

Sociology - Year 12 to 13 Summer Independent Learning 2026

You will need your new C&D booklets to complete these tasks.

In your first lesson after the summer holiday, you will need to bring to the lesson:

- Your Sociology folder with all your C&D work so far. It should also contain any assessments and feedback work you have completed throughout year 12 in the back section.
- Materials – pens, lined file paper, drywipe pen etc.
- All the tasks in this document completed on paper (please print for your folder if you do the work on a computer).
- For the Methods in context essay (Task 4) – please write this by hand unless you use a computer as a formal Access Arrangement in exams.

TASK 1:

Complete all the tasks in your Progression Exam Feedback and Development booklet. Keep this in your folder at the back with your progression exam paper and previous assessments from Y12.

TASK 2:

Create a revision table on C&D Booklet 1 – Sociological theories of crime. Include the theories you have done and the ones you have not completed yet in class as preview.

Use the below as a guide for the design of your table:

Theory	Key concepts	Key sociologists	Criticisms
Functionalism incl strain theory			
Subcultural theory			
Interactionist theory			
Marxist and Neo-Marxist theory			
Left Realism			
Right Realism			

TASK 3: Use Booklet 2 – The Social Distribution of Crime and Deviance.

You should have a copy of this Booklet from class. Use this material to complete the following questions and tasks:

Answer the following questions in one sentence each.

- a) What percentage of the UK prison population is male?
- b) What does Heidensohn mean by “malestream criminology”?
- c) Define normative masculinity.
- d) Name the sociologist associated with edgework.
- e) Give one example of an informal sanction used to control women.
- f) What is the class deal according to Pat Carlen?
- g) What does the term net widening mean?
- h) Define white-collar crime.
- i) Name one type of corporate crime.
- j) What did the Macpherson Report conclude about the Metropolitan Police?

Answer the following questions in 2–4 sentences.

Gender and Crime

- i. Explain one reason why men are more likely to commit violent crime than women.
- ii. Explain one way women are controlled in the home according to Heidensohn.
- iii. Explain one criticism of the liberation thesis.

Social Class and Crime

- i. Explain one focal concern identified by Miller.
- ii. Explain why labelling theorists think working-class people are more likely to appear in crime statistics.
- iii. Explain one reason why corporate crime is less visible than street crime.

Ethnicity and Crime

- i. Explain one reason why ethnic minorities may mistrust the police.
- ii. Explain the difference between low discretion and high discretion stop and searches.
- iii. Explain one criticism of the New Right explanation of ethnicity and crime.

Applying your knowledge of the material in Booklet 2, read the scenarios and answer the questions that follow:

Gender Scenario

Jake, aged 18, spends most evenings with a group of male friends. They often go looking for fights after nights out and say that “real men don’t back down.”

Question: Using Messerschmidt and Lyng, explain why Jake and his friends may engage in violent behaviour.

Social Class Scenario

A large company has been accused of avoiding millions of pounds in tax through complex accounting practices. No senior executives have been imprisoned.

Question: Using sociological theories of corporate crime, explain why crimes of the powerful are often less visible and less harshly punished.

Ethnicity Scenario

Amir says he has been stopped and searched several times by police even though he has never been convicted of a crime. He believes he is being targeted because of his ethnicity.

Question: Using Phillips and Bowling and critical race theory, explain Amir’s experience.

Please turn to the next page for the final task

TASK 4: Write a full essay for this “Methods in Context” Essay Question. Read over the Methods in Context question guidance in your purple “Exam skills” booklet as a reminder of how to tackle this style of question. Your answer must be hand-written unless you have a word processor as a confirmed Access Arrangement in exams. When you have completed your essay, use the “standards” below to annotate your answer – which strengths and limitations would be judged as high, middle, low points. Next, read the marking scheme and give yourself a mark out of 20.

Read **Item B** below and answer the question that follows.

Item B

Investigating pupils’ decisions on future education and careers

At various stages in school, all children are faced with decisions about their future. For example, some pupils may choose to go to university for a variety of reasons. Other pupils may consider options such as apprenticeships or going directly into a job.

Some sociologists may use structured interviews to study pupils’ decisions on their future education and choice of career. They are conducted face to face in a formal way, as each interviewee is usually asked the same questions in the same order. However, structured interviews may be influenced by the assumptions of the researcher about how and why career choices are made.

Applying material from **Item B** and your knowledge of research methods, evaluate the strengths and limitations of using structured interviews to investigate pupils’ decisions on their future education and careers.

[20 marks]

Standard	Content
Low	Strength or Limitation of the method, no reference to education context at all. Explaining the education context with material from the Education topic e.g. explaining how pupils’ decisions might be affected by material deprivation.
Middle	Discussing general issues regarding doing research in education settings. Strength or Limitation of the method in a general education setting.
High	Strength or Limitation of the specific method being used (structured interviews) to study the specific topic (pupils’ decisions on their future education and careers).

Marks	Level descriptors
17–20	Answers in this band will show accurate conceptually detailed knowledge and good understanding of a range of relevant material on structured interviews. Appropriate material will be applied accurately to the investigation of the specific issue of pupils' decisions on future education and career choices. Candidates will apply knowledge of a wide range of relevant strengths and limitations of using structured interviews to research issues and characteristics relating to investigating pupils' decisions on future education and career choices. These may include some of the following and/or other relevant concerns, though answers do not need to include all of these, even for full marks: • The research characteristic of potential research subjects (e.g. pupils, teachers, careers' advisers, parents). • The research contexts and settings (e.g. school/sixth form/college; home, teachers, young peoples' social settings, community). • The sensitivity of researching pupils' decisions on future education and career choices. Evaluation of the usefulness of structured interviews will be explicit and relevant. Analysis will show clear explanation and may draw appropriate conclusions.
13–16	Answers in this band will show broad or deep, accurate but incomplete knowledge of the strength and/or limitations of structured interviews. Understands a number of significant aspects of the question; reasonable understanding of the presented material. Application of knowledge will be broadly appropriate but will be applied in a more generalised way or a more restricted way, e.g.: • Applying the method to the study of education in general, not to the specifics of pupils' decisions on future education and career choices. • Specific but undeveloped application of pupils' decisions on future education and career choices. • A focus on the research characteristics of pupils' decisions on future education and career choices., or groups/context etc. involved in it. There may be some limited explicit evaluation, e.g. one or two features of structured interviews as a method, and/or some appropriate analysis, e.g. clear explanations of some of the features of structured interviews.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, including a broadly accurate, if basic, account of some of the strengths and limitations of structured interviews. Understands some limited but significant aspects of the question; superficial understanding of the presented material. Applying material (possibly in a list like fashion) on structured interviews but with very limited or non-existent application to either pupils' decisions on future education and career choices in particular, or of education in general. Evaluation limited at most to briefly stated points. Analysis limited, with answers tending towards the descriptive.
5–8	Answers in this band will show limited undeveloped knowledge, e.g. two or three insubstantial points about some features of structured interviews. Understands only very limited; simplistic understanding of the presented material. Very limited application of suitable material, and/or material often at a tangent to the demands of the question, e.g. perhaps drifting into an unfocused comparison of different methods. Minimal or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, e.g. one or two very insubstantial points about methods in general. Very little/no understanding of the question and of the presented material. Significant errors, omissions, and or/incoherence in application of material. Some material ineffectively recycled from the Item, or some knowledge applied solely to the substantive issue of investigating pupils' decisions to apply to university, with very little or no reference to structured interviews. No analysis or evaluation.
0	No relevant points

Indicative content for the strengths and limitations of the method

Strengths and limitations of structured interviews, as applied to the particular issue in education, may include: reliability; cost; time; representativeness; large scale research; generalisability; operationalisation of concepts; lack of validity; objectivity; subjectivity interview bias.