



HATCHAM
COLLEGE

A-Level Sociology Transition Booklet 2017/18

Student Name:

Teacher Name: Mr Crowley

d.crowley@haaf.org.uk



Contents Page

Page	Contents
3	Introduction
4	Skills development
6	The Course
8	Assessment Objectives
11	Practising analysis and evaluation
13	How to write sociologically
17	Marking and feedback in A Level Sociology
20	Exam Questions
27	Essential Wider Reading
28	Essential Websites / Documentaries / Radio Programmes
31	Sociology progress sheets

Introduction



HATCHAM
COLLEGE

Welcome to A Level Sociology!

You've made an excellent subject choice. What you learn on this course will benefit you throughout the rest of your life, whether you pursue Sociology at university or not.

Sociology is the objective study of all of the groups of people that make up society. You will learn about different theories, such as Marxism and Feminism, that argue about how and why society is the way it is. You will read research conducted by theorists representing these different viewpoints. You will judge which theories you agree with most and least. Your opinions are important on the course, but Sociology is not the study of opinions. You will develop the skill of backing up your views with evidence.

Your lessons will be based around reading and discussion, worksheet tasks, PowerPoint presentations and note taking and development of exam skills and exam practice.

Sociology regularly achieves the best results at Key Stage 5 (as well as Key Stage 4), so you can rest assured you are in good hands. However, also be assured that it is hard work!

Mr Crowley, Head of Sociology d.crowley@haaf.org.uk

Skill Development



HATCHAM
COLLEGE

The most important skills and abilities you need to bring with you to the course are:

- An open mind, being willing to listen to ideas which are different from your own
- Passion for discussion and debate
- An interest in social issues, e.g. the influence that media advertising can have on identities, or, the treatment of different social groups by the police, or, changing attitudes towards sexuality – amongst endless other topics
- Good literacy skills, Sociology is an academic writing subject, you will need to be able to write in grammatically correct sentences and use proper spelling and punctuation, to be able to achieve well in A Level Sociology

Skills you will develop

- Essay writing, composing evaluative responses to questions
- A Sociological Imagination: being able to locate your views in the context of your position in society
- Academic study skills, such as skim reading, note taking and keeping a well organised ring binder folder
- Data interpretation and analysis, this includes a range of sources e.g. becoming media literate through decoding newspaper front pages, using official statistics relating to families and education (as well as other topics), 'unpacking' the meaning of qualitative data e.g. excerpts from interviews
- Decorous discussion and debate (some students need to develop this more than others!)
- Time management, in term time and when in exams

Your teacher will:

- Cover the content of the Sociology syllabus using a range of teaching methods
- Help you put your studies in Sociology in the context of contemporary issues and trends in society
- Provide guidance to develop the skills and techniques needed to do well in Sociology
- Give you guidance on reading and suggest topics that you should be doing extra research and note-taking on
- Set and mark essays and data responses questions (as well as other homework), giving you feedback to help you to improve and progress
- Be on hand to provide support and guidance
- Help you to plan your revision and provide revision sessions
- Provide you with resources (e.g. hand outs, notes, articles) to support your learning



What is expected of you?

In lessons:

- Turn up on time
- Come equipped - bring textbook, folder, pens and paper
- Take an active part – don't sit on the side lines
- Work to the best of your ability
- Hand in homework on time
- Take good notes
- Ask for help if you need it

During guided study:

- Make use of feedback and targets set to help you progress – set your own targets for success
- Conduct your own research and background reading, e.g. when writing essays, research statistics on the ONS website
- Keep up-to-date on current issues and trends in society by watching the news and/or reading newspapers
- Talk to other people about the topics and issues we cover in class, e.g. with your parents/siblings/carers
- Revise vocabulary, e.g. using flashcards, use a peer testing technique to do this
- Consolidate learning, e.g. making mind maps which establish synoptic connections between different topics – this is especially important in sociology
- Read at least one original sociological text (see Reading Suggestions), e.g. the Sociology Review magazine section of the LRC is the best place to seek out accessible materials
- Check that your folder is well organised and all materials are in order
- Devise quizzes based on what we've learned in class that can be used as 'warmer' activities for the whole class, show these to Mr Crowley and he will use them for the whole class
- Find 'tough' questions from past papers, e.g. in this booklet and/or on the AQA website, plan your answer, complete it in timed conditions, hand it in to be marked

Homework policy

Homework will include structured essays, data response questions, research work, reading and preparation of presentations.

You should expect to receive one substantial piece of homework every two weeks.



HATCHAM
COLLEGE

The Course

Exam Board: AQA

Specification number: 7191/2

Description: Sociology has been a linear A Level since September 2015. This means that your externally marked exams – the ones which give you your final A Level grade, will be sat at the end of Year 13.

You will be set regular assessments to help you prepare for these exams. In Year 12 the key assessments will take place before the October half term break/at the end of the transition period, at Christmas or New Year, at Easter and in May/June. There is no coursework.

Please see the next page for a simplified Scheme of Work (SOW) for Year 12.



Term	Content	Assessment
1	<p>Intro to Sociology: key concepts for the subject and for research methods: 4 weeks. These first four weeks will be an intensive introduction to core concepts in Sociology and in research methods</p> <p>Week 5: Start Families unit. During the remainder of the first term and the whole of the second term, you will be studying sociological approaches to the contemporary family, mainly focussed in the UK, but with some global and historical references.</p>	<p>2 mark questions 4 mark questions 6 mark questions 10 mark questions</p> <p>End of transition period assessment, using a combination of exam questions, 2 mark to 10 mark</p>
2	Families, as above.	10 mark and 20 mark mini essay questions, from paper 2
3	<p>Theory of Education. In this unit, you will study issues affecting the contemporary British education system, this will include the theories and research of different perspectives, such as Marxists, Functionalists and Feminists. You will also research the educational experience and differences in achievement of different social groups. You will consider the impact of different governments on education, such as the on-going impact of marketisation.</p>	<p>Mock exam, Paper 2, Families</p> <p>4, 6, 10, 20 (and possibly 30 mark) essay questions, from paper 1</p>
4	<p>Theory of Education, integrating methods in context. In this unit you will re-visit your understanding of research methods from Term 1 and study specific research conducted in educational fields, by sociologists from different theoretical and methodological perspectives.</p>	10 & 20 mark questions, theory of education and methods in context
5	Revision/mopping up – preparing for your mock exams	Mock exams, Paper 1 and 2
6	Sociological theory – beginning Year 2 material, theory out of context.	10 mark question, Paper 2, A Level



Assessment Objectives (AOs)

Sociology is 100% exam assessed. It is an academic writing subject and you will be assessed on your ability to develop arguments, in 10, 20 and 30 mark essay questions. You will also be tested solely on your subject knowledge, in 2, 4 and 6 mark questions.

(A01) Your knowledge and understanding

This involves showing that you know and understand theories, methods, concepts and evidence and can communicate your knowledge clearly and effectively. It also means making use of key terms and concepts such as socialisation, identity, functionalism, norms and values.

(A02) Your ability to apply sociological theories, concepts, evidence and research methods to a range of issues

First, this involves showing that you know how to correctly interpret what the question is asking, this is achieved by writing an answer which clearly engages with the question and doesn't deviate from what the question is asking about.

Second, this involves:

- Being able to correctly select material, whether it is statistical evidence, sociological theory or the findings of different research projects; and then administering this evidence to your written work.
- Using material from an Item in the exam paper, linking it to your own knowledge and to the question.
- Linking relevant ideas together, e.g. in methods in context questions, linking the strengths or limitations of a method to a specific issue, either in education or crime and deviance.



(AO3) Your ability to analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgments and draw conclusions.

Analysis:

- examining the meaning of an argument, or of evidence, often using phrasing similar to, “This would suggest that...”
- Comparing and contrasting ideas to show their similarities or differences.
- Organising your essays with a clear structure, using an introduction, a clear and logical development of argument, leading to a clear conclusion.

Evaluation:

- Weighing up the strengths and weaknesses of different arguments and referring this back to the question
- Presenting alternative arguments
- Weighing up the strengths and weaknesses of different research methods and their usefulness for studying specific issues



Language you can use to introduce AO2 and AO3

You might find that performing these different writing skills is not a problem for you. However, if you find this writing skill to be challenging, use these specific sentence starters to help you:

Application

'From Item X, it is clear that.....'

'As Item X states that,

'Bowles and Gintis argued that

'On the topic of controls placed on family life, Donzelot argued that

'One key strength of using unstructured interviews to examine drug use among the homeless is.....'

Analysis

'This would suggest that.....

'If we compare this to.....'

'If we contrast this with.....'

'The logical conclusion of this would be that....'

Evaluation

'On the one hand, on the other,

'However,

'Arguably,

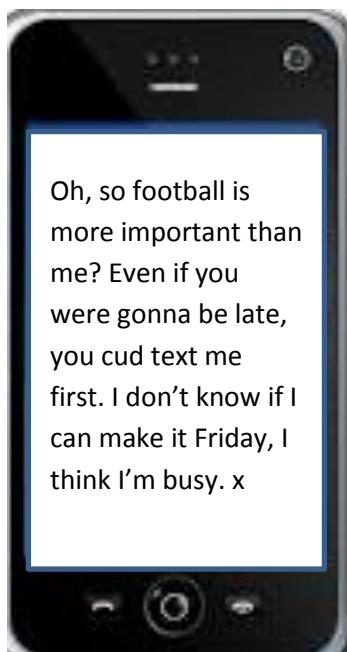
'Perhaps a stronger argument would be,

'Overall, the most convincing argument is....., because....'



Practising analysis

All of us analyse situations in our lives, on a very regular basis. You already possess the skill of analysis, what you will learn to do is use it in a sociological context. To be able to do this, you have to think deeply and independently and you have to learn sociological knowledge. Before you do that, perform these short analysis tasks.



Aaron 'stood up' Rachel, his girlfriend, last night. He sent her a text explaining why he didn't make their date, two hours after he was supposed to meet. Rachel then replied the following afternoon. Her text message is written on the left. She normally replies with three Xs.

Carefully read each sentence of Rachel's text. Analyse the meaning(s) of what she has written.

'This would suggest that...



A famous athlete is accused of using steroids to help him win 100m races. When he makes a public statement, he says, "I put all my trust in my trainer. Everything I eat and drink is provided by my trainer and my support team. I have never taken any type of drug, not even paracetamol! I promise my fans that I am clean!" When his blood is tested, banned steroids are found.

Analyse this situation: if we believe the athlete's statement, who is most responsible, the athlete, or the trainer?

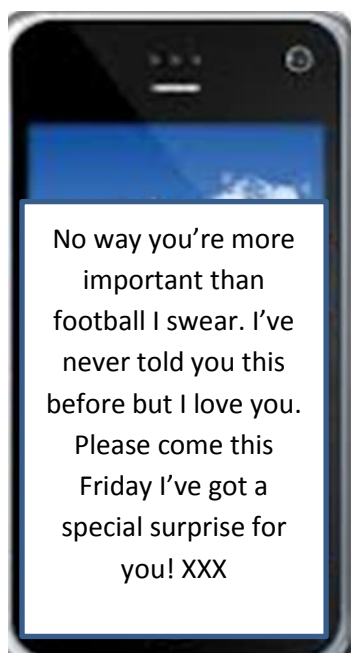
'This would suggest that...



Practising evaluation

Like analysis, evaluation is a skill which you already have and which you will already be using on a daily basis. Just like analysis, you have to practise your skill of evaluation, once you develop sociological knowledge and understanding.

Perform these short evaluation tasks.



Aaron knows he is in trouble with Rachel, he texts her back, immediately. They have been going out for 6 months. Weigh up the strengths and weaknesses of Aaron's text, which statements might help him 'win back' Rachel's affections, which statements are not well thought out.

'On the one hand,



The athlete's trainer is arrested. The trainer produces evidence that the athlete was involved in selecting which performance enhancing drugs to take and the trainer has video evidence of this. The athlete retires from the sport, but before he does, he makes a public statement: "I'm very sorry to my country and my fans and the sport in general. I wish I could go back in time and not do this. I want to say to all the young sportsmen and women, never toy with drugs, you don't need them! But you know, it's not like I'm a criminal. Everyone cheats on something, school kids cheat on tests, businessmen cheat on taxes, it's not like I killed anyone".

Weigh up the athlete's statement, which parts will help him stay popular in the public eye, which parts might not?

'On the one hand,



How to write sociologically at A Level

You may be familiar with the acronym PEEL, (Point, Evidence, Explain, Link), used to help you structure paragraphs; this works at A Level, as well!

In simple terms, you need to make a point, which is supported by evidence, and is analysed and/or evaluated and linked back to the question.

This is also how you utilise AO1 – AO3 in your writing.

Here is an example paragraph, written as part of an answer to the question:

Applying material from Item A, analyse two reasons why pupils from some social class groups achieve above average results in school. [10 marks]

Marxists argue that the education system is designed to disadvantage the working class. **(Point, AO1)**

Bowles and Gintis argue that schools are designed to alienate working class pupils from their learning, to make them easier to exploit when they become workers, when they will be alienated from their work. They called this the ‘correspondence principle’ **(Application, AO2)**

This would suggest that education is neither fair nor meritocratic and is in fact a conspiracy against the poor and powerless in society. Lower pass rates of pupils on Free School Meals (FSM) would suggest that this is the case. **(Analysis, AO3)**

However, recent governments place a huge emphasis on raising the attainment of FSM and disadvantaged pupils in society. Nevertheless, these groups still tend to achieve below the national average which could suggest that working class students achieve lower results because the education system is designed to recreate class inequality. **(Evaluation, AO3)**

This paragraph performs the PEEL function, however, instead of thinking in simple terms or ‘evidence’ and ‘explanation’, we are thinking in A Level terms of ‘application’, ‘analysis’ and ‘evaluation’, analysis and evaluation in this paragraph link the material back to what the question is asking about.



Instructions on how to answer 10, 20 and 30 mark questions

10 mark questions are written using the following structure:

Outline and explain **two**....

The Assessment Objectives required are AO1 and AO2, so, **no evaluation** of material is required – it won't get you any marks!

Your answer should be two substantial paragraphs in length, covering a maximum of one side of A4.

The best way to answer 10 mark questions is to mind map two 'overarching' causes/reasons – whatever the question is asking for, so that you can write a detailed and analytical paragraph for each. See the example, below

Outline and explain two ways in which members of society can be said to lack free will. [10 marks]

Structural theories such as Marxism and Functionalism argue that members of society don't have free will, albeit from their two different perspectives. Free will is the ability for individuals to make autonomous decisions about their lives. Functionalists argue that because society is based on value consensus, members neither have nor need free will. Because all members of society are effectively socialised into its shared norms and values, human behaviour simply follows these teachings. Therefore, Functionalists argue that the lack of free will is a positive thing.

On the other hand, Marxists argue that the lack of free will is a negative thing, though they do also acknowledge that it is the result of social forces. However, for Marxists, the social forces are not shared and agreed upon values, but oppressive class relations. For example, the working class lack free will because of the lack of opportunities they have in their lives. Overall, all class groups are following the path laid out for them by their membership of their class group. There again, this does seem to give the upper class more freedom of choice than the working class.

This answer would be sufficient to achieve 10/10



20 mark questions are written using the following structure

Applying material from **Item 2B** and from your knowledge, evaluate...

Below is a step by step guide which you can use to help you write excellent 20 mark essays
you can also use this guide to help your write 30 mark essays.

Example 20 mark question: Applying material from **Item 2B** and from your own knowledge, evaluate the Marxist claim that the function of education in capitalist society is to reproduce class inequality. (20 marks)

Introduction

‘Unpack’ the essay by creating a critical dialogue between the different viewpoints that you are going to include. Use the structure below to help you do this:

- Sentence starter: The issue here is whether..... or.....

E.G. The issues here is whether the Marxist argument is most cogent, or, whether arguments from Feminist perspectives or Critical Race Theory (CRT) are equally as convincing, if not more so.

Main body

You have to select relevant material for your essay. You won’t be able to include all the possible material that exists in each essay, your job is to apply relevant arguments and evidence from your learning, to create the critical response to the question.

Following a **PEALE** structure will help you to write the strongest possible paragraphs:

Point: an un-evidenced statement, which you will build upon.

- You don’t need a specific sentence starter to make a point, just make your chosen statement.

Evidence: statistics, or arguments from a theoretical perspective, or the work of a named theorist

- Sentence starters: ‘evidence for this is....’. Or, just include the evidence, without a specific sentence starter.



Analysis: Explain what this evidence means, in the context of the question.

- Sentence starters: ‘this would suggest that...’, ‘from this we can see that...’

Link: This is AO2 – Application – this is essentially achieved by making your material relevant to the question, not just relaying information, but explaining how it is relevant, your analysis and evaluation are particularly important for achieving this

Evaluate: Weigh up the strengths and/or weaknesses of the argument, in the context of the question, e.g. how strong or useful is the evidence/argument? What could the evidence/argument be countered by?

- Sentence starters: ‘However,’ ‘On the one hand..... on the other hand...’ ‘A strength/weakness of this argument is....’

Conclusion: Make a final judgment about which argument is most convincing. The strongest conclusions will be a reflection of the argument that you have created throughout your essay, from the creation of the critical dialogue in the introduction, and the analysis and evaluation in your main body paragraphs, these conclusions will readily ‘make sense’ with the rest of the answer. Weaker conclusions will not match the overall argumentation of the whole essay.


- Sentence starters: ‘Arguably,....’ , ‘Overall,’



Marking in A Level Sociology

Your completed essays will have a range of symbols on them, don't worry, these aren't designed to confuse you, they are short-hand marking strategies used by your teacher.

When you see a straight line underlining your work, e.g. _____, this means that it is relevant content/praise worthy, 'good stuff' in simple terms!

When you see a wiggly line underlining your work, e.g.  this means that this section of writing is problematic, it doesn't make sense in some way, it contains inaccurate statements, it needs to be re-read and fixed.

Your completed essays will contain marking for literacy which uses the following symbols:

Sp – spelling mistake

Gr – grammar issue/problem

C – Capital letter, needed or incorrectly used

P – Punctuation, needed or incorrectly used

R – Repetition, avoid this

W – Wrong word

// - New paragraph needed

^ - missing word

It is your responsibility to read your work and to make corrections where you see these symbols. If you need help doing this, ask your teacher.



Your completed essays will contain marking for key sociological writing skills. Where you see a straight line, you will also see one of these symbols, telling you which of the key skills you are performing, e.g.

AO1

AO2/App

AO3/AN

AO3/EV

Reading your marked essays carefully and recognising where you performed key writing skills will help you to make continual progress in your sociology essays.

Your work might also contain ticks, e.g. meant, well done, good - excellent work!



these mean what they've always



Marking and feedback in AS Level Sociology

At the end of your essays, you will be given a mark out of the maximum awarded marks for AO1, AO2 and AO3, these will then be added up to give you your final mark, and if appropriate to the piece of work completed, a grade. Grades run from A* - C, for pass grades, and D – U, for fails.

More important than the mark that your essay gets, you will receive guidance on what the key strengths or your essay were, essentially, what you did that earned you the marks that you got, this will be done using the symbol WWW: What Went Well.

You will also be given feedback on what you could have done to write a stronger, clearer, better answer to the question. Pay close attention to this and consider it when you write your next essay.

The feedback will look like this

WWW	EBI
✓	•

The feedback will usually work on a ratio of 3 WWWs to 1 EBI, though this is not a 100% rule, as depending on the quality of the answer, different feedback may be appropriate.

You will also be given follow up marking tasks. This will take place once per Askean term. After you have read your WWW/EBI feedback, you will be given a clearly written, specific task to complete, to improve a section of your essay. Examples of feedback tasks are as follows:

- Re-write your introduction so that it states which two, or more, perspectives your essay will consider
- Re-write your paragraph on Bowles and Gintis, make sure that you include the key concepts or alienation, hidden curriculum, correspondence principle, false class consciousness and ruling class ideology.
- Write a conclusion which states which side of the argument is most convincing, don't write 'in my opinion', instead use 'arguably, the X perspective is most convincing, because.....'



Exam Questions

Practise AS questions

2 mark questions, using the command word 'define'. These questions appear on paper 1 and Paper 2, AS. They require a clear, one sentence definition of a key term to achieve the full 2 marks available.

Paper 1

Define the term ethnocentric curriculum. (2 marks)

Define the term anti-school subculture. (2 marks)

Define the term marketisation. (2 marks)

Define the term parentocracy. (2 marks)

Define the term meritocracy. (2 marks)

Paper 2

Define the term gender regime. (2 marks)

Define the term symmetrical families. (2 marks)

Define the term re-socialisation. (2 marks)

Define the term infant mortality rate. (2 marks)

Define the term dependency ratio. (2 marks)

Define the term matrifocal family. (2 marks)



2 mark questions, using the command word 'explain'. These questions appear on paper 1 and paper 2, AS. They require a clear, one sentence explanation, which uses an accurate example.

Paper 1

Using **one** example, briefly explain how ethnic background may contribute to educational achievement. (2 marks)

Using **one** example, briefly explain how education policy can reproduce social class inequality. (2 marks)

Using **one** example, briefly explain how state education is slowly being privatised. (2 marks)

Using **one** example, briefly explain how an ethnocentric curriculum can be said to exist in British education. (2 marks)

Using **one** example, briefly explain how neoliberal ideas impact British state education. (2 marks)

Using **one** example, briefly explain how 'laddish' subcultures can affect achievement. (2 marks)

Paper 2

Using **one** example, briefly explain how Marxists view the role of social policies in society. (2 marks)

Using **one** example, briefly explain how social policies may encourage welfare dependency. (2 marks)

Using **one** example, briefly explain how symmetrical families can be argued to be a myth. (2 marks)

Using **one** example, briefly explain how childhood is a social-construct. (2 marks)

Using **one** example, briefly explain how the family is under surveillance. (2 marks)



Practise AS questions

4 mark questions using the command word 'outline', in the Research Methods section on paper 2. You will need to provide an accurate, two sentence response to get full marks.

Outline two of the problems of using experiments in research in sociological research. (4 marks)

Outline two of the advantages of using observation methods in sociological research. (4 marks)

Outline two of the features of longitudinal studies. (4 marks)

Outline two of the effects of operationalising concepts in research in sociological research. (4 marks)

Outline two of the disadvantages of using postal questionnaires in sociological research. (4 marks)

Outline two of the advantages of using unstructured interviews in sociological research. (4 marks)

Outline two of the problems of using group interviews in sociological research. (4 marks)

Outline two problems of using official statistics to measure domestic violence. (4 marks)

6 mark questions using the command word 'outline', in Paper 1 and Paper 2, AS. Just like the 4 mark question, these require one short, accurate sentence for each outline.

Paper 1

Outline three reasons for the existence of anti-school subcultures in schools. (6 marks)

Outline three criticisms of the marketisation of state education. (6 marks)

Outline three ways in which British state education has undergone privatisation. (6 marks)

Outline three criticisms of cultural deprivation theory. (6 marks)

Outline three in-school factors which can have an effect on pupil achievement. (6 marks)



Paper 2

Outline three features of the so-called underclass. (6 marks)

Outline three causes for the growth of child-centred families in British society. (6 marks)

Outline three functions that Marxists argue the family performs. (6 marks)

Outline three criticisms of the symmetrical family. (6 marks)

Outline three reasons for the decline in the birth rate. (6 marks)

Outline three social policies which have had an effect on family size in the UK. (6 marks)

Practise AS questions

20 mark questions are on Paper 1 & 2, at AS and A Level. There are some differences in assessment weighting.

20 mark AS questions, Paper 1

These questions test you on your knowledge of education policy, theoretical arguments about the function of education in society, the achievement in different social groups within the education system, issues within education such as subject choice and school experience, the effects of home and in-school factors. You are expected to apply key concepts and studies to your answer. Weighting: AO1: 8, AO2: 6, Ao3: 6.

These questions use the command words 'apply and evaluate', and they use an Item.

Applying material from **Item A** and your knowledge, evaluate the view that differences in educational achievement are the result of factors within the home. (20 marks)

Applying material from **Item A** and your knowledge, evaluate the view that the marketisation and/or privatisation of education has improved the achievement of all groups. (20 marks)

Applying material from **Item A** and your knowledge, evaluate the Marxist argument that education reproduces social class inequality. (20 marks)

Applying material from **Item A** and your knowledge, evaluate the view that gender differences in achievement are the result of in-school factors and processes. (20 marks)



20 mark AS questions, Paper 2

These questions test your knowledge on theoretical views of the family, social policy and family life, trends within family life – essentially, any area of the syllabus. The weighting of the questions is, AO1: 8, AO2: 6, AO3: 6, they use the command words ‘apply and evaluate’ and they use an Item.

Applying material from **Item B** and from your knowledge, evaluate the contribution of feminist researchers to our understanding of the family. (20 marks)

Applying material from **Item B** and from your knowledge, evaluate the extent of family diversity in Britain today. (20 marks)

Applying material from **Item B** and from your knowledge, evaluate the impact that social policy has on family life. (20 marks)

Applying material from **Item B** and from your knowledge, evaluate the view that differences between childhood and adulthood have largely disappeared. (20 marks)

Applying material from **Item B** and from your knowledge, evaluate the effects of globalisation on families. (20 marks)

Practise AS and A Level questions

10 mark questions are set on both AS and A Level papers. At AS, they use the command words ‘outline and explain’ and your answer must focus on two specified areas of content, which are made explicit in the question. These questions are weighted AO1: 5, AO2: 3, AO3: 2.

At A Level there are two types of 10 mark question. The first is identical to the AS structure, in its use of command word and weighting, this is on theory & methods section, Paper 1.

The second type of 10 mark question used only at A level uses the command word ‘analyse’ and is weighted AO1: 3, AO2: 4, AO3: 3. Similarly, this second type of 10 mark questions requests that your answer considers two specific factors. This question will use an Item.



AS questions, Paper 1

Outline and explain **two** reasons for ethnic differences in achievement. (10 marks)

Outline and explain **two** effects of New Right policy making in British state education. (10 marks)

Outline and explain **two** ways in which school corresponds to work. (10 marks)

AS questions, Paper 2

Outline and explain **two** reasons for changes in the divorce rate since 1969. (10 marks)

Outline and explain **two** problems of using official statistics to study domestic violence. (10 marks)

Outline and explain **two** ways in which family life is under surveillance in modern British society. (10 marks)

A Level questions, Paper 1

Analyse **two** reasons for gender differences in subject choice. (10 marks)

Analyse **two** criticisms of new Right education policy. (10 marks)

Outline and explain **two** advantages of using Interpretivist methods to study society. (10 marks)

Outline and explain **two** problems connected to conducting value free sociological research. (10 marks)

A Level questions, paper 2

Analyse **two** causes of diversity in modern British families. (10 marks)

Analyse **two** effects on an ageing population of society. (10 marks)

Analyse **two** characteristics on families in Postmodern society. (10 marks)



Practise AS and A Level questions

20 mark AS & A Level questions, Paper 1

These are methods in context questions. They require you to apply your knowledge of the strengths and weaknesses of different research methods/issues to a stimulus, connected to an issue within the education system. These questions are weighted AO1: 8, AO2: 8, AO3: 4. They use the command words 'apply and evaluate' and they use an Item.

Applying material from **Item C** and your knowledge of research methods, evaluate the strengths and limitations of using group interviews to investigate pupil subcultures. (20 marks)

Applying material from **Item C** and your knowledge of research methods, evaluate the strengths and limitations of using postal questionnaires to investigate parental satisfaction with schools. (20 marks)

Applying material from **Item C** and your knowledge of research methods, evaluate the strengths and limitations of using experiments to investigate the effects of teacher labelling. (20 marks)

Applying material from **Item C** and your knowledge of research methods, evaluate the strengths and limitations of using participant observation to investigate alleged racist attitudes among teachers. (20 marks)

Applying material from **Item C** and your knowledge of research methods, evaluate the strengths and limitations of using documents to investigate standards within schools. (20 marks)

Applying material from **Item C** and your knowledge of research methods, evaluate the strengths and limitations of using unstructured interviews to investigate the effects of setting. (20 marks)



Essential Wider Reading

Sociology Review Magazine is stored in the LRC on Pepys site. This is an excellent source of concise, up to date sociological research. This should be the first place you look for wider reading.

Some classic texts

- Berger, P. (various editions) *Invitation to Sociology*, Penguin
- Durkheim, E. (2002) *Suicide*, Routledge
- Marx, K. (various editions) *The Communist Manifesto*
- Mead, G.H. (1968) *Mind, Self and Society*, University of Chicago Press
- Wright Mills, C. (2000) *The Sociological Imagination*, Oxford University Press

Empirical and theoretical studies:

- Abbott, D. (1998) *Culture and Identity*
- Abrams, F. (2002) *Living Below the Breadline*
- Bradley, H. (1996) *Fractured Identities*
- Cohen, S. (2002) *Folk Devils and Moral Panics: creation of mods and rockers*
- Corrigan, P. (1997) *The Sociology of Consumption, An introduction*
- Gilborn, D. (2008) *Conspiracy? Racism and Education: Understanding Race Inequality in Education*
- Gladwell, M. (2002) *The Tipping Point*
- Gray, A. and McGuigan, J. (1997) *Studying Culture: An introductory reader*
- Hobbs, D. (2005) *Bouncers: Violence and Governance in the Night-Time Economy*
- Jones, O. (2011) *Chavs: the Demonisation of the Working Class*
- Klein, N. (2001) *No Logo*
- Lees, S. (1986) *Losing Out: how girls become wives*
- Mason, D. (2000) *Race and Ethnicity in Modern Britain*
- Moran, C. (2011) *How to Be a Woman*
- Rattansi, A. (1994) *Race, Modernity and Identity*
- Runnymede Trust (2000) *The Future of Multi-ethnic Britain: The Parekh Report*
- Sewell, T. (1997) *Black Masculinities and Schooling: how black boys survive modern schooling*
- Sharpe, S. (1994) *Just Like a Girl: How Girls Learn to Be Women - From the Seventies to the Nineties*
- Stanworth, W.D. (1983) *Gender and Schooling: study of sexual divisions in the classroom*
- Willis, P. (1978) *Learning to Labour: how working class kids get working class jobs*
- Whyte, W.F. (1993) *Street Corner Society: Social Structure of an Italian Slum*
- Levy, A. (2006) *Female Chauvinist Pigs: Women and the Rise of Raunch Culture*
- Toynbee, P. (2003) *Life in Low Pay Britain*
- Venkatesh, S. (2008) *Gang Leader for a Day*



Essential Websites / Documentaries / Radio Programmes

The list below is a good starting point and is designed to support your work and research outside of lessons:

School based sites providing A Level resources:

Double check any guidance on exam questions, e.g. the old specification named exam papers SCLY1-4, if you read any advice relating to these codes, ignore it.

<http://www.earlhamsociologypages.co.uk/>

A very good for AS and A2 Sociology, written by a retired Sociology and Government and Politics teacher

www.esociology.co.uk

Another good school-based website, includes information on education and methods at AS level and crime and deviance at A2.

www.sociology.org.uk

Sociology Central website produced by Chris Livesey, a Sociology teacher, with specific links to AQA Sociology at AS level.

www.s-cool.co.uk

A good revision site with an A Level Sociology section.

<http://www.podology.org.uk/>

A website dedicated solely to Sociology and Psychology podcasts!



General Sociology sites

www.sociologyonline.co.uk

Site covers good introductory materials (e.g. on gender, class, feminism) and information on some of the big thinkers (e.g. Durkheim, Marx and Weber)

www.sociosite.net/topics/sociologists.php#MARX

Links to information on famous sociologists, provided by the University of Amsterdam.

www.aqa.org.uk/qual/gceasa/soc_exam.html

The Sociology section of the AQA exam board. You can look at past papers, mark schemes and reports from the examiners.

<http://www.britsoc.co.uk/>

The UK's national subject specialist association for Sociology. An excellent website, packed full of undergraduate and postgraduate articles.

Sites providing links to other sociological websites:

www.socioweb.com

A good site for accessing a range of material online. Has useful links page to University Sociology Departments in Britain if you're interested in studying social sciences at University.

www.sosig.ac.uk/sociology/

Website of the Social Science Information Gateway (SOSIG).

www.revisiontime.com/alevel_sociology.html

Useful links to range of sociology websites.

www.le.ac.uk/education/centres/ATSS/sites.html

Association of Teachers of Social Science website, provides links to over twenty Sociology sites.



Some other useful sites:

www.opendemocracy.net

An award-winning independent website on global current affairs.

www.statistics.gov.uk

A great source of up-to-date, quantitative research on British Society.

www.mori.com

The website of the polling organisation MORI. The research archive provides a good range of public attitudes research.

www.guardian.co.uk, www.timesonline.co.uk and www.bbc.co.uk

Good coverage of current affairs, social trends and issues and lots of comment pieces. The Society Guardian section is particularly useful.

www.jrf.org.uk

The site of the Joseph Rowntree Foundation, a social policy and development charity. A good source of interesting and relevant qualitative research on current UK issues.



Sociology progress sheets

Assessment title	Grade/mark	What I need to do to improve
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		



10.		
-----	--	--

Assessment title	Grade/mark	What I need to do to improve
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		