

Year 13 Sociology Mock Revision

Papers you will be sitting:

- Crime and Deviance with Theory and Methods
- Education with Theory and Methods
- Wealth and Poverty and Mass Media (Mass Media not be included)

Exam skills for each paper:

Crime and Deviance:

Q1- 4Marks: Outline 2 things- a brief description.

Q2- 6 Marks: Outline 3 reasons why - a brief description/explanation. Do not go into too much detail.

Q3- 10 Marks: Outline and explain 2 reasons for something. Must use the item. Answer the question throughout. Try to think of A03.

Q4- 30 Marks: Essay question, strengths and weaknesses of a perspective or argument. Answering the question, is the perspective useful throughout? Do you agree with the view or perspective? Only applied to Crime.

Q5- 10 marks: Outline and explain advantages or disadvantages of research methods.

Q6- 20 Marks: Essay question, strengths and weaknesses of a perspective or argument. Answering the question, is the perspective useful throughout? Focus on Theory and Methods in general.

Education:

Q1- 4Marks: Outline 2 things- a brief description.

Q2- 6 Marks: Outline 3 reasons why - a brief description/explanation. Do not go into too much detail.

Q3- 10 Marks: Outline and explain 2 reasons for something. Must use the item. Answer the question throughout. Try to think of A03.

Q4- 30 Marks: Essay question, strengths and weaknesses of a perspective or argument. Answering the question, is the perspective useful throughout? Do you agree with the view or perspective? Only applied to Education

Q- 20 marks: Applied research methods using key research criteria apply the strengths and weaknesses of a research method to a certain situation.

Wealth and Poverty:

Q1- 10 Marks: Outline and explain 2 reasons for something. Answer the question throughout. Try to think of A03.

Q2- Q3- 10 Marks: Outline and explain 2 reasons for something. Must use the item. Answer the question throughout. Try to think of A03.

Q6- 20 Marks: Essay question, strengths and weaknesses of a perspective or argument. Answering the question, do you agree with the view or perspective? Is the perspective useful throughout?

Revision Checklist

Topic	Things to have learned: Highlight what you have done to be specific.	Review 1
1. Functionalism	Consensus, organic analogy, social solidarity, macro and structuralist. Positivist – quantitative. Durkheim and the 4 reasons/advantages of crime. Merton Strain theory and criticisms	
2. Functionalist Subculturalists (groups)	Cohen - Status Frustration and criticisms Cloward and Ohlin - Illegitimate Opportunity Structures and Criticisms Hirshi - Bonds of Attachment AND criticisms	
3. Marxism	Conflict, inequality, capitalism is criminogenic, macro and structuralist. Positivist- Quantitative. 7 key points that show inequality is the driving force of crime. Lauren Snider - Big Companies avoid Govt tax Chambliss - Seattle OR vagrants Box - 'Power, Crime and Mystification' Pearce - Crimes of the powerful http://www.s-cool.co.uk/a-level/sociology/crime-and-the-effects-of-crime/revise-it/corporate-crime And criticisms of Marxism and Marxists	
4. Neo Marxism	Taylor et all- A full social theory Hall - Policing the Crisis Gilroy Myth of Black Criminality Can use both of the above for ethnicity. Criticisms min 4.	
5. Interactionist/labelling	Interpretivist, qualitative, micro, social constructions and verstehen.	

	<p>Cicorel – police and class suspicion. Lemert – Labelling Becker- Master Label and status Becker- Self fulfilling prophecy/deviant career</p> <p>Strengths and weaknesses.</p>	
6. Feminism	<p>Patriarchy- critical of other theories. Heindensohn- invisible females in criminology Silvestri - amnesia</p>	
7. Feminism	<p>Explanations of crime and deviance for women. Some facts Adler – waves of feminism/ critiqued by Carlen. Pat Carlen – control theory, rational choice – gender and class deal.- critique Heindensohn – social spheres Pollack and Chivalry thesis.</p> <p>Explanations of crime and Deviance – Men. Connell- Hegemonic Masculinity Messerschmidt- asserted masculinity MUST CRITIQUE THIS Lyng - Edgework</p>	
8. Left realism	<p>Triangle of crime- relative dep, subcultures and marginalisation. Real solution- stop inequality. Young -Bulimic society- proven by Lewis Lea and Young Square of Crime Strengths and weaknesses.</p>	
9. Right Realism	<p>Real Solution- working with the Govt- Marxists see them as “selling out”. Cornish and Clarke- Rational Choice Theory Murray the Under class- lack of socialisation causes crime Wilson and Herrnstein (1985) – biosocial theory of crime – a combination of biological and social factors. Wilson and Kelling- Broken Windows <u>Make sure you have plenty of criticisms COULD COME UP</u></p>	

Crime Statistics

Topic	Things to have learned: Highlight what you have done to be specific.	Review 1
1. Where do we get our Stats from?	CSEW, stats – are they socially constructed?, reported but unrecorded crime, changes in how crime is recorded. Victim surveys, self report studies. Official statistics- issues with them. Dark figure of crime.	
2. Age	Facts: NB all studies we have already looked at come up here. Matza- Delinquency and drift. Cohen - Status Frustration and criticisms Cloward and Ohlin - Illegitimate Opportunity Structures and Criticisms Hirshi - Bonds of Attachment AND criticisms Lyng edgework and the seduction of crime. Cicorel – police and class suspicion. Lemert – Labelling Becker - Master Label and status Becker - Self fulfilling	
3. Ethnicity	Neo Marxism -Gilroy - Myth of Black criminality Hall policing the crisis - Then break down into different theories and why they believe this happens. Left realism - The triangle, Bowling and Phillips Labelling - Indirect and Direct racism.	
4. Class	- Marxism/ white collar crime explanations vs control theory, strain theory/ relative deprivation/ edgework- postmodernism. All stuff covered earlier to explain class and crime.	
5. Globalisation	Definition- increases amount and different types of crime. Cyber, drug, human trafficking, money laundering. Transnational organised crime- the mcmaffia Hobbs and Dunnigham - Glocalism How has it effected crime?1-7 Critique	
7 Green Crime	Examples Beck - Risk Society Wolf - who commits it? Who are the victims? Sutherland - enforcement issues White - explaining green crime Wolf explaining green crime Problems researching it.	
6. Human Rights and state crimes	Define them Give an example of each Green and Ward - explains state crime- Obedience Model and Integrated theory. Bauman - example of above	

	Matza Techniques of neutralisation Problems researching it.	
7. Media	What crimes are Newsworthy? Greer and Reiner- Backwards law Baurdrillard's hyper reality of crime Hall – folk devils and moral panics. McRobbie and Thornton- Moral Panics today. Do the media cause crime?	
8. CJS	ROLE OF PUNISHMENT Does prison work? Left realism- how do they prevent crime? Right realism – how do they prevent crime? (Everything we have already covered) Postmodernist criticisms of both. Foucault	
9. Victimisation	Who is the most effected? Gender vs Age vs Class vs Ethnicity. Explanation: Positivists Tierney vs Radical (Marxism or Feminist)	

Research Methods

Topic	Things to have learned: Highlight what you have done to be specific.	Review 1
Key words definitions	Validity, objectivity, time, cost, reliability, generalizable, representative, access and ethics.	
Quantative vs qualitative	Types of data- advantages and disadvantages	
Positivist and interpretivist	Advantages and disadvantages- basic beliefs	
Interviews	Structures and unstructured Interviewer effect Interviewer bias rapport	
Observation	Participant and non-participant Covert and overt	
Questionnaires	Postal or handed out	
Sampling	Random, snowball, systematic, stratified random, quota, multistage.	
Experiments / studies	Laboratory, field, longitudinal	
Triangulation and methodological pluralism		

Theory and Methods

Topic	Things to have learned: Highlight what you have done to be specific.	Review 1
1. Basic terms	Social order, determinism, structuralism, consensus, conflict, micro and macro, positivist and interpretivist. Remember to look at the octopus for help! 😊	
2. Functionalist	Durkheim - collective conscience Parsons GAIL model Merton - Merton and Manifest functions Criticisms	
3. Marxism 4. Neo Marxism	Marx - superstructure influences the base. Gramsci - ideology influencing people's behaviour Althusser – 3 levels in society Critique all	
5. Interpretivist. 2 branches symbolic and ethnomethodology	Blumer - symbolic interactionist Cooley - Looking glass self Goffman – Impression management Garfinkel - Ethnomethodology Criticisms	
6. Intergrated (interpretivist and positivist combined)	Webber - Protestant work ethic Giddens – structuration Evaluation	
7. Feminism	Liberal, Radical Marxist Dual Posmodernist/black Political ideology	

Check list Education

History of the Education System

Topic	Things to have learned: Highlight what you have done to be specific.	Review 1
1. Butler Act	How state education system started and features of the tripartite system.	
2. The rise of Comprehensive schools	Why Comprehensive schools were brought in. How the Admissions Code changed. How the government tried to stop inequality for students choosing their schools.	
3. Selective schooling	Advantages and disadvantages of selection, Admissions policies via covert selection and open enrolment.	
4. Globalisation	PISA, Alexander and PISA panics/moral panics. Examples of changes made to UK education because of international comparisons. Advantages and disadvantages.	
5. Privatisation	Difference between Endogenous and Exogenous. Advantages and disadvantages of Privatisation.	

6. Marketization	The basics: Parentocracy, school diversity, how it raises standards.	
7. Marketization	Policies brought in under the Conservatives, Labour and Coalition. Criticisms of Marketization	
8. Private schools	A case for and a case against.	
9. Vocational Education	Measures to grow vocational education and make it more respected compared to “traditional academic subjects”.	

Theories of Education

Topic	Things to have learned: Highlight what you have done to be specific.	Review 1
1. Functionalism	Purposes of Education: Durkheim - society in miniature, social solidarity, functional prerequisites and social cohesion. Organic analogy. Parsons - Univerlistic Standards vs. Particularistic Standards. Schultz - To qualify the work force. Davis and Moore - Meritocratic society and education causing social mobility.	
2. Criticisms of Functionalism	Marxist criticisms, Feminist Criticisms and Bowles and Gintis criticising Davis and Moore on Meritocracy in the “Myth of Meritocracy”.	
3. Marxism	Purposes of Education: Reproducing inequality. Althusser - ideological state apparatus. Bourdieu - Legitimising and reproducing class inequalities. Illich and Freire - Hegemonic control. Bowles and Gintis - The long shadow and the myth of meritocracy (critique Bowles and Gintis). Evidence that the Hidden Curriculum is just a means of control.	
4. Marxism	Criticisms of Althusser, Bordieu, Illich and Freire and Bowles and Gintis.	
5. Paul Willis	Overcoming the issues of traditional Marxism above.	
6. Comparison of two theories	Compare and criticisms of both.	
7. Interpretivists	Basic ideas: Type of data and research they favour Beliefs about the Hidden Curriculum .	
8. Interpretivists	Reasons for differences in performance in school: Halo effect- Waterhouse Self-fulfilling prophecy – Sutton and Hartley Ideal Pupil- Becker and Rist, Gillborn and Hartley and Sutton. Banding and Streaming- Ball and Smyth	
9. The formations of Subcultures and pro and anti-school subcultures.	Educational Triage Differentiation and Polarization – Lacey Pro School subs- Earoles, New Enterprisers the conformists.	

	Anti-School- Learning to Labour- Paul Willis. Macho Lads and the rebels. Laddish and Laddette behaviour. Gaining status and raise self-esteem after negative teacher labelling.	
10. Interpretivist criticisms	Deterministic, ignoring outside factors, ignores power and inequality.	
11. Class external factors (out of school factors) CLASS	Material Deprivation- poverty and home circumstances.- hidden costs and catchment areas. Cultural Deprivation- Parental attitudes- Subcultural explanations- Hynamn. Bernstein - Restricted Language code Bourdieu - Cultural Capital Criticisms of cultural factors- Reay Lack of self confidence Schools themselves are ignored (basically in school factors)	
12. Class internal factors (in school factors) CLASS	Labelling, stereotyping, ideal pupil (what you have already covered in interpretivist) remember there are specific in school factors for gender and ethnicity.	
13. Gender - Who does better?	Facts Why do girls do better?- women's movement, equality, work harder/supportive peers, early maturity, positive in school role models, textbooks. Why do boys do worse? Lower expectations, behaviour, masculinity and subcultures, lack of work opportunities (Ghail), Different leisure/ don't talk, don't like reading.- Notice that these are a mixture of in school and out of school factors. Why do girls sometimes do worse? Spender and Francis/ Feminists.	
14. Subject choice Gender	Socialization differences, peer pressure, gender identity Colley and Skelton,	
15. Ethnicity Out of school factors	Facts- who does best or worst? Material deprivation (more likely) Language- don't understand- Swann Report Family life and support	
16. Ethnicity in school factors	Racism- teachers and pupils Teacher labelling and racial prejudice Subcultural issues Ethnocentric curriculum	

Year 12 Sociology Mock Revision

Papers you will be sitting:

- Education with Theory and Methods (No methods will be included in this paper)
- Wealth and Poverty and Mass Media (Mass Media not be included)

Exam skills for each paper:

Education:

Q1 - 2 Marks: Define a key term.

Q2- 2 Marks: Give an example with brief explanation of something.

Q3- 6 Marks: Explain 3 reason for a social phenomenon. Use the word because.

Q4- 10 Marks: Explain in detail why two things occur/ are an issue in education.

Q5- 20 Marks: Essay question, strengths and weaknesses of a perspective or argument. Answering the question, is the perspective useful throughout? Do you agree with the view or perspective?

Wealth and Poverty:

Q1 - 2 Marks: Define a key term.

Q2- 2 Marks: Give an example with brief explanation of something.

Q3- 6 Marks: Explain 3 reason for a social phenomenon. Use the word because.

Q4- 20 Marks: Essay Give the advantages and disadvantages explaining why something occurs. Answer the question at the end of every paragraph.

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<p>32. Ethnicity in school factors</p>	<p>Racism- teachers and pupils</p> <p>Teacher labelling and racial prejudice</p> <p>Subcultural issues</p> <p>Ethnocentric curriculum</p>	