

SOCIOLOGY

Comprehensive Teacher Support

Essential support for planning and delivering the new linear course is provided by the Teacher Packs, empowering both experienced and non-specialist teachers to deliver the new specification confidently through active, skills-focused lessons.

Our comprehensive Teacher Packs cover the core topic for each year, meaning you have ready-to-use resources and essential support at your fingertips to confidently pick up and teach the compulsory content.

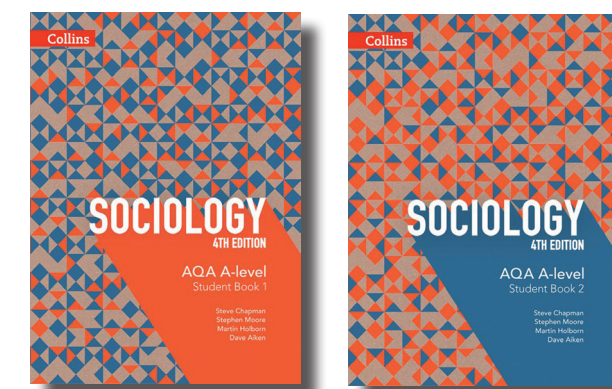
- **Get to grips with co-teaching AS and A-level** – two SOWs, one for AS and one for the two-year A-level, provide a clear route through the specification and give vital support for co-teaching
- **Save time with ready-made two-page lesson plans** – concise and comprehensive, each plan includes guidance on new content and co-teaching, as well as and ‘introduce and engage’, ‘core’ and ‘consolidate and look ahead’ activities and activity sheets
- **Develop students’ examination technique** – explanations of key assessment skills including decoding questions, explanations of AOs, communicating ideas effectively and planning, plus accompanying activity sheets, provide students with a toolkit to draw on for improving their examination skills
- **Prepare for final assessment** – two practice papers with mark schemes, one for AS and one for A-level, provide an additional resource that you can draw on throughout or at the end of the course
- **Help student transition from A-level Year 1 to A-level Year 2** – with a quick guide to bridging the gap, focusing on developing theory, providing more studies and encouraging further evaluation
- **Reduce marking time** – answers to all Student Book and Teacher Pack questions, activities and practice questions are provided

The Teacher Packs are available as a printed pack (with CD-ROM) or a digital download (including editable Word files) which can be downloaded from www.collins.co.uk.

Take a closer look

Visit the A-level Sociology homepage at www.collins.co.uk/AQAlevelSociology:

- View and download sample chapters from AQA A-level Sociology for Year 1 and AS Student Book
- View and download samples from Teacher Pack 1 for compulsory topic Crime and Deviance with Theory and Methods
- Sign up for a free evaluation pack, containing a copy of AQA A-level Sociology for Year 1 and AS Student Book



STUDENT BOOKS

AQA A-level Sociology for Year 1 and AS Student Book	9780007597475	September 2015	£24.99
AQA A-level Sociology Year 2 Student Book	9780007597499	January 2016	£24.99

TEACHER PACKS

AQA A-level Sociology Teacher Pack: Education with Methods	9780008147587	December 2015*	£99.99
AQA A-level Sociology Teacher Pack: Crime and Deviance with Theory and Methods	9780008147570	Spring 2016	£99.99

*Downloadable packs available November 2015, contact education@harpercollins.co.uk for more information.

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Don't forget to sign up to Collins Social Science emails to be kept up-to-date with the latest news and sample chapters, visit www.collins.co.uk/register.

Visit the A-level Sociology homepage at www.collins.co.uk/AQAlevelSociology for updated series information, samples and more.

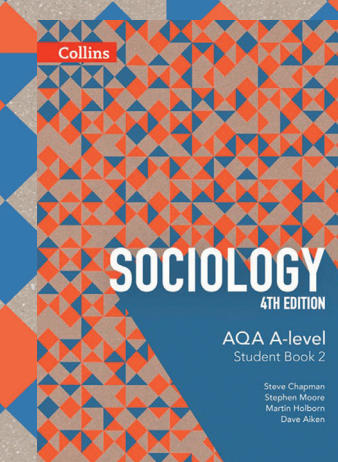
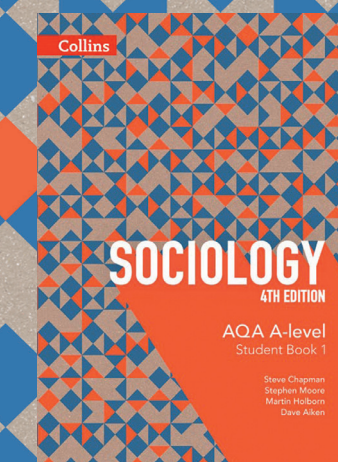
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Collins

SOCIOLOGY

A-level Sociology for AQA, 4th edition

Authors: Steve Chapman, Martin Holborn, Stephen Moore, Dave Aiken



Your A-level students will need accessible content to help them master the knowledge, evaluation and analysis skills needed to excel in their study and prepare for final exams.

Our teacher resources will also support you – the new assessment structure will bring challenges and our comprehensive teacher support will help you to understand, plan for and master these changes.

The Student Books have entered the AQA approval process

www.collins.co.uk/AQAlevelSociology

SOCIOLOGY

This 4th edition of the market-leading course is written by a team of expert authors for the new specification, bringing tried and trusted content alongside new features to ensure students are supported from the start through to their exams:

- **Assess and progress** – extensive practice questions for every topic including both short answer and extended writing provide plenty of opportunities to assess progress and apply learning across the linear course and build confidence
- **Engage students with the latest research and contemporary topics** – up-to-date case studies provide in-depth exploration of new and classic research studies, while practical research tasks help students acquire and develop strong personal research skills
- **In-depth teacher resources** – including guidance on co-teaching – that will empower both experienced and non-specialist teachers to deliver the course with confidence, and support students as they build the skills they need

Comprehensive Student Support

- **Help build knowledge and understanding of essential theories and perspectives** with up-to-date explanations and key concepts defined on the page.
- **Build critical analysis skills alongside knowledge** with up-to-date case studies accompanied by questions focused on interpretation, analysis and evaluation.
- **Help students engage with the latest research** with in-depth explorations of new and classic research studies
- **Support the development of strong research skills** with questions and practical tasks that actively involve students in the research process
- **Help students prepare for final exams with questions** integrated into every chapter to check knowledge, test skills and consolidate learning.



TOPIC 1 EDUCATION

ELIGIBILITY FOR FREE SCHOOL MEALS AND EDUCATIONAL ATTAINMENT AT 16

Ethnic Group	Pupils eligible for free school meals (%)	Pupils not eligible for free school meals (%)
Indian	~10	~90
Bangladeshi	~10	~90
Black African	~10	~90
Pakistani	~10	~90
White British	~5	~95
Black Caribbean	~10	~90
White other	~5	~95

Source: National Foundation for Educational Research, 2016. The data is for 2009/10 original uptake for 16-year-olds.

Prompt questions integrated into the explanation encourage students to evaluate and reflect on what they're learning

that minority ethnic groups may be either deprived or advantaged educationally as a result of distinctive features of the culture of their ethnic group. However, all these views should be treated with some caution. It should not be assumed that all members of an ethnic group share exactly the same culture and there may be differences between males and females in each group. Nevertheless, there may be some broad cultural differences that have some impact.

Parental attitudes toward education could be one important factor. British Chinese pupils and students are more successful than any other ethnic group in the British education system, and there is some evidence that this could be due, at least partly, to support that they get from their families. Research by Anthea and Francis (2007) found that the parents of Chinese pupils placed an exceptionally high value on education.

Research conducted by Themina Basti (2013) found that cultural factors had an impact on educational achievement in British Asian communities (of both Pakistani and Indian origin and Muslim and Hindu faiths). Basti studied three generative: grandparents, parents and children. She collected data on attitudes to education among British Asians in the West Midlands. She used **focus groups** for her research with the children (who were aged 15–16) and in-depth interviews with the older generations. All the participants placed a high value on education and saw free state education as a 'blessing' because it generally offered more opportunities than were available in their countries of origin. They therefore tended to put in considerable effort and resources in helping their children.

Would you agree that coming from a low-income family disadvantages children from all ethnic groups, but some more than others? What evidence is there to support or contradict this claim?

CULTURAL FACTORS, ETHNICITY AND ACHIEVEMENT

A number of cultural factors, it has been suggested, are important in explaining the relationship between ethnicity and educational achievement. It is suggested

Understand the concept boxes build knowledge by explaining important sociological vocabulary and concepts

1.3

ETHNICITY AND EDUCATIONAL ACHIEVEMENT

Even the relatively poor parents had managed to provide space to study, desks, computer and internet access for their children, and most of the children had their own rooms. Parents expected their children to work hard and, being often well-qualified themselves, actively helped their children with their studies.

Basti comments that 'It was strikingly clear that education was viewed as capital that would transform the lives of the younger generation. This educational capital was believed to be the most significant asset a young person could acquire and the families provided a range of support mechanisms to enable the young people to realise this aspiration' (p. 219). While all the grandparents were from working-class backgrounds, some of the parents had gained middle-class jobs (albeit usually modestly paid ones) via educational success, and they wanted, and expected, their children to be at least as successful. Although the parents could not afford to move to expensive areas to gain access to the best schools, they did try to help their children

get into selective schools, sometimes by arranging private tuition.

The research on British Chinese and British Asian families suggests that stable, supportive families who are very keen on educational success may be the key to understanding the relative success of some minority ethnic groups in education. However, some research suggests that all ethnic minority groups are enthusiastic about education compared to the White British ethnic majority. Research by Connor et al. (2006) found that among year 13 students positive attitudes to education were strongest among Black African students planning to go on to higher education.

Douglas, the apparently strong encouragement from families, African Caribbean pupils and students have tended to do less well in education than pupils and students of Indian origin. According to a DfE report (Workless Report, 2007) Black pupils, (particularly boys), are significantly more likely to be permanently excluded from school than other ethnic groups

- are 1.5 times as likely as White British pupils to be identified with behaviour related special needs
- are disproportionately put in bottom sets even though this does not reflect ability
- are given
- partly
- (2007)
- family
- research

Build connections boxes integrated into the content develop links across topics and core themes

UNDERSTAND THE CONCEPT

Focus groups – Focus groups are a type of group interview in which a carefully selected group of people are asked to discuss particular issues. They allow a more in-depth exploration of group attitudes than individual interviews and they reflect the way in which interaction with others affects opinions in actual social life.

BUILD CONNECTIONS

Changes in family life will clearly have an impact on the relationship between family and education. The increased diversity of families (see Chapter 4.5) has been most discussed in relation to White British families, but there is also some evidence that diversity is increasing within minority ethnic groups as well. For example, there may have been some increase in divorce and lone parenthood among British Asian families and this could affect the relationship between family life, culture, ethnicity and educational achievement. There is family diversity within, as well as between, ethnic groups, and this illustrates the danger of making generalisations about culture and education.

Teaching A-level Sociology, how the resources support you:

- **Linear assessment** Terminal assessment in the form of three 2 hour papers at A-level and two 1.5 hour papers at AS Level
- **Updated AOs** There are now three assessment objectives instead of two, with a focus on application, analysis and evaluation skills
- **Standalone AS qualification** The AS becomes a stand-alone qualification, which doesn't contribute to the A-level grade
- **Extensive practice questions** embedded throughout help build synoptic understanding
- **'Build connections'** boxes integrated into the content develop links across topics and core themes
- **Clear explanations** of key assessment skills, including decoding questions, explanation of AOs and communicating ideas effectively provides students with a toolkit for developing exam technique
- **'Focus on Skills'** feature provides opportunities to develop and practice analysis and evaluation skills
- **All-new teacher resources** provide a clear route through the specification and give vital support to help teachers get to grips with co-teaching AS and A-level

CLASS AND EDUCATIONAL ACHIEVEMENT

1.2

FOCUS ON RESEARCH: CHAVS, CHARVERS AND TOWNIES

Research by Sumi Hollingsworth and Katya Williams (2009) examined the way in which some working-class pupils were labelled and described as 'chav' by their middle-class peers. The study involved interviews with white, urban middle-class families whose students went to one of three inner-city comprehensive schools 'Norton' (in north east England), 'Riverson' (in south-west England) and a London school.

They interviewed 124 families with parents and children together, 180 mothers or fathers individually and 68 students individually. The students were aged between 12 and 25, and those who had left school talked about their previous school experience. In all the schools the students could identify distinct subcultures which were 'hippies' or 'poshies' (Norton), 'gobhs' and 'famos' (Norton and Riverson) and 'toshes' or 'chavs' (Riverson) (p. 10). Most of these subcultures were working-class and they were

imposed on them by others from non-working-class backgrounds, and the middle-class students were keen to emphasise that they did not belong to these three groups. Indeed they looked down on what they saw as their immoral, anti-social behaviour and their poor taste. They saw them arrogant, flashy, loud, uninterested in learning and lacking in self-control. While the middle-class students saw themselves as investing in their educational future, they saw the working-class pupils who were chavs, charvers or townies as lacking in desire to succeed and therefore likely to fail.

Questions

1. Examine the subcultures (if there are any) in your own school or college. What are the similarities and differences compared to the subcultures found in this research?
2. Evaluate whether the type of school used in the research (inner city comprehensive) could explain the similarities and differences you discussed in answering question 1.
3. Identify the possible advantages and disadvantages of using interviews to study subcultures?
4. Suggest an alternative research method for this type of research and explain why it might be useful.
5. On the basis of this research, explain the view that it is not just teachers who can give pupils negative labels.
6. Applying this research, analyse how the labels attached to some working class pupils might affect their educational progress.

In the highest set, the predominant subculture was that of the 'academics' who were 'successful' usually from more skilled working-class backgrounds. They tried hard at school and were aiming to progress to higher-level study.

The middle set was dominated by the 'new entrepreneurs'. They had a positive attitude to school and school work, but they saw the vocational curriculum as a route to career success rather than academic subjects.

'macho lads'. They were academic failures who became hostile to the school, showed little interest in school work, and were usually from less skilled working class backgrounds.

Focus on research boxes provide in-depth exploration of new and classic research studies with questions to develop critical skills

TOPIC 1 EDUCATION

FOCUS ON SKILLS: INSTITUTIONAL RACISM AND HISTORY TEACHING

Only three black people who want to be history teachers were accepted for postgraduate teacher training courses last year, according to damning statistics that critics claim expose 'institutional racism' in the British education system.

The figures are part of a wider picture in which just 12.2% of black African applicants and 28.7% of black Caribbean applicants were taken on by teacher training institutions across all subjects, against 46.7% of white applicants.

The revelation provoked claims of racism in the system, with one of Britain's first black professors calling for the government to do some 'soul searching' over the state of the profession.

According to the annual statistical report by the Graduate Teacher Training Registry (GTRT) published last week, 30 black Caribbean, African or mixed-race people applied to read for a postgraduate certificate in education in history in 2013. One mixed-race applicant was accepted as were up to two black Caribbean or black African applicants – at best a 10% success rate. This stands in stark contrast to the 506 white people accepted for history teacher-training courses from the 1,937 who applied – a 26% success rate. A further 19 applicants from other ethnic minority groups, including Indian, Pakistani and Bangladeshi, were awarded places. The ethnicity of 17 successful applicants was unknown.

Professor Heidi Mirza, who is of Caribbean origin, said that the government should be concerned by both the low number of black applicants and the lack of the success of those that apply. Nationally, while 17% of pupils in the UK are from black, Asian and ethnic minority backgrounds, only 4.7% of teachers are.

Mirza, author of *Respectable Difference: Race, Faith and Culture for Teacher Educators*, said: 'Diversity in our teacher workforce is crucial if British children are to be well prepared to be global citizens and successfully compete on the world stage.

'We need to do some soul searching in our teacher education provision and look at the insidious ways institutional racism keeps potential black, minority ethnic and refugee teachers from through their courses. I do think it's being heard in classrooms on Brit A poem from John Agard, 'Obeah about the dominance of the history in classrooms resonates deeply with black community.

Mirza said there was significant discrimination was a major factor in 'Leadership aspirations and career minority teachers' in which more than half of the sample reported some sort of discrimination. Another survey found that black and Asian teachers were half as likely to be head teachers and deputy head teachers as white teachers.

Source: Boffey, D. (2014) Institutional racism and history teaching. The Observer, 22 March 2014.

Questions

1. Identify and summarise evidence in this article that suggests there may be institutional racism in teacher recruitment, training and career progression.
2. Analyse the effects that this might have on different ethnic groups in the education system. (Do you think, for example, that other ethnic minorities are likely to become history teachers?)
3. Analyse what effect this might have on the curriculum. (For example, is the history of other minority groups prominent in the history curriculum?)
4. Evaluate the strength of the evidence of racism in schools, based on this article. (How convincing and how broad is the evidence?)

Focus on skills boxes use up-to-date case studies to develop students' skills in interpretation, analysis and evaluation

TOPIC 1 EDUCATION

1.4

QUESTIONS

1. Assess what evidence there is here that the choice of physics as an A-level subject is strongly gendered.
2. Evaluate the extent to which the type of school or college where physics is studied affects gender differences in the take-up of the subject.
3. Analyse two possible factors inside the education system that may affect the chances of girls studying physics. (The answers are contained in the extract).
4. Analyse two possible factors outside the education system that may affect the chances of girls studying physics. (These are answers given in the description of the research).
5. Apply the evidence and arguments in this chapter to evaluate how successful the proposals put forward by the Institute of Physics would be likely to be if implemented. (You can think about whether they have taken account of all the possible factors).
6. Evaluate the view that gender differences in subject choice are unlikely to be significantly reduced until gender differences in employment have ended, changes in the education system will never be enough on their own. (You can think about how far subject choice is affected by factors other than career opportunities for males and females).

CONCLUSION

Many feminists believe that the current concern about boys and achievement is simply a 'moral panic' that distracts from female achievement. Warner et al. suggest that newspaper reports about 'failing boys' reflect a middle-class concern that working-class black and white boys are leaving education early, and/or no qualifications and consequently may develop into a potentially socially disruptive underclass. These concerns were aired again after the 2011 London riots and looting.

Moreover, Oler also argues that the current focus on boys' underachievement is hiding a serious problem of exclusion and underachievement among girls, which is increasing at a faster rate than that of boys. For example, African Caribbean girls are often hailed as one of education's success stories. Yet girls classified as African Caribbean are more vulnerable to disciplinary exclusion than their White female peers.

Do you think concern about 'underachieving boys in general can be seen as a moral panic that takes attention away from problems for girls types of educational inequality? Justify your view with reference to appropriate evidence.

CHECK YOUR UNDERSTANDING

1. When were women first admitted to a British university?
2. Are males of females more likely to achieve First or Upper Second class degrees?
3. What do the most recent statistics suggest about changing patterns of gender and achievement?
4. Identify and briefly explain three ways in which socialisation might prepare girls better for primary education than boys.
5. Identify and explain two ways in which peer pressure might hinder the educational progress of boys.
6. Explain what is meant by individualisation and suggest one way in which it might explain the increasing success of girls in education.
7. Using material from Carol Fuller's study, explain how factors inside and outside education can interact in shaping the aspirations of different groups of girls.
8. Explain how changes in the use of coursework in British school education might help to explain changing patterns of achievement.
9. Identify one subject that is predominantly studied by girls and explain two sociological reasons why it might be more attractive to girls than boys.
10. Give three arguments against and three arguments in favour of the view that education is no longer significantly gendered.

TAKE IT FURTHER

Find a boy in your school or college who takes a subject usually regarded as 'feminine' and a girl who takes what is usually seen as a 'masculine' subject. Ask them why they take the subject, how difficult they find it and whether the gender balance or image of the subject put them off at all. Compare your findings with other classes and discuss whether subject choice has become less gendered over time. You may wish to use semi-structured interviews for this research.

Check your understanding questions at the end of every topic allow students to assess their progress throughout the course and provide ideal revision opportunities

Take it further and research design activities challenge students to build their sociological research skills through active involvement in the research process