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| **Subject** | **Sociology** |
| **Title/Topic** | **Format** | **Length** | **WC** |
| Paper 1 – Social Process – Family, Education, and RM | Combination of short answer and essay style questions. | 50Min | 15th Nov |
| Paper 2 – Social Structures – Crime Social Stratification and RM | Combination of short answer and essay style questions. | 50Min | 15th Nov |

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| **In this Advent assessment I will be asked to show I can…** |
| **Social processes*** Know Key sociological concepts - culture, norms, values, roles, status, identity, sanctions, cultural diversity
* Debates over the acquisition of identity - nature/nurture debate including examples of feral children and cultural diversity
* The process of socialisation – Explain agents of socialisation: family, education, media, peer group
* Explain how agents of socialisation pass on culture and identity, for example: gender, class and ethnic identity

• Explain informal and formal social control**Family*** Be able to discuss Family diversity and different family forms in the UK and within a global context-
1. what is a family?
2. nuclear family, extended family, reconstituted family, lone parent family, single sex family, cohabiting family, beanpole family,
3. ethnic minority family forms,
4. global family forms including polygamy, arranged marriages,
5. one-child family policy in China
* Discuss the Social changes and family structures-
1. Changes in social norms, secularisation, values and laws, feminism, economic factors, technology and immigration and their impact on
2. family diversity, including the work of Rapoports
3. divorce rates and serial monogamy
4. cohabitation, single parent families, later age of marriage
5. singlehood o family size
* Social changes and family relationships
1. changes in social norms, secularisation, values and laws, feminism
2. economic factors, technology and their impact on
3. segregated and joint conjugal roles, symmetrical families, domestic division of labour
4. New Man
5. decision making / money management
6. dual career families
7. leisure activities
8. theory of symmetrical family and principle of stratified diffusion, developed from the functionalist perspective of Willmott and Young
9. child-rearing patterns and child-centred families
10. ‘boomerang’ children
11. ‘sandwich’ generation
* Sociological theories of the role of the family
1. conflict versus consensus debate on the role of the family
2. consensus view of Functionalism - Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities
3. conflict view of Marxism - Marxist theory of families serving the interests of capitalism, including the work of Zaretsky
4. conflict view of Feminism - Feminist critique of family as a patriarchal institution, including the work of Delphy and Leonard and Oakley and the conventional family
5. New Right views of family
* Criticisms of family

loss of traditional functions 1. lack of contact with wider kinship network
2. dysfunctional families
3. status and role of women
4. isolation and unrealistic expectations
5. marital breakdown and divorce
6. the dark side of family life including domestic violence
7. decline of the traditional family

**Education*** Sociological theories of the role of education
1. conflict versus consensus debate on the role of education
2. consensus view of Functionalism
3. Functionalist theory of education
4. 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
5. achieved status and education operating on meritocratic principles, with reference to the work of Parsons
6. conflict view of Marxism
7. Marxist theory of education serving the needs of capitalism
8. education maintaining inequality, including the work of Bowles and Gintis on the correspondence theory
9. conflict view of Feminism
10. Feminist theory of education perpetuating patriarchy, including the work of Becky Francis on the patriarchal nature of schools
* Processes inside schools.
1. processes within schools affecting educational achievement
2. labelling, including the work of Hargreaves
3. hidden curriculum
4. streaming, banding
5. anti-school sub-cultures including the work of Willis
6. teacher expectations, including the work of Ball
7. self-fulfilling prophecy
* Patterns of educational achievement
* Gender-
1. contribution of more employment opportunities for females
2. feminism
3. feminisation of schools
4. crisis of masculinity
5. peer pressure and sub cultures
* Social class-
1. contribution of material factors, including the work of Halsey on class based inequalities
2. cultural factors
3. labelling
4. catchment areas
5. types of school, including the work of Ball on streaming, choice and competition between schools
6. counter school cultures, including the work of Willis
* ethnicity-
1. contribution of material and cultural factors
2. curriculum
3. labelling
4. racism

**Research Methods*** Practical issues affecting research
1. access to subjects of research
2. gatekeeper to allow access
3. time and cost of research
* Ethical issues affecting research
1. informed consent
2. confidentiality
3. harm to participants
4. deception
5. strategies used by sociologists to address issues

Paper 2:**Stratification** * Sociological theories of stratification
1. conflict versus consensus debate on stratification
2. consensus view of Functionalism
3. Functionalist theory of stratification
4. Davis and Moore's theory on the role of stratification in terms of effective role allocation and performances linked to the promise of rewards
5. meritocracy
6. conflict view of Marxism
7. Marxist theory of social stratification
8. socio-economic classifications and two class system
9. power of bourgeoisie to exploit the proletariat and to maintain their position
10. false class consciousness
11. conflict view of Weber
12. Weberian theory of stratification
13. socio-economic classifications
14. theory of class, status and party
15. conflict view of Feminism
16. Feminist views on patriarchy and stratification
* Different forms and sources of power and authority
1. formal and informal sources of power
2. agencies of social control
3. Weberian theory of authority:
4. traditional
5. charismatic and rational-legal
* Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality
1. evidence and examples should be used to demonstrate equality/inequality in contemporary UK drawn from the following areas: education, crime, income and wealth, health, family, work, media
* Factors which may influence access to life chances and power
1. factors which may influence class, gender, ethnicity, age, disability and sexuality
2. social construction of identity/roles, status
3. prejudice, discrimination
4. stereotyping, labelling
5. scapegoating
6. media representation
7. legislation
8. moral panics
9. sub-cultures
10. with specific reference to social class: private schooling, old boys’ network affluent worker, including the work of Devine
11. with specific reference to gender: sexism, glass ceiling, patriarchy, including the work of Walby, crisis of masculinity
12. with specific reference to ethnicity: racism, institutional racism
13. with specific reference to age: ageism
14. with specific reference to disability: medical and social models of disability
15. with specific reference to sexuality
16. homophobia, religion and belief
* Poverty as a social issue
1. absolute and relative poverty, including the work of Townsend on relative deprivation
2. material deprivation
3. groups prone to poverty
4. culture of poverty, including the work of Murray on the underclass
5. cycle of deprivation
6. social exclusion and inclusion
7. impact of globalisation

**Crime and Deviance** * Social construction of concepts of crime and deviance
1. what is crime?
2. what is deviance?
3. historical and cultural variations
4. social construction of crime and deviance
* Social control
1. informal and formal social control and unwritten rules
2. agencies of informal social control: family, peer group, education, religion, media, sanctions, formal social control, role of the police and courts
* Patterns of criminal and deviant behaviour
1. patterns of criminal behaviour by: social class, ethnicity, age, gender
* Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist and feminist)
1. conflict versus consensus debate
2. consensus view of Functionalism: functions of crime, anomie, including the work of Merton and strain theory
3. Subcultural theory: Albert Cohen and delinquent sub-cultures,
4. conflict view of Marxism -Chambliss and differential enforcement of the law, white collar and corporate crime
5. Interactionism -notion of the typical offender, labelling, self-fulfilling prophecy, including the work of Becker and the deviant career, moral panics
6. conflict view of Feminism -social control, including the work of Heidensohn on female conformity in a male dominated society, women and poverty including the work of Carlen, chivalry thesis
7. ethnicity and crime, racism, institutional racism, scapegoating
* Sources of data on crime
1. patterns and trends of criminal behaviour
2. official statistics
3. victim and self-report studies
4. usefulness of sources of data on crime: dark figure of crime, unreported and unrecorded crime, police bias and labelling, moral panics, invisible crime
* Research Methods:
1. The process of research design
2. choosing a research area
3. establishing an aim and/or hypothesis
4. choosing a method
5. use of pilot study
6. selection of sampling techniques
7. analysis of data
8. usefulness of mixed methods approach
* Interpreting data
1. how to interpret graphs, diagrams, charts and tables in order to discern patterns and trends
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| **What should I do to revise and prepare for this assessment?** |
| To prepare for this assessment:1. Use look, cover, check using the knowledge organisers on the back of your Unit workbooks.
2. It is also important to understand a range of sociological research/theorists and be able to describe their findings. (They are named above.)
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