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# Coloma Sixth Form

## **A Level Sociology Summer Project 2022**



“Education is the most powerful weapon which you can use to change the world.”

— Nelson Mandela

**This research based project is designed to give you an ideal grounding for your A Level Sociology course. Research and complete the tasks independently over the summer to get a head start and prepare for the key topics within Year one A Level Sociology. If you do so, bring your completed tasks with you to your first lesson after the summer.**

**If you have any questions please email these to Ms Daly:  
[cdaly@coloma.croydon.sch.uk](mailto:cdaly@coloma.croydon.sch.uk)**

# The AQA Sociology Course

What will I study? The specification AQA Sociology (7192)

<b>Content Overview</b>	
<p><b>Education with Research Methods</b></p> <p>Learners will study:</p> <ul style="list-style-type: none"> <li>• the role and functions of the education system, including its relationship to the economy and to class structure</li> <li>• differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</li> <li>• 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</li> <li>• the significance of educational policies, the impact of globalisation on educational policy.</li> </ul>	Y1
<p><b>Methods in Context</b></p> <p>Students must be able to apply sociological research methods to the study of education</p>	Y1
<p><b>Family and Households</b></p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> <li>• the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</li> <li>• 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</li> <li>• gender roles, domestic labour and power relationships within the family in contemporary society</li> <li>• the nature of childhood, and changes in the status of children in the family and society</li> <li>• demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation</li> </ul>	Y1
<p><b>Beliefs and Values</b></p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> <li>• ideology, science and religion, including both Christian and non-Christian religious traditions</li> <li>• the relationship between social change and social stability, and religious beliefs, practices and organisations</li> <li>• religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</li> <li>• the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li> <li>• 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.</li> </ul>	Y2
<p><b>Theory and Methods Students must examine the following areas:</b></p> <ul style="list-style-type: none"> <li>• quantitative and qualitative methods of research; research design</li> <li>• sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics</li> <li>• the distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>• the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>• the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research</li> </ul>	Y1 & Y2



<ul style="list-style-type: none"> <li>• consensus, conflict, structural and social action theories</li> <li>• the concepts of modernity and post-modernity in relation to sociological theory</li> <li>• the nature of science and the extent to which Sociology can be regarded as scientific</li> <li>• the relationship between theory and methods</li> <li>• debates about subjectivity, objectivity and value freedom</li> <li>• the relationship between Sociology and social policy.</li> </ul>	
<p><b>Crime and Deviance</b></p> <p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> <li>• crime, deviance, social order and social control</li> <li>• the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li> <li>• globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li> <li>• crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</li> </ul>	Y2

## SOCIOLOGY A LEVEL PAPERS' OVERVIEW

<b>Paper 1: Education with Theory &amp; Methods (7192/1)</b>	<b>Paper 2: Topics in Sociology (7192/2)</b>	<b>Paper 3: Crime and Deviance with Theory and Methods (7192/3)</b>
2 Hrs – 80 marks 33.3%	2 Hrs – 80 marks 33.3%	2 Hrs – 80 marks 33.3%
<b>EDUCATION (50)</b>	<b>TOPIC A2 FAMILIES &amp; HOUSEHOLDS (40)</b>	<b>CRIME AND DEVIANCE (50)</b>
Q1 Outline two factors...(4 marks)	Q4 Outline and explain two .....(10 marks)	Q1 Outline two ways... (4 marks)
Q2 Outline three reasons....(6 marks)	Q5 Item: Analyse two....(10 marks)	Q2 Outline three reasons..... (6 marks)
Q3 Item: Analyse two reasons....(10 marks)	Q6 Item: Evaluate the view that.....(20 marks)	Q3 Item: Analyse two reasons why....(10 marks)
Q4 Item: Evaluate the view.....(30 marks)		Q4 Item: Evaluate the usefulness of (e.g. functionalist approach)... (30 marks)
<b>METHODS IN CONTEXT (20)</b>	<b>TOPIC B1 BELIEFS IN SOCIETY (40)</b>	<b>THEORY AND METHODS (30)</b>
Q5 Strengths and Limitations of using a method to investigate some aspect of education. (20 marks)	Q13 Outline and explain two ....(10 marks)	Q5 Outline and explain two....(10 marks)
<b>THEORY AND METHODS (10)</b>	Q14 Item: Analyse two ....(10 marks)	Q6 Item: Evaluate the usefulness ..... (20 marks)
Q6 Theory Question: Outline and explain two .... (10 marks)	Q15 Item: Evaluate the view that.....(20 marks)	

For further information on the specification

[AQA | AS and A-level | Sociology | Specification at a glance](#)

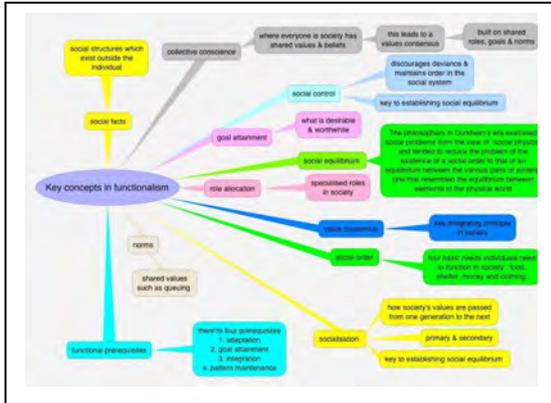


# Task 1: Functional Functionalists...

Introduction to **Functionalism**:

<https://www.youtube.com/watch?v=0bT298xw7Q0>

<https://www.youtube.com/watch?v=5jOZqVnQmdY>



1. **Research Functionalism** and produce a fact sheet outlining the “**Organic Analogy**”. What is it and how does it explain society.
2. Write Definitions for **Free Will** and **Determinism** and explain the two sides of this argument.

Find other relevant material to help you.

# Task 2: Fiery Feminists...



Research **Feminism** (Type ‘What is Feminism’ into YouTube) and produce a fact sheet outlining feminism is. Provide definitions of the key terms e.g. patriarchy.

[https://www.youtube.com/watch?v=hg3umXU\\_qWc](https://www.youtube.com/watch?v=hg3umXU_qWc)

We should all be feminists | Chimamanda Ngozi Adichie

<https://www.youtube.com/watch?v=c9SUAcNIVQ4>

Emma Watson speaking to the UN

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

What It Means To Be A Feminist

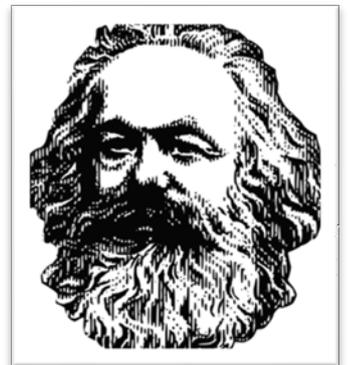


Research examples of gender inequality within the UK in contemporary society. For example, think about family, employment, politics, education, health, wealth, religion etc. Provide a list of at least 3 examples on your fact sheet.



## Task 3: Magnificent Marxists...

1. Watch youtube clips:  
<https://www.youtube.com/watch?v=Vz3eOb6Yl1s>
2. <https://www.youtube.com/watch?v=fSQgCyilcc> POLITICAL THEORY - Karl Marx



3. Define all key words on the video clips.
4. Research Marxism and produce a fact sheet outlining the main arguments including the difference between the bourgeoisie and the proletariat.

5. Research examples of class inequality within the UK in contemporary Society. Think about health, education, employment, housing etc. Add at least 3 examples and if possible explanations of these to your fact sheet.

<https://www.youtube.com/watch?v=WjwhnhtCwsM&t=605s> and

[https://www.youtube.com/watch?v=ndSNjt1J\\_18](https://www.youtube.com/watch?v=ndSNjt1J_18)



## Task 4: What is Sociology?

Sociology is the study of \_\_\_\_\_ and of people and their behaviour.

Sociologists study a wide range of topics. For example, the AQA AS/A2 specification includes topics such as gender, stereotyping, race & ethnicity, class, sexism, social behaviour, social inequalities, marriage & divorce, schools, childhood and domestic violence.

In studying topics like these, sociologists create \_\_\_\_\_ to explain human behaviour and the working of society. Theories are \_\_\_\_\_ of the patterns we find in society. For example, we may have a theory as to why there are differences in girls' and boys' achievement levels in school.

A theory tries to make \_\_\_\_\_. That is, it tries to explain all similar cases, not just a single case. For example, it tries to say why boys in general do less at school than girls, rather than why simply this or that individual boy does less well.

Sociology is an \_\_\_\_\_ subject. This means it is not just about the sociologist's personal \_\_\_\_\_ or pet theory – our opinion and theories

must be backed up by \_\_\_\_\_ about society. Sociologists therefore collect evidence methodically by carrying out \_\_\_\_\_ to establish whether their theories are correct. A \_\_\_\_\_ theory is one that explains the available evidence.

As well as producing theories about society, sociology has practical applications. For example, if we know the causes of social problems such as educational under-achievement, we may be able to use this knowledge to design social policies to improve children's educational opportunities. A \_\_\_\_\_ is a programme or plan introduced by government that aims to achieve a particular goal, such as raising educational standards or reducing crime rates. Governments may use the findings of sociological research to develop more effective policies.

evidence-based	theories	generalisations	society	explanations
opinion	facts	research	good	social policy



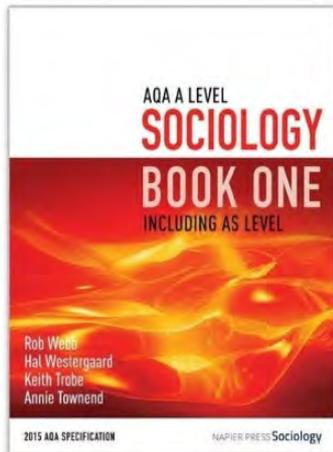
# Useful TED TALKS & Other Resources

<p><b>Society and Sociology in General</b></p> <ul style="list-style-type: none"> <li>• Gender Roles in Society</li> <li>• The end of Social Sciences.</li> <li>• What are sociologists for?</li> <li>• The Wisdom of Sociology</li> <li>• How economic Inequality harms societies.</li> <li>• Violence against women—it's a men's issue: Jackson Katz at TEDxFiDiWomen <a href="http://www.youtube.com/watch?v=KTVSfeCRxe8&amp;safe=active">http://www.youtube.com/watch?v=KTVSfeCRxe8&amp;safe=active</a></li> <li>• Richard Wilkinson: How Economic Inequality Harms Societies <a href="http://www.ted.com/talks/richard_wilkinson">http://www.ted.com/talks/richard_wilkinson</a></li> </ul>	<ul style="list-style-type: none"> <li>• The Sociological Imagination (Ted Talk) <a href="http://sociologicalimagination.org/archive/tag/ted-talks">http://sociologicalimagination.org/archive/tag/ted-talks</a></li> <li>• <a href="#">edX   Free Online Courses by Harvard, MIT, &amp; more</a></li> <li>• Lots of interesting discussions on this channel <a href="https://youtube.com/c/jubileemedia">https://youtube.com/c/jubileemedia</a></li> <li>• Poor Kids (Poverty Documentary) - Real Stories <a href="https://www.youtube.com/watch?v=i9aSp9bFmMg">https://www.youtube.com/watch?v=i9aSp9bFmMg</a></li> </ul>
<p><b>Education</b></p> <ul style="list-style-type: none"> <li>• Do schools kill creativity</li> <li>• Every Kid needs a champion</li> <li>• Bring on the learning revolution</li> <li>• Individualisation, failure and fun</li> <li>• What if students controlled their own learning?</li> <li>• What kids wish their teacher knew.</li> <li>• Homeschooling makes me happy.</li> <li>• Purpose of education</li> <li>• Paper Towns and why learning is awesome</li> <li>• What if Finland's great teachers taught in your school?</li> <li>• Are qualifications worth it?</li> </ul>	<p><b>Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>• Living in a surveillance state.</li> <li>• A vision of crimes in the future</li> <li>• Lessons from Death Row inmates.</li> <li>• Why education not punishment is a solution to reducing crime.</li> <li>• Focus on places, not people to prevent crime.</li> <li>• Global criminal network.</li> <li>• We are all criminals</li> <li>• Cyber Crime isn't about computers but about behaviour.</li> <li>• My son the Columbine shooter.</li> <li>• We need to talk about prison.</li> </ul>
<p><b>Family and Households</b></p> <ul style="list-style-type: none"> <li>• The future of families.</li> <li>• Fusion families</li> <li>• the Myth of broken families</li> <li>• Uninventing the modern family</li> <li>• I don't want children, stop telling me I will change my mind.</li> <li>• Do kids think of sperm donors as family.</li> <li>• Marriage 2.0</li> <li>• The real effects of single parents families.</li> </ul>	<p><b>Beliefs in Society</b></p> <ul style="list-style-type: none"> <li>• Atheism 2.0</li> <li>• Science V God</li> <li>• I grew up in a cult.. it was heaven and hell.</li> <li>• My failed mission to find God</li> <li>• What Islam really says about women.</li> <li>• Understanding religious roots.</li> <li>• Religious Roots</li> <li>• Can God and Science share the same space?</li> <li>• It's time to reclaim religion.</li> <li>• Is religion good or bad?</li> </ul>



## To help you on your way...

- Find out about protests
- Visit Harrods in Knightsbridge to get a real life understanding of what the wealthy spend their money on.
- Visit [change.org](http://change.org) and see if there are any petitions you would support to bring about change.
- Help out at a food bank.
- Become a student member of Amnesty International.
- Go to Parliament square in front of the Houses of Parliament where people protest.



### **COURSE TEXT BOOK: AQA A Level Sociology Book One Including AS Level: Book one Paperback**

by Rob Webb (Author), Hal Westergaard (Author), Keith Trobe  
ISBN 9780954007911

Try to read one of these books over the summer holidays and watch at least one of the documentaries and/or movies.

The GCSE course in Sociology can be studied on bitesize to give you a good foundation for the A Level course:

<https://www.bbc.co.uk/bitesize/subjects/zbbw2hv>

#### **Useful Books include:**

- 1984 by George Orwell
- Animal Farm by George Orwell
- The Trial by Franz Kafka
- Brave New World by Aldous Huxley
- The Yellow Wallpaper by Charlotte Perkins
- Why I'm No Longer Talking to White People About Race – Renni Eddo-Lodge
- Belching Out the Devil by Mark Thomas
- The Bonfire of the Vanities by Tom Wolfe
- American Psycho by Bret Easton Ellis
- How To Be A Woman by Caitlin Moran
- Nineteen Minutes by Jodie Picoult
- God Collar by Marcus Brigstocke
- Junk by Melvin Burgess
- The God Delusion by Richard Dawkins
- Chavs – The Demonisation of the Working Class by Owen Jones

#### **Useful TV series include:**

Panorama  
Cutting Edge  
Witness  
Simpsons  
Louis Theroux  
Donal McIntyre (Uncovered)

#### **Further Suggestions**

[13th – Netflix](#)

[Kids Behind Bars](#)

[Kill Switch](#)

Breaking the Cycle – Netflix

Buzzfeed Unsolved: True Crime (Series) – Amazon Prime

Weapons of Mass Surveillance – Amazon Prime

