

GCSE Sociology Exam Board EDUQAS - Year 9

Paper 1 : Understanding Social Processes This component focuses on the themes of socialisation, identity and culture. Learners study the key concepts and processes of cultural transmission, including socialisation and the acquisition of identity, and develop these through detailed study of families and education.

Sociological research methods are presented as a separate topic area. However, research methods should permeate the entire course.

Learners should be encouraged, when considering the evidence used to support or challenge theories in their study of families and education, to examine the research methods used, their reliability and their appropriateness for that study.

This will help learners to understand the importance of assessing the research methods used in evidence gathering. Sociological theory and its relevance in contemporary society also permeates the course. Learners should be familiar with the theories of named classical sociologists and their relevance to contemporary society.

Key concepts and processes of cultural transmission

Key sociological concepts Culture, norms, values, roles, status, identity, sanctions and cultural diversity.

Debates over the acquisition of identity nature/nurture including examples of feral children and cultural diversity

The process of socialisation

Agents of socialisation

family, education, media, peer group

How agents of socialisation pass on culture and identity?

For example: gender, class and ethnic identity informal and formal social control

Families What is the 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 and one-child family policy in China.

Structures Changes in social norms, secularisation, values and laws, feminism, economic factors, technology and immigration and their impact on family diversity, including the work of Rapoport, divorce rates and serial monogamy, cohabitation, single parent families, later age of marriage, singlehood ,family size.

Changes / Relationships Changes in social norms, secularisation, values and laws, feminism, economic factors, technology and their impact on segregated and joint conjugal roles, symmetrical families, domestic division of labour, New Man, decision making / money management dual career families, leisure activities, theory of symmetrical family and principle of stratified diffusion, developed from the functionalist perspective of Willmott and Young. Child-rearing patterns and child-centred families, 'boomerang' children and 'sandwich' generation.

Theories 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 and New Right views of family.

Criticisms 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 and decline of the traditional family.

Sociological research methods

Usefulness of different types of data/ Methods of research 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

Methods of research

Qualitative and quantitative methods including Questionnaires or structured and unstructured interviews and different types of observations. The value, practical application and strengths and weaknesses of different methods in terms of validity, reliability, ethics, representativeness and mixed methods approaches.

Sampling processes

Representative and non-representative sampling techniques

Practical issues affecting research Access to subjects of research, gatekeeper to allow access and time and cost of research

Ethical issues affecting research

Informed consent

Confidentiality

Harm to participants

Deception

Strategies used by sociologists to address issues

GCSE Sociology Exam Board EDUQAS - Year 10

<p><u>Paper 1: Education</u></p> <p><u>Sociological theories of the role of education</u> Conflict versus consensus debate on the role of education Consensus view of Functionalism Functionalist theory of education 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 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 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</p> <p><u>Processes inside schools</u> Processes within schools affecting educational achievement , 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</p>	<p><u>Patterns of educational achievement</u> Patterns of attainment by gender, social class and ethnicity.</p> <p><u>Factors affecting educational achievement</u></p> <p>Social class 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</p> <p>Ethnicity Contribution of material and cultural factors curriculum Labelling Racism</p> <p>Gender Contribution of more employment opportunities for females Feminism Feminisation of schools Crisis of masculinity Peer pressure and sub cultures</p> <p><u>Paper 2: Crime and Deviance</u> Concepts of crime and deviance. What is crime? What is deviance? Historical and cultural variations. Social construction of crime and deviance.</p> <p><u>Patterns of criminal and deviant behaviour</u> Informal and formal social control and unwritten rules Agencies of informal social control Family/Peer group/Education/Religion/Media/Sanctions Formal social control - Role of the police and courts</p>	<p><u>Sociological theories</u></p> <p>Conflict versus consensus debate Consensus view of Functionalism Functions of crime Anomie, including the work of Merton and strain theory Subcultural theory Albert Cohen and delinquent sub-cultures Conflict view of Marxism Chambliss and differential enforcement of the law white collar and corporate crime Interactionism notion of the typical offender Labelling Self-fulfilling prophecy, including the work of Becker and the deviant career Moral panics 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 o chivalry thesis Ethnicity and crime Racism Institutional racism Scapegoating</p> <p><u>Sources of data</u> Patterns and trends of criminal behaviour Official statistics Victim and self-report studies Usefulness of sources of data on crime Dark figure of crime Unreported and unrecorded crime Police bias and labelling Moral panics Invisible crime</p>
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Paper 2: Understanding Social Structures

Social differentiation and stratification

Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality

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

Factors which may influence class, gender, ethnicity, age, disability and sexuality.

Social construction of identity/roles, status, prejudice, discrimination, stereotyping, labelling, scapegoating, media representation, legislation, moral panics, sub-cultures , with specific reference to social class, private schooling, old boys' network, affluent worker, including the work of Devine with specific reference to gender ,sexism, glass ceiling, patriarchy, including the work of Walby. Crisis of masculinity, with specific reference to ethnicity, racism, institutional racism ,with specific reference to age, ageism , with specific reference to disability, medical and social models of disability with specific reference to sexuality, homophobia , religion and belief.

Poverty as a social issue

Absolute and relative poverty, including the work of Townsend on relative deprivation

Material deprivation

Groups prone to poverty

Culture of poverty, including the work of Murray on the underclass

Cycle of deprivation

Social exclusion and inclusion

Impact of globalisation

Applied methods of sociological enquiry

The process of research design

Choosing a research area

Establishing an aim and/or hypothesis

Choosing a method

Use of pilot study

Selection of sampling techniques

Analysis of data

Usefulness of mixed methods approach

Interpreting data

How to interpret graphs, diagrams, charts and tables in order to discern patterns and trends

Assessment	Useful Websites
<p><i>This exam is not tiered. This means all students will sit the same exam paper.</i></p> <p><i>Students will complete assessments throughout the year that will be based on the final exam paper. Students will sit internal exams at the end of each academic year.</i></p> <p><i>Homework will be set that will provide retrieval of key information and give students the opportunity to embed their learning and complete exam practice.</i></p> <p>2 Exam Papers</p> <p>Paper 1 – 50%</p> <p>Paper 2 – 50%</p> <p><i>A01 Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods</i></p> <p><i>A02 Apply knowledge and understanding and sociological theories</i></p> <p><i>A03 Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions</i></p> <p><i>Equal % of all three A0 in each paper.</i></p> <p><i>1, 2, 4, 8,12, 15 mark questions (Some multiple choice)</i></p> <p><i>Doesn't identify a specific question for SPaG.</i></p> <p><i>Mark scheme does discuss coherence of response within higher mark questions.</i></p>	<p>https://www.eduqas.co.uk/qualifications/sociology/qcse/</p> <p>https://getrevising.co.uk/resources/crime-and-deviance-aqa-sociology</p> <p>https://www.bbc.com/bitesize/subjects/zbbw2hv</p> <p>http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1088</p> <p>https://getrevising.co.uk/grids/studying_society_research_design_pros_and_cons</p>