

## Year 13 Sociology Year One Revision Topics

### Paper One Topics

#### Section A – Socialisation, Culture and Identity

| Topic |  | Revised? |
|-------|--|----------|
| 1     | <b>Key concepts:</b> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Norms</li> <li>• Values</li> <li>• The Relative nature of norms and values through cross-cultural examples</li> <li>• Universal norms</li> </ul>  |          |
| 2     | <b>Types of Culture:</b> <ul style="list-style-type: none"> <li>• Cultural diversity</li> <li>• Cultural hybridity</li> <li>• Subculture</li> <li>• High culture</li> <li>• Popular culture</li> <li>• Global culture</li> <li>• Consumer culture</li> </ul>                               |          |
| 3     | <b>Socialisation:</b> <ul style="list-style-type: none"> <li>• Socialisation,</li> <li>• primary socialisation,</li> <li>• secondary socialisation</li> <li>• Generic studies on all 6 agents of socialisation<br/>- Family, Peer Groups, Education, Media, Religion, Workplace</li> </ul> |          |
| 4     | <b>Social control:</b><br>Social control,<br>formal social control,<br>informal social control   |          |
| 5     | <b>Nature vs nurture debate</b> <ul style="list-style-type: none"> <li>• NATURE explains behaviour:</li> <li>• NURTURE explains behaviour</li> <li>• BOTH explain behaviour</li> </ul>   |          |
| 6     | <b>Identity</b><br>Define the concept of identity<br>- Self Concept (personal identity)<br>- Social Identity   |          |
| 7     | <b>Ethnic identity:</b><br>Definitions, Features, Concepts<br>How ethnic identity is created and reinforced<br>How is ethnic identity changing? - hybridity  |          |
| 8     | <b>Social class identity:</b><br>Definitions, Features, Concepts<br>How social class identity is created and reinforced<br>How is social class identity changing? - Postmodern view  |          |
| 9     | <b>Age identity:</b><br>Definitions, Features, Concepts<br>How age identity is created and reinforced  |          |

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|    | How is age identity changing?   |  |
| 10 | <b>Gender identity:</b><br>Definitions, Features, Concepts<br>How gender identity is created and reinforced<br>How is gender identity changing?                           |  |
| 11 | <b>Sexual identity:</b><br>Definitions, Features, Concepts<br>How sexual identity is created and reinforced<br>How is sexual identity changing?                           |  |
| 12 | <b>National identity:</b><br>Definitions, Features, Concepts<br>How national identity is created and reinforced<br>How is national identity changing?                     |  |
| 13 | <b>Disability and identity:</b><br>Definitions, Features, Concepts<br>How disability and identity is created and reinforced<br>How is disability and identity is changing |  |
| 14 | <b>Intersectionality</b><br>Explain how various aspects of an individual's identity may intersect.  |  |

## **Section B – Families**

| Topic |  | Revised? |
|-------|--|----------|
| 1     | <b><u>Key concepts: Family Types</u></b><br>Nuclear families, extended families, lone parent families, reconstituted families, same-sex families, non-family households, beanpole families, LATs.  |          |
| 2     | <b><u>Trends</u></b><br><b>Trends and reasons for:</b> Marriage, divorce, cohabitation   |          |
| 3     | <b><u>Demographic changes</u></b><br><b>Reasons for changes in:</b> birth-rate, family size, age at marriage, age of child-bearing, ageing population. (Also <i>impacts</i> of ageing population). |          |
| 4     | <b><u>Types of Family diversity</u></b><br>Social class diversity, ethnic diversity, sexual diversity  |          |
| 5     | <b><u>Functionalism and the family</u></b><br>Murdock, Parsons, evaluation   |          |
| 6     | <b><u>Marxism and the family</u></b><br>Engels, Zaretsky, evaluation   |          |
| 7     | <b><u>Feminism and the family</u></b><br>Radical feminism, Marxist feminism, Liberal Feminism, Evaluation  |          |
| 8     | <b><u>New Right and the family</u></b><br>Murray, Dennis and Erdos, evaluation   |          |
| 9     | <b><u>Post-modernism and the family</u></b><br>Lyotard, Bernardes, Giddens, Beck and Beck-Gernsheim,   |          |
| 10    | <b><u>Debates about family diversity</u></b><br>1) The debate about the extent to which families are actually <b>diversifying</b> .<br>(arguments both for and against)                            |          |

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|    | 2) The debate about whether family diversity is <b>positive</b> (arguments both for and against)   |  |
| 11 | <b>Roles and relationships between men and women</b><br>1) Theoretical approach to gender roles in the family<br>2) The domestic division of labour<br>3) Issues of power  |  |
| 12 | <b>Roles and relationships between parents and children</b><br>1) The reasons for the emergence of the modern child-centred family<br>2) Power relations between parents and children<br>3) The changing role of fathers |  |
| 13 | <b>The impact of the ageing population on relationships between parents, grandparents and children</b><br>Positive and negative impacts  |  |

## Paper Two

### Section A – Research Methods

| Topic |   | Revised? |
|-------|---|----------|
| 1     | <b>Positivism</b><br>Detailed knowledge and understanding of positivism including:<br>1) Patterns and trends, 2) objectivity, 3) value freedom, 4) quantitative data.   |          |
| 2     | <b>Interpretivism</b><br>Detailed knowledge and understanding of interpretivism including:<br>1) Meanings and experiences 2) verstehen and empathy, 3) rapport 4) subjectivity, 5) researcher imposition, 6) reflexivity, 7) qualitative data   |          |
| 3     | <b>Key concepts: Validity, reliability, representativeness, generalisability</b><br>Detailed knowledge and understanding of these concept and use them to evaluate research methods.  |          |
| 4     | <b>Factors influencing the choice of research topic</b><br>1) The relationship between sociology and social policy, 2) The interests and values of the researcher, 3) Current debates in the academic world, 4) Funding   |          |
| 5     | <b>Key stages in the research process</b><br>1) Literature review, 2) Aims/hypothesis/research questions, 3) Data collection (Primary and Secondary data), 4) Operationalisation, 5) Pilot studies, 6) Data collection, 7) Interpretation of data 8) Respondent validation  |          |
| 6     | <b>Sampling</b> <ul style="list-style-type: none"> <li>• Target/research population, sample, sampling, sampling frame, random sampling, non-random sampling.</li> <li>• Factors influencing choice of sampling process</li> <li>• Sampling techniques: Random, systematic, stratified, snowball, volunteer, opportunity, purposive, quota.</li> <li>• Advantages and disadvantages of all sampling techniques.</li> </ul> |          |
| 7     | <b>Access and Gatekeeping</b><br>What is meant by gaining access?<br>Who are gatekeepers?   |          |
| 8     | <b>Ethics in Sociological Research</b><br>Understand the 7 ethical guidelines set out by the BSA.   |          |

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| 9  | <b>Quantitative methods</b><br>1) Longitudinal studies, 2) Questionnaires, 3) Structured interviews 4) Statistical data (official and non-official) (secondary data) 5) Content analysis (secondary data) 6) <b>Advantages and disadvantages</b> of quantitative methods. |  |
| 10 | <b>Qualitative methods</b><br>1) Ethnography 2) Unstructured interviews 3) Semi-structured interviews 4) Observations (participant/non-participant/covert/overt) 5) <b>Advantages and disadvantages</b> of qualitative methods.   |  |
| 11 | <b>Mixed methods</b><br>1) Triangulation 2) Methodological pluralism 3) <b>Advantages and disadvantages</b> of mixed methods.   |  |

## **Section B – Social Inequalities**

| Topic             | Title  | Revised? |
|-------------------|--|----------|
| 1                 | <b>Patterns and trends in relation to <u>social class</u> inequality and difference</b><br>(Note: Studies can be used from across the specification)   |          |
| 2                 | <b>Functionalist explanations of social class inequality and difference</b>  |          |
| 3                 | <b>New Right explanations of social class inequality and difference</b>  |          |
| 4                 | <b>Marxist explanations of social class inequality and difference</b>  |          |
| 5                 | <b>Weberian explanations of social class inequality and difference</b>   |          |
| Additional theory | <b>Postmodernist explanations of social class inequality and difference<sup>1</sup></b>  |          |
| 6                 | <b>Patterns and trends in relation to <u>gender</u> inequality and difference (for both women and men)</b><br>(Note: Studies can be used from across the specification)  |          |
| 7                 | <b>Feminist explanations of gender inequality and difference</b> <ul style="list-style-type: none"> <li>• Liberal Feminism</li> <li>• Radical Feminism</li> <li>• Other (feminist) explanations of gender inequality and difference</li> </ul> |          |
| 8                 | <b>Marxist explanations of gender inequality and difference</b>  |          |
| 9                 | <b>Functionalist explanations of gender inequality and difference</b>  |          |
| 10                | <b>The New Right explanations of gender inequality and difference</b>  |          |
| 11                | <b>Weberian explanations of gender inequality and difference</b>   |          |
| 12                | <b>Patterns and trends in relation to <u>ethnic</u> inequality and difference</b><br>(Note: Studies can be used from across the specification)   |          |
| 13                | <b>Functionalist explanations of ethnic inequality and difference</b>  |          |
| 14                | <b>New Right explanations of ethnic inequality and difference</b>  |          |
| 15                | <b>Marxist explanations of ethnic inequality and difference</b>  |          |
| 16                | <b>Weberian explanations of ethnic inequality and difference</b>   |          |
| 17                | <b>Feminist explanations of ethnic inequality and difference</b>   |          |
| 18                | <b>Patterns and trends in relation to <u>age</u> inequality and difference (for both the young and the elderly)</b><br>(Note: Studies can be used from across the specification)   |          |
| 19                | <b>Functionalist explanations of age inequality and difference</b>   |          |

Please note: There won't be a separate question on Postmodernism. However, Postmodernism is useful for evaluating other explanations.

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| 20                | <b>Marxist explanations of age inequality and difference</b>                |  |
| 21                | <b>Weberian explanations of age inequality and difference</b>               |  |
| 22                | <b>Feminist explanations of age inequality and difference</b>               |  |
| Additional theory | <b>Postmodern explanations of age inequality and difference<sup>2</sup></b> |  |

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