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**A-Level Sociology A level Guide**

**How Sociology will be taught:**

A level Sociology is taught via face-to-face teaching; this is by interactive presentation, lecture or textbook led discussion. There will be a lot of verbal analysis, debate and questioning. All students are given access to a core textbook with additional recommended reading and provided with student booklets.

**Working expectations:**

You are expected to put at least as many hours into A level Sociology outside of lessons as you would in lessons. A level Sociology is a social science and requires you to keep up to date with the latest studies or evidence including current affairs. You will be expected to use study periods to complete your booklet ahead of the lesson, consolidate knowledge and understanding using the homework tasks and produce effective revision materials in preparation for your exams. In addition, it is vital for you to watch or read the news, ideally every day, for example checking the BBC News app.

**What 100% effort in this subject looks like:**

* Invest in the subject; spend as much time out of lesson devoted to sociology with a minimum of 4.5 hours a week.
* Be prepared; pre-read the topic before each lesson and complete the relevant booklet section.
* Engage; interact and ask questions within lessons.
* Read around the topic; explore journal articles using google scholar or Sociology Review.
* Read around the topic; use alternative text books or recommended reads.
* Keep up to date; watch, read or listen to the news daily.
* Explore wider themes; watch / listen to video / documentaries / films / podcasts you find with sociological themes.
* Hone exam success; take part actively in peer assessment and feedback.
* Be prepared; produce your own revision materials.

**Folder Policy:**

*Your folder should have:*

-organised in date/topic order into separate sections for each topic

-booklets for each topic kept in the relevant topic section

-additional worksheets, data or assessment kept within each topic section.

-You must provide your own lined paper.

-All homework and essays must have the feedback attached/secured to the work.

**What Marking looks like:**

* Ordinary class notes/booklets are not marked but there will be routine checks to ensure these are being produced.
* Marking will focus, both for homework and internal assessment, on exam question feedback highlighting what you have done well with targets for improvement.
* Marking will be done using a marking matrix devised from the AQA mark schemes.
* Self and peer marking will be used routinely – marked in green.
* Teachers will mark in red.
* Student will write assessments in blue or black.

**What Homework looks like:**

* Reading
* Making notes / completing the booklet
* Research including carrying out own research
* Accessing the news
* Essay questions
* Past exam questions
* Documentaries / Ted talks

**Specification at a glance:**

Year 1 Topics (year 12) Year 2 (year13)

research methods Theory and Research methods

education Crime and deviance

families and households beliefs in society

**link to the AQA A level specification**

find out more details on the exam board website

<https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF>

**Websites to look at:**

<https://www.aqa.org.uk/subjects/sociology>

<https://www.tutor2u.net/sociology>

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

 <https://www.ons.gov.uk/>

**Summer preparation**

Ensure you have purchased a folder, paper and basic stationary such as pens, pencil, ruler.

You do NOT need to have studied Sociology at GCSE to be successful at A level.

Summer preparation tasks

The purpose of giving you a summer bridging task is:

1. To provide a bridge from level 2 to level 3 study, and lead into the early stages of the course.
2. To engage you in independent learning which is required at level 3.

iii. To encourage you to develop your work ethic and commitment to study.

iv. To measure your suitability for the course and assess your initial levels of achievement.

**Introduction to Sociology**

**If you want to make a flying start in sociology, complete the tasks below and bring to the first lesson.**

**Task 1**:

1a. In 50-100 words, summarise what you believe Sociology to be.

2a. Now watch the following video and add to your notes, summarising what you believe Sociology to be.

<https://www.youtube.com/watch?v=LK5J0-cM-HE>

**Task 2: Morning Routine**

2a. Write a list of everything that you do in the order that you do it in, in the first hour after waking up in the morning.

2b. Now consider how your daily routine compares to those of your family and peers. List what you do the same and what you do differently. What does this tell us about ourselves as individuals? Are we born with this routine or socialised into it?

2c. Find the definitions for the following concepts:

|  |  |
| --- | --- |
| Agents of socialisation |  |
| Socialisation |  |
| Primary socialisation |  |
| Secondary socialisation |  |
| Norms |  |
| Values |  |

**Social Groups**

*A core theme of A Level Sociology is different social groups. You may have come across social differences in a range of Key Stage 3 and 4 subjects even if you have not studied GCSE Sociology. You should be familiar with the concept of culture and identity.*

*This section is aimed at familiarising yourselves with differences related to social groups, including class, age, gender and ethnicity.*

**Task 3: Research definitions and complete the following glossary of key terms:**

**Challenge: Where appropriate, try to provide an example which illustrates the concept.**

|  |  |
| --- | --- |
| Age |  |
| Ageing population |  |
| Achieved status |  |
| Ascribed status |  |
| Culture |  |
| Ethnicity |  |
| Gender |  |
| identity |  |
| Institutional racism |  |
| Racism |  |
| Sex discrimination |  |
| Social class |  |

**Task 4: Complete the following research tasks and answer the questions:**

**Class**

1. **a. Why rich kids are so good at the marshmallow test**

Read the article and answer the question.

<https://www.theatlantic.com/family/archive/2018/06/marshmallow-test/561779/>

**Questions:** Define immediate gratification and delayed gratification. What does the most recent research tell us about delayed gratification? How does this link to family structure?

1. **b. The stark relationship between income inequality and crime**

Read the article and answer the question.

<https://www.economist.com/graphic-detail/2018/06/07/the-stark-relationship-between-income-inequality-and-crime>

**Questions:** According this article, how does wealth influence people’s perception of crime?

**Age**

1. **a. NHS faces staggering increase in cost of elderly care, academics warn.**

Read the article and answer the questions.

<https://www.theguardian.com/society/2017/may/24/nhs-faces-staggering-increase-in-cost-of-elderly-care-academics-warn-dementia>

**Questions:** What impact is an ageing population having on public services? Is there anything that can be done to change this?

**Gender**

1. **a. Miss America waves bye-bye to bikinis**

Read the article and answer the questions.

<https://www.bbc.co.uk/news/entertainment-arts-44370240>

**Questions:** What factors have contributed to making this change? How does this link to the objectification of women? How would feminists view this?

1. **b. The dark side of female empowerment: The rise of Britain's 'gangster girls' running gangs**

Read the article and answer the question.

<http://www.telegraph.co.uk/women/womens-life/10857716/Britains-gangster-girls-The-dark-side-of-female-empowerment-The-rise-of-women-and-females-running-gangs.html>

**Question:** Are the rise of ‘girl gangs’ a direct effect of female liberation? How else could they be explained?

**Ethnicity**

1. **a. Met ‘use more force’ against black people**

Read the article and answer the question.

<https://www.bbc.co.uk/news/uk-england-london-44214748>

**Question:** Summarise the statistics presented in this article. Is this evidence of institutional racism or wider racism in society?

1. **b. Secret teacher: The emphasis on British History is depriving students of balance**

<https://www.theguardian.com/teacher-network/2018/may/26/secret-teacher-history-bias-school-fear-student-future>

**Question:** Define the term ethnocentric curriculum. What changes would you suggest need to be made, if any, to the UK’s education system?

**ii. Theory & Methods**

**Task 5: Consensus vs. Conflict Theory**

<https://www.youtube.com/watch?v=2wFPajHuluE>

**Question:** What is the difference between consensus and conflict theory’s approaches to studying society?

**iv. Suggested Resource Lists**

At A Level Sociology it is expected that you do wider reading. Below is a list of books/journals and Film/TV that you could use over the next two years to support you with your A Level Sociology studies.

The core text book used are highlighted in bold, showing we take the AQA specification.

Use your local library, online libraries or ask at your local colleges and universities if you can access the books through their libraries.

A Level Sociology Textbook Suggestions:

**AQA A Level Sociology Book 1, Rob Webb et al. (2015)**

**AQA A Level Sociology Book 2 Rob Webb et al. (2016)**

AQA A Level Sociology Student Book 1, Steve Chapman (2015)

AQA A Level Sociology Student Book 2, Steve Chapman (2016)

Sociology for AQA Volume 1: AS and 1st Year A Level, Ken Browne (2015)

Sociology for AQA Volume 2: 2nd Year and A Level, Ken Browne (2016)

**Pre-course Wider Reading Suggestions for Sociology A Level: Non-Fiction**

‘The Sociology Review’, A Level magazine: Hodder Education. By subscription or in school library.

Ain't I a Woman? Black Women and Feminism, Bell Hooks (1981)

Black Like Me, John Howard Griffin (1961)

Freakonomics, Steven D. Levitt & Steven J. Dubner (2006)

Chavs: The Demonisation of the Working Class, Owen Jones (2011)

Gang Leader for a Day, Sudhir Venkatesh (2009)

Gender Trouble: Feminism and the Subversion of Identity, Judith Butler (1990)

Respectable: The Experience of Class, Lynsey Hanley (2016)

The Call of the Weird: Travels in American Subcultures, Louis Theroux (2005)

The Nonsense of Free Will: Facing Up to a False Belief, Richard Oerton (2012)

Watching the English: the Hidden Rules of English Behaviour, Kate Fox (2004)

**Documentaries/TV**

Back to School with Mum and Dad (BBC)

Black and British: A Forgotten History (BBC)

Beyond the Asylum (BBC)

Harrow: A Very British School (Sky1)

Educating Essex (Channel 4)

Secret Life of Four Year Olds (Channel 4)

The Doctor Who Gave Up Drugs (BBC)

**Film**

Catfish (2010)

Billy Elliott (2000)

Dangerous Minds (1995)

East is East (1999)

Made in Dagenham (2010)

Freedom Writers (2007)

The Kids are All Right (2010)

The History Boys (2006)

Misbehaviour (2020)

**Twitter suggestions**

@TheSocReview – The Sociology Review A Level magazine

@DailySociology – sociology news every day

@SocImages – links to interesting articles and research

@TheSocyCinema – pop culture and film links with sociology

@SassySociology – a PhD student specialising in gender, ethnicity and inequalities

@LearnSoc - this is the official twitter page of one of the largest sociology website

@SociologyLens -provides links to current sociological topics, research and issues to debate

**v. Independent Research:**

Additional ideas linking Sociology and your life situation

*The following research task focuses on you as an individual in relation to your area and how factors may compare on a national scale. The tasks aim to encourage you to consider a range of sociological themes. Remember to try and view sociology as holistically as possibly.*

**1. Street Check**

View the latest demographic information for your area.

[www.streetcheck.co.uk](http://www.streetcheck.co.uk)

Questions: What are employment rates in your area? What is the gender split in your area? How does the median age in your area compare to the national age?

**2. View Crime Statistics on your street or within a one-mile radius**

Compare crime rates for your postcode and/or future university.

<https://www.crime-statistics.co.uk/>

**Question**: What does the crime information tell you about the respective areas? What does the crime information not tell you about the respective areas?