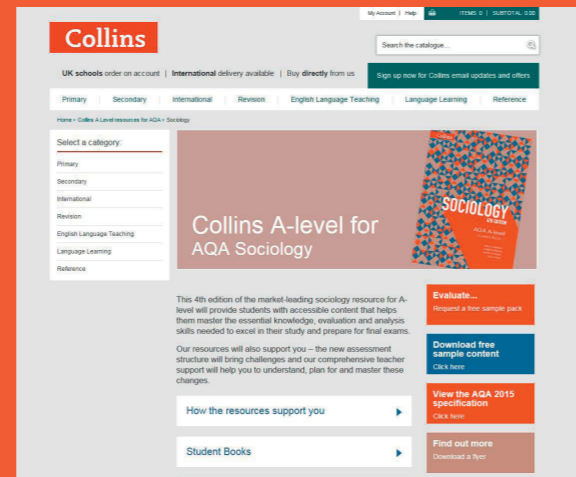


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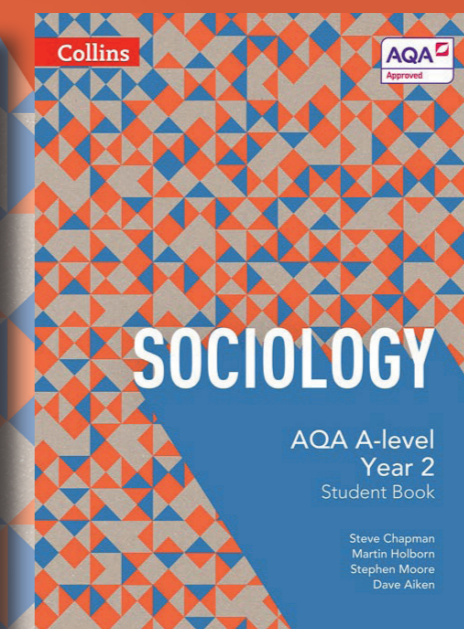
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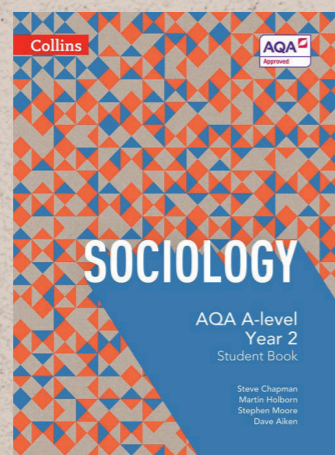
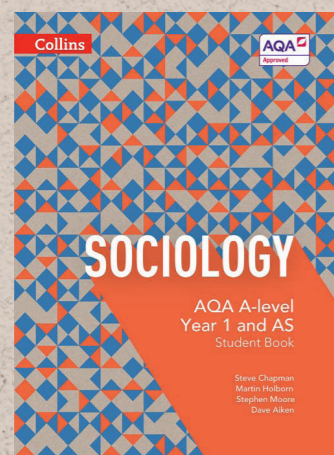
SOCIOLOGY

The 4th edition of this course has been written by a team of expert authors for the 2015 specification, updating tried and trusted content and introducing 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 course to 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.

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.



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



Students eligible for free school meals, analysed by ethnic group. Attainment at 16 is an ethnic minority cultural capital. However, all these views should be treated with some caution. It shouldn't 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 Archer and Francis (2007) found that the parents of Chinese pupils placed an exceptionally high value on education.

Research conducted by Themis Basit (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 faith). Basit studied three generations: 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.

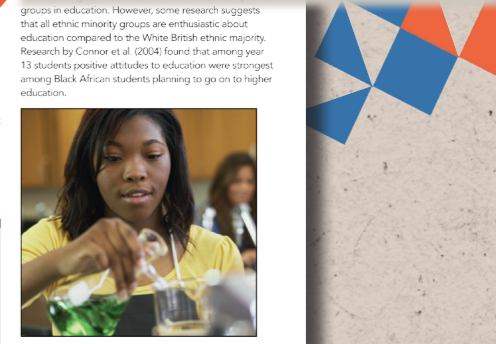
Understand the concept boxes build knowledge by explaining important sociological vocabulary and concepts

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.

Back 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. 719). While all the grandparents were from working-class backgrounds, some of the parents had gained middle-class jobs (albeit usually modestly paid) 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.

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 4.3) 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.



Despite 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 (Wanless Report, 2007) Black pupils are significantly more likely to be excluded from school than other ethnic groups. Black pupils are 1.5 times as likely as White pupils to be identified with behaviour-related issues. Black pupils are disproportionately put in special schools. This does not reflect ability. Black pupils are much less likely than the average to be gifted and talented. Some researchers have attributed this partly to factors outside the school. For example, (2007) argues that the disproportionately high proportion of Black African pupils in special schools (see Chapter 1.5 for details) is due to research with 11-16 year old pupils in a London school.

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

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

FOCUS ON RESEARCH: CHAVS, CHARVERS AND TOWNIES
 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.

- Research by Sumi Hollingworth and Katy Williams
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.

Research by Martin Mac an Ghaill (1994) examined working-class students in a Midlands comprehensive. Because the school divided pupils into three sets, three distinct male, working-class peer groups developed rather than two:

- In the lowest set the main subculture was that of the '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.
- In the highest set, the predominant subculture was of the 'academic achievers'. They were academic 'successes' usually from more skilled working-class backgrounds.

Professor Heidi Mirza, a prominent sociologist, has argued that Black Caribbean students are more likely to be 'streetwise' than White students. She suggests that this is because Black Caribbean students are more likely to be 'streetwise' than White students. She suggests that this is because Black Caribbean students are more likely to be 'streetwise' than White students.

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

FOCUS ON SKILLS: INSTITUTIONAL RACISM AND HISTORY TEACHING
 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 progressing through their courses. I don't think it's enough to say that we need to do some soul searching in our teacher education, which has been the focus of Gove's reforms in education.'

Professor John Hovson, blogger and government adviser on teacher education, was particularly concerned by the fact that the number of black teachers in the profession has been falling. He has argued that this is because of institutional racism in the profession. He has argued that this is because of institutional racism in the profession. He has argued that this is because of institutional racism in the profession.

According to the annual statistical report by the Graduate Teacher Training Registry (GTRR) published last week, 30 black Caribbean people applied to read education in history in 2012. This was a significant increase on the 12 who applied in 2011. The ethnicity of 17 successful applicants was also recorded. The ethnicity of 17 successful applicants was also recorded. The ethnicity of 17 successful applicants was also recorded.

- 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 class members and discuss whether subject choice has become less gendered over time. You may wish to use semi-structured interviews for this research.

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