

## Paper 1

### Education – what you need to know

*For everything listed below, you should be able to explain using evidence (studies, research or statistics) and evaluate (know the strengths and weaknesses).*

<b>1. The role of education</b>	
The functionalist view of the role of education, including: value consensus, specialist skills, role allocation and meritocracy.	
The Marxist view of the role of education, including: how it reproduces and legitimates social class inequality.	
The concepts of the cultural capital, habitus, correspondence principle, the hidden curriculum and the myth of meritocracy.	
The New Right view of the role of education: marketisation and education vouchers.	
The postmodernist view of the role of education: diversity.	
<b>2. Differences in educational achievement: social class</b>	
The trends in achievement by social class.	
The difference between external and internal factors.	
Cultural deprivation theory, including: language & speech codes, parents' education and working-class subculture.	
Material deprivation including: diet & health, housing and the financial costs of education.	
Cultural capital and how schools favour the middle-class.	
Labelling and the self-fulfilling prophecy.	
Setting, streaming and pupil subcultures.	
Pupils' class identities.	
<b>3. Differences in educational achievement: ethnicity</b>	
The trends in achievement by ethnicity.	
Cultural deprivation theory, including: intellectual & linguistic skills, attitudes & values and parental structure & support.	
Material deprivation and racism in wider society.	
Labelling and pupil responses to labelling.	
Institutional racism, including: the ethnocentric curriculum, marketisation policies, access to opportunities and assessment.	
<b>4. Differences in educational achievement: gender</b>	
The trends in achievement by gender.	
Reasons for girls' achievement, including: the impact of feminism, changes in the family & employment and girls' changing ambitions.	
Internal factors, including: equal opportunities policies, coursework, role models and marketisation policies.	
Feminist views of girls' achievement.	
Identity, class and girls' achievement.	
Reasons for boys falling behind, including: the feminisation of education, literacy, globalisation & the decline of traditional men's jobs and laddish subcultures.	
Differences in subject choice, including: gender role socialisation, gendered subject images, peer pressure and career opportunities.	
Sexual and gender identities.	
<b>5. Educational policy.</b>	
The tripartite system and reasons for it getting abolished and replaced by comprehensives.	

The marketisation of education which came from the Education Reform Act (1988): formula funding, the national curriculum and national testing, league tables and Ofsted.	
The Labour government from 1997-2010: EMA, EAZ, Sure Start centres.	
Policies from 2015 onwards: multi-academy trusts, Progress 8, EBacc and T Levels.	
Evaluating marketisation policies: parentocracy (and the myth of it), educational triage, the A-C economy.	
The impact of globalisation and privatisation on UK policies.	

## **Theory and debates in sociology – what you need to know**

*For everything listed below, you should be able to explain using evidence (studies, research or statistics) and evaluate (know the strengths and weaknesses).*

<b>1. Consensus theories</b>	
Functionalism: including the contributions of Durkheim, Parsons and Merton (who provides an internal critique of the theory).	
The New Right: Murray and, in particular, his views on the family.	
<b>2. Conflict theories</b>	
Marxism: classical Marxism (Marx's views on the exploitation of the w/c, alienation, the structure of society and a revolution).	
Neo-Marxism: structural (Althusser) and humanistic (Gramsci) neo-Marxism.	
Feminism: liberal, Marxist, radical, dual-systems and intersectional or difference feminism.	
<b>3. Action theory</b>	
Weber's social action theory.	
Symbolic interactionism.	
Labelling theory and the dramaturgical approach.	
<b>4. Postmodernism</b>	
The difference between modernity, late-modernity and postmodernity.	
Concepts within late-modernism such as reflexivity and risk society.	
Features of a postmodern society and what this means for sociology.	
<b>5. The relationship between theory and methods</b>	
How theoretical perspective influences choice of research method.	
<b>6. Is sociology a science?</b>	
What is science?	
Arguments for sociology being a science: positivism and quantitative research.	
Arguments against sociology being a science: interpretivism and qualitative research.	
Different views of science: Popper and Kuhn.	
<b>7. Debates about subjectivity, objectivity and value freedom</b>	
Value freedom: the positivist approach of objectivity.	
Value laden: the interpretivist approach of subjectivity.	
Committed sociology: research should make a difference.	
<b>8. The relationship between Sociology and social policy.</b>	
The difference between social problems and sociological problems.	
Perspectives on social policy: Social Democratic, Left Realist, Liberal Feminist and Third Way versus the New Right, Radical feminists, Marxists and Postmodernists.	
The role of sociology in relation to social policy.	

## Research methods – what you need to know

<b>1. Research design</b>	
The difference between quantitative and qualitative data.	
The difference between primary and secondary data.	
The difference between reliability, representativity and validity.	
The research process: hypothesis, pilot study, sample, collecting data, analysing data, developing theories.	
Different types of sampling: random, systematic, stratified, cluster, quota, snowball.	
Practical, ethical and theoretical considerations	
<b>2. Quantitative methods of research</b>	
Laboratory experiments and their advantages and disadvantages.	
Field experiments and their advantages and disadvantages.	
Surveys and their advantages and disadvantages.	
Questionnaires and their advantages and disadvantages.	
Structured interviews and their advantages and disadvantages.	
Secondary quantitative data: official statistics	
<b>3. Qualitative methods of research</b>	
Observations and their advantages and disadvantages.	
The difference between participant and non-participant observation, with examples.	
The difference between overt and covert observation, with examples.	
Unstructured interviews and their advantages and disadvantages.	
Secondary qualitative data: documents	
<b>4. Research practice</b>	
The difference between positivism and interpretivism and their methodological preferences.	
Methodological pluralism	
Triangulation	

## Methods in Context

You must be able to apply sociological research methods to the study of education.

## Paper 2

### **Families & Households – what you need to know**

*For everything listed below, you should be able to explain using evidence (studies, research or statistics) and evaluate (know the strengths and weaknesses).*

<b>1. Functions of the family</b>	
Functionalist views on the functions of the family: how the nuclear family became dominant; Murdock and Parsons' functions.	
Marxist views on the functions of the family: inheritance of property, ideological functions and the family as a unit of consumption.	
Feminist views on the family: liberal, Marxist and radical.	
New Right views on the family: the ideal family type and dysfunctional families.	
<b>2. Social policy</b>	
Examples of policies affecting families e.g. the Family Allowances Act (child benefit), the Divorce Reform Act, The Marriage Act.	
Functionalist and New Right views on social policy.	
Conflict views of social policy: Donzelot, Marxism and feminism	
<b>3. Childhood</b>	
The social construction of childhood: how childhood differs across time and place.	
The emergence of a 'child-centred' society.	
The disappearance of childhood (Postman) and toxic childhood (Palmer).	
The positive view of childhood: march of progress.	
The conflict views of childhood: inequalities among children and between children and adults.	
<b>4. Couples</b>	
The domestic division of labour: Parsons' instrumental and expressive roles; Bott's segregated and joint conjugal roles; Young & Wilmott's symmetrical family; Oakley and the rise of the housewife role.	
The impact of paid work: the march of progress view; the feminist view including the dual burden and the triple shift.	
Resources and decision-making.	
Domestic violence: the dark side of the family. Explanations for domestic violence.	
<b>5. Demography</b>	
What has happened to birth rates, death rates and migration in the last 100 years.	
The impact this has had on families and households.	
The impact of globalisation.	
<b>6. Changing family patterns</b>	
Changes in the divorce rate: reasons for these changes and sociological views on these changes.	
Changing patterns in marriage: increase in cohabitation, same-sex relationships and LATs.	
Changes in child-bearing: having children later, single-parent families, voluntary childlessness.	
Ethnic differences in families & households: South Asian, black-Caribbean and white British families.	
The Personal Life perspective: who counts as family nowadays?	
Life course: how the life course has changed.	
The individualisation thesis, confluent love and the pure relationship.	

<b>7. Family diversity</b>	
Modernist views on family diversity: functionalism, the New Right and Chester.	
Social Action and postmodernist views on family diversity: Giddens – choice and equality; Beck – the negotiated family; Stacey – the divorce-extended family.	

## **Media – what you need to know**

*For everything listed below, you should be able to explain using evidence (studies, research or statistics) and evaluate (know the strengths and weaknesses).*

<b>1. Ownership and control</b>	
Who owns the media; the growth of the media mogul.	
How the media has concentrated.	
Formal controls on the media: the law, Ofcom, the BBC, IPSO and the government.	
Who controls the media: the manipulative or instrumentalist view (Marxism).	
Who controls the media: the hegemonic view (neo-Marxism).	
Who controls the media: the Pluralist and postmodernist views.	
<b>2. The New Media</b>	
Features of the new media.	
Debates on the new media: the neophilic view.	
Debates on the new media: the cultural pessimist view.	
<b>3. Globalisation and popular culture</b>	
The emergence of a global popular culture.	
Positive and negative views of a global popular culture: cultural hybridisation vs cultural imperialism.	
Postmodernism and the media.	
<b>4. Selection &amp; presentation of the news</b>	
The social construction of the news.	
The influence of owners on the selection of the news.	
The influence of media professionals on the selection of the news.	
News values.	
Presentation of the news (tabloids, broadsheets etc.)	
Moral panics: the creation of folk devils by the media.	
Examples of moral panics: from the Mods and Rockers to Muslims and immigrants.	
<b>5. Representations</b>	
Stereotypical representations of men and women.	
Representations of sexuality: heterosexuality and homosexuality.	
Representations of age: particularly young people and the elderly.	
Representations of ethnicity: blacks, Asians and Muslims.	
Representations of class: upper, middle and working-class.	
How these stereotypes are being challenged.	
Theoretical views of the representations of these groups.	
<b>6. Audience effects</b>	
Passive audience model: The hypodermic syringe model.	
The two-step flow and cultural effects model.	
The reception analysis and selective filter model.	
Active audience model: the uses and gratifications model.	
Violence in the media	
Methodological problems with studying violence in the media.	

## Paper 3

### Crime & Deviance – what you need to know

*For everything listed below, you should be able to explain using evidence (studies, research or statistics) and evaluate (know the strengths and weaknesses).*

<b>1. Crime, deviance, social order and social control</b>	
The difference between crime and deviance, how order in society is maintained and methods of social control.	
The functionalist view of crime & deviance: Durkheim’s positive functions and negative aspects of crime.	
The functionalist view of crime & deviance: Merton’s strain theory.	
The functionalist view of crime & deviance: subcultural theories of crime – Cohen and Cloward & Ohlin	
The functionalist view of crime & deviance: Hirschi’s control theory.	
Marxist view of crime & deviance: criminogenic capitalism,	
<b>2. The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</b>	
The trends and patterns in crime: official statistics, self-report studies and victim surveys.	
Ethnicity and crime: patterns shown in statistics, representation of ethnic minorities in the criminal justice system - from stop and searches to prison sentences.	
Theoretical views on ethnicity and crime: left realism and neo-Marxism.	
Ethnicity and victimisation.	
Gender patterns in crime.	
Explaining female crime patterns: the chivalry thesis, bias against women, functionalist sex role theory, patriarchal control theory, class and gender deals and the liberation thesis.	
Explaining male crime patterns: Messerschmidt and masculinity; Winlow and postmodernity.	
Explaining social class patterns: strain theory, status frustration, Marxism, left and right realism.	
Crimes of the powerful: white-collar and corporate crime.	
<b>3. Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</b>	
How globalisation has affected crime.	
Green crime.	
State crime.	
Media representations of crime.	
The media as a cause of crime: commodification of crime and moral panics.	
Cyber crime	
<b>4. Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</b>	
Crime prevention strategies: situational, environmental and social & community.	
Surveillance.	
Sociological views of punishment.	
Victims of crime: patterns, the social construction of victims and the effects of victimisation.	
Perspectives on victimology: positivist and critical victimology.	
The criminal justice system: the role of the CJS and prisons.	

*And then, Theory and Methods (see checklist for paper 1)*