**LPGS A-Level Sociology**

**Student Handbook**



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**Course outline**

*Based on the AQA A Level Sociology specification (7192):* <https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/subject-content-a-level>

***Further information available on page 6.***

**Paper 3**

***Crime and Deviance with Theory and Methods***

Crime and Deviance:

4, 6, 10 marks

Theory and Methods:

10, 20 marks

**Duration:** 2 hours

**Paper 2**

***Topics in Sociology***

Families and Households:

10, 10, 20 marks

Beliefs in Society:

10, 10, 20 marks

**Duration:** 2 hours

**Paper 1**

***Education with Methods in Context and Theory and Methods***

Education:

4, 6, 10 marks

Methods in Context:

20 marks

Theory and Methods:

10 marks

**Duration:** 2 hours

During your A level Sociology studies you will:

* Study Sociological theories, research, concepts and methods
* Develop skills of analysis and evaluation
* Develop an understanding of different areas of Sociology and link them together.
* Engage with contemporary news stories but be aware of their source.

Assessment skills

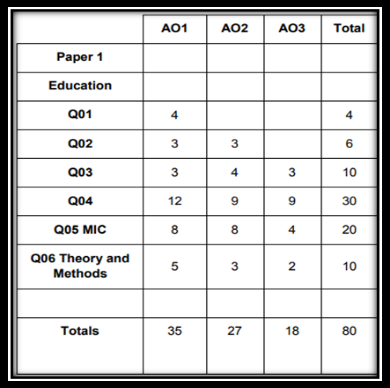
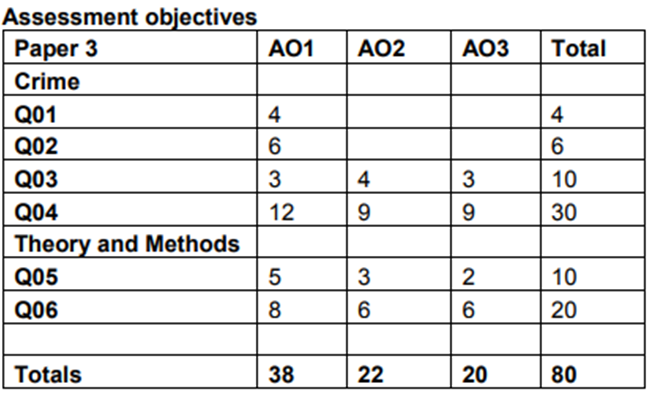
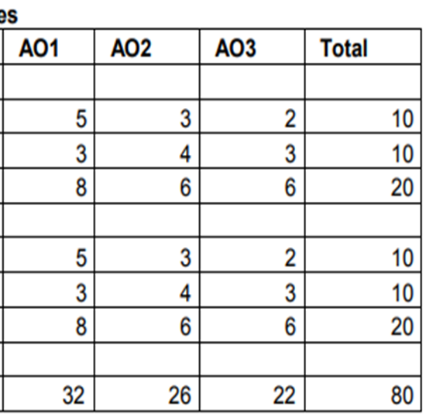
AO1 - **Knowledge and Understanding** of Sociological ideas including key words and key concepts

AO2 – **Application** Actually applying the correct/relevant material in your answer. Using the item and building upon it. Applying one of the larger sociological studies to back up your argument (and recalling which sociologist who studied it). Bringing in relevant news stories ie #Metoo

AO3 – **Analysis and Evaluation -** Explaining what two main arguments are and outlining/comparing them *together* is analysis. Strongly pitching one Sociological Theory *against* another is Evaluation.

The Assessment Objective ‘marks’ for each paper are as follows:

**Paper 1 Paper 2 Paper 3**

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**Skills you will gain from studying Sociology**

Future pathways and careers

Studying Sociology is stimulating and many students go on to study Sociology at degree level. Sociologists are currently working in areas as diverse as International Development, Human Resources, Education, Health, Social work, Prison Service, Police, Marketing, Advertising,

**Commitment to Learning (C2L)**

In order to fully grasp what society is about, and how it works, we encourage you to demonstrate your commitment to Sociology in the following ways:

**Green:**

* Attendance to all lessons
* Catching up with missed work/ lessons
* Commitment to class contributions
* Completing all homework tasks, in addition to Seneca

**Purple:**

* Attendance to all lessons
* Actively attending support sessions/ booking group or 1:1 sessions with teachers
* Engaging in current affairs (downloading The Guardian app/ Al Jazeera)
* Commitment to research projects, group presentations and class contributions (debates’ group work/ pair discussions)
* Completing all homework tasks, in addition to Seneca

**Amber**

* Attendance to most lessons
* Catching up with some elements of missed work/ lessons
* Inconsistent submission of homework/ lack of Seneca use
* Minimal class contributions

**Red:**

* Low attendance
* Consistent failure to catch up with work/ lessons
* Lack of contribution to tasks
* Inconsistent submissions of homework/ lack of Seneca use

Sociology expectations:

* It is ***essential*** that you pay attention to the news and analyse it from a sociological perspective. i.e. who chose to broadcast that particular news story and why? This will give you broader understanding of society (and how sociologists try and explain it).
* We unreservedly expect you to **attend** **all lessons:** missing a single lesson means that you have missed out on key concepts (that link to other aspects of the course.) Preparation for lessons includes: ensuring that you have your textbook at all times, at least three lessons worth of notes, complete Seneca assignments, and essays ready to submit (based on homework tasks set).
* Should you miss any lessons it is **your responsibility to catch up** on both the missed lesson work and homework set. Ensure you contact someone in your class before the next lesson to find out what you need to do or even better find your teacher.
* If you are absent for a prolonged period of time, please **e-mail** a member of staff to let us know, we can then either send work home or keep work for you to catch up on.
* Punctuality is paramount at LPGS 6. You are expected to **be on time** for lessons, if you are late it is courteous to apologise to your teacher and you may be kept behind after the lesson to catch up on the work missed.
* You will be expected to **complete all homework** that is set. We want you to achieve the highest grade possible and you may be asked to re-do any work that your teacher deems necessary to improve your exam performance. If you consistently find it difficult to complete homework you will be asked **to stay after school** to get it done. Once your homework has been marked and handed back you will be expected to **respond to the teacher’s feedback** – completing corrections and demonstrating where you have acted upon advice.

Commitment to learning beyond the classroom:

* **Consolidate your learning** e.g. read through your exercise book and textbook, look up key terms/ studies/ theories on the internet. If there are sections of the course that you find challenging, actively research and ask your peers and teacher for support when needed.
* **Making use of additional learning time** by completing Guided Learning booklets will be given to you each term and your teacher will initial (not mark) your progress. **Guided Learning is bespoke and tailored – based upon our experience of your individual learning needs. Guided Learning is an essential period, applied to all students across the sixth form. These sessions will support with you managing your independent studies, revision and essay practice.**

**Specification**

Education is a compulsory topic for both the AS and A-level. It is assessed on Paper 1 at A-level (7192/1). This information will also be available via Firefly, and in class, where you will receive hard copies of PLC’s, practice questions, marking policy and exam structure.

| **Specification** | **Minimum content to be covered** |
| --- | --- |
| The role and functions of the education system, including its relationship to the economy and to class structure | Functionalist and New Right explanations of the role and functions of the education system, eg in relation to social solidarity, skills teaching, meritocracy, selection and role allocation.  **Durkheim, Parsons, Davis & Moore, Chubb & Moe**  Marxist explanations of the role and functions of the education system, eg in relation to ideological state apparatuses, reproduction of social class inequality, legitimation of social class inequality.  **Althusser, Bowles and Gintis, Willis** |
| Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society | Patterns and trends in differential educational achievement by social class, ethnicity and gender, eg in relation to GCSE results.  **Official statistics on patterns**  Different sociological explanations of social class differences in educational achievement in relation to external factors (outside the education system), eg cultural deprivation, material deprivation and cultural capital.  **J.W.B. Douglas, Bernstein, Bourdieu**  Different sociological explanations of gender differences in educational achievement in relation to external factors, eg changes in the family and labour market affecting women and men and the influence of feminist ideas.  **Sharpe, McRobbie, Francis**  Different sociological explanations of ethnic differences in educational achievement in relation to external factors, eg cultural deprivation, material deprivation and racism in wider society.  **Bereiter & Engelmann, Evans, Lupton** |
| 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 | Different sociological explanations of social class differences in educational achievement in relation to internal factors and processes within schools, eg teacher labelling, the self-fulfilling prophecy, pupil subcultures and pupils’ class identities.  **Becker, Lacey, Ball**  Different sociological explanations of gender differences in educational achievement in relation to internal factors, eg the curriculum, selection and marketisation, feminisation of education, pupil subcultures and gender identities.  **Kelly, Gorard, Weiner**  Patterns and trends in subject choice by gender. Different sociological explanations of gender differences in subject choice, eg in relation to subject image, teaching and learning styles and primary socialisation.  **Official statistics on patterns**  Different sociological explanations of ethnic differences in educational achievement in relation to internal factors, eg racist labelling, the self-fulfilling prophecy, pupil subcultural responses, ethnic identities, institutional racism and the ethnocentric curriculum.  **Gilborn & Youdell, Coard, Moore & Davenport** |
| The significance of educational policies, including policies of selection, marketisation and privatisation, and polices 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 | The impact of educational policies of selection, marketisation and privatisation, such as the tripartite system and the post-1988 education system, in relation to educational standards and class differences of outcome; the globalisation of educational policy.  **Ball, Whitty, David**  The impact of educational policies aimed at achieving greater equality of opportunity or outcome, eg the comprehensive system, compensatory education policies, education action zones and tuition fees.  **Douglas, Keddie, Ball**  Education policies in relation to gender and ethnic differences and their impact, eg GIST, WISE and multicultural education.  **Francis, Sewell, Mirza**  Different sociological explanations of the impact of educational policies, eg in relation to parentocracy and differences in economic and cultural capital.  **Gewirtz, Gillborn & Youdell, Bartlett** |

Methods in context

Methods in context is a compulsory topic A-level. It is It is assessed on Paper 1 of the A-level (7192/1).

| **Specification** | **Content** |
| --- | --- |
| Students must be able to apply sociological research methods to the study of education | The application of the range of primary and secondary methods and sources of data (as covered below in AS level Research Methods and in A-level Theory and Methods) to the particular topics studied in education, with specific reference to the strengths and limitations of the different methods and sources of data in different educational contexts. |

| **Specification** | **Content** |
| --- | --- |
| * 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 | * Types of research method and data sources: the differences between quantitative and qualitative data, and between primary and secondary sources of data; the strengths and limitations of each of these. * Primary methods of data collection: questionnaires, interviews, observation and experiments; the main variants of each, eg structured and unstructured interviews, participant and non-participant observation, laboratory and field experiments. * Secondary sources of data: documents, official statistics; different types of document, eg personal, public and historical; different sources of official statistics. * Research design, eg in relation to pilot studies and sampling techniques; main stages of the research process in relation to these methods. * Practical issues affecting choice of methods and sources, eg time, cost, access and researcher’s characteristics; strengths and limitations of different methods and sources in relation to these issues. * Ethical issues affecting choice of methods and sources, eg informed consent, deceit and vulnerable groups; strengths and limitations of different methods and sources in relation to these issues. * Theoretical issues affecting choice of methods and sources, eg reliability, validity, representativeness, positivism, interpretivism; strengths and limitations of different methods and sources in relation to these issues. * Practical, ethical and theoretical factors influencing choice of research topic, eg personal experience and policy concerns. |

A-level theory and methods

Theory and methods is a compulsory topic at A-level and assessed on Paper 1 of the A-level (7192/1) and Paper 3 of the A-level (7192/3).

| **Specification** | **Content** |
| --- | --- |
| * 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 | * Types of research method and data sources: the differences between quantitative and qualitative data, and between primary and secondary sources of data; the strengths and limitations of each of these. * Primary methods of data collection: questionnaires, interviews, observation and experiments; the main variants of each, eg structured and unstructured interviews, participant and non-participant observation, laboratory and field experiments. * Secondary sources of data: documents, official statistics; different types of document, eg personal, public and historical; different sources of official statistics. * Research design, eg in relation to pilot studies and sampling techniques; main stages of the research process in relation to these methods. * Practical issues affecting choice of methods and sources, eg time, cost, access and researcher’s characteristics; strengths and limitations of different methods and sources in relation to these issues. * Ethical issues affecting choice of methods and sources, eg informed consent, deceit and vulnerable groups; strengths and limitations of different methods and sources in relation to these issues. * Theoretical issues affecting choice of methods and sources, eg reliability, validity, representativeness, positivism, interpretivism; strengths and limitations of different methods and sources in relation to these issues. * Practical, ethical and theoretical factors influencing choice of research topic, eg personal experience and policy concerns. |
| Consensus, conflict, structural and social action theories | The difference between consensus and conflict theories of society, including consensus theories such as functionalism, the New Right, and conflict theories, ie Marxism and feminism; the major variants of such theories, eg scientific and humanistic Marxism; liberal, radical, Marxist etc feminism.  **Marx, Gramsci, Althusser, Durkheim, Parsons, Merton**  The difference between structural theories such as functionalism and Marxism, and action theories; the main types of action theory, such as social action theory, symbolic interactionism and ethnomethodology.  **Weber, Mead, Blumer, Becker, Goffman, Garfinkel** |
| The concepts of modernity and post-modernity in relation to sociological theory | The concepts of modernity and postmodernity, including variants such as late modernity.  **Baudrillard, Giddens, Beck, Harvey**  Modernist and postmodernist theories of contemporary society.  **Baudrillard, Giddens, Beck, Harvey** |
| The nature of science and the extent to which Sociology can be regarded as scientific | Debates about the scientific status of sociology: positivist and interpretivist views.  **Durkheim, Weber, Glaser & Strauss, Atkinson**  Different views of the natural sciences, eg Popper, Kuhn, realism, and implications for sociology’s scientific status.  **Popper, Kuhn, Keat & Urry** |
| The relationship between theory and methods | The relationship between theoretical perspective and preference for particular research methods and sources of data, eg positivism and quantitative data, interpretivism and qualitative data.  **Durkheim, Atkinson, Jack Douglas** |
| Debates about subjectivity, objectivity and value freedom | Concepts of objectivity, subjectivity, value freedom and ideology.  **Comte, Durkheim, Marx, Weber, Becker, Gouldner**  Different views of whether sociology can and should be objective or value free, eg classical sociology, value neutrality and committed sociology; relativism.  **Comte, Durkheim, Marx, Weber, Becker, Gouldner** |
| The relationship between Sociology and social policy | The difference between social problems and sociological problems; perspectives on social policy and on the role of sociology in relation to policy.  **Worsley, Comte, Durkheim, Marx, Murray** |

Families and households (3.2.2.2 and 4.2.2)

Families and households is an optional topic at AS and A-level. It is assessed at AS on Paper 2 (7191/2) and at A-level on Paper 2 (7192/2).

| **Specification** | **Content** |
| --- | --- |
| The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies | Different sociological views, eg functionalist, feminist, Marxist, New Right and postmodernist, on the role of the family and its relationship to wider social structures such as the economy.  **Parsons, Murdock, Zaretsky, Oakley**  The impact of government legislation, eg divorce, adoption and same sex marriage, and policies, eg education, housing and welfare, on the family.  **Donzelot, Leonard, Murray** |
| 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 | An understanding of the trends in contemporary family and household structures, eg symmetrical family, beanpole families, matrifocal families, serial monogamy, lone-parent families, house husbands, living apart together, same sex couples etc.  **Chester, Giddens, Rapoports**  Different sociological explanations for the reasons and significance of these trends.  **Weeks, Chester, Stacey**  Including the significance of individual choice in personal relationships and the significance of relationships beyond the traditional family structures.  **May, Smart, Stacey** |
| Gender roles, domestic labour and power relationships within the family in contemporary society | Different sociological arguments and evidence on this, including an understanding of the extent of changes and also diversity of experiences.  **Dunscombe and Marsden, Pahl, Dunne**  Different aspects of relationships, eg domestic labour, childcare, domestic violence, finance, dual burden triple shift etc.  **Pahl and Vogler, Dobash and Dobash, Gershuny** |
| The nature of childhood, and changes in the status of children in the family and society | How childhood is socially constructed.  **Pilcher, Aries, Wagg**  Different sociological views on the nature and experience of childhood.  **Postman, Palmer, Womack**  How childhood is experienced differently across gender, ethnicity and social class.  **McRobbie and Garber, Brannen, Howard**  Cross cultural differences and how the experience of childhood has changed historically.  **Aries, Punch, Donzelot** |
| Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation | Sociological debates about the nature, causes and significance of these changes.  **McKeown, Hirsch, Townsend**  How these changes impact on family and households, and also wider society, including concepts such as net migration, infant mortality rate and fertility rate.  **The Griffiths report, Picher, Blaikie** |

Beliefs in society (4.2.5)

Beliefs in society is an optional topic at A-level and is assessed on Paper 2 (7192/2).

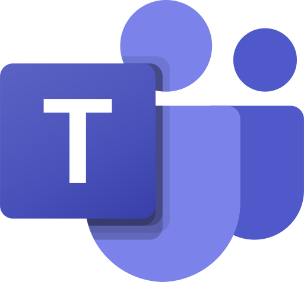
| **Specification** | **Content** |
| --- | --- |
| Ideology, science and religion, including both Christian and non-Christian religious traditions | Science as a social construct. Issues in defining religion.  **Durkheim, Giddens, Berger**  Religion and science as belief systems and ideological influences.  **Bainbridge, Weber, Berger**  Different theoretical views on the role and function of religion, eg functionalist, Marxist (including neo-Marxist), feminist and postmodernist.  **Durkheim, Parsons, Marx, El Sadaawi** |
| The relationship between social change and social stability, and religious beliefs, practices and organisations | Sociological views on religion as a conservative force and, as a force for social change, for stability or conflict.  **Durkheim, Marx, Weber**  The impact of social change on religious belief, practices and organisations.  **Wilson, Bruce, Wallis** |
| Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice | Characteristics of different types of religious organisation.  **Troeltsch, Wallis, Wilson**  Explanations for growth or decline of different forms of religious organisation.  **Wallis, Weber, Barker** |
| The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices | Patterns of religiosity among different social groups, such as social class, ethnicity, gender and age.  **Weber, El Sadaawi, Davies**  Explanations for changes in these patterns.  **Modood et al, Woodhead, Bruce** |
| 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 | Defining and measuring secularisation. The extent of belief and practice.  **Wilson, Glock and Stark, Davie**  Competing explanations and evidence for secularisation in terms of belief, practice and organisations.  **Bruce, Wilson, Weber**  Global context of debate including fundamentalism and the growth of religion.  **Berger, Davie, Norris and Inglehart** |

Crime and deviance (4.3.1)

Crime and deviance is a compulsory topic at A-level and is assessed on Paper 3 of the A-level (7192/3).

| **Specification** | **Content** |
| --- | --- |
| Crime, deviance, social order and social control | Functionalist explanations of crime, deviance, social order and social control, eg positive functions of crime, adaptations to strain, types of subculture, differential association.  **Durkheim, Merton, A.K.Cohen, Cloward and Ohlin**  Marxist and neo-Marxist explanations of crime, deviance, social order and social control, eg criminogenic capitalism, law making and critical criminology.  **Marx, Chambliss, Snider, Taylor, Walton & Young**  Labelling theory of crime, deviance, social order and social control, eg the social construction of crime, the effects of labelling and deviance amplification.  **Becker, Cicourel, Lemert, S.Cohen, Braithwaite**  Right realist explanations of crime, deviance, social order and social control, eg the causes of crime and solutions to crime.  **Wilson, Murray, Wilson & Kelling, Felson**  Left realist explanations of crime, deviance, social order and social control, eg relative deprivation, subcultures and marginalisation.  **Young, Lea & Young** |
| The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime | The social distribution of crime and deviance by ethnicity, including recent patterns and trends and different explanations for these, eg ethnicity and criminality, racism and the criminal justice system and victimisation.  **Bowling and Phillips, Gilroy, Hall**  The social distribution of crime and deviance by gender, including recent patterns and trends and different explanations for these, eg feminism, the chivalry thesis, sex role theory, social control and liberation thesis.  **Pollak, Heidensohn, Carlen**  The social distribution of crime and deviance by social class, including recent patterns and trends and different explanations for these, eg selective law enforcement and white-collar crime.  **Marx, Lea & Young, Pearce, Merton, Miller** |
| Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes | Globalisation and crime in contemporary society, eg transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful.  **Castells, Held, Taylor, Hobbs & Dunningham, Glenny**  The media and crime, eg media representations of crime, the media as a cause of crime and moral panics.  **S.Cohen, Young, Jewkes, McRobbie & Thornton**  Green crime, eg types of green crime and green criminology.  **South, Beck, White**  Human rights and state crimes, eg war, genocide and torture, and human rights abuses.  **McLaughlin, H & J Schwendinger** |
| Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies | Crime control, surveillance, prevention and punishment, eg crime prevention strategies, and sociological perspectives on punishment.  **Durkheim, Rusche & Kirchheimer, Felson, Chaiken, Wilson & Kelling**  Patterns of victimisation and explanations for these, eg positivist and critical victimology.  **Christie, Miers, Mawby & Walklate, Tombs & Whyte**  The role of the criminal justice system and other agencies, eg the role of police, courts and prisons.  **Foucault, Garland, S.Cohen** |

**Virtual Learning Environment**

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All Sociology lessons, resources, revision materials and announcements are shared via Firefly and MS Team/ Sharepoint.

Firefly

Firefly is your ‘go to’ tool for a myriad of different resources in Sociology.

You are **fully expected** to use Firefly on a regular basis. It is very, very helpful and is updated frequently with **bespoke resources** that will help you get ahead. Use it. All H/W will be set on the sociology Firefly page.

MS Teams/ Sharepoint

Additional material, messages and homework is shared via MS Teams for those who are unwell/ joining lessons virtually. Please ensure that you have access to MS Teams and familiarise yourself with Sharepoint.

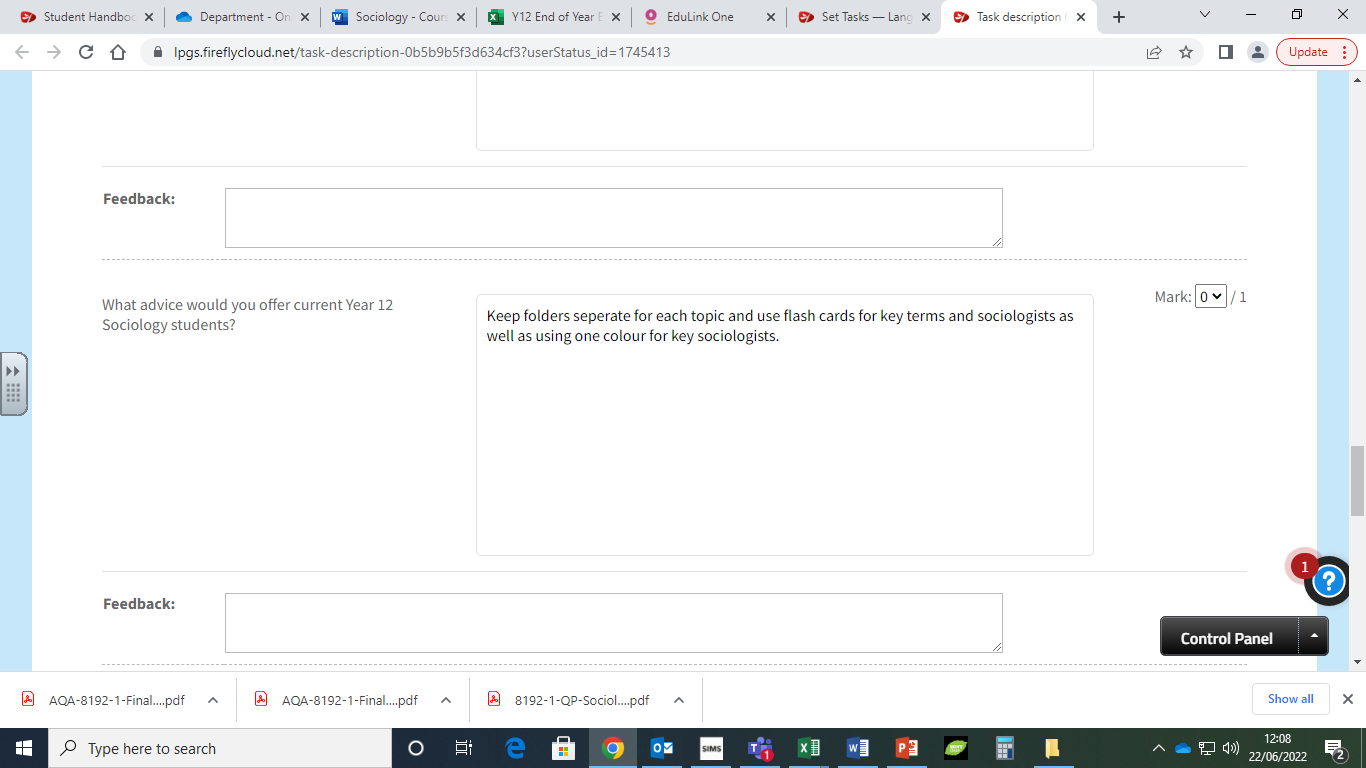
**Top tips for success at**

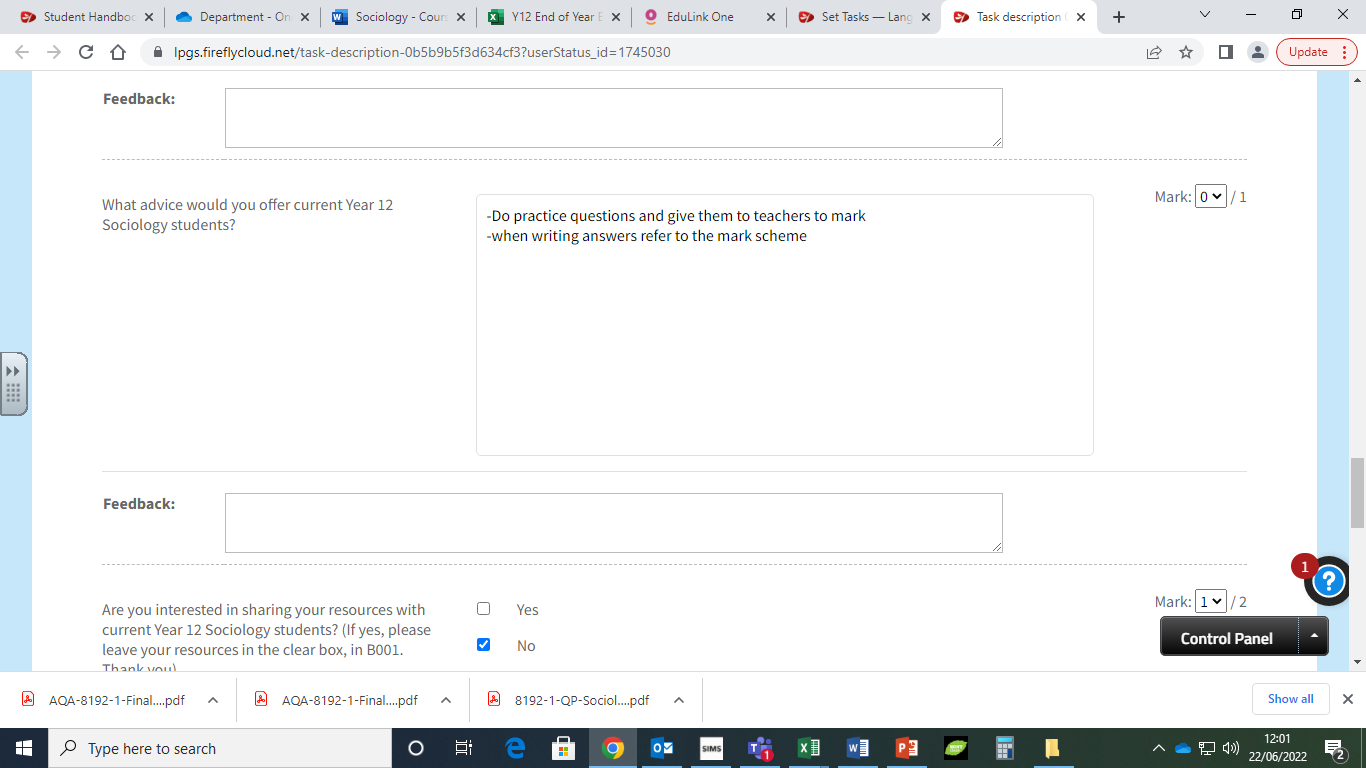
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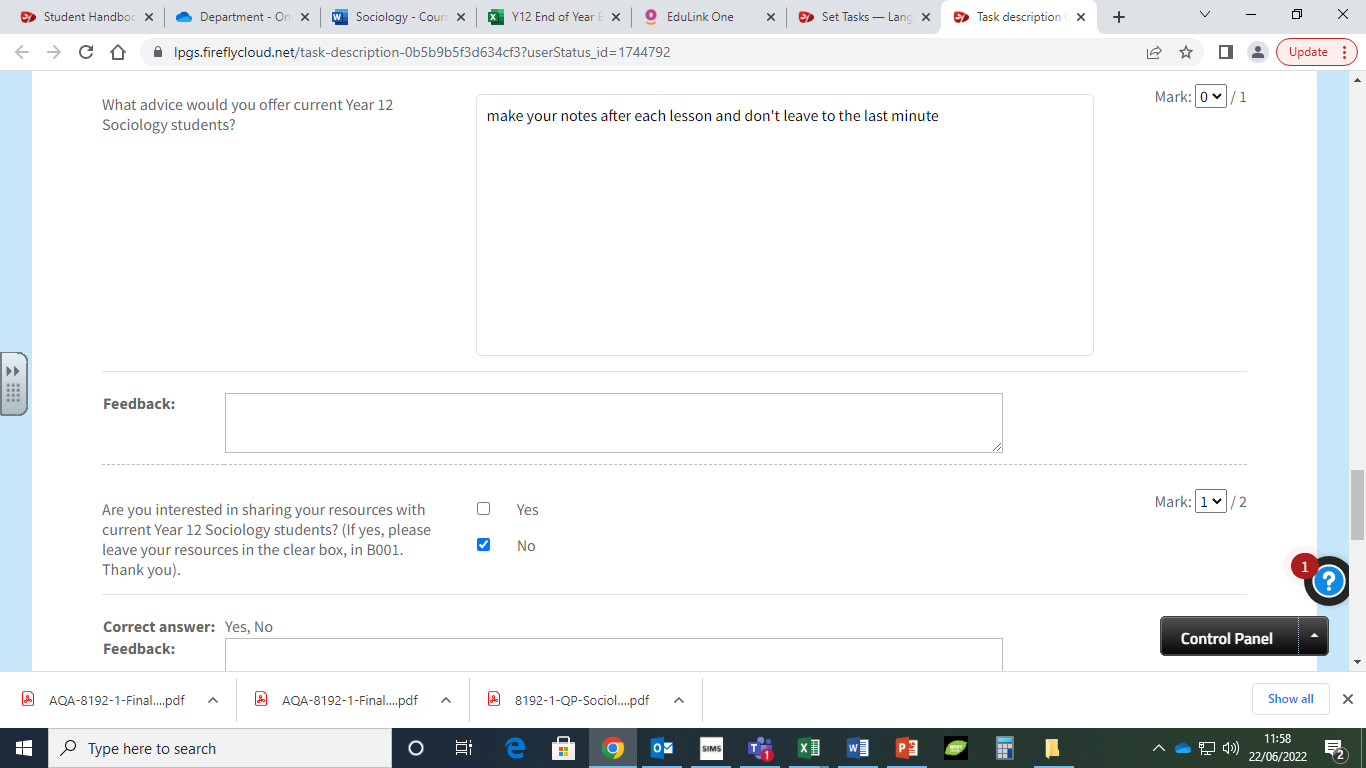
**A Level Sociology**

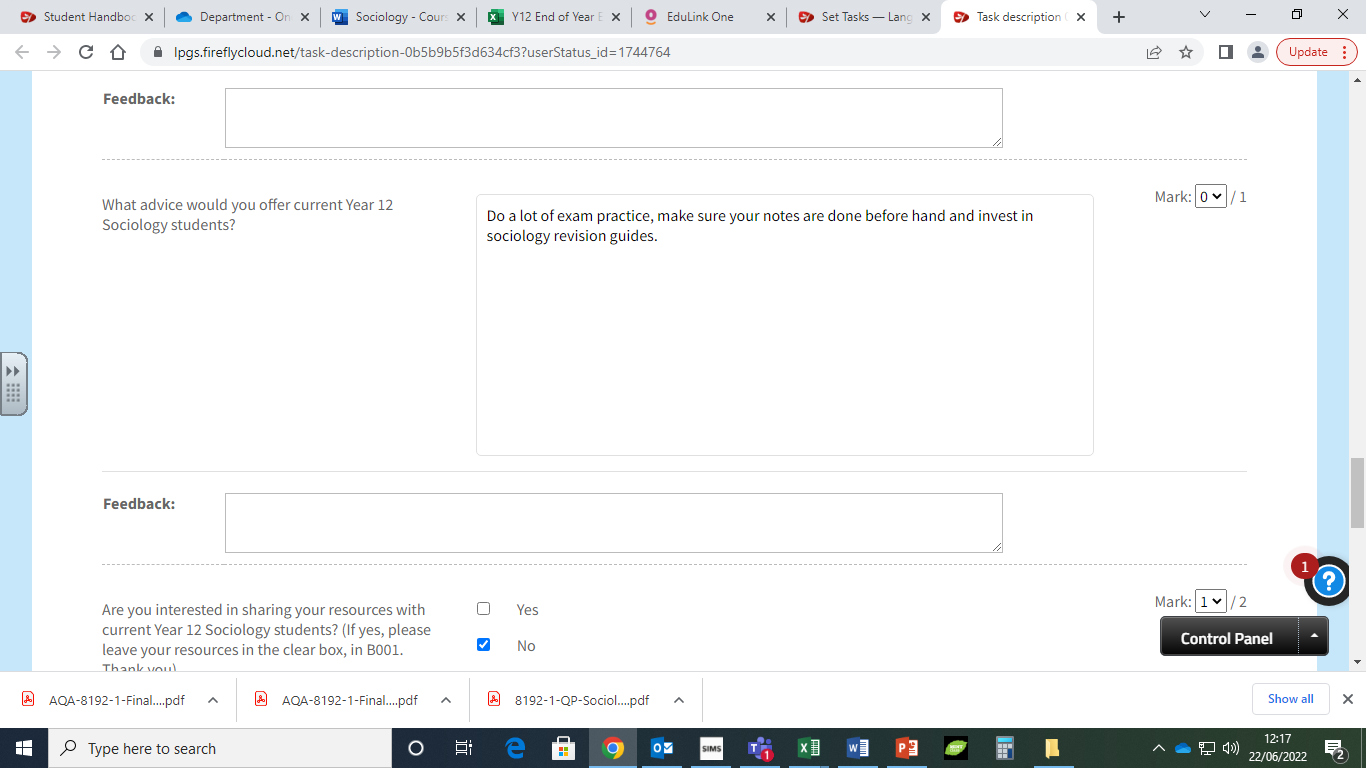
Student tips

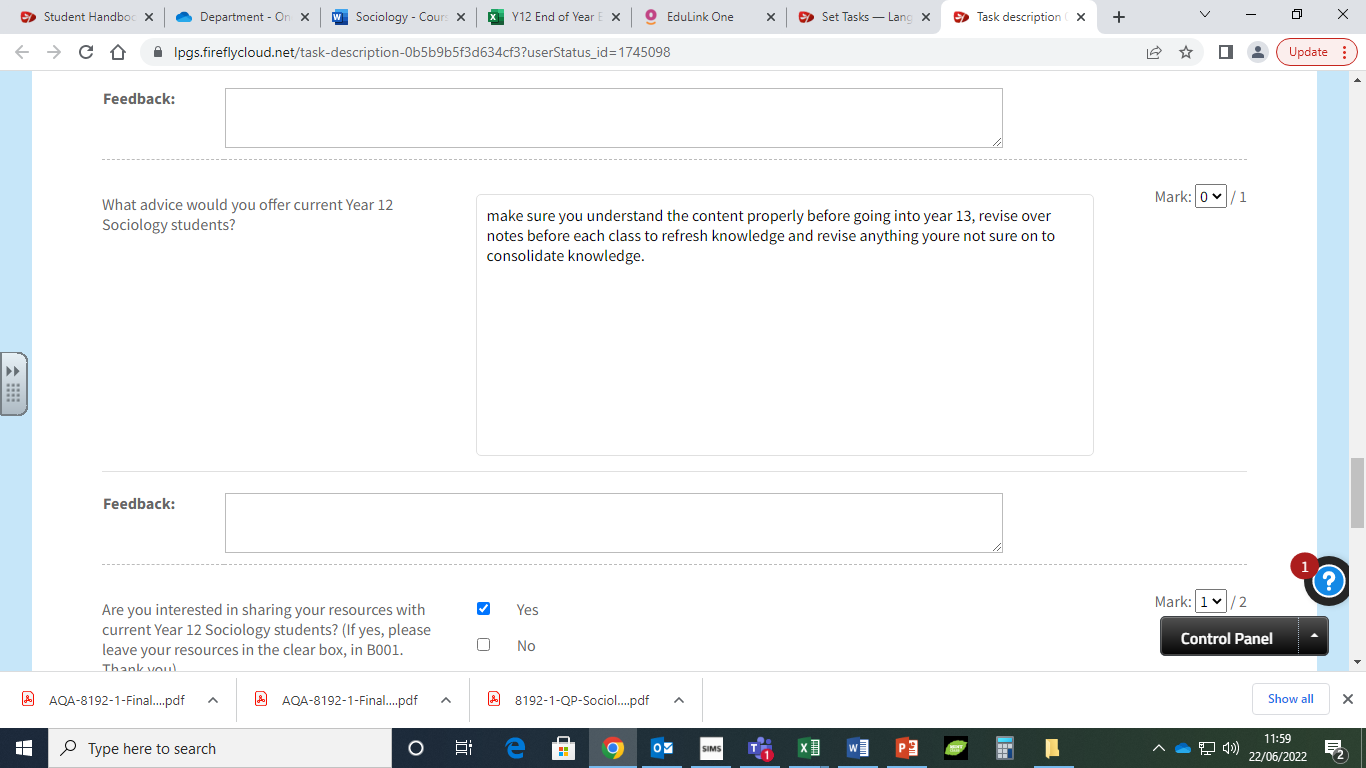
*Our Year 13’s have kindly offered their top tips in how to succeed in Sociology. They reflected on their experience across the two year course, helping them to give you sound advice, that will help you prepare for sixth form and beyond!*

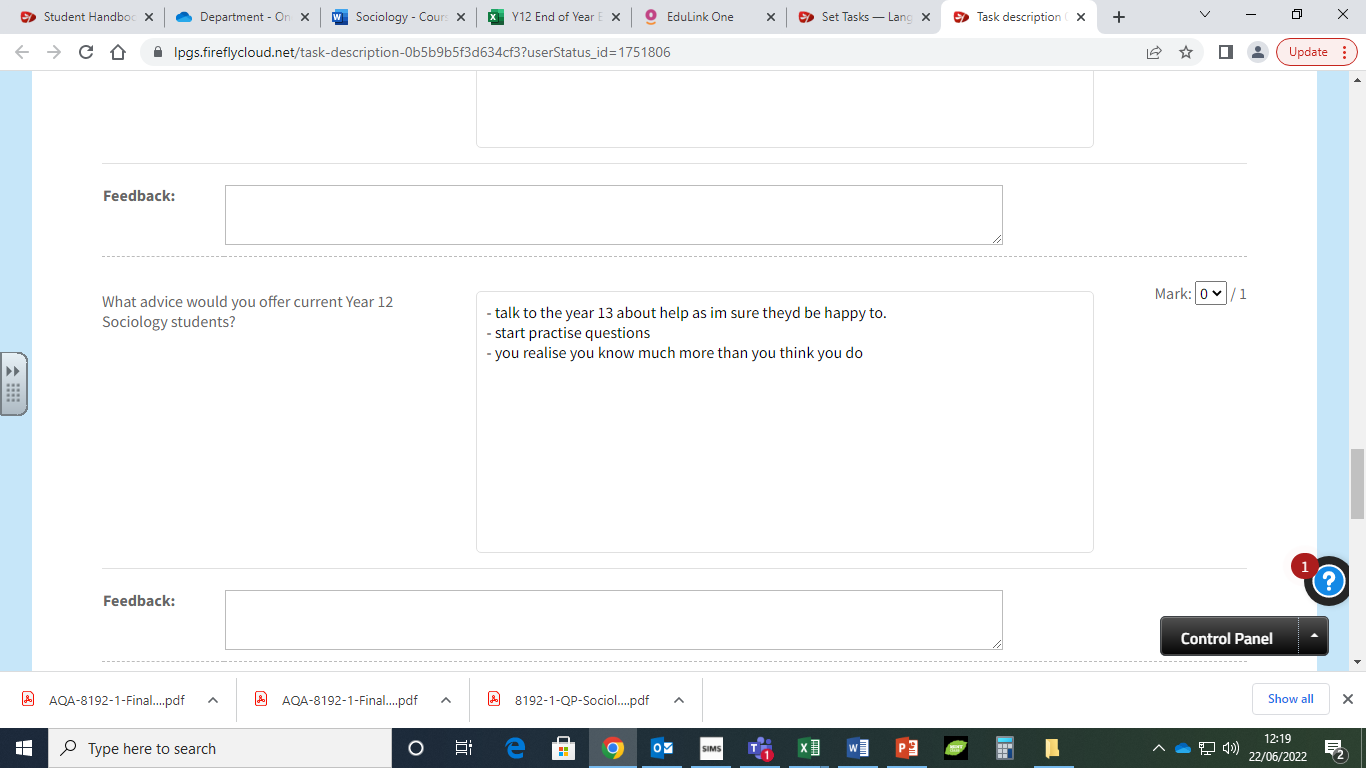


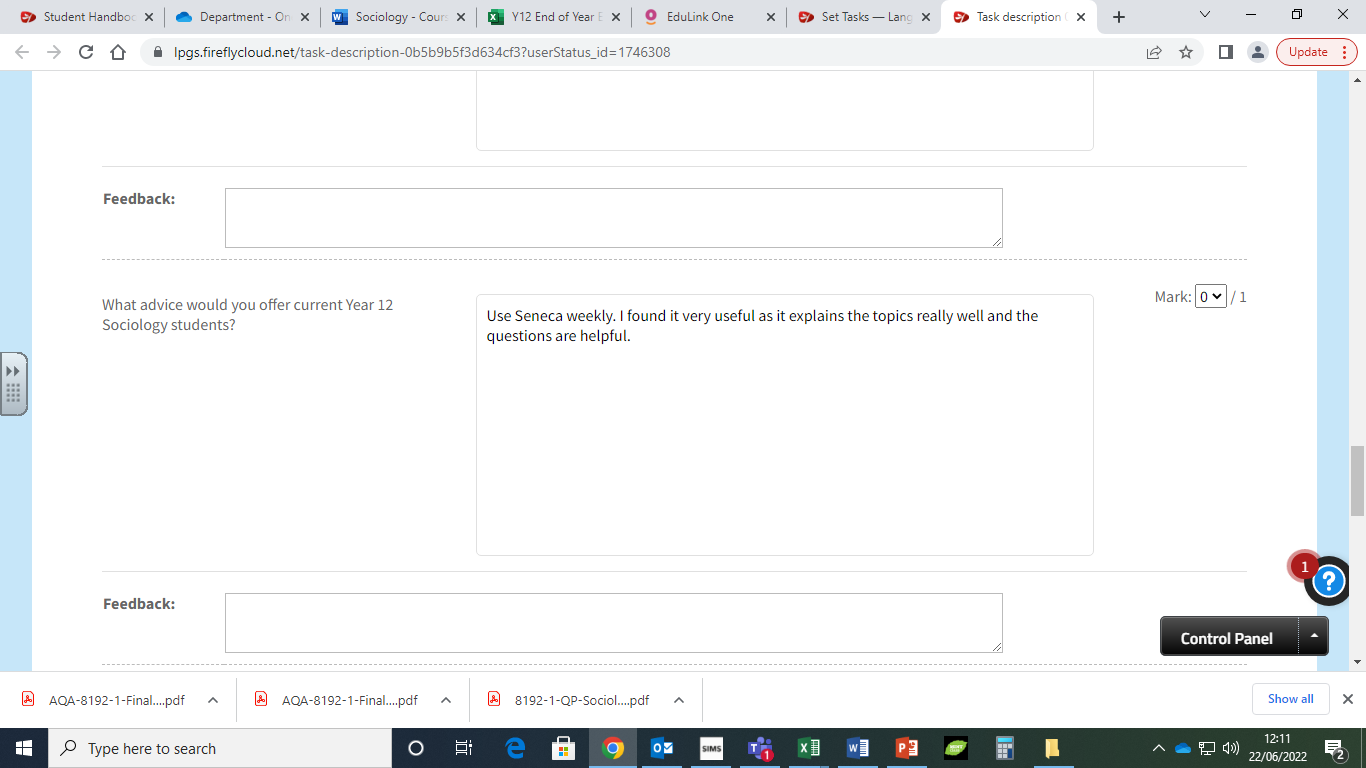


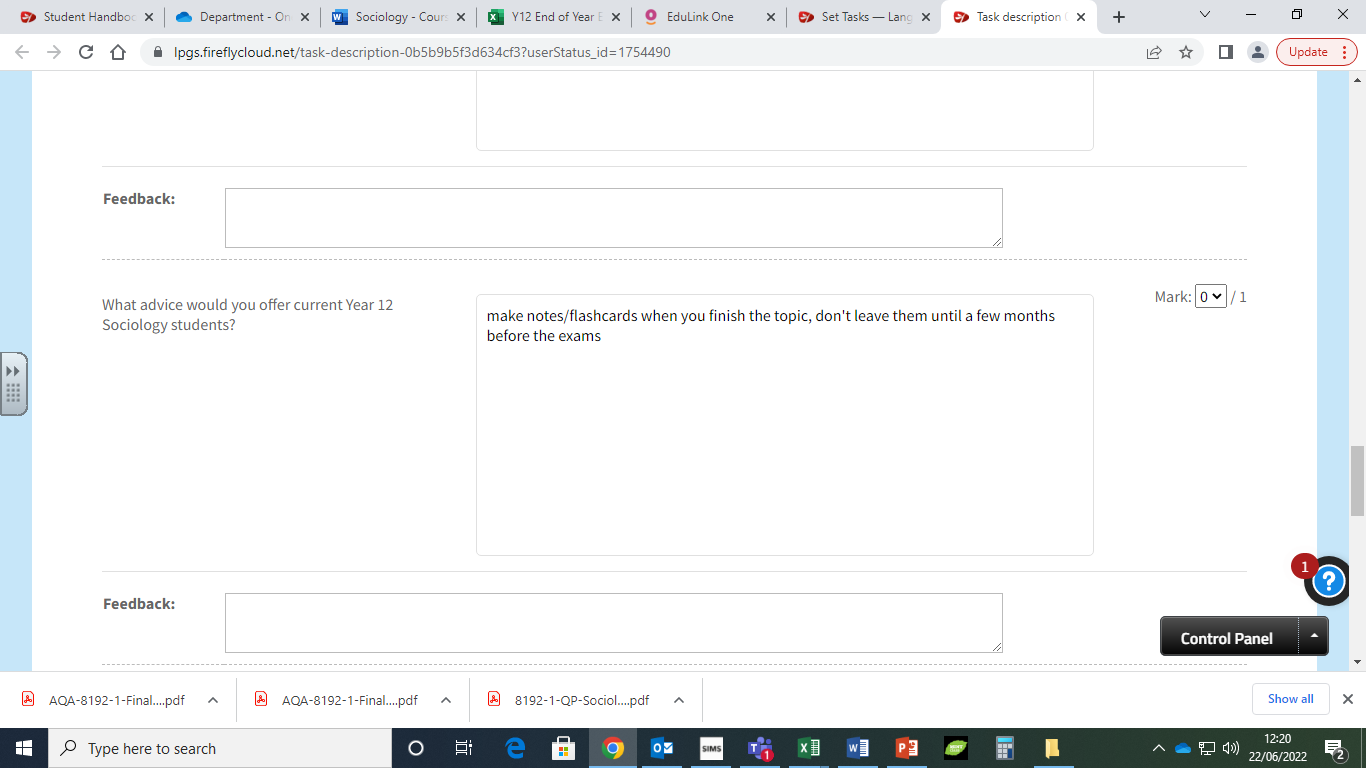


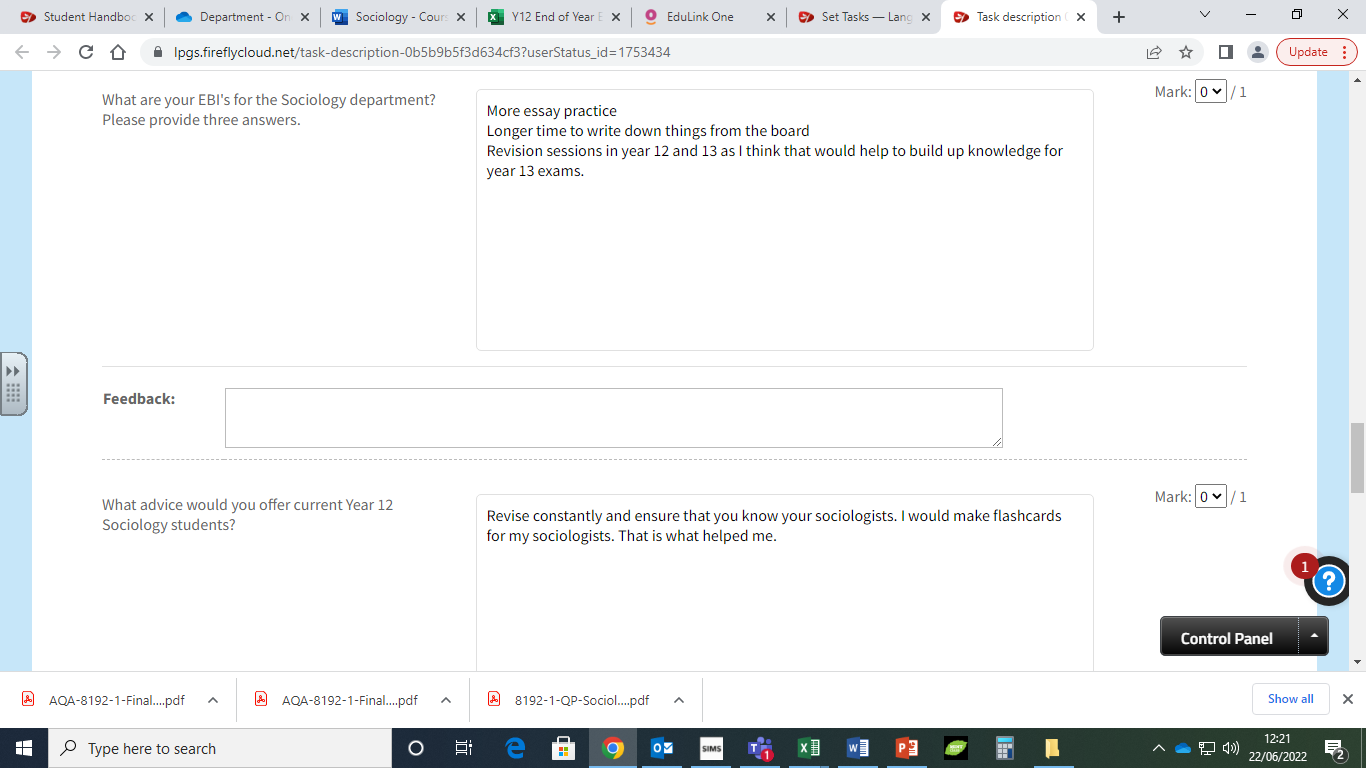


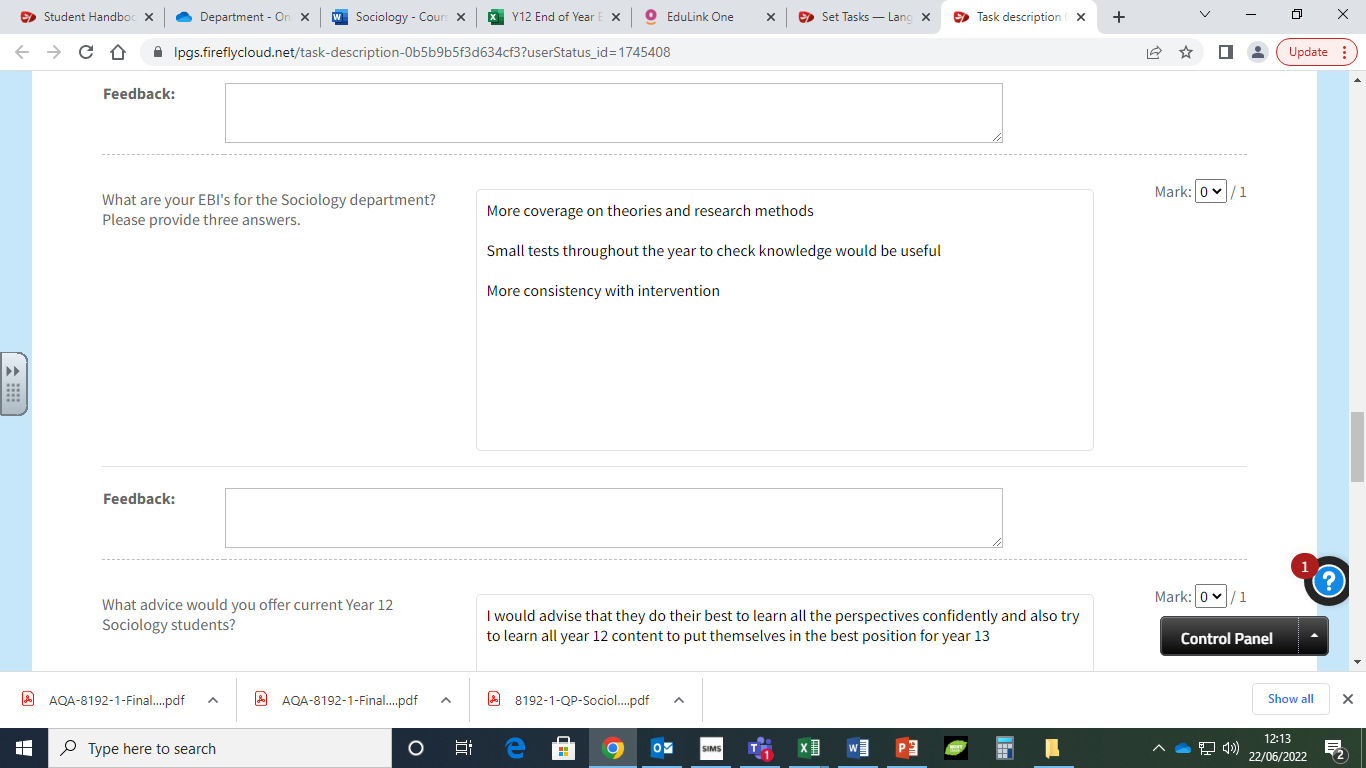












Teacher tips:

1. **Note taking-** All slides and materials are uploaded on Firefly/ MS Teams, and are available at least 24 hours prior to the lesson. To help with note keeping, and understanding content, print out slides ahead of the lesson. Annotate and highlight sections from the lesson, to help with asking questions.
2. **Practice** – we do answer a lot of exam questions in homework booklets, as well as during class but extra exam papers are available on the Sociology Firefly page.
3. **When it comes to revision, do the thing *you don’t want to do****!* Practising exams in timed conditions is BY FAR the most useful way to revise.
4. **Read beyond the class lesson and textbook.** There are a variety of Sociology e-zines/forums online. Reading about the same topic/ content in a different book is a great way to consolidate your learning and helps you to better understand concepts we study (see Sociology network on firefly for articles and book recommendations)
5. **Research:** There are some good Sociology websites out there (Sociology Review magazine, Getrevising; Sociology) – for revision and wider reading. But of course, be careful as some sites can contain errors (such as Wikipedia)
6. **Going further** – ask yourself how Sociology would explain things that you see in the news or real life. This will deepen your understanding.
7. **Do not plagiarise** (i.e. copying other people’s work and passing it off as your own), firstly this is cheating (if you do this at University you will be expelled), secondly it stops you learning (it may get you a good homework grade but when in the exam you will suddenly find yourself without a clue) and thirdly you will get caught (your teachers are savvy and can usually spot plagiarised work instantly.

**If you have any questions, feel free to send us an email or ask before/ during/ after lessons.**