unstructured interviews. This is because the students are likely to play up to their peers rather than answer honestly. However in a 1-2-1 unstructured interview the researcher is able to build a rapport with the students, which will help to increase the validity of their answers.

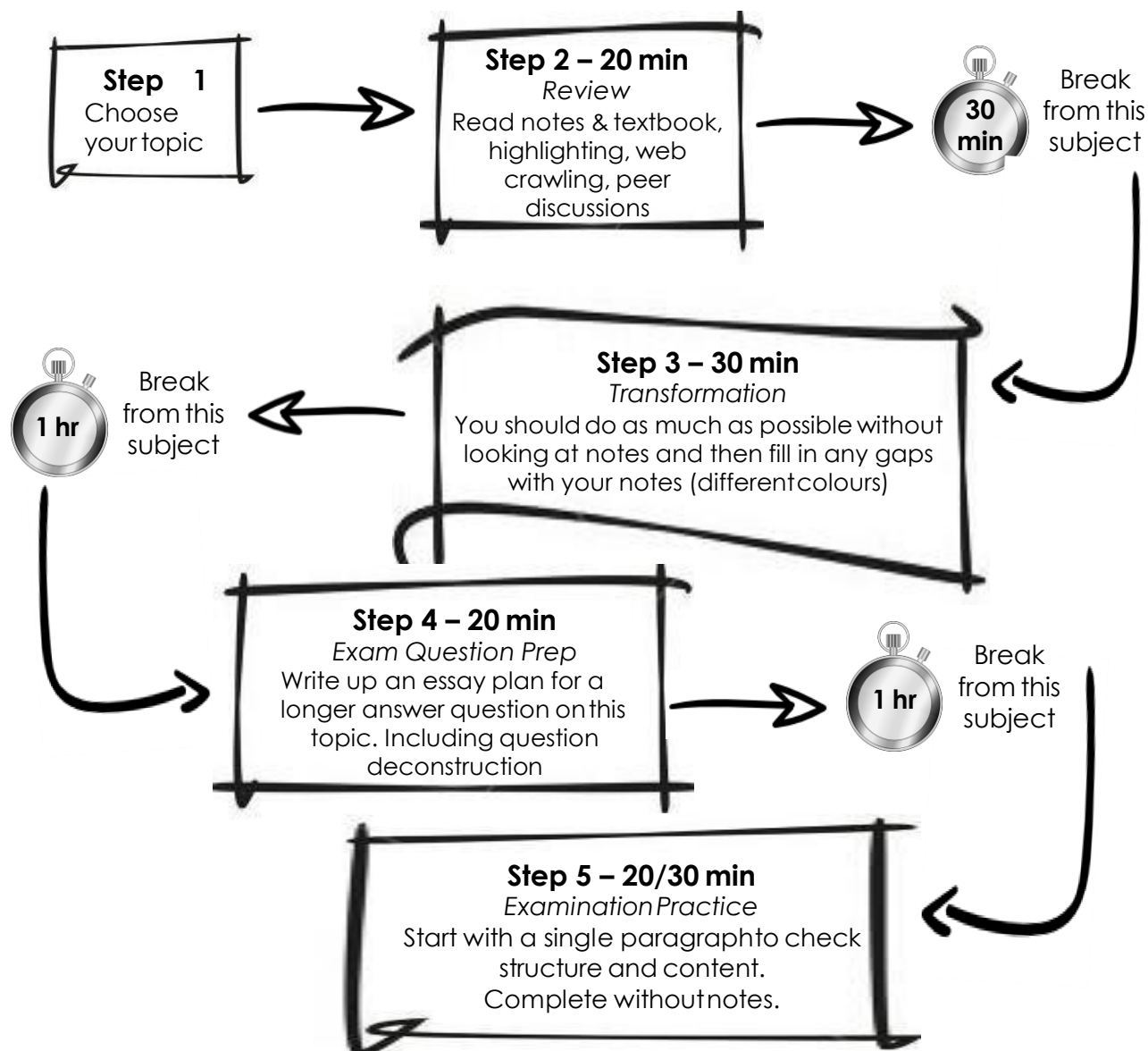
S₁ P₃ A₁ C₃ E₁ D₂

R₁ E₁ V₄ I₁ S₁ I₁ O₁ N₁

Although the majority of your revision will take place once the course has been completed, you will still need to revise for your in-class assessment and mocks. The spaced revision system will give you a structure which allows you to cover everything you need to without cramming or becoming overwhelmed. Even though it is structured it still gives you the space to find activities which work for you and are going to prepare you for the assessments and eventually your exams.

What does Spaced Revision entail?

Spaced revision is a system that breaks down your revision into manageable chunks, that allows your brain to process and retain the information rather than just surface revise it. Each stage should take between 20 and 30 minutes to complete and you should take a break between each chunk when possible.



Revision Structure and Activities

- **Reviewing your notes: (30 min)**

This section of the revision process is focused on content and understanding what you could be asked about. This is a good time to go through your notes and figure out if you are missing anything and look it up etc. The sort of review activities you could do include:

- Highlighting
- Web Crawling
- Read and annotate mark schemes and examiners reports.
- Reading your textbook

- **Short Answer Test (15 min)** – See Question Banks for questions

- 2 mark
- 4 mark
- 6 mark

- **Transformation activity of selected topic (35 min)**

You should try and do as much as you can without looking at your notes first and then fill in the gaps with your notes. If you do each part in a different colour you will see how much you know and what you need to revise further.

Transformation activities include:

- **MindMap**

- A graphical representation of the topic which can be colour coded or level coded to the assessment objectives. It allows you to make connections between the concepts and ideas within the topic.

- **Graphic Knowledge Organiser**

- A note taking sheet with images to act as a trigger for your memory. It lays out the notes for you with tables and spaces to structure your notes.

- **Cornell Notes Page**

- A single A4 page to summarise the notes on a specific topic. The page is separated into the assessment objectives as well as key terms and questions.

- **Poster**

- A3 sized which turns your notes into pictures and images so that they act as a trigger for you.

- **Learning grid**

- Putting notes into a tabular format which identifies the assessment objectives and can help with comparison.

- **Spider Webs**

- A combination of learning grids and a MindMap. Each layer of the web links to the assessment objectives and helps to make connections between the concepts and evaluation points.

- **Exam Preparation includes:**

- Essay Plansheet with deconstructed and annotated question and item (if appropriate)
- Introduction Paragraph following CCA (if appropriate)
- First paragraph following the appropriate structure.

There is no point writing out a whole question if you are still unsure of the structure or what the question is asking. This system allows you to see if you have got the right idea. After course revision will include timed practice.

G₂ R₁ A₁ D₂ E₁

T₁ R₁ A₁ C₃ K₅ I₁ N₁ G₂

Grades

A*										
A										
B										
C										
D										
E										
U										
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
	Year12					Year13				

% Marks

100										
90										
80										
70										
60										
50										
40										
30										
20										
10										
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	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
	Year12					Year13				

	A Positive	Target	Progress
A1			
A2			
A3			
A4			
A5			
A6			
A7			
A8			
A9			
A10			

Reflection



A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
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T₁ I₁ M₃ E₁ D₂ T₁ R₁ A₁ C₃ K₅ I₁ N₁ G₂

Date	Question Type	Topic	Mark	Reflection



1 – Outstanding 2 – Good 3 – Needs Improvement 4 - Unsatisfactory

Date	Organisation	Evidence of Self Study	Green Pen Flips	Tracking	Comments