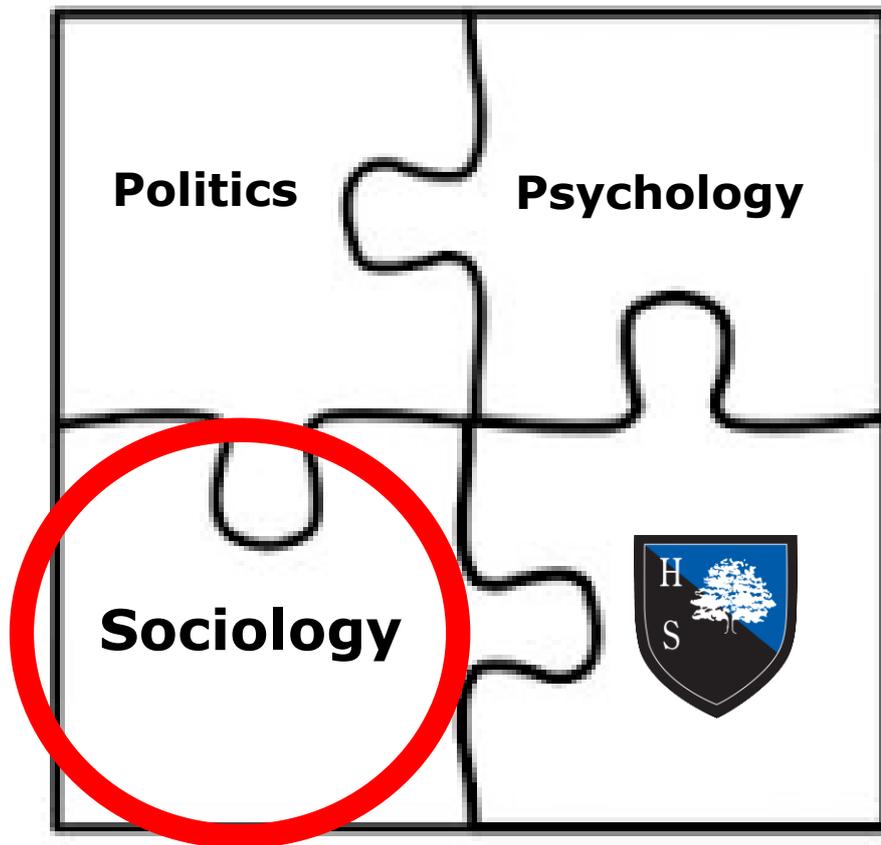


# Heathcote School and Science College

## Social Sciences Department



# Welcome to the Social Sciences Department!

Congratulations on choosing to study **Politics**, **Psychology** and/or **Sociology** at A-level!



The social sciences are a group of subjects that involve studying **SOCIETY** and analysing how people behave and influence the world around us.

So, while Politics, Psychology and Sociology address similar issues, they are distinct subjects which approach these issues in slightly **different** ways.

Take the issue of *authority* ... figures of authority exist in all areas of society, from the government, to schools to families.

When studying *authority* ...

**Psychology** questions *why* we obey figures of authority

**Sociology** explores *how* authority is exercised

**Politics** investigates *why* (or *whether*) we need figures of authority

In taking a social science subject at Heathcote, you'll develop a wide range of skills such as how to **analyse** and **interpret** data and arguments and how to *apply* theories and concepts to explain our social world.

Most crucially though, you'll gain an **understanding** of, and learn to **think critically** about, the way individuals and social groups behave.

Developing in this way will **expand** your options, both at university and in later life!

*We very much look forward to meeting you and to helping you **achieve** your potential at Heathcote Sixth Form.*

**Dr Taylor** (Head of Social Sciences)

**Ms Ayub** (Psychology teacher)

**Mr Angeletos** (EPQ co-ordinator and Sociology teacher)

**Mr Shevelew** (Psychology teacher)

# Department Expectations

To help students **achieve their potential**, it is important that staff and students meet the following expectations.

## **Student expectations:**

I will...

- i. Attend lessons, on time and with the correct equipment. If I am late, I will apologise to the class and to the teacher
- ii. Act politely and respectfully toward classmates and staff at all times
- iii. Take responsibility for catching up on any missed work
- iv. Meet all homework deadlines. If I fail to meet homework deadlines, I will complete the work at the teacher's discretion
- v. Organise my work appropriately. Folders will be checked to ensure I am managing my work effectively
- vi. Complete all work to the best of my ability.

## **Teacher expectations:**

We will

- i. Set high expectations which inspire, motivate and challenge students
- ii. Promote good progress and outcomes by students
- iii. Demonstrate good subject and curriculum knowledge
- iv. Plan and teach well-structured lessons
- v. Adapt teaching to respond to the strengths and needs of all students
- vi. Make accurate and productive use of assessment
- vii. Manage behaviour effectively to ensure a good and safe learning environment
- viii. Fulfil wider professional responsibilities.

## **We, the undersigned, agree to meet these expectations:**

*Dr Taylor*

*Ms Ayub*

*Mr Angeletos*

*Mr Shevelew*

# A-level Sociology

## The commitment

**5**

hours of Sociology **classes** per week

**1**

piece of **homework** per week (minimum)



## Homework

7 hrs per week minimum independent study for sociology are needed  
If homework is not submitted on time, you will complete it at the teacher's discretion.  
This could involve completing the work after-school.

## Absences

It is your responsibility as a sixth form student to request any work missed.

## Essential equipment required for Year 12



**One large A4 folder**



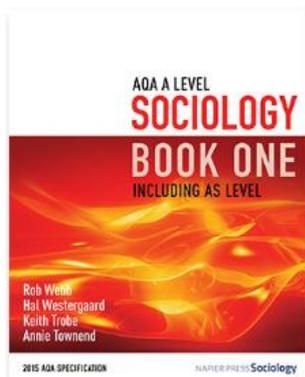
**A4 folder dividers**



**A4 pad of lined paper**



**Pens and highlighters**



## The Year 12 textbook

The letter at the end of this booklet sets out how to buy it

You will need this book in your 1<sup>st</sup> lesson

Please buy it before term starts in September.

# A-level Sociology

## Overview of issues covered on the course



### Research Methods and Methods in Context

- How should sociologists study society?
- What kinds of issues should sociologists focus on?
- Can sociologists trust official statistics?

### Education

- To what extent does your gender / ethnicity / social class affect your chances of succeeding in education?
- Does the education system benefit society or merely benefit one class in society?
- How have recent governments tried to raise standards in education?



### Families and Households

- How much equality is there between couples?
- What is childhood? Does it still exist?
- How have changes in the family affected British society?
- What role does the family play in society?

### The Media

- To what extent does the mass media stereotype certain groups in society?
- Does the mass media try to spread Western culture around the globe?
- How much power does the audience have to control the content of the mass media?



### Crime & Deviance with Theory & Methods

- Is crime useful for society?
- How do deviant acts come to be defined as crimes?
- Why are some groups more likely to commit / be a victim of crime?
- Does sociology provide a 'scientific' understanding of society?

# A-level Sociology

## AQA Specification

### Integral elements

All the following must be an integral part of the study of each topic area:

- sociological theories, perspectives and methods
- the design of the research used to obtain the data under consideration, including its strengths and limitations.

Attention must be given to drawing out the links between topic areas studied.

### Core themes

Students must study the following two core themes:

- socialisation, culture and identity
- social differentiation, power and stratification.

The themes should be understood and applied to particular substantive areas of Sociology. These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics.

In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.

## Education with Theory and Methods

### 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.

## Theory and Methods

Students must examine the following areas:

- 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
- 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.

## Topics in Sociology

### Families and Households

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

- 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.

### The Media

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

- the new media and their significance for an understanding of the role of the media in contemporary society
- 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.

# Crime and Deviance with Theory and Methods

## 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

(See Education with Theory and Methods paper)

# Scheme of assessment

## Assessment objectives

- AO1: Demonstrate knowledge and understanding of:
  - sociological theories, concepts and evidence
  - 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.

## Year 13

<b>Paper 1: Education with Theory and Methods</b>	<b>+</b>	<b>Paper 2: Topics in Sociology</b>	<b>+</b>	<b>Paper 3: Crime and Deviance with Theory and Methods</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>		<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>		<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>
<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>		<b>Questions</b> Section A: extended writing, 40 marks Section B: extended writing, 40 marks		<b>Questions</b> Crime and Deviance: short answer and extended writing, 50 marks Theory and Methods: extended writing, 30 marks

# A-level Sociology

## Flipped learning

**\*\*\* These tasks *must* be completed by the end of the first week of term \*\*\***

### TASK 1

Read the passage below, then answer the questions that follow.

#### The sociology of childhood

Sociologists see childhood is socially constructed; in other words, it is something that is created and defined by society. They claim that what people mean by childhood, and the position that children occupy in society, is not fixed but differs between times, places and cultures. We can see this by comparing the modern UK view of childhood with childhood in the past and in other countries.

Some sociologists argue that, over the past few centuries, the position of children in the UK has been steadily improving and that childhood today is better than it has ever been. One reason for this is that we have better standards of living, meaning that children are less likely to suffer from diseases than in the past. However, other sociologists disagree; they argue that children face new threats, such as junk food, online-bullying and child abuse, which make modern childhood 'toxic'.

- 1) List five words that you associate with childhood in the UK.
- 2) Consult the picture below. What stereotypes about childhood does the picture challenge?
- 3) Apart from better standards of living, outline three reasons why childhood today may be better than in the past.
- 4) 'Childhood today is better than it has ever been.' To what extent do you agree with this view? [*Write at least half a side of A4 for this question*].



## **TASK 2: The Big Debate!**

### **Which plays a more important role in shaping who we are - nature or nurture?**

- Research the above topic and summarise key points for both sides of the argument in order to participate actively in a class debate.
- This must be completed by the end of the first week of term.
- Use articles from the websites below to help you to create informed arguments.
- Conduct your own independent research too and bring your articles in to share with the group.

*Websites to get you started...*

<https://getrevising.co.uk/>

<https://www.hoddereducation.co.uk/Magazines/Magazines-extras/Sociology-Review-extras>

<https://nateherbst-sociologycity.weebly.com/nature-v-nurture.html>

<https://courses.lumenlearning.com/boundless-sociology/chapter/the-role-of-socialization/>

# Letter to parents / carers

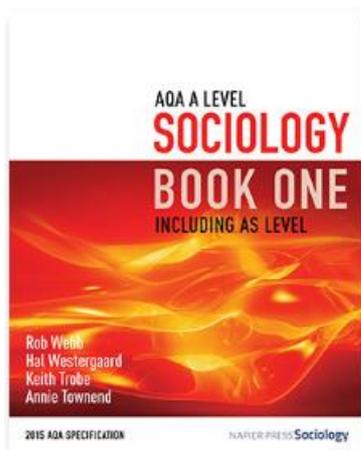
Dear Parent / Carer,

**Re: Year 12 Sociology textbook**

Your child has chosen to study A-level Sociology. In order to help your child achieve their full academic potential, it is *essential* that they own a copy of the course textbook. For Year 12 students, this is:

**Webb, Westergaard, Trobe and Townend (2015) AQA A-level Sociology, Book One, 3<sup>rd</sup> edn., Napier Press.**

Students will be examined on this material at the end of Year 13. Consequently, this textbook will be useful throughout your son's / daughter's time at Heathcote.



This book is available at online suppliers such as [amazon.co.uk](http://amazon.co.uk) and [wordery.com](http://wordery.com).

Ensure that you buy the **3<sup>rd</sup> edition** which has '**Book One**' on the front cover (see opposite).

Your child must have this in time for their first lesson in September.

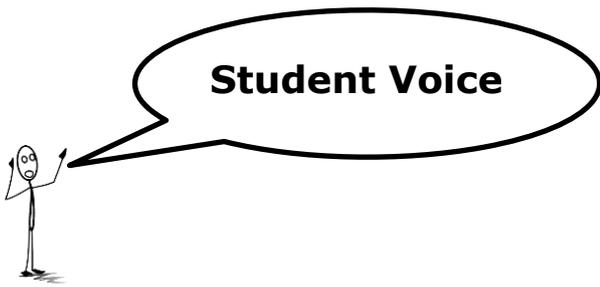
I look forward to helping your child achieve his / her potential; please do contact me or a member of the Social Sciences team using the email addresses below.

Yours sincerely,

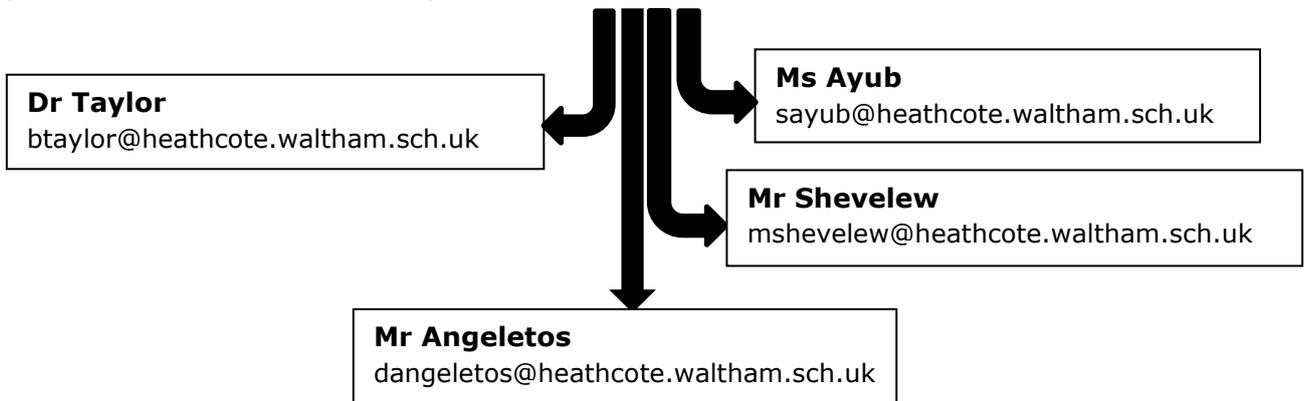
Dr Ben Taylor

(Head of Social Sciences)

# Social Sciences Department



It's important that you *communicate* with staff members so that we have a better idea of how you're progressing. Please email your class teacher if you have any questions or concerns about your studies.



Additionally, throughout the year you will have regular opportunities to **feedback** on all aspects of your studies (e.g. our teaching, your progress etc.).

**Student profile** – complete this and hand it to your teacher in your first lesson.

<b>Name:</b>	<b>Subject:</b>		
<b>What level did you achieve at GCSE in:</b>			
<b>English Lit.</b>	<b>English Lang.</b>	<b>Maths</b>	<b>Science</b>
<b>Why did you decide to take this subject?</b>			
<b>What is the most important thing your teacher can do to support your learning?</b>			