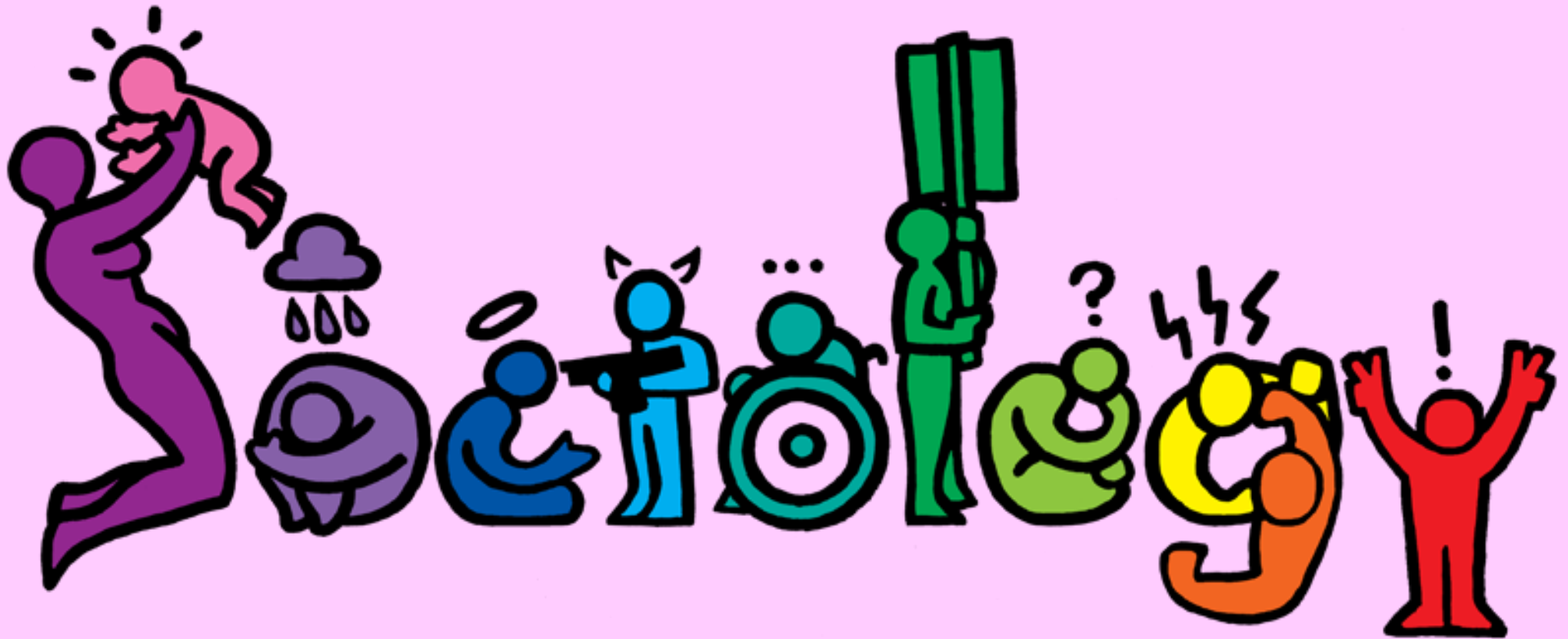


Starter



Learning objectives:

- Sociology

Starter

Match the baby to the room



Starter

The 18th Century seems to disagree...



Learning objectives

Develop a greater understanding of A-Level sociology and the requirements of the course

Key words



Learning objectives:

Sociology

CC

CRASH COURSE SOCIOLOGY

WHAT IS SOCIOLOGY?

Explanation

Sociology is the study of society and culture

Society is a group of people **living in a specific area**, who interact with each other, **follow shared rules and beliefs**, and **form social structures that influence how they behave and identify themselves**.

Culture is the **shared beliefs, values, customs, behaviours, and way of life** of a group of people that **influences how they think, act, and understand the world around them**, creating a sense of belonging and shaping societies.



Learning objectives:

Sociology

Explanation

Culture is the whole way of life of a society, it includes the following:

- Dress
- Language
- Food
- Norms (unwritten rules)
- Values (shared beliefs)

What does British culture consist of?



Learning objectives:

Sociology

CULTURE



Explanation

A-Level Sociology

A-level Sociology examines social behaviour from a variety of perspectives: how it originates and then develops, and the **ways people are organised into groups according to distinctions such as class, gender and race.**

A-level Sociology also looks at the **institutions and forces which shape and are shaped by groups within a society, such as the media, religion and education.**

A-level Sociology focuses on **contemporary society** through different sociological **theories and methods** (such as **Functionalism, Marxism and Feminism**) with which sociologists make sense of the diversity of societies, and of the forces which have and will continue to shape social change.

Some questions A-level Sociology covers include:

- Why do boys underachieve in the education system?
- Why are black people seven times more likely to be stopped and searched?
- What is the best way to study people?

What skills will I develop?

Students in sociology know how to **think critically** about human social life, and how to **ask important research questions**. They understand what quality research looks like and can recognize different types of research. Students trained in sociology also know **how to help others understand the way the social world works** and how it might be changed for the better. Most generally, they have learned how to **think, evaluate, and communicate clearly, creatively, and effectively**.

These are all abilities of tremendous value in a wide variety of vocational callings and professions.



Learning objectives:

Sociology

Change your perspective of society with AS and A-level Sociology

Studying sociology can give you a whole host of exciting career options, including:

- Social work
- Human resources
- Advertising
- Policing
- Marketing
- Journalism
- Law
- Teaching.

Where will AS and A-level Sociology take you?

Sociology is a great choice of subject for people who want a career in social work, nursing or medicine. But the subject is also useful in a number of other careers, like marketing, advertising, PR, journalism, law or teaching.



Explanation

What sociology looks like...



Changes In Masculinity And Femininity

Masculinity refers to typical characteristics associated with being male.

Femininity refers to typical characteristics associated with being female.

In what ways has masculinity and femininity have changed in recent years?



Learning objectives:

Sociology

EDUCATION KEY TRENDS – TRUE OR FALSE

- Girls are more likely to outperform boys at GCSE level and most other stages within the education system.
- Chinese and Indian students are the lowest performing ethnic group
- African Caribbean boys perform well in education
- Working class children do better in education than middle class



Learning objectives:

Sociology

"Discuss the relationship between class and youth culture" – 25 marks

Firstly, it is important to note that youth culture is not homogenous and varies according to social class. Working-class youth culture, for example, has been described as more focused on street culture, music, and fashion, while middle-class youth culture tends to be more concerned with academic achievement and cultural capital. This idea is supported by the work of Paul Willis, who in his study "Learning to Labour" (1977) argued that working-class boys rejected academic success as "effeminate" and instead valued "streetwise" toughness. Furthermore, research has shown that the consumption of youth cultural goods is also class-based. Pierre Bourdieu's concept of cultural capital is particularly relevant here. Bourdieu argued that cultural capital is the accumulation of knowledge, skills, and tastes that are valued by society. Middle-class youth are more likely to possess cultural capital in the form of education and exposure to high culture, and they are also more likely to consume cultural products that reflect this, such as literature and classical music. Working-class youth, on the other hand, tend to consume cultural products that are seen as more accessible, such as pop music and fashion. Moreover, class also shapes the way in which young people experience and navigate the transition from education to work. Research has shown that working-class youth face more barriers in accessing higher education and are more likely to enter low-paid and insecure employment. This can lead to feelings of disillusionment and alienation from mainstream society, which may be expressed through the adoption of alternative subcultures. For example, Dick Hebdige's study "Subculture: The Meaning of Style" (1979) explored the emergence of punk subculture in the 1970s, which was seen as a rejection of the mainstream and a celebration of working-class values.

Finally, it is worth noting that youth culture is not solely determined by social class, and other factors such as gender, race, and ethnicity also play a significant role. For example, Angela McRobbie's study "Jackie Magazine:



SOCIOLOGY IS AN ESSAY- BASED SUBJECT

It involves a lot of reading and writing.

This means a lot of studies by different people to read and write about.



AS-Level – Year 12



Learning objectives:

Sociology

What will I study?

Exam Board: Eduqas

Component 1

Socialisation and Culture

Written examination: 2 hours 30 minutes

70% of qualification

Section A - 15 marks - One structured question on the theme of **Socialisation, culture and identity**.

Section B - 50 marks – **Families and Households**, includes a compulsory question and a choice between two essay questions.

Section C - 55 marks This section offers a choice between three options – we are studying **Education**

What will I study?

Exam Board: Eduqas

Methods of Sociological Enquiry

Written examination: 1 hour 15 minutes

30% of qualification

One compulsory question. This will be based on stimulus material which will be a synopsis of a piece of sociological research.



Learning objectives:

Sociology

A-Level – Year 13



Learning objectives:

Sociology

What will I study?

Exam Board: Eduqas

Component 1

Written examination: 2 hours 30 minutes

40% of qualification

This component focuses on the theme of **Socialisation, identity and culture** and is divided into three sections. - Section A of the component is compulsory and focuses on the key concepts and processes of cultural transmission, including **Socialisation and the acquisition of identity.** -Section B of the component develops the compulsory key concepts and processes through detailed study of one of the two options – **Families and Households.** -Section C also develops knowledge and understanding of socialisation, identity and culture – **topic of Education.**



What will I study?

Exam Board: Eduqas

Component 2

Written examination: 1 hour 45 minutes
20% of qualification

This component focuses on methods of sociological enquiry



Learning objectives:

Sociology

What will I study?

Exam Board: Eduqas

Component 3

Written examination: 2 hours 30 minutes
40% of qualification

This component focuses on the theme of social differentiation, power and stratification.

Section A

-Evidence and examples of areas of inequality such as **education**

Section B

-Focuses on the theme of power, issues of social order and social control studied through **crime and deviance**

Explanation

Is Sociology right for me?

Sociology is a highly engaging subject with a specialist team of supportive teachers. At Haileybury Turnford, we have always had **very strong results in the subject** and students are successful.

The subject content is thought-provoking, interesting and relatable to your own lives. Many programmes, documentaries, news, that you may watch are relatable and by studying this subject it will give you an in-depth insight of society, patterns and social problems.



Learning objectives:

Sociology

Is Sociology right for me?

However, you will have a total of 6 hours and 45 minutes of written exams in Sociology at the end of Year 13 and this is demanding.

You will need to ensure that this subject is right for you.

- ✓ Strong sense of commitment to your studies and progress
 - ✓ Excellent literacy skills including reading and writing
 - ✓ Discipline with meeting deadlines
- ✓ Able to reflect and overcome barriers to your learning
 - ✓ Strong work ethic, including outside of school
- ✓ Self-directed study – You study every week at home



Explanation

- Keeping organised with folders and notes
- Completing essays every week
- Practice essays independently
- Memorise studies
- Consolidating your knowledge outside of class
- Consistent revision throughout the two years
- Meeting all deadlines
- Watching programmes/news around the subject
- Independence and using your initiative
- Acting on feedback
- Strong attendance

What will be required?

The board contains handwritten notes and several small images. At the top, there are notes about 'social control' and 'suicide rates'. A central section titled 'Experiments' includes notes on Rosenhan's study (Research went up to 12 mental hospital saying they heard voices, they stopped behaving) and Elton Mayo's study (Research into workers' productivity, Adjusted lighting, output went up when improved working conditions but also up in worse conditions, Not responding to variables but placebo experimenter Hawthorne effect). Below this, there are notes on 'Secondary Sources' and 'British Crime Survey' (Stats show a Capitalism eg definition of terrorism). Other notes mention 'Irvine' (Stats do not represent 'real things' lack of validity for example, Durkheim's study of suicide only regards those labelled as suicide) and 'Znaniecki' (Study of migration used personal diaries & letters, favoured by interaction). At the bottom, there are notes on 'Durkheim' (I'm not as okay as I used to be), 'Stein' (Internet sites are often not checked for accuracy, lacks credibility), and 'Lobban' (used content analysis to study gender role).

Evaluate the claim that marketisation and privatisation policies have increased educational inequality (30 marks)

'educational policies' are a response to plans put in place by the government as a response to 'equal opportunities and selection and choice'. Marketisation and privatisation policies have a 'product of this' which means that 'state schools should be operated like a business in order to create a 'education market'. Sociologists are studying the relationship between these policies and inequality as some argue it maintains gender, class and ethnic inequality while others argue it reduces educational inequality.

Before 1988 we began to see a shift in Britain's educational policies to marketisation and privatisation with the shift from the tripartite system to the comprehensive school system that aimed to overcome the class divide with meritocracy. Functionalists approved this as they claimed it was integrating different social classes however facts show very little social class mixing due to the streaming policy that puts stu



Learning objective

- Sociology

Explanation

Core Expectations for **Every Lesson**

1. Attend lessons on time and in professional attire
2. Be prepared for each lesson by ensuring you bring the appropriate equipment
3. Ensure all work is organised in the appropriate section of your subject folder
4. All deadlines must be met to avoid a 6 week “Risk of Failure” program
5. Respect the classroom, Replace chairs, Rubbish in bins
6. Speak to **ALL** members of the HT community with respect
7. No mobile phones/ear pods to be used in lessons or around the school
8. Starters are to be completed in silence
9. Be proactive and not reactive
10. Expect to work harder than you ever have before



Learning objectives:

Sociology

Case study – Genie

Summarise why is early (primary socialisation) important?

What taken for granted behaviour do we learn at a young age?

What skills are you taught?

What norms are you taught?

What values are you taught?

What might happen if people are not adequately socialised?

What could it lead to?



Homework

How does culture drive behaviour?

How are Norwegian and French Canadian culture different regarding talking to strangers on a bench?

Why was the guide surprised at Bourrelle's friend's reaction to the guide?

What is meant by "cultural lenses/glasses"?

Why is cultural diversity important?

How does the bus stop bench example illustrate how culture influences our behaviours?



Homework

Socialisation

How would you act at a dinner table in a restaurant? List five 'norms'/behaviours.

What would be an 'abnormal' way to behave at the dinner table? List five examples.

Socialisation is the process through which individuals learn the norms and values of society



1. **Where** do we learn how to behave in a socially acceptable way at the dinner table?
2. Are UK dinner table norms the same as everywhere else?



Learning objectives:

Sociology