

Welcome to Sociology

Welcome to Sociology at Roding Valley Sixth Form. Now, more than ever, is a great time to study how people interact with each other and what makes society work (or not). We expect you to work hard over the next two years – many of the concepts and much of the subject content might be familiar to you if you studied Sociology for GCSE, but the questions you will be required to answer in your exams will involve more interpretation and evaluation than you have previously been used to. We have accepted you onto the course because we believe that, with effort on your part, you can be successful in this subject and we are here to help you as you develop your understanding of how the world around you actually works.

Time-management and communication are crucial to your success here. You will need to listen to and act upon advice. Successful communication, however, implies a two-way process. If you are having difficulties or need help in any way, please do not hesitate to ask Mrs. Delbourgo (Head of Social Science) on adelbourgo@rodingvalley.net or Miss. Garip on sgarip@rodingvalley.net.

This booklet outlines details of the course and provides you with some activities that need to be completed before the course begins.

“The function of sociology, as of every science, is to reveal that which is hidden.”

Pierre Bourdieu

What is Sociology?



Everybody is part of society. Importantly, this society has helped to shape who you are and your experiences in life so far. But how much about it do you understand? There is, perhaps, more of a need than ever to understand the world we live in. Just think about the endless public debate there is on issues such as gang violence, 'binge drinking' teenagers, boys' underachievement in school, the effects of single parenthood, questions of racial and sexual equality, the impact of new education policies, not to mention Brexit

or coronavirus. They are the subject matter of countless views and opinions, many of which may be ill-informed or prejudiced. Many views are expressed simply from personal (and often very limited) experience.

This is where Sociology comes in - because they are all **SOCIAL** issues. The literal meaning of the word 'Sociology' is the 'science of society'. The interaction of people, ourselves, as members of society is what Sociology is about. Social events and changes do not occur by accident. Sociology attempts to bring a systematic understanding to our knowledge of what goes on around us - locally, nationally and even internationally. Using a variety of models and theories and by applying recognised research methods, the Sociologist tries to understand our human condition a little better. This can be a demanding task - but an interesting and rewarding one!

In a sense 'doing' Sociology is a continuous series of debates with and by Sociologists! We spend most of our time studying what sociologists have found out and how their conclusions are debated, argued and disagreed with by other people who may have other ideas and see things quite differently. Throughout the course we will debate, among other things, questions such as:

Why do some people commit more crime than others?

Why are girls now out-performing boys in school?

Will divorce continue to rise? If so, what are the consequences?

Do children need fathers?

Does the media cause violence?

Are the police racist?

Is society less religious?

Does your IQ determine how well you will do in school?



Sociology, then, is the study of people in society. It is concerned with human associations and relationships in the institutions that affect our lives. Such institutions include the family, education, the police/judiciary, the media, religion and politics.

In particular, Sociology is often characterised by describing and explaining patterns of inequality, deprivation and conflict, which are a feature of almost all societies.

You will be assessed at the end of the course by taking three exam papers. We follow the AQA specification - <https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192>

Course Outline

EXAM 1: EDUCATION WITH THEORY AND METHODS

33% of the A-Level, 80 marks

Written paper, 2 hours

Education: short answers equalling 20 marks and extended writing, 30 marks

Methods in Context: extended writing, 20 marks

Theory and Methods: extended writing, 10 marks

EXAM 2: FAMILIES AND HOUSEHOLDS AND BELIEFS IN SOCIETY

33% of A level, 80 marks

Written paper, 2 hours

Section A: Families and households: extended writing equalling 40 marks (10, 10,20)

Section B: Beliefs in Society: extended writing equalling 40 marks (10, 10, 20)

EXAM 3: CRIME AND DEVIANCE WITH THEORY AND METHODS

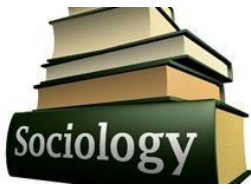
33% of A level, 80 marks

Written paper, 2 hours

Crime and Deviance: short answers equalling 20 marks and extended writing, 30 marks

Theory and Methods: extended writing equalling 30 marks

Suggested Resources



Sociology is an open-ended subject - there is always something new being written about any topic area within the subject. The best thing you can do to keep up to date is read a quality newspaper. At A Level Sociology it is expected that you will read widely around the subject. Below is a list of books/journals and Film/TV that you could use over the next two years to support you with your A Level Sociology studies.

A Level Sociology Textbook Suggestions:

AQA A Level Sociology Book 1, Rob Webb et al. (2015)
AQA A Level Sociology Book 2 Rob Webb et al. (2016)
AQA A Level Sociology Student Book 1, Steve Chapman (2015)
AQA A Level Sociology Student Book 2, Steve Chapman (2016)
Sociology for AQA Volume 1: AS and 1st Year A Level, Ken Browne (2015)
Sociology for AQA Volume 2: 2nd Year and A Level, Ken Browne (2016)

Pre-course Wider Reading Suggestions for Sociology A Level: Non-Fiction

'The Sociology Review', A Level magazine: Hodder Education. By subscription or in school library.

Ain't I a Woman? Black Women and Feminism, Bell Hooks (1981)
Black Like Me, John Howard Griffin (1961)
Freakonomics, Steven D. Levitt & Steven J. Dubner (2006)
Chavs: The Demonisation of the Working Class, Owen Jones (2011)
Gang Leader for a Day, Sudhir Venkatesh (2009)
Gender Trouble: Feminism and the Subversion of Identity, Judith Butler (1990)
Respectable: The Experience of Class, Lynsey Hanley (2016)
The Call of the Weird: Travels in American Subcultures, Louis Theroux (2005)
The Nonsense of Free Will: Facing Up to a False Belief, Richard Oerton (2012)
Watching the English: the Hidden Rules of English Behaviour, Kate Fox (2004)

Documentaries/TV

Back to School with Mum and Dad (BBC)

Black and British: A Forgotten History (BBC)

Beyond the Asylum (BBC)

Harrow: A Very British School (Sky1)

Educating Essex (Channel 4)

Secret Life of Four Year Olds (Channel 4)

The Doctor Who Gave Up Drugs (BBC)

Film

Catfish (2010)

Billy Elliott (2000)

Dangerous Minds (1995)

East is East (1999)

Made in Dagenham (2010)

Freedom Writers (2007)

The Kids are All Right (2010)

The History Boys (2006)

Twitter suggestions

@TheSocReview – The Sociology Review A Level magazine

@DailySociology – sociology news every day

@SocImages – links to interesting articles and research

@TheSocCinema – pop culture and film links with sociology

@SassySociology – a PhD student specialising in gender, ethnicity and inequalities

@LearnSoc - this is the official twitter page of one of the largest sociology websites

@SociologyLens -provides links to current sociological topics, research and issues to debate

Tasks

You will need a ring binder to organise your notes and regular folder checks will take place throughout the course. If you complete these tasks on a computer, please print your work and organise it in order in your folders for your first lesson. Your class teacher will want to see what you have done

Introduction to Sociology

Task 1: What is Sociology?

1a. In 50-100 words, summarise what you believe Sociology to be.

1b. Now watch the following video and add to your notes, summarising what you believe Sociology to be. <https://www.youtube.com/watch?v=LK5J0-cM-HE>

Task 2: Morning Routine

2a. Write a list of everything that you do in the order that you do it in, in the first hour after waking up in the morning.

2b. Now consider how your daily routine compares to those of your family and peers. List what you do the same and what you do differently. What does this tell us about ourselves as individuals? Are we born with this routine or socialised into it?

2c. Find the definitions for the following concepts:

- Socialisation
- Primary socialisation
- Secondary socialisation
- Agents of socialisation
- Institutions/Agencies in Society
- Norms
- Values

Social Groups

A core theme of A Level Sociology is different social groups. You may have come across social differences in a range of Key Stage 3 and 4 subjects even if you have not studied GCSE Sociology. You should be familiar with the concept of culture and identity.

This section is aimed at familiarising yourselves with differences related to social groups, including class, age, gender and ethnicity.

Task 3: Research definitions and complete the following glossary of key terms:

Challenge: Where appropriate, try to provide an example which illustrates the concept.

Age

Ageing population

Achieved status

Ascribed status

Culture

Ethnicity

Gender

Identity

Institutional racism

Racism

Sex discrimination

Social Class

Society

Task 4: Complete the following research tasks by reading the articles and answering the questions:

Class

a. Why rich kids are so good at the marshmallow test

<https://www.theatlantic.com/family/archive/2018/06/marshmallow-test/561779/>

Questions: Define immediate gratification and delayed gratification. What does the most recent research tell us about delayed gratification? How does this link to family structure?

- b. The stark relationship between income inequality and crime

<https://www.economist.com/graphic-detail/2018/06/07/the-stark-relationship-between-income-inequality-and-crime>

Questions: According to this article, how does wealth influence people's perception of crime?

Age

- a. NHS faces staggering increase in cost of elderly care, academics warn.

<https://www.theguardian.com/society/2017/may/24/nhs-faces-staggering-increase-in-cost-of-elderly-care-academics-warn-dementia>

Questions: What impact is an ageing population having on public services? Is there anything that can be done to change this?

Gender

- a. Miss America waves bye-bye to bikinis

<https://www.bbc.co.uk/news/entertainment-arts-44370240>

Questions: What factors have contributed to making this change? How does this link to the objectification of women? How would feminists view this?

- b. The dark side of female empowerment: The rise of Britain's 'gangster girls' running gangs

<http://www.telegraph.co.uk/women/womens-life/10857716/Britains-gangster-girls-The-dark-side-of-female-empowerment-The-rise-of-women-and-females-running-gangs.html>

Question: Are the rise of 'girl gangs' a direct effect of female liberation? How else could they be explained?

Ethnicity

- a. Met 'use more force' against black people

<https://www.bbc.co.uk/news/uk-england-london-44214748>

Question: Summarise the statistics presented in this article. Is this evidence of institutional racism or wider racism in society?

- b. Secret teacher: The emphasis on British History is depriving students of balance

<https://www.theguardian.com/teacher-network/2018/may/26/secret-teacher-history-bias-school-fear-student-future>

Question: Define the term ethnocentric curriculum. What changes would you suggest need to be made, if any, to the UK's education system?

Theory & Methods

Task 5: Consensus vs. Conflict Theory

<https://www.youtube.com/watch?v=2wFPajHuluE>

Question: What is the difference between consensus and conflict theory's approaches to studying society?

Task 6: Complete the following glossary of key terms:

Challenge: Give an example of a topic area where sociologists would use this research method for their investigation.

Documents

- Personal
- Public
- Historical

Experiments

- Lab
- Field

Interviews

- Structured
- Unstructured
- Semi-structured
- Focus groups

Official statistics

Observations

- Covert
- Overt
- Participant
- Non-participant
- Structured

Questionnaires

- Closed questions
- Open questions

Task 7: Research the following sociological perspectives: **Marxism; Functionalism; Feminism; Interactionism.**

For each perspective you must write a paragraph summarising what you have found out.

It **MUST** include:

- A summary of the perspective's outlook on society.
- A summary on the perspective's outlook on the family.
- A summary on the perspective's outlook on education.

It **SHOULD** include:

- Names of key sociologists for each perspective.
- Evaluation - a criticism/weakness of each perspective.

Task 8: Record any questions that you have thought of whilst doing your research. Remember to ask your class teacher when you see her.

Paper 1: Education & Methods


Education check list

Topic	Key studies (some of them)	✓
Introduction to education: Foster Act Butler Act – Tripartite system Comprehensive schooling The Education Reform Act		

<p>Marketisation and education: The New Right view of education Ways in which schools' market themselves Market values in education Privatisation of education</p>	<p>Chubb and Moe Gerwitz Ball Glatter et al</p>	
<p>Educational policies: Examples of policies Impact of them - which ones promote marketisation and which ones try to reduce inequality? Strengths and weaknesses of these policies Which ones benefit particular social groups? Impact of globalisation on educational policies: e.g. free schools, educational reforms</p>		
<p>Theoretical views of education: Functionalist views of education Marxist views of education AO2 – examples from the education system AO3 – strengths and weaknesses of the two theories</p>	<p>Durkheim Parsons Davis and Moore Althusser Bowles and Gintis</p>	
<p>Differential educational achievement (Social class): Summary of the key differences in social class achievement at GCSE External factors – cultural deprivation, material deprivation and cultural capital Internal factors – labelling, self-fulfilling prophecy, pupil subcultures formed due to labelling, pupils' identities Strengths and weaknesses of internal and external factors Which factors have the biggest impact on educational achievement?</p>	<p>Douglas Bernstein Sugarman Bourdieu Howard Becker Rist Rosenthal and Jacobson Gillborn and Youdell Hargreaves Woods Archer et al</p>	
<p>Differential educational achievement (Ethnicity): Summary of the key differences in ethnicity and achievement at GCSE External factors – cultural deprivation, material deprivation and racism in wider society Internal factors – labelling and teacher racism, pupil identities and pupil responses and subcultures Institutional racism – examples of institutional racism in school practices, marketisation, the ethnocentric curriculum and access to opportunities and the 'new IQism' Strengths and weaknesses of internal and external factors Which factors have the biggest impact on educational achievement?</p>	<p>Pryce Sewell Lupton Driver Lawrence Keddie Wright Gillborn and Youdell Archer Fuller The Commission for Racial Equality Coard David Gillborn</p>	
<p>Differential educational achievement (Gender): Summary of the key differences in gender and achievement at GCSE External factors for female achievement – feminism, employment opportunities, major changes in the family and ambitions and aspirations</p>	<p>Sue Sharpe Francis and Skelton GIST WISE Gender Equality Duty Archer Connelly</p>	

<p>Internal factors for female achievement – labelling in schools, equal opportunities policies</p> <p>External factors for male underachievement – masculinity crisis and literacy and language skills</p> <p>Internal factors for male underachievement - education has become ‘feminised’ and anti-school subcultures</p> <p>Strengths and weaknesses of internal and external factors</p> <p>Which factors have the biggest impact on educational achievement?</p>	<p>Sewell Mitsos and Brown</p>	
<p>Gender and subject choice: Patterns of gender and subject choice</p> <p>Explanations of gender differences in subject choice: Gender role socialisation Gendered subject image Gender identity and peer pressure Gender career opportunities</p>	<p>Murphy and Elwood Kelly Weiner Colley Leonard Paetcher Dewar</p>	
<p>Pupils’ gender and sexual identities: Highlight the ways in which pupils’ experiences in school help to construct and reinforce their gender and sexual identities Double standards Verbal abuse Teachers and discipline Male peer groups Female peer groups The male gaze</p>	<p>Lees Askew and Ross Mac an Ghail Paetcher Parker Ringrose Currie et al</p>	
<p>Methods in context: Research methods: strengths and weaknesses applied to a context in education</p>		

Research methods check list

Topic	Additional information	
Types of research: primary and secondary	Examples of both types	
Types of data: quantitative and qualitative	Examples of both types	
Practical, ethical and theoretical factors affecting choice of topic and research method	TRAMP DRIP Positivism vs. Interpretivism	
Knowledge and understanding of key		

concepts and successful application to research methods		
Sampling methods	Definitions of sampling methods Strengths and limitations of sampling methods	
Questionnaires	Postal and self-completion Imposition problem, operationalising concepts Open and closed questions Strengths and limitations of both types	
Surveys	Strengths and limitations Self-completion Closed questions	
Interviews	Structured and unstructured Group interviews Strengths and limitations of the types Interviewer bias and interviewer effect	
Observation	Participant and non-participant Overt and covert Strengths and limitations of both Hawthorne effect and verstehen	
Experiments	Laboratory and field experiments Strengths and limitations of both Hypothesis Independent and dependent variable Control group and experimental group	
Case studies and life histories	Strengths and limitations	
Content analysis	Strengths and limitations	
Quantitative secondary sources	Examples of official statistics Strengths and limitations Social construction of official statistics	
Qualitative secondary sources	Examples Strengths and limitations Authenticity, Credibility, Representativeness and Meaning	
Triangulation and methodological pluralism	Definitions of both Advantages of using triangulation	

Paper 1: Education with Theory and Methods – 2 hours

Education (1 hour 10 minutes)

Outline two... (4 marks)

Outline three... (6 marks)

Applying material from Item A, analyse two... (10 marks)

Applying material from item B and your knowledge evaluate... (30 marks)

Methods in Context (30 minutes)


Applying material from item C and your knowledge, evaluate the strengths and limitations of using.... (method) to investigate... (20 marks)

Theory and Methods (15 minutes)

Outline and explain two... (10 marks)

Paper 2: Topics in Sociology

Section A: Families and Households check list

Topic	Additional information	
Family types and relationships	Definitions of types	
Theories of the family: Functionalism, New Right, Marxism, Feminism, Postmodernism	View of the family Studies Strengths and weaknesses of the theories	
The historical development of the family	Durkheim Parsons/Industrialisation	
Family diversity	Is the nuclear family the norm/universal? - Theories/studies which support family diversity - Theories and studies which support the nuclear family	
Life course analysis and Personal life	Changes to life course over time Relationships outside the traditional family – e.g. friends/pets/fictive kin	
Marriage and cohabitation	Trends/patterns Reasons for decline in marriage and increase in cohabitation Studies Theoretical viewpoint (Postmodernism, Feminism, New Right, Functionalism)	
Divorce	Trends/patterns Reasons for increase in divorce Studies Theoretical viewpoint (Postmodernism, Feminism, New Right, Functionalism)	
Conjugal roles	Definitions: joint and segregated Studies Examples	
Demography	Definitions Demographic patterns and trends Reasons for decrease in the birth rate and decrease in the death rate Studies and theoretical viewpoint Effects of death rate – ageing population Ageing population definitions Migration definitions Effects of migration Effects of all these changes on family size and diversity	
Dark side of the family	Studies Patterns of domestic violence	
Childhood	Social construction of childhood Definitions Examples to show that childhood is a social construction Child centeredness debate	

	March of progress vs. Conflict view Studies Examples of child centeredness Theoretical viewpoint	
Social policy	Definitions of social policy and laws Examples of social policies and laws Impact of these policies on family life, family diversity and children Theoretical viewpoint on social policies and laws.	

Paper 2 Section B: Beliefs in Society

Topic area	Revised this area	Confident and ready
<p>1. Ideology, Science and Religion:</p> <ul style="list-style-type: none"> ● Theories of ideology: Marxist, Neo-Marxist, pluralist and feminist accounts ● Theories of science: the social construction of knowledge; falsification; paradigms ● Theories of religion: Functionalist, Marxist, Neo-Marxist and Feminist 		
<p>2. The relationship between religious beliefs and social change and stability, and religious beliefs, practices and organisations:</p> <ul style="list-style-type: none"> ● Functionalism: conservative force, inhibition of change, collective conscience, Durkheim – Totemism, anomie, Bellah – civil religion ● Marxism: religion as ideology, legitimating social inequality, disguises exploitation ● Neo-Marxism: religion used by those opposing the ruling class, liberation theology ● Weber – religion and social change ● Feminism: religious beliefs supporting patriarchy ● Postmodernism and religion 		
<p>3. Religious organisations, including sects, cults, denominations, churches and New Age movements and their relationship to religious and spiritual belief and practice:</p> <ul style="list-style-type: none"> ● Typologies of religious organisations with examples of each: church, denomination, sect, cult ● NRMs and typologies of NRMs: rejecting, accommodating, affirming with examples ● New Age Movements and spirituality with examples ● The relationship between this organisations and spiritual belief 		
<p>4. The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices:</p> <ul style="list-style-type: none"> ● Reasons why people join NRMs/NAMs ● Gender and religion: women’s greater participation, women in religious organisations including NRMs, men’s participation and organisational roles in religions ● Ethnicity and religion: religion and ethnic identity, religion in migrant communities, religions and minority ethnic groups in the UK today ● Age and religion: religious participation and belief by age group, religious socialisation ● Social class and religion: religious participation and belief by social class. 		

<p>5. 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:</p> <ul style="list-style-type: none"> • A clear understanding of how Globalisation has had an impact upon religion: Fundamentalism (Christian and Muslim) • Postmodernity and religion: the end of metanarratives and spiritual shopping • Secularisation: problems of definition and measurement, aspects of secularisation such as disengagement, rationalisation, rise of pluralism/diversity, desacralisation, disenchantment, individuation • Arguments and evidence for and against secularisation, E.g. Attendance and membership, believing without belonging, compensators (Stark and Bainbridge), UK compared with other countries (E.g. USA) and global significance of religion today. • Globalisation, Religion & the Clash of Civilisations: Huntington • Nanda, Redding and Berger – religion can work alongside globalised societies 		

Paper 2: Topics in Sociology – 2 hours

Section A - Families and Households: 1 hour

Outline and explain two... (10 marks)

Applying material from Item A, analyse two (10 marks)

Applying material from Item B and your knowledge, evaluate (20 marks)

Section B - Beliefs in Society: 1 hour


Outline and explain two... (10 marks)

Applying material from Item A, analyse two (10 marks)

Applying material from Item B and your knowledge, evaluate (20 marks)


Paper 3: Crime and Deviance with Theory and Methods

Crime and Deviance

Topic	Additional information	
Definitions of crime, deviance, social order and social control		


Theories of crime, deviance, social order and social control	<ul style="list-style-type: none"> • The distinction between sociological theories of crime and other theories (e.g. biological, psychological) • Control theory: Hirschi • Functionalist theories of crime: Durkheim, anomie, collective conscience; Merton's strain theory; functionalist subcultural theories • Matza and criticisms of functionalist explanations • Marxist and neo-Marxist theories of crime, white-collar/corporate crime • Interactionist theories of crime: labelling theory, the self-fulfilling prophecy. • Crime and the media • Realist theories: New Left Realism and Right Realism • Postmodern theories 	
The social distribution of crime and deviance by ethnicity, gender, and social class, including recent patterns and trends in crime	<ul style="list-style-type: none"> • Sources and uses of statistics • Age and crime • Gender and crime • Social class and crime • Ethnicity and crime • The limitations of official statistics 	
Globalisation and crime in contemporary society; green crime; human rights and state crimes	<ul style="list-style-type: none"> • Globalisation and crime: examples and explanations of globalised crimes such as web-based crimes, global trades in drugs, weapons and people; global corporate crime • Green crime • Human rights and state crimes • State crime 	
Control theory		
Crime control, prevention and punishment, victims, and the role of the criminal justice system and other agencies	<ul style="list-style-type: none"> • Crime control, prevention and punishment • Victims of crime: statistics and other evidence on victims of crime; ethnicity, age and gender; different theoretical accounts, e.g. positivist and radical victimology 	

Research methods check list

Topic	Additional information	
Types of research: primary and secondary	Examples of both types	
Types of data: quantitative and qualitative	Examples of both types	

Practical, ethical and theoretical factors affecting choice of topic and research method	TRAMP DRIP Positivism vs. Interpretivism	
Knowledge and understanding of key concepts and successful application to research methods		
Sampling methods	Definitions of sampling methods Strengths and limitations of sampling methods	
Questionnaires	Postal and self-completion Imposition problem, operationalising concepts Open and closed questions Strengths and limitations of both types	
Surveys	Strengths and limitations Self-completion Closed questions	
Interviews	Structured and unstructured Group interviews Strengths and limitations of the types Interviewer bias and interviewer effect	
Observation	Participant and non-participant Overt and covert Strengths and limitations of both Hawthorne effect and verstehen	
Experiments	Laboratory and field experiments Strengths and limitations of both Hypothesis Independent and dependent variable Control group and experimental group	
Case studies and life histories	Strengths and limitations	
Content analysis	Strengths and limitations	
Quantitative secondary sources	Examples of official statistics Strengths and limitations Social construction of official statistics	
Qualitative secondary sources	Examples Strengths and limitations Authenticity, Credibility, Representativeness and Meaning	
Triangulation and methodological pluralism	Definitions of both Advantages of using triangulation	

Theory checklist

Topic	Additional information	
Consensus, conflict, structural and social action theories	Functionalism, New Right Marxism, Neo Marxism, Feminism, Interactionism and symbolic interactionism: Weber, Mead, Cooley, Goffman, Garfinkel, Structuration: Giddens	

The concepts of modernity and Postmodernity in relation to sociological theory	Modernity: Weber, Durkheim, Marx Postmodernity: Bauman, Baudrillard, Lyotard, Harvey Late modernity: Giddens, Beck Marxism: Harvey	
The nature of science and the extent to which Sociology can be regarded as scientific	Comte, Durkheim, Douglas, Atkinson, Popper, Kuhn, Sayer, Kaplan. Marxist, Feminist and Postmodern views of science	
Debates about subjectivity, objectivity and methods	Value freedom, value laden, value committed, value relevant Durkheim, Weber, Becker, Gouldner, Myrdal, Feminists – Dobash and Dobash, Oakley	
The relationship between Sociology and social policy	Examples Theoretical application The extent to which Sociology should be involved with/impact/shape social policy	
The relationship between theory and methods	The relationship between Positivism and Interpretivism and sociological research Theoretical views of research methods: Functionalism and Feminism	

Paper 3: Crime and Deviance with Theory and Methods – 2 hours

Crime and Deviance – 1 hour 10 minutes

Outline two... (4 marks)

Outline three... (6 marks)

Applying material from Item A, analyse two reasons... (10 marks)

Applying material from Item B and your knowledge, evaluate... (30 marks)

Theory and methods – 45 minutes

Outline and explain two... (10 marks)

Applying material from Item C and your knowledge, evaluate... (20 marks)