Families and households

| **Specification and content** | **Covered ✓** | **RAG** | **RAG** |
| --- | --- | --- | --- |
| 1. **The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies**
 |
| **Different sociological views On the role of the family and its relationship to wider social structures such as the economy.*** functionalist,
* feminist,
* Marxist,
* New Right and
* postmodernist,
* Parsons,
* Murdock,
* Zaretsky,
* Oakley
 |  |  |  |
| **The impact on** **the family of gov**ern**ment legislation, and policies, eg** * divorce,
* adoption and same sex marriage,
* education,
* housing and welfare,
* Donzelot,
* Leonard,
* Murray
 |  |  |  |
| **2. Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures** |
| **An understanding of the trends in contemporary family and household structures,*** symmetrical family,
* beanpole families,
* matrifocal families,
* serial monogamy,
* lone-parent families,
* house husbands,
* living apart together,
* same sex couples
* Chester,
* Giddens,
* Rapoports
 |  |  |  |
| **Different sociological explanations for the reasons and significance of ttrends.*** Weeks,
* Chester,
* Stacey
 |  |  |  |
| **Including the significance of individual choice in personal relationships and the significance of relationships beyond the traditional family structures.*** May,
* Smart,
* Stacey
 |  |  |  |
| 1. **Gender roles, domestic labour and power relationships within the family in contemporary society**
 |
| **Different sociological arguments and evidence on this, including an understanding of the extent of changes and also diversity of experiences.*** Dunscombe and Marsden,
* Pahl,
* Dunne
 |  |  |  |
| **Different aspects of relationships, eg** * domestic labour,
* childcare,
* domestic violence,
* finance,
* dual burden /triple shift etc.
* Pahl and Vogler,
* Dobash and Dobash,
* Gershuny
 |  |  |  |
| 1. **The nature of childhood, and changes in the status of children in the family and society**
 |
| **How childhood is socially constructed.*** Pilcher,
* Aries,
* Wagg
 |  |  |  |
| Different sociological views on the nature and experience of childhood.* Postman,
* Palmer,
* Womack
 |  |  |  |
| **How childhood is experienced differently across gender, ethnicity and social class.*** McRobbie and Garber,
* Brannen,
* Howard
 |  |  |  |
| **Cross cultural differences and how the experience of childhood has changed historically.*** Aries,
* Punch,
* Donzelot
 |  |  |  |
| **5. Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation** |
| **Sociological debates about the nature, causes and significance of these changes.** * McKeown,
* Hirsch,
* Townsend
 |  |  |  |
| **How these changes impact on family and households, and also wider society, including concepts such as** * net migration,
* infant mortality rate and
* fertility rate.
* The Griffiths report,
* Picher,
* Blaikie
 |  |  |  |

Education Checklist

| **Specification and content** | **Covered ✓** | **RAG** | **RAG** |
| --- | --- | --- | --- |
| 1. **The role and functions of the education system, including its relationship to the economy and to class structure**
 |
| **Functionalist and New Right explanations of the role and functions of the education system:*** social solidarity,
* skills teaching,
* meritocracy,
* selection and role allocation.
* Durkheim,
* Parsons,
* Davis & Moore,
* Chubb & Moe
 |  |  |  |
| **Marxist explanations of the role and functions of the education system:*** ideological state apparatuses,
* reproduction of social class inequality,
* legitimation of social class inequality.
* Althusser,
* Bowles and Gintis,
* Willis
 |  |  |  |
| 1. **Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society**
 |
| **Patterns and trends in differential educational achievement by social class, ethnicity and gender, eg in relation to GCSE results.** Official statistics on patterns |  |  |  |
| **Different sociological explanations of social class differences in educational achievement in relation to external factors (outside the education system):*** cultural deprivation,
* material deprivation and
* cultural capital.
* J.W.B. Douglas,
* Bernstein,
* Bourdieu
 |  |  |  |
| **Different sociological explanations of gender differences in educational achievement in relation to external factors:*** changes in the family and labour market affecting women and men
* The influence of feminist ideas.
* Sharpe,
* McRobbie,
* Francis
 |  |  |  |
| **Different sociological explanations of ethnic differences in educational achievement in relation to external factors:*** cultural deprivation,
* material deprivation and
* racism in wider society.
* Bereiter & Engelmann,
* Evans,
* Lupton
 |  |  |  |
| 1. **Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning**
 |
| **Different sociological explanations of social class differences in educational achievement in relation to internal factors and processes within schools, eg** * teacher labelling,
* the self-fulfilling prophecy,
* pupil subcultures and
* pupils’ class identities.
* Becker,
* Lacey,
* Ball
 |  |  |  |
| **Different sociological explanations of gender differences in educational achievement in relation to internal factors, eg** * the curriculum,
* selection and marketisation,
* feminisation of education,
* pupil subcultures and
* gender identities.
* Kelly,
* Gorard,
* Weiner
 |  |  |  |
| **Patterns and trends in subject choice by gender. Different sociological explanations of gender differences in subject choice:*** subject image,
* teaching and learning styles and
* primary socialisation.
* Official statistics on patterns
 |  |  |  |
| **Different sociological explanations of ethnic differences in educational achievement in relation to internal factors,*** racist labelling,
* the self-fulfilling prophecy,
* pupil subcultural responses,
* ethnic identities,
* institutional racism and
* the ethnocentric curriculum.
* Gilborn & Youdell,
* Coard,
* Moore & Davenport
 |  |  |  |
| 1. **The significance of educational policies, including policies of selection, marketisation and privatisation, and polices to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy**
 |
| **The impact of educational policies of selection, marketisation and privatisation, such as:** * the tripartite system and the post-1988 education system, in relation to educational standards and class differences of outcome;
* the globalisation of educational policy.
* Ball,
* Whitty,
* David
 |  |  |  |
| **The impact of educational policies aimed at achieving greater equality of opportunity or outcome:*** comprehensive system,
* compensatory education policies,
* education action zones and
* tuition fees.
* Douglas,
* Keddie,
* Ball
 |  |  |  |
| **Education policies in relation to gender and ethnic differences and their impact:*** GIST,
* WISE and
* multicultural education.
* Francis,
* Sewell,
* Mirza
 |  |  |  |
| **Different sociological explanations of the impact of educational policies:*** parentocracy and differences in economic and cultural capital.
* Gewirtz,
* Gillborn & Youdell,
* Bartlett
 |  |  |  |

Methods in context

| **Specification and content** | **Covered ✓** | **RAG** | **RAG** |
| --- | --- | --- | --- |
| 1. **Students must be able to apply sociological research methods to the study of education**
 |
| **The application of the range of primary and secondary methods and sources of data (as covered below in AS level Research Methods and in A-level Theory and Methods) to the particular topics studied in education, with specific reference to the strengths and limitations of the different methods and sources of data in different educational contexts.** |  |  |  |

A-Level Theory and Methods

| **Specification and content** | **Covered ✓** | **RAG** | **RAG** |
| --- | --- | --- | --- |
| * **1. Quantitative and qualitative methods of research; research design**
* **Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics**
* **The distinction between primary and secondary data, and between quantitative and qualitative data**
* **The relationship between positivism, interpretivism and sociological methods; the nature of ‘social facts’**

**The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research (AS and A Level)** |
| * **Types of research method and data sources:**
* the differences between quantitative and qualitative data,
* strengths and limitations of quantitative and qualitative data
* the differences between primary and secondary sources of data;
* strengths and limitations of primary and secondary sources of data;
 |  |  |  |
| * **Primary methods of data collection and the main variants of each :**
* Questionnaires
	+ Interviews (structured and unstructured)
	+ observation (participant and non-participant observation)
	+ experiments (laboratory and field experiments).
	+ The main stages of the research process for these methods.
	+ Practical, Ethical and theoretical strengths and weaknesses for each method
 |  |  |  |
| * **Secondary sources of data:**
* Documents (personal, public and historical; different sources of official statistics.)
* official statistics (including different sources)
 |  |  |  |
| **Research design, in relation to** * pilot studies and
* sampling techniques;
* main stages of the research process in relation to the methods.
 |  |  |  |
| * **Practical issues affecting choice of methods and sources,**
* time,
* cost,
* access and
* researcher’s characteristics;
* strengths and limitations of different methods and sources in relation to these issues.
 |  |  |  |
| * **Ethical issues affecting choice of methods and sources,**
* informed consent,
* deceit and
* vulnerable groups;
* strengths and limitations of different methods and sources in relation to these issues.
 |  |  |  |
| * **Theoretical issues affecting choice of methods and sources,**
* reliability,
* validity,
* representativeness,
* positivism,
* interpretivism;
* strengths and limitations of different methods and sources in relation to these issues.
 |  |  |  |
| * **Practical, ethical and theoretical factors influencing choice of research topic,**
* personal experience and
* policy concerns.
 |  |  |  |
| * + - **Consensus, conflict, structural and social action theories (A level)**
 |
| **The difference between consensus and conflict theories of society, including** * consensus theories such as functionalism, the New Right,
* conflict theories, ie Marxism and feminism;

**The major variants of such theories,** * scientific and humanistic Marxism;
* liberal, radical, Marxist etc feminism.
* Marx,
* Gramsci,
* Althusser,
* Durkheim,
* Parsons,
* Merton
 |  |  |  |
| **The difference between structural theories such as functionalism and Marxism, and action theories**;* the main types of action theory, such as
* social action theory,
* symbolic interactionism and
* ethnomethodology.
* Weber,
* Mead,
* Blumer,
* Becker,
* Goffman,
* Garfinkel
 |  |  |  |
| * + - **The concepts of modernity and post-modernity in relation to sociological theory (A level)**
 |
| **The concepts of modernity and postmodernity, including variants such as late modernity.*** Baudrillard,
* Giddens,
* Beck,
* Harvey
 |  |  |  |
| **Modernist and postmodernist theories of contemporary society.*** Baudrillard,
* Giddens,
* Beck,
* Harvey
 |  |  |  |
| * 1. **The nature of science and the extent to which Sociology can be regarded as scientific (A Level)**
 |
| **Debates about the scientific status of sociology:** * positivist and interpretivist views.
* Durkheim,
* Weber,
* Glaser & Strauss,
* Atkinson
 |  |  |  |
| **Different views of the natural sciences and implications for sociology’s scientific status.*** Popper,
* Kuhn,
* realism,
* Keat & Urry
 |  |  |  |
| **The relationship between theory and methods** |
| **The relationship between theoretical perspective and preference for particular research methods and sources of data,** * positivism and quantitative data,
* interpretivism and qualitative data.
* Durkheim,
* Atkinson,
* Jack Douglas
 |  |  |  |
| * 1. **Debates about subjectivity, objectivity and value freedom (A Level)**
 |
| **Concepts of** * objectivity,
* subjectivity,
* value freedom and
* ideology.
* Comte,
* Durkheim,
* Marx,
* Weber,
* Becker,
* Gouldner
 |  |  |  |
| **Different views of whether sociology can and should be objective or value free,*** classical sociology,
* value neutrality and
* committed sociology;
* relativism.
* Comte,
* Durkheim,
* Marx,
* Weber,
* Becker,
* Gouldner
 |  |  |  |
| * 1. **The relationship between Sociology and social policy (A Level)**
 |
| **The difference between social problems and sociological problems;** * perspectives on social policy
* perspectives on the role of sociology in relation to policy.
* Worsley,
* Comte,
* Durkheim,
* Marx,
* Murray
 |  |  |  |

**The Media**

| **Specification and content** | **Covered ✓** | **RAG** | **RAG** |
| --- | --- | --- | --- |
| 1. **The new media and their significance for an understanding of the role of the media in contemporary society**
 |
| **Competing views on the nature and significance of digital media in contemporary society.*** Boyle,
* Curran and Seaton,
* Cornford and Robbins
 |  |  |  |
| **The growth and diversity of new media;** * control and use of new media.
* Boyle,
* Cornford and Robbins,
* Keen
 |  |  |  |
| 1. **The relationship between ownership and control of the media**
 |
| **Sociological views, including Marxist and postmodernist pluralist, on the ownership and control of the media.*** The Frankfurt school,
* Whale,
* Levene,
* Baudrillard
 |  |  |  |
| **The pattern of ownership**.* Curran,
* GUMG,
* Bagdikian
 |  |  |  |
| **The extent to which owners, as opposed to other groups, control the content.*** GUMG,
* Curran,
* Miliband
 |  |  |  |
| 1. **The media, globalisation and popular culture**
 |
| **Definitions of culture and the nature, causes and significance of global culture and global media on contemporary society.*** Strinati,
* Ritzer,
* Lechner and Boli
 |  |  |  |
| **The effects of globalisation on popular culture and the role of the media,** * debates about cultural imperialism.
* Flew,
* Fenton,
* Storey
 |  |  |  |
| 1. **The processes of selection and presentation of the content of the news**
 |
| **Sociological views on the social construction of news, including** * practical,
* technological, (including the new media),
* organisational and
* ideological factors.
* Jones,
* Galtung and Ruge,
* Davies
 |  |  |  |
| **The influence on the content of news of** * audience,
* advertisers,
* the new media,
* media professionals and
* government.
* The Leveson Enquiry,
* GUMG,
* Jewkes
 |  |  |  |
| 1. **Media representations of age, social class, ethnicity, gender, sexuality and disability**
 |
| **The nature, causes, trends and significance of these representations.*** Wayne,
* Newman,
* Van Djik,
* Wolf,
* Batchelor et al,
* Barnes

**Changes in the representations of different groups.*** Connell,
* Hall,
* McRobbie
 |  |  |  |
| 1. **The relationship between the media, their content and presentation, and audiences**
 |
| **Different theories concerning the effects of the media on their audience.*** Morley,
* Klapper,
* Blumer and McQuail,
* GUMG
 |  |  |  |
| **Methodological issues of researching media effects, including violent content.*** Gauntlett,
* GUMG,
* Morrison,
* Bandura et al
 |  |  |  |

Beliefs in society

| **Specification and content** | **Covered ✓** | **RAG** | **RAG** |
| --- | --- | --- | --- |
| * 1. **Ideology, science and religion, including both Christian and non-Christian religious traditions**
 |
| **Science as a social construct.** * Issues in defining religion.
* Durkheim,
* Giddens,
* Berger
 |  |  |  |
| **Religion and science as belief systems and ideological influences.*** Bainbridge,
* Weber,
* Berger
 |  |  |  |
| **Different theoretical views on the role and function of religion,** * functionalist,
* Marxist
* Neo-Marxist,
* feminist and
* postmodernist.
* Durkheim,
* Parsons,
* Marx,
* El Sadaawi
 |  |  |  |
| **The relationship between social change and social stability, and religious beliefs, practices and organisations** |
| **Sociological views on religion as a conservative force and, as a force for social change, for stability or conflict.*** Durkheim,
* Marx,
* Weber
 |  |  |  |
| **The impact of social change on religious belief, practices and organisations.*** Wilson,
* Bruce,
* Wallis
 |  |  |  |
| * 1. **Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice**
 |
| **Characteristics of different types of religious organisation.*** Troeltsch,
* Wallis,
* Wilson
 |  |  |  |
| **Explanations for growth or decline of different forms of religious organisation.*** Wallis,
* Weber,
* Barker
 |  |  |  |
| * 1. **The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices**
 |
| **Patterns of religiosity among different social groups, such as** * social class,
* ethnicity,
* gender and
* age.
* Weber,
* El Sadaawi,
* Davies
 |  |  |  |
| **Explanations for changes in these patterns.*** Modood et al,
* Woodhead,
* Bruce
 |  |  |  |
| * 1. **The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions**
 |
| **Defining and measuring secularisation. The extent of belief and practice.*** Wilson,
* Glock and Stark,
* Davie
 |  |  |  |
| **Competing explanations and evidence for secularisation in terms of** * belief,
* practice and
* organisations.
* Bruce,
* Wilson,
* Weber
 |  |  |  |
| **Global context of debate including** * fundamentalism and
* the growth of religion.
* Berger,
* Davie,
* Norris and Inglehart
 |  |  |  |

**Crime and Deviance**

| **Specification and content** | **Covered ✓** | **RAG** | **RAG** |
| --- | --- | --- | --- |
| 1. **Crime, deviance, social order and social control**
 |
| **Functionalist explanations of crime, deviance, social order and social control, eg** * positive functions of crime,
* adaptations to strain,
* types of subculture,
* differential association.
* Durkheim,
* Merton,
* A.K.Cohen,
* Cloward and Ohlin
 |  |  |  |
| **Marxist and neo-Marxist explanations of crime, deviance, social order and social control, eg** * criminogenic capitalism,
* law making and
* critical criminology.
* Marx,
* Chambliss,
* Snider,
* Taylor,
* Walton & Young
 |  |  |  |
| **Labelling theory of crime, deviance, social order and social control, eg*** the social construction of crime,
* the effects of labelling and
* deviance amplification.
* Becker,
* Cicourel,
* Lemert,
* S.Cohen,
* Braithwaite
 |  |  |  |
| **Right realist explanations of crime, deviance, social order and social control, eg** **the causes of crime and** * solutions to crime.
* Wilson,
* Murray,
* Wilson & Kelling,
* Felson
 |  |  |  |
| **Left realist explanations of crime, deviance, social order and social control, eg** * relative deprivation,
* subcultures and
* marginalisation.
* Young,
* Lea & Young
 |  |  |  |
| 1. **The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime**
 |
| **The social distribution of crime and deviance by ethnicity, including recent patterns and trends and different explanations for these, eg** * ethnicity and criminality,
* racism and the criminal justice system and
* victimisation.
* Bowling and Phillips,
* Gilroy,
* Hall
 |  |  |  |
| **The social distribution of crime and deviance by gender, including recent patterns and trends and different explanations for these, eg** * feminism,
* the chivalry thesis,
* sex role theory,
* social control and
* liberation thesis.
* Pollak,
* Heidensohn,
* Carlen
 |  |  |  |
| **The social distribution of crime and deviance by social class, including recent patterns and trends and different explanations for these, eg** * selective law enforcement and
* white-collar crime.
* Marx,
* Lea & Young,
* Pearce,
* Merton,
* Miller
 |  |  |  |
| 1. **Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes**
 |
| **Globalisation and crime in contemporary society, eg** * transnational organised crime,
* global criminal organisations,
* global capitalism and
* crimes of the powerful.
* Castells,
* Held, Taylor,
* Hobbs & Dunningham,
* Glenny
 |  |  |  |
| **The media and crime, eg** **media representations of crime,** * the media as a cause of crime and
* moral panics.
* S.Cohen,
* Young,
* Jewkes,
* McRobbie & Thornton
 |  |  |  |
| **Green crime, eg** * types of green crime and
* green criminology.
* South,
* Beck,
* White
 |  |  |  |
| **Human rights and state crimes, eg** * war,
* genocide and torture, and
* human rights abuses.
* McLaughlin,
* H & J Schwendinger
 |  |  |  |
| 1. **Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies**
 |
| **Crime control, surveillance, prevention and punishment, eg** * crime prevention strategies, and
* sociological perspectives on punishment.
* Durkheim,
* Rusche & Kirchheimer,
* Felson,
* Chaiken,
* Wilson & Kelling
 |  |  |  |
| **Patterns of victimisation and explanations for these, eg** * positivist victimology and
* critical victimology.
* Christie,
* Miers,
* Mawby & Walklate,
* Tombs & Whyte
 |  |  |  |
| **The role of the criminal justice system and other agencies, eg** * the role of police,
* courts and
* prisons.
* Foucault,
* Garland,
* S.Cohen
 |  |  |  |