



# The Basics

## Exam board and course information

WJEC (EDUQAS) A Level Sociology with Component 1 options of Family (B) and Education (C) and Component 3 option of Crime and Deviance (B)

[https://www.eduqas.co.uk/qualifications/sociology-as-a-level/#tab\\_overview](https://www.eduqas.co.uk/qualifications/sociology-as-a-level/#tab_overview)

## Equipment

Students of subject are expected to bring the following to every lesson:

- An A4 folder per module, which is to be kept well organised using file dividers
- A4 lined paper to make notes on
- Pen, pencil, highlighter and a ruler
- Preferable: a range of colours (felts, fine-liners, pencils or highlighters)

## What you can expect in this course

- Interesting lessons
- A range of resources to help you learn effectively and stay organised
- Lots of opportunities to share your ideas and challenge each other
- Independent and group tasks to help you engage with the subject
- Homework tasks which help you to progress
- Excellent exam preparation from teachers including an A Level Psychology and Sociology examiner.

## Expectations of all students

- Excellent attendance and punctuality
- A positive attitude and good concentration in lessons
- Turning up fully-equipped to all lessons
- Homework completed on time and to the best of your ability; any homework completed on a computer should be printed by you *before* the lesson unless you are given directions to the contrary.
- Taking on board feedback you are given and using it to improve your work
- Constant review and revision throughout the course

**Remember: there is a direct relationship between your effort and your final grade.**

In short, we expect 100% commitment. You will be treated like a young adult in lessons and you are expected to behave like one: with maturity, conscientiousness, politeness and common sense.

# Subject content

## Component One:

### **Socialisation and Culture**

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. You will study **Families and Households**

**Section C** also develops knowledge and understanding of socialisation, identity and culture. This section of the component also includes consideration of social differentiation, power and stratification. You will study **Education**

For all sections of the component, learners will be assessed on their depth of knowledge and understanding of the subject content and on their ability to analyse, apply and evaluate sociological theories and evidence.

## Component Two:

### **Methods of Sociological Enquiry**

Learners will be required to:

- demonstrate knowledge and understanding of a range of methods and sources of data
- demonstrate their ability to apply their knowledge and understanding of research methods
- demonstrate their ability to design, analyse and evaluate their own research design
- use examples from contemporary sociological research to demonstrate knowledge and understanding of relevant sociological concepts and key methodological issues.

## Component Three:

### **Power and Stratification**

This component focuses on the theme of social differentiation, power and stratification. Learners will be assessed on their knowledge and understanding of the subject content and their ability to apply, analyse and evaluate sociology theories and evidence.

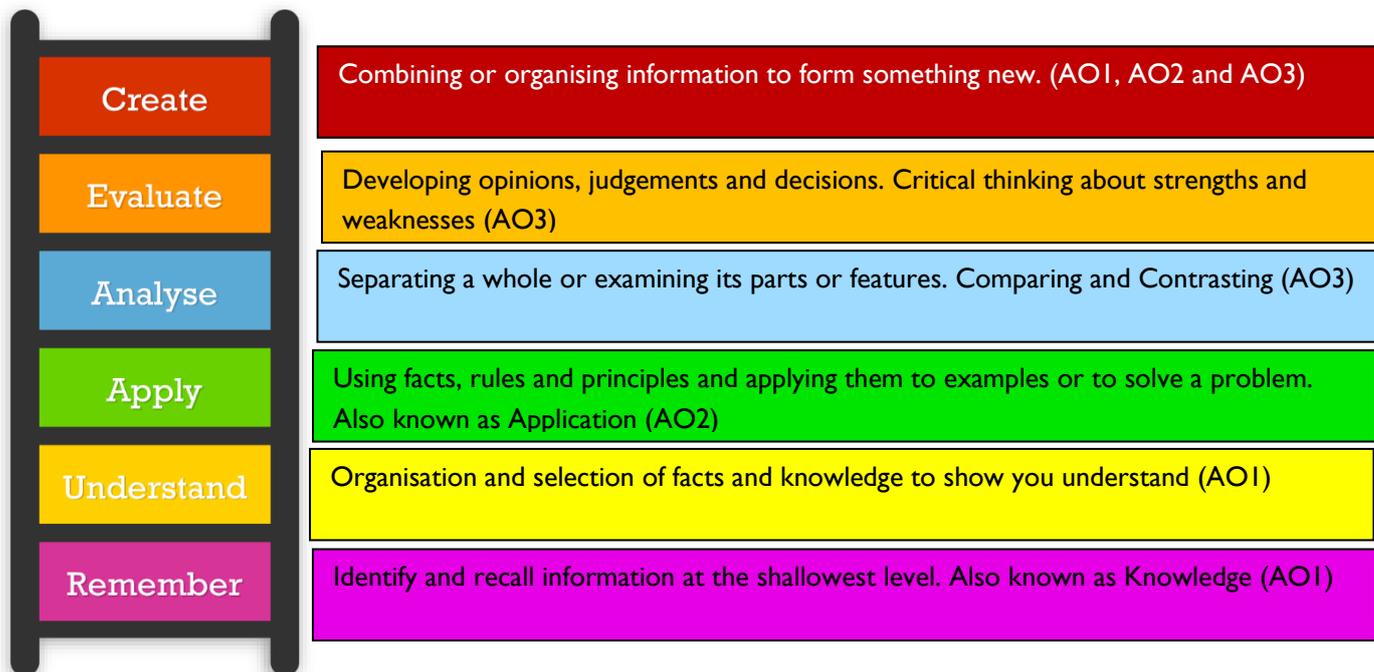
**Section A** is compulsory and focuses on theories, explanations and evidence of inequality and stratification in the contemporary UK.

**Section B** focuses on the theme of power in one of four areas. You will study **crime and deviance**.

# Study Skills

You can also find detail about study skills in your study skills booklet.

Below are the skills we are going to use to structure our Sociology lessons.



At A Level you are expected to complete independent work to extend your learning. This includes reading, practice exam questions, revision and research tasks.

These tasks will cover all of the above skills, the more challenging a task, the more advanced the skills required and therefore the grade you are working towards.

Exam questions will use the words above as 'command words', which will help you to identify what skills are being tested and should enable you to figure out what Assessment Objectives (AO's – discussed later in the guide) are being examined.

## How do I achieve in Sociology?

**A** – An excellent understanding of Sociology. Key terminology used at all times. Work is structured in a clear, coherent way. Information is applied to a scenario with a high level of understanding, applying previous sociological information to the scenario.

**B** - A good understanding of Sociology. Key terminology used most of the time. Work is usually structured in a coherent way. Information is applied to a scenario with some level of understanding, applying lots of previous sociological information to the scenario.

**C** - An average understanding of Sociology. Key terminology is used some of the time. Work is sometimes structured clear in a way. Scenario questions are answered with some reference to previous sociological information.

**D** - A below average understanding of Sociology. Little key terminology is used. The work has a poor structure. Scenario questions are attempted, but there is little reference to previous sociological information.

**E** - A inadequate understanding of Sociology. Very little key terminology is used. The work has no clear structure. Scenario questions are rarely attempted and there is no reference to previous sociological information.

# How should I revise for Sociology?

## Retrieval Practice

This is a learning strategy that aims to pull information from your memory. This usually involves recalling information you have previously studied.

- Try creating flash cards from your notes
- Try regularly quizzing yourself to check your knowledge of a previous topic from a while ago

## Knowledge Organisers

Your knowledge organiser contains the *basic information* you need to know to pass your exams. You should learn the content on your KO.

- Try creating your own version of the knowledge organiser as a revision task. This could incorporate dual coding
- Quiz yourself on key data and key words (look, say, cover, write, check)

## Dual Coding

Turning text into images, symbols or diagrams. These are mental aids to help your learning as you have verbal and visual information at the same time.

- Try summarising the techniques of socialisation from Component 1 into images and key words to help you remember the content

## Self-Quizzing

Self-quizzing means testing yourself on your subject knowledge.

- Try writing your own quizzes using your knowledge organiser or based on your class notes
- You could swap quizzes with your classmates

## Videos and Podcasts

Visual aids can be really helpful for revision. Search YouTube, BBC iPlayer and Netflix for some helpful revision videos, documentaries and video lectures. Podcasts are easy to listen to whilst doing something you enjoy such as sport or drawing. See the last section for some recommendations.

# Scheme of Work

This is an approximate outline only.

Term	Before Half Term	After Half Term
<b>Year 12 Autumn Term</b>	Component 1: <b>Socialisation and Culture. Section A.</b> Focusing on the key concepts and processes of cultural transmission, including socialisation and the acquisition of identity	Component 1: <b>Socialisation and Culture. Section B.</b> Focusing on the theoretical perspectives of <b>Families and Households</b> , and family forms and diversity
<b>Year 12 Spring Term</b>	Component 1: <b>Socialisation and Culture. Section B.</b> Focusing on the demographic changes of relationships in <b>Families and Households.</b>	Component 2 <b>Methods of Sociological Enquiry:</b> Develop their knowledge and understanding of a range of methods and sources of data Component 2 Exam Technique
<b>Year 12 Summer Term</b>	Component 2 <b>Methods of Sociological Enquiry:</b> demonstrate their ability to apply their knowledge and understanding of research methods. Component 2 Exam Technique	Component 3: <b>Power and Stratification. Section A.</b> Focusing on theories and explanations for inequality and stratification  Revision and consolidation for end of year examination
<b>Year 13 Autumn Term</b>	Component 1: <b>Socialisation and Culture. Section C.</b> Focusing on the theoretical perspectives of the <b>Education</b> (Mrs Fletcher)  Component 3: <b>Power and Stratification. Section A.</b> Focusing on theories and explanations for inequality and stratification (Mrs Hubble)	Component 1: <b>Socialisation and Culture. Section C.</b> Focusing on the theoretical perspectives of the <b>Education</b> (Mrs Fletcher)  Component 3: <b>Power and Stratification. Section A.</b> Focusing on changing patterns of inequality, using evidence and examples from areas of life in the contemporary UK. (Mrs Hubble)
<b>Year 13 Spring Term</b>	Component 1: <b>Socialisation and Culture. Section C.</b> Focusing on the role of the <b>Education</b> (Mrs Fletcher)  Component 3: <b>Power and Stratification. Section B:</b> Focusing on theories and explanations for <b>Crime and Deviance</b> (Mrs Hubble)	Component 1: <b>Socialisation and Culture. Section C.</b> Focusing on the role of the <b>Education</b> (Mrs Fletcher)  Component 3: <b>Power and Stratification. Section B:</b> Focusing on theories and explanations for <b>Crime and Deviance</b> (Mrs Hubble)
<b>Year 13 Summer Term</b>	Component 1: <b>Socialisation and Culture. Section C.</b> Focusing on the role of the <b>Education</b> (Mrs Fletcher)  Component 3: <b>Power and Stratification. Section B:</b> Focusing on patterns of social distribution of <b>Crime and Deviance</b> and ways to measure crime and deviance (Mrs Hubble)  Revision and consolidation for end of year examinations	Revision and consolidation for end of year examinations.

## Assessment

Your final grade in this subject will come from three examinations taken at the end of Year 13.

<b>Component 1 exam Socialisation and Culture</b>	2h 30m Taken at the end of Year 13	40% of your final grade
<b>Component 2 exam Methods of Sociological Enquiry</b>	1h 45m Taken at the end of Year 13	20% of your final grade
<b>Component 3 exam Power and Stratification</b>	2h 30m Taken at the end of Year 13	40% of your final grade

### Assessment Objectives

<b>AO1</b>	Demonstrate knowledge and understanding of sociological theories, concepts, evidence and research methods	<i>AO1 is assessed in components 1, 2 and 3</i>
<b>AO2</b>	Apply sociological theories, concepts, evidence and research methods to a range of issues	<i>AO2 is assessed in components 1, 2 and 3</i>
<b>AO3</b>	Analyse and evaluate sociological theories, concepts, evidence and research methods in order to present arguments, make judgements and draw conclusions.	<i>AO3 is assessed in components 1, 2 and 3</i>

Throughout the course, you will be assessed in the following ways:

- Knowledge quizzes
- Practice essays
- Weekly timed tests
- Half-Term assessments
- End of unit assessments

## Tracking your progress

*Note on target grades: these are generated automatically by an organisation called LPUK, based on national averages about what people with similar GCSE grades to you go on to achieve in sixth form **if they push themselves**. They are **not what you will automatically get**, they are **not necessarily what you will be predicted on your UCAS or any other applications** and they are absolutely **not the maximum you can achieve**. What you achieve in sixth form will depend on **how much work you put in**. Your target grade is intended to be something for you to work towards: for you to try to do as good as or better than.*

Your LPUK target grade:

### Assessments

Date	Assessment title	Mark/grade	Focus for improvement
Year 12 Term 1			
Year 12 Term 2			

Year 12 Term 3			
Year 13 Term 1			
Year 13 Term 2			
Year 13 Term 3			

## Useful resources and taking your work further

With Sixth Form studies, there is no such thing as “finished all your work”.

All past papers, power points, resources used in class are on the Padlets that you will be given access to (when you start the relevant module)

**The following books are directly related to study and would also serve as useful guides for undergraduate study**

<b><u>Title/Author</u></b> <b><u>Non-Fiction</u></b>	<b><u>Central themes/issues</u></b>
<i>The McDonaldization of Society: Into the Digital Age</i> George Ritzer	The 8 <sup>th</sup> version of the classic book ‘The McDonaldization of Society’, this book links theory to contemporary life in a globalised world showing how ‘McDonaldisation’s’ principles apply to other settings especially in areas of consumption and globalisation including in the digital world.
<i>Chavs: The Demonization of the Working Class</i> Owen Jones	Owen Jones explores how the working class has gone from ‘salt of the earth’ to ‘scum of the earth’, exposing the ignorance and prejudice at the heart of the chav stereotype which is used to avoid engagement with social and economic problems and used to justify widening inequality.
<i>The Spirit Level</i> Wilkinson and Pickett	Based on years of research, this book provides hard evidence to show how almost everything from life expectancy to mental illness is affected not by how wealthy a society is, but how equal it is.
<i>Living Dolls: The Return of Sexism</i> Natasha Walter	Drawing on a wealth of research and interviews, this book takes a fresh (2011) look at women and girls and how they experience sexism and femininity.
<i>The Establishment: And how they get away with it</i> Owen Jones	Owen Jones exposes the links between Westminster and the newsrooms, boardrooms and trading rooms of Fleet Street and the City and shows how in claiming to work on our behalf the people at the top are doing precisely the opposite.
<i>Media Studies: Theories and Approaches</i> Dan Laughey	This book covers the main features of global media corporations, and approaches to the study of media effects, consumer power, celebrity, journalism and new media. From surveillance to simulation, genre to gender, political economy to the postmodern, the reader will be guided through a matrix of intellectual endeavour on all media matters.
<i>Invisible Women: Exposing Data Bias in a World Designed for Men</i> Caroline Criado Perez	Caroline Criado Perez brings together for the first time an impressive range of case studies, stories and new research from across the world that illustrate the hidden ways in which women are forgotten, and the profound impact this has on us all.
<i>Everyday Sexism</i> Laura Bates	After experiencing a series of escalating sexist incidents, Laura Bates started the ‘everyday sexism project’ and has written about the wide range of stories from across the world that were reported in this social media research.

<i>Natives: Race and Class in the Ruins of Empire</i> Akala	Covering areas such as the police, education, identity, politics, sexual objectification and the far right, Akala discusses British denial and squeamishness when it comes to confronting issues of race and class and the legacy of Britain's racialized empire.
<i>Eve Was Shamed: How British Justice is Failing Women</i> Helena Kennedy	Helena Kennedy forensically examines the pressing new evidence that women are still being discriminated against throughout the legal system, from the High Court to female prisons
<i>Misjustice: How British Law is Failing Women</i> Helena Kennedy	Another book by Helena Kennedy examining the evidence that women are being discriminated against when it comes to the law.
<i>The New Jim Crow</i> Michelle Alexander	This book looks at how the mass incarceration of a disproportionate number of black men amounts to a devastating system of racial control. This is a terrifying reality that exists in the UK as much as in the US.
<i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> Michelle Alexander	The original book helped inspire the creation of the Marshall Project and the Art for Justice Fund, won numerous prizes and spent nearly 250 weeks on the New York Times bestseller list. The new edition discusses the impact the book has had on the state of the criminal justice movement today.
<i>Gang Leader for a Day</i> Sudhir Venkatesh	Venkatesh describes his time living with gangs on the Southside of Chicago and answers the question 'What's it like to live in hell?'
<i>Sociology Review</i> Hodder Education	Sociology Review provides articles by experts in the field written specifically for A-level students, up-to-date discussion of research, and support for examination and maths skills.

Or, you could explore any of the Sociologists, topics, pieces of research you have studied on YouTube, follow a prominent Sociologist on Social Media, or find a relevant PodCast which Mrs Hubble could then add to the list for future students.