

St Bede's Catholic College

Year 11 into 12
Transition Work

Sociology



Exam board: AQA

Course length: Two years

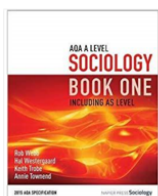
Specification: <https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/introduction>

Exam structure:

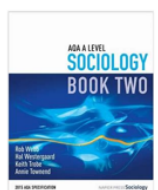
Content Overview	Assessment Overview	
A Level Paper 1 – Education with Theory and Methods:		
Education Role of Education in society Class Differences in Education Ethnic Differences in Education Gender Differences in Education Educational Policy Research Methods and Sociological Theory	2 hours 80 marks	33 ½ % of A Level
A Level Paper Two – Options paper (The Media and Family & Household)		
Family & Household Couples Childhood Theories of the Family Demography Changing Family Patterns Family Diversity Families and Social Policy The Media Ownership and Control of the Media New Media, Popular Culture and Postmodernism Social Construction of News Media Representations Media Effects	2 hours 80 marks (40 marks on Media and 40 marks on F&H)	33 ½ % of A Level
A Level Paper 3 – Crime and Deviance with Theory and Methods		
Crime & Deviance Functionalist, strain and subcultural theories Interactionism and labelling theories Class, Power and crime Realist theories of crime Gender, crime and justice Ethnicity, crime and justice Crime and the media Globalisation, green crime, human rights and state crime Control, punishment and victims Research Methods and Sociological Theory	2 hours 80 marks	33 ½ % of A Level

Useful textbooks:

Year 1 & Year 2:



AQA A Level Sociology Book One
Author: Rob Webb et al
ISBN: 978-0954007911
Publisher: Napier Press; 3rd Revised edition
Date: 22 May 2015



AQA A Level Sociology Book One
Author: Rob Webb et al
ISBN: 978-0954007928
Publisher: Napier Press; 2nd Revised edition
Date: 22 July 2016

Useful websites:

<https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/introduction>

Sample/past papers:

<https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192/assessment-resources>

Transition work:

1. The Weaker Sex article and questions
2. 'What is Sociology' chapter and activities
3. Sociological Articles
4. Things to Watch
5. Extension Activities

1. The Weaker Sex

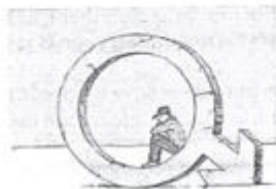
This article mentions lots of the issues we will be exploring in Year 12. For example:

- *How the family has changed - is this a good or bad thing for society and individuals?*
 - *What inequality still exists in our society and why - particularly differences between the sexes, ethnic groups and social classes?*
 - *What is the education system for? Who benefits the most from the current and past systems?*
1. Read the article from *The Economist* (30th May 2015) – “The Weaker Sex” and provide definitions and/or examples for the following terms found in the article:
 - a. Patriarchy
 - b. Nuclear Family
 - c. Working Class
 - d. Traditional manufacturing jobs
 - e. Culture & cultural activities
 - f. Vocational
 2. Answer the following questions:
 - a. What evidence does the article give for the ways in which women are disadvantaged in today's society?
 - b. Can you think of any other examples?
 - c. What areas in society are men disadvantaged according to the article?
 3. Write at least 250 words, in continuous prose, to provide an answer to **both** the questions below:
 - a. What are the reasons the article is suggesting for low-skilled men having “...the poisonous combination of no job, no family and no prospects”?
 - b. What does the article suggest are the solutions?

Leaders

The weaker sex

Blue-collar men in rich countries are in trouble. They must learn to adapt



AT FIRST glance the patriarchy appears to be thriving. More than 90% of presidents and prime ministers are male, as are nearly all big corporate bosses. Men dominate finance, technology, films, sports, music and even stand-up comedy. In much of the world they still enjoy social and legal privileges simply because they have a Y chromosome. So it might seem odd to worry about the plight of men.

Yet there is plenty of cause for concern. Men cluster at the bottom as well as the top. They are far more likely than women to be jailed, estranged from their children, or to kill themselves. They earn fewer university degrees than women. Boys in the developed world are 50% more likely to flunk basic maths, reading and science entirely.

One group in particular is suffering (see page 19). Poorly educated men in rich countries have had difficulty coping with the enormous changes in the labour market and the home over the past half-century. As technology and trade have devalued brawn, less-educated men have struggled to find a role in the workplace. Women, on the other hand, are surging into expanding sectors such as health care and education, helped by their superior skills. As education has become more important, boys have also fallen behind girls in school (except at the very top). Men who lose jobs in manufacturing often never work again. And men without work find it hard to attract a permanent mate. The result, for low-skilled men, is a poisonous combination of no job, no family and no prospects.

From nuclear families to fissile ones

Those on the political left tend to focus on economics. Shrinking job opportunities for men, they say, are entrenching poverty and destroying families. In America pay for men with only a high-school certificate fell by 21% in real terms between 1979 and 2013; for women with similar qualifications it rose by 3%. Around a fifth of working-age American men with only a high-school diploma have no job.

Those on the right worry about the collapse of the family. The vast majority of women would prefer to have a partner who does his bit both financially and domestically. But they would rather do without one than team up with a layabout, which may be all that is on offer: American men without jobs spend only half as much time on housework and caring for others as do women in the same situation, and much more time watching television.

Hence the unravelling of working-class families. The two-parent family, still the norm among the elite, is vanishing among the poor. In rich countries the proportion of births outside marriage has trebled since 1980, to 33%. In some areas where traditional manufacturing has collapsed, it has reached 70% or more. Children raised in broken homes learn less at school, are more likely to drop out and earn less later on than children from intact ones. They are also not very good at forming stable families of their own.

These two sides often talk past each other. But their explanations are not contradictory: both economics and social change are to blame, and the two causes reinforce each other. Moreover, these problems are likely to get worse. Technology will disrupt more industries, creating benefits for society but rendering workers who fail to update their skills redundant. The OECD, a think-tank, predicts that the absolute number of single-parent households will continue to rise in nearly all rich countries. Boys who grow up without fathers are more likely to have trouble forming lasting relationships, creating a cycle of male dysfunction.

Tinker, tailor, soldier, hairdresser

What can be done? Part of the solution lies in a change in cultural attitudes. Over the past generation, middle-class men have learned that they need to help with child care, and have changed their behaviour. Working-class men need to catch up. Women have learned that they can be surgeons and physicists without losing their femininity. Men need to understand that traditional manual jobs are not coming back, and that they can be nurses or hairdressers without losing their masculinity.

Policymakers also need to lend a hand, because foolish laws are making the problem worse. America reduces the supply of marriageable men by locking up millions of young males for non-violent offences and then making it hard for them to find work when they get out (in Georgia, for example, felons are barred from feeding pigs, fighting fires or working in funeral homes). A number of rich countries discourage poor people from marrying or cohabiting by cutting their benefits if they do.

Even more important than scrapping foolish policies is retooling the educational system, which was designed in an age when most men worked with their muscles. Politicians need to recognise that boys' underachievement is a serious problem, and set about fixing it. Some sensible policies that are good for everybody are particularly good for boys. Early-childhood education provides boys with more structure and a better chance of developing verbal and social skills. Countries with successful vocational systems such as Germany have done a better job than Anglo-Saxon countries of motivating non-academic boys and guiding them into jobs, but policymakers need to reinvent vocational education for an age when trainees are more likely to get jobs in hospitals than factories.

More generally, schools need to become more boy-friendly. They should recognise that boys like to rush around more than girls do: it's better to give them lots of organised sports and energy-eating games than to dose them with Ritalin or tell them off for fidgeting. They need to provide more male role models: employing more male teachers in primary schools will both supply boys with a male to whom they can relate and demonstrate that men can be teachers as well as firefighters.

The growing equality of the sexes is one of the biggest achievements of the post-war era: people have greater opportunities than ever before to achieve their ambitions regardless of their gender. But some men have failed to cope with this new world. It is time to give them a hand. ■

2. What is Sociology?

Read the chapter attached and complete the activities on pages 7, 8, 9, 10 and 12

3. Sociological Articles

There are six articles on different topics we will be looking at over the next two years. Chose to read any articles that looks interesting and answer the questions listed below.

The media and violent crime – What evidence is there that media can make people violent? What other explanations are suggested?

Social media and misogyny (hatred, prejudice or distrust of women) – Find out what primary socialisation is and define it. What are the norms and values of our society? Why do you think abuse online is so prevalent in our society today?

The Jack Wills crowd – How has Jack Wills used its brand within the top universities in England?

Young women and feminism – How do you think feminism is viewed within your own peer group?

Gang talk – What does the article suggest about why people join street gangs?

Civil partnerships and changing family relationships – What factors were identified in the article of why same-sex couples decided to become civil partners?

4. Things to watch

Sociology is all about the world around us so most things you see or talk about will be sociological. The most important thing to learn in sociology is how to have a questioning mind; don't just accept what you see and hear at face value. Identify social problems, think, what is the cause of them and how they can be solved. (There are many different views about this!) Here are a few suggestions of good films and documentaries to watch:

Three Identical Strangers - a true story about triplets separated at birth in a secret sociological experiment. They find each other by chance when they are young men and the documentary uncovers a wide-spread, highly secret experiment affecting an unknown number of twins and triplets. (available on All 4 - ondemand)

Fahrenheit 9/11 (Michael Moore film about the War on Terror following the attack on the World Trade Centre in New York 2001) – available on Netflix

The Truman Show (Jim Carey) - - available on Amazon Prime

Bowling for Columbine (Michael Moore film about the Columbine school massacre in the US)

Example documentaries on All 4 – Channel 4 on demand: Secret life of 4&5 yr olds, Excluded at 7 **and iPlayer:** Storyville – Lehman Brothers, On the Ground – county lines, Escaping Gangs, Is this sexual harassment, Tagged.

5. Extension Activities

The following articles are a real challenge and are examples of articles you would be reading at university.

Article on Family Dynamics and Childhood Consumption (University level article)

<http://www.socresonline.org.uk/11/2/evans.html>

Children in an ageing society (University level article)

<https://academic.oup.com/psychsocgerontology/article/64B/4/489/599065>

Mrs Gibson is Head of Sociology. Please email her on a.gibson@stbcc.org with any queries.