

Topic	Section	Detail	Red	Amber	Green
Key concepts and processes of cultural transmission	1.1 Key sociological concepts	Culture, norms, values, roles, status, identity, sanctions, cultural diversity			
	1.2 Debates over the acquisition of identity	Nature/nurture including examples of feral children and cultural diversity			
	1.3 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	2.1 Family diversity and different family forms in the UK and within a global context	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			
	2.2 Social changes and family 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			
	2.3 Social changes and family 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 'Sandwich' generation			
	2.4 Sociological theories of the role of the family	Conflict versus consensus debate on the role of the family Consensus view of Functionalism			

		<p>Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities</p> <p>Conflict view of Marxism</p> <p>Marxist theory of families serving the interests of capitalism, including the work of Zaretsky</p> <p>Conflict view of Feminism</p> <p>Feminist critique of family as a patriarchal institution, including the work of Delphy and Leonard and Oakley and the conventional family</p> <p>New Right views of family</p>			
Education	3.1 Sociological theories of the role of education	<p>Conflict versus consensus debate on the role of education</p> <p>Consensus view of Functionalism</p> <p>Functionalist theory of education: 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</p> <p>Achieved status and education operating on meritocratic principles, with reference to the work of Parsons</p> <p>Conflict view of Marxism</p> <p>Marxist theory of education serving the needs of capitalism, education maintaining inequality, including the work of Bowles and Gintis on the correspondence theory</p> <p>Conflict view of Feminism</p> <p>Feminist theory of education perpetuating patriarchy, including the work of Becky Francis on the patriarchal nature of schools</p>			
	3.2 Processes inside schools.	<p>Processes within schools affecting educational achievement: labelling, including the work of Hargreaves, hidden curriculum, streaming, banding</p> <p>Anti-school sub-cultures including the work of Willis, teacher expectations, including the work of Ball, self-fulfilling prophecy</p>			
	3.3 Patterns of educational achievement	<p>Patterns of attainment by:</p> <p>gender</p> <p>social class</p> <p>ethnicity</p>			
	3.4 Factors affecting educational achievement	<p>Social class: contribution of material factors, including the work of Halsey on class based inequalities, cultural factors, labelling, catchment areas</p> <p>Types of school, including the work of Ball on streaming, choice and competition between schools</p> <p>Counter school cultures, including the work of Willis</p>			

		ethnicity: contribution of material and cultural factors, curriculum, labelling, racism			
	3.5 Factors affecting educational achievement	Gender Contribution of more employment opportunities for females Feminism Feminisation of schools Crisis of masculinity Peer pressure and sub cultures			
Sociological research methods	4.1 Usefulness of different types of data	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			
	4.2 Methods of research	Qualitative and quantitative methods including: questionnaires, structured and unstructured interviews, different types of observations The value, practical application and strengths and weaknesses of different methods in terms of: validity, reliability, ethics, representativeness Mixed methods approaches			
	4.3 Sampling processes	Representative and non-representative sampling techniques			
	4.4 Practical issues affecting research	Access to subjects of research Gatekeeper to allow access. Time and cost of research			
	4.5 Ethical issues affecting research	Informed consent Confidentiality Harm to participants Deception Strategies used by sociologists to address issues			
Social differentiation and stratification	5.1 Sociological theories of stratification	Conflict versus consensus debate on stratification Consensus view of Functionalism Functionalist theory of stratification: Davis and Moore's theory on the role of stratification in terms of effective role allocation and performances linked to the promise of rewards, meritocracy Conflict view of Marxism Marxist theory of social stratification: socio-economic classifications and two class system, power of bourgeoisie to exploit the proletariat and to maintain their position, false class consciousness			

		<p>Conflict view of Weber Weberian theory of stratification: socio-economic classifications, theory of class, status Conflict view of Feminism Feminist views on patriarchy and stratification</p>			
	5.2 Different forms and sources of power and authority	<p>Formal and informal sources of power Agencies of social control Weberian theory of authority: traditional, charismatic and rational-legal</p>			
	5.3 Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality	<p>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</p>			
	5.4 Factors which may influence access to life chances and power	<p>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 or ageism With specific reference to disability, medical and social models of disability with specific reference to sexuality, homophobia Religion and belief</p>			
	5.5 Poverty as a social issue	<p>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</p>			

		<p>Cycle of deprivation</p> <p>Social exclusion and inclusion</p> <p>Impact of globalisation</p>			
Crime and deviance	6.1 Social construction of concepts of crime and deviance	<p>What is crime?</p> <p>What is deviance?</p> <p>Historical and cultural variations</p> <p>Social construction of crime and deviance</p>			
	6.2 Social control	<p>Informal and formal social control and unwritten rules</p> <p>Agencies of informal social control: family, peer group, education, religion, media , sanctions</p> <p>Formal social control o role of the police and courts</p>			
	6.3 Patterns of criminal and deviant behaviour	<p>Patterns of criminal behaviour by: social class, ethnicity, age, gender</p>			
	6.4 Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist, and feminist)	<p>Conflict versus consensus debate</p> <p>Consensus view of Functionalism</p> <p>Functions of crime, anomie, including the work of Merton and strain theory</p> <p>Subcultural theory, Albert Cohen and delinquent sub-cultures</p> <p>Conflict view of Marxism, Chambliss and differential enforcement of the law, white collar and corporate crime</p> <p>Interactionism, notion of the typical offender, labelling, self-fulfilling prophecy, including the work of Becker and the deviant career, moral panics</p> <p>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, chivalry thesis</p> <p>Ethnicity and crime, racism, institutional racism, scapegoating</p>			
	6.5 Sources of data on crime	<p>Patterns and trends of criminal behaviour</p> <p>Official statistics</p> <p>Victim and self-report studies</p> <p>Usefulness of sources of data on crime, dark figure of crime</p> <p>Unreported and unrecorded crime</p> <p>Police bias and labelling, moral panics, invisible crime</p>			
Applied methods of sociological enquiry	7.1 The process of research design	<p>Choosing a research area</p> <p>Establishing an aim and/or hypothesis</p> <p>Choosing a method</p> <p>Use of pilot study</p>			

		Selection of sampling techniques Analysis of data Usefulness of mixed methods approach			
	7.2 Interpreting data	How to interpret graphs, diagrams, charts and tables in order to discern patterns and trends			