[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjipNaP8ojVAhXBBBoKHVMEBN8QjRwIBw&url=https://www.thoughtco.com/what-is-sociology-3026639&psig=AFQjCNF1O3rxW4C-jTwlqtY5-4pdqIx70Q&ust=1500124901823854)

**Revision Guidance**

**CONTENTS PAGE**

|  |  |
| --- | --- |
| The course | p.2 |
| Textbooks and revision resources | p.3 |
| Keep Calm and carry on….. (guidance about managing revision) | p.4 |
| How to structure revision | p.5 |
| Exam paper for Component 1 | p.6 |
| What do I need to revise for Component 1? | p.7 |
| Exam paper for Component 2 | p.11 |
| What do I need to revise for Component 2? | p.12 |
|  |  |

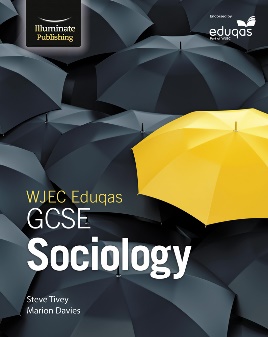
**Course Details.**

The sociology course you are studying is with **Eduqas** and the qualification is made up of two different units. These units cover the main sociological themes of socialisation, culture, identity, power, control and inequality. Research methods will also be assessed as it is a foundation within the subject.

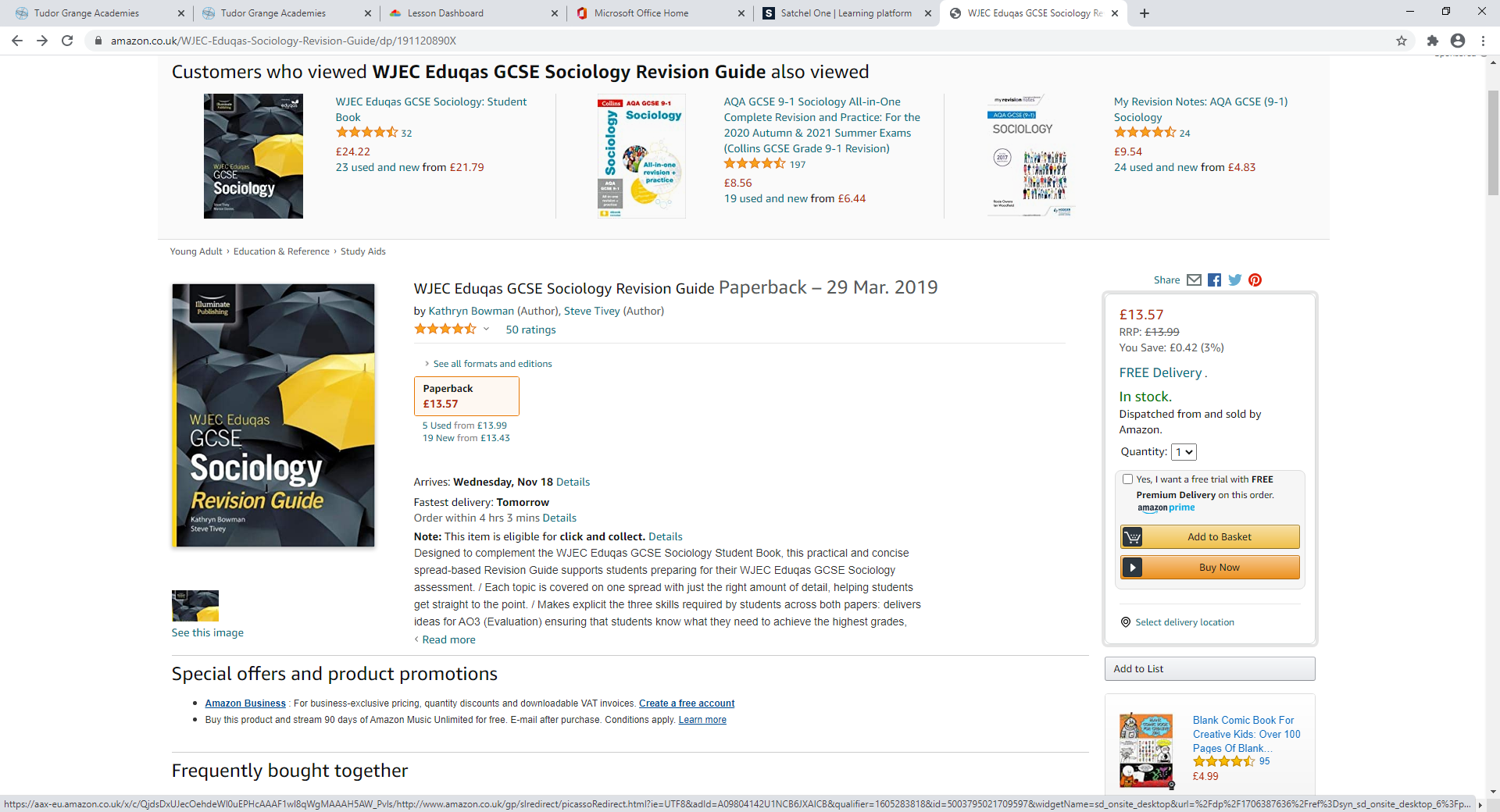
You will take the full GCSE at end of year 11 in the summer of 2019. The two units you will study are outlined below with further details:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Paper Title** | **Topics** | **Length/ Time** | **Marks** | **Worth** |
| Component 1: Understanding Social Processes | * Key concepts and processes of cultural transmission * Families * Education * Research methods | 1hr 45m | 100 | 50% of your final grade |
| Component 2: Understanding Social Structures | * Social differentiation and stratification * Crime and deviance * Applied methods of sociological enquiry | 1hr 45m | 100 | 50% of your final grade |

**Textbooks and Revision Resources.**

To support your revision you may wishto buy your own textbook[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjFnIbehOTWAhXL6xQKHZWLDWkQjRwIBw&url=http://www.illuminatepublishing.com/index.php?main_page%3Dproduct_info%26products_id%3D138&psig=AOvVaw0qVReeWybMxM2sQ1BYMC2Z&ust=1507655549269576) and the one we recommend is below:

**Author(s):** Steve Tivey, Marion Davies **Awarding body:** WJEC/Eduqas **Level:** GCSE **ISBN:** 978-1-911208-20-4 **Subject:** Sociology **Price:** £24.99

Alternatively, you may wish to purchase the following revision guide which we feel is a better support to students.

**Author(s):** Kathryn Bowman and Steve Tivey,

**Awarding body:** WJEC/Eduqas **Level:** GCSE **ISBN:** 191120890X

**Subject:** Sociology **Price:** £24.99

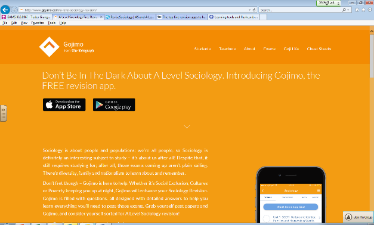
If you are a student wishing to expand your Sociological knowledge further, keeping up to date with current events is important. Below is a list of programmes that may be of interest to you.

|  |  |  |
| --- | --- | --- |
| * The news * Panorama (BBC 1) | * Tonight (ITV3) * Dispatches (Channel 4) |  |

**Revision Websites:**

To support your revision you may also wish to use revision websites and/or apps. Below are some suggests for you.

|  |  |  |
| --- | --- | --- |
| **Study Wise** | **S-Cool** | **Revise Sociology** |
|  |  |  |
| https://studywise.co.uk | https://www.s-cool.co.uk | https://revisesociology.com/ |

**Revision App:** Gojimo is a useful revision app that has been developed by the Telegraph. It has mostly free content but some you do need to pay for.

http://www.gojimo.com

**Keep Calm and Carry On….**

Exams can be very stressful and can cause people anxiety so it is really important to look after yourself during this time. Due to this people can become unfocused. Being organised is one of the best ways of managing this but it isn’t the only strategy you can use. Follow the advice below to help yourself manage your revision without becoming too overwhelmed.

1. **Keeping up Motivation:**

It is really important that you maintain motivation between now and the exams. Some people do find this really challenging but you can use different techniques to help you with this. For example plan in rewards to yourself when you achieve particular targets such “I won’t watch my favourite program until I can remember what the function of protein is”. You could always begin with a topic you find really interesting to get you started and make sure you have a routine. This will keep you focused more.

1. **Concentration:**

Most students say that concentration is an issue. We often find it difficult to concentrate because we either get bored, anxious about things or we day-dream. What we need to do is remove these issues but this can be difficult. Having planned revision and revising in blocks will help you but you also need be very strict with yourself about maintaining your concentration.

1. **Organising your Space:**

It is really important that you have a place where you can revise in peace. Spending time organising this space so that it free from distractions and has all the resources you need is very important. Make sure that you don’t have your mobile phone near you or other distractions such as laptops and tablets. Having a designated work place will also help you mentally as you will get into the mindset that this is where you work. It is really advisable that you don’t work on your bed as well as this can give you conflicting messages as your bed is usually somewhere you relax.

1. **Sleep:**

This then brings us to sleep. It is really important that you are getting enough sleep whilst you are revising so don’t start staying up all night trying to revise! It is important to have a regular bed time as this will also help you get up in the morning to carry on revision. Also making sure you “switch off” before going to bed can help you to sleep better. For example, don’t revise right up to going to bed. Stop at least one hour before. In this time do something you find relaxing. This might be having a bath or doing exercise (something else that helps with revision). Whatever it is make sure you also give yourself some me time.

**Remember though revision is key to success in the summer make sure you are not over doing it as this too will impact on the success of your revision.**

For further information about coping with exams please see - <http://www.ucl.ac.uk/support-pages/information/coping-with-exams> - which was used to complete this page.

**How to Structure Revision**

Revise in **3 blocks of 20 – 30 minutes** when you go over your revision tools. There are many ways in which to do this now. Below are some examples.

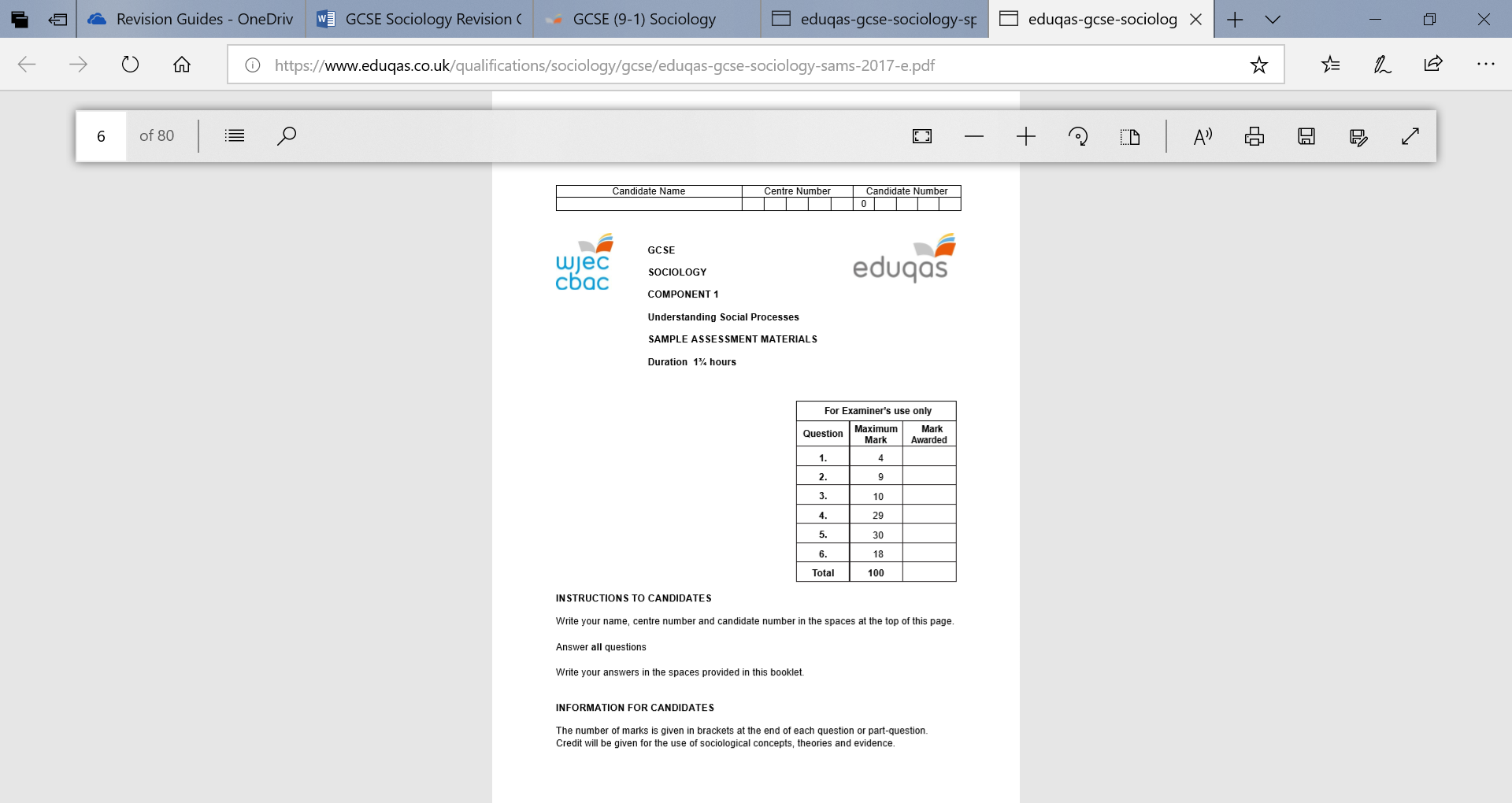
|  |  |
| --- | --- |
| **Example One:**  **Block 1** – Revise one aspect of a topic    **BREAK**  **Block 2** – Plan answer to an exam question on that topic  **BREAK**    **Block 3** – Write answer in timed conditions | **Example Two:**  **Block 1** – Revise one aspect of a topic  **BREAK**  **Block 2** – Re-create a revision tool for that aspect of the topic  **BREAK**  **Block 3** – Compare the resources, what did you miss? Add this onto your new resource in a different colour. |

During the school holidays and the run up to your actual exams only revise for two sessions a day so you don’t over load yourself. For example, this means you may revise like this:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **MORNING SESSION** | **AFTERNOON SESSION** | **EVENING SESSION** |
| **Monday** | Sociology:  9am to 10:30am – 3 blocks of 20 mins with 10 mins breaks  11am to 12:30pm – 3 blocks of 20 mins with 10 mins breaks | Another Subject:  1:30pm to 3pm – 3 blocks of 20 mins with 10 mins breaks  3:30pm to 5pm – 3 blocks of 20 mins with 10 mins break | No revision |
| **Tuesday** | Another Subject:  9am to 10:30am – 3 blocks of 20 mins with 10 mins breaks  11am to 12:30pm – 3 blocks of 20 mins with 10 mins breaks | No revision | Sociology:  4:30 pm to 5pm - 3 blocks of 20 mins with 10 mins breaks  5:30pm to 7pm - 3 blocks of 20 mins with 10 mins breaks |

**Note: Also make sure that you’re not revising every day**

**Exam Paper 1 - Component 1: Understanding Social Processes**



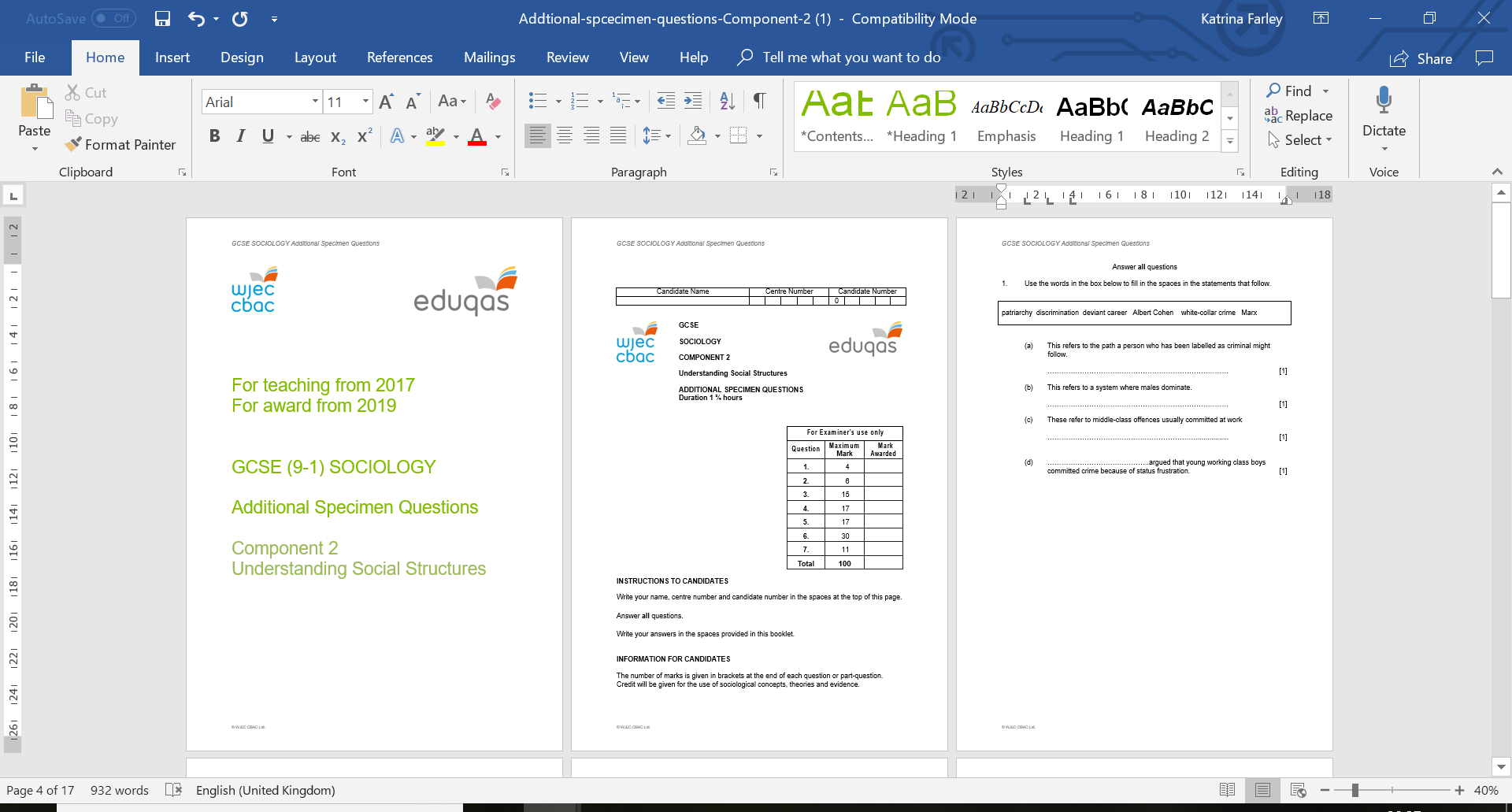
* You must use black ink
* You must answer all the questions on this paper
* Clearly show the number of the question you are answering
* Don’t doodle on your script
* Only write on the lines provided
* If you need more paper as for an additional booklet

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 1 to 3** | **Question 4** | **Question 5** | **Question 6** |
|  |  |  |  |
| Question 1 to 3 will assess your knowledge of “Key concepts and  processes of cultural  transmission”. Question 1 will be about key concepts and the other questions might involve you reading a passage before you answer the questions.  You should spend 15 to 20 minutes these questions. | Question 4 will assess your knowledge of “Families”. The question will begin by asking you to describe a key concept from this topic. You will be asked a series of other questions before you answer an 8 and 15 mark question.  You should spend 30 minutes on this question. | Question 5 will assess your knowledge of “Education”. The question will begin by asking you to describe a key concept from this topic. You will be asked a series of other questions before you answer an 8 and 15 mark question.  You should spend 30 minutes on this question. | Question 6 will assess your knowledge of research methods. You will be asked a range of different questions and the last question will be a 12 mark question.  You should spend 25 to 30 minutes on this question. |

**What do I need to revise for Component 1?**

| **Topic** | **What do I need to know?** |
| --- | --- |
| **Key concepts and**  **processes of cultural**  **transmission** | * 1. **Key sociological concepts**   Culture, norms, values, roles, status, identity, sanctions, cultural diversity   * 1. **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 Rapoports * 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   1. **Sociological theories of the role of the family** * 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   **2.5 Criticisms of family**   * 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 |
| **Education** | * 1. **Sociological theories of the role of education** * conflict versus consensus debate on the role of education * consensus view of Functionalism * 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 as well as 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   **3.2 Processes inside schools.**  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   **3.3 Patterns of educational achievement**   * gender * social class * ethnicity   **3.4 and 3.5 Factors affecting educational achievement**  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   Ethnicity:   * contribution of material and cultural factors * curriculum * labelling * racism   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   1. **Methods of research**   Qualitative and quantitative methods:   * Questionnaires * structured and unstructured interviews * different types of observations * mixed methods approaches   The value, practical application and strengths and weaknesses of different methods in terms of:   * validity * reliability * ethics * representativeness   **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 |

**Exam Paper 2 - Component 2: Understanding Social Structures**



* You must use black ink
* You must answer all the questions on this paper
* Clearly show the number of the question you are answering
* Don’t doodle on your script
* Only write on the lines provided
* If you need more paper as for an additional booklet

|  |  |  |  |
| --- | --- | --- | --- |
| **Question 1 to 2** | **Question 3 to 5** | **Question 6** | **Question 7** |
|  |  |  |  |
| Question 1 to 2 will assess your knowledge of key concepts and your ability to interpret data.  .  You should spend 10 minutes these questions. | Question 3 to 5 will assess your knowledge of “Social Differentiation and Stratification”. The question will begin by asking you to describe a key concept from this topic. You will be asked a series of other questions before you answer 3 9 mark questions.  You should spend 45 minutes on this question. | Question 6 will assess your knowledge of “Crime and Deviance”. The question will begin by asking you to describe a key concept from this topic. You will be asked a series of other question before you answer an 8 and 15 mark question.  You should spend 30 minutes on this question. | Question 7 will assess your knowledge of research methods by applying it to topics we have studied. You will be asked a range of different questions.  You should spend 20 minutes on this question. |

**What do I need to revise for Component 2?**

| **Topic** | **What do I need to know?** |
| --- | --- |
| **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 o meritocracy * Conflict view of Marxism * Marxist theory of social stratification o socio-economic classifications and two class system * power of bourgeoisie to exploit the proletariat and to maintain their position and false class consciousness * conflict view of Weber * Weberian theory of stratification * conflict view of Feminism * Feminist views on patriarchy and stratification   **5.2 Different forms and sources of power and authority**   * formal and informal sources of power * agencies of social control * Weberian theory of authority   **5.3 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:  o education  o crime  o income and wealth  o health  o family  o work  o media  5**.4 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 o 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   **5.5 Poverty as a social issue 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 |
| **Crime and deviance** | **6.1 Social construction of concepts of crime and deviance**   * what is crime? * what is deviance? * historical and cultural variations * social construction of crime and deviance   **6.2 Social control**   * informal and formal social control and unwritten rules * agencies of informal social control   **6.3 Patterns of criminal and deviant behaviour**   * social class * ethnicity * age * gender   **6.4 Sociological theories and explanations of deviance and criminal behaviour (structural, subcultural, interactionist and feminist)**   * conflict versus consensus debate * consensus view of Functionalism * functions of crime o 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:   o notion of the typical offender  o labelling  o self-fulfilling prophecy, including the work of Becker and the deviant career  o moral panics   * conflict view of Feminism o 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 * ethnicity and crime * Racism * institutional racism * scapegoating   **6.5 Sources of data on crime**   * 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 |
| **Applied methods of sociological enquiry** | **7.1 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   **7.2 Interpreting data**  How to interpret graphs, diagrams, charts and tables in order to discern patterns and trends |