

**COMPLETE SOCIOLOGY PLC FOR ALL CONTENT STUDIED**  
**WITH MISS MCKENZIE IN YEAR ONE AND TWO.**

Complete this in order to structure your revision and the topics covered in Sociology  
SOS.



Name: \_\_\_\_\_

## 1. Sociological perspectives

Topics	Requirements broken down	RAG	Notes on this	Exam Q answered
Types of theories	Characteristics of consensus theories			
	Characteristics of conflict theories			
	Differences between consensus and conflict theories			
Functionalism	The functionalist argument:			
	1. Social solidarity			
	2. Anomie			
	3. Organic analogy			
	4. Structural theory			
	Strengths of functionalism			
	Weaknesses of functionalism			
New Right	The New Right argument:			
	1. The hidden hand of the market (Adam Smith)			
	2. Dependency culture/welfarism			
	3. The Underclass (Murray)			
	Strengths of the New Right approach			
	Weaknesses of the New Right approach			
Marxism	The Marxist argument:			
	1. Class divisions (proletariat and bourgeoisie)			
	2. Capitalism			
	3. Ideological state apparatuses			
	4. False consciousness			
	5. Superstructure and infrastructure			
	6. Revolution (historical materialism)			
	Strengths of the Marxist explanation			
	Weaknesses of the Marxist explanation			
Feminism	The feminist argument:			
	1. Gender inequalities			
	2. Patriarchy			

<b>Feminism cont.</b>	3. Private/public sphere			
	4. Male gaze			
	The different waves of feminism (chronological evolution of feminism)			
	The different strands of feminism (including liberal, Marxist, radical and black)			
	Strengths of the feminist explanation			
	Weaknesses of the feminist explanation			
<b>Weberism</b>	The Weberian argument:			
	1. Class, status and party stratification and the interplay between the three			
	2. As an adaptation of Marxism (?)			
	Strengths of the Weberian explanation			
	Weaknesses of the Weberian explanation			
<b>Postmodernism</b>	The postmodern argument:			
	1. The use of 'metanarratives' by other perspectives			
	2. The end of modernity			
	3. The postmodern condition (for example fragmented identity)			
	Strengths of the postmodern explanation			
	Weaknesses of the postmodern explanation			

## 2. Introducing socialisation, culture and identity

Page numbers refer to the Year One text book

Topics	Requirements broken down	RAG	Notes on this	Exam Q answered
Culture	What is a culture?			
	What are values?			
	What are norms?			
	How do norms and values differ?			
	What is cultural diversity?			
	What is cultural hybridity?			
	What is a subculture?			
	What is high culture?			
	What is popular culture?			
	What is consumer culture?			
	Is popular culture worse than high culture? ( <i>Bourdieu</i> )			
	Mead (1935) <i>Sex and Temperament in Three Primitive Societies</i> (pg 3)			
Socialisation	The nature vs nurture debate			
	Primary agencies of socialisation			
	Secondary agencies of socialisation			
	The process of socialisation			
	What is social control?			
	Formal mechanisms of social control			
	Informal mechanisms of social control			
	Strengths of the Marxist explanation			
	Weaknesses of the Marxist explanation			
	<i>Bruce Reimer Study – Twins gender differences</i> (pg 10)			
	<i>Oxana Malaya – The girl raised by dogs</i> (pg 10)			
	<i>Bouchard – Identical twins separated at birth</i> (pg 10)			

### 3. Identity

Page numbers refer to the Year One textbook

Topics	Requirements broken down	RAG	Notes on this	Exam Q answered
Identity	What is identity?			
	What are the different aspects of a person's identity?			
	What is a hybrid identity (with an example)			
Ethnic Identity	<i>Modood (1997) Generational differences in ethnic identities</i> (pg 19)			
	<i>Cashmore and Troyna (1990) Ethnic minorities turn inwards</i> (pg 19)			
	<i>Jacobson (1997) Pakistanis response to racism</i> (pg 19)			
	What is multiculturalism and how is it affecting ethnic identity?			
	How racism/discrimination affects ethnic identity (resistance or hybridity)			
	Postmodernist response to multiculturalism and ethnic identity			
National Identity	Responses of national identity to globalisation			
	Cultural homogenisation			
	Differences in nationalism in the UK e.g. Scottish vs English			
	<i>Sardar (2002) Global identity crisis</i> (pg 21)			
	<i>Kumar (2003) English identity</i> (pg 21)			
	<i>Hall (1991) Three reactions to globalisation</i> (pg 22)			
Gender Identity	Gender as a social construct (biological view, functionalist view and the social construction of gender identities).			
	Changing female identities – from ladies to ladettes			
	Changing male identities			
	<i>Oakley (1981) Gender role socialisation in the family</i> (pg 23)			
	<i>Mac an Ghail (1994) Crisis in Masculinity</i> (pg 24)			
	<i>Faludi (1993, 1999) A crisis for female and male identity?</i> (pg 25)			
Social class identity	Ways of defining social class			
	Does class still matter? (Both sides of the debate)			
	<i>Bourdieu (1984, 1986) Cultural capital</i> (pg 26)			
	<i>Offe (1985) Full time work</i> (pg 27)			
	<i>Marshall et al (1988) Strong class identities</i> (pg 28)			

	<i>Savage et al (2001) Weak class identities (pg 28)</i>			
	<i>Pierre Bourdieu – class and culture PDF</i>			
<b>Sexuality identity</b>	The history of homosexuality and its legalisation			
	Changing sexual identities including changes in the law			
	<i>McIntosh (1996) The Homosexual role (pg 29)</i>			
	<i>Weeks (1991) Sexual identification (pg 29)</i>			
	<i>Rich (1980) Women’s sexuality is oppressed by men (pg 29)</i>			
<b>Age Identity</b>	Stages in the life course			
	Age discrimination (both young and elderly)			
	<i>Postman (1982) Childhood innocence (pg 31)</i>			
	<i>Hockey and James (1993) Growing up and growing old (pg 32)</i>			
	<i>Featherstone and Hepworth (2005) Changing age identities (pg 32)</i>			
	<i>The disappearance of childhood - PDF</i>			
<b>Disability Identity</b>	The medical model of disability			
	The social model of disability			
	What is master status and how does it affect identity?			
	What is learned helplessness?			
	<i>Shakespeare (1996) Socialisation and helplessness (pg 33)</i>			
	<i>Zola (1982) Able bodied language (pg 34)</i>			
	<i>Murugami (2009) A person first (pg 34)</i>			

#### Question bank:

- Outline and briefly evaluate the view that (insert part of identity here) is a strong influence on an individual’s identity. (20 marks)
- Outline and briefly evaluate the view that informal agencies of social control are effective in ensuring that people follow society’s rules. (20 marks)
- Outline and briefly evaluate the view that (insert agency of socialisation here) is a powerful agency in socialising individuals into traditional identities. (20 marks)

#### 4. Social Inequalities – Social Class

Page numbers refer to the Year One textbook

Topics	Requirements broken down	RAG	Notes on this	Exam Q answered
What is a social class?	Marxist definition of social class			
	The Hope-Goldthorpe classification			
	The National Statistics Socio-Economic Classification			
	Occupation and social class			
	Subjective social class			
	The underclass			
Social class inequalities in life chances	Weber's definition of life chances			
	Relationship between social class and life chances			
	Timmins (2010) <i>Findings of the National Equality Panel</i> (pg 226)			
	ONS (2010) <i>Chances of teenage motherhood</i> (pg 226)			
Social class inequalities in income	The main sources of income			
	Income statistics: The Family Resources Survey (FRS) (pg 227)			
	Income statistics: The Annual Survey of Hours and Earnings (ASHE) (pg 228)			
	Income statistics: The British Household Panel Survey (1991) (pg 228)			
	ONS (2012) <i>Incomes of selected occupations in the UK</i> (pg 228)			
	The effects of taxes and benefits on income distribution			
Social class inequalities in wealth	Definition of wealth (and how it is different to income)			
	The ONS definition of wealth			
	Problems with measuring wealth			
	Wealth inequalities based on age			
	Wealth inequalities based on class			
	Wealth inequalities based on meritocracy			
	Rowlingson and Mullineux (2013) <i>The Birmingham Commission Report</i> (pg 232)			
	Atkinson (2013) <i>Inherited wealth</i> (pg 233)			
	Hills et al (2013) <i>The relationship between social class and wealth</i> (pg 232)			
Social class	What is the hierarchy of occupations?			

inequalities in work and employment	Rewards based on occupation e.g. status; job satisfaction			
Social class inequality in poverty	Definition of absolute poverty			
	Definition of relative poverty			
	Households Below Average Income (HBAI) measure			
	The consensual measure of poverty			
	HBAI statistics (2014) <i>Percentage of individuals in relative and absolute low income, 1998/99 to 2012/13 UK</i> (pg 237/238)			
	BBC News (2014) <i>Rising Child Poverty</i> (pg 238)			
Social class inequalities in social mobility	Definition of intergenerational social mobility			
	Definition of intragenerational social mobility			
	Open and closed societies			
	Problems with research social mobility			
	Goldthorpe: The Oxford Mobility Study (1980) (pg 240)			
	Evaluation of the OMS			
	Kellner and Willby (1980) <i>Absolute and relative social mobility</i> (pg 240)			
	Savage and Egerton: The NCDS study (1997) (pg 242)			
	Government policy and the Social Mobility and Child Poverty Commission			

#### Question bank:

- Outline the evidence that inequality significantly reduces the life chances of the working classes. (20 marks)
- Outline ways that a person's social class may affect their opportunities in work and employment. (20 marks)
- Outline ways that social class inequalities are important in Britain today. (20 marks)
- Assess the usefulness of Weber's theory of social stratification for understanding social inequality in British society today. (40 marks)
- Assess the usefulness of Marxist theories for understanding social class inequalities in UK society. (40 marks)



## 5. Social inequalities – Gender

Page numbers refer to the Year One textbook

Topics	Requirements broken down	RAG	Notes on this	Exam Q answered
What is gender?	Difference between gender and sex			
	Different types of gender including transgender, agender and pangender			
Gender and life chances	Life chances as defined by Max Weber			
	Educational achievement depending on gender			
Gender inequalities in work and employment	Historical trends of women in the paid labour market (PLM)			
	Types of employment women are in (compared to men)			
	Lewis – Double shift			
	Duncombe and Marsden (1995) <i>'Emotionwork' and the triple shift</i> (pg 101)			
Gender inequalities in income and wealth	Gender pay gap			
	Statistics supporting gender pay gap (at least two)			
	Explanations as to why there is a gender pay gap			
Gender inequalities in poverty	Absolute poverty			
	Relative poverty			
	Chant (2011) <i>Women experience time poverty</i> (pg 259)			
	Women's Budget Group (2005) <i>Poverty to protect children</i> (pg 260)			
	Trussell Trust (2014) <i>Food poverty</i> (pg 260)			
	Joseph Rowntree Foundation (2008) <i>Women and poverty</i> (pg 260)			
Gender inequalities in social mobility	Definition of social mobility			
	Intragenerational social mobility			
	Intergenerational social mobility			
	Li and Devine (2011) <i>Women less likely to be upwardly mobile</i> (pg 260)			
	The 2014 Global Gender Gap Report (pg 261)			
	Savage (2011) <i>Men vs women</i> (pg 261)			
	Intersectional gender pay gap including Li and Devine (2011) (pg 261)			
Gender inequalities	Mac an Ghaill (1994) <i>Crisis in masculinity</i> (pg 262)			
	Educational achievement of boys vs girls			
	Health inequalities			

experienced by males	Family life inequalities including Warin et al (1999) (pg 263)			
	Evaluation of male inequalities			
The development of feminism	First wave feminism and its aims (including social and legal equalities and universal suffrage)			
	Second wave feminism and its aims (including civil rights movements, LGBT movements and anti-war protests; 'the personal is the political')			
	Third wave feminism and its aims (including more diverse and individualistic types of feminism, for example, ethnic)			
	Fourth wave feminism and its aims (including sexism and FGM)			
	Does the fourth wave exist?			
The strands of feminism: Liberal	Aims of liberal feminism; equal rights for women in social world e.g. education and politics			
	Oakley (1974) <i>Gender socialisation in the family</i> (pg 268)			
	Evaluation of Oakley's conclusions			
	Evaluation of liberal feminism			
The strands of feminism: Marxism	Marxist explanation for female disadvantage; dominant ideology and reliance on nuclear family to support capitalism			
	Feeley (1972) <i>Socialisation in the family</i> (pg 269)			
	Benston (1972) <i>Domestic work benefits capitalism</i> (pg 269)			
	Dalla Costa and James (1972) <i>The power of women and the subversion of the community</i> (pg 271)			
	Evaluation of Marxist feminism			
The strands of feminism: Radical	Radical explanation for gender inequalities e.g. patriarchy			
	Focus on the family and explanation			
	Johnson (1995) <i>Patriarchal terrorism</i> (pg 272)			
	Delphy and Leonard (1992) <i>Familiar exploitation</i> (pg 272)			
	Evaluation of radical feminism			
Intersectionality (Sylvia Walby)	Walby (1990) <i>Theorising patriarchy</i> (pg 274)			
	The concept of 'private patriarchy'			
	The six patriarchal structures in society that disadvantages women			
	Walby (1997) <i>Gender transformations</i> (pg 274)			
	Evaluation of Walby			
Preference	Hakim's view of women's disadvantage			
	Three classifications of preferences: home-centred, adaptive and work-centred			

theory (Catherine Hakim)	Explanation of how this supports the Functionalist theory of human capital			
	Evaluation of preference theory			
Functionalist explanations of gender inequality	Human capital theory			
	Murdock (1949) <i>Biological functions in the family</i> (pg 275)			
	Parsons and Bales (1955) <i>Expressive vs instrumental</i> (pg 275)			
	Evaluation of functionalist explanation			
New Right explanation of gender inequality	Support for the nuclear family (and reasons for it)			
	Natural differences instead of inequalities			
	Schlafly's response to feminism (pg 276)			
	Evaluation of Schlafly			
Marxist explanation of gender inequality	Marxist explanation of gender inequality (overlap with Marxist feminism)			
	Neo-Marxist explanation of gender inequality			
	Evaluation of Marxist explanations of gender inequality			
Weberian explanation of gender inequality	The role of status in gender			
	Segregations: horizontal and vertical			
	Barron and Norris (1976) <i>Dual labour market explanation</i> (pg 279)			
	Electoral Commission (2004) <i>Political activism gap</i> (pg 279)			
	Evaluation of Weberian explanation of gender inequality			

#### Question bank:

- Outline the evidence that inequality significantly reduces the life chances of the women. (20 marks)
- Outline ways that a person's gender may affect their opportunities in work and employment. (20 marks)
- Outline ways that gender inequalities are important in Britain today. (20 marks)
- Assess the usefulness of Weber's theory of social stratification for understanding social inequality in British society today. (40 marks)
- Assess the usefulness of Marxist theories for understanding gender inequalities in UK society. (40 marks)
- Assess the usefulness of Feminist theories for understanding gender inequalities in UK society. (40 marks)
- 'Women continue to be unequal to men as we live in a patriarchal society.' Discuss. (40 marks)

## Social inequalities – Ethnicity

Page numbers refer to the Year One textbook

Topics	Requirements broken down	RAG	Notes on this	Exam Q answered
What is ethnicity?	Difference between ethnicity and race.			
	ONS statistics of the ethnic makeup of the UK			
Ethnic inequalities in work and employment	Weber's definition of life chances			
	ONS statistics on employment inequality			
	Wood et al (2009) <i>Name discrimination</i> (pg 284)			
	Heath and Yu (2005) <i>Ethnic penalties</i> (pg 284)			
	Battu and Sloane (2004) <i>Ethnic minorities are over educated</i> (pg 284)			
Ethnic inequalities in income and wealth	Difference between income and wealth			
	The ONS definition of wealth			
	Ethnic pay gap (Joseph Rowntree Foundation)			
	The National Equality Panel (2010) <i>Differences in median pay</i> (pg 285)			
	Rowlingson and McKay (2012) <i>Wealth differences based on ethnicity</i> (pg 285)			
Ethnic inequalities in poverty	Absolute poverty			
	Relative poverty			
	Flaherty et al (2004) <i>Explanations for high rates of poverty among ethnic groups</i> (pg 286)			
	Alcock (1997) <i>Material deprivation and social exclusion</i> (pg 286)			
Ethnic inequalities in social mobility	Intergenerational social mobility			
	Intragenerational social mobility			
	Platt (2005) <i>Intergenerational social mobility</i> (pg 287)			
	Sedghi (2014) <i>Barriers to social mobility and job opportunities</i> (pg287)			
Functionalist explanation	Meritocratic society			
	Patterson (1965) <i>The host-immigration model</i> (pg 289)			
	Evaluation of Patterson			
	Cox (1970) explanation of ethnic inequality (pg 290)			
	Evaluation of Cox			
	Castles and Kosack (1973) explanation of ethnic inequality (pg 290-91)			

<b>Marxist explanation</b>	Evaluation of Castles and Kosack			
	Miles (1989) explanation of ethnic inequality (pgg 292)			
	Evaluation of Miles			
	The rise of the English Defence League			
	The Morecambe Bay tragedy			
<b>Weberian explanation</b>	Weberian definition of class			
	Social closure			
	Barron and Norris (1979) <i>The dual labour market theory</i> (pg 293)			
	Evaluation of Barron and Norris			
	Evaluation of Weberian theory			
	Rex and Tomlinson (1979) explanation of ethnic inequality (pg 294)			
	Evaluation of Rex and Tomlinson			
<b>Black feminism</b>	What is Black feminism?			
	Abbott et al (2005) <i>Strands of feminism</i> (pg 294)			
	Brewer (1993) explanation of ethnic inequality (pg 295)			
	Evaluation of Brewer			
	Mirza (1997) explanation of ethnic inequality (pg 295)			
	Evaluation of Mirza			
	Connell (2009) explanation of ethnic inequality (pg 295)			
	Evaluation of Connell			
<b>New Right explanation</b>	Murray (1984) <i>Losing ground</i> (pg 297)			
	Evaluation of Murray			
	Sewell (1997) explanation of ethnic inequality (pg 298)			
	Evaluation of Sewell			

**Question bank:**

- Outline the evidence that inequality significantly reduces the life chances of the ethnic minorities. (20 marks)
- Outline ways that a person's ethnicity may affect their opportunities in work and employment. (20 marks)
- Outline ways that ethnic inequalities are important in Britain today. (20 marks)
- Assess the usefulness of Weber's theory of social stratification for understanding social inequality in British society today. (40 marks)
- Assess the usefulness of Marxist theories for understanding ethnic inequalities in UK society. (40 marks)

## 6. Social inequalities – Age

Page numbers refer to the Year One textbook

Topics	Requirements broken down	RAG	Notes on this	Exam Q answered
What is age?	Laslett (1991) <i>Three ages of life approach</i> (pg 300)			
	Milne et al (1999) <i>Two distinct groups of elderly</i> (pg 300)			
	Pilcher – <i>Young old</i> (pg 300)			
	Life chances as defined by Max Weber			
Age inequalities in work and employment	Age discrimination			
	Johnson and Bytheway (1993) <i>Definition of ageism</i>			
	National minimum wage by age*			
	Levels of youth unemployment*			
	Retirement age debate			
	Structuralist view of retirement			
	Jones et al (2010) <i>The experience of retirement in second modernity</i> (pg 303)			
Age inequality in wealth, income and poverty	Parts of the life course most likely to experience poverty			
	Statistics for child poverty*			
	Statistics for poverty during old age			
Age inequalities and disparity of experience	Hepworth and Featherstone (1990) <i>Intersectional approach to age poverty</i> (pg 305)			
	Female genital mutilation linked to age and gender			
	The poverty site statistics on age inequality and gender			
Age inequality around the world	Definition of cultural relativity			
	Disparity of experiences across the world			
	Kagan (1980) <i>Colombian peasant village</i> (pg 307)			
	Gentleman (2009) <i>A day in a care home</i> (pg 307)			
The digital generation gap	Definition of ‘digital divide’			
	Dowd (1986) <i>Old people on the internet</i> (pg 308)			
	Definition of ‘silver surfers’			
Consensus	Victim blaming approach			
	Parsons’ bridge of youth analogy (pg 310)			

theory explanations of age inequality	Eisenstadt (1956) <i>Youth</i> (pg 310)			
	Cummings and Henry (1961) <i>Disengagement theory</i> (pg 311)			
	Evaluation of consensus theories			
Conflict theories' explanations of age inequality	Marxism and the reserve army of labour			
	Marxism and the legitimation of authority			
	Marxism and political economy theory			
	Evaluation of Marxism			
	Feminist explanations of age inequality			
	Itzin (1990) <i>Double standard for women</i> (pg 312)			
	Evaluation of feminist explanation			
Social action theories' explanations of age inequality	What is a social action theory?			
	Weberian explanation of age inequality			
	Parkin (1968) <i>Negatively privileged status group</i> (pg 313)			
	Activity theory's explanation of age inequality			
	Exchange theory's explanation of age inequality			
	Turner (1989) <i>Age discrimination in terms of status</i> (pg 313)			
	Labelling theory			
	Evaluation of social action theories' explanations of age inequality			
Postmodern explanations of age inequality	Youth inequality and folk devils			
	Old age as a positive time of life			
	Powell (2001) <i>The mask of old age</i> (pg 315)			
	Powell and Biggs (2000) <i>Using technology to fight ageing</i> (pg 315)			
	The effect of globalisation on age inequality			

#### Question bank:

- Outline the evidence that inequality significantly reduces the life chances of the elderly. (20 marks)
- Outline the evidence that inequality significantly reduces the life chances of the young. (20 marks)
- Outline ways that a person's age may affect their opportunities in work and employment. (20 marks)
- Outline ways that age inequalities are important in Britain today. (20 marks)
- Assess the usefulness of Weber's theory of social stratification for understanding social inequality in British society today. (40 marks)
- Assess the usefulness of conflict theories for understanding age inequalities in UK society. (40 marks)
- Assess the usefulness of social action theories for understanding age inequalities in UK society. (40 marks)
- Assess the usefulness of consensus theories for understanding age inequalities in UK society. (40 marks)

## 7. Globalisation and digital social communication

Page numbers refer to the Year 2 textbook

Topics	Requirements broken down	RAG	Notes on this	Exam Q answered
Relationship between globalisation and digital forms of communication	What is globalisation?			
	Why are sociologists interested in globalisation?			
	Definitions of globalisation including:			
	Cochrane and Pain (2000) (pg 3)			
	Cohen and Kennedy (2000) (pg 3)			
	Giddens (1990) (pg 3)			
	Problems with definition globalisation			
Developments in digital forms of communication in global society.	What is the digital revolution?			
	What is the global village?			
	What are virtual communities?			
	How do social networks shape communication?			
	How does digital communication affect the way that people create and maintain social networks in employment?			
	What is media convergence?			
	What is Big Data?			
	How does social media relate to globalisation?			
	Carter (2005) Virtual communities: Cybercity (pg 5)			
	Boellstorff (2008) Second Life (pg 6)			
	Castells (2000) Network Society (pg 7)			
Sociological perspectives on digital forms of communication	MARXISM: Digital communication reinforces and maintains inequalities			
	MARXISM: Deregulation and lack of social control			
	MARXISM: Digital communication is a new form of surveillance			
	Cornford & Robins (1999) The continuation of power being concentrated in the hands of a few (pg 9)			
	FEMINISM: Women are excluded from technology			
	FEMINISM: Women are exploited by the internet			
	FEMINISM: Children are exploited by the internet			



	FEMINISM: Fourth wave feminist responses			
	Haraway (1985) Cyborg Manifesto (pg 12)			
	POSTMODERNISM: Fragmentation of identity on the internet			
	POSTMODERNISM: Facebook as a new form of autobiography			
	POSTMODERNISM: Digital media as a form of surveillance			
	Miller (2016) The Global Media Impact Study (pg 17)			
<b>Impact of digital forms of communication in a global context</b>	Identity as chosen and not given			
	Differences between on and off line identities			
	Age inequalities in digital communication (including digital generational divide)			
	Social class inequalities in digital communication (including digital underclass)			
	Location and inequalities in digital communication			
	Case (2007) We are all cyborgs now (pg 20)			
	Berry (2011) Older users of the internet (pg 23)			
	Mertens and D'Haenens (2010) The digital divide (pg 24)			
	Li and Kirkup (2007) Attitudes towards the internet and computers(pg 25)			
<b>Relationships and digital forms of communication</b>	How has digital communication affected people's relationships?			
	What kinds of relationships are created through digital forms of communication?			
	What effect does digital communication have on relationships?			
	Granovetter (1973) Measures of a relationship (pg 27)			
	Miller (2011) Tales from Facebook (pg 28)			
	Shaw and Gant (2002) The positive effects of the internet (pg 28)			
<b>Conflict and change</b>	How does religious fundamentalism use digital forms of communication?			
	How is social media used by social movements?			
	Conflict and change in the Middle East (specifically Egypt)			
	What evidence is there that digital communication leads of cultural homogenisation?			
	What evidence is there that digital communication leads to cultural defence?			
	Howard (2011) The role of digital communication in fundamentalist religious groups (pg 29)			

	Kirkpatrick (2010) The Facebook Effect (pg 30)			
	Sutton, Palen and Shklovski (2007) Southern Californian Wildfires (pg 30)			

**Question Bank:**

- 'Digital social communication has reduced social inequalities.' Discuss (16 marks)
- Evaluate the postmodern view that global advances in digital communication have both positive and negative effects on members of society. (16 marks)
- Evaluate the Marxist view that global advances in digital forms of communication maintain inequalities in society. (40 marks)
- To what extent has digital social communication weakened social relationships? (10 marks)
- To what extent have developments in digital social communication had a positive effect on women's identity? (10 marks)
- To what extent have developments in social digital communication had a negative impact on young people? (10 marks)

## 7. Research methods and researching social inequalities

Topics	Requirements broken down	RAG	Notes on this	Exam Q answered
Relationship between theory and methods	What is positivism?			
	<ul style="list-style-type: none"> <li>Patterns and trends</li> <li>Sociology as a science</li> <li>Objectivity and quantitative data</li> </ul>			
	What is Interpretivism?			
	<ul style="list-style-type: none"> <li>Meanings and experiences</li> <li>Verstehen and empathy</li> <li>Researcher imposition</li> <li>Rapport and qualitative data</li> </ul>			
	Is there a third way?			
Main stages of the research process	What are the factors influencing the choice of research method? Including: interest of the researcher; funding; access to research subjects			
	What is the relationship between social policy and sociology?			
	Primary vs secondary data			
	Research ethics (according to the BSA)			
	Aims, hypothesis and research questions			
	Operationalisation			
Sampling techniques and evaluation	Random sampling techniques			
	Systematic random sampling			
	Stratified random sampling			
	Quota sampling			
	Purposive sampling			
	Opportunity sampling			
	Snowball sampling			
Detecting bias	Pilot studies			
	Respondent validation			
Methods used for Sociological	Questionnaires			
	Longitudinal surveys			
	Interviews including structured, unstructured, group and focus group			

<b>research and evaluation</b>	Secondary data including official statistics			
	Ethnography			
	Observations			
<b>Mixed methods</b>	Triangulation			
	Methodological pluralism			

#### Question Bank:

- Assess the usefulness of ethnographic research methods for investigating young people in poor neighbourhoods. (25 marks)
  - Assess the usefulness of analysing quantitative secondary sources of data in studying social inequalities in mobile phone use. (25 marks)
  - Explain and evaluate the use of self-completion questionnaires for researching the relationship between cultural capital and entry into higher education. (25 marks)
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#### Things you can do now:

**If you have an hour** – do some timed questions in exam conditions (use the online SoW for some questions)– allow yourself 1 mark per minute. Be strict. It's up to you if you want to do them open book to practice your exam technique or closed book to test your knowledge. Miss McKenzie and Mr Allen are happy to mark any extra essays you do.

**Or in an hour you could** – make full notes on the lesson that you have had that day / the day before. Mind map the information fully – changing it from full note form into diagram / pictures / a different format.

**At another time**, you could read over your past notes and then attempt to make a mind map to check your knowledge and understanding. Keep adding to it in different colours, the more that you remember.

**If you have thirty minutes** - Check your knowledge of the key terms for any of the units. If you are in yr13 you could go over the first year units. Use the online SoW to for the key words.

**If you have twenty minutes** – Read over the next spread in preparation for your next lesson. Note down any questions that you might have, anything you don't understand or anything at all that might strike you about this information.

**Only ten minutes?** - Answer any source based question, or give research methods a go.