



The John Roan School
Sixth Form

The best in everyone™

Part of United Learning

A-Level Sociology

Exam board: AQA

Course code: 7192

Student Handbook

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Inspired

Confident

Ambitious

At The John Roan Sixth Form,
students will be ***inspired*** by our
commitment to their destinations.

They will feel ***confident*** in their
abilities and prospects because of our
teaching and curriculum and they will
be ***ambitious*** because of the
opportunities we provide.

Welcome to Sociology

Curriculum Aims (KS5)

The purpose of the Sociology curriculum is to provide students an excellent foundation of knowledge that will give them the skill set to bring forth change and to understand the society they live in. This course will look at the ways society is unjust in various institutions from the education system, to the criminal justice system, and even religion. We will also examine the way how society is changing as we know it, how your present reality is a result of a globalised world and postmodernity. The AQA Sociology curriculum explores all these conversations with many opportunities to explore even more themes.

Here we explore the John Roan curriculum principles in the context of the Sociology curriculum:

- **Entitlement:** Our Sociology curriculum adheres to AQA Exam Board specification and course programme. Every student is entitled to a knowledge which encapsulates all content prosed within the curriculum specification with access to all curriculum content.
- **Coherence:** We sequence our units to introduce knowledge and new ideas. From a foundational understanding of theory to more complex vertical concepts developed in a variety of contexts. We always begin with the core theory of every chapter, that being Functionalism , Marxism, Feminism and Interactionism. In turn, this sets us on a strong start to understanding the initial sociological perspective of every topic before we dive into our CAGES (class, ethnicity, age, gender).
- **Mastery:** Reviewing prior knowledge is threaded throughout all units, with concepts and skills revisited, built upon, and developed in new contexts. In addition to, much of the course is strong on the ability to apply and evaluate. Students master their knowledge and understanding of sociology by constantly being encouraged to apply outside reading to sociological text to master their sociological imagination.
- **Adaptability:** All lesson materials are editable and are reviewed and improved each cycle. There are scaffolding examples and assessment tools to identify gaps in learning for teachers to respond to.
- **Representation:** A diverse range of examples, names, images and sociologists. are used in resources so that students from all backgrounds recognise the relevance of the discipline. Sociology is dedicated towards decolonising the curriculum by further including sociological research from numerous identities across gender, ethnicity and sexuality to ensure students have a broad and diverse viewpoint of knowledge.
- **Education with character:** The sociology curriculum raises many ethical, culturally significant, and/or sensitive questions which students will want to explore in ways that go beyond the curriculum. We encourage teachers to respond sensitively to these and use their professional judgement to help students to reflect and have informed opinions on these.



How we organise our work in A-Level Sociology

- Handbook at front
- Dividers:
 - Topic by topic: oldest -> newest
 - Assessments
 - Extra reading
- For each lesson:
 - Dated 1 side A4 Cornell notes
 - Dated worksheet and/or lined paper with classwork
 - Exam practice, might include:
 - Short question answer
 - Essay plan
 - Annotated mark scheme
 - Annotated model answers
- Spare templates / lined paper / plastic wallets



Expectations for the course

Attitude to Learning: This is an official coded score which is documented on every school report you will receive. As your teacher I will assess your Behaviour for Learning, commitment to PRIDE, active learning and homework quality. I will also use this to determine any potential predicated sociology grade.

It is important that you put as much effort into your academic study to reach your true potential. A strong and consistent start will ensure your sixth form journey and destination goal more manageable. You are expected to:

- Come to class with a ready to learn positive attitude
- Deciduate yourself towards completing all task work and homework
- To be studious and carry out effective revision
- Source and research your own case studies and readings
- Organise your time and be on time with studies and to class.
- To ask for support when needed! Will always be here to help.

Behaviour:

Sociology is a subject which requires a culture of safety, especially with the topics we study and the discussions we will have. It is very important we are attentive. This will also support you with getting the best grades. You are expected to:

- Treat your class teacher and peers with respect. Allow people to have a voice, especially when opinions are being given.
- Do not speak or shoutout over people. Whether it is class instructions, during silent task work or when a fellow class member is speaking
- Please do not use phones. It is important that your full attention is provided. Do not put yourself in a position of self-sabotage.
- Refrain from purposely being controversial or disruptive
- Act and lead with maturity.



Course Structure

There are a total of 6 units to study in A-Level Sociology.
Students will study three each in year 12 and year 13.

Year 12

Students will study the following units in year 12:

- Education with a special focus on research methods
- Methods in context
- Families and households

Year 13

Students will study the following units in year 13:

- Crime and deviance
- Theory and methods
- Beliefs in society

Exams

Students will sit a total of three exams at the end of year 13.
These are divided as follows:

- Paper one – Education with a special focus on research methods & methods in context
- Paper two – Families and households & beliefs in society
- Crime and deviance & Theory and methods



Exam Specification

The study of Sociology must focus on contemporary society and foster the development of critical and reflective thinking with a respect for social diversity. It must provide an awareness of the importance of social structure and social action in explaining social issues. Students must be encouraged to develop their own sociological awareness through active engagement with the contemporary social world. These specifications have been designed with the clear objective of addressing the requirements above and will encourage students to:

- acquire knowledge and a critical understanding of contemporary social processes and social changes
- appreciate the significance of theoretical and conceptual issues in sociological debate
- understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- develop a lifelong interest in social issues.

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A-level Sociology specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of:
 - sociological theories, concepts and evidence
 - sociological research methods
- AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues
- AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:
 - present arguments
 - make judgements
 - draw conclusions.

Weighting of assessment objectives for A-level Sociology

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	15	13	16	44
AO2	11	11	9	31
AO3	8	9	8	25
Overall weighting of components	33.33	33.33	33.33	100



Assessment Objective Grids

Assessment Objectives

	AO1	AO2	AO3	Total
Paper 1				
Education				
Q01	4			4
Q02	3	3		6
Q03	3	4	3	10
Q04	12	9	9	30
Q05 MIC	8	8	4	20
Q06 Theory and Methods	5	3	2	10
Totals	35	27	18	80

Assessment objective grid

	AO1	AO2	AO3	Total
Section A				
Q01, Q04, Q07, Q10	5	3	2	10
Q02, Q05, Q08, Q11	3	4	3	10
Q03, Q06, Q09, Q12	8	6	6	20
Section B				
Q13, Q16, Q19, Q22	5	3	2	10
Q14, Q17, Q20, Q23	3	4	3	10
Q15, Q18, Q21, Q24	8	6	6	20
Totals	32	26	22	80

Assessment Objectives

	AO1	AO2	AO3	Total
Paper 3				
Crime and Deviance				
Q01	4			4
Q02	6			6
Q03	3	4	3	10
Q04	12	9	9	30
Theory and Methods				
Q05	5	3	2	10
Q06	8	6	6	20
Totals	38	22	20	80



Assessment

Methods of formal assessment in Sociology are as follows:

1. End of Unit Assessments

2. Mock Examinations

2. Mock Examinations

Throughout Year 12 and 13 you will be entitled to rigorous mock examinations to simulate the real thing. By the time you sit your formal examinations Summer of 2026 you will have extensive experience completing each exam paper under simulated conditions. You will be sitting the following examinations for Sociology:

Mock Examination	Papers
Mock Exam – Winter Term of Year 12	• Paper 1: Education with Methods in Context (AS paper)
UCAS Exams – Summer of Year 12	• Paper 1: Education with Theory and Methods • Paper 2: Topics in Sociology – Family and Households
Mock Exam – Winter Term of Year 13	• Paper 1: Education with Theory and Methods • Paper 2: Topics in Sociology – Family and Households + Beliefs in Society
Final Mock Exam – Easter Term of Year 13	• Paper 1: Education with Theory and Methods • Paper 2: Topics in Sociology – Family and Households + Beliefs in Society • Paper 3: Crime and Deviance with Theory and Methods

The dates for these exams will be given to you at the beginning of the academic year. You will be given plenty of notice and time to revise, as well as a personalised exam table for each set of exams.

Access Arrangements

If at any time you feel you would benefit from additional access arrangements in an exam, such as the use of a laptop, please speak with your subject teacher as soon as possible.

Model Essay Paragraphs



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Point (Reference the item)

According to Item J, there has been an 'increased interest in New Age activities such yoga, meditation and Cystal healing'. This can both support and contradict with the previous argument of increased secularisation. According to Lyon, we have now entered a re-enchantment of the world, this is the growth of unconventional beliefs, practices and spirituality. Lyon notes that especially in Europe (ironically where we see higher rates of secularisation), there is an increased use of non-traditional spiritual practices. This is also known as a spiritual revolution. This is can been seen through an article published by the Guardian (2022) which argues that during lockdown Millennials and Gen Z surged a deeper interest in the use of Manifestation, though this is not a new practice, research shows Google searches for manifesting rose by 600%, whilst Tik Tok views are seething past 9bn views on the topic. This can also be supported with the increase interest in Zodiac star signs also. Likewise, Heelas and Woodhead present the argument that spirituality is compensating for the decline in traditional religion they title this the holistic milieu. Although NAM tend to have weak commitments and structural weakness as argued by Bruce, therefore its longevity and substantiality is at fault due the lack of cohesion. To link back to the question, though we can critique Weber on his ideas of rational thought becoming more important, we can also support the statement that 'spirituality in the United Kingdom has compensated for the decline of organised religion.

Analysis, Application

Link back to the question

With reference to Item D, oppression is also seen through 'domestic violence, paid employment and power'. Domestic Violence prose itself as huge form of oppression, in the year ending March 2020 1 in 20 people had experienced domestic violence. There are two explanations for this, the radical feminist's explanation argues that domestic violence is built upon systematic patriarchy, men are exploiters of women and dominate women through DV to preserve their power or to oppose threats to it (Millet and Firestone). In analysis we can compare this with our previous feminist's argument of women being an absorption for anger, this is even demonstrated through sporting events, Oppenheim Capital reports that domestic violence increased by 50% in the UK whenever England lost a match in the 2022 World Cup. Another explanation for domestic violence is the materialistic explanation (Wilkinson and Pickett) that suggest economic and materialistic factors make some groups more than others at risk to domestic violence to as increased stress and conflict rise to social inequality. Although, both explanations can be critiqued on the grounds that radical feminists fail to explain abuse made against children and ignore other groups vulnerable outside of patriarchy such as those with a disability. Likewise, though the radical explanation provides us with a reason as to why women are most likely to be victims, the material explanation does not. To link back to the question, the role of the family is to reinforce patriarchy and for men to oppose any threats to their power, shown through actions of domestic violence against women.

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I The item begins by saying: 'From a marxist perspective, the education system supports capitalism' which perfectly frames the ideology and viewpoints of key marxist thinkers: Bowles and Gintis **Th** developed their correspondence principle whereby

DP School directly mirrors the capitalist workplace. It does this through features such as hierarchy in both systems, having a formal dress-code, strict timetables. Focusing on hierarchy, we can zoom into **AN** how it's expressed through labelling in schools.

Th Dune and Gazeley's own study into secondary schools revealed that teachers ^(who traditionally held authority over pupils) judged and labelled ~~poor~~ pupils based off of their parents class, where they saw middle-class children as the ideal-pupil and working-class as hopeless cases (Gilbert

Th and Yodell). This translates into the bourgeoisie

AN seeing proletarian workers as inferior and therefore exploiting them for profit and means of labour. ^{suggesting that} ~~stereotype~~ through early socialisation it programmes children into being ready to take on a role in this capitalist system which is normally pre-determined and ascribed through birth. However, this is very

VAL deterministic and essentially argues that working-class children have no chance - which we know isn't

true as there have been measures implemented ^{that have worked on outcomes} to overcome this inequality. e.g. 86% of Chinese

AN Fsm girls did very good on GCSEs, giving them a chance outside of school.



Homework & Independent Work

Objectives of a Sixth Form Homework Policy

Objectives of a John Roan Sixth Form Homework policy are as follows:

- To enable our students to achieve the best grades that they are capable of at Post-16 through:
- The consolidation and revision of learned material
 - The application of learned material
 - Preparation for lessons to enable access to challenging subject content
- To reinforce high expectations of our students as independent learners
- To equip our students with the study skills required for University and other destinations

Expectation of subject homework

At The John Roan Sixth Form we aim to teach students to become independent learners who use their private study time effectively. Students will be given guidance and support with creating revision schedules, effective note taking, essay writing and academic literacy, but will also be expected to practise and demonstrate these in their home learning.

As a benchmark, students should expect to receive an amount of homework per subject that is equivalent to twice the number of contact hours that they receive in school: six hours per subject which amounts to 18 hours per week.

Paper Based Homework

Unless exempt, all other students are expected to solely complete homework written on paper. No students should type or digitally produce their homework.

Deadlines

Failure to meet deadlines for homework will result in a one-hour detention after school the following day, while repeated failures to meet homework deadline will escalate to an academic support plan or school-based exclusion. Students who are placed into detention will still be expected to complete missed homework. Students are encouraged to communicate with teachers about other deadlines in place so that they can be supportive of work set in other subjects.

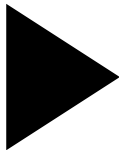
Homework setting

All homework will be set for students using Show My Homework which is available as an app which can be accessed via a mobile phone, or as a website that can be accessed via a computer. In some instances, homework will be set on software including Microsoft Teams. However, instructions for any homework set on these platforms will be repeated on Show My Homework to ensure consistency.



Homework & Independent Work

Examples of homework set at KS5 in A-Level Sociology will typically include:

Revision	Application	Flipped-Learning
		
Revision homework tasks will enable you to consolidate your learning and eliminate gaps in subject knowledge, helping you to prepare for your exams.	Application homework tasks test for understanding of recently-acquired subject knowledge and develop your technique for exams.	Flipped learning homework tasks ensure that you are able to access challenging subject material and allow you to progress quickly through your course.
✓ Completing Seneca tasks ✓ Consolidating notes / developing Cornell notes ✓ Creating mind maps and flashcards ✓ "Check it" questions from textbook ✓ Creating glossaries of terms ✓ Revising for a topic quiz ✓ Completing past papers	✓ An exam question plan ✓ An essay question ✓ Completing past papers ✓ Independent or guided research on a lesson topic ✓ "Apply it" questions from textbook ✓ Completing a topic quiz	✓ Preparation of Cornell notes in advance of a next lesson ✓ Answering comprehension questions on reading ahead of a new topic ✓ Independent or guided research ahead of a lesson

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How to get an A* at Sociology A-Level

P.E.A.C.E AND PEEAL STRUCTURE

- **P** – State your Point. Often this is your direct response to a question you are being asked. If you are being asked to identify a main idea, be sure to follow the rules of thematic statements.
- **E** – Give evidence or examples that support your point.
- **A** – Provide your analysis. This is where you explain why or how your chosen “Evidence or Example” supports your stated “Point”
- **C** – Connect (Contrast and Compare) your analysis to other examples. These examples may come from other texts, from your own experiences, or from within the same text.
- **E** – Extend to the world or make greater connections. Is there anything else you can add? - Contemporary statistics, news articles or extra sociological reading material.
- **(L)** – Link back to the question. It is important that at the end every point, after you have made an evaluation, you are able to link back to the question. This ensures that you are focused on the what the question is directly asking you, this will demonstrate you have a clear understanding of the question and can successfully form a critical judgement.



How to get an A* at Sociology A-Level

Model Plan

ITEM: Marxists view the education systems as one of the ideological state apparatus which transmits ruling class ideology and legitimises social inequality. They argue that the hidden curriculum and process in schools are shaped to promote working class obedience to the ruling class . However neo Marxists would reject the idea that the working class passively accept this socialisation as shown through the existence of anti-school sub cultures.			
Applying material from the item and your own knowledge, evaluate the contribution that Marxism has made to our understanding of the role of education. [30]			

Command Words	Topic	Focus	Evaluation Stem
Apply material Evaluate	Role of Education	Marxism	Contribution of

Turn the question binary [yes/no question]	
Does Marxism contribute to our understanding of the role of education?	

Context	
Background	Marxists believe that the education system is part of the ideological state apparatus that helps to maintain social inequality and capitalism.
Definition	
Trend	

Content		
Sentence starter	FOR	AGAINST
	Marxism DOES contribute to our understating of the role of education because....	Marxism DOES NOT contribute to our understating of the role of education because....
1	It shows how education helps to maintain social inequalities.	It is deterministic and Reductionist
2	It shows education prepares students for working life.	It fails to acknowledge how education has failed all social groups not just he w/c.
3	It shows how education legitimises social inequality.	It ignores how education reproduces and creates diversity.
4	It shows how education prevents revolution through the myth of meritocracy.	It exaggerates the impact of class on educational success.



Essential Resources & Wider Reading



Books

- **AQA A LEVEL SOCIOLOGY – Napier Press (BOOK ONE AND BOOK TWO)**
- **Succeed at A Level Sociology, The complete revision guide- Napier Press (BOOK ONE AND BOOK TWO)**



Higher Education Reads

- 'Hood Feminism' (2020) – Mikki Kendall
- But What Could I Do? (2023) - Alastair Campbell
- Bullsh*t Jobs: The Rise of Pointless Work, and What We Can Do About It (2019) - David Greaber
- How Religion Evolved (2019)- Robin I. M. Dunbar
- Outraged: Why Everyone is Shouting and No One is Talking (2021)- Ashely 'Dotty' Charles
- The History of Sexuality (1976) - Micheal Foucault
 - Afropean (2020) - Johny Pitts
- Black Skin, White Masks (1952) - Frantz Fanon
- Men Who Hate Women (2020) - Laura Bates
- Empireland: How Imperialism Has Shaped Modern Britain (2021) - Sathnam Sanghera
- The Will to Change: Men, Masculinity, and Love ~ (2004) - bell hooks
- Made In China: a memoir of love and labour (2022) - Anna Qu



Resources and Links

•Practice Papers:

- AQA WEBSITE – past papers, mark schemes and exam reports.
- Education, MIC and Family bank questions.

•Textbook:

- Students should maximise the use of textbooks, there are also exam questions there.

WEBLINKS:

<https://thesociologyguy.com/>

sociologystuff.com (type this then add topic for the document)

[TheTEACHERSOCIOLOGY - YouTube](#)

<https://www.tutor2u.net/sociology> (search topic in the search bar)

•revisesociology.com

<https://www.thesociologyteacher.com/a-level-sociology>

• Seneca and Quizlet:

- Flashcards /Cornell notes to review key terms / studies / evaluation points.

• Mind maps

Active Recall:

Retrieval practice by building mind maps of O1 / AO3 knowledge of each content – go back over notes fill anything missed out & repeat.

•<https://www.goodnotes.com/blog/active-recall-studying#:~:text=Active%20recall%20requires%20making%20an,such%20an%20important%20study%20method.>

Tiktoks:

- @ishroot
- @studyologyy



University Courses & Career Paths



Transferrable skills

- Analysing data and statistics
- Ability to assimilate and evaluate a wide range of materials
- Critical and independent thinking
- Understanding and conducting research
- Delivering well-considered arguments
- Reflective and critical evaluation skills
- Problem-solving
- Collaborative working
- Communication and presentation skills
- Organisational skills



University Courses

- Sociology BA/BSc
- Anthropology & Sociology BA
- Criminology BA
- Economic & Social History/Sociology (SocSci) MA
- Sociology and Social Policy BSc
- Global Sustainable Development BAsc
- Human Sciences BA/BSc
- Youth & Community Studies BA

Other related courses:

- Psychology
- Anthropology
- Philosophy
- Education
- Archaeology
- Politics



Career Paths

Advice worker
Community development worker
Further education teacher
Higher education lecturer
Housing manager/officer
Marketing executive
Police officer
Policy officer
Secondary school teacher
Social researcher
Youth worker

Charity officer
Civil Service administrator
Family support worker
Human resources officer
International aid/development worker
Life coach
Newspaper journalist
Probation officer
Public relations officer
Social worker
Special educational needs coordinator (SENCO)

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