**Subject Learning Checklist and Revision Strategies: Family**

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| **Big Ideas** | **Topic Area** | **RAG** | **Revision Strategy** |
| Family Diversity | The Rapoport’s 5 family types. |  | Grid / mind-map or individual flash card |
| Family diversity and the different family forms in the UK and in a Global context. |  |
| Role & Functions of the Family | **Parsons’** Functionalist perspective on primary socialisation and the stabilisation of adult personalities. |  | Mind-map/ Grid/ flash-cards. |
| **Murdock’s** Functionalist perspective on the universal family functions: sexual, reproductive, economic and educational. |  |
| Social Change, Marriage and Divorce | Changes in the pattern of marriage in Britain since 1945 |  | mind-map / grid / flash cards |
| The reasons for the changes in the patterns of marriage rates. |  |
| Changes in the pattern of divorce in Britain since 1945 |  |
| The reasons for the rise in divorce in Britain since 1945. |  |
| The consequences of divorce for family members and structures |  |
| Power in the family and conjugal roles | The Feminist idea of Oakley and the traditional family. |  | Mind-map / flash cards |
| The division of power in the family and decision-making. |  |
| The division of power in the family and the domestic division of labour. |  |
| Feminist, Marxist and Functionalist comparisons of issues that impact on conjugal role relationships: leisure, childcare, decision-making. |  |
| Social Change and changing relationships within families | Wilmott and Young’s functionalist perspective on the changing family, the symmetrical family and the concept of stratified diffusion. |  | Flash cards / mind-map /  Grid |
| Contemporary family related issues, the quality of parenting, the relationships between teenagers and adults, care of the disabled/elderly and arranged marriage/ ageing population. |  |
| **Zaretsky’s** Marxist perspective on the family and its changing nature. |  |
| **Delphy and Leonard’s** Feminist perspective on the family. |  |

**Subject Learning Checklist and Revision Strategies: Education**

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| **Big Ideas** | **Topic Area** | **RAG** | **Revision Strategy** |
| Role & Functions of Education | **Durkheim** on the transmission of norms and values and fostering social cohesion. |  | Grid / mind-map or individual flash card |
| **Parsons** on achieved status and schools as meritocratic |  |
| **Bowles and Gintis** on the correspondence principle on the relationship between education and capitalism. |  |
| Feminist perspective and the hidden curriculum and the reproduction of patriarchy. |  |
| Inequality and Differences in Educational Achievement and Social Class | Factors affecting achievement – external factors: **Halsey** on class-based inequalities. |  | Grid / mind-map |
| Factors affecting achievement – external factors: social class and cultural deprivation. |  |
| Factors affecting achievement – internal factors (processes within schools): setting, streaming, MA teaching. |  |
| Factors affecting achievement – internal factors (processes within schools): Labelling, SFP and the work of **Ball** on teacher expectations and Willis on the creation of counter school cultures. |  |
| Inequality and Educational Achievement and Ethnicity | Factors affecting achievement – external factors: racism in society, family structures. |  | Grid / mind-map |
| Factors affecting achievement – internal factors (processes within schools): formation of subcultures, ethnocentric curriculum. |  |
| Inequality and differences in Educational Achievement and Gender | Factors affecting achievement – gender: external factors including the decline in manufacturing jobs, sexism and patriarchy and processes within schools: feminisation of education, teachers’ expectations. |  | Grid / mind-map |
| Social Policy and Types of School | Types of schools including primary and secondary. |  | Flash cards |
| Alternative forms of educational provision: home schooling and de-schooling. |  | Flash cards |
| Private vs State |  | Grid |
| Social Policy and Meritocracy | Marketisation and **Ball** on parental choice and competition between schools. |  | Flash card |
| Recent education policies |  | mind-map/ flash cards |
| Marketisation and types of school |  | Mind-map / flash cards |

**Subject Learning Checklist and Revision Strategies: Crime and Deviance**

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| **Big Ideas** | **Topic Area** | **RAG** | **Revision Strategy** |
| The Social Construction of Crime and Deviance | Definitions of crime and deviance. |  | flash cards |
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| Explanations of crime and deviance as social constructs: how they vary over time and place. |  |
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| Measuring Crime | The different ways in which crime is measured including data sources of crime: victim surveys, self-report studies and official statistics. |  | Mind-map/ flash-cards. |
| The ‘dark figure’ of crime (unreported and unrecorded crime) |  |
| The pattern and trends in crime figures using relevant statistical data |  |
| Comparisons of a variety of sociological perspectives on the use of data on crime (functionalist, feminist and Marxist) |  |
| Social Control | Formal and Informal social control including unwritten rules and sanctions. |  | mind-map / flash cards |
| Heidensohn’s study from a feminist perspective on gender, control and conformity. |  |
| Different perspectives on social control including Marxist, Feminist and Functionalist. |  |
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| Theories of Crime | Merton’s functionalist perspective on crime and deviance. |  | Mind-map / flash cards / grid |
| Becker’s Labelling theory as a cause of crime. |  |
| Marxist explanations of crime. |  |
| Feminist explanations of crime including Carlen’s study on women, crime and poverty. |  |
| Albert Cohen’s study on crime and subcultures. |  |
| Patterns of Crime | The relationship between social class and crime |  | Grid / mind-map / flash cards |
| The relationship between gender and crime |
| The relationship between ethnicity and crime |
| The relationship between age and crime |
| Identification of who is most likely to be a victim of crime |
| Criminal / deviant behaviour and Punishment | The relationship between the media and crime |  | Flash cards / mind-maps |
| Stan Cohen’s work on folk devils, moral panic and deviance amplification. |  |
| Public debates over dealing with violent crime |  |
| Treatment of young offenders |  |
| Punishment of offenders including prison and surveillance. |  |

**Subject Learning Checklist and Revision Strategies: Social Stratification**

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| **Big Ideas** | **Topic Area** | **RAG** | **Revision Strategy** |
| What is social inequality? | Definitions of social inequality |  | Flash cards |
| Measures of social class |  |
| Theories of Social Stratification | The functionalist theory of stratification (effective role allocation and performance linked to the promise of rewards) |  | Grid / mind-map or individual flash card |
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| **Davis and Moore’s** Functionalist perspective on meritocracy. |  |
| The Marxist theory of stratification, power and class inequality. |  |
| The Feminist theory of stratification, gender and power. |  |
| Views of social Class and Inequality | The work of Marx on Social class |  | Mind-map/ flash-cards. |
| The work of Weber on social class |  |
| Social Mobility: patterns over time, debates on meritocracy. |  |
| Life Chances | Factors affecting life chances and social class including **Fiona Devine’s** re-visit on **Goldthorpe and** **Lockwood’s** Affluent Worker study. |  | mind-map / grid / flash cards |
| Factors affecting life chances and gender |  |
| Factors affecting life chances and ethnicity |  |
| Factors affecting life chances and age |  |
| Factors affecting life chances and disability, sexuality and religion |  |
| Factors affecting life chances and social class including **Fiona Devine’s** re-visit on **Goldthorpe and** **Lockwood’s** Affluent Worker study. |  |
| Poverty | Definitions of poverty |  | Mind-map / flash cards |
| Peter Townsend’s study of poverty and the relative nature of defining poverty. |  |
| The culture of poverty |  |
| Charles Murray the underclass and the undeserving poor: welfare dependency. |  |
| Capitalism as a cause of poverty. |  |
| The Welfare State and poverty |  |
| Groups who are vulnerable to poverty including child poverty. |  |
| Power, Authority and Power Relationships | Weber’s work on power and authority including traditional, charismatic, rational-legal, formal and informal sources of power. |  | Flash cards / mind-map |
| Democracy and power |  |
| Political engagement including voting Behaviour, patterns over time according to age, gender, ethnicity and social class. |  |
| Power from Pluralist and Conflict perspectives on who holds power. |  |
| Perspectives on the media and who holds power. |  |
| **Walby’s** Feminist perspective on power in society. |  |
| Different factors affecting power relationships including social class, gender, sexuality, race, age, disability, religion and beliefs |  |

**Subject Learning Checklist and Revision Strategies: Methods**

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| **Big Ideas** | **Topic Area** | **RAG** | **Revision Strategy** |
| Primary and Secondary Sources of Data (including Quantitative and Qualitative methods) | Description plus the advantages and disadvantages, strengths and weaknesses of a particular method for a specific area of research including the following methods: |  | flash cards / grid |
| Questionnaires |  |
| Structured interviews |  |
| Unstructured interviews |  |
| Group interviews |  |
| Observations: participant, non-participant, covert, overt. |  |
| Content analysis |  |
| experiment |  |
| Personal documents including diaries |  |
| Official statistics and non-official statistics |  |
| Interpretation of data | Interpretation of graphs, diagrams, charts and tables to discern patterns and trends in statistical data. |  | Mind-map/ flash-cards. |
| The Research Process | The processes involved in research design: the establishment of appropriate aims and relevant hypotheses, the use of pilot studies, the selection of appropriate sampling methods and the analysis of data. |  | mind-map / flash cards |
| Practical issues including time, cost and access |  |
| Ethical issues are consent, confidentiality and harm to participants and how the issues can be addressed. |  |
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