



A Level Sociology Bridging Course





Sociology Bridging Course

Task 1 – Assessing the impact of social characteristics

Read each article then answer the corresponding questions in detail.

Class

<https://www.theatlantic.com/family/archive/2018/06/marshmallow-test/561779/>

1. Define immediate gratification and delayed gratification.
2. What does the most recent research tell us about delayed gratification? How does this link to family structure?
3. How do you think wealth influence people's perception of crime?

Age

4. Research the impact an ageing population has on public services? Is there anything that can be done to change this?

Gender

Read the article and answer the questions.

<https://www.bbc.co.uk/news/entertainment-arts-44370240>

5. What factors have contributed to making this change? How does this link to the objectification of women? How would feminists view this?
6. Are the rise of 'girl gangs' a direct effect of female liberation? How else could they be explained? Use the article below to help you answer the question.

<https://www.theguardian.com/society/2019/nov/27/girls-gangs-sexual-criminal-exploitation-violence>

Ethnicity

<https://www.bbc.co.uk/news/uk-england-london-44214748>

7. Summarise the statistics presented in this article. Is this evidence of institutional racism or wider racism in society?

<https://www.theguardian.com/education/2020/jul/13/black-british-history-school-curriculum-england>

8. Define the term ethnocentric curriculum. What changes would you suggest need to be made, if any, to the UK's education system?



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Task 2 - Analysing the media for stereotypes

Content analysis is a sociological research method, which was created by Ros Gill (1988) in order to analyse the messages of the mass media. It involves identifying categories of messages, then recording how many times each type of message appears within a particular TV show / film / newspaper etc.

Your task is to carry out your own content analysis on any Disney film of your choice in order to analyse its use of gender stereotypes. Conduct your research by following these steps:

- Step one: Write a list of stereotypical 'boy' behaviors and stereotypical 'girl' behaviors. Try to include as many examples as possible and be as stereotypical as you can!
- Step two: Create a simple tally chart with the following four categories: stereotypical 'boy' behavior by male characters, stereotypical 'girl' behavior by male characters, stereotypical 'girl' behavior by female characters, and stereotypical 'boy' behavior by female characters.
- Step three: Watch a Disney film aimed at younger children. Each time you see an example of one of the categories, record it on your tally chart. By the end of the film, you will have a good idea of how stereotypical the behavior of the characters was.

Once you have conducted your research, you need to write up your findings. Your write up should address the following questions:

- What were your findings? Was the behavior of the characters stereotypical? Can you give some key examples of particular stereotypical or non-stereotypical characters?
- Is it a problem if children's films are stereotypical? Why? Why might someone disagree with you?
- Should the media avoid using stereotypes? Why?
- How much does the media shape our opinions?
- Do you think that it is a good or bad thing that children are more exposed to the media than in the past? Why?
- In what ways was content analysis a useful research method? What issues or limitations does content analysis have as a research method?



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Task 3 – Reflecting on gender differences in education

Write at least one A4 page about how and why male and female students may have different educational experiences. Include the following:

- Statistics about gender differences in exam achievement. Why do you think this is the case? Give three developed reasons.
- Differences between how teachers may view male and female students.
- Differences in subject choice of male and female students.
- Differences between expectations and aspirations of male and female students.
- Differences in behaviour of male and female students.
- Differences in peer groups of male and female students.
- Differences in opportunities given to male and female students.

Task 4 - Complete the following research tasks which focus on you as an individual in relation to your area and how factors may compare on a national scale. The tasks aim to encourage you to consider a range of sociological themes.

1. Street Check

View the latest demographic information for your area.

www.streetcheck.co.uk

Questions: What are employment rates in your area? What is the gender split in your area? How does the median age in your area compare to the national age?

2. View Crime Statistics on your street or within a one-mile radius

Compare crime rates for your postcode and/or future university/area of interest.

<https://www.crime-statistics.co.uk/>

Question: What does the crime information tell you about the respective areas? What does the crime information not tell you about the respective areas?



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Suggested reading list:

Banyard, K. (2010) The equality illusion: The truth about men and women today. London: Faber and Faber.

Bauman, Zygmunt (2000) Liquid Modernity

Chomsky, N. (2004) Hegemony or Survival: America's quest for global dominance. London: Penguin Books

Cohen, Stanley (1972) Folk Devils and Moral Panics

Collier, P. (2007) The Bottom Billion – Oxford: Oxford University Press.

Durkheim, Emile (1897) Suicide

Eriksen, Thomas Hylland (2001) Tyranny of the Moment

Foucault, Michel (1976) The History of Sexuality

Friedan, Betty (1963) The Feminist Mystique

Giddens and Sutton (2007) Essential Concepts in Sociology, Polity.

Giddens, Anthony (1999) Runaway World

Kumar, Krishan (2010) The Making of English National Identity (Cambridge Cultural Social Studies)

Venkatesh, Sudhir (2008) Gang Leader for a Day

Further information/questions:

Link to the specification: <https://www.aqa.org.uk/subjects/sociology/a-level/sociology-7192/specification>

Further questions please email:

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