Sociology revision checklists for exam papers

For specifics go to the longer revision checklists and your booklets. I know it seems like a lot but there is a lot of crossover of topics/sociologists which will help save you time

There are lists of studies on Godalming online for family, education and crime

There are also some very good revision books out there which you can access in the library or buy e.g. <https://www.amazon.co.uk/My-Revision-Notes-level-Sociology/dp/1471882659/ref=sr_1_10?ie=UTF8&qid=1521203655&sr=8-10&keywords=sociology+revision>

<https://www.amazon.co.uk/Sociology-Deviance-Methods-Collins-Materials/dp/0008221642/ref=sr_1_13?ie=UTF8&qid=1521203694&sr=8-13&keywords=sociology+revision+a+level>

**Paper 1 – Education with theory and methods (see list at the end of Paper 3)**

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| Tick if complete | | | |
| Topic | Revision notes made | Understood | Applied to a question |
| **History and Policy (a starting point)** |  |  |  |
| 1988 Education Reform Act |  |  |  |
| Types of schools, Academies (2000s and 2010), Free schools |  |  |  |
| Vocationalism |  |  |  |
| EBACC, Progress 8, Silt shifting, cream skimming |  |  |  |
| EMA/ Pupil Premium |  |  |  |
| STEM/ GIST |  |  |  |
| Sure start |  |  |  |
| Education action zones |  |  |  |
|  |  |  |  |
| **Theory** |  |  |  |
| - Functionalism- Durkheim, Parsons, Davis + Moore |  |  |  |
| - Marxism – Althusser, Bowles + Gintis |  |  |  |
| - Neo Marxism – Bourdieu, Willis |  |  |  |
| - Feminism – Sharpe, McRobbie, Best |  |  |  |
| - Interactionism – Becker, Gilborn + Youdell |  |  |  |
| - New Right |  |  |  |
| - Social democratic – Ball, Gerwitz |  |  |  |
|  |  |  |  |
| **Class – awareness of key statistics** |  |  |  |
| In school factors |  |  |  |
| - Labelling/ self-fulfilling prophecy |  |  |  |
| - Setting and streaming including A-C economy |  |  |  |
| - Subcultures |  |  |  |
| **-** School identities e.g. Nike |  |  |  |
| Out of school |  |  |  |
| - Material deprivation |  |  |  |
| - Cultural deprivation |  |  |  |
| - Cultural capital |  |  |  |
| - Subcultures |  |  |  |
| - Interaction of in and out of school factors |  |  |  |
|  |  |  |  |
| **Gender – awareness of key statistics** |  |  |  |
| - In school BOYS |  |  |  |
| - In school GIRLS |  |  |  |
| - Out of school BOYS |  |  |  |
| - Out of school GIRLS |  |  |  |
| - Interaction of class and gender |  |  |  |
|  |  |  |  |
| **Ethnicity- awareness of key statistics** |  |  |  |
| - In school UNDERACHIEVEMENT |  |  |  |
| - Out of school UNDERACHIEVEMENT |  |  |  |
| - In school ACHIEVEMENT |  |  |  |
| - Out of school ACHIEVEMENT |  |  |  |

**Paper 2 – Family and Stratification**

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| **FAMILY**  Tick if complete | | | |
| Topic | Revision notes made | Understood | Applied to a question |
| **Theory (their explanation of the family)** |  |  |  |
| - Functionalism – Parsons, Murdock, Chester |  |  |  |
| - Marxism – Althusser, Zarestsky, Engels |  |  |  |
| - Liberal feminism – Oakley, Sharpe |  |  |  |
| - Marxist feminism – Ansley, Breughal |  |  |  |
| - Radical feminism- Duncombe + Marsden, Firestone |  |  |  |
| - Preference theory (in gender roles) - Hakim |  |  |  |
| - New Right – Murray, Dennis |  |  |  |
| - Postmodernism – Alan + Crow, Rappoport and Rappoport |  |  |  |
| - Personal life perspective (interactionist) – Smart |  |  |  |
|  |  |  |  |
| **Gender roles – evidence for each argument below** |  |  |  |
| - Roles now more symmetrical |  |  |  |
| - More shared but women still doing bulk of domestic work |  |  |  |
| - Women worse off |  |  |  |
| - Dads now doing more |  |  |  |
| - Roles now more chosen |  |  |  |
| - Impact of changing roles on children |  |  |  |
|  |  |  |  |
| **Trends and demographics** |  |  |  |
| - Nuclear family still dominant |  |  |  |
| - Nuclear family not dominant/ family now more diverse |  |  |  |
| - Cultural/ethnic diversity |  |  |  |
| - Explanations for all trends/demographic changes listed in the booklet including studies to support and statistics |  |  |  |
|  |  |  |  |
| **Childhood – evidence for each argument** |  |  |  |
| - Childhood now more protected |  |  |  |
| - Childhood less protected |  |  |  |
| - Changes to childhood (last 100 years) |  |  |  |
| - Cross cultural variations |  |  |  |
| - Childhood has disappeared |  |  |  |
| - Childhood is blurring |  |  |  |
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| **STRATIFICATION**  Tick if complete | | | |
| **Topic** | Revision notes made | Understood | Applied to a question |
| **Theories of stratification** |  |  |  |
| Functionalism |  |  |  |
| Marxism |  |  |  |
| Neo Marxism |  |  |  |
| Weberian |  |  |  |
| Feminist – liberal, Marxist, radical, post, third wave, preference, dual systems, black |  |  |  |
| Postmodern |  |  |  |
|  |  |  |  |
| **Class** |  |  |  |
| Measures of class – problems with operationalizing, issues and examples of subjective and objective measures |  |  |  |
| Evidence for differences in class identities |  |  |  |
| Changes in the class structure – is it still significant, is the middle class united, is there an underclass. Theories of class |  |  |  |
|  |  |  |  |
| **Gender** |  |  |  |
| Theories of |  |  |  |
| Explanations for life chances of men and women |  |  |  |
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| **Ethnicity** |  |  |  |
| Theories of |  |  |  |
| Explanations of life chances of different ethnic groups |  |  |  |
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| **Age** |  |  |  |
| Theories of |  |  |  |
| Explanations of life chances of different age groups |  |  |  |
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| **Disability** |  |  |  |
| Theories of |  |  |  |
| Explanations of life chances of disabled individuals |  |  |  |
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**Paper 3 – Crime and Deviance with Theory and Methods**

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| Tick if complete |
| **CRIME** | Revision notes made | Understood | Applied to a question |
| **Theory** |  |  |  |
| **FUNCTIONALISM, STRAIN AND SUBCULTURAL THEORIES** |  |  |  |
| Functionalism and strain theories:   * Durkheim: * Merton:   Functionalist Subcultural theories  Provide a comparison of each of the theorists with each other  Evaluate with other theories |  |  |  |
| **INTERACTIONISM** |  |  |  |
| Overview of the theory  Provide a comparison of each of the theorists with each other  Evaluate with other theories |  |  |  |
| **TRADITIONAL MARXISM** |  |  |  |
| Overview of theory  Provide a comparison of each of the theorists with each other  Evaluate with other theories |  |  |  |
| **NEW CRIMINOLOGY/NEO MARXISM** |  |  |  |
| Overview of theory  Provide a comparison of each of the theorists with each other  Evaluate with other theories |  |  |  |
| **LEFT REALISM** |  |  |  |
| Overview of theory  Provide a comparison of each of the theorists with each other  Evaluate with other theories |  |  |  |
| **RIGHT REALISM** |  |  |  |
| Overview of theory  Provide a comparison of each of the theorists with each other  Evaluate with other theories |  |  |  |
| **MEDIA AND CRIME** |  |  |  |
| **> Topics within this: moral panics, deviancy amplification etc** |  |  |  |
| **ETHNICITY AND CRIME** |  |  |  |
| * Official statistics * Different explanations   Provide a comparison of each of the theorists with each other  Evaluate with other theories |  |  |  |
| **GENDER AND CRIME** |  |  |  |
| * Gender patterns of crime: offenders and victims * Explanations of differences   Provide a comparison of each of the theorists with each other  Evaluate with other theories |  |  |  |
| **GLOBALISATION AND CRIME** |  |  |  |
| Global crime  Green crime  State crime, including human rights |  |  |  |
| **CRIME CONTROL, PUNISHMENT AND VICTIMS** |  |  |  |
| Explanation of crime control approaches:  Role of punishment and surveillance.  Victimisation: patterns of victimisation between different groups. |  |  |  |

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| THEORETICAL ISSUE |  | Notes to be made | Revised | Understood  (tick) |
| **MACRO SOCIOLOGY** |  | Clear definition of the concept |  |  |
| Structuralism |  | Clear definition of the concept |  |  |
| Functionalism | Comte | View of how society should be studied |  |  |
|  | Durkheim | View of how society should be studied and the nature of society  -Value consensus  -Collective conscience |  |  |
|  | Parsons | Overview of his argument:  - Organic analogy (society as a system)  - Functional prerequisites  - Value consensus  - Structural differentiation  - Social system  AGIL Scheme/GAIL model (called different things in different textbooks) |  |  |
|  | Merton | - Evaluation of Parsons  - Manifest and latent functions  - Dysfunction |  |  |
| Evaluation of Functionalism |  | - General  - Marxism  - Feminism  - Action Perspectives  - Postmodern |  |  |

**Theory and Methods – most of this you will have revised already if you’ve covered all of the other topics**

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| Marxism | Marx | Overview of his argument:  -Base and super structure  -Historical materialism  -Class society and exploitation  -Capitalism  -Surplus value  -False class consciousness  -Ideology  -Alienation  -The state, revolution and communism |  |  |
|  | Evaluation of Marx |  |  |  |
| Humanist or critical Marxism | Gramsci | -Hegemony  -Relative autonomy |  |  |
| Structuralist Marxism | Althusser | -Criticisms of Marx  -Ideological and state apparatus |  |  |
| Evaluation of Marxism |  | - Functionalism  - Feminism  - Action Perspectives  - Postmodern |  |  |

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| **MICRO SOCIOLOGY** |  | Clear definition of the concept |  |  |
| Action theory |  | Clear definition of the concept |  |  |
| Symbolic interactionism |  | Overview of the approach |  |  |
|  | Mead and Blumer | Overview  Role of symbols |  |  |
|  | Cooley | Looking glass self |  |  |
|  | Becker | Labelling theory |  |  |
|  | Goffman | Dramaturgical model and roles |  |  |
|  | Evaluation | Evaluation of symbolic interactionism |  |  |
| Phenomenology | Husserl  Shultz | Overview of theory |  |  |
| Ethnomethodology | Garfinkel | Overview of theory |  |  |
|  | | | | |
| **MIX OF MACRO/MICRO** |  |  |  |  |
| Weberianism | Weber | -Overview  -Class, party, status  -Weber and research methods (verstehen) |  |  |
| Feminism | Liberal | -Overview  -Difference between sex and gender  -Studies from last year (Oakley, Sharpe)  -Links with enlightenment project |  |  |
|  | Radical | -Overview  -Personal is political  -Change  -Studies from last year (Duncombe and Marsden, Greer etc.)  -Evaluation |  |  |
|  | Marxist | -Overview  -Studies from last year: (Ansley, Breugal)  -Evaluation |  |  |
|  | Post- structuralist | -Overview  -Problems of essentialism  -Enlightenment project |  |  |
| Postmodernism |  | -Overview of theory |  |  |
|  | Bauman | - Overview- liquid modernity |  |  |
|  | Baudrillard | - Overview- hyper reality, simulacra |  |  |
|  | Beck | - Overview- individualism |  |  |
|  | Alan and Crow | - Overview - choice |  |  |
|  | Evaluation | Evaluation of postmodernism |  |  |
| **OTHER DEBATES: BLEND OF THEORY AND METHODS** | | | | |
| **Value freedom** |  |  |  |  |
|  | Becker, Gouldner | -Against value freedom |  |  |
|  | Interpretivist | -Against value freedom |  |  |
|  | Weber | In the middle |  |  |
|  | Comte, Durkheim, Merton | -For value freedom |  |  |
|  | Positivists | -For value freedom |  |  |
| **Sociology as a science** |  |  |  |  |
|  |  | -What do we mean by being scientific |  |  |
|  | Durkheim, Comte | -Sociology can and should be scientific |  |  |
|  | Positivists | -Sociology can and should be scientific |  |  |
|  | Popper | -It should try to be but this isn’t possible because of falsifiability |  |  |
|  | Kuhn | -It could but this is undesirable |  |  |
|  | Interpretivism | It shouldn’t be  -Weber  -Mead and Blumer |  |  |
|  | Realism | Aspects of research can be scientific  -Sayer |  |  |
|  | Feminism |  |  |  |
|  | Postmodernism |  |  |  |
| **Social Policy and the role of sociology** |  | See separate booklet |  |  |

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| **Research Methods** | | | |
| **Understanding of** | All of the PERVERT factors  Practical  Ethical  Reliability  Validity  Examples of research  Representativeness  Theoretical issues: positivism, interpretivist, realism, feminist methodology |  |  |
| **Methods in context** | Research topic in schools could easily include (this is not exhaustive):   * Educational disadvantage * The effects of material deprivation * The effects of culture or ethnicity * Male / female underachievement * Male / female subject choice * The formation of anti- (or pro-) school subcultures * The attitudes of teachers and staff * Parental expectations and its impact on achievements or aspirations * The impact of the formal curriculum * The impact of the hidden curriculum |  |  |
| **Advantages and disadvantages of different methods.**  **You need an example of a study for each one** | * Secondary data * Documents (official or personal) * Official Statistics * Quantitative or qualitative methods * Overt or covert methods * Questionnaires (postal, self-completion, open/closed questions, etc.) * Interviews (formal or informal, Structured, focused or unstructured, etc.) * Observation (Participant, non-participant, etc.) * Ethnography * Experimental methods * Longitudinal studies * Case Studies * Triangulation / methodological pluralism |  |  |