

**EDUQAS GCSE Sociology****4 TOPICS – 100 marks across the paper****Topic 1 – Key concepts and processes (Introduction)****Topic 2 – Families****Topic 3 – Education****Topic 4 – Research methods****PAPER 1 - Confidence Grid for the topics which will be covered for this Paper**

| <b>1.Key concepts and processes of cultural transmission</b>  | <b>RAG</b> | <b>Tick</b> |
|---|------------|-------------|
| 1.1 Key sociological concepts - culture, norms, values, roles, status, identity, sanctions, cultural diversity  |            |             |
| 1.2 Debates over the acquisition of identity <ul style="list-style-type: none"> <li>• Nature/nurture</li> <li>• Examples of feral children</li> <li>• Cultural diversity.</li> </ul>  |            |             |
| 1.3 The process of socialisation <ul style="list-style-type: none"> <li>• agents of socialisation: family, education, 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> |            |             |

| <b>2. Families</b>   | <b>RAG</b> | <b>Tick</b> |
|--|------------|-------------|
| <b>2.1 Family diversity and different family forms in the UK and within a global context</b>   |            |             |
| • what is a family?  |            |             |
| • nuclear family, extended family, reconstituted family, lone parent family, single sex family, cohabiting family, beanpole family   |            |             |
| • ethnic minority family forms   |            |             |
| • global family forms including polygamy, arranged marriages   |            |             |
| • one-child family policy in China   |            |             |
| <b>2.2 Social changes and family structures</b>  |            |             |
| • changes in social norms, secularisation, values and laws, feminism, economic factors, technology and immigration and their impact on o family diversity, including the work of Rapoport<br>o divorce rates and serial monogamy<br>o cohabitation, single parent families, later age of marriage<br>o singlehood<br>o family size   |            |             |
| <b>2.3 Social changes and family relationships</b>   |            |             |
| • changes in social norms, secularisation, values and laws, feminism<br>• economic factors, technology and their impact on segregated and joint conjugal roles, symmetrical families, domestic division of labour<br>New Man, decision making/money management o dual career families.<br>o leisure activities<br>o theory of symmetrical family and principle of stratified diffusion, developed from the functionalist perspective of Willmott and Young<br>• child-rearing patterns and child-centred families<br>• ‘boomerang’ children<br>• ‘sandwich’ generation |            |             |

| <b>2.4 Sociological theories of the role of the family</b>   | <b>RAG</b> | <b>Tick</b> |
|--|------------|-------------|
| • conflict versus consensus debate on the role of the family   |            |             |
| • consensus view of Functionalism  |            |             |
| • Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities |            |             |
| • conflict view of Marxism   |            |             |
| • Marxist theory of families serving the interests of capitalism, including the work of Zaretsky   |            |             |
| • 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    |            |             |
| • New Right views of family  |            |             |
| <b>2.5 Criticisms of family</b>  | <b>RAG</b> | <b>Tick</b> |
| • loss of traditional functions  |            |             |
| • lack of contact with wider kinship network   |            |             |
| • dysfunctional families   |            |             |
| • status and role of women   |            |             |
| • isolation and unrealistic expectations   |            |             |
| • marital breakdown and divorce  |            |             |
| • the dark side of family life including domestic violence   |            |             |
| • decline of the traditional family  |            |             |

| <b>3.Education</b>  | <b>RAG</b> | <b>Tick</b> |
|---|------------|-------------|
| <b>3.1 Sociological theories of the role of education</b>   |            |             |
| • conflict versus consensus debate on the role of education   |            |             |
| • consensus view of Functionalism   |            |             |
| • Functionalist theory of education<br>o 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<br>o achieved status and education operating on meritocratic principles, with reference to the work of Parsons |            |             |
| • conflict view of Marxism  |            |             |
| • Marxist theory of education serving the needs of capitalism<br>education maintaining inequality, including the work of Bowles and Gintis on the correspondence theory   |            |             |
| • conflict view of Feminism   |            |             |
| • Feminist theory of education perpetuating patriarchy, including the work of Becky Francis on the patriarchal nature of schools  |            |             |
| <b>3.2 Processes inside schools.</b>  |            |             |
| <b>Processes within schools affecting educational achievement</b>   |            |             |
| • labelling, including the work of Hargreaves   |            |             |
| • hidden curriculum   |            |             |
| • streaming, banding  |            |             |
| • anti-school sub-cultures including the work of Willis   |            |             |
| •   |            |             |
| • teacher expectations, including the work of Ball  |            |             |
| • self-fulfilling prophecy  |            |             |
| <b>3.3 Patterns of educational achievement patterns of attainment by ...</b>  | <b>RAG</b> | <b>Tick</b> |
| • gender  |            |             |
| • social class  |            |             |
| • ethnicity   |            |             |

| <b>3.4 Factors affecting educational achievement</b>  | <b>RAG</b> | <b>Tick</b> |
|---|------------|-------------|
| <b>Social class</b>   |            |             |
| • contribution of material factors, including the work of Halsey on class-based inequalities        |            |             |
| • cultural factors  |            |             |
| • labelling   |            |             |
| • catchment areas   |            |             |
| • types of school, including the work of Ball on streaming, choice, and competition between schools |            |             |
| • counter school cultures, including the work of Willis   |            |             |
| <b>Ethnicity</b>  |            |             |
| • contribution of material and cultural factors   |            |             |
| • curriculum  |            |             |
| • labelling   |            |             |
| • racism  |            |             |
| <b>3.5 Factors affecting educational achievement</b>  |            |             |
| • gender  |            |             |
| • contribution of more employment opportunities for females   |            |             |
| • feminism  |            |             |
| • feminisation of schools   |            |             |
| • crisis of masculinity   |            |             |
| • peer pressure and subcultures   |            |             |

| <b>4. Sociological research methods</b>  | <b>RAG</b> | <b>Tick</b> |
|--|------------|-------------|
| <b>4.1 Usefulness of different types of data</b>   |            |             |
| • primary and secondary data   |            |             |
| • qualitative and quantitative data  |            |             |
| • sources of secondary data, including diaries, journals, official and non-official statistics   |            |             |
| • usefulness of these types of data to sociologists  |            |             |
| <b>4.2 Methods of research</b>   |            |             |
| • qualitative and quantitative methods including   |            |             |
| o questionnaires   |            |             |
| o structured and unstructured interviews   |            |             |
| o different types of observations  |            |             |
| • the value, practical application and strengths and weaknesses of different methods in terms of |            |             |
| o validity, o reliability, o ethics o representativeness   |            |             |
| • mixed methods approaches   |            |             |
| <b>4.3 Sampling processes</b>  |            |             |
| • representative and non-representative sampling techniques                                      |            |             |
| <b>4.4 Practical issues affecting research:</b>  |            |             |
| • access to subjects of research   |            |             |
| • gatekeeper to allow access   |            |             |
| • time and cost of research  |            |             |
| <b>4.5 Ethical issues affecting research:</b>  |            |             |
| • informed consent   |            |             |
| • confidentiality  |            |             |
| • harm to participants   |            |             |
| • deception  |            |             |
| • strategies used by sociologists to address issue   |            |             |