

Advance Information in A Level Sociology

What this means for your exams

What advance information hasn't been provided?

Paper 1: 4,6 and 10 mark Education questions, 20 mark Methods in Context essay and 10 mark Theory & Methods question

Paper 2: 10 mark questions for both Families & Households and Beliefs in Society sections

Paper 3: 4,6 and 10 mark Crime questions and 10 mark Theory & Methods question

=This means questions on **ANY** area of the specification/any topic could come up for these questions. We **don't know** what they are setting, so it is important to revise everything!

What has been shared

- 50% of the content across the three exam papers
- This is the remaining the 20 and 30 mark essays (just not the methods in context essay!)
- *Topics that have been identified for these essays have been applied to your Paper 2 mock on Monday 21st February*

EXAM DATES

Paper 1 (Education, Methods in Context and Theory & Methods)

Monday 23rd May (morning)

Paper 2 (Families & Households and Beliefs in Society)

Tuesday 7th June (afternoon)

Paper 3 (Crime & Deviance and Theory & Methods)

Monday 13th June (morning)

Advance Information: 30 mark essay on Paper 1 (Education)

Specification	Minimum content to be covered
<p>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</p>	<p>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.</p> <p>Ball, Whitty, David</p> <p>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.</p> <p>Douglas, Keddie, Ball</p> <p>Education policies in relation to gender and ethnic differences and their impact, eg GIST, WISE and multicultural education.</p> <p>Francis, Sewell, Mirza</p> <p>Different sociological explanations of the impact of educational policies, eg in relation to parentocracy and differences in economic and cultural capital.</p> <p>Gewirtz, Gillborn & Youdell, Bartlett</p>

Possible essay titles that could come under this information

- Evaluate the view that educational policies lead to inequalities between different:
 - Social classes
 - Ethnic groups
 - Genders
- Evaluate the view that marketisation and privatisation policies lead to educational inequalities between social groups.
- Evaluate the view that over time educational policy making has led to greater equality of opportunity and better educational outcomes for social groups.
- Evaluate sociological explanations of the relationship between education and globalisation

*The essays titles provided on the whole of this PowerPoint are not exhaustive -these are my 'best guesses', and it is not definitive **any** of these **will** appear on the papers! The wording could be completely different...*

Advance Information: 20 mark essay on Paper 2 (Families & Households)

Specification	Content
The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies	<p>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.</p> <p>Parsons, Murdock, Zaretsky, Oakley</p> <p>The impact of government legislation, eg divorce, adoption and same sex marriage, and policies, eg education, housing and welfare, on the family.</p> <p>Donzelot, Leonard, Murray</p>

Possible essay titles that could come under this information

- Evaluate feminist explanations of the role of the family in society today. (AL 2019)
- Evaluate functionalist explanations of the role of the family in society. (AL 2017)
- Evaluate sociological views on the impact of government policies and laws on the role of the family. (AS 2018)
- Evaluate the contribution of Marxist views to our understanding of the family (AS 2017)
- Evaluate the contribution of feminist views to an understanding of family roles and relationships. (AS SAMS2)
- Evaluate New Right views to an understanding of family roles and relationships in society today.
- Evaluate the view that government policies support patriarchy.
- Evaluate the view the family supports capitalism.
- Evaluate postmodernist views to our understanding of the growth of family diversity and its impact on society today.
- Evaluate explanations for patterns in marriage and divorce in society today.

Advance Information: 20 mark essay on Paper 2 (Beliefs in Society)

Specification	Content
Ideology, science and religion, including both Christian and non-Christian religious traditions	<p>Science as a social construct. Issues in defining religion.</p> <p>Durkheim, Giddens, Berger</p> <p>Religion and science as belief systems and ideological influences.</p> <p>Bainbridge, Weber, Berger</p> <p>Different theoretical views on the role and function of religion, eg functionalist, Marxist (including neo-Marxist), feminist and postmodernist.</p> <p>Durkheim, Parsons, Marx, El Sadaawi</p>

Possible essay titles that could come under this information

- Evaluate the view that science has a greater influence than religion on people's lives today. (June 2017)
- Evaluate the view that religion no longer acts as a 'shared universe of meaning' for people today. (SAMS2)
- Evaluate the functionalist view to our understanding of the role and purpose of religion today.
- Evaluate the view that religion is a cause of oppression.
- Evaluate feminist views of the role of religion in contemporary society.
- Evaluate Marxist views of the role and purpose of religion today.
- Evaluate the view that science is replacing religion as the main ideological influence within contemporary society.
- Evaluate definitions used to define what religion is.

Advance Information: 30 mark essay on Paper 3 (Crime & Deviance)

Specification	Content
Crime, deviance, social order and social control	<p>Functionalist explanations of crime, deviance, social order and social control, eg positive functions of crime, adaptations to strain, types of subculture, differential association.</p> <p>Durkheim, Merton, A.K.Cohen, Cloward and Ohlin</p> <p>Marxist and neo-Marxist explanations of crime, deviance, social order and social control, eg criminogenic capitalism, law making and critical criminology.</p> <p>Marx, Chambliss, Snider, Taylor, Walton & Young</p> <p>Labelling theory of crime, deviance, social order and social control, eg the social construction of crime, the effects of labelling and deviance amplification.</p> <p>Becker, Cicourel, Lemert, S.Cohen, Braithwaite</p> <p>Right realist explanations of crime, deviance, social order and social control, eg the causes of crime and solutions to crime.</p> <p>Wilson, Murray, Wilson & Kelling, Felson</p> <p>Left realist explanations of crime, deviance, social order and social control, eg relative deprivation, subcultures and marginalisation.</p> <p>Young, Lea & Young</p>

Possible essay titles that could come under this information

- Evaluate the usefulness of labelling theory in understanding crime and deviance. (June 2018)
- Evaluate the usefulness of functionalist approaches in understanding crime and deviance (SAMS1).
- Evaluate the view that crime is a result of subcultural response in failure to achieve mainstream goals.
- Evaluate Marxist explanations in understanding crime and deviance.
- Evaluate the view that crime is a response to 'hitting back' at inequalities caused by capitalism.
- Evaluate realist explanations for, and the tackling of crime and deviance.
- Evaluate the view that crime statistics are socially constructed.

Advance Information: 30 mark essay on Paper 3 (Theory & Methods)

Specification	Content
Consensus, conflict, structural and social action theories	<p>The difference between consensus and conflict theories of society, including consensus theories such as functionalism, the New Right, and conflict theories, ie Marxism and feminism; the major variants of such theories, eg scientific and humanistic Marxism; liberal, radical, Marxist etc feminism.</p> <p>Marx, Gramsci, Althusser, Durkheim, Parsons, Merton</p> <p>The difference between structural theories such as functionalism and Marxism, and action theories; the main types of action theory, such as social action theory, symbolic interactionism and ethnomethodology.</p> <p>Weber, Mead, Blumer, Becker, Goffman, Garfinkel</p>

Possible essay titles that could come under this information

- Evaluate the contribution of Marxist approaches to understanding today's society. (June 2019)
- Evaluate the view that conflict approaches are more useful than consensus approaches to our understanding of society. (June 2017)
- Evaluate the usefulness of functionalist and New Right approaches to understanding society today.
- Evaluate the usefulness of different feminist approaches to our understanding society.
- Evaluate microsociological approaches to our understanding and the shaping of society.
- Evaluate the extent to which the structure/agency debate has been resolved.

What does this mean for my revision?

- Revise all of the content we have covered on the course
- You need to know enough to complete **at least** 10 mark responses for all topics (in preparation for the questions that have no advanced information)
- Check you **know** the information provided from the Teacher Guide (the boxes in this PowerPoint). Be sure you can also **apply** and **evaluate** it as well.
- Plan the 20 and 30 essays identified on this PowerPoint -they are a guide, but think about how the same content could be used but in different ways depending on the wording of the question
 - At least 3 paragraphs for a 20 marker; ideally 4
 - At least 4 paragraphs for a 30 marker, ideally 5
- Practise writing out these essays in timed conditions: look, cover, check!