

AS-Level Sociology

Tudor Grange Academy



Revision Booklet 2

This booklet will aid you in your revision for your AS Sociology exam for paper 2.

RESEARCH RESEARCH METHODS + THEORY



QUANTITATIVE



QUALITATIVE



Revision is the key to getting a strong grade for A-level sociology. It is really important that you take this seriously now. You're no longer a GCSE student, you are doing an A-level. You will not get a good grade unless you put the work in!

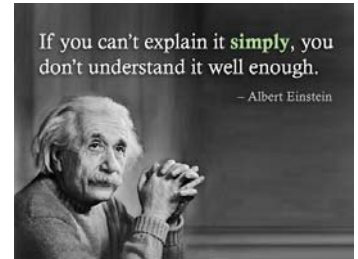
You've now completed the study for paper 2. You might feel like you have been hit with information overload over the past three months. That is natural (because you have been hit with information overload over the past three months). You have been studying new keywords and new concepts, almost every lesson. It is over the revision period that you will gain true mastery over what has been studied in class. This is where you make it count.

You will be using this booklet for both your mock exam and May paper.

If you have any questions about ANYTHING email me at:
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How do you revise for A-Level sociology?

- In the textbook, the information for Paper 2 takes up around 150 pages
- **HOW THE HELL AM I EXPECTED TO REMEMBER 150 PAGES WORTH OF WORK???**
(That's what you were thinking, right? Quite predictable)



Well, you're not expected to know all of it. There's a trick to it. All you have to remember is:

- **5 theories (Marxism, Feminism, Functionalism, Postmodernism, Interactionism) – With the key criticisms, of course**
- **Around 14 studies (your teacher will tell you exactly what these are)**
- **Research methods (PET/disadvantages/advantages)**
- **EXAM TECHNIQUE – Know how to answer each question**
- **ALL THE SOCIOLOGICAL LANGUAGE YOU HAVE BEEN TAUGHT – THIS IS THE KEY THAT WILL UNLOCK THE DOOR TO AN A GRADE. THE MORE SOCIOLOGICAL LANGUAGE YOU USE, THE HIGHER YOUR GRADE!**

Revision Techniques:

Let's start off with some revision techniques.

Reading through a textbook is not revision. It's...

reading through a textbook. Revision is where you learn something, where you master it, and importantly, where you know deep down in your soul, how to answer an exam question on the topic you have revised. Use a revision technique that works for you.



(Completing the tasks in revision booklet 1 and this booklet are of course, important revision methods)

For sociology, There are many other ways you can revise: Here's one:

- CREATE A SERIES OF FLASHCARDS TO **LEARN SOCIOLOGICAL STUDIES** – WRITE DOWN ALL OF THE INFORMATION ON ONE STUDY ON A FLASH CARD. THEN SUMMARISE THIS INFORMATION INTO ONE/TWO SENTENCES ONTO ANOTHER FLASHCARD. YOU THEN SUMMARISE THIS ONE SENTENCE INTO 1-3 WORDS ON ANOTHER FLASHCARD. In total you should have THREE flash cards. One with the full study, one that summarises this study in one sentence. One that summarises this study into one word. Go through all three a few times. Happy? NOW DO THIS STEP USING YOUR MEMORY ONLY: Using a plain sheet of A4 paper. Write down the name of the study and the ONE WORD you have associated with it. Underneath that, write down the sentence. Try and do this without looking. If you have completed this, now write the full study underneath the sentence. If you need to look, you have to start again from the ONE WORD. Once you have written down the study, EXPLAIN WHAT THE THEORIST MEANS IN MORE DETAIL USING YOUR OPINION, Just for fun.
- Make your flashcards colourful! (so... yeah, for this method you will need flashcards/record cards – if you're from the ghetto, or just really lazy then you can use A4 plain/lined paper and cut them into quarters. If things are really bad then just write on your hand or go through other people's bins for scraps of paper to write your notes on. (Hopefully, things aren't that bad)

Here's another revision technique:

- Text-Card-Post-it: Read through a text and write down the main points on a record card. Then take the main points from the record card and write it onto a post-it. Then place the post it back on the original text where it is appropriate. And read through the text again. What you are doing is creating a series of notes inside your textbook (as you're not allowed to write/ highlight the actual thing). When you're done with a revision session: Take all the post-its out, and create a post-it wall in front of you on the desk. You can test how much of it you can remember by turning them over and testing yourself. Then you've got to find the right page and place the post-its back.

Here are some other revision techniques:

- Posters and Mind-maps – Try and make these as complex and interconnected as possible: make links between different concepts on mind-maps (**good for revising theories**)

- Revise in groups – don't do this all the time (three times is probably the maximum). Go through the relevant material and just talk about it like we have done in class! Use other revision methods together. You could even wear matching t-shirts when you do this! ...Or not.



- Terminology Convos: Have a conversation where you are only allowed to use sociological terminology for a timed period (e.g. 5 mins), without using any other types of language. Phone someone up on the course and randomly start using sociological language; they will either join in, or cut you off. You can also impress family members with this technique. Probably not a good idea to do this with random strangers.
- Word Tennis: Phone/Text someone up and give them a key word, they have to give a definition, then they give you a keyword and you do the same, until you can't think of any more words (don't use textbooks for this). So, student A texts student B with the word 'norms' and student B texts back 'socially accepted forms of behaviour'. Student B then texts student A with 'Hawthorne Effect' and Student A texts back with 'When the behaviour of the research subject changes due to being observed.' This could go on for hours! (Only do this if you have free texts. If you don't have free texts you could use a carrier pigeon, or depending on how close you live to your friend, you could just shout out the window to each other).

Think of new and creative ways to revise, otherwise you will start to find it boring!

MOST IMPORTANTLY:

- **EXAM PRACTICE QUESTIONS – BUT DON'T KILL YOURSELF DOING THESE! Don't do more than one (10/16/20 marker) a day, and not until you have thoroughly revised a subject. Mark it thoroughly using the criteria on your mark schemes (see progress folder). If you want your teacher to mark it: rather than write it down, type it up and send him an email attachment (he will try to get back to you within 48 hours). ENSURE ALL OF YOUR ANSWERS ARE TIMED FROM NOW TOO –USE YOUR STOPWATCH ON YOUR PHONES.**

If you're one of those people who are easily distracted, it means that you are not motivated enough to do well. You need to remember why you're here. Yes, the world is a huge and distracting place, but you have a job to do: Do it!

- ❖ ENSURE YOU HAVE **COMPLETED** REVISION BOOKLET 1 **BEFORE** YOU START HERE. (re-read through the section on how to read the textbook. This is important!)



Task 1- (DAY 1)

Revising TWO MARKERS – Definition questions (use a revision technique to study these definitions)

Define the term 'norms':

Socially accepted forms of behaviour.

Define the term 'values':

Beliefs or principles in society that underpin norms.

Define the term primary socialisation (2 marks)

How individuals are taught norms and values from birth to aged 5.

Define the term secondary socialisation (2 marks)

How individuals are taught norms and values after the age of five.

Using one example, briefly explain the term resocialisation (2 marks)

How individuals must re-learn norms and values to adapt to a new social setting. For example, a prisoner will have to wear the clothes of a prisoner and live according to prison life. These norms and values are different to the ones in mainstream society.

What are the SIX agents of socialisation?

Family, Education, Media, Peer groups, Religion, Workplace,

Popular culture = Refers to the cultural products and tastes that are fashionable/trending and known to the majority of society.

Mass culture = Refers to the cultural products and tastes that are fashionable/trending and known to the majority of society (the masses).

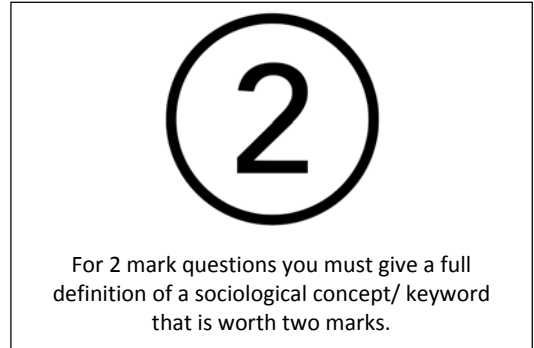
Marxists use the term mass culture to highlight the idea that pop culture is used to control the proletariat. Marxist thinkers such as Adorno and Marcuse believe this.

Subculture = A subculture is a culture enjoyed by a small group in society. In this sense it is a minority part of majority culture. Subcultures have distinct norms and values which make them a sub-section of society.

Folk Culture

The traditional way of life of local communities that are rooted in local customs, beliefs and practices.

High culture refers to the cultural products and tastes of the upper classes in society: Usually those with an ASCRIBED STATUS.



Task 2 – Day 2

How to answer a 4 marker

PEE

- PPOINT – YOU MAKE A POINT THAT ANSWERS THE QUESTION.
- EEXAMPLE (which is my Explanation) YOU EXPLAIN THIS ANSWER IN MORE DETAIL USING EXAMPLES.
- You THEN MISS A LINE and REPEAT THIS PROCESS AGAIN.



Past exam questions:

- Outline two ethical issues researchers should consider before carrying out a sociological study. (4 marks)
- Outline two practical factors that may influence a sociologist's choice of research topic (4 marks)
- Outline two problems of using unstructured interviews in sociological research (4 marks)
- Outline two problems of using structured interviews in sociological research (4 marks)
- Outline two problems of using questionnaires in sociological research (4 marks)
- Outline two problems of using content analysis in sociological research (4 marks)

Revision Tasks:

- ❖ TASK 1: Use the revision techniques to revise answers for the above questions.

TIMING – How quickly should I be able to complete a 4 marker after perfect revision?

You should be able to complete a 4 marker in no more than FIVE MINUTES in your exam

- ❖ TASK 2: Using a stop watch, time yourself to see how quickly you can complete the question below IN EXAM CONDITIONS (after having revised it first of course):

Outline two problems of using unstructured interviews in sociological research (4 marks)

Stop the clock. What was your time? _____ (anything less than 5mins is good. As long as you have an answer that is 4 marks.)

Beat the clock. Try this again in your notes if you didn't get under 5 mins. Can you beat your time?

Do this exercise for the other questions too.

16 mark questions: Social Research Methods

(Day 3/4)

In paper 2 you will be asked a 16 marker on research methods. Here are some examples of previous questions:

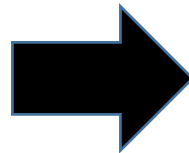


- Evaluate the problems of using participant observation in sociological research (16 marks)
- Evaluate the problems of using questionnaires in sociological research (16 marks)
- Evaluate the problems of using unstructured interviews in sociological research (16 marks)

How to answer a 16 marker (3 paragraphs in total)

STEP 1

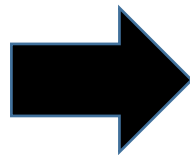
READ THE QUESTION and be clear which research method is being asked about.



Does the question want you to focus on the strong or weak points of the method?

STEP 2 –PARAGRAPH 1 (PET)

What are the practical, ethical and theoretical issues associated with this research method?



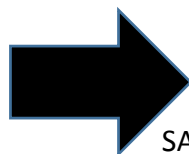
Practical = Time, Access, Funding (problems)

Ethical =
- Informed consent
- Anonymity
- Is all research unethical?

Theoretical= Which theorist would want to use this method? Why?

STEP 3 –Paragraph 2

What are the DISADVANTAGES of using this method? (YOU NEED AT LEAST 3 DISADVANTAGES) Preferably 4



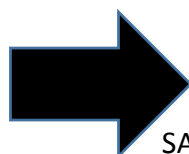
Use key words! (use keywords that are relevant only)

**IS THIS A POSITIVIST/INTERPRETIVIST METHOD?
WHY WOULD THE OPPOSING THEORISTS CRITICISE THIS?**

VALIDITY/RELIABILITY QUAL/QUANT
GENERALISABILITY/REPRESENTATIVENESS
RAPPORT/ HAWTHORNE VERSTEHEN/BIAS
SAMPLE/ SAMPLING FRAME PRIMARY/ SECONDARY

STEP 4 –Paragraph 3

What are the ADVANTAGES of using this method? (YOU NEED AT LEAST 3 ADVANTAGES) Preferably 4



Use key words! (use keywords that are relevant only)

**IS THIS A POSITIVIST/INTERPRETIVIST METHOD?
WHY WOULD THEY ARGUE IT'S A GOOD METHOD?**

VALIDITY/RELIABILITY QUAL/QUANT
GENERALISABILITY/REPRESENTATIVENESS
RAPPORT/ HAWTHORNE VERSTEHEN/BIAS
SAMPLE/ SAMPLING FRAME PRIMARY/ SECONDARY

The important thing here is that you know the 4 STEPS to answering a 16 marker. Briefly explain the four steps you need to write a 16 marker:



Step 1:

Step 2:

Step 3:

Step 4:

Here are the research methods they are likely to ask about (they will only ask about ONE in the exam):

- ❖ Non-participant observation
- ❖ Unstructured Interview
- ❖ Structured Interview
- ❖ Questionnaires
- ❖ Longitudinal Studies/Content Analysis/Experiments (I doubt they will ask about these though)

You need to revise each of these research methods for PET/ Disadvantages/Advantages

TASK: Complete a table that looks like this in your notes:

Disadvantages of non-participant observation	Advantages of non-participant observation

Using the key words below, fill in your table. Complete your table. BUT if you don't think a keyword fits, then DON'T use it! If there is a question such as '(why?)' after a keyword, YOU MUST ANSWER IT IN RELATION TO THE RESEARCH METHOD IN THE TABLE!

Time consuming
 Time efficient
 Access: Difficult (Example)
 Access: Easy (Example)
 Funding – Cheap (Why?)
 Funding – Expensive (why?)
 Ethical issues (what are they?)

Interpretivist method
 Positivist method
 Not fully interpretivist or positivist
 Qualitative
 Quantitative

Validity (high, why?)
 Validity (low, why?)
 Reliability (high, why?)
 Reliability (low, why?)
 Representativeness (high/low – why?)
 Generalisability (high/low – why?)
 Rapport
 Hawthorne
 Interview Bias
 Verstehen
 Verstehen can't exist
 Flexible
 Preferred by governments

Clarify unclear questions
 Can find patterns in society by making comparisons
 In—depth
 Numerical
 Biased
 Can be manipulated
 Value-free
 Value-freedom can't exist
 Objective
 Subjective
 Cannot produce verstehen
 Cannot explore thoughts, feelings opinions

You should constantly be referring to these keywords. If you get stuck: You can use the textbook section for the relevant research method.

REVISION: Complete a table like the one above for EACH research method that may come up in your exam!

(TIMING = You should be able to complete a 16 marker in 20mins after you've revised thoroughly.

YOUR PET PARAGRAPH SHOULD BE SHORTER THAN YOUR OTHER TWO PARAGRAPHS. Try and include 5 criticisms in paragraph 2 and at least 4 advantages in paragraph 3 – well explained of course)

Revising Sociological Studies:

(Day 5)

Before we look at 6, 10 and 20 markers we must revise studies we can use in these questions. Here is a list of the key studies you should take in with you (in your brain of course) for your exam: (You don't need to remember the year of each study)

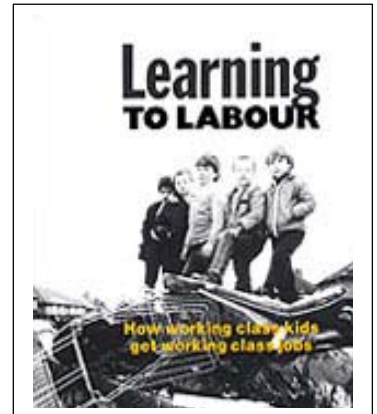
Gender and Identity

- Oakley (1972)
- Willis (1977)
- Jackson (2006)



Ethnicity and Identity

- Jacobson (1998)
- Sewell (1996)
- Fanon (1952)
- Hall



Media and Globalisation

- Mulvey (1975)
- Adorno (1944) & Marcuse (1964)
- McLuhan
- Bauman
- Hall



If you have finished revision booklet 1 then you will already have revised these theories. Spend some time going through your completed version of booklet 1 in order to re-familiarise yourself with these studies. (If you haven't completed booklet 1, go back and do so NOW)

(Revision Task: Day 5 – Spend some time revising all of the studies above)

(Day 6)

There are also some key studies that we looked at this half-term. We will look at these over the next few pages.

Social Class Identity

- Bourdieu

Read through the textbook page 206 on Bourdieu AND your classwork notes, explain Bourdieu's key ideas below (try and focus your ideas on HOW SOCIAL CLASS IDENTITY IS FORMED THROUGH THE AGENCIES OF SOCIALISATION and how this links to types of CAPITAL):

Age Identity

- Laslett (1991) challenged the idea that old age was one of dependence, ill-health and restrictions. He suggested a new way of looking at age:
 - First Age – Period of socialisation (where we learn the majority of our norms/values)
 - Second Age – The phase of work and childrearing (we become a part of the agents of socialisation)
 - Third Age – The time of independence

Summarise Laslett's ideas in your own words below:



What do postmodernists say about age identity? (Use the words: *changing*, *consumerism*, and give an example to back up your point)

Disability Identity

- Shakespeare (1998) – 'Disability is a social construction'

Read page 238: Explain what this means below:



IMPORTANT: DEFINE MASTER STATUS (2 marks)

(See PAGE 191)

DEFINE STIGMATISED IDENTITY (2 marks)

(See PAGE 195)

AS Level Sociology

How to write a 6 marker

“Outline three ways...”



Previous 6 markers:

- Outline **three** characteristics of the globalisation of culture. (6 marks)
- Outline **three** characteristics of the postmodernist view of culture and/or identity (6 marks)
- Outline **three** ways in which individuals may be socialised into a class identity. (6 marks)
- Outline **three** ways in which disability may shape an individual’s experience in society (6 marks)
- Outline **three** ways in which ethnicity might influence people’ identity (6 marks)

Writing a 6 marker is easy. There are three steps you need to remember:

- POINT
- Evidence OR Explanation
- EXAMPLE

YOU COMPLETE THESE THREE STEPS, THREE TIMES!

Point – Make a point that answers the question.

Evidence OR explanation – You can give sociological evidence to back up your point (an actual sociological study). If you cannot remember a STUDY, just give a strong sociological argument to back up your point that **explains your point using strong sociological language**.

Example – Give an actual example from society that further backs up your original point.

YOU THEN MISS A LINE. Complete the process above a further TWO times.

All in all, you should have around 9 sentences that answers a 6 marker.

Model answer: Outline three characteristics of the globalisation of culture (6 marks)

One characteristic of the globalisation of culture is the increased levels of migrations around the world. Hall calls this idea hybridisation. An example of this would be new migration patterns such as Syrian refugees coming to Britain as a result of terrorism from ISIS (a multinational group).

Another characteristic of globalisation is the increase in some consumer goods anywhere in the world. This is due to increase in trade and cultural exchange. For example Coca-Cola can be bought anywhere from Chile, to India to America. (This answer did not use a study but simply used coca-cola as an example)

Another characteristic of globalisation is that time and space ‘shrink’. This is due to new technologies making people interconnected. An example would be mobile phones that allow people from around the world to connect in seconds. (Even though this is McLuhan’s study, I didn’t mention McLuhan and still got full marks).

That’s the point – EVEN IF YOU CAN’T REMEMBER THE NAME OF THE THEORIST, JUST WRITE DOWN THE KEY IDEAS YOU CAN REMEMBER. YOU’LL STILL GET THE MARKS WITHOUT THE NAME IF YOUR EXPLANATION IS STRONG ENOUGH.

Day 7 (READ THROUGH ALL OF THIS PAGE FIRST)

Spend some time revising the key ideas that may be explored in a 6 marker:

- Social class identity
- Age identity
- Disability Identity
- Ethnic Identity
- Globalisation

If you're really unsure about what mark your answer is, the previous model answer would be an example of a 6/6 answer for this question too! Is your answer of the same standard?

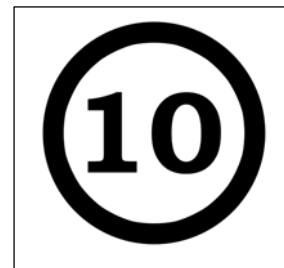
AS Sociology – How to write a 10 marker

“Outline and explain two ways...”

(Day 9)

Previous Questions:

- OUTLINE AND EXPLAIN TWO WAYS IN WHICH AN INDIVIDUALS SOCIALISATION SHAPES THEIR GENDER (10 MARKS)
- OUTLINE AND EXPLAIN TWO WAYS IN WHICH AN INDIVIDUALS SOCIAL EXPERIENCE MAY BE SHAPED BY AGE (10 MARKS)
- OUTLINE AND EXPLAIN TWO WAYS IN WHICH INDIVIDUALS ARE SHAPED INTO A SOCIAL CLASS IDENTITY (10 MARKS)
- OUTLINE AND EXPLAIN TWO WAYS IN WHICH AN INDIVIDUALS IDENTITY IS SHAPED BY THEIR DISABILITY (10 marks)



THIS QUESTION IS ALMOST ALWAYS ABOUT IDENTITY AND SOCIALISATION. It will ask about either:

- Social Class
- Ethnicity
- Disability
- Age
- Sexuality

You are probably feeling least comfortable with ‘how to write’ a 10 marker. This is because this is the essay that I want you to be most creative on. I want you to use the sociological imagination and just have fun with this question. Here is a broad structure of how to answer a 10 marker:

How to write a ten marker: Your ten marker is **TWO paragraphs long**

- You must show a DETAILED level of sociological knowledge
- Analysis – You should be able to use the sociological imagination to go beyond the question and analyse the wider world (different cultures/socialisations/ different sociological perspectives)

What do I use? You can use studies, theory and just about anything you want, AS LONG AS YOU ARE CONSTANTLY LINKING BACK TO THE QUESTION. Talk about things that are happening in society right now. Talk about facebook, terrorism, the American election, war, migrants/refugees. Be confident, as long as you are using sociological language and answering the question, you can't go wrong.

If you get stuck when writing a 10marker. You can ALWAYS use these ideas below:

If I find I cannot think of a second study, I can ALWAYS use Goffman's ideas of 'master status' and 'stigmatised identity' to analyse ANY ONE of these identities. I will begin by saying that this identity is 'fixed' and 'unchanging' and then go on to explain how this identity becomes an individual's 'master status' and how it may become a 'stigmatised identity'. I then go on to explain the effects of this.

*Which identities become a **master status**:*

- Social class identity
- Ethnic identity
- Disability identity
- Age identity
- Sexuality identity

*Which identities become a **stigmatised identity**:*

- Working class (working class = 'chav')
- Ethnic identity (Muslim = 'terrorist')
- Disability identity (disabled = 'spastic'/'dependant')
- Age identity (old age = 'vulnerable')
- Sexuality identity (homosexual = 'deviant'/'wrong')

- IMPORTANT: DEFINE MASTER STATUS (2 marks) (See PAGE 191)

- DEFINE STIGMATISED IDENTITY (2 marks) (See PAGE 195)

(To answer a 10 marker, you just need 2 paragraphs that answer the question. Whatever is inside that paragraph is up to you. If it was me, I would pack it full of studies and constantly link back to the question. But I really want you to be free here. Just write like a sociologist. There is a sociologist inside you. Let it out!)

Day 9/10 Task: Revise the following concepts using an array of revision techniques. Use the relevant textbook sections:

- Social Class: Revision questions:
 - Which studies do I know that link to social class?
 - What do different theories say about social class?
 - How does master status and stigmatised identity link to social class?
 - Write down ONE THING that links to social class for EACH agent of socialisation
(Example: Family = Social capital, Education = State schools vs. private schools, Media = Jeremy Kyle, Peer Groups= 'The Lads', Workplace= benefits vs working class Religion = Ethnic minorities more likely to be poor, and also different religion e.g. Working Class Irish Catholics looked down on by Middle-Class British Protestants?)
- Ethnicity: Revision questions
 - Which studies do I know that link to ethnicity?
 - What do different theories say about ethnicity? (think about the link to social class)
 - How does master status and stigmatised identity link to ethnicity?
- Disability
 - Which studies do I know that link to disability?
 - What do different theories say about disability? (Think about interactionism/ Do postmodernists EXCLUDE the disabled. They're going on about how anyone can be who they want through consumerism. But can the disabled?)
 - How does master status and stigmatised identity link to disability?
- Age
 - Which studies do I know that link to age?
 - How might age link to subcultures? (Think of youth subcultures link 'goths' and 'punks')
 - What do different theories say about age? (Postmodernism is a big one here)
 - How does master status and stigmatised identity link to age?
- Sexuality
 - Which studies do I know that link to sexuality?
 - What do different theories say about sexuality? (Postmodernism is a big one here too – see below)
 - How has femininity changed? (more aggressive – Jackson) – Agrees with postmodernism that traditional identities no longer exist
 - How has masculinity changed? (non-traditional masculinities) – This also agrees with postmodernism that traditional identities no longer exist
 - How does master status and stigmatised identity link to sexuality?

TIMING: You are supposed to complete a 10 marker in 15-19 minutes –The important thing is to have fun!

AS Sociology – How to write a 20 marker (Day 11)

The first thing you get in a 20 marker is a small box of information labelled 'Item A'. You then get asked a question.

This question is entirely based on your ability to EVALUATE (criticise) THEORY. Here is how you answer a 20 marker:



Step 1

READ ITEM A! THEN READ THE QUESTION!

There are usually HUGE CLUES in item A about what the examiner wants you to focus your writing on. If you don't use ideas from Item A, you won't get the point of the question.

Day 11- Revision Task:

I want you to spend a whole day just learning HOW TO WRITE A 20 MARKER. That's it. Just learn the STRUCTURE. Nothing else.

Day 12/13/14 – Revise theory.

When you revise theory don't just use the notes in this book. The best place to revise theory from is the classroom notes. Then use this booklet (final pages) and your textbook too (pages 12-19).

Day 15 onwards – Past exam questions – UNTIL THEY BECOME SECOND NATURE. PRACTICE MAKES PERMANENT! Check back over your revision notes constantly.

Step 2- Paragraph 1 – Explaining your theory from Item A

Based on Item A, write down **AS MUCH DETAIL AS POSSIBLE** about the key theory in ITEM A, **ENSURING THAT YOU ARE LINKING YOUR THEORY BACK TO QUESTION.**

Example, if the question is on how 'social identity is shaped', you keep mentioning 'social identity' and how it is 'shaped'.

Step 3 – Paragraph 2 – GENERAL CRITICISMS

Give THREE general criticisms of the theory **IN AS MUCH DETAIL AS POSSIBLE** without using theory.

(leave some space, if you have time at the end you can add more criticisms)

Step 4 – Paragraph 3 – First OTHER theory

Using one OTHER THEORY, CRITICISE the position outlined in PARAGRAPH ONE using this other theory **IN DETAIL**. Try and have at least two criticisms from this theory. This paragraph needs to ensure that it is linking back to the question, so, if the question is on 'how social identity is shaped' you need to keep mentioning this.

At the end of the paragraph. Give your theory a chance to answer ONE of these criticisms.

Step 5 – Paragraph 4 – Second OTHER theory

Using a second NEW THEORY, CRITICISE the position outlined in PARAGRAPH ONE using this new theory **IN DETAIL**. Try and have at least TWO criticisms. This paragraph needs to ensure that it is linking back to the question, so, if the question is on 'how social identity is shaped' you need to keep mentioning this.

At the end of the paragraph. Give your theory a chance to answer ONE of these criticisms.

Step 6 – Paragraph 5 – Conclusion

You BRIEFLY outline the theory/ theorists from paragraph one and explain –apart from the wider critique (which is paragraph 2)- which theorists you used to criticise their ideas.

What happens if you don't finish paragraph 5? It's really no big deal.

You should be able to complete a 20 marker in 30 mins.

Sociological Theory:

For your 20marker you will need to understand And criticise theory.

Remember: Think of it like writing an imaginary debate between different sociological theories...



Task:

Learn all of the theories and their key criticisms IN DETAIL!

Some tips to help you revise theory:

- Create revision cards (which means you will have to buy revision cards at some point)
- Create mindmaps. Try and interconnect your mindmaps so that you can connect a criticism of a theory to the theory it is criticising. Or, just mindmaps.
- Posters. Create a poster on each theory and include criticisms of the theory on it.

Functionalism (Read through all of your class notes on functionalism – especially Durkheim)

Can you **explain** ALL of the key ideas below?



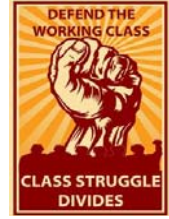
- **Structuralist** theory (interconnected/ society **moulds** individual)
- Value **consensus** (Agreement on **values**)
- **Social integration** (The extent to which we feel a part of society. The more socialised we are into the value consensus, the more integrated we are. The less socialised, the greater the anomie)– Key Theorist: **Emile Durkheim**
- Organic analogy (Society is like the **human body** –interconnected, this idea is also known as **social solidarity**)
- Durkheim – Anomie (Some people are disconnected from mainstream norms and values)
- **Parsons** – The key role of the family is to teach norms and values and the value consensus is passed on to the next generation by the family

Criticising Functionalism Can you **explain** ALL of the key ideas below?

- Functionalism over-emphasises the influence of society over the individual. Individuals have choices. Humans can choose to follow the norms and values of society or to go against them. Also, social structure cannot exist without individuals. It is possible to argue that it is individuals that create social structures, not the other way around.
- Functionalist theory does not explain the existence of criminal/intolerant behaviour. If society was really harmonious and we were all working together for a common good, then there should, in theory, be no crime/ intolerance.
- How can functionalists be sure everyone is happy? Functionalist make a judgement that people are living harmonious lives, but they have no proof that people enjoy following the present norms and values.
- Marxists say that society is in conflict not in consensus.
- Feminists say that society is in conflict not in consensus.
- Interactionists say that individuals mould society, not the other way around.

You need to be able to explain Marxism and criticise it!

Marxism



- **Structuralist theory** (interconnected/pyramid/ society moulds individual)
- **Conflict theory** (between the bourgeoisies and proletariat)
- The relationship between the bourgeoisies and proletariat is one of conflict and **exploitation** (the bourgeoisies exploit and control the proletariat)
- **Criticises capitalism** – An economic system where you can own the forces of production (businesses etc.) and private property
- Believe in the proletariat **revolution**
- **Class consciousness/ false consciousness**
- **Marcuse and Adorno** – Media is controlled by the bourgeoisies to promote a bourgeois ideology (way of thinking)
- Bourgeoisies also **control culture**
- **Bourdieu** – Different types of capital

Criticising Marxism

- Marxists say there are only two classes in society - **But what about the middle classes?**
There is a criticism of Marxism that states that class is highly stratified (organised into many different groups) and that **Marx oversimplifies the relationships between classes.**
- Marxists say that you cannot move out of your class /**Social mobility – the ability to move up/down classes.**
- Marxists **ignore other types of inequality** such as gender and racial inequalities.
- Marxism often sounds like a conspiracy theory and **doesn't offer proof when it says statements like 'the media is controlled by the ruling class to protect ruling class interests'.**
- The bourgeoisies and the proletariat are **Marxist social constructions (only exist in the mind of a Marxist)**
- Who says that the opera is more high class than going to a pub? It is a social construction. **Marxism has an outdated view of culture.**
- **Feminists** – The key relationship in society is the exploitation of women by men through patriarchy, not class conflict.
- **Functionalists** – There is a value consensus in society.
- **Interactionists** – Society does NOT mould the individual.
- **Postmodernism** – Consumerism allows individuals to create their own identity /Metanarrative is dead.

You need to be able to explain feminism and criticise it!

(Read through your notes on feminism/p.18-19 for more detail)

(Your worksheets on feminism are also important: also ask for lesson powerpoints if needed)



Feminism

- **Structuralist** theory (interconnected/ society moulds individual)
- **Conflict** theory (between males and female)
- The relationship between the males and females is one of **conflict and exploitation (PATRIARCHY)**
- Society is built upon a **patriarchal system and worldview. All of the agents of socialisation present a patriarchal worldview.**
- **Liberal Feminists** - Believe in working within the law to bring about change in legislation
- **Marxists Feminists** - Believe in the revolution of the proletariat as liberating for women.
- **Radical Feminists**- Believe the patriarchal worldview needs to be deconstructed (heavily criticised and dismantled) and society requires a radical shift to give women equality that may need radical action outside the law.
- **Mulvey** – Women are presented in the media through the ‘male gaze’

Criticising Feminism

- Feminists assume that women are like automatons (robots) whose behaviour is controlled by men. **What about personal choice? Each individual woman makes an individual choice to behave the way she does.** Women are not controlled by social structures, but are in charge of the presentation of their own selves. **(interactionist)**
- Feminists ignore the fact that around the world there are **millions of men who are powerless and living in desperate conditions.** There are many **men who are unemployed and in poverty.** There are also **men/boys who are abused by women.** How does patriarchy explain this?
- **Functionalists criticise feminism** by saying that women are biologically determined to be maternal and caring, therefore it is their role to be primary carers of children in society. This is not a social construction, but a biological certainty. **This forms a consensus** in society.
- **Marxists** – Say radical feminists and liberal feminists **ignore class conflict.**
- **Postmodernists** – Women are free to create their own identities through **consumerism.** E.g. Plastic surgery.
- A **postmodernist would say the Bruce Jenner** sex-change story shows that you can be who you want to be and today, nobody is controlled by patriarchal norms/values.



Postmodernism

(Use your worksheets and the textbook p.20 to help you – You must be able to explain all of the ideas below and criticise them)

- **POST-Structuralist** theory (society has changed)
- In postmodernity: **We create our own meaning AND IDENTITY!**
- In postmodernity: **Science and technology** doesn't have all the answers.
- In postmodernity: **There is no such thing as one Truth (or one reality) – there are multiple truths (and multiple realities).** The **metanarrative** is dead.
- For post-modernists, the key way in which we construct our own identities, is through **consumerism** (buying products).
- **Globalisation** has created a worldwide 'global culture' based on the norms and values of consumerism.
- **Tourism** – Is the creation of an alternate reality for consumption (Disneyland)



Criticising Postmodernism

- We can't create our own identity. **What about primary socialisation?** (Oakley)
- Metanarratives (grand theories) are not really in decline. **In many parts of the world, structural factors are still very important in creating identities.** For example/ Islam has a structural influence and moulds Muslim norms and values around the world.
- Postmodernism is a metanarrative itself. The idea that human society has gone through many changes to get to a consumer society is a grand theory! **So postmodernism is a contradiction.**
- Marxists say that postmodernists are living in a fantasy world. For a Marxist, postmodernists are hiding the reality that the proletariat are being exploited by the bourgeoisies. **For a Marxist you cannot create your own identity.**
- Feminists say that **women will not be able to freely create identity until patriarchy is destroyed.**
- Criticising consumerism – **We are not creating our own identities in postmodern society but we are conforming to what brands and products want us to be like.**
- Bauman – In a globalised world we **treat human being like consumer products.**

Mr. Arif thinks this might come up in the May exam.



Interactionism (you must be able to explain it and criticise it)

- **Non structuralist** (individuals mould society/ society not interconnected)
- Small-scale **interactions** make up who we are and how society works
- It is the **interpretation of these interactions from each individual** that makes up their norms and values.
- **We choose** to follow norms and values.
- Goffman: **Dramaturgy** – The world is a stage
- Goffman: **Symbolic interactionism** – Our identity is based on the use of symbols to present an image of who we are.
- Goffman: **Master Status**
- Goffman: **Stigmatised Identities**

Criticising Interactionism (use your notes to explore these ideas in more detail)

- We do not have control over the family we are born into, wealth we grow up with, religion we're born into. **These STRUCTURAL (large-scale) factors make us who we are**, away from any individual interpretation, particularly during primary socialisation, and this often stays with us.
- Criticising Goffman: **You cannot play just ANY** role in society. A poor person cannot play the role of a wealthy landowner as **they do not have access to the symbols and signs of the wealthy**.
- If you focus on small scale interactions **you are ignorant of the political and historical context** that affects them. For example a Nazi soldier killing a Jew in a concentration camp: This has to be explained with reference to Nazi society as a whole in the 1940s, not the individual interaction between the soldier and the Jewish victim.
- **Social institutions such as the government, or the law courts have a responsibility to protect everyone**. This is an example of a social structure overcoming dangerous identities (such as criminals).
- **Functionalist**: A social structure and **VALUE CONSENSUS that controls us** must exist. This is why we have laws that control us and the police and courts that enforce this structure and consensus. Criminal identities are locked up as they have gone against the value consensus.
- **Marxism/Feminism**: If the individual creates society: Why would individuals in society create a world that exploits them?