

A Level Sociology

Course Handbook

2023-2025





Expectations in A Level Sociology



1. Your attendance at **ALL** lessons is **COMPULSORY**.
2. If you do miss any lessons you **MUST** copy the work up before the next lesson. Any points of confusion **YOU** need to follow up! (You can contact your teachers by email if you can't track them down!)
3. All deadlines should be adhered to. If there are extenuating circumstances then talk to your teacher **BEFORE** the deadline!
4. A level study is hard and different to GCSE – so you need to use your teacher as a resource and **ASK** for help if you need it. Don't just hope it will all make sense later!
5. Get involved in **ALL** lessons by asking and answering at least 3 questions each time.
6. Listen respectfully to the views of others, even if you don't agree with them.
7. Ensure that your folder is kept up-to-date and bring it to **ALL** lessons with the current topic/units' work.
8. If presenting work in a group ensure you have copies for your classmates and contact your group members if you are likely to be away on the day (and pass your work on so they can present in your absence).
9. Please ensure that you follow the Sixth Form rules, especially in relation to dress code (coats and hats off in lesson) and mobile phones.

Presentation in A Level Sociology

1. All work should be kept in a folder just for Sociology and this must be clearly labelled.
2. This course handbook should be at the front of your folder.
3. Your tracker should be kept in the relevant section of your folder, clearly labelled and kept up-to-date. All assessed work (essays, tests etc.) should also be put in this section of your folder.
4. All topics should be sorted into sections using clearly labelled dividers.
5. **ALL** pieces of work should have a title and date.
6. **NO** graffiti or doodling on your work or folder.



Induction checklist

In the first week of the course, your teacher will ensure you cover the following:

- 👍 Handbook for the course
- 👍 Expectations, presentation of work and how to organise your folders effectively
- 👍 Course breakdown and assessments – what you will learn this year
- 👍 Homework – how often they will be set, what they will look like, how to use ClassCharts
- 👍 Textbooks and resources – where to access, what to use
- 👍 Independent learning – you are required to spend a minimum of 4 hours per week on each of your subjects outside of lesson time
- 👍 Progress log – you must keep this updated and record any marked work!
- 👍 Study skills – how to improve your memory, note taking, writing essays etc.

Homework

You are expected to spend **at least 5 hours** outside of your Sociology lessons on homework. This will include a number of written pieces but in addition to this you have to also complete the following media log homework:

- Read a quality **newspaper** (e.g. The Guardian) each week
- Watch the **news** every day
- Watch at least one TV programme each week

Organising your folder

In year 12 you need two big lever arch folders but you can just buy one for now and one after Christmas.

The first divider should be named '**Sociology admin**'. This divider will include booklets such as:

- Your Sociology handbook
- Your Exam Bible
- Your Stretch and Challenge/super-curricular booklet

The rest of your dividers will need to be split into following (you do not need all these at the start, your teacher will tell you how to arrange your folder):

- **Theory: Paper 1& 3 (green)**
 - Glossary
 - Theory checklist
 - Learning tables and notes
- **Culture and Identity: Paper 2 (yellow)**
 - Glossary
 - Culture & Identity checklist
 - Learning tables and notes
- **Education: Paper 1 (blue)**
 - Glossary
 - Education checklist
 - Learning tables and notes
- **Research Methods: Paper 1 & 3 (green)**
 - Glossary
 - Research methods checklist
 - Learning tables and notes
- **Media: Paper 2 (pink)**
 - Glossary
 - Media checklist
 - Learning tables and notes
- **Crime & Deviance: Paper 3 (cream)**
 - Glossary
 - Crime & Deviance checklist
 - Learning tables and notes
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What will I study?

Paper 1 – Education with theory & methods

Paper 2 – Culture & identity; The media

Paper 3 – Crime & deviance with theory & methods

YEAR 12 OVERVIEW

TERM	Teacher 1 – 3 lessons per week	Teacher 2 – 2 lessons per week
1	<p>Introduction to sociological theories Theory (also on Paper 3)</p> <ul style="list-style-type: none"> - Functionalism - Marxism - Feminism <p>Culture & identity</p> <ul style="list-style-type: none"> - Socialisation 	<p>Introduction & Sociological Toolkit</p> <p>Research Methods (also on Paper 3)</p> <ul style="list-style-type: none"> - PET - Interviews - Statistics - Documents
2	<p>Culture & identity</p> <ul style="list-style-type: none"> - Culture - Identity - Work - Leisure - Round up <p>Education</p> <ul style="list-style-type: none"> - Theories and the role of education - Social class and achievement - Ethnicity and achievement 	<p>Research Methods</p> <ul style="list-style-type: none"> - Observations - Experiments - Interviews - Questionnaires - Other types of research - Sampling
3	<p>Education</p> <ul style="list-style-type: none"> - Gender and achievement - Gender and subject choice - Theories and the role of education - Selection Policies - Privatisation policies - Methods in Context <p>Independent Study</p> <ul style="list-style-type: none"> - Proposal - Literature Review - Methodology - Gathering and analysing data - Presentation of data - Evaluation 	<p>Debates (also on Paper 3)</p> <ul style="list-style-type: none"> - New Right - Social Democratic perspective - Science - Social Policy - Value Freedom

YEAR 13 OVERVIEW

TERM		
1	Crime & Deviance <ul style="list-style-type: none">- Intro- Functionalist theories- Marxism- Labelling- Realism- Post-modernism and control theory- Crime statistics- Gender- Social Class	The Media <ul style="list-style-type: none">- Media intro- Trends and theories of ownership and control- New Media
2	Crime & Deviance <ul style="list-style-type: none">- Ethnicity- Media- Globalisation, state crime and green crime- Crime prevention and punishment- Victimisation	The Media <ul style="list-style-type: none">- Popular culture, postmodernism, and globalisation- Selection and presentation of news- Gender- Ethnicity- Disability- Sexuality- Social class- Age- Media effects
3	Revision – all papers	Revision – all papers

Paper 1: Education with Theory and Methods

<p style="text-align: center;">Education</p>	<p>Year 12</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Methods in Context</p>	<p>Year 12</p> <ul style="list-style-type: none"> • Apply sociological research methods to the study of education.
<p style="text-align: center;">Theory and Methods</p>	<p>Year 12</p> <ul style="list-style-type: none"> • Quantitative and qualitative methods of research; their strengths and limitations; research design. • Sources of data, including questionnaires, interviews, observation (participant and nonparticipant), experiments, documents, and official statistics; the strengths and limitations of these sources. • 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. <p>Year 12 and 13</p> <ul style="list-style-type: none"> • Consensus, conflict, structural and social action theories. • The concepts of modernity and post-modernity in relation to sociological theory. <p>Year 13</p> <ul style="list-style-type: none"> • 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.

Paper 2: Topics in Sociology

Culture and Identity	<p>Year 12</p> <ul style="list-style-type: none">• 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.
The Media	<p>Year 13</p> <ul style="list-style-type: none">• The relationship between ownership and control of the media.• The media, globalisation and popular culture.• The processes of selection and presentation of the content of the news.• Media representations of age, social class, ethnicity, gender, sexuality and disability.• The relationship between the media, their content and presentation, and audiences.• The new media and their significance for an understanding of the role of the media in contemporary society.

Paper 3: Crime and Deviance with Theory and Methods

Crime and Deviance	<p>Year 13</p> <ul style="list-style-type: none"> • Crime, deviance, social order and social control. • The social distribution of crime and deviance by gender, ethnicity, 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	<p>Year 12</p> <ul style="list-style-type: none"> • Quantitative and qualitative methods of research; their strengths and limitations; research design. • Sources of data, including questionnaires, interviews, observation (participant and nonparticipant), experiments, documents, and official statistics; the strengths and limitations of these sources. • 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. <p>Year 12 and 13</p> <ul style="list-style-type: none"> • Consensus, conflict, structural and social action theories. • The concepts of modernity and post-modernity in relation to sociological theory. <p>Year 13</p> <ul style="list-style-type: none"> • 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.



Assessment



The exams will measure how you have achieved the following assessment objectives.

AO1: Knowledge and Understanding

Demonstrate knowledge and understanding of:

- Sociological theory, concepts and evidence
- Sociological research methods

AO2: Application and Interpretation

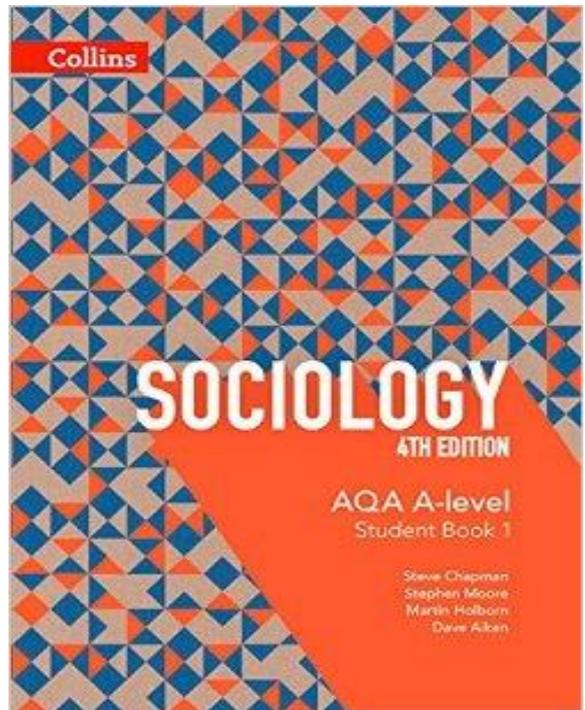
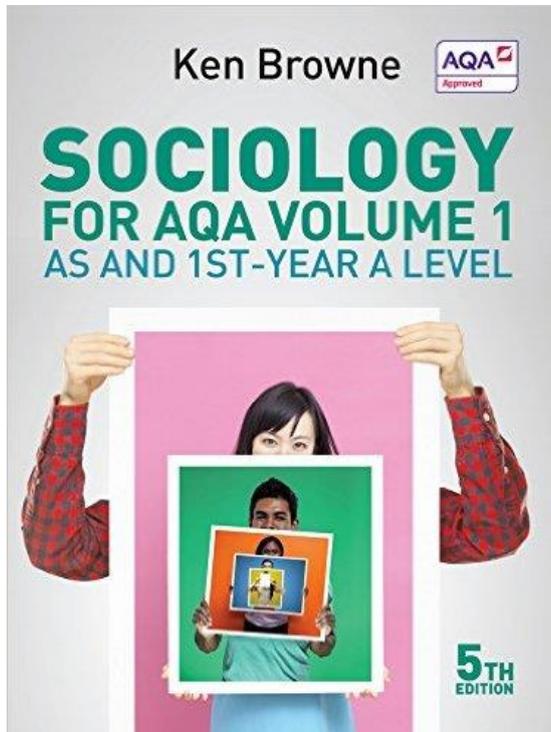
Apply sociological theories, concepts, and evidence and research methods to a range of issues.

AO3: Evaluation and Analysis

Evaluate and Analyse Sociological theories, concepts, evidence and research methods in order to:

- Present an argument
- Make judgements
- Draw conclusions

Useful resources



Please note you do not need to buy a text book but these books can be borrowed from the Sociology department for additional reading



Useful Websites

www.bbc.co.uk

www.guardian.com

www.huffingtonpost.co.uk

www.podology.org.uk

To follow on twitter

@BrowneKen

@EverydaySexism

@OwenJones84

Sociology cross-curricular themes

Geography	<ul style="list-style-type: none"> • Research methods - qualitative and quantitative data, primary and secondary data
History	<ul style="list-style-type: none"> • Industrialisation • The reformation in Europe • The American Dream
Maths	<ul style="list-style-type: none"> • Sampling techniques
Media	<ul style="list-style-type: none"> • Media effects models – how does the media effect people’s behaviour? E.g. The hypodermic syringe model. • Media representations of social groups e.g. gender, ethnicity and social class.
Philosophy	<ul style="list-style-type: none"> • Religion – Calvinism and the protestant work ethic
Politics	<ul style="list-style-type: none"> • Marxism, socialism and communism • The UK’s major and minor Politics Parties • Influences of the media on voting behaviour
Psychology	<ul style="list-style-type: none"> • Research methods – how do social scientists complete their research, what strengths and limitations are there in relation to different research methods. • Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. • Primary and secondary data, including meta-analysis. • Sampling techniques • Crime & punishment including custodial sentencing, recidivism and restorative justice • Official crime statistics • Social psychological experiments such as Milgram. • Social science subjects (e.g. Psychology and Sociology) as a Science debate.
The Sciences	<ul style="list-style-type: none"> • Use of the experimental method including IVs and DVs. • Operationalisation. • The hypothetico-deductive model of research