

**Sociology  
GCSE****Introduction**

This course is designed to prepare candidates for the AQA exams set in **2019** or later years (specification 8192).

Have you ever attended a wedding and watched the faces of the near relatives, and wondered what sort of a marriage the couple would have — what influence the in-laws would have, how the housework would be distributed, where the household would be set up, etc?

Have you ever noticed the number of things you do without thinking — like wearing the right clothes, eating with the right implements, or talking in a particular way, and wondered why you feel it essential to behave in this way?

Have you ever thought about society as such and wondered why some should be poor and others rich, why some should be considered more important than others?

Have you ever joined in a demonstration against the authorities and felt the need to participate actively in the governing process?

If you have answered 'yes' to one or more of these questions, you are going to enjoy learning about the various institutions that make up society, how they function and how they influence your life. You will find it interesting to see how different 'classical' thinkers have held different views about society and how there are different ways in which society can be studied.



Oxford Open Learning

This Introduction includes all the information that you need before you really start studying in earnest. It includes details of the syllabuses that you may be tackling and advice on how to work with this course.

## Study Technique

There is no single study technique that is right for this course. Indeed, there are as many different ways of studying as there are learners. So you will have to find the methods which are right for you in your own personal situation. However, the following tips represent some of the best advice for the majority of 'open' learners.

**Discipline** is undoubtedly the key. You must set aside a specific period each day or definite times each week and stick to it! Don't let yourself make excuses for not getting down to work. Set yourself definite targets — not just the date of your examination, but the date when you are going to submit your first assignment, and so on. Break your study up into small 'bite-sized' pieces.

Don't just skip over the bits that don't make sense to you. In a subject like Sociology, all the topics are closely linked together and if you don't understand part of one lesson, it is going to affect your ability to study other lessons as well. So go over the difficult section until it begins to make sense. If the lesson materials are not clear to you, look at the way the same ideas are covered in your supplementary reading. If you're still not sure, it should be possible for you to contact your tutor (by phone or post). Don't be shy about doing that!

Don't underestimate the amount of study that is need to gain the top grades. Simply memorising all the ideas in the lessons may not be enough. You should be studying even when you are not studying! Television, radio, newspapers and magazines give you a picture of how the world around you is changing and provide you with valuable up-to-date examples. So keep a look-out for programmes or articles which might be useful to your studies. Study the behaviour of those around you. What are the rules of conduct within your own family? Or within your place of work or education? Why and how do these patterns change? If you already have an enquiring and critical mind, you are well placed.

**Study the syllabus.** This will tell you not just what you need to study but what the underlying objectives are, *why* you are studying these things. A brief analysis of the syllabus is given below but we strongly advise you to get hold of the complete syllabus and work out which parts of the course will help you with which sections of the syllabus, and so on. Get hold of practice examination papers as well, if you can. These will show you what sort of questions you are likely to face and what sort of skills you will need to demonstrate.

**Make full use of your tutor.** He or she is paid to help you, after all! Take advantage of any opportunities for tutorials and other practical help. Make sure you submit all your Tutor-marked Assignments for marking. Your tutor will spend quite a bit of time on the marking so you should take full note of whatever comments you get. The comments are usually more important than the marks because they are designed to show you ways that you can improve.

**Make notes.** There are any number of ways of doing this and you will have to find the one that is best for you. Making notes is a way of getting things clear in your own mind. It helps you to remember the ideas and when you come to revision you should find that you have written down an effective summary of the key ideas. Never assume that you are going to remember something just because you have read it. Most people's memories are not as good as that!

**Do all the tests.** Just because you think you understand something, you should not skip over the tests. They are there to reinforce the ideas and plant them firmly in you memory. A fuller description of the assessment structure of the course is given below.

## Course Reading Material and other Resources

All of the vital material you need for this course is contained within the lessons. However, you will find that your knowledge of the study of society is considerably broadened by carrying out some additional reading.

One text may cover your supplementary reading. It is:

Pauline Wilson, Simon Addison & Allan Kidd: *GCSE Sociology 9-1 – AQA GCSE Sociology Student Book* (Collins, 2017), (ISBN-13: 978-0008220143)

Although it is not compulsory, we strongly recommend that you buy or borrow this publication since it will amplify all the topics that we cover. It would certainly help you during your revision process. Working through some of the questions will help you prepare for your examination. There is also an answer book available.

At the back of the course, you will find a valuable document supplied by AQA which includes summaries of all the texts that are considered essential to this course. If you are unable to get these out of a library, you should at least be familiar with the summary.

You will also find these books to be valuable sources of information:

Jonathan Blundell: *Active Sociology for GCSE* (Longman)

Ken Browne: *An Introduction to Sociology* (Polity)

M. Haralambos & F.K.E. Smith: *Sociology: a New Approach*

One easy way to buy supporting texts is through the OOL website ([www.ool.co.uk](http://www.ool.co.uk)). But, as indicated above, it is vital that you should also pay close attention to the world that you live in and cast a critical eye on what you see. Newspapers, magazines, television and radio all offer valuable up-to-date materials. Of course, some programmes and publications are better than others, so look out for the ones which focus on society today. Some newspapers carry special sections which discuss sociological questions in clear, everyday terms. The *Guardian* has a 'Society' supplement once a week, while the *Sunday Times* sometimes includes a supplement called 'New Society'. Both of these are well worth studying.

These are your 'secondary' resources and you will find that they will serve a number of purposes. You will see that some if not most of the questions in your examination will require you to respond to 'stimulus' materials of various kinds. This means you must learn not to accept everything at face value.

Whenever you listen to a programme or read an article, you should try to work out the point of view of the writer or

speaker behind it. What is that person's perspective? Is it fair and unbiased? Is there another way of looking at the same data or information? The more critical you become the better you will do. Try to relate what you hear and read to the concepts and topics that you are studying so that you find concrete examples for abstract ideas.

## The Arrangement of Lessons

### Module One: The Sociological Approach

1. The Sociological Approach: Social Structures, Social Processes and Social Issues
2. Introduction to Research Methods in Sociology

### Module Two: The Family

3. Family Functions and Forms
4. Conjugal and Family Relationships

#### **Tutor-marked Assignment A**

5. Criticisms of Families and Divorce

#### **Tutor-marked Assignment B**

### Module Three: Education

6. The Roles and Functions of Education
7. Education: Capitalism and Achievement

#### **Tutor-marked Assignment C**

8. Processes within Schools

#### **Tutor-marked Assignment D**

### Module Four: Crime and Deviance

9. Social Control
10. The Social Construction of Crime and Deviance
11. Criminal and Deviant Behaviour; Data on Crime

**Tutor-marked Assignment E****Module Five: Stratification**

12. Theories of Stratification
13. Socio-Economic Class and Life Chances
14. Poverty as a Social Issue
15. The Causes of Poverty

**Tutor-marked Assignment F**

16. Power: Authority and Relationships

**Tutor-marked Assignment G****Module Six: Sociological Research Methods**

17. Theory and Design
18. Interpreting Data and Ethics

**Tutor-marked Assignment H****Tutor-marked Assignments I & J (Practice Examinations)**

Appendices: (1) AQA Glossary; (2) AQA Text summary

**Self-Assessment Tests and Activities**

The activities and self-assessment tests are a crucial element in the course. You will find a number of these in every lesson. Usually, they consist of quite straightforward questions which test your memory and understanding of the material that you have just worked through. Often they will consist of one-word answers. But do not just skip over them. Check in the answers at the end of the lesson that you have got them right and, if you have not, it is a sure sign that you should go back over the preceding section until the point is clear.

## The Choice of Syllabus

All the GCSE Sociology syllabuses are similar because they are devised according to a set of “national criteria” laid down for all the boards to follow. So this course will be satisfactory whatever GCSE syllabus you attempt.

But the course focuses on the requirements of one syllabus in particular — syllabus 8192 set by the Assessment and Qualifications Alliance (AQA) in June 2019 or later years. This syllabus (or ‘specification’) is subject to change from year to year so be sure to keep a copy of the specification that applies to the correct examination year for you.

## The AQA 8192 Examination (from 2019)

### Paper 1: The sociology of families and education

What’s assessed:

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it’s assessed:

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Section A has two multiple choice questions followed by a range of short and extended responses.

Section B has two multiple choice questions followed by a range of short and extended responses.

## Paper 2: The sociology of crime and deviance and social stratification

What's assessed:

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed:

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Section A has two multiple choice questions followed by a range of short and extended responses.

Section B has two multiple choice questions followed by a range of short and extended responses.

Coursework is *not* required. But research skills are tested within the examination format.

The Subject Content is divided into sections that deal with particular kinds of social relations or with different aspects of the social structure of British society. However, teachers are encouraged to stress the connections within social life and to examine the links between various kinds of social relations. They should show the role of sociological concepts, models and perspectives concerned with both structure and process, in understanding and explaining patterns of social life.

In all areas of the specification you are encouraged to use comparisons with and examples from other societies. Candidates should be familiar with a range of terms and concepts commonly used by sociologists. You are also encouraged to undertake small scale research projects in order to develop your understanding of the practical difficulties faced by the sociologist working in the field.

However, at GCSE a detailed knowledge of the work of particular sociologists is *not* required, nor is there any requirement for coursework in this subject. Ultimately, the specification should enable candidates to use their knowledge of the world in which they live and their ability to understand and analyse it critically; it is not intended to encourage the mere transmission of factual knowledge.

Candidates should appreciate that Sociology is not a subject that can be understood in terms of isolated conceptual areas. Each section of the specification is connected and inter-related and candidates would benefit from gaining a proper appreciation of more than one section in order to develop their understanding. This will allow them to demonstrate their ability to apply information acquired in a particular area to other parts of the specification.

## Topics to be covered

This specification requires students to:

- draw on information and evidence from different sources and demonstrate the ability to synthesise them
- analyse and evaluate different research methods used in sociological investigations and assess, critically, the appropriateness of their use
- analyse and evaluate information and evidence presented in different written, visual and numerical forms
- apply their understanding to explore and debate the current sociological issues outlined in each of the topic areas
- use sociological theories and evidence to compare and contrast social issues, construct reasoned arguments and debates, make substantiated judgements and draw conclusions
- draw connections between the different topic areas studied.

## Specification section 3.1: The sociological approach

All the content is set in a United Kingdom (UK) context except where otherwise stated.

Students must know and understand:

- debates within sociology including conflict versus consensus
- how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world
- the contextualised work (a sense of time and place) of key classical sociologists Durkheim, Marx and Weber referencing both their view of the world and their contribution to the development of the discipline
- different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism and Marxism as specified in the topics listed below and key arguments (identified through reading and responding to extracts from key sociological texts)
- the interrelationship between the core areas of sociology
- how to use sociological research methods as outlined in the topics and how they apply in the specified contexts i.e. families, education, crime and deviance, social stratification. Teachers may encourage their students to undertake small-scale research projects in order to develop their understanding of the practical difficulties faced by the sociologists working in the field
- key sociological terms and concepts concerned with social structures, social processes and social issues and the explanation of social phenomena including: society, socialisation, norms, values, roles, labelling, discrimination, power and authority.

### **3.2 Social structures, social processes and social issues**

For each topic area students are asked to critically evaluate and compare and contrast theories or explanations, including the key features of each theory or explanation in the context of a specific topic and area of sociology.

Students are expected to demonstrate knowledge and understanding of key sociological theories by reading and responding to extracts which illustrate the different views of sociologists. They should be able to critically analyse and evaluate how the issues have been interpreted by these sociologists.

For each topic area students are expected to demonstrate an understanding of relevant methods and methodological issues, for example the use of official statistics, qualitative and quantitative approaches and the use of mixed methods.

They will explore and debate contemporary social issues in order to be able to challenge everyday understandings of social phenomena from a sociological perspective. The knowledge, understanding and skills they develop will provide a basis for further study and career choices.

## **3.3 Families**

### **3.3.1 Functions of families**

Differing views of the functions of families.  
Parsons' functionalist perspective on primary socialisation and the stabilisation of adult personalities.

Students should be able to:

- identify, describe and explain the functions of families (sexual, reproductive, economic and educational)
- describe, compare and contrast a variety of sociological perspectives on the functions of families (functionalist, feminist and Marxist).

### **3.3.2 Family forms**

How family forms differ in the UK and within a global context.  
The work of the Rapoport on family diversity.

Students should be able to identify, describe and explain various family forms (nuclear, extended, reconstituted, lone parent, single sex).

### **3.3.3 Conjugal role relationships**

Different views of conjugal role relationships.  
The feminist perspective of Oakley on the idea of the conventional family.

Students should be able to:

- identify, describe and explain joint and segregated conjugal roles
- describe and explain the domestic division of labour in both traditional and contemporary families
- demonstrate their understanding of issues that impact on conjugal role relationships within the contemporary family including decision making, money management, dual career families, child rearing and leisure activities

- describe, compare and contrast a variety of sociological perspectives on conjugal role relationships (functionalist, feminist and Marxist).

### 3.3.4 Changing relationships within families

Changing relationships within families.

How relationships within families have changed over time.

The theory of the symmetrical family and the principle of stratified diffusion developed from the functionalist perspective of Willmott and Young.

Students should be able to:

- identify, describe and explain how relationships within families have changed over time (preindustrial, industrial and contemporary/modern)
- identify, describe and explain contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage
- describe, compare and contrast a variety of sociological perspectives on changing relationships within families (functionalist, feminist and Marxist)
- describe the key ideas of Willmott and Young.

### 3.3.5 Criticisms of families

Different criticisms of families (isolation and unrealistic idealisation, loss of traditional functions, lack of contact with wider kinship networks, the status and role of women within families, marital breakdown, dysfunctional families).

The work of Zaretsky on developments in families from a Marxist perspective and Delphy and Leonard's feminist critique of families.

Students should be able to:

- identify, describe and explain different criticisms of families
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)
- describe the key ideas of Zaretsky on families
- describe the key ideas of Delphy and Leonard on families.

### 3.3.6 Divorce

Changes in the pattern of divorce in Britain since 1945 and the consequences of divorce for family members and structures.

Students should be able to:

- identify, describe and explain the pattern of divorce in Britain since 1945 using relevant statistical data
- explain reasons for the rise in divorce since 1945 including: changes in the law, changes in social attitudes and values, secularisation, changes in the status of women in society
- describe the consequences of divorce for family members (husband and wife, children and extended family) and the increase in the numbers of lone parent families
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist).

## 3.4 Education

### 3.4.1 Roles and functions of education

Different views of the role and functions of education.

The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.

Students should be able to:

- identify, describe and explain the functions of education including serving the needs of the economy, facilitating social mobility and fostering social cohesion
- identify and describe a variety of different types of school including primary and secondary, state and private
- describe alternative forms of educational provision including home schooling and de-schooling
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)
- describe the key ideas of Durkheim on education
- describe the key ideas of Parsons on education.

### 3.4.2 The relationship between education and capitalism

Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.

Students should be able to:

- describe the key ideas of Bowles and Gintis on education and capitalism
- describe, compare and contrast a variety of alternative sociological perspectives on the correspondence principle.

### 3.4.3 Educational achievement

Factors affecting educational achievement.

The work of Halsey on class-based inequalities and Ball on parental choice and competition between schools.

Students should be able to:

- identify, describe and explain various factors affecting educational achievement including class, gender and ethnicity
- describe, compare and contrast a variety of sociological perspectives on these issues (functionalist, feminist and Marxist)
- describe the key ideas of Halsey on class-based inequalities
- describe the key ideas of Ball on parental choice and competition between schools.

### 3.4.4 Processes within schools

Processes within schools affecting educational achievement.

The work of Ball on teacher expectations and Willis on the creation of counter school cultures.

Students should be able to:

- identify, describe and explain various processes within schools affecting educational achievement including, streaming, setting, mixed ability teaching, labelling and the self-fulfilling prophecy
- describe, compare and contrast a variety of sociological perspectives on these issues (interactionist, functionalist, feminist and Marxist)
- describe the key ideas of Ball on teacher expectations

- describe the key ideas of Willis on the creation of counter school cultures.

## 3.5 Crime and deviance

### 3.5.1 The social construction of crime and deviance

The social construction of concepts of crime and deviance and explanations of crime and deviance.

The work of Merton on the causes of crime from a functionalist perspective and Becker from an interactionist perspective.

Students should be able to:

- identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory
- explain the social construction of concepts of crime and deviance
- describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist and Marxist)
- describe the key ideas of Merton on the causes of crime
- describe the key ideas of Becker on the causes of crime.

### 3.5.2 Social control

Formal and informal methods of social control.

The work of Heidensohn on female conformity in male dominated patriarchal societies.

Students should be able to:

- identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions
- describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist and Marxist)
- describe the key ideas of Heidensohn on female conformity.

### 3.5.3 Criminal and deviant behaviour

Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.

The work of Albert Cohen on delinquent subcultures and Carlen on women, crime and poverty.

Students should be able to:

- identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age
- identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime
- describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist and Marxist)
- describe the key ideas of Albert Cohen on delinquent subcultures
- describe the key ideas of Carlen on women, crime and poverty.

### 3.5.4 Data on crime

The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.

Students should be able to:

- identify and describe the main sources of data on crime
- describe the pattern and trends in crime figures using relevant statistical data
- explain the 'dark figure' of crime (unreported and unrecorded crime)
- describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist).

## 3.6 Social stratification

### 3.6.1 Functionalist theory of stratification

Different views of the functionalist theory of social stratification.

The work of Davis and Moore on social stratification from a functionalist perspective.

Students should be able to:

- describe and explain the functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards)
- describe the key ideas of Davis and Moore
- describe, compare and contrast alternative perspectives on functionalist theory (feminist and Marxist).

### 3.6.2 Socio-economic class

Different views of socio-economic class.

The work of Marx and Weber on socioeconomic class.

Students should be able to:

- identify, describe and explain socio-economic class divisions in society
- describe, compare and contrast a variety of sociological perspectives on socio-economic class (functionalist, feminist and Marxist)
- describe the key ideas of Marx on socio-economic class
- describe the key ideas of Weber on socio-economic class.

### 3.6.3 Life chances

Different views on factors affecting life chances.

The work of Devine revisiting the idea of the affluent worker.

Students should be able to:

- identify, describe and explain factors affecting life chances including social class, gender, race and ethnicity, sexuality, age, disability, religion and belief
- describe, compare and contrast a variety of sociological perspectives on life chances (functionalist, feminist and Marxist)
- describe the key ideas of Devine on the idea of the affluent worker.

### 3.6.4 Poverty as a social issue

Different interpretations of poverty as a social issue.  
The work of Townsend on relative deprivation and Murray on the underclass.

Students should be able to:

- identify, describe and explain different interpretations of poverty as a social issue including, the culture of poverty, material deprivation, the way in which governments have attempted to alleviate poverty and unemployment, the impact of globalisation
- describe, compare and contrast a variety of sociological perspectives on poverty (functionalist; feminist; Marxist)
- describe the key ideas of Townsend on relative deprivation
- describe the key ideas of Murray on the underclass including links to New Right theories.

### 3.6.5 Power and authority

Different forms of power and authority.  
The work of Weber on power and authority.

Students should be able to:

- identify, describe and explain different forms of power and authority including traditional, charismatic, rational-legal, formal and informal sources of power
- describe, compare and contrast a variety of sociological perspectives on power and authority (functionalist, feminist and Marxist)
- describe the key ideas of Weber on power and authority.

### 3.6.6 Power relationships

Describe and explain different views on factors affecting power relationships.

The work of Walby on patriarchy.

Students should be able to:

- identify, describe and explain different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs
- describe, compare and contrast a variety of sociological perspectives on power relationships (functionalist, feminist and Marxist)
- describe the key ideas of Walby on patriarchy.

### 3.7 Sociological research methods

In the context of the various social structures, social processes and social issues detailed in the specification, students should be able to:

- identify, describe and explain various methods and methodological issues
- identify and explain the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research
- demonstrate an understanding of the process of research design for a specific area of research, including practical difficulties and ethical issues
- demonstrate an understanding of the relevance and usefulness of various primary and secondary sources for a specific area of research
- demonstrate the ability to interpret data presented in a variety of forms.

#### **Research design**

Describe and explain the processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data.

#### **Qualitative and quantitative methods**

Describe and explain qualitative and quantitative methods (questionnaires, interviews, observations) and assess the value, application, and strengths and weaknesses of different methods.

Assess the usefulness of the mixed methods approach.

#### **Different types of data**

Assess the usefulness of different types of data, qualitative and quantitative data, and official and non-official statistics.

#### **Primary and secondary sources**

Describe and explain primary and secondary sources of data.  
Interpretation of data

Demonstrate the ability to interpret graphs, diagrams, charts and tables to discern patterns and trends in statistical data.

#### **Practical issues**

Practical issues including time, cost and access.

**Ethical issues**

Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed.

**AQA Aims and learning outcomes**

This course is designed to encourage students to:

- apply their sociological knowledge, understanding and skills to develop an understanding of relationships and tension between social structures and individual agency within a UK and global context
- critically analyse information and use evidence to make informed arguments, reach substantiated judgements and draw conclusions
- use and apply their knowledge and understanding of how social structures and processes influence social control, power and inequality
- use sociological theories to understand social issues, debates, social changes and continuities over time
- understand and evaluate sociological methodology and a range of research methods
- use sociological terminology appropriately and make connections between the key areas of subject content.

**AQA Assessment objectives**

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE 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, evidence and methods.

AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.

AO3: Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

## Assessment objective weightings for GCSE Sociology

Assessment objectives (AOs) Component weightings (approx %)  
Overall weighting (approx %)

	Paper 1	Paper 2	Total
AO1	20	20	40
AO2	20	20	40
AO3	10	10	20
Overall	50	50	100

## Tutor-Marked Assignments

You should treat the assignments in this course like miniature examination papers and submit your finished papers to your tutor for marking. When the marked assignments are returned to you, you should also receive a copy of the suggested answers. These will give you an indication of the sort of answers that might have gained you top marks.

Do not worry if your own answers are not the same as those provided. Sociology is not an exact science so there is plenty of room for your own ideas as long as they are well backed up with evidence. You should be able to provide examples which are more up-to-date than those provided with the course!

## Studying the Syllabus

You should be sure to acquire your own copy of the syllabus, either via the AQA Publications Dept or from the website [www.aqa.org.uk](http://www.aqa.org.uk).

The syllabus can be purchased from

AQA Publications  
Unit 2, Wheel Forge Way,  
Trafford Park  
Manchester  
M17 1EH (tel: 0870-410-1036)

or downloaded from [www.aqa.org.uk/0021sog](http://www.aqa.org.uk/0021sog).

We advise that you obtain a copy of the syllabus so that you can assess which topics you have covered in the most detail and which ones you will feel happiest about in the exam. AQA

can also provide advice booklets on your course, including 'Supplementary Guidance for Private Candidates'. As you approach the examination, it will also be helpful to purchase and tackle past papers from AQA.

## Using the Internet

All students would benefit from access to the Internet. You will find a wealth of information on all the topics in your course. As well as the AQA website ([www.aqa.org.uk](http://www.aqa.org.uk)), you should get into the habit of checking the Oxford Open Learning site ([www.ool.co.uk](http://www.ool.co.uk)) where you may find news, additional resources and interactive features as time goes by.

S. Srinivasan, F.K.E. Smith, P. Brooks

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