

SOCIOLOGY DEPARTMENT HANDBOOK

AQA AS LEVEL – YEAR 1

AS Level Paper 1

All questions are compulsory

EDUCATION

- Define the term.... (2 marks)
- Using one example, briefly explain.... (2 marks)
- Outline three... (6 marks)
- Outline and explain two... (10 marks)
- Applying material from Item A and your knowledge, evaluate...(20 marks)

METHODS IN CONTEXT

- Applying material from Item B and your own knowledge of research methods, evaluate the strengths and limitations of using (**a research method**) to investigate (**and issue in education**)... (20 marks)

AS Level Paper 2

RESEARCH METHODS (two compulsory questions)

- Outline two problems.... (2 marks)
- Examine some of the... (16 marks)

TOPIC – FAMILIES & HOUSEHOLDS. (answer all 5 questions)

- Define the term.... (2 marks)
- Using one example, briefly explain.... (2 marks)
- Outline three... (6 marks)
- Outline and explain two... (10 marks)
- Applying material from Item A and your knowledge, evaluate...(20 marks)

Course structure

Autumn term

Introduction to sociology: students to examine **key concepts** and **theories** associated with the study of sociology. Concepts include: socialisation, nature versus nurture, social control, culture, norms, values, status, roles, globalisation, power and inequality.

Topic 1:

Families and Households- taught by Ms Sullivan

Topic 2:

Education- taught by Ms Lunec

Spring term

As above but also-

Topic 3:

Research Methods this includes: practical, ethical and theoretical issues, sampling, interviews, questionnaires, observations, documents, statistics and experiments and develop skills to embed Research Methods as part of the Methods in Context section.

Summer term

You will begin to prepare for the examinations through the consolidation of knowledge and exam skills.

You will complete **two** exam papers.

COMMAND WORDS

Command words direct you towards an answer which will gain marks. They are linked to the assessment objectives. Some of these instructions are aimed mostly at knowledge; others mostly at the AO2 skills of identification, analysis, interpretation and evaluation.

Look at past papers and try to note the command words.

- **ACCORDING TO ITEM A:** means interpret evidence from an item in a data response question.
- **ASSESS:** means come to a judgement by weighing up evidence, examining different arguments and considering strengths and weaknesses and coming to a conclusion based on a judgement of all the evidence.
- **CRITICALLY DISCUSS:** means present all sides of an argument or issue and come to a conclusion.
- **DEFINE or WHAT IS MEANT BY:** used in short answer questions and require a description of the major features of a concept or term.
- **DESCRIBE:** (often used with other commands such as **EXPLAIN**) It means, show your knowledge or understanding.
- **DISCUSS:** is the same as **CRITICALLY DISCUSS**.
- **EVALUATE:** same as assess. A judgement of evidence and/or arguments is required.
- **EXAMINE:** means study in detail showing knowledge and understanding.
- **EXAMINE SOCIOLOGICAL CONTRIBUTIONS TO:** means look at the different sociological approaches to an issue and assess their usefulness.
- **EXAMINE THE VIEW:** usually means evaluate as well.

- EXPLAIN or WHAT DO YOU UNDERSTAND BY: means you must explain rather than just describe knowledge of a concept or issue.
- HOW USEFUL IS... usually a command to assess the usefulness of a theory in explaining events and issues.
- HOW FAR used with DO YOU AGREE or DO SOCIOLOGISTS AGREE. Assessment or arguments needed and an overall judgement and conclusion
- HOW SUCCESSFUL asks if a concept or theory is useful help and explains events.
- IDENTIFY needs a word, phrase or brief statement. Show the recognition of a concept or theory.
- IDENTIFY AND EXPLAIN, provide the example and a (brief, depending on marks) explanation.
- OUTLINE briefly explain the main points of a theory or argument.
- SUGGEST TWO REASONS WHY make sure they are distinct, relevant and explained clearly.
- TO WHAT EXTENT evaluate by measuring the degree that something is reliable, valid or useful.
- USING INFORMATION FROM ITEM A or WITH REFERENCE TO interpret and apply information from an item.
- USING YOUR OWN KNOWLEDGE interpret and apply information that is not in the items.

Writing Sociologically

1. First Steps

Sociology essays are always about issues which are the subject of a debate, that is, they are 'discursive'.

When you read the essay question (very carefully), you might think that you do not have enough ideas/knowledge - therefore planning is essential. Use the **essay planning sheet** to support your work

The point or issue on which you base your argument is known as the premise, for example 'Marx's theory is as relevant today as it was when he first developed his analysis and arguments'.

Remember your answer should be balanced; it should include different arguments and perspectives on the same topic. You can, if you wish, come down in support of one argument, Decide, at the beginning, which side of the argument that you are on and stick to that side throughout, for example 'Family change is good for society'.

Remember: It is much more interesting to read a firmly held opinion, argued with thought and energy, than to read an essay which fails to come to any conclusion.

2. Moving the Essay Forward

How Do You Begin, Develop and End your Essay?

Ingredients of a good introduction

- Show an understanding of the concepts/theories referred to in the set question. (Including key definitions, setting out your stall, key points to be explored in the essay).
- Show that you understand what the question is asking you to do.
- Give some indication of the intended structure of the essay.
- Be accurate in terms of grammar, spelling and sociological material

"MAKE A BOLD CLEAR START. ACKNOWLEDGE THAT YOU HAVE READ, UNDERSTOOD AND ARE GOING TO

RESPOND TO THE QUESTION SET AND HIGHLIGHT A KEY DEBATE IF THERE IS ONE!"

Useful phrases for introductions

- "A popular debate in sociology concerns.....ie) the idea that Whilst.....claims.....This viewpoint is hotly disputed by a range of writers who instead suggest that....."
- " Sociologists have long been divided on the issue ofBywe mean that For example....claimed to have found evidence to support, but this evidence is questionable because..."
- " Sociologists would support the view ofto a certain extent, but evidence is far from conclusive because..."

For example

'Official statistics show us that crime is committed by young working class males, with ethnic minorities being over represented. It will be useful to consider the validity of such statistics as well as reason why such groups appear to commit more crime than, for example, women. Law creation and enforcement arguably supports the interests of the white, male, ruling classes and thus crime statistics also are ideological.'

The Development

This is the main body of your essay. This is where you 'say it' that is, you develop the points raised in your introduction. So, if your introduction is well structured, and relevant all that remains for you to do is to write a paragraph on each of the points raised that are relevant to the title.

Check that the final sentence or two of each paragraph relates back to the title, and/or your premise. The final sentence of one paragraph should lead onto the opening sentence of the next paragraph. In this way your material is kept relevant and the developments flow on to your conclusion. Some link words/phrases will help here

For example, 'On the other hand, positivist perspectives on crime statistics argue that they are factual and measure actual behaviour.'

A format for paragraph structure (c.f.PEEEL sheet)

In its entirety, the paragraph structure will look like this:

What is the purpose of this paragraph?
What link phrase can I use to connect this to the given question?
Present your main point(s)
Define and explain your point(s)
Illustrate your point with evidence
Evaluate if possible
Link back to question

Conclusion

This is where your essay structure comes full circle by returning briefly to the points raised in your introduction and development. It could contain a summary of the arguments and possibly come down upon the side of your premise.

For example

'It follows from the above evidence that, far from being factual, as positivists suggest, crime statistics are actually ideological and conceal the activities of the older, white, male, ruling classes. Consequently this adds to false consciousness and greater social control over the proletariat'.

Remember - your conclusion is the last thing the examiner reads before giving you your mark!

3. Style

You can link material using 'supportive links' or 'critical links'.

Supportive links

These are sentences that help bring in evidence to support a view. These will get you marks for interpretation and application as they show that you are developing arguments and applying further evidence to strengthen a case. When a number of points are included in an argument, this is called '**range**'.

- Further evidence supports the view that.....
- In addition...supports the idea.....
- In support of the view that..... (a theorist) also believes.....
- Increasing support for the view that....is.....
- Not only does empirical evidence strengthen the.....theory, but case studies have also been used to lend further weight.
- This argument has been developed by.....

Critical links

These are sentences that help to bring in other ideas in an evaluative capacity. They flag up to your examiner that you are evaluating and show that your answer is structured and has **depth**.

- An alternative theory to theview was developed by...who argued....
- A major criticism of theview is.....
- A major weakness of thetheory is....
- Whereas the.....view focuses on....the.....view explores.....
- Although thetheory is supported by....., certain evidence contradicts this by highlighting.....
- A different explanation has been offered by....
- However.....

Useful words and phrases

Discourse markers. They introduce a topic, move an argument forward, signal comparison and contrast and draw an argument to a close. They can be used at the start of paragraphs as well as in the body of your text. Examples of discourse markers are:

- However
- Moreover
- Furthermore
- Additionally
- Likewise
- Another point is
- Significantly
- Similarly
- Comparatively

- Contrastingly
- Finally
- In conclusion

Connective phrases ('lexical bundles'): these are phrases that enable you to analyse and explore sociological concepts, enabling you to succinctly move through an answer

- which suggests that
- which implies that
- the impact of this is
- from which we can infer that
- which conveys that
- which demonstrates that
- which contrasts with

Higher level verbs/verb phrases: you need to draw on a range of verbs to signal explanation, analysis and evaluation

- suggests
- implies
- depicts
- illustrates
- denotes
- infer
- emphasizes
- conveys
- explores
- expresses

Comparative language: you will need to be able to draw comparisons and contrasts between different sociological arguments. Effectively used comparative language enables you to do this clearly and fluently

- not only...
- but also
- in contrast
- whereas
- nevertheless
- on the other hand
- alternatively
- however

For example

It has been suggested that Marxism is no longer relevant, however, evidence on poverty suggests it is increasingly relevant.'

Be Careful: Avoid sweeping statements!

For example

'Everyone lives in families'. 'All men are sexist.' 'All women want babies!'

Also Distinguish Between Fact and Opinion

When you write a discursive Sociology essay make sure you get your facts right. 'Most deviance is committed by the working classes'. This is known as a 'common sense view' but closer analysis will reveal a more precise sociological view. Avoid stating a common prejudice as though it was a well-known fact, for example 'Women do not make reliable workers'.

Assessment objectives (AOs)

AS- Year 1

- **AO1:** Demonstrate knowledge and understanding of:
 - sociological theories, concepts and evidence
- **AO2:** Apply sociological theories, concepts, evidence and research methods to a range of issues
- **AO3:** Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:
 - present arguments
 - make judgements
 - draw conclusions.

Weighting of assessment objectives for AS Sociology

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	22	24	46
AO2	18	13	31
AO3	10	13	23
Overall weighting of components	50	50	100

Knowledge & Understanding

What sociological knowledge do you have and how well do you understand it? Too often, examiners are concerned with the way students just throw everything they know at an answer, and in fact the way they use it suggests that they do not really know what it means and they don't understand its relevance. For many this is presenting ideas in a list-like manner and being so implicit that the point being offered may as well have not been there.

Interpretation & Application

Interpretation is all about how you 'read' or 'interpret' something -be it: a question or an item of data etc. The key challenge for you in your writing is to show how well you have interpreted questions, sources and course content. It is about the sensitive reading of a question and deciding how best to answer that question. Application is the way that you 'use' your knowledge/understanding to answer the question. This will involve how well you 'plan' and 'structure' your answer. It includes the way that you link points to a given question, in a selective way, not just writing all that you know on a topic in a disjointed and confused way.

Analysis & Evaluation

Evaluation is all about 'assessment'. It is about taking an idea/argument and 'weighing up' how useful it is for sociologists. This is a high order skill (more intellectually demanding) because it asks you to do more than just know about something. With time, we can all be 'human photocopiers' and regurgitate what we have learnt during a course and if we organise it a certain way, we can trap marks for interpretation and application. However, evaluation is a different kettle of fish. For evaluation you need to stand back and not just critically examine the arguments that you are presenting, but also be evaluative in terms of the set question. This skill is also about considering strengths alongside weaknesses, and the need to be balanced throughout answers.

Examiner's feedback- where things go wrong!

'Failing to answer the given question'

Students need to focus on the set question. What you write must be **relevant** and linked to the question set. You should use '**signposts**' to direct your readers to help them understand where your answer is going. Introductions are vital to show your examiners that you have read a question properly. Answers must also be **structured** to answer questions effectively.

'Saturation bombing'

Students cram their answers with all they know on a topic. Usually very descriptive, but not focusing on questions set. Relevancy is unclear. Students need to be more selective and know what to leave out and what to keep in.

'Ignoring action words'

Students do not read questions carefully. They ignore the key words in a question which are designed to flavour the nature of an answer. Students can also fail to define and explore key words in essay titles.

'Lack of illustration'

Students fail to support points with evidence.

'Lack of structure'

Students appear to present points in a jumbled fashion and lack clarity and direction in answers. They do not organise points in a systematic way. Planning is absent and answers are confused as a result.

How to write effective essays (PEEEL sheet)

Question:

Introduction: Define key terms, give an overview of the key ideas and arguments, and show that you understand the question.

Remember in every paragraph you should have PEEEL (Point, Explain, Evidence (theories, studies), Evaluate, Link). You will need a minimum of 3 PEEEL paragraphs

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Conclusion: (Remember to think of the essay title as a question. Sum up the main arguments then **decide what the evidence suggests**)

Paper 1: Education; Methods in context

ASSESSMENT TITLE	MARK	GRADE	TARGETS FOR IMPROVEMENT
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Paper 2: Research methods

ASSESSMENT TITLE	MARK	GRADE	TARGETS FOR IMPROVEMENT
1.			
2.			
3.			
4.			
5.			
6.			

Paper 2: Topics in sociology- Families & Households

ASSESSMENT TITLE	MARK	GRADE	TARGETS FOR IMPROVEMENT
1.			
2.			
3.			
4.			
5.			
6.			
7.			

EDUCATION

Content

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, eg in relation to 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, eg in relation to ideological state apparatuses, reproduction of social class inequality, legitimation of social class inequality.

Althusser, Bowles and Gintis, Willis

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), eg 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, eg changes in the family and labour market affecting women and men and the influence of feminist ideas.

Sharpe, McRobbie, Francis

Different sociological explanations of ethnic differences in educational achievement in relation to external factors, eg cultural deprivation, material deprivation and racism in wider society.

Bereiter & Engelmann, Evans, Lupton

Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures,

Different sociological explanations of social class differences in educational achievement in relation to internal factors and processes within schools, eg

EDUCATION

Content

the hidden curriculum, and the organisation of teaching and learning

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, eg in relation to 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, eg racist labelling, the self-fulfilling prophecy, pupil subcultural responses, ethnic identities, institutional racism and the ethnocentric curriculum.

Gilborn & Youdell, Coard, Moore & Davenport

The significance of educational policies, including policies of selection, marketisation and privatisation, and policies 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, eg the 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, eg GIST, WISE and

EDUCATION

Content

multicultural education.

Francis, Sewell, Mirza

Different sociological explanations of the impact of educational policies, eg in relation to parentocracy and differences in economic and cultural capital.

Gewirtz, Gillborn & Youdell, Bartlett

METHODS IN CONTEXT

Content

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.

RESEARCH METHODS

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

Types of research method and data sources: the differences between quantitative and qualitative data, and between primary and secondary sources of data; the strengths and limitations of each of these.

Primary methods of data collection: questionnaires, interviews, observation and experiments; the main variants of each, eg structured and unstructured interviews, participant and non-participant observation, laboratory and field experiments.

Secondary sources of data: documents, official statistics; different types of document, eg personal, public and historical; different sources of official statistics.

RESEARCH METHODS

of method(s) and the conduct of research

Research design, eg in relation to pilot studies and sampling techniques; main stages of the research process in relation to these methods.

Practical issues affecting choice of methods and sources, eg 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, eg 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, eg 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, eg personal experience and policy concerns.

FAMILIES & HOUSEHOLDS

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, eg functionalist, feminist, Marxist, New Right and postmodernist, on the role of the family and its relationship to wider social structures such as the economy.

Parsons, Murdock, Zaretsky, Oakley

The impact of government legislation, eg divorce, adoption and same sex marriage, and policies, eg education, housing and welfare, on the family.

Donzelot, Leonard, Murray

Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life

An understanding of the trends in contemporary family and household structures, eg symmetrical

Content

FAMILIES & HOUSEHOLDS

Content

course, including the sociology of personal life, and the diversity of contemporary family and household structures

family, beanpole families, matrifocal families, serial monogamy, lone-parent families, house husbands, living apart together, same sex couples etc.

Chester, Giddens, Rapoport

Different sociological explanations for the reasons and significance of these trends.

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

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.

Duncombe 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

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

FAMILIES & HOUSEHOLDS

Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation

Content

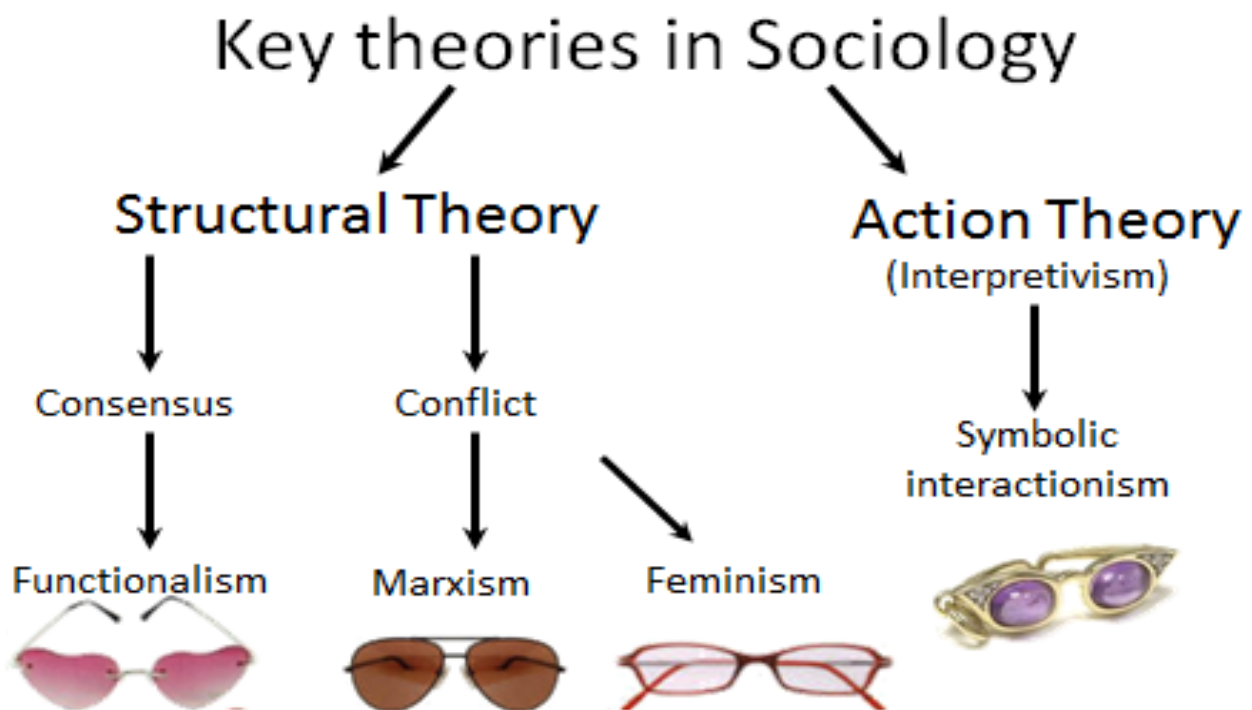
Sociological debates about the nature, causes and significance of these changes.

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

The first few lessons will be based on learning the fundamental theories of sociology. You must bring your handbook in with you.



Theory can be said to be like looking at society through different lenses – each give it a different perspective or appearance.

FUNCTIONALIST

Key points:

Main criticisms:

Key thinkers:

NEW RIGHT (This theory developed from Functionalist theory)

Key points:

Main criticisms:

Key thinkers:

MARXIST

Key points:

Main criticisms:

Key thinkers:

FEMINIST

Key points:

Main criticisms:

Key thinkers:

INTERACTIONIST

Key points:

Main criticisms:

Key thinkers:

POSTMODERNIST

Key points:

Main criticisms:

Key thinkers:

➤ **Introduction to SOCIOLOGY?**

WORD	MEANING	Notes
Achieved Status	A position gained through effort, rather than being born into it.	
Agencies of Socialisation and Social Control	Parts of society, such as the education system and families, which play a part in the processes of learning norms and values.	
Ascribed Status	A position into which you are born.	
Beliefs	Very general views on the nature of the world.	
Conflict Approach	Sociology that emphasises deep division in society.	
Consensus Approach	Sociology that emphasises agreement within society.	
Cultural Diversity	The range of differences between cultures.	
Culture	A shared, learned way of life.	
Feminism	A theoretical perspective that focuses on the situation of women.	
Functionalism	A theoretical perspective that is based on consensus.	
Identity	Our sense of who we are in relation to others.	
Marxism	A theoretical and political perspective that sees society as divided by class.	
Mores	A stronger form of norms.	
Nature-Nurture Debate	The debate surrounding the question of to what extent behaviour is the result of genes (nature), or is determined by environment and learning (nurture).	
New Right	A theoretical and political perspective based on traditions and free choice.	
Norms	Guidelines for behaviour in particular situations.	
Peer group	A group sharing the same social position.	
Primary Socialisation	The earliest and most important stage of socialisation.	
Role	A set of norms that goes with a status.	
Role Conflict	When an individual is faced with competing demands from different roles.	
Role Model	People whose behaviour is copied by others.	
Sanction	A reward or punishment for breaking a norm.	

Secondary Socialisation	Socialisation after the first, primary, stage.	
Social Control	The way behaviour is regulated and controlled by society.	
Social Role	A way of acting, which is expected of a person in a particular position in society.	
Socialisation	The process of learning how to behave 'correctly' in a society.	
Status	A position in society.	
Subculture	Exists within a culture and is a distinctive set of values that marks off the members of the subculture from the rest of society.	
Values	Ideas about the correct form of behaviour.	

➤ **THE SOCIOLOGY OF THE FAMILY GLOSSARY**

WORD	MEANING	NOTES
Arranged Marriage	A marriage, which is arranged by the parents of the marriage partners, with a view to background and status.	
Bigamy	Having two marriage partners at the same time: a criminal offence.	

Breadwinner	The traditional man's role of providing for his wife and children.	
Classic Extended Family	This is a family consisting of more than two generations who live either within one household or in very close proximity to each other.	
Co-habitation	A man and a woman living together without being legally married.	
Communes	Self-contained and self-supporting communities, where all members of the community share property, childcare and household tasks.	
Conjugal Roles	The roles played by partners in a marriage, or in a co-habiting couple.	
Domestic Division of Labour	How work in the home such as childcare and housework are divided up.	
Divorce	The legal ending of a marriage.	
Divorce rate	The number of divorces per 1000 married people per year.	
Fertility rate	The number of live births per 1000 women of childbearing age in the population.	
Gender role	The roles society expect people to assume based on their sex	
Heterosexual	Feelings or involving sexual attraction with a member of the opposite sex.	
Homosexual	Feelings or involving sexual attraction with a member of the same sex – gay/lesbian.	
Househusband	A man whose main responsibility is housework and childcare rather than going out to work.	
Illegitimate Birth	Birth conceived outside of marriage	
Joint Conjugal Roles	When husband and wife both work, do housework, care for the children etc.	
Lone-or Single-Parent Family	One parent bringing up the children alone.	
Kinship	Those related by blood, marriage or through legalised relationships such as adoption.	
Matriarchy	Power and authority held by women.	
Monogamy	A system of marriage in which a person can only be legally married to one partner at any one time.	
Nuclear Family	A family of two generations, consisting of two adults and their children, who live together in a single household.	
Patriarchy	Power and authority held by men.	

Polyandry	A system of marriage when a woman has more than one husband.	
Polygamy	A system of marriage where it is possible to have several partners (husbands and wives) at any one time.	
Polygyny	A system of marriage where a man is allowed to have more than one wife at the same time.	
Primary Socialisation	The period of socialisation that usually occurs within the family.	
Reconstituted (Blended) Family	A nuclear family, which is formed by two adults who have been married previously. One or both adults bring children from the previous marriage into the new family.	
Segregated Conjugal Roles	When a husband and wife have different roles within the family, for example, the husband goes out to work while the wife is a housewife.	
Serial Monogamy	A form of marriage where a person keeps marrying and divorcing a series of different partners, but is only married to one person at a time.	
Symmetrical Family	A family where the roles of husband and wife have become more alike (symmetrical) and equal. (Young and Willmott).	

Education Glossary

Words	Meaning	Notes
Social mobility	Change of position between social classes. For example a person who moves from working to middle class would be upwardly mobile.	
Equality of educational opportunity	The principle that all people should be provided with equal opportunity to succeed in education, irrespective of their sex, age, ethnic or religious group.	
Streaming	Where children are separated in different teaching groups based on their ability.	
Meritocracy	Where people are rewarded on their	

	talents and abilities rather than their social background.	
Material deprivation	Lacking basic necessities due to poverty. For example, living in overcrowded housing depresses school performance.	
Cultural deprivation	Inadequate socialisation in the home. E.g. students are not given the motivation or background knowledge to do well in school. Parents often take no interest in school achievement and culturally expanding activities such as the theatre are ignored.	
Immediate gratification NB – deferred gratification is just the opposite of this.	A preference for immediate pleasure or reward, without thinking about the longer term consequences. For example going out with friends rather than doing homework.	
Cultural capital and economic capital	CC = desired knowledge, language and social skills which aid student's success in school. Middle class parents pass this on to their children through trips to museums etc. EC = money or wealth which allows people to buy educational success. E.g. rich parents can afford to send their children to private schools.	
Hidden curriculum and formal curriculum	HC = all those things learnt at school which are not openly or formally taught e.g. obedience. FC = all those things learnt at school which are openly or formally taught e.g. subjects in the national curriculum.	
Label and labelling	Label - The preconceived idea of a student that a teacher has based on past behaviour, social background, ethnicity. May lead a student into a self-fulfilling-prophecy. Labelling – the process of attaching a preconceived idea of a student on to them. For example trouble maker, lazy.	
Stereotypical	A preconceived, often one sided and negative, idea about a person based on opinion.	
Self-fulfilling prophecy	Where students live up to predictions or labels placed on them by teachers. For example if a teacher labels a student as 'thick' students think they are 'thick'.	
Anti-school	A set of attitudes and values that go	

subcultures	against mainstream or pro school cultures. For example a high value is placed on truancy, messing around in lessons.	
Marketisation	The process of opening up schools to the free market by creating competition between schools. For example exam league tables.	
Ethnocentric	Concerning only one cultural perspective, excluding all others. For example, only English history and English literature.	
Primary socialisation Secondary socialisation	P = The learning of norms and values within the family. S = The learning of norms and values outside of the family e.g. schools.	
Norms	Normal ways of behaving. For example wearing clothes and not swearing at old people.	
Values	Ideas or beliefs that are felt to be important. E.g. marriage could be a relationship value, whereas a good grade could be an educational value.	
False class-consciousness	Not been aware of your true class interests. E.g. the working class not been aware they are exploited.	
Correspondence principal	The idea that there is a strong relationship between the ways schools and workplaces are run and organised. E.g. both have hierarchies.	
New vocationalism	Educational policies that are concerned with imparting work based skills and qualifications	
Social control	The process by which society gets people to conform or behave as they want them to e.g. the use of detentions in schools to stop lateness.	

➤ **RESEARCH METHODS IN SOCIOLOGY**

WORD	MEANING	Notes
Bias	Prejudice or distortion.	
Closed question	A question with a limited number of answers to choose from.	
Hawthorne Effect	Where the presence of researchers affects behaviour.	
Hypothesis	An idea which a researcher guesses might be true, but has not yet been tested against the evidence.	
Informal interview	An interview in which the interviewer does not keep to a prepared list of questions.	

Interview	Asking questions directly, face to face or by telephone.	
Interviewer bias	The answers given in an interview being influenced or distorted in some way by the presence of the interviewer.	
Longitudinal survey	A study taking place over a long period, following changes over time.	
Objectivity	Approaching topics with an open mind, avoiding bias.	
Open-ended question	A question which allows the respondent to answer in his or her own way.	
Participant observation	Joining in the activities of a group in order to study it.	
Pilot study	A small-scale testing of a survey, carried out before the final survey to check for any problems.	
Positivist	A sociologist who believes that the best way to understand society is through research methods such as surveys, official statistics etc.	
Primary data	Data collected by the researcher.	
Qualitative data	Data in the form of description rather than numbers.	
Quantitative data	Data in the form of numbers and statistics.	
Questionnaire	A list of questions.	
Quota sample	A sample not chosen from a sampling frame.	
Random sample	A sample in which everyone in the sampling frame has an equal chance of being chosen.	
Reliability	Data is reliable if it can be repeated and the same results obtained.	
Response rate	The percentage of a sample that provide data.	
Sample	A representative group selected from a wider population in order to conduct research.	
Sampling	Procedures for selecting the sample.	
Sampling frame	A list from which a sample is selected.	
Secondary data	Data which already exists.	
Self-completion questionnaire	A questionnaire sent to or handed to respondents for them to complete themselves.	
Stratified sample	A sample in which the sampling frame is divided, for example by sex or age.	
Structured interview	The interviewer reads out questions and records the answers.	
Survey	Systematic collection of data, usually by questionnaire.	
Survey	The members of a group that is being researched,	

population	and from which a sample will be drawn.	
Systematic sample	A sample in which respondents are chosen according to a system, for example every tenth name on a list.	
Validity	Data are valid if they accurately measure or describe reality.	

Confident
Developing
With difficulty

Sociology skills checklist

Paper 1: Education; Methods in context

SKILLS	C	D	WD
I can manage my time effectively and meet deadlines			
I can write accurately, using accurate punctuation and spelling			
I can use academic discourse fluently in my writing			
I can use relevant sociological terminology fluently and accurately			
I can respond to the topic in an informed way, based on my reading and engagement in class discussion and activities			
I can effectively plan and write an essay that addresses the AOs in timed conditions			
I can use theoretical perspectives in order to develop relevant arguments			
I am able to use a variety of text books and wider reading when preparing for an essay			
I am able to decode an essay question			
I am able to select appropriate evidence in order to support arguments			
My essays demonstrate a clear rationale in the organisation of material leading to a distinct conclusion			
I am able to include a range of studies in my essays			
I am able to select and evaluate particular aspects of a study as required by the question			

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With difficulty

Sociology skills checklist

Paper 2: Research Methods

SKILLS	C	D	WD
I can manage my time effectively and meet deadlines			
I can write accurately, using accurate punctuation and spelling			
I can use academic discourse fluently in my writing			
I can use relevant sociological terminology fluently and accurately			
I can respond to the topic in an informed way, based on my reading and engagement in class discussion and activities			
I can effectively plan and write an essay that addresses the AOs in timed conditions			
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I am able to include a range of studies in my essays			
I am able to select and evaluate particular aspects of a study as required by the question			

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Developing
With difficulty

Sociology skills checklist

Paper 2: Families & Households

SKILLS	C	D	WD
I can manage my time effectively and meet deadlines			
I can write accurately, using accurate punctuation and spelling			
I can use academic discourse fluently in my writing			
I can use relevant sociological terminology fluently and accurately			
I can respond to the topic in an informed way, based on my reading and engagement in class discussion and activities			
I can effectively plan and write an essay that addresses the AOs in timed conditions			
I can use theoretical perspectives in order to develop relevant arguments			
I am able to use a variety of text books and wider reading when preparing for an essay			
I am able to decode an essay question			
I am able to select appropriate evidence in order to support arguments			
My essays demonstrate a clear rationale in the organisation of material leading to a distinct conclusion			
I am able to include a range of studies in my essays			
I am able to select and evaluate particular aspects of a study as required by the question			

Paper 1: Education; Methods in context

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I CAN...	C	D	WD
Critically discuss the main purposes of education, including vocational education, as identified by the functionalist, neo- Liberal, New Right and Marxist perspectives			
Explain what is meant by the hidden curriculum, and how it reflects and reinforces values and ideology from outside schools			
Explain what is meant by equality of educational opportunity and equality of outcome, and the extent to which these have been achieved by education policies			
Outline the features of the Interactionist perspective on education.			
Critically discuss the effects of a range of issues concerning relationships and processes within schools, for students' progress and their experiences of schooling. These include school ethos, the hidden curriculum, teacher stereotyping, labelling, the self-fulfilling prophecy, the organisation of teaching and learning through banding, streaming and setting and their consequences, including educational triage.			
Discuss a variety of ways students react to the experience of schooling, including a range of pupil identities and subcultures, and how these influence the progress they make at school.			
Explain what us meant by a meritocracy and why Britain is not a meritocratic society			
Describe the facts about, and discuss a range of explanations for, social class, gender and ethnic group differences in educational achievement			
Examine the ways that the schooling process reinforces and reproduces gender identities			
Describe and explain the features of admissions and selection policies in education, including covert selection and selection by ability, and the strengths and weaknesses of the tripartite and comprehensive systems of education			
Outline and explain a range of ways in which globalisation has influenced education policies.			
Identify and explain the main changes in education policy since the 1980's, and discuss the aims, consequences and criticisms of these reforms, and particularly the meaning, features, consequences and criticisms of the privatisation and marketization of education.			
Discuss the significance of, and the arguments for and against, private education			
Methods in Context: I can...			
Apply research methods to the study of particular issues in education.			

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 Developing
 With difficulty

Paper 2: Research Methods

I CAN...	C	D	WD
Explain the difference between positivism and interpretivism, and how these two approaches use different research methods.			
Discuss a range of practical, ethical and theoretical (PET) issues that a sociological researcher might consider when choosing a research topic, a research method and conducting research.			
Explain what is meant by the issues of reliability, validity and ethics in social research			
Explain what is meant by 'operationalizing concepts' in social research, and why sociologists might need to do this			
Distinguish between quantitative and qualitative data, and the advantages and limitations of each.			
Identify the difference between primary and secondary sources, and the strengths and limitations of the different types of quantitative and qualitative data obtained from each.			
Explain the difference between public and personal documents			
Outline the features, and strengths and weaknesses, of content analysis and how it might be used in sociological research.			
Explain, with examples, the uses, advantages and limitations of official statistics			
Explain the uses and problems of the experimental/laboratory method in sociology, including field experiments.			
Explain how the comparative method might be used as an alternative to the experimental one			
Explain the main features, stages and problems of social survey, and the various sampling methods sociologists use to gain representative samples			
Explain the main features, stages and problems of social survey, and the various sampling methods sociologists use to gain representative samples			
Explain fully the problem of interviewer bias			
Explain the uses, strengths and weaknesses of participant observation as a research method, including practical, ethical and theoretical (PET) problems, and the issues of validity and reliability.			
Examine the uses, strengths and limitations of non-participant observation.			
Discuss the strengths and weaknesses of longitudinal studies, case studies and life histories			
Explain what is meant by methodological pluralism and triangulation, and why sociologists might want to use a range of methods in sociological research.			

Paper 2: Families and Households

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I CAN...	C	D	WD
Explain what is meant by gender roles in the domestic division of labour			
Outline power relationships between couples , including decision making, control of resources and domestic violence			
Analyse how far these roles and relationships have changed over time			
Evaluate different sociological views on couple' roles and relationships			
Understand why sociologists see childhood as a social construction			
Know the reasons for the emergence of the modern notion of childhood			
Analyse and evaluate different views of the position of childhood today			
Analyse and evaluate different views of the future of childhood			
Explain with examples the functionalist, Marxist, feminist and personal life perspectives of the family			
Analyse the similarities and differences between these perspectives			
Evaluate the usefulness of these perspectives on the family			
Explain the main population trends in the UK since 1900			
Understand and be able to evaluate the reasons for population changes including birth and death rates, family size, life expectancy, the ageing population and migration and globalisation			
Understand and be able to evaluate these changes			
Explain the main changes in partnerships including, marriage, divorce, co-habitation and civil partnerships as well as one-person and extended family households			
Know the main changes in childbearing and childrearing, including births outside of marriage, lone parent families and step families			
Understand how these changes have contributed to greater family diversity			
Analyse and evaluate the explanations for these changes in families and households			
Explain a range of different sociological views of family diversity			
Understand the difference between modernist and post-modernist approaches to family diversity			
Analyse and evaluate sociological explanations of family diversity			
Know some of the ways in which social policies may affect families			
Understand the different sociological perspectives on families and social policy			
Analyse and evaluate these perspectives as well as their usefulness in explaining the relationship between families and social policy			

