



A level

Sociology

Introduction:

Welcome to Sociology A Level at The Castle Rock School

We study the AQA Sociology specification. Here is a link that will take you to it so you can have an in-depth look at what you will be studying.

<http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192>

A Level Sociology topics and assessment:

By studying Sociology, you will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research.

You will sit 3 equally weighted exams at the end of the second year of study in May/June:

Paper 1: Education Theory & Methods - 2 hours / 80 marks

Paper 2: Family & Households and Media – 2 hours / 80 marks

Paper 3: Crime & Deviance Theory & Methods 2 hours / 80 marks

For your first lesson:

We expect you to have the following:

- A lever arch folder – in the first instance you will only need one, but it is recommended that you have multiple throughout the course.
- Your task homework contained in this booklet.

Suggested reading and helpful websites:

Throughout the course you may find the following websites helpful for revision materials and exam practice:

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

<https://www.sociologystuff.com>

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

<https://quizlet.com/en-gb>

<https://www.hectic-teacher.co.uk/>

Suggested extended reading:

Title	Author
Chavs: The demonization of the working class	Owen Jones
This is London	Ben Judah
Gang leader for a day	Sudhir Venkatesh
Respectable	Lynsey Hanley
McMafia	Misha Glenny
Homo Deus: A brief history of tomorrow	Yuval Noah Harari
Goth: Identity, style and subculture	Paul Hodkinson
Black like me	John Howard Griffin

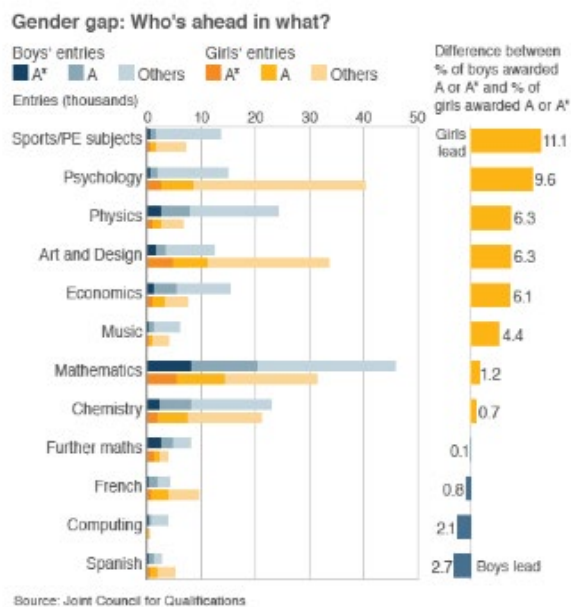
Critical Issues:

Year 1: Education

In sociology we will explore a range of critical issues, I would like you to conduct your own research (via Google!) to try to find some plausible explanations for the following social problems. You can present your findings in a format of your choice:

- Written document
- PPT presentation
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1. Why do girls consistently outperform boys in education?



Evaluate:

- Do ALL girls outperform boys?

Which girls are most likely to outperform **which** boys?

Consider social class and ethnicity. Why?

- Do girls out perform boys in all subjects at all levels?
- What type of school is the gender achievement gap smaller? Why do you think this might be?

Year 1: Family

2. Many sociologists would argue that we live in a child centred society and subsequently childhood has improved in comparison to what it was like 100 years ago. Explain why many would argue it has improved.



Evaluate:

What arguments could be given to suggest childhood isn't experienced as positively as what it is claimed?

Consider how different children might experience childhood differently?

How does location (think worldwide) affect the experiences of childhood?

3. Year 1 Research methods:

Key studies: These key studies will be referred to as evidence. It is important that you know them.

Research method	Name of researchers/ study	Strengths	Weaknesses
Describe the research method	<p>For each piece of evidence below – research</p> <p>a) What they did/ it is</p> <p>b) What they found</p>	Identify at least one strength For each piece of evidence	Identify at least one weakness for each piece of evidence
Field experiments	<p>Jane Elliot – Blue Eyes/ brown eyes – Watch: https://www.youtube.com/watch?v=dLai78hluFc</p> <p>Read for ethical weaknesses: https://www.skeptic.com/reading_room/blue-eyes-brown-eyes-jane-elliott-prejudice-experiment/</p>		
	<p>Rosenthal and Jacobson – Pygmalion effect – Watch: https://www.youtube.com/watch?v=hTghEXKNj7g</p> <p>Read: https://revisesociology.com/2016/01/17/field-experiments-sociology/?utm_content=cmp-true</p>		
Lab experiments	<p>Albert Bandura – The Bobo doll experiment Watch - https://www.youtube.com/watch?v=dmBqwWlJg8U</p> <p>Read</p>		

	https://www.ehow.co.uk/info_8493066_ethics-bobo-doll-experiment.html		
	Stanley Milgram – Obedience to authority Watch - https://www.youtube.com/watch?v=cBDkJ-Nc3lg Read – https://www.simplypsychology.org/milgram.html#Critical-Evaluation		
Questionnaires	Census Read: https://www.ons.gov.uk/census		
	Connor and Dewson – Social class and attendance to university Read: https://revisesociology.com/2016/01/11/social-surveys-advantages-and-disadvantages/#google_vignette		
Structured interviews	Crime survey for England and Wales (CSEW) https://www.gov.uk/government/statistics/british-crime-survey-methodology		
Unstructured interviews	Dobash and Dobash – Domestic violence Read: https://prezi.com/qs0g6jv_uft2/dobash-doblah-violence-against-wives/		
	Oakley – Life at home for women Read: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-20a/1-ann-oakley-key-study.pdf		
Group interviews	Paul Willis – The lads https://revisesociology.com/2016/01/25/learning-to-labour-paul-willis-summary-evaluation-research-methods/		
Observations	Covert – Mark Stone – Under cover police officer Read: https://www.theguardian.com/environment/2011/mar/26/mark-kennedy-undercover-cop-environmental-activist Watch: https://www.filmsforaction.org/watch/confessions-of-an-undercover-cop-2011/		

	<p>Covert – Laud Humphries</p> <p>https://en.wikipedia.org/wiki/Tearoom_Trade</p>		
	<p>Covert - James Patrick – Glasgow gangs</p> <p>https://resource.download.wjec.co.uk/vtc/2016-17/16-17_1-20/23-participant-observation.pdf</p> <p>Short summary: https://alevel-sociology.fandom.com/wiki/A_Glasgow_Gang_Observed</p>		
Official statistics	<p>Official crime statistics</p> <p>https://www.tutor2u.net/sociology/reference/sociology-measuring-crime</p> <p>Birth, death, marriage, divorce rates</p>		
Documents	<p>Anne Frank – Diary</p> <p>https://www.tutor2u.net/sociology/reference/example-answer-for-aqa-a-level-sociology-paper-1-question-6</p>		
	<p>Philip Aries – Medieval paintings – Children as ‘mini adults’</p>		
Case studies	<p>Oxana Malaya – Feral Child</p> <p>https://prezi.com/rfrucfhgyuus/oxana-malaya-case-study/</p> <p>Genie – Feral child</p> <p>https://www.theguardian.com/society/2016/jul/14/genie-feral-child-los-angeles-researchers</p>		