

Subject	Sociology												
Year group	12 and 13 – A Level												
Overview	<p>Students study 6 units with two different teachers throughout the two years. All students will be required study the following topics as they are integral to the Sociology course.</p> <ul style="list-style-type: none"> • Sociological theories, perspectives and methods • The design of the research used to obtain the data under consideration, including its strengths and limitations. <p>Students will be required to draw links between topic areas studied.</p> <p>Furthermore students are required to understand the following core themes which must apply to particular substantive areas of Sociology</p> <ul style="list-style-type: none"> • Socialisation, culture and identity • Social differentiation, power and stratification. <p>The central focus of study in this specification should be on UK society today, with consideration given to comparative dimensions where relevant including the siting of UK within its globalised context.</p> <p>The study of Sociology must focus on contemporary society and foster the development of critical and reflective thinking with a respect for social diversity. It must provide an awareness of the importance of social structure and social action in explaining social issues. Students must be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.</p> <p>These specifications have been designed with the clear objective of addressing the requirements above and will encourage students to:</p> <ul style="list-style-type: none"> • Acquire knowledge and a critical understanding of contemporary social processes and social changes • Appreciate the significance of theoretical and conceptual issues in sociological debate • Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process. • Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society • Develop a lifelong interest in social issues. 												
Assessment	<p>Students will sit three papers at the end of their second year.</p> <table border="1" data-bbox="416 1368 1347 1917"> <tr> <td data-bbox="416 1368 708 1451">Paper 1: Education with Theory and Methods</td> <td data-bbox="735 1368 1027 1451">Paper 2: Topics in Sociology</td> <td data-bbox="1054 1368 1347 1451">Paper 3: Crime and Deviance with Theory and Methods</td> </tr> <tr> <td data-bbox="416 1451 708 1599">What's assessed Compulsory content 4.1.1, 4.1.2, 4.1.3</td> <td data-bbox="735 1451 1027 1599">What's assessed Section A: one from option 1: 4.2.1, 4.2.2, 4.2.3 or 4.2.4 Section B: one from option 2: 4.2.5, 4.2.6, 4.2.7 or 4.2.8</td> <td data-bbox="1054 1451 1347 1599">What's assessed Compulsory content 4.3.1, 4.3.2</td> </tr> <tr> <td data-bbox="416 1599 708 1715">Assessed • 2 hour written exam • 80 marks • 33.3% of A-level</td> <td data-bbox="735 1599 1027 1715">Assessed • 2 hour written exam • 80 marks • 33.3% of A-level</td> <td data-bbox="1054 1599 1347 1715">Assessed • 2 hour written exam • 80 marks • 33.3% of A-level</td> </tr> <tr> <td data-bbox="416 1715 708 1917">Questions • Education: short answer and extended writing, 50 marks • Methods in Context: extended writing, 20 marks • Theory and Methods: extended writing, 10 marks</td> <td data-bbox="735 1715 1027 1917">Questions Section A: extended writing, 40 marks Section B: extended writing, 40 marks</td> <td data-bbox="1054 1715 1347 1917">Questions Crime and Deviance: short answer and extended writing, 50 marks Theory and Methods: extended writing, 30 marks</td> </tr> </table> <p><i>*Paper 2: Topics in Sociology. Students will study Families and Households and Beliefs in Society.</i></p>	Paper 1: Education with Theory and Methods	Paper 2: Topics in Sociology	Paper 3: Crime and Deviance with Theory and Methods	What's assessed Compulsory content 4.1.1, 4.1.2, 4.1.3	What's assessed Section A: one from option 1: 4.2.1, 4.2.2, 4.2.3 or 4.2.4 Section B: one from option 2: 4.2.5, 4.2.6, 4.2.7 or 4.2.8	What's assessed Compulsory content 4.3.1, 4.3.2	Assessed • 2 hour written exam • 80 marks • 33.3% of A-level	Assessed • 2 hour written exam • 80 marks • 33.3% of A-level	Assessed • 2 hour written exam • 80 marks • 33.3% of A-level	Questions • Education: short answer and extended writing, 50 marks • Methods in Context: extended writing, 20 marks • Theory and Methods: extended writing, 10 marks	Questions Section A: extended writing, 40 marks Section B: extended writing, 40 marks	Questions Crime and Deviance: short answer and extended writing, 50 marks Theory and Methods: extended writing, 30 marks
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	<p>Students must demonstrate skills that meet three different assessment objectives.</p> <p>AO1: Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • sociological theories, concepts and evidence • sociological research methods <p>AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues</p> <p>AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:</p> <ul style="list-style-type: none"> • present arguments • make judgements • Draw conclusions
<p>Year 12/13</p>	<p>Year 12: In year 12 students will study Education with theory, methods (paper 1), and Families and households (paper 2).</p> <p>Education</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • 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. <p>Methods in Context</p> <p>Students must be able to apply sociological research methods to the study of education.</p> <p>Research Methods</p> <p>Students must examine the following areas:</p> <ul style="list-style-type: none"> • 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' • 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. <p>Families and Households</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <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.

	<p>In year 13 students will study Beliefs in Society (paper 2) , Crime and Deviance and Theory and methods (paper 3)</p> <p>Beliefs in Society</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • Ideology, science and religion, including both Christian and non-Christian religious traditions • The relationship between social change and social stability, and religious beliefs, practices and organisations • Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice • The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices • 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. <p>Crime and Deviance</p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> • 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. <p>Theory and Methods</p> <p>Students must examine the following areas:</p> <ul style="list-style-type: none"> • 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' • 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. •
<p>Useful resources</p>	<ul style="list-style-type: none"> • AQA A Level Book One – Rob Webb, Hal Westerguard, Keith Trobe and Annie Townend • AQA A Level BookTwo - Rob Webb, Hal Westerguard, Keith Trobe and Annie Townend • Succeed at A Level Sociology: The Complete Revision Guide Book One – Rob Webb and Keith Trobe • Succeed at A Level Sociology: The Complete Revision Guide Book Two– Rob Webb and Keith Trobe • Recent contemporary information can be found on http://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/contemporary-sources • Sociology review • www.sociology.org.uk