

YEAR 11-12– Sociology work for 2024

Below is the required bridging work to keep you busy and stand you in good stead for a smooth transition into the A-Level.

Research Task Overview

You will investigate how a specific social group is represented in social media and analyse the impact this has on public perceptions. This project will involve using sociological theory and give you valuable insight into the sociological research process. You will present your findings in a presentation in your first lesson back. This presentation must be at least 5 minutes.

You can present your information in a format that works for you and your learning/revision style. For example, powerpoint, tiktok, youtube video, poster, monologue etc. Be creative ☐

- **Choose a Social Group and Social Media Platforms:**
- Pick a social group (e.g., ethnic minorities, gender groups, LGBTQ+ communities, criminal groups/crime, religious) and at least two social media platforms.
- **Literature Review:**
- Read and summarise existing research on the chosen social group's representation on social media. (This should include reference to sociological theory)
- **Content Analysis:** (This is a research method used to analyse media content in Sociology)
- Analyse posts, comments, and hashtags on selected social media platforms to find patterns in how the group is portrayed.
- Look for themes like stereotypes, frequency of appearance, and narrative context.

Based on this, develop a conclusion on how social media affects public perceptions of your chosen social group and suggestions for change.

Watch the following documentaries/TED Talks as optional extension work:

Abused by my girlfriend BBC 3

<https://www.bbc.co.uk/iplayer/episode/p0700912/abused-by-my-girlfriend>

Social Media

https://www.ted.com/talks/jennifer_golbeck_your_social_media_likes_expose_more_than_you_think

The Media

<https://www.bing.com/videos/search?q=guardian+churnalism&&view=detail&mid=E30D2662DF42FE51D6EDE30D2662DF42FE51D6ED&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dguardian%2Bchurnalism%26FORM%3DHDRSC3>

You can also read anything and everything on the following websites:

www.revisesociology.com

<https://theconversation.com/uk>

<https://www.aljazeera.com/aboutus/>

<https://www.theweek.co.uk/>

<https://baumaninstitute.leeds.ac.uk/this-is-not-an-obituary/>

www.s-cool.com

<https://www.bbc.co.uk/programmes/b006qy05>

<https://www.ted.com/talks?topics%5B%5D=sociology>

If you run out of things and want to do more send me a query via SMH or email:

Enquiries@aessex.co.uk (FAO Mrs Mellor in the subject line)

Subject Content – A-level

Integral elements

All the following must be an integral part of the study of each topic area:

- sociological theories, perspectives and methods
- the design of the research used to obtain the data under consideration, including its strengths and limitations.

Attention must be given to drawing out the links between topic areas studied.

Core themes

Students must study the following two core themes:

- socialisation, culture and identity
- social differentiation, power and stratification.

The themes should be understood and applied to particular substantive areas of Sociology.

These themes are to be interpreted broadly as threads running through many areas of social life and should not therefore be regarded as discrete topics.

In addition, students must understand the significance of conflict and consensus, social structure and social action, and the role of values.

Contemporary UK society

The central focus of study in this specification should be on UK society today, with consideration given to comparative dimensions where relevant, including the siting of UK society within its globalised context.

4.1.1 Education

Students are expected to be familiar with sociological explanations of the following content:

- the role and functions of the education system, including its relationship to the economy and to class structure
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

4.1.2 Methods in Context

Students must be able to apply sociological research methods to the study of education.

4.1.3 Theory and Methods

Students must examine the following areas:

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research
- consensus, conflict, structural and social action theories
- the concepts of modernity and post-modernity in relation to sociological theory

- the nature of science and the extent to which Sociology can be regarded as scientific
 - the relationship between theory and methods
 - debates about subjectivity, objectivity and value freedom
 - the relationship between Sociology and social policy.

4.2.2 Families and Households

Students are expected to be familiar with sociological explanations of the following content:

- the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
- gender roles, domestic labour and power relationships within the family in contemporary society
- the nature of childhood, and changes in the status of children in the family and society
- demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

4.2.7 The Media

Students are expected to be familiar with sociological explanations of the following content:

- the new media and their significance for an understanding of the role of the media in contemporary society
- the relationship between ownership and control of the media
- the media, globalisation and popular culture
- the processes of selection and presentation of the content of the news
- media representations of age, social class, ethnicity, gender, sexuality and disability
- the relationship between the media, their content and presentation, and audiences.

4.3.1 Crime and Deviance

Students are expected to be familiar with sociological explanations of the following content:

- crime, deviance, social order and social control
- the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime

- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes
- crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.