

A Level Sociology



Lead teachers:

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Paper 1 2 hrs 33%	Content
Education (KCP)	<ul style="list-style-type: none"> • education system, economy, class structure • educational achievement of social group, class, gender, ethnicity • relationships and processes within schools; teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning • educational policies, marketisation and privatisation, equality of opportunity or outcome, structure, role, impact and experience of and access to education; impact of globalisation on educational policy
Research Methods (KCP)	<ul style="list-style-type: none"> • quantitative and qualitative research and design • consensus, conflict, structural and social action theories • modernity and post-modernity in sociological theory • nature of science and extent Sociology can be regarded as scientific theory and methods • debates about subjectivity, objectivity and value freedom relationship between Sociology and social policy
Paper 2 2 hrs 33%	Content
Families and Households (KCP)	<ul style="list-style-type: none"> • the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies • changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures • gender roles, domestic labour and power relationships within the family in contemporary society • the nature of childhood, and changes in the status of children in the family and society • demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.
Stratification and Differentiation (AV)	<ul style="list-style-type: none"> • stratification and differentiation by social class, gender, ethnicity and age • dimensions of inequality: class, status and power; differences in life-chances by social class, gender, ethnicity, age and disability • the problems of defining and measuring social class; occupation, gender and social class • changes in structures of inequality, including globalisation and the transnational capitalist class, and the implications of these changes • the nature, extent and significance of patterns of social mobility.
Paper 3 2 hrs 33%	Content
Crime and Deviance (AV)	<ul style="list-style-type: none"> • crime, deviance, social order and social control • social distribution of crime and deviance by; ethnicity, gender and social class, patterns and trends in crime • globalisation and crime; the media and crime; green crime; human rights and state crimes • crime control, surveillance, prevention and punishment, victims, criminal justice system and other agencies

Textbooks and Pre-learning:

Suggested 'Super-curricular' texts

Non-fiction

A Glasgow Gang Observed – James Patrick

Tearoom trade: A study of homosexual encounters in public spaces – Laud Humphreys

<https://is.muni.cz/el/1423/podzim2013/GEN107/um/HUMPHREYS.pdf>

Everyday sexism – Laura Bates

How to be a woman – Caitlin Moran

Toxic childhood: How the world is damaging our children and what we can do about it – Sue Palmer

Stupid white men – Michael Moore

Learning to Labour: How working class kids get working class jobs – Paul Willis

Chavs: The Demonisation of the Working Class, O. Jones

Technically Wrong: Sexist Apps, Biased Algorithms, and Other Threats of Toxic Tech, S. Wachter-Boettcher

Watching the English, K. Fox

Utopia for Realists and how we can get there, Rutger Bregman

Fiction

1984 – George Orwell

Animal Farm – George Orwell

High Society – Ben Elton

The Trial – Franz Kafka

The Yellow Wallpaper – Charlotte Perkins Gilman

Hunger Games (trilogy) – Suzanne Collins

The Bell Jar – Sylvia Plath

A Doll's House – Henrik Isben

To Kill a Mockingbird – Harper Lee

Of mice and men – John Steinbeck

News from Nowhere, William Morris

Any Charlotte Perkins Gilman (sociologist and author of short stories)

Films and TV:

Seven Up Documentaries (1963 – TD) on YouTube

Black Like Me, J. Howard-Griffin, USA 1964

Captain Fantastic, M. Ross, USA 2016

Miss Representation, J. Siebel, USA, 2011

The Mask You Live In, J. Siebel, USA, 2015

The Wave, 2018 on Netflix The Experiment, Hirschbiegel, 2001 (German Film based on Novel Black Box, which is based on Stanford Prison experiment 1971 https://en.wikipedia.org/wiki/Das_Experiment

Journals and articles:

'Sociology Review' (available for reference from the LRC)

<https://www.sociologicalscience.com/category/articles/>

British Sociological Association - <https://www.britisoc.co.uk/>

Media Magazine – <https://www.englishandmedia.co.uk/media-magazine/>

<https://www.tandfonline.com/topic/allsubjects/sn?target=topic&ConceptID=4278>

Informational web links:

Meta website for social sciences - https://www.socioweb.com/#google_vignette

<https://www.theguardian.com/uk> <http://www.bbc.co.uk/news>

<http://www.channel4.com/programmes/dispatches/articles> <https://www.ons.gov.uk/>

<http://www.poverty.org.uk/> <http://www.economist.com/topics/sociology> <http://www.civitas.org.uk/>

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

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

Statistical data on crime: <https://www.police.uk/>;

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

British society of Criminology - <https://www.britisoccrim.org/>; Podcast - <https://anchor.fm/bsc-criminology>

Podcast 'Thinking allowed' - <https://www.bbc.co.uk/programmes/b006qy05>

<https://globalsocialtheory.org/category/concepts/>

Stretch (under graduate mini courses):

<https://www.futurelearn.com/courses>

Specification and exam papers:

AQA Sociology

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

AQA Sociology Student Books 1 & 2:

<http://www.polity.co.uk/kenbrowne/ordering.asp>

<http://www.polity.co.uk/kenbrowne/resources.asp>

Week commencing 7th June 2021

Anticipated duration -180 minutes maximum

Topic focus: Families and households

The big question: How has the British 'family' changed in the past century?



Task 1:

What is the difference between families and households? Provide definitions for both terms.

Task 2:

Do you want to get married?

- If you want to get married, then why, if not, then why not?
- At what age do you expect to get married?
- Note down 5 words you associated with marriage.

Task 3:

Do you want children?

- If not, why?
- If yes, how many and why?

Task 4:

What is the structure of your family/household? E.g. Parents, siblings, Guardians and/or step parents/siblings.

Task 5:



How are domestic roles (within the home) shared in your family/household?

Make a list of all of the job roles that your family needs to function and who fulfils these roles e.g. bins out – Mum.

Would you say the division of domestic labour is equal in your family/household?

Task 6:



How has the British 'family' changed in the past century?

Please write a short 300 word (1 page of A4) on how the typical British family has changed over the past century using the suggested reading below and other sources.

Research suggestions:

Pages 1 and 2: <https://www.bbc.co.uk/bitesize/guides/zj8qn39/revision/1>

<https://revisesociology.com/2016/04/18/families-uk-social-trends/>

PLEASE SUBMIT TO KCAVILLA@SAMUELWARD.CO.UK BY FRIDAY 11TH JUNE 2021

Week commencing 14th June 2021

Anticipated duration -180 minutes maximum

Topic focus: Crime and deviance

The big question: Recent patterns and trends in crime. How do we measure crimes?

There are three kinds of lies: lies, damned lies and statistics

(popularised by Mark Twain)

There are 3 main ways of measuring crime:

- **Official statistics** – this is based upon crimes **recorded** (written down) **by the police**.
- **Victim surveys** – these are interviews carried out with people asking them about whether they have been a victim of crime (Crime Survey in England and Wales).
- **Self-report studies** – these are anonymous questionnaires given to people, where they admit to crimes which they have committed.

Official crime statistics are crimes **recorded** (written down) by the **police**. They are published yearly by the Home Office.

These statistics have been collected since **1857** and help give us a **historical overview** of changing crime trends.

They include statistics on the number of offences committed and the number of crimes cleared up and the social characteristics of the offenders (age, gender, ethnicity, etc.)

Official crime statistics are a source of **secondary data** which is readily available for people to access and read.

TASK A:

INTERNET ACTIVITY ON CRIME STATISTICS



Go direct to the

<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/crimeinenglandandwales/yearendingdecember2020> and find the latest crime statistics. Explore the kind of things covered by the crime statistics, and **answer to ALL the questions**:

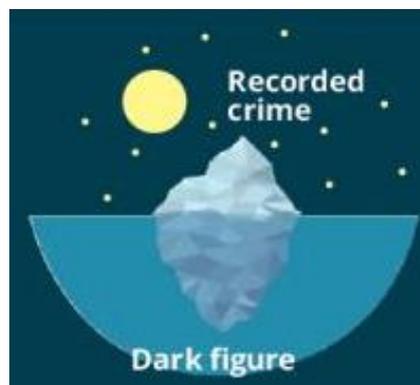
1. **Identify** the three most common crimes **recorded by the police** in England and Wales, and the latest years which statistics are available.
2. **Identify** the two offences that are least likely to be reported to the police, and the reasons for this.
3. **Explain** how national lockdown affected crime rates in England and Wales.
4. **Choose** a crime and **outline** the trend which it is following. You can then try to **explain** why this crime may appear to be increasing/decreasing/remaining stable on the statistics.
5. **Outline** the advantages (at least two) of official crime statistics.

Problems with crime statistics:

- **Detection by the police – under reporting**

Not all crimes are reported to the police – so these crimes will not go on to the official crime statistics. The crimes which the police are not aware of is known as the **'dark figure'** or **'hidden figure'** of crime. The police only know about 30% of crime which occurs.

6. Why does so much crime go unreported?



There are a number of reasons why people don't report crime to the police:

The **crime survey (2018)** found that people didn't tell the police about being a victim of crime because:

- Police could not do anything
- Too trivial / not worth reporting
- Police not interested / bothered

7. Can you think of any reasons as to why women may not report domestic violence to the police?

8. Why may official crime statistics underestimate the amount of domestic violence which men experience?

9. Can you think of any groups in society who may not have trust in the police and are therefore unlikely to inform the police of crimes committed against them?

10. Go direct to the <https://www.police.uk/> and in the quick search box type your post code:

A screenshot of the UK Police website. On the left is a map of the United Kingdom and Ireland. On the right, under the heading 'What's happening in your area?', there is a search box labeled 'Find your local area'. The search box contains the text 'CB9'. Below the search box, a dropdown menu shows the result 'CB9 Haverhill, UK'. A red arrow points from the top of the page down to the search box.

11. Investigate the crime rates in your local area. What are the three most common crimes recorded?

12. How does this compare with national crime statistics?

TASK B (answer to two questions):

Crime survey in England and Wales (CSEW):

CSEW are based upon people being interviewed about whether or not they have been a victim of crime.

This is a victim survey which is done on a national level. It is used by the government as another way of uncovering rates of crime. The results are published by the Home Office.

Advantage of CSEW - they help to uncover some of the 'dark figure' of crime.

The CSEW asks whether incidents were reported, or otherwise came to the attention of the police, and it is estimated that only **42%** of CSEW comparable crime in the year ending March 2020 was reported to the police. These findings reveal considerable differences in reporting rates between different types of offences and some variability in reporting rates over time.

1. What types of crime will the CSEW uncover which may be missing from official police statistics?
2. What do you think are the THREE potential problems of using a CSEW?

TASK C (answer to two questions):

SELF – REPORT STUDIES

This is the third way of finding about levels of crime. People are given an anonymous questionnaire to fill in where they admit to crimes they have committed. They have most commonly been used to uncover crimes amongst young people – the questionnaires do not include the most serious crimes such as murder or rape.

1. What are the advantages of using anonymous self – report studies?
2. What are the disadvantages of using self-report studies?

PLEASE SUBMIT TO AVAIKSNYTE@SAMUELWARD.CO.UK BY FRIDAY 18TH JUNE 2021

Week commencing 21st June 2021

Anticipated duration -180 minutes maximum

Topic focus: Social stratification & differentiation

The big question: How do we plan a sociological research?

TASK – to prepare a detailed plan for your research (approx. TWO A4 pages)

SCENARIO FOR YOUR PLAN (**you need to answer to ALL the questions, this will build your plan**):

You are a sociologist conducting a piece of research exploring whether or not there are inequalities between groups in Haverhill or your local town. Choose two opposing groups of people in society to compare, for example 'Rich and Poor' or 'Male and Female.' Before you start the research, you need to plan the following:

1. The **method** (questionnaire, interview, etc.) you are going to use to conduct the research. **Explain** in few sentences why have you chosen this method? (if enough time – prepare a questionnaire or a list of questions for your interview).
2. How you are going to make sure that your research is **ethical** and will ensure that people will not become upset. Research what is an ethical method in sociology and explain in **one paragraph** how you will ensure ethical research. You may find this link helpful to write your paragraph:
<https://www.britsoc.co.uk/publications/ethics/>
3. How you are going to make sure that your research is **unbiased and fair**.
4. What do you think you might find out about inequality in Haverhill? Why do you think this?
5. Describe how are you going to present the results?

PLEASE SUBMIT TO AVAIKSNYTE@SAMUELWARD.CO.UK BY FRIDAY 25TH JUNE 2021