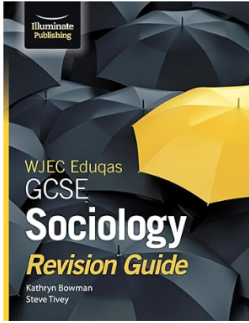


# Sociology

Exam Board	Recommended Revision Guide	Support Available at QE
Eduqas		<p><u>After school revision sessions (Week 2 Wednesdays):</u></p> <p>Wednesday 28/2/24</p> <p>Wednesday 13/3/24</p> <p>Wednesday 27/3/24</p> <p>Wednesday 24/4/24</p> <p>Wednesday 8/5/24</p> <p><u>Lunch Time Drop In Sessions:</u></p> <p>Every Thursday</p>
Useful online resources		Exam date/s
<p><a href="https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=28&amp;lvlId=2">https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=28&amp;lvlId=2</a></p> <p><a href="https://www.eduqas.co.uk/qualifications/sociology-gcse/#tab_pastpapers">https://www.eduqas.co.uk/qualifications/sociology-gcse/#tab_pastpapers</a></p>		<p><b>Friday 10th May - Component 1</b></p> <ul style="list-style-type: none"> <li>• Culture and socialisation</li> <li>• Research methods</li> <li>• Families</li> <li>• Education</li> </ul> <p><b>Tuesday 21st May- Component 2</b></p> <ul style="list-style-type: none"> <li>• Applied research methods</li> <li>• Crime and Deviance</li> <li>• Stratification and differentiation</li> </ul>
Week beginning	Topic / Content to revise	Completed / RAG rate
26th February 10 weeks to go	<p><b>Key sociological concepts:</b></p> <ul style="list-style-type: none"> <li>• culture, norms, values, roles, status, identity, sanctions, cultural diversity</li> </ul> <p><b>Debates over the acquisition of identity:</b></p> <ul style="list-style-type: none"> <li>• nature/nurture including examples of feral children and cultural diversity</li> </ul> <p><b>The process of socialisation:</b></p> <ul style="list-style-type: none"> <li>• agents of socialisation: family, education,</li> </ul>	

	<ul style="list-style-type: none"> <li>• media, peer group</li> <li>• how agents of socialisation pass on culture and identity, for example: gender, class and ethnic identity</li> <li>• informal and formal social control</li> </ul>	
<p>4th March 9 weeks to go</p>	<p><b>Family diversity and different family forms in the UK and within a global context</b></p> <ul style="list-style-type: none"> <li>• what is a family?</li> <li>• nuclear family, extended family, reconstituted family, lone parent family, single sex family, cohabiting family, beanpole family</li> <li>• ethnic minority family forms</li> <li>• global family forms including polygamy, arranged marriages</li> <li>• one-child family policy in China</li> </ul> <p><b>Social changes and family structures</b></p> <ul style="list-style-type: none"> <li>• changes in social norms, secularisation, values and laws, feminism, economic factors, technology and immigration and their impact on <ul style="list-style-type: none"> <li>○ family diversity, including the work of Rapoport</li> <li>○ divorce rates and serial monogamy</li> <li>○ cohabitation, single parent families, later age of marriage</li> <li>○ singlehood</li> <li>○ family size</li> </ul> </li> </ul> <p><b>Social changes and family relationships</b></p> <ul style="list-style-type: none"> <li>• changes in social norms, secularisation, values and laws, feminism</li> <li>• economic factors, technology and their impact on <ul style="list-style-type: none"> <li>○ segregated and joint conjugal roles, symmetrical families, domestic division of labour</li> <li>○ New Man</li> <li>○ decision making / money management</li> <li>○ dual career families</li> <li>○ leisure activities</li> <li>○ theory of symmetrical family and principle of stratified diffusion, developed from the functionalist perspective of Willmott and Young</li> </ul> </li> <li>• child-rearing patterns and child-centred families</li> <li>• 'boomerang' children</li> <li>• 'sandwich' generation</li> </ul>	
<p>11th March 8 weeks to go</p>	<p><b>Sociological theories of the role of the family</b></p> <ul style="list-style-type: none"> <li>• conflict versus consensus debate on the role of the family</li> <li>• consensus view of Functionalism</li> <li>• Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities</li> <li>• conflict view of Marxism</li> <li>• Marxist theory of families serving the interests of capitalism, including the work of Zaretsky</li> </ul>	

	<ul style="list-style-type: none"> <li>● conflict view of Feminism</li> <li>● Feminist critique of family as a patriarchal institution, including the work of Delphy and Leonard and Oakley and the conventional family</li> <li>● New Right views of family</li> </ul> <p><b>Criticisms of family</b></p> <ul style="list-style-type: none"> <li>● loss of traditional functions</li> <li>● lack of contact with wider kinship network</li> <li>● dysfunctional families</li> <li>● status and role of women</li> <li>● isolation and unrealistic expectations</li> <li>● marital breakdown and divorce</li> <li>● the dark side of family life including domestic violence</li> <li>● decline of the traditional family</li> </ul>	
<p>18th March 7 weeks to go</p>	<p><b>Sociological theories of the role of education</b></p> <ul style="list-style-type: none"> <li>● conflict versus consensus debate on the role of education</li> <li>● consensus view of Functionalism</li> <li>● Functionalist theory of education <ul style="list-style-type: none"> <li>○ serving the needs of society and the economy facilitating social mobility and fostering social cohesion including the work of Durkheim on education as the transmission of norms and values</li> <li>○ achieved status and education operating on meritocratic principles, with reference to the work of Parsons</li> </ul> </li> <li>● conflict view of Marxism</li> <li>● Marxist theory of education serving the needs of capitalism <ul style="list-style-type: none"> <li>○ education maintaining inequality, including the work of Bowles and Gintis on the correspondence theory</li> </ul> </li> <li>● conflict view of Feminism</li> <li>● Feminist theory of education perpetuating patriarchy, including the work of Becky Francis on the patriarchal nature of schools</li> </ul> <p><b>Processes inside schools.</b></p> <ul style="list-style-type: none"> <li>● processes within schools affecting educational achievement</li> <li>● labelling, including the work of Hargreaves</li> <li>● hidden curriculum</li> <li>● streaming, banding</li> <li>● anti-school sub-cultures including the work of Willis</li> <li>● teacher expectations, including the work of Ball</li> <li>● self-fulfilling prophecy</li> </ul> <p><b>Patterns of educational achievement</b></p> <ul style="list-style-type: none"> <li>● patterns of attainment by <ul style="list-style-type: none"> <li>○ gender</li> <li>○ social class</li> <li>○ ethnicity</li> </ul> </li> </ul>	
<p>25th March</p>	<p><b>Factors affecting educational achievement</b></p>	

<p>6 weeks to go</p>	<ul style="list-style-type: none"> <li>● social class <ul style="list-style-type: none"> <li>○ contribution of material factors, including the work of Halsey on class based inequalities</li> <li>○ cultural factors</li> <li>○ labelling</li> <li>○ catchment areas</li> <li>○ types of school, including the work of Ball on streaming, choice and competition between schools</li> <li>○ counter school cultures, including the work of Willis</li> </ul> </li>   <li>● ethnicity <ul style="list-style-type: none"> <li>○ contribution of material and cultural factors</li> <li>○ curriculum</li> <li>○ labelling</li> <li>○ racism</li> </ul> </li>   <p><b>Factors affecting educational achievement</b></p> <ul style="list-style-type: none"> <li>● gender <ul style="list-style-type: none"> <li>○ contribution of more employment opportunities for females</li> <li>○ feminism</li> <li>○ feminisation of schools</li> <li>○ crisis of masculinity</li> <li>○ peer pressure and sub cultures</li> </ul> </li> </ul> </ul>	
<p>1st April 5 weeks to go</p>	<p><b>Usefulness of different types of data</b></p> <ul style="list-style-type: none"> <li>● primary and secondary data</li> <li>● qualitative and quantitative data</li> <li>● sources of secondary data, including diaries, journals, official and non-official statistics</li> <li>● usefulness of these types of data to sociologists</li> </ul> <p><b>Methods of research</b></p> <ul style="list-style-type: none"> <li>● qualitative and quantitative methods including <ul style="list-style-type: none"> <li>○ questionnaires</li> <li>○ structured and unstructured interviews</li> <li>○ different types of observations the value, practical application and strengths and weaknesses of different methods in terms of <ul style="list-style-type: none"> <li>○ validity,</li> <li>○ reliability,</li> <li>○ ethics</li> <li>○ representativeness</li> </ul> </li> </ul> </li> <li>● mixed methods approaches</li> </ul> <p><b>Sampling processes</b></p> <ul style="list-style-type: none"> <li>● representative and non-representative sampling techniques</li> </ul> <p><b>Practical issues affecting research</b></p> <ul style="list-style-type: none"> <li>● access to subjects of research</li> <li>● gatekeeper to allow access</li> <li>● time and cost of research</li> </ul> <p><b>Ethical issues affecting research</b></p>	

	<ul style="list-style-type: none"> <li>● informed consent</li> <li>● confidentiality</li> <li>● harm to participants</li> <li>● deception</li> <li>● strategies used by sociologists to address issues</li> </ul>	
<p>8th April 4 weeks to go</p>	<p><b>Sociological theories of stratification</b></p> <ul style="list-style-type: none"> <li>● conflict versus consensus debate on stratification</li> <li>● consensus view of Functionalism</li> <li>● Functionalist theory of stratification <ul style="list-style-type: none"> <li>○ Davis and Moore's theory on the role of stratification in terms of effective role allocation and performances linked to the promise of rewards</li> <li>○ meritocracy</li> </ul> </li> <li>● conflict view of Marxism <ul style="list-style-type: none"> <li>○ Marxist theory of social stratification socio-economic classifications and two class system</li> <li>○ power of bourgeoisie to exploit the proletariat and to maintain their position</li> <li>○ false class consciousness</li> </ul> </li> <li>● conflict view of Weber</li> <li>● Weberian theory of stratification <ul style="list-style-type: none"> <li>○ socio-economic classifications</li> <li>○ theory of class, status and party</li> </ul> </li> <li>● conflict view of Feminism <ul style="list-style-type: none"> <li>○ Feminist views on patriarchy and stratification</li> </ul> </li> </ul> <p><b>Different forms and sources of power and authority</b></p> <ul style="list-style-type: none"> <li>● formal and informal sources of power agencies of social control</li> <li>● Weberian theory of authority: <ul style="list-style-type: none"> <li>○ traditional</li> <li>○ charismatic and</li> <li>○ rational-legal</li> </ul> </li> </ul> <p><b>Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality</b></p> <ul style="list-style-type: none"> <li>● evidence and examples should be used to demonstrate equality/inequality in contemporary UK drawn from the following areas: <ul style="list-style-type: none"> <li>○ education</li> <li>○ crime</li> <li>○ income and wealth</li> <li>○ health</li> <li>○ family</li> <li>○ work</li> <li>○ media</li> </ul> </li> </ul>	
<p>15th April 3 weeks to go</p>	<p><b>Factors which may influence access to life chances and power</b></p> <ul style="list-style-type: none"> <li>● factors which may influence class, gender, ethnicity, age, disability and sexuality <ul style="list-style-type: none"> <li>○ social construction of identity/roles,</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ status</li> <li>○ prejudice, discrimination</li> <li>○ stereotyping, labelling</li> <li>○ scapegoating</li> <li>○ media representation</li> <li>○ legislation</li> <li>○ moral panics</li> <li>○ sub-cultures</li> <li>● with specific reference to social class <ul style="list-style-type: none"> <li>○ private schooling</li> <li>○ old boys' network</li> <li>○ affluent worker, including the work of Devine</li> </ul> </li> <li>● with specific reference to gender <ul style="list-style-type: none"> <li>○ sexism</li> <li>○ glass ceiling</li> <li>○ patriarchy, including the work of Walby</li> <li>○ crisis of masculinity</li> </ul> </li> <li>● with specific reference to ethnicity <ul style="list-style-type: none"> <li>○ racism, institutional racism</li> </ul> </li> <li>● with specific reference to age <ul style="list-style-type: none"> <li>○ ageism</li> </ul> </li> <li>● with specific reference to disability <ul style="list-style-type: none"> <li>○ medical and social models of disability</li> </ul> </li> <li>● with specific reference to sexuality <ul style="list-style-type: none"> <li>○ homophobia</li> </ul> </li> <li>● religion and belief</li> </ul> <p><b>Poverty as a social issue</b></p> <ul style="list-style-type: none"> <li>● absolute and relative poverty, including the work of Townsend on relative deprivation</li> <li>● material deprivation</li> <li>● groups prone to poverty</li> <li>● culture of poverty, including the work of Murray on the underclass</li> <li>● cycle of deprivation</li> <li>● social exclusion and inclusion</li> <li>● impact of globalisation</li> </ul>	
<p>22nd April 2 weeks to go</p>	<p><b>Social construction of concepts of crime and deviance</b></p> <ul style="list-style-type: none"> <li>● what is crime?</li> <li>● what is deviance?</li> <li>● historical and cultural variations social construction of crime and deviance</li> </ul> <p><b>Social control</b></p> <ul style="list-style-type: none"> <li>● informal and formal social control and unwritten rules</li> <li>● agencies of informal social control <ul style="list-style-type: none"> <li>○ family</li> <li>○ peer group</li> <li>○ education</li> <li>○ religion</li> <li>○ media</li> </ul> </li> <li>● sanctions</li> <li>● formal social control <ul style="list-style-type: none"> <li>○ role of the police and courts</li> </ul> </li> </ul> <p><b>Patterns of criminal and deviant behaviour</b></p> <ul style="list-style-type: none"> <li>● patterns of criminal behaviour by:</li> </ul>	

	<ul style="list-style-type: none"> <li>○ social class</li> <li>○ ethnicity</li> <li>○ age</li> <li>○ gender</li> </ul>	
<p>29th April 1 week to go</p>	<p><b>Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist and feminist)</b></p> <ul style="list-style-type: none"> <li>● conflict versus consensus debate</li> <li>● consensus view of Functionalism <ul style="list-style-type: none"> <li>○ functions of crime</li> <li>○ anomie, including the work of Merton and strain theory</li> </ul> </li> <li>● Subcultural theory <ul style="list-style-type: none"> <li>○ Albert Cohen and delinquent sub-cultures</li> </ul> </li> <li>● conflict view of Marxism <ul style="list-style-type: none"> <li>○ Chambliss and differential enforcement of the law</li> <li>○ white collar and corporate crime</li> </ul> </li> <li>● Interactionism <ul style="list-style-type: none"> <li>○ notion of the typical offender</li> <li>○ labelling</li> <li>○ self-fulfilling prophecy, including the work of Becker and the deviant career</li> <li>○ moral panics</li> </ul> </li> <li>● conflict view of Feminism <ul style="list-style-type: none"> <li>○ social control, including the work of Heidensohn on female conformity in a male dominated society</li> <li>○ women and poverty including the work of Carlen</li> <li>○ chivalry thesis</li> </ul> </li> <li>● ethnicity and crime <ul style="list-style-type: none"> <li>○ racism</li> <li>○ institutional racism</li> <li>○ Scapegoating</li> </ul> </li> </ul> <p><b>Sources of data on crime</b></p> <ul style="list-style-type: none"> <li>● patterns and trends of criminal behaviour</li> <li>● official statistics</li> <li>● victim and self-report studies</li> <li>● usefulness of sources of data on crime <ul style="list-style-type: none"> <li>○ dark figure of crime</li> <li>○ unreported and unrecorded crime</li> <li>○ police bias and labelling</li> <li>○ moral panics</li> <li>○ invisible crime</li> </ul> </li> </ul>	
<p>6th May 0 weeks to go</p>	<p><b>The process of research design</b></p> <ul style="list-style-type: none"> <li>● choosing a research area</li> <li>● establishing an aim and/or hypothesis</li> <li>● choosing a method</li> <li>● use of pilot study</li> <li>● selection of sampling techniques</li> <li>● analysis of data</li> <li>● usefulness of mixed methods approach</li> </ul> <p><b>Interpreting data</b></p> <ul style="list-style-type: none"> <li>● how to interpret graphs, diagrams, charts and tables in order to discern patterns and trends</li> </ul>	

