

SUMMER WORK SOCIOLOGY- YEAR 12

Head of Department

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Exam Board

AQA

Specification

7191

COURSE DETAILS

Examination

The AS course is examined as a whole at the end of Year 12.

Unit 1: Education.

Students will study the role and functions of the education system, differential achievement by social groups as well as the impact of educational policies.

Unit 2: Education and Research Methods in context.

For this unit students will study **Research Methods and Research Methods in Context**. Students are asked to explain and evaluate a range of research methods and must be able to apply sociological research methods to the study of education.

Unit 3: Families and Households

This unit reflects the options chosen and focuses, amongst other aspects, on the relationship of the family to the social structure and social change, the construction of childhood, the impact of a changing population and globalisation.

PRE AS LEVEL TASTER WORK FOR INTRODUCTION TO YEAR 12

TASK	TOPIC	
1.	Families & Households	Produce a glossary with definitions for the following key terms: Nuclear family, extended family, beanpole family, empty shell marriage, reconstituted family, dual burden, fertility rate, microcosm, migration, net migration, social construction, self-fulfilling prophecy.
2.	Families & Households	Research The Office for National Statistics and produce a fact sheet on the points below. Use this website to help you: https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2019 <ul style="list-style-type: none">• What is the most common family type in the UK? How has this changed over time?• Which country has the highest proportion of married couples?• How many lone parent families are there? In which city are these most common?• Of these lone parent families, what percentage are female led?• How many lone person households are there in the UK? How have these changed over time and why?• What is the fastest growing type of household and why? Where is this most common and why?
3.	Education	Produce a glossary with definitions for the following key terms: Academy, culture, cultural capital, curriculum, discrimination, education, egalitarian, ethnicity, free school, further education, hidden curriculum, higher education, labelling, meritocracy, norms, selective schools, socio-economic class, socialisation, subculture, tripartite system.
4.	Education	Conduct independent research and create a mindmap (include relevant images) with the title – ‘ <i>Class differences in achievement</i> ’. Briefly explain in your own words how the following factors may lead to underachievement:

		<ul style="list-style-type: none"> • Parents education / attitude to learning • Housing • Diet & Health • Finance / the cost of education / fear of debt (link to access to higher education) • Cultural capital (conduct research into Bordieu's theory) <p>These websites will help you:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=BbMCOWVnO0E • https://www.bbc.co.uk/bitesize/clips/z8rnvcw
5.	Research Methods	<ul style="list-style-type: none"> • Produce a glossary with definitions for the following key terms: Confidentiality, hypothesis, primary data, qualitative data, quantitative data, reliability, sampling frame, secondary data, triangulation (in relation to social research), validity.
6.	Research Methods	<ul style="list-style-type: none"> • You should familiarise yourself with the ethical guidelines for research in sociology and make notes- See task 6 attachments (x2). • Produce a poster highlighting the following: <p>Why do sociologists have ethical guidelines? How do they safeguard those involved in research? Why might ethical guidelines be difficult to follow? How do these ethical guidelines protect sociologists and participants? Explain anonymity and confidentiality and how these rules can be adhered to.</p>

Wider reading:

- Jackson, C (2006) Lads and Ladettes. Berkshire: Oxford University Press.
- Venkatesh, S (2009) Gang Leader for a Day. London: Penguin Group
- Jones, O (2011) Chavs: The Demonisation of the Working Class. New York: Verso Books.
- 'The Sociology Review', A Level magazine: Hodder Education. (By subscription)

Helpful websites:

- <https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>
- www.ons.gov.uk
- <https://www.britsoc.co.uk/what-is-sociology/sociology-links/>
- <https://www.irf.org.uk/>
- www.tutor2u.co.uk
- <https://www.youtube.com/watch?v=YnCJU6PaCio>

Documentaries/Films:

- Freedom Writers (2007) (Education, labelling theory, ethnicity and social class)
- Explained: Why women are paid less (Netflix) (Gender and Sociology)
- Explained: Monogamy (Netflix) (Families and Households, diversity)
- Explained: The Racial Wealth Gap (Netflix) (Ethnicity and Sociology)
- Feminists: What were they thinking (Netflix) (Feminism and Sociology)