



# A Level Sociology

## Induction Material



Name: \_\_\_\_\_

# A level Sociology (AQA)

## Why choose AQA A-level Sociology?

- Studying sociology offers insights into social and cultural issues.
- It helps you develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, families and social power.
- More than once during the course you're bound to ask yourself the question, "why has society developed like this? With poverty, ignorance, crime and injustice."
- Our AS and A-level Sociology will help you develop a range of skills that will benefit you, whether you decide to go on to further study or the working world, including:
  - the use of evidence to support your arguments
  - how to investigate facts and use deduction
  - critical thinking
  - making reasoned arguments
  - developing opinions and new ideas on societal issues
  - the ability to analyse and better understand societal issues.

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## Subject Content

Whether you're studying for the AS or the A-level, the first year of study will be the same. You'll study:

- Education and methods in context: You'll consider the role of education in society. For example as part of your studies you'll look into gender and ethnicity differences in school achievement. You'll also learn how to apply your own sociology research methods to the study of education.
- Research methods: You'll learn how to conduct your own sociological research, from interviews to reviewing documents and official statistics.
- Families and households: You'll consider the role of the family in society. For example in part of your studies you'll look into the different types of families and how societal changes have led to different family types. You'll also learn sociological theories about the family.

In the second year of the A-level you'll broaden your understanding of society. You'll study:

- Crime and deviance with theory and methods: You'll learn about criminal and deviant behaviour, including factors that might lead a person to follow this path in life and how the media portrays them.
- Theory and methods: you'll expand on your knowledge of research methods and study theory and methods.
- Beliefs in society: You'll learn about religion and its place in society, including new types and forms of religion and you will also study the decline of religion and the rise of science as a form of religion.

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## Specification Assessment

Across Years One and Two you will be assessed through the medium of completing examination style questions from all of the examination papers. You will also complete Trial (Mock) Examinations during Year One and Year Two.

AQA Assessment is as follows:

| Paper 1: Education with Theory and Methods  | + | Paper 2: Topics in Sociology  | + | Paper 3: Crime and Deviance with Theory and Methods  |
|---|---|---|---|--|
| <b>What's assessed</b><br>Compulsory content 4.1.1, 4.1.2, 4.1.3  |   | <b>What's assessed</b><br>Section A: one from option 1: 4.2.1, 4.2.2, 4.2.3 or 4.2.4<br><br>Section B: one from option 2: 4.2.5, 4.2.6, 4.2.7 or 4.2.8  |   | <b>What's assessed</b><br>Compulsory content 4.3.1, 4.3.2  |
| <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> <ul style="list-style-type: none"> <li>Section A: extended writing, 40 marks</li> <li>Section B: extended writing, 40 marks</li> </ul> |   | <b>Questions</b> <ul style="list-style-type: none"> <li>Crime and Deviance: short answer and extended writing, 50 marks</li> <li>Theory and Methods: extended writing, 30 marks</li> </ul> |

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## Topic one: *Sociological Concepts*

Task one: Key words for this topic

Your task is to find the correct definitions to the words listed below which are associated with Sociological Concepts

|                                |  |
|--------------------------------|--|
| <b>Society</b>                 |  |
| <b>Social process</b>          |  |
| <b>Culture</b>                 |  |
| <b>Norms</b>                   |  |
| <b>Values</b>                  |  |
| <b>Social structure</b>        |  |
| <b>Social issue</b>            |  |
| <b>Socialisation</b>           |  |
| <b>Primary socialisation</b>   |  |
| <b>Secondary socialisation</b> |  |
| <b>Agents of socialisation</b> |  |
| <b>Nature V Nurture</b>        |  |
| <b>Feral children</b>          |  |

# A level Sociology (AQA)

## Topic one: *Sociological Concepts*

### *What do we study in sociology? Part 1: Culture*

Task one: Fill in the second row in the grid below:

|   |  |   |  |  |
|---|--|---|--|--|
| The term <b><u>culture</u></b> refers to the whole way of life of a particular society. It can involve values norms , customs and beliefs | <b><u>Values</u></b> refer to the ideas and beliefs that are worth striving / trying for. So for example striving to the best at what you do is a value. | <b><u>Norms</u></b> are what we consider appropriate social behaviour in certain settings. Norms are enforced by sanctions ; positive and negative. | There are many <b><u>social structures</u></b> parts that make up society) One example of a social structure in society is the education system. | Sociologists also study <b><u>social processes</u></b> , things that make society as it is . This is things like the why we are brought up . |
| Sum up British <b><u>culture</u></b> below :  | Give examples of what some people may consider <b><u>values</u></b> .  | Give examples of what are social <b><u>norms</u></b> in the UK .  | Can you think of some other <b><u>social structures</u></b> ?  | Can you think of any <b><u>social processes</u></b> ?  |

Task two: Social issues are things that affect communities , groups and individuals lives. What social issues have arisen due to the coronavirus? I,e the people without less money could not stock pile food so have ended up without. List your ideas below...

Task three: Britain V American Culture quiz - watch this clip

(<https://www.youtube.com/watch?v=ECwhXMMLnZk>) and list some cultural differences between countries...

| British culture | American culture |
|-----------------|------------------|
|                 |                  |

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## *What do we study in sociology? Part 2: Norms*

Task one: Watch this clip <https://www.youtube.com/watch?v=1cLfd50BdcE>

Task two : Think about Covid 19 and its impacts. What social norms have temporarily changed due to covid 19? List your ideas below...

Task three: Explain why social norms may be considered important in society. What might happen without them?

## *What do we study in sociology? Part 3: Values*

Task one: List the values below which you think most people have...

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*What do we mean by Socialisation?*

**Socialisation** is the **process** through which we learn about our culture and how to fit in to our culture. It also defines how we behave (norms) and our beliefs ( values).

Task one: *Who socialised you and how did they do this write your ideas below . How old were you when you learned certain things i.e to say please and thank you:*

|  |
|--|
|  |
|--|

There are two types of socialisation: Primary and Secondary

Task two: Read the definitions of the different types of socialisation and list examples...

|   |   |
|---|---|
| <b><i>Primary Socialisation</i></b><br>It is the process by which <u>children</u> learn the cultural norms and values of society by their parents and family members. | <b><i>Secondary Socialisation</i></b><br>This takes place outside the home later in childhood and continues throughout childhood It teaches people ways to behave in different situations |
| Examples:   | Examples:   |

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## *Nature Vs Nurture*

The Nature argument: Supporters of the Nature argument argue that our behaviour is mostly determined by our genetic makeup which we inherit. This would support the idea that you inherit certain characteristics not that you are brought up to have them . An example is intelligence.

The Nurture argument: Many Sociologists argue that nurture is more significant as human behaviour is learned. Individuals are socialised into the culture of their family and society.

What do you think? Nature or Nurture

Task one: Watch the following two clips and complete the task below...

Clip 1: [https://www.youtube.com/watch?v=WbBm\\_YLwowc](https://www.youtube.com/watch?v=WbBm_YLwowc)

Clip 2: <https://www.youtube.com/watch?v=W72vC48kWy0>

### **Explain What makes you, you?**

Do you think it was because of the way you are brought (nurture ) up or just something within (your nature)

Write a paragraph explaining whether you think it is Nature or Nurture that makes you, you.

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Task two: Watch this documentary on two primary school children who killed a toddler. Do you think it was **nature** ( they were born that way) or **Nurture** ( it was because they became that way or were socialised to be that way . The documentary is 53 minutes long.

<https://www.youtube.com/watch?v=s2X1dSbbFyk>

| <i>Points to support <b>Nature</b> (they were born that way)</i> | <i>Points to support <b>Nurture</b> (they became that way or were socialised to be that way)</i> |
|--|--|
|  |  |

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What are the agencies of socialisation? The different ways we are socialised are called **Agencies of Socialisation**.

| Agency of socialisation:  | Example of how they may influence our behaviour: |
|---|--|
| <p><b><u>Parents / Family</u></b><br/>           For most people, the process of socialisation begins in the family. <b>Family is their first source through which they commence their social communication.</b> It is with the aid of the older family members that he/she becomes familiar with social culture. It is through family that 'socially acceptable' ways of thinking and behaving are imparted to a child. Values such as <b>sharing, honesty, idealism, discipline, etc.</b>, are also cultivated in a person through his family. Therefore, it is vital how parents treat their children, and also <b>how parents behave</b> in front of them because children will copy this behaviour and think it is the socially acceptable way to behave.</p>  |  |
| <p><b><u>School</u></b><br/>           Children spend about seven to eight hours in school. So, there is no denying the fact that school has an important and lifelong impact on their socialization process. Apart from teaching children to read and write, and initiating them in subjects such as math, languages and science (which is schools' main function), they also have a latent function of nurturing within the students, the value of teamwork, punctuality and following a set schedule. In other words, a lesson stressing on the need for discipline in doing one's day-to-day activities is pinpointed. Schools also play a major role in fostering the values of national pride and citizenship in the children. In schools, children also learn about concepts such as gender and race, not only through their textbooks but also practically. For example, segregating the seating arrangements of boys and girls may affect their behaviour with the opposite sex thus elevating gender differences. Also, school is technically the institution wherein a child is first exposed to a hierarchical bureaucratic setup under which everything takes place within a set framework of rules and regulations. This means that a child, in order to get something done, has to follow a certain procedure and that makes this kind of setup a basic factor for making the child understand the importance of social rules and regulations.</p> |  |
| <p><b><u>Peer Group</u></b><br/>           A peer group is a <b>group of people of approximately the same age</b>, sharing similar interests and probably belonging to similar backgrounds. A person may belong to several peer groups at a single point in time. For instance, peer groups of a child may include his schoolmates, his friends at the sports' club, and the children staying in his neighbourhood. Even though all these groups are different, he may mingle with them every single day. What makes a peer group an important factor in socialization is that it enables a child to engage in experiences which he/she would otherwise never experience within his/her family. Things such as competition, conflict and cooperation as well as the concepts of hierarchy can be learned through a peer group.</p>  |  |

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| <i>Agency of socialisation:</i>  | <i>Example of how they may influence our behaviour:</i> |
|--|---|
| <p><b><u>Workplace</u></b></p> <p>The workplace is another agent of socialization. Just as the children spend a significant part of day at their school, the adults spend much of their day at their workplace. At the workplace, a person meets people of different age groups and belonging to different social and cultural backgrounds.</p> <p>This makes him come in close contact with different thought processes, belief systems, etc. The interaction that then happens, helps a person to broaden his/her horizons in terms of social acceptance and tolerance towards the others Apart from imbibing punctuality (e.g. target achievement) and following procedures (e.g. whether to approach the boss directly or not), a person also becomes well-versed with the importance of regularity in work and behaving mannerisms with respect to superiors as well as juniors and subordinates.</p>   |   |
| <p><b><u>Government</u></b></p> <p>Government or state is an indirect agent of socialization. This means, though we do not come in contact with the institution directly, it does have an impact on our social life and well-being. The government sets rules and regulations (most of which often become laws), which the people of the state/country need to follow.</p>   |   |
| <p><b><u>Media</u></b></p> <p>Mass media is the strongest and the most argued indirect agent of socialization. It puts across to us, lot of ideas and mannerisms without having any kind of interpersonal communication. Despite this, it influences our lives to a great extent, as we tend to learn a lot from mass media, which include newspapers, magazines, radio, Internet, video games and of course, the most dominant of them all, television. However, research shows that most people, adults and children alike, often tend to get so carried away by the influence of media that they get confused between the notions of 'reality' and 'fiction'.</p> <p>On the other hand, the amount of violence that is involved in case of the media might have an adverse effect on the people. For instance, children might behave more aggressively towards others, and this can make them 'socially unacceptable'. Nevertheless, the fact is that mass media does help in building ideologies and beliefs of people and making them so strong and deep-rooted that they stay with them throughout their lifetime.</p> |   |

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*What happens when socialisation doesn't happen? Feral children.*

Evidence used by sociologists to support the **nurture** side of the argument are provided by the cases of feral children. Feral means wild or unsocialised. Feral Children are children who have been removed from normal human contact and have missed out of normal processes of human socialisation . There are two cases that we are going to look at

**OXANA** : Who was brought up with dogs

**GENIE** : who was brought up without any contact .

These are both horrible cases but they do help us to see the impact of Socialisation on people.

| <b>Oxana</b>         | <b>Genie</b>       |
|---|---|
| <a href="https://www.youtube.com/watch?v=93HymGXC_wM">https://www.youtube.com/watch?v=93HymGXC_wM</a> | <a href="https://www.youtube.com/watch?v=VjZolHCrC8E">https://www.youtube.com/watch?v=VjZolHCrC8E</a> |
| Details:  | Details:  |
| Impact:   | Impact:   |

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## Topic two: *Perspectives in Sociology*

In sociology not everyone agrees with why things happen and the key explanations. Sometimes this is based on your perspective. This just means someone's particular attitude towards a point of view. This means that sociologists often dispute what are the main reasons or causes for certain issues e.g. is everyone treated fairly by the justice system.

Task one: complete the quiz below and then look at the next page to see what type sociologist (perspective) you might have.

1. The defining characteristic of human behaviour is:
  - A) Their gender/sex
  - B) Their social class
  - C) Their Race
  - D) Their integration into society
  - E) Their culture
  
2. We have the freedom to choose our own behaviour
  - A) Yes
  - B) No
  - C) Depends
  - D) Doesn't matter
  - E) What is freedom?
  
3. What are your views on the family....
  - A) Family is oppressive to women and teaches us to conform to gender roles
  - B) Family is a tool of the ruling class teaching us to obey authority
  - C) Family is a vital part of socialisation that teaches us norms and values
  - D) Family is what you make it, everyone has a different view on it
  - E) Family – what is a family? You can't define it
  
4. When it comes to inequality
  - A) Gender is the most serious issue!
  - B) Money and power the rich exploit the poor!
  - C) Inequality is normal part of society
  - D) Inequality is a label that has different meanings to people
  - E) You make your own reality up
  
5. When it comes to Crime
  - A) The justice system is more lenient on women
  - B) Criminal laws protect the rich and powerful
  - C) Crime is good for society as it reminds us of the rules
  - D) Crimes are actions labelled as wrong to influence our behaviour
  - E) Crime – what is a crime? Can we really define what a crime is?
  
6. When it comes to religion
  - A) Religion oppresses and controls women – telling us to cover up and be obedient
  - B) Religion is a tool used by those with power to control us
  - C) Religion is a useful institution which unites people who share a common set of beliefs
  - D) Religion means different things to different people
  - E) Religion is just another meta-narrative (big story) people use to explain reality

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Task two: read below and discover which type of sociological perspective you mostly agree with

## Mostly A – Our Feminist

You are most likely to turn into our Feminist Sue Sharpe. Feminism looks at how society is structured in a way that benefits men while oppressing women – this is known as patriarchy (male domination.). The theory is often a misunderstood as stereotypes and misconceptions about it exists. Many people do not realise that there are several types of feminism such as black, radical feminism and liberal.

## Mostly B – Our Marxist

You are most likely to turn into Karl Marx. Marxism looks at how society is constructed is a way that produces class conflict with the rich having all the power and control whilst the poor are oppressed. Marx argues that the root cause of class inequality is down to capitalism as it encourages people to be greedy and materialistic. Just as capitalism replaced feudalism, Marx argues that capitalism will one day be replaced with communism

## Mostly C- Our Functionalist

You are most likely to turn into Emile Durkheim. Functionalism is theory which argues that members of society are united together by a shared set of idea and beliefs called 'norms' (normal behaviour.) These norms are accepted by all members in society and are enforced by structures such as family and education. They see society like a human body – with all parts needed in order for it to 'function' and work effectively.

## Mostly D- Our interactionist

You are most likely to turn into Becker/ Mead. Interactionism looks at how people create meaning during social interactions, how they present and construct the self (or identity) as well as how they define situations. One of the perspectives key ideas is that people act the way they do because of how they define situations. Becker uses the example of nudity to illustrate how timing, place and audience can influence how people see an action or idea.

## Mostly E – Our post-modernist

You are most likely to turn into Foucault. Post-modernism is a more recent Sociological theory which seeks to question and de-construct existing structures and understandings of reality. Post modernism rejects the idea that one theory such as functionalism, Utilitarianism, religion or even science can explain reality!

|   |  |
|---|--|
| The perspective I match up with the most based on my quiz answers is: |  |
|---|--|

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Task three: Watch the clips and take Cornell style notes on each perspective

As preparation for the Theory section of your Theory and Methods topic, you will be required to watch a series of Tutor2U tutorials and make Cornell notes to build a foundation level of understanding. You may need to watch the videos a couple of times and pause sections to take your notes. Please note down questions for your teacher on your Cornell notes (using guidance below and example on next page) to raise at the start of Year 12. By preparing in this way, you will develop a deeper understanding of the content and have more opportunities to work on exam technique.

## **Task Checklist**

Each topic area should take you approximately 30 minutes to complete (10 minutes for video, 20 minutes for notes).

## **Cornell Notes Guidance**

How to take Cornell notes tutorial: <https://www.youtube.com/watch?v=ErSjc1PEGKE>  
I have added in an extra stage to Cornell notes. Please make a note of any questions for your teacher at the end of your note taking.

## **Example of Cornell notes**

I have written notes for your first video functionalist theories (overleaf). You will still be required to watch this video and make your own notes (use the blank functionalist template) . I have numbered the areas of the notes so you can follow my process of note-taking.

You will hear about examples from a wide range of areas on the specification. Make notes particularly on links to Family, Education, Crime and Deviance\* and Beliefs\*. As this is what we will be studying.

*\*= Second year topics*

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| Functionalism  |  |
|--|--|
| Key points   | Notes  |
| <p>Structural consensus<br/>Value consensus<br/>Functional</p> <p>Durkheim: Positivism, social cohesion.</p> <p>Parsons: Goal attainment, adaptation, integration, latent functions.</p> <p>Merton: Internal criticism of Functionalism. Dysfunctional.</p> <p>Evaluation: Issues with falsifiability, determinism &amp; ignoring conflict.</p> <p>Contribution: Grand narrative, Positivism, New Right.</p> | <p><i>Structural consensus theory. Agencies of socialisation pass on shared norms &amp; values to create a harmonious society (value consensus). Society meets all members of society needs.</i></p> <p><i>Key thinkers:</i></p> <ol style="list-style-type: none"> <li>1) <b>Durkheim:</b> Positivist – uses social facts to make conclusions about society. Social order is maintained through similarity (social cohesion). Society moves forward using deviant behaviours &amp; evolving social norms/values.</li> <li>2) <b>Parsons:</b> Society is a system that has 4 functional pre-requisites:             <ol style="list-style-type: none"> <li>A) Goal attainment: Resources need to be allocated to ensure needs of all in society are met (e.g. government)</li> <li>B) Adaptation: Ability of economy to meet material needs of the population</li> <li>C) Integration: How population understands norms &amp; values.</li> <li>D) Latent functions: Pattern maintenance which prepares people for their roles in future society (meritocracy). Tension management which allows individuals to express tension in different ways.</li> </ol> </li> </ol> <p><i>Social changes occur in one part of the system which facilitates changes elsewhere in society.</i></p> <ol style="list-style-type: none"> <li>1) <b>Merton:</b> Criticism of concept of universal functionalism (mainly Parsons). Society can be dysfunctional. Strain theory suggests that inequality in society is the source of criminal behaviour. Sections of society can be independent/replaced (criticises organic analogy).</li> </ol> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Functionalists find explanations for something that has already happened (teleology– working backwards – meaning it is not scientific or falsifiable).</li> <li>• Overly deterministic</li> <li>• Ignores conflict in society (Feminism/Marxism)</li> </ul> <p><b>Contributions of Functionalism</b></p> <ul style="list-style-type: none"> <li>• First grand narrative – attempt to scientifically explain social behaviours</li> <li>• Positivist methodology &amp; influenced development of Sociology as a social science</li> <li>• Influenced the development of the New Right &amp; understanding of a wide variety of social structures (e.g. family &amp; education).</li> </ul> |
| Summary  | Functionalism is a structural consensus theory. Society meets all members of societies needs & creates a value consensus. There are 3 key thinkers. Durkheim, Parsons & Merton. They have differing beliefs on the functions of society & how social change occurs. Functionalists have been criticised for their issues with falsifiability, determinism & ignoring conflict. They have made valuable contributions to understanding society as they were the first grand narrative, they influenced the development of Sociology as a social science with Positivism & the influenced the New Right.   |
| Questions for teachers   | Can you explain latent functions in more detail please?  |

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| Marxism               |       |
|-----------------------|-------|
| Key points            | Notes |
|                       |       |
| Summary               |       |
| Questions for teacher |       |

# A level Sociology (AQA)

| Feminism              |       |
|-----------------------|-------|
| Key points            | Notes |
|                       |       |
| Summary               |       |
| Questions for teacher |       |

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## ***Topic three: Social Inequality in Education***

This topic is all about inequality. It is all about how 'your chances of succeeding at school are deeply influenced by your family background'. That's right! It isn't about a person's natural intelligence or ability, but ultimately about their background.

This is a weird one isn't it? We are taught that if you work hard and try your best, you will do well. We trust the school system to do a fair job and help support all children to be their best. But what if you were to learn that this may not actually be the case. What if you were to learn that schools are biased and aim to ensure that some children succeed and that others fail! That would mess things up a bit wouldn't it?

Task one: Read the extracts below and complete the activity on the next page...

### **School 1:**

I am pleased to welcome prospective parents and students, and to share a vision. Our aim is to ensure that our students develop goals for themselves and for their community, skills that will lead them to be successful in their working lives, a passion for learning, values that will enable them to be responsible members and leaders of society, and a deep-rooted belief that they can achieve anything they choose to do. We believe strongly in the power of high expectations of our students, and in the importance of personal goals that are central to the lives of each individual. We know that every student has potential and we are determined to help them to fulfil it. We aim to enable all students to take part in meaningful learning inside and outside the classroom, so that they can make great progress. We recognise that every student can discover their own creativity through the supportive challenge we provide. We know that the education a student receives can support them as they enter the world of work or of further study. We are fully committed to helping all students to be ambitious and positive, to become problem-solvers, and to make the positive and responsible decisions that will enable them to be independent, confident and engaged members of society.

### **School 2:**

Your child is about to begin the most exciting journey. Over the coming years they will learn to be the mature and talented people we know they have the potential to be. Our mission is to enable young people to aim for new dreams and challenging possibilities. Excellence is the hallmark of being part of an academy where everyone is proud to be part of the community. Our high expectation culture creates a clear sense of purpose and self-esteem producing an environment of performance, ambition and achievement. Aspiring to the next step of higher education offers our students the opportunity to view the world in a different and exciting way. We are educating young people for the challenges ahead. With us, your child will be beginning a journey that values individuality, talent and celebrates success.

### **School 3:**

"We offer a special experience through a broad curriculum and a wide range of activities beyond the classroom. When students leave us, they should be equipped to deal with challenges beyond school. They should be confident and balanced young people who are able to relate well with others. We expect them to be successful and have been enriched by their experiences at the school."

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| School   | What do they say about the school? | What do they not say about the school that as a student you know might happen? |
|----------|------------------------------------|--|
| School 1 |                                    |  |
| School 2 |                                    |  |
| School 3 |                                    |  |

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Task two: Use the links below and address this question - *What do these two clips reveal about how well a child does at school and their background?* Include statistics and evidence from the clips in your notes below.



Source 1  
[www.poverty.org.uk/educational-attainment-at-age-16/](http://www.poverty.org.uk/educational-attainment-at-age-16/)



Source 2  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219306/sfr03\\_2012\\_001.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219306/sfr03_2012_001.pdf)

| <i>What do these two clips reveal about how well a child does at school and their background?</i> |                  |
|---|------------------|
| <b>Source 1:</b>  | <b>Source 2:</b> |
|   |                  |

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## *Social characteristics and achievement*

By social characteristics we mean gender, ethnicity and social class. So how do these characteristics affect how well statistically a student does at school?

Task three: Using the following...

- the information from the websites in the previous task
- your own research
- the ideas below

Your task is to identify and explain some reasons why some groups underperform in school.

Fill in the chart on the next page to explain some of these patterns. Try to bullet point 3-4 points for each characteristic.

Ideas/points to consider which help to explain why characteristics might affect achievement:

1. Children learning to 'seek pleasure now' and not plan for the future
2. Setting at school 'lumps together' children from certain backgrounds
3. Parents not spending money on educational toys/books
4. The school curriculum is biased towards 'middle class' culture
5. Teachers affect childrens' self-esteem and make them doubt their ability
6. Lack of resources at home to support learning
7. Parents do not have qualifications or university experience
8. Parents not encouraging their children to learn
9. Children from certain backgrounds are likely to be excluded from school
10. Teachers have a bad stereotype of kids from certain backgrounds
11. Some children 'rebel' and cause trouble when 'failed' by schools
12. Teachers are more 'in tune' with 'posher' children
13. Some schools are selective and their entrance tests exclude certain children
14. Parental attitudes to life - just 'living for today'
15. Lack of space at home - overcrowded
16. Parents send their child to 'local school' instead of shopping around
17. Schools are 'boring' and not engaging for 'working class' children

## A level Sociology (AQA)

| Explain some reasons why some groups underperform in school: |   |  |   |
|--|---|--|---|
| Characteristic:  | What research suggests:   | Explanations/reasons that could be given for this: | How convincing do you think the explanations are? Give your opinion |
| Gender   | <ol style="list-style-type: none"> <li>1. There is a gender gap in GCSE achievement – girls outperform boys nationally</li> </ol>   |  |   |
| Ethnicity  | <ol style="list-style-type: none"> <li>1. Pupils from Chinese, Asian and mixed ethnic groups statistically achieve better results.</li> <li>2. White pupils, and Black pupils achieve lower than average.</li> <li>3. Pupils from Gypsy/Roma/Irish Traveller ethnic groups achieve the lowest results.</li> </ol> |  |   |
| Social class   | <ol style="list-style-type: none"> <li>1. Upper class students outperform all others</li> <li>2. Middle class students outperform working class students.</li> </ol>  |  |   |

# A level Sociology (AQA)

## Progress Tracker

Student Name: \_\_\_\_\_

Please ensure you complete the progress tracker below. This will enable staff to determine your understanding.

| <u>Topic</u>                                     | <u>Task</u>  | <u>Progress</u><br><u>-Tick if</u><br><u>complete</u> | <u>Questions to ask the teacher/</u><br><u>Areas of confusion</u> |
|--|--|---|---|
| Sociological concepts                            | Task one: definitions to key words   |   |   |
| Why do we study sociology?<br>Part 1:<br>Culture | Task one: fill in the second row of the grid   |   |   |
|  | Task two: list ideas of social issues due to coronavirus   |   |   |
|  | Task three: Britain Vs America Culture Quiz  |   |   |
| Why do we study sociology?<br>Part 2: Norms      | Task one: watch the clip   |   |   |
|  | Task two: list ideas about the impacts of Covid 19   |   |   |
|  | Task three: society without social norms   |   |   |
| Why do we study sociology?<br>Part 3: values     | Task one: list values  |   |   |
| What do we mean by socialisation?                | Task one: who socialised you & how   |   |   |
|  | Task two: types of socialisation   |   |   |
| Nature Vs Nurture                                | Task one: clips & what makes you, you?   |   |   |
|  | Task two: Nature Vs Nurture debate   |   |   |
| Agencies of socialisation                        | Task one: examples of how agencies influence behaviour   |   |   |
| No socialisation?                                | Task one: feral children Oxana & Genie   |   |   |
| Perspectives in Sociology                        | Task one: perspectives quiz  |   |   |
|  | Task two: which perspective am I?  |   |   |
|  | Task three: Cornell style notes on perspectives  |   |   |
| Social Inequality in Education                   | Task one: read extracts & complete table   |   |   |
|  | Task two: use links & answer question  |   |   |
|  | Task three: Research and complete table on why different characteristics result in different educational achievement |   |   |