

KNOWLEDGE ORGANISER GUIDANCE

It is advised that you print the relevant subject knowledge organisers and have them available to you when needed at all times.

An alternative recommendation would be to download the knowledge organisers for your subjects onto your electronic devices so you can access them when needed.

With the knowledge organiser you should make revision cards to help revise and build in time during independent study to test yourself weekly on the content.

While you have independent study, you should use your Knowledge Planner to study the relevant subject's Knowledge Organiser and learn the information provided.

Haggerston School

SIXTH FORM KNOWLEDGE ORGANISER

Sociology

Aspiration Creativity Character

Paper 1 & 3: Theories and Methods

Outline	Content
<i>Consensus, conflict, structural and social action theories</i>	The difference between consensus and conflict theories of society, including consensus theories such as functionalism, the New Right, and conflict theories, i.e. Marxism and feminism; the major variants of such theories, eg scientific and humanistic Marxism; liberal, radical, Marxist etc feminism. Marx, Gramsci, Althusser, Durkheim, Parsons, Merton 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. Weber, Mead, Blumer, Becker, Goffman, Garfinkel
<i>The concepts of modernity and post-modernity in relation to sociological theory</i>	The concepts of modernity and postmodernity, including variants such as late modernity. Baudrillard, Giddens, Beck, Harvey Modernist and postmodernist theories of contemporary society. Baudrillard, Giddens, Beck, Harvey
<i>The nature of science and the extent to which Sociology can be regarded as scientific</i>	Debates about the scientific status of sociology: positivist and interpretivist views. Durkheim, Weber, Glaser & Strauss, Atkinson Different views of the natural sciences, eg Popper, Kuhn, realism, and implications for sociology's scientific status. Popper, Kuhn, Keat & Urry
<i>The relationship between theory and methods</i>	The relationship between theoretical perspective and preference for particular research methods and sources of data, eg positivism and quantitative data, interpretivism and qualitative data. Durkheim, Atkinson, Jack Douglas
<i>Debates about subjectivity, objectivity and value freedom</i>	Concepts of objectivity, subjectivity, value freedom and ideology. Comte, Durkheim, Marx, Weber, Becker, Gouldner Different views of whether sociology can and should be objective or value free, eg classical sociology, value neutrality and committed sociology; relativism. Comte, Durkheim, Marx, Weber, Becker, Gouldner
<i>The relationship between Sociology and social policy</i>	The difference between social problems and sociological problems; perspectives on social policy and on the role of sociology in relation to policy. Worsley, Comte, Durkheim, Marx, Murray

Methods in Context

Outline
<ul style="list-style-type: none"> Quantitative and qualitative methods of research; research design Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics The distinction between primary and secondary data, and between quantitative and qualitative data The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research
Content
<ul style="list-style-type: none"> Types of research method and data sources: the differences between quantitative and qualitative data, and between primary and secondary sources of data; the strengths and limitations of each of these. Primary methods of data collection: questionnaires, interviews, observation and experiments; the main variants of each, eg structured and unstructured interviews, participant and non-participant observation, laboratory and field experiments. Secondary sources of data: documents, official statistics; different types of document, eg personal, public and historical; different sources of official statistics. Research design, eg in relation to pilot studies and sampling techniques; main stages of the research process in relation to these methods. Practical issues affecting choice of methods and sources, eg time, cost, access and researcher's characteristics; strengths and limitations of different methods and sources in relation to these issues. Ethical issues affecting choice of methods and sources, eg informed consent, deceit and vulnerable groups; strengths and limitations of different methods and sources in relation to these issues. Theoretical issues affecting choice of methods and sources, eg reliability, validity, representativeness, positivism, interpretivism; strengths and limitations of different methods and sources in relation to these issues. Practical, ethical and theoretical factors influencing choice of research topic, eg personal experience and policy concerns.

Paper 1: Education

Theories of Education

<p>Summary: The role and functions of the education system, including its relationship to the economy and to class structure.</p>	<p>Functionalist and New Right explanations of the role and functions of the education system, eg in relation to social solidarity, skills teaching, meritocracy, selection and role allocation. Durkheim, Parsons, Davis & Moore, Chubb & Moe</p>
	<p>Marxist explanations of the role and functions of the education system, eg in relation to ideological state apparatuses, reproduction of social class inequality, legitimisation of social class inequality. Althusser, Bowles and Gintis, Willis</p>

Differences in Education Achievement: External Factors

Socio-Economic Class	Gender	Ethnicity
<p>Summary: Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society</p>		
<p>Patterns and trends in differential educational achievement by social class, ethnicity and gender, eg in relation to GCSE results. Official statistics on patterns</p>		
<p>Different sociological explanations of social class differences in educational achievement in relation to external factors (outside the education system), eg cultural deprivation, material deprivation and cultural capital. J.W.B. Douglas, Bernstein, Bourdieu</p>		
<p>Different sociological explanations of gender differences in educational achievement in relation to external factors, eg changes in the family and labour market affecting women and men and the influence of feminist ideas. Sharpe, McRobbie, Francis</p>		
<p>Different sociological explanations of ethnic differences in educational achievement in relation to external factors, eg cultural deprivation, material deprivation and racism in wider society. Bereiter & Engelmann, Evans, Lupton</p>		

Differences in Education Achievement: Internal Factors

Socio-Economic Class	Gender	Ethnicity
<p>Summary: Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning</p>		
<p>Different sociological explanations of social class differences in educational achievement in relation to internal factors and processes within schools, eg teacher labelling, the self-fulfilling prophecy, pupil subcultures and pupils' class identities. Becker, Lacey, Ball</p>		
<p>Different sociological explanations of gender differences in educational achievement in relation to internal factors, eg the curriculum, selection and marketisation, feminisation of education, pupil subcultures and gender identities. Kelly, Gorard, Weiner</p>		
<p>Patterns and trends in subject choice by gender. Different sociological explanations of gender differences in subject choice, eg in relation to subject image, teaching and learning styles and primary socialisation. Official statistics on patterns</p>		
<p>Different sociological explanations of ethnic differences in educational achievement in relation to internal factors, eg racist labelling, the self-fulfilling prophecy, pupil subcultural responses, ethnic identities, institutional racism and the ethnocentric curriculum. Gilborn & Youdell, Coard, Moore & Davenport</p>		

Education Policies

<p>Summary: 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 aimed at achieving greater equality of opportunity or outcome, eg the comprehensive system, compensatory education policies, education action zones and tuition fees. Douglas, Keddie, Ball</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. Ball, Whitty, David</p>
<p>Education policies in relation to gender and ethnic differences and their impact, eg GIST, WISE and multicultural education. 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. Gewirtz, Gillborn & Youdell, Bartlett</p>

Paper 2: Families and Households

Changing Family Patters	Summary: Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures	An understanding of the trends in contemporary family and household structures, eg symmetrical family, beanpole families, matrifocal families, serial monogamy, lone parent families, house husbands, living apart together, same sex couples etc. Chester, Giddens, Rapoport Different sociological explanations for the reasons and significance of these trends. Weeks, Chester, Stacey Including the significance of individual choice in personal relationships and the significance of relationships beyond the traditional family structures. May, Smart, Stacey
Families & Social Policy	Summary: <i>The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies</i>	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. Parsons, Murdock, Zaretsky, Oakley The impact of government legislation, eg divorce, adoption and same sex marriage, and policies, eg education, housing and welfare, on the family. Donzelot, Leonard, Murray
Couples	Summary: <i>Gender roles, domestic labour and power relationships within the family in contemporary society</i>	Different sociological arguments and evidence on this, including an understanding of the extent of changes and also diversity of experiences. Duncombe and Marsden, Pahl, Dunne Different aspects of relationships, eg domestic labour, childcare, domestic violence, finance, dual burden triple shift etc. Pahl and Vogler, Dobash and Dobash, Gershuny
Childhood	Summary: <i>The nature of childhood, and changes in the status of children in the family and society</i>	How childhood is socially constructed. Pilcher, Aries, Wagg Different sociological views on the nature and experience of childhood. Postman, Palmer, Womack How childhood is experienced differently across gender, ethnicity and social class. McRobbie and Garber, Brannen, Howard Cross cultural differences and how the experience of childhood has changed historically. Aries, Punch, Donzelot
Demography	Summary: <i>Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation</i>	Sociological debates about the nature, causes and significance of these changes. McKeown, Hirsch, Townsend How these changes impact on family and households, and also wider society, including concepts such as net migration, infant mortality rate and fertility rate. The Griffiths report, Picher, Blaikie

Paper 2: Beliefs

<p>Theories of Religion, Ideology & Science</p>	<p>Summary: Ideology, science and religion, including both Christian and non-Christian religious traditions</p>	<p>Science as a social construct. Issues in defining religion. Durkheim, Giddens, Berger</p> <p>Religion and science as belief systems and ideological influences. Bainbridge, Weber, Berger</p> <p>Different theoretical views on the role and function of religion, eg functionalist, Marxist (including neo-Marxist), feminist and postmodernist. Durkheim, Parsons, Marx, El Sadaawi</p>
<p>Organisations, movements & members</p>	<p>Summary: <i>Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice</i></p>	<p>Characteristics of different types of religious organisation. Troeltsch, Wallis, Wilson</p> <p>Explanations for growth or decline of different forms of religious organisation. Wallis, Weber, Barker</p>
<p>Religion & Social Change</p>	<p>Summary: <i>The relationship between social change and social stability, and religious beliefs, practices and organisations</i></p>	<p>Sociological views on religion as a conservative force and, as a force for social change, for stability or conflict. Durkheim, Marx, Weber</p> <p>The impact of social change on religious belief, practices and organisations. Wilson, Bruce, Wallis</p>
<p>Religion & Social Groups</p>	<p>Summary: <i>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</i></p>	<p>Patterns of religiosity among different social groups, such as social class, ethnicity, gender and age. Weber, El Sadaawi, Davies</p> <p>Explanations for changes in these patterns. Modood et al, Woodhead, Bruce</p>
<p>Religion & Globalisation</p>	<p>Summary: <i>The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions</i></p>	<p>Defining and measuring secularisation. The extent of belief and practice. Wilson, Glock and Stark, Davie</p> <p>Competing explanations and evidence for secularisation in terms of belief, practice and organisations. Bruce, Wilson, Weber</p> <p>Global context of debate including fundamentalism and the growth of religion. Berger, Davie, Norris and Inglehart</p>

Paper 3: Crime and Deviance

<p>Theories of Crime & Deviance</p>	<p>Summary: Crime, deviance, social order and social control</p>	<p>Functionalist explanations of crime, deviance, social order and social control, eg positive functions of crime, adaptations to strain, types of subculture, differential association. 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. 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. 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. Wilson, Murray, Wilson & Kelling, Felson</p> <p>Left realist explanations of crime, deviance, social order and social control, eg relative deprivation, subcultures and marginalisation. Young, Lea & Young</p>
<p>Gender, Ethnicity & Social Class</p>	<p>Summary: <i>The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</i></p>	<p>The social distribution of crime and deviance by ethnicity, including recent patterns and trends and different explanations for these, eg ethnicity and criminality, racism and the criminal justice system and victimisation. Bowling and Phillips, Gilroy, Hall</p> <p>The social distribution of crime and deviance by gender, including recent patterns and trends and different explanations for these, eg feminism, the chivalry thesis, sex role theory, social control and liberation thesis. Pollak, Heidensohn, Carlen</p> <p>The social distribution of crime and deviance by social class, including recent patterns and trends and different explanations for these, eg selective law enforcement and white-collar crime. Marx, Lea & Young, Pearce, Merton, Miller</p>
<p>Globalisation</p>	<p>Summary: <i>Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</i></p>	<p>Globalisation and crime in contemporary society, eg transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful. Castells, Held, Taylor, Hobbs & Dunningham, Glenny</p> <p>The media and crime, eg media representations of crime, the media as a cause of crime and moral panics. S.Cohen, Young, Jewkes, McRobbie & Thornton</p> <p>Green crime, eg types of green crime and green criminology. South, Beck, White</p> <p>Human rights and state crimes, eg war, genocide and torture, and human rights abuses. McLaughlin, H & J Schwendinger</p>
<p>Control, Punishment & Victims</p>	<p>Summary: <i>Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies</i></p>	<p>Crime control, surveillance, prevention and punishment, eg crime prevention strategies, and sociological perspectives on punishment. Durkheim, Rusche & Kirchheimer, Felson, Chaiken, Wilson & Kelling</p> <p>Patterns of victimisation and explanations for these, eg positivist and critical victimology. Christie, Miers, Mawby & Walklate, Tombs & Whyte</p> <p>The role of the criminal justice system and other agencies, eg the role of police, courts and prisons. Foucault, Garland, S.Cohen</p>

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SPaG

Grammar: Write in Sentences

A sentence is a group of words that make sense. Sentences start with a capital letter and end with a full stop, question mark or exclamation mark. All sentences contain clauses. You should try to use a range of sentences when writing. There are three main types of sentences.

Simple sentence: A sentence containing one main clause with a **subject** and a **verb**.

He reads.

Literacy is important.

Compound sentence: Two simple sentences joined with a conjunction. Both of these simple sentences would make sense on their own. Varying conjunctions makes your writing more interesting.

He read his book because it was written by his favourite author.

Literacy is important so students had an assembly about reading.

Complex sentence: A longer sentence containing a main clause and one or more subordinate clause(s) used to add more detail. The main clause makes sense on its own. However, a subordinate clause would not make sense on its own, it needs the main clause to make sense. The subordinate clause is separated by a comma (s) and/or conjunction. The clause can go at the beginning, middle or end of the sentence.

He read his book even though it was late.

Even though it was late, he read his book.

He read his book, even though it was late, because it was written by his favourite author.

How can you develop your sentences?

1. Start sentences in different ways. For example, you can start sentences with adjectives, adverbs or verbs.

Adjective: **Funny** books are my favourite!

Adverb: **Regularly** reading helps me develop a reading habit.

Verb: **Looking** at the front cover is a good way to choose a reading book.

2. Use a range of **punctuation**.

3. **Nominalisation**

Nominalisation is the noun form of verbs; verbs become concepts rather than actions. Nominalisation is often used in academic writing. For example:

It is important to read because it helps you in lots of ways.

Becomes: Reading is beneficial in many ways.

Germany invaded Poland in 1939. This was the immediate cause of the Second World War breaking out. Becomes:

Germany's invasion of Poland in 1939 was the immediate cause of the outbreak of the Second World War.

Connectives and Conjunctions

Cause And Effect	Because So Consequently Therefore Thus
Addition	And Also In addition Further (more)
Comparing	Whereas However Similarly Yet As with/ equally/Likewise
Sequencing	Firstly Initially Then Subsequently Finally After
Emphasis	Importantly Significantly In particular Indeed
Subordinate	Who, despite, until, if, while, as, although, even though, that, which

SPaG: Spelling and Punctuation**Punctuation**

Use a range of punctuation accurately when you are writing.

. Full stop Marks the end of a sentence.

, Comma Separates the items on a list or the clauses in a sentence.

' Apostrophe Shows possession (belonging) or omission (letters taken away).

" " Quotation marks Indicate a quotation or speech.

' ' Inverted commas Indicate a title.

? Question mark Used at the end of a sentence that asks a question.

! Exclamation mark Used at the end of a sentence to show surprise or shock.

: Colon Used to introduce a list or an explanation/ elaboration/ answer to what preceded. A capital letter is only needed after a colon if you are writing a proper noun (name of person or place) or two or more sentences.

; Semi-colon Joins two closely related clauses that could stand alone as sentences. Also used to separate items on a complicated list. A capital letter is not needed after a semi-colon unless you are writing a proper noun (name of person or place).

Brackets Used to add extra information which is not essential in the sentence.

Spelling

Use the following strategies to help you spell tricky words.

1. Break it into sounds (d-i-a-r-y)

2. Break it into syllables (re-mem-ber)

3. Break it into affixes (dis + satisfy)

4. Use a mnemonic (necessary - one collar, two sleeves)

5. Refer to word in the same family (muscle - muscular)

6. Say it as it sounds - spell speak (Wed-nes day)

7. Words within words (Parliament - I AM parliament)

8. Refer to etymology (bi + cycle = two + wheels)

9. Use analogy (bright, light, night, etc)

10. Use a key word to remember a spelling rule (horrible/drinkable for -ible & -able / advice/advise for -ice & -ise)

11. Apply spelling rules (writing, written)

12. Learn by sight (look-cover-say-write check)