



Fundamentals for Sociology Year 12 and Year 13

These are concepts and ideas that need to be embedded in Year 12 in order to progress to Year 13. They apply across all units.

CONCEPTS/KNOWLEDGE	SKILLS
Norms	AO1
Values	Knowledge and understanding
Culture	Outline, define, explain.
Socialisation- Primary and Secondary	
Functionalism	A02
Marxism	Research and how it is used to understand.
Feminism	Explain, compare, contrast, elaborate
New Right	Applications and implications
Post modernism	
Structuralism	A03
Social Action Theory/Interpretivist approach	Evaluate and criticise
Positivism	Discuss, criticise, contrast, evaluate, make
Labelling theory	Links (synopticity), conclude.
Verstehen	
	This is to be done for all topics for 4, 6, 10
	20 and for crime 30 marks.

Research Methods

Observations (covert, overt, participant and non-participant)

Interviews (Structured and Unstructured)

Questionnaire

Reliability, Validity and Representativeness

Lab, Field and Natural Studies.

Sampling methods

Ethical issues.

Fundamentals for Sociology Year 12 Topics



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Sociology Fundamentals Map

KNOWLEDGE	SKILLS (All to be incorporated as 10 and 20 mark answers for the exam) This involves concept explaining, use of research, comparisons and links to other topic areas (synopticity)
TOPIC ONE	FAMILY AND HOUSEHOLDS
Types of Family in UK society	Explain norms, values and culture
Functionalist view of family	Explain primary socialisation
Marxist View of family	Explain hegemony and consumption
Feminist View of Family	Explain the difference and evaluate liberal vs radical vs Marxist feminism.
New Right and the family	Evaluate the difference between New Right and functionalism. Explain underclass
Postmodernism	Evaluate this approach and link to ideas of globalisation and plastic identities.
Conjugal roles- ideas and research	Link ideas of triple shift, dual burden and nature/nurture of female roles with research.
Trends in Marriage, Divorce and cohabitation	An ability to use data and official statistics to link to research and current trends with an eye to explaining why using research.
Government policies	Understand the policies that shape family and explain & evaluate their impact.
Childhood	Explain the changing nature of childhood in line with research. Link to research.
TOPIC TWO	EDUCATION
Types of school including free, faith and academies.	Evaluate differences between schools and cultural variation
SEN provision	Evaluate the differences between the two types of provision- specialist and in-school
Government educations acts- 1988, Vocationalism, New Labour and Coalition.	Explain the acts and their component parts. Discuss the impact that these acts had on schools, students and social mobility.
Functionalist view of education	Explain and evaluate role allocation, sift and sieve, secondary socialisation and meritocracy
Marxist View of Education	Explain the difference between Marxism and Correspondence theory. Explain and evaluate the hidden curriculum.
Feminist View of Education/Gender in education	Explain and give reasons for the trends in gender and subject choice. Explain and give reasons for the trends in gender and academic ability. Link this to research that also crosses with ethnicity and class- ie Willis, Mirza, Sewell. Plus Sharpe and Jackson and what this means.
New Right view of Education	Explain how vocationalism links to employment and right wing policies. Link to culture of dependency, sink schools, de-schooling.
Postmodern view of Education	Explain how work has changed post-Fordism and the impact this has had on education. Evaluate this compared to the hidden curriculum



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Class and Education	Use and explain concepts related to class- material deprivation, cultural deprivation/ capital, gratification theory and language codes. Evaluate this against gender & gender. Parents
Ethnicity and Education	Use and explain concepts related to ethnicity- triage, sub-cultures, labelling, institutional racism- research including Mirza, Coard, Sewell.
In-school factors and impact on attainment.	Use, explain and evaluate including research ideas of teacher labelling, self-fulfilling prophecy, peer-pressure.

Year 13 Topics Sociology

TOPIC 3	Beliefs in Society
What is the Marxist view of Religion?	Explain the concepts and views that Marxists use to explain religious belief from the conflict position. This also includes the Neo-Marxist view of religion
The Functionalist View of religion.	Consider the role of the collective conscience in religion. Examine the Weberian view and the role of capitalism in religion.
Religion as a force for change.	Explain how religion can support change and look at examples of this in society.
Religious Organisations	Look at the different types of religious organisations. Cults, Sects and Church
New Religious Movements and New Age Movements.	Look at and explain the differences between World-rejecting NRM, world accommodating NRM and World Affirming NRM. Consider the appeal that these have to people.
How does age affect religiosity?	Look at how religious beliefs and practices are impacted by age- young and old.
How does gender impact on religiosity?	What are the differences between men and women and how they experience religion and religious belief?
How does ethnicity impact on religiosity?	What are the differences between ethnic groups and religious beliefs? Why might religion be more important for some ethnic minority groups?
Religion in the modern world	Secularization and Weber's view on 'disenchantment of the world'. The impact of globalization on the religion. Fundamentalism.
TOPIC 4	CRIME AND DEVIANCE
Defining crime and deviance	Explain the normative view of crime and the role of social control in crime.
Functionalist view of crime	Define and explain Anomie. Define and explain Strain theory and link this to sub-cultures- IOS, FC and SF. Evaluate work of Merton etc.
Marxist View of Crime	Blue and white collar crime and how they are treated in society- reasons behind this. The work of Chambliss and



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	Bonger to explain property crimes. Marxist subcultural theory- Brake and Skinheads.
Green, state and corporate crime	Define green crime and provide real life example. Look at the difference between primary and secondary green crime and the theories that surround this. Look for links between these crimes and corporate and state. Define state crime and provide examples. Evaluate the impact of state crime in society. Link to the Marxist and Neo-Marxist approach. Corporate crime- define and provide examples. Look at linking these ideas to Marxist theories
Labelling and crime/deviance.	Understand the work of symbolic interactionism and how it links to labelling. Explain the work of Becker and the role of the master label. Research from Malinowski and Akers.
Crime and the Media	Discuss the work of Cohen and Folk Devils and provide examples. Deviancy amplification-explain and assess. Moral panic- how they begin and how they develop.
Patterns of Crime-statistics	Look at how stats are measured and why. Official – Government as collected by the police and why. Pos & Negs BCS- collected officially but more anonymity- positives and negatives of this. Local surveys- then look at how they merge to help with crime stats and our understanding of the issues.
Victimology	Use of stats to identify victims- gender, age, ethnicity and location. Trends in victims- link to ethnicity, gender from the topic.
Location and crime-crime and environment.	Look at the idea of zoning. How immigration and movement of people influence crime and deviance? Discuss the role of tipping in crime and location- how areas tip and why this occurs. This can also include a debate into crime prevention- role of lighting, security, public spaces being policed privately and gated communities.
Gender and crime	Look at statistical differences between male and female crime in terms of numbers and offences committed. Look at the reasons and theories behind this and why this is different. Examine the idea of male-stream and how this works- impact of this. Transgressive- the work of Carlen and how they feel crime should be studied.
Ethnicity and Crime	Look at differences in stats for ethnic groups for all aspects of the justice system. Look at the reasons behind this= relative deprivation, cultural assimilation, role of the empire, institutional racism, canteen culture, Scarman, McPherson- how they explain and support the theories around ethnicity and crime.



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Police and the Justice System	Theories of policing- the different styles and the effectiveness of each. How the justice system works and the features of this. Evaluate the effectiveness of this with real life examples.
Crime Prevention Left and Right realism	Look at what this means and examples of how this can be effectively done. Role of building planning, open spaces- links to the location topic can be made. Left Realism= explain what this is and how it aims to prevent crime- PCSO and Community actions- how Blair used this in his research. Right realism- the right wing view on this and the ideas broken windows/zero tolerance- how this is taken up by Governments and the impact that these policies have.
TOPIC 5	Research Methods (partly in Yr 1 and partly in Yr2)
Methods-	Understand the description, advantages and disadvantages: Lab, Field and Natural (IV and DV) Questionnaires Interviews- structured and unstructured. Observations- covert, overt, non-participant and participant. Categories. Content analysis Case studies.
Reliability and Validity	Define each. State how each can be improved in each method Outline external vs/and internal validity. Explain and when to use inter-rata observer, split-half and face validity.
Sampling and representativeness	Outline the importance of the sampling methods: Random/sampling frames. Volunteer Opportunistic Stratified Systematic Snowballing What is representative sample and why is it so important?
Ethics	Explain, provide examples of as well as how to tackle/amend each of these issues: Confidentiality. Right to withdraw. Sensitivity Harm- psych and/or physical
Bias	How bias happens in research? Look at demand characteristics/ social desirability. Link these ideas to studies.
Types of data.	Primary and Secondary data= define and explain what it is and how it works. Consider the positives and negatives. Quan and Qual data- define, examples and evaluate
Official statistics and documents.	Consider what they are and provide examples. Positives and negatives of each and the role they play in Sociology need to be understood.



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Sociology as a science	What is science? Examples of where Sociology is a science. Arguments that Sociology is not a science. Positivism vs Interpretivism Value free/value laden. How the approaches deal with science and sociology- theory of knowledge.
Structuralism- Functionalism and Marxism	Define structuralism and how functionalists and Marxists deal with knowledge and ideas – compare this to phenomenology. Look at the research methods fit with this.
Interpretivism- Feminism and Post- modernism	Define interpretivism and phenomenology and how Feminists and Post-modernism deal with this- compare this to positivism and look at how research methods deal with this.
Conflict vs Consensus	Look at how functionalism (consensus) differs to conflict (Marxist and feminist) in their approach to crime/family/education/stratification . Compare research methods and studies across this topic.

(green are year 2 topics)