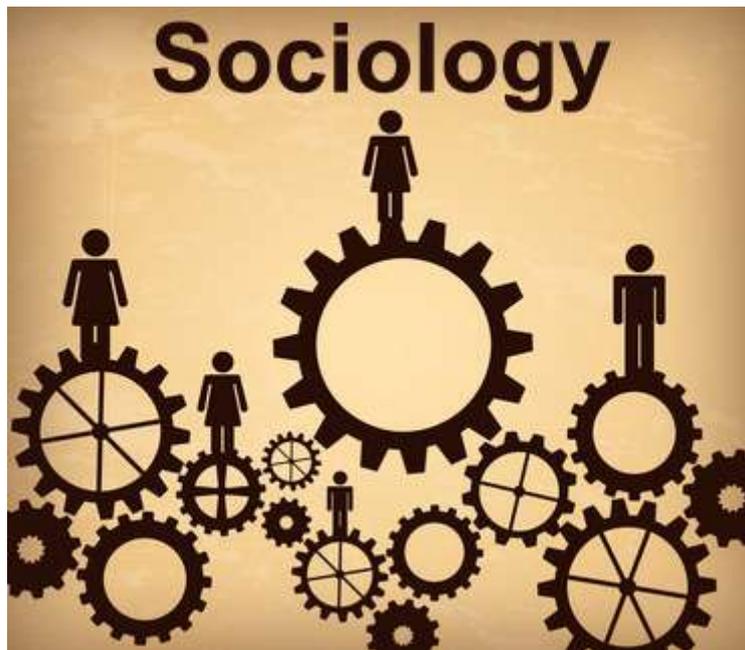


# Sociology A Level

Wymondham High Sixth Form



## *Course book*

This course book is designed to provide you with a reference to all the information about your *Sociology A Level* and the *Sociology department* at Wymondham High Sixth form. It is important that you keep this with your Sociology files so you can be organised and prepared for the course ahead of you.

Name: .....

Sociology Group: .....

Form: .....

# **Success in Sociology!**

## **Expectations**

It goes without saying that in order to reach your potential, the following things are essential:

- Punctuality
- Catching up with missed work through absence
- Handing in pieces of work on time
- Dedicating an adequate amount of study time to your sociology work and revision
- Having organised folders with key assessments stored inside
- Having a positive approach to study both in the classroom and beyond

## **How can I optimise my Sociology Performance?**

- ✓ Develop your current affairs knowledge – be pro-active in researching news items on relevant sociological topics
- ✓ Redo pieces of work that do not meet your target grade, ensuring you act on feedback given
- ✓ Request additional reading materials
- ✓ Make sure you keep updating your vocabulary lists so you have “revision aids” for each unit
- ✓ Ensure you develop a list of sociologists/studies for each unit that you can apply to exam questions
- ✓ Look at exemplar essays and use them to help structure your work
- ✓ Attend Sociology lunch time drop-ins for help/guidance from teachers
- ✓ Test yourself with the exam question trackers/booklets that your teacher can provide you with
- ✓ Make sure you learn how to use the exam command words correctly

## **Resources available**

- A range of study books are available in the Library. Personalised recommendations will be given on request
- For additional articles about the topics we have studied, we recommend the *Sociology Review magazines* kept in the department
- Teaching/revision resources are available on metro central
- Web based resources:

[www.s-cool.co.uk/A-level/Sociology](http://www.s-cool.co.uk/A-level/Sociology)

<http://www.thesociologicalcinema.com/>

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

Thinking Allowed BBC R4 Podcast

# AQA A Level Sociology Course Layout

## Year 1

<u>Mrs Rayner (5 periods per fortnight)</u>	<u>Mrs Garside (5 periods per fortnight)</u>
<ul style="list-style-type: none"> <li>• Education (Paper 1)</li> <li>• Research methods in context (Paper 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Culture and Beliefs (Paper 2)</li> <li>• Research Methods (Paper 1,2,3)</li> </ul>

## Year 2

<u>Mrs Rayner (5 periods per fortnight)</u>	<u>Mrs Garside (4 periods per fortnight)</u>
<ul style="list-style-type: none"> <li>• Crime and Deviance (Paper 3)</li> <li>• Theory and methods (Paper 1,3)</li> </ul>	<ul style="list-style-type: none"> <li>• Beliefs in Society (Paper 2)</li> <li>• <i>Research methods revision</i></li> </ul>

## Summary of Exam Papers:

Paper 1 (2hrs)	Paper 2 (2hrs)	Paper 3 (2hrs)
<b>Education with Theory and Methods</b>	<b>Topics in Sociology</b> (Culture and Identity, Beliefs in Society)	<b>Crime and Deviance with Theory and Methods</b>
<b>Assessed</b>	<b>Assessed</b>	<b>Assessed</b>
<ul style="list-style-type: none"> <li>• 2 hour written exam</li> <li>• 80 marks</li> <li>• 33.3% of A-level</li> </ul>	<ul style="list-style-type: none"> <li>• 2 hour written exam</li> <li>• 80 marks</li> <li>• 33.3% of A-level</li> </ul>	<ul style="list-style-type: none"> <li>• 2 hour written exam</li> <li>• 80 marks</li> <li>• 33.3% of A-level</li> </ul>
<b>Questions</b>	<b>Questions</b>	<b>Questions</b>
<ul style="list-style-type: none"> <li>• Education: short answer and extended writing, 50 marks</li> <li>• Methods in Context: extended writing, 20 marks</li> <li>• Theory and Methods: extended writing, 10 marks</li> </ul>	<ul style="list-style-type: none"> <li>• Section A: extended writing, 40 marks</li> <li>• Section B: extended writing, 40 marks</li> </ul>	<ul style="list-style-type: none"> <li>• Crime and Deviance: short answer and extended writing, 50 marks</li> <li>• Theory and Methods: extended writing, 30 marks</li> </ul>

## Assessment Objectives for exams

### **AO1**

Demonstrate knowledge and understanding of: sociological theories, concepts and evidence and sociological research methods

### **AO2**

Apply sociological theories, concepts, evidence and research methods to a range of issues

### **AO3**

Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: present arguments, make judgements, draw conclusions.

## Paper 1

### Assessment objectives

Paper 1	AO1	AO2	AO3	Total
Education				
Q01	4			4
Q02	3	3		6
Q03	3	4	3	10
Q04	12	9	9	30
Q05 Methods in Context	8	8	4	20
Q06 Theory and Methods	5	3	2	10
Totals	35	27	18	80

## Paper 2

### Assessment Objectives

	AO1	AO2	AO3	Total
Option 1				
Q01, Q04, Q07, Q10	5	3	2	10
Q02, Q05, Q08, Q11	3	4	3	10
Q03, Q06, Q09, Q12	8	6	6	20
Option 2				
Q13, Q16, Q19, Q22	5	3	2	10
Q14, Q17, Q20, Q23	3	4	3	10
Q15, Q18, Q21, Q24	8	6	6	20
Totals	32	26	22	80

### **Paper 3**

<b>Paper 3</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Crime</b>				
Q01	4			4
Q02	6			6
Q03	3	4	3	10
Q04	12	9	9	30
<b>Theory and Methods</b>				
Q05	5	3	2	10
Q06	8	6	6	20
<b>Totals</b>	<b>38</b>	<b>22</b>	<b>20</b>	<b>80</b>

# Sociology Unit Specifications

## Year 1

### *Education*

Students are expected to be familiar with sociological explanations of the following content:

- the role and functions of the education system, including its relationship to the economy and to class structure
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

### *Methods in Context*

- Students must be able to apply sociological research methods to the study of education.

### *Culture and Identity*

Students are expected to be familiar with sociological explanations of the following content:

- different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture
- the socialisation process and the role of the agencies of socialisation
- the self, identity and difference as both socially caused and socially constructed
- the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society
- the relationship of identity to production, consumption and globalisation.

### *Research methods*

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research

# **Sociology Unit Specifications**

## **Year 2**

### ***Crime and Deviance***

Students are expected to be familiar with sociological explanations of the following content:

- crime, deviance, social order and social control
- the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes
- crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.

### ***Theory and Methods***

Students must examine the following areas:

- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research
- consensus, conflict, structural and social action theories
- the concepts of modernity and post-modernity in relation to sociological theory
- the nature of science and the extent to which Sociology can be regarded as scientific
- the relationship between theory and methods
- debates about subjectivity, objectivity and value freedom
- the relationship between Sociology and social policy.

### ***Beliefs in Society***

Students are expected to be familiar with sociological explanations of the following content:

- ideology, science and religion, including both Christian and non-Christian religious traditions
- the relationship between social change and social stability, and religious beliefs, practices and organisations
- religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice
- the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices
- the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.

*\*Research methods will be revisited and assessed throughout the year*

# Folder Organisation

The suggestions below are for a Sociology folder that you will bring to school on a day-to-day basis. In addition to this, you will need a folder for each of the units (highlighted in bold) at home, in which to store each topic as it is completed. It is important to be organised with your folders as it saves a lot of time and stress later on when it comes to revision.

## Year 1

*We suggest you divide your folder into 4 sections:*

- *Course admin and assessment*
- ***Culture and Identity***
- ***Education***
- ***Research methods***

## Year 2

*We suggest you divide your folder into 4 sections:*

- *Course admin and assessment (this will include A Level assessment of year 1 topics)*
- ***Beliefs in society***
- ***Crime and Deviance***
- ***Theory and Research methods***

# Command words used in examinations

## Analyse

Separate information into components and identify their characteristics.

## Define

Specify meaning.

## Evaluate

Judge from available evidence.

## Explain

Set out purposes or reasons.

## Outline

Set out main characteristics.

## Outline and explain

Set out main characteristics and develop these purposes or reasons.

## Using one example, briefly explain

Give a brief account of.

## Phrases frequently used in conjunction with command words

### Applying material from an item

Used as a preface to a command telling students to draw on material from a selected piece of information provided as part of the exam question.