

Shenfield High School **SOCIOLOGY** WJEC Eduqas GCSE

**Component 1: Understanding Social Processes**

**Topic 1: Key concepts and processes of cultural transmission**

Topic 2: Families

Topic 3: Education

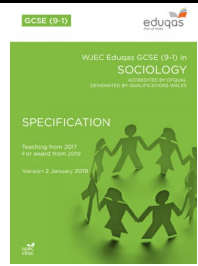
Topic 4: Sociological research methods

Specification <https://www.wjec.co.uk/media/ysbbv1j4/eduqas-gcse-sociology-spec-from-2017-e.pdf>

WJEC resource <https://resources.wjec.co.uk/pages/ResourceByArgs.aspx?subid=28&lvId=2>

<b>Topic 1: Key concepts and processes of cultural transmission</b>		<b>Basic K&amp;U</b>	<b>General K&amp;U</b>	<b>Thorough K&amp;U</b>	<b>Exam ready</b>
1.1 Key sociological concepts	Definition of the term 'culture'				
	Definition of the term 'norms'				
	Definition of the term 'values'				
	Definition of the term 'roles'				
	Definition of the term 'status'				
	Definition of the term 'identity'				
	Definition of the term 'sanctions'				
1.2 Debates over the acquisition of identity	Definition of the term 'cultural diversity'				
	Explanation of the 'nature nurture' debate				
	Arguments to show that behaviour is shaped by biological and genetic factors which support the nature argument				
	Explanation of how the idea of feral children supports the nurture argument				
1.3 The process of socialisation	Explanation of how the idea of cultural diversity supports the nurture argument				
	The difference between primary and secondary socialisation				
	Explain what is meant by the term 'agent of socialisation'				
	Explain how people are socialised by the family				
	Explain how people are socialised by education				
	Explain how people are socialised by the media				
	Explain how people are socialised by peer groups				

<b>Topic 1: Key concepts and processes of cultural transmission</b>		<b>Basic K&amp;U</b>	<b>General K&amp;U</b>	<b>Thorough K&amp;U</b>	<b>Exam ready</b>
1.3 The process of socialisation (continued)	Explain how nurture agents shape an individual's social class identity				
	Explain how nurture agents shape an individual's gender identity				
	Explain how nurture agents shape an individual's ethnic identity				
	Explain the difference between formal and informal social control				
	Explain how agents of social control use sanctions				



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### Topic 2: Families

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### Topic 2: Families

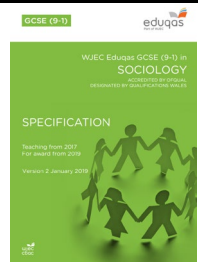
Basic K&U	General K&U	Thorough K&U	Exam ready
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2.1 Family diversity and different family forms in the UK and within a global context	Definition of 'family'				
	Definition of a 'household'				
	Different family types including: <ul style="list-style-type: none"> <li>• nuclear family</li> </ul>				
	<ul style="list-style-type: none"> <li>• extended family</li> </ul>				
	<ul style="list-style-type: none"> <li>• reconstituted family</li> </ul>				
	<ul style="list-style-type: none"> <li>• lone parent family</li> </ul>				
	<ul style="list-style-type: none"> <li>• single sex family</li> </ul>				
	<ul style="list-style-type: none"> <li>• cohabiting family,</li> </ul>				
	<ul style="list-style-type: none"> <li>• beanpole family</li> </ul>				
	Ethnic minority family forms				
2.2 Social changes and family structures	Global family forms including polygamy including: <ul style="list-style-type: none"> <li>• The concept of polygamy</li> </ul>				
	<ul style="list-style-type: none"> <li>• The concept of arranged marriages</li> </ul>				
	China's one child policy				
	Changes in: <ul style="list-style-type: none"> <li>• social norms</li> </ul>				
	<ul style="list-style-type: none"> <li>• secularisation</li> </ul>				
	<ul style="list-style-type: none"> <li>• values and laws</li> </ul>				
<ul style="list-style-type: none"> <li>• the changing position of women</li> </ul>					
<ul style="list-style-type: none"> <li>• feminism</li> </ul>					
<ul style="list-style-type: none"> <li>• expectations and laws relating to marriage</li> </ul>					

Topic 2: Families		Basic K&U	General K&U	Thorough K&U	Exam ready
2.2 Social changes and family structures (continued)	<ul style="list-style-type: none"> <li>• laws relating to divorce</li> </ul>				
	<ul style="list-style-type: none"> <li>• contraception</li> </ul>				
	<ul style="list-style-type: none"> <li>• economic factors</li> </ul>				
	<ul style="list-style-type: none"> <li>• technology and immigration</li> </ul>				
	And their impact on				
	<ul style="list-style-type: none"> <li>• family diversity, including the work of Rapoport</li> </ul>				
	<ul style="list-style-type: none"> <li>• divorce rates and serial monogamy</li> </ul>				
	<ul style="list-style-type: none"> <li>• cohabitation, single parent families, later age of marriage</li> </ul>				
	<ul style="list-style-type: none"> <li>• singlehood</li> </ul>				
<ul style="list-style-type: none"> <li>• family size</li> </ul>					
2.3 Social changes and family relationships	changes in social norms, secularisation, values and laws, feminism				
	economic factors, technology and their impact on:				
	<ul style="list-style-type: none"> <li>• segregated and joint conjugal roles</li> </ul>				
	<ul style="list-style-type: none"> <li>• symmetrical families,</li> </ul>				
	<ul style="list-style-type: none"> <li>• domestic division of labour</li> </ul>				
	<ul style="list-style-type: none"> <li>• New Man</li> </ul>				
	<ul style="list-style-type: none"> <li>• decision making</li> </ul>				
	<ul style="list-style-type: none"> <li>• Money management</li> </ul>				
	<ul style="list-style-type: none"> <li>• Dual career families</li> </ul>				
	<ul style="list-style-type: none"> <li>• Leisure Activities</li> </ul>				
	<ul style="list-style-type: none"> <li>• theory of symmetrical family and principle of stratified diffusion, developed from the functionalist perspective of Willmott and Young</li> </ul>				
	<ul style="list-style-type: none"> <li>• Dual burden</li> </ul>				
	<ul style="list-style-type: none"> <li>• Triple Shift</li> </ul>				
	<ul style="list-style-type: none"> <li>• Domestic violence</li> </ul>				
	<ul style="list-style-type: none"> <li>• The social construction of childhood</li> </ul>				
	<ul style="list-style-type: none"> <li>• Reasons why the position of children in the family has improved</li> </ul>				
<ul style="list-style-type: none"> <li>• Arguments to show that the position of children in the family has not improved</li> </ul>					
<ul style="list-style-type: none"> <li>• The disappearance of childhood</li> </ul>					
<ul style="list-style-type: none"> <li>• Boomerang children</li> </ul>					
<ul style="list-style-type: none"> <li>• Sandwich generation</li> </ul>					

Topic 2: Families		Basic K&U	General K&U	Thorough K&U	Exam ready
2.4 Sociological theories of the role of the family	conflict versus consensus debate on the role of the family				
	consensus view of Functionalism				
	Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities				
	conflict view of Marxism				
	Marxist theory of families serving the interests of capitalism, including the work of Zaretsky				
	conflict view of Feminism				
	Feminist critique of family as a patriarchal institution, including the work of Delphy and Leonard and Oakley and the conventional family				
	New Right views of family				
2.5 Criticisms of family	loss of traditional functions				
	lack of contact with wider kinship network				
	dysfunctional families				
	status and role of women				
	isolation and unrealistic expectations				
	marital breakdown and divorce				
	the dark side of family life including domestic violence				
	decline of the traditional family				
Other issues related to the family	Is the family losing its functions?				
	Why do some sociologists believe the nuclear family is still common?				
	Domestic violence				

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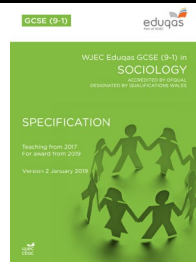
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Topic 3: Education		Basic K&U	General K&U	Thorough K&U	Exam ready
3.1 Sociological theories of the role of education	conflict versus consensus debate on the role of education				
	consensus view of Functionalism				
	Functionalist theory of education <ul style="list-style-type: none"> <li>• serving the needs of society and the economy facilitating social mobility and fostering social cohesion including the work of Durkheim on education as the transmission of norms and values</li> </ul>				
	<ul style="list-style-type: none"> <li>• achieved status and education operating on meritocratic principles, with reference to the work of Parsons</li> </ul>				
	conflict view of Marxism				
	Marxist theory of education serving the needs of capitalism <ul style="list-style-type: none"> <li>• education maintaining inequality, including the work of Bowles and Gintis on the correspondence theory</li> </ul>				
	conflict view of Feminism				
3.2 Processes inside schools.	processes within schools affecting educational achievement <ul style="list-style-type: none"> <li>• labelling, including the work of Hargreaves</li> </ul>				
	hidden curriculum				
	streaming, banding				
	anti-school sub-cultures including the work of Willis				
	teacher expectations, including the work of Ball				
	self-fulfilling prophecy				

Topic 3: Education		Basic K&U	General K&U	Thorough K&U	Exam ready
3.3 Patterns of educational achievement	patterns of attainment by:				
	• gender				
	• social class				
3.4 Factors affecting educational achievement	• ethnicity				
	Social class				
	• contribution of material factors, including the work of Halsey on class based inequalities				
	• cultural factors				
	• labelling				
3.5 Factors affecting educational achievement	• catchment areas				
	• types of school, including the work of Ball on streaming, choice and competition between schools				
	• counter school cultures, including the work of Willis				
	Gender				
3.5 Factors affecting educational achievement	• contribution of more employment opportunities for females				
	feminism				
	feminisation of schools				
	crisis of masculinity				
	peer pressure and sub cultures				

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### Topic 4: Sociological research methods

		Basic K&U	General K&U	Thorough K&U	Exam ready
4.1 Usefulness of different types of data	The difference between primary and secondary data				
	The difference between quantitative and qualitative data				
	sources of secondary data, including diaries, journals, official and non-official statistics				
	usefulness of these types of data to sociologists				
4.2 Methods of research	qualitative and quantitative methods including:				
	• questionnaires				
	• structured and unstructured interviews				
	• different types of observations				
	the value, practical application and strengths and weaknesses of different methods in terms of:				
	• validity				
	• reliability				
• ethics					
• representativeness					
mixed methods approaches					
4.3 Sampling processes	representative and non-representative sampling techniques				
4.4 Practical issues affecting research	access to subjects of research				
	gatekeeper to allow access				
	time and cost of research				



Topic 4: Sociological research methods		Basic K&U	General K&U	Thorough K&U	Exam ready
4.5 Ethical issues affecting research	informed consent				
	confidentiality				
	harm to participants				
	deception				
	strategies used by sociologists to address issues				
Other - Information relating to research methods	Different sampling methods that sociologists use: <ul style="list-style-type: none"> <li>• random</li> <li>• systematic</li> <li>• stratified</li> <li>• quota</li> <li>• snowball</li> </ul>				
	The strengths and weaknesses of official statistics as part of secondary research				
	The strengths and weaknesses of using documents as part of secondary research				
	The strengths and weaknesses of using longitudinal studies				
	Choosing a research area				
	Establishing an aim and/or hypothesis				
	Choosing a method				
Other – The process of research design	Pilot studies				
	Selecting a sampling technique				
	Analysing the data				
	Usefulness of mixed methods approach				