

Year 11 GCSE Sociology Mock Exam Checklist - WJEC exam board

[WJEC GCSE sociology specification](#)

Paper 1 2 hours full paper C1 key concepts and cultural transmission C2 Families C3 Education C4 Sociological research methods	Paper 2 (reduced content) 1 hour C5 Social stratification and differentiation C7 Applied methods of sociological enquiry
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How to revise

- Use the check lists to secure your knowledge for each component following the SORT method.

Personal Learning Checklist (PLC)

Subject - GCSE Sociology (Eduqas 9-1)				
Topic/Sub-Topic – Unit 1: Key Concepts and Processes of Cultural Transmission / Key Sociology Theories				
S = I have Summarised ✓ O = I have Organised (RAG or ☺☺☺) R = I have Recalled ✓ T = I have Tested Myself ✓				
I can ...				
1.1 Key sociological concepts	S	O	R	T

- Summarise onto flash cards or mind maps
- Organise material into the different components eg C2 Families
- Recall knowledge another time separate from when you revised content to improve and test your memory
- Test and retest content repeatedly to build your knowledge
- Ensure you have strong sociological knowledge of concepts, named studies and theories such as Hargreaves found labelling in schools taking an interactionist or action theory approach.
- Use past papers to practice – focus on the wording of each question to ensure you understand what you need to do for each question. Use the mark schemes to check your answers but also to collect the strongest answers

[WJEC GCSE sociology paper papers and mark schemes](#)

- Improve 12 or 15 mark questions by planning responses ensuring you deliver “the full package” of 3 paragraphs (at least 1 for the statement and 1 against the statement, plus a conclusion.)



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Topic/Sub-Topic – Unit 1: Key Concepts and Processes of Cultural Transmission / Key Sociology Theories

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I can ...	S	O	R	T
1.1 Key sociological concepts				
Identify specific textual examples of these key concepts: culture, norms, values, roles, status, identity, sanctions, cultural diversity.				
Describe and explain the differences between these key concepts: culture, norms, values, roles, status, identity, sanctions, cultural diversity.				
1.2 Debates over the acquisition of identity				
Describe and explain the differences between the following aspects of acquisition of identity: nature/nurture, feral children and cultural diversity.				
Discuss relevant and specific case studies / sociological research projects that refer to nature/nurture including examples of feral children and cultural diversity.				
1.3 The process of socialisation				
Describe and explain the differences between primary and secondary socialisation.				
Describe and explain agents of socialisation: family, education, media, and peer group.				
Describe and explain how agents of socialisation pass on culture and identity, for example: gender, class and ethnic identity – including references of specific case studies / sociological research projects.				
Describe and explain the differences between informal and formal social control, referring to specific and relevant examples.				



Personal Learning Checklist (PLC)

Subject - GCSE Sociology (Eduqas 9-1)

Topic/Sub-Topic – Unit 2: Sociological Research Methods

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I can ...	S	O	R	T
1) Usefulness of different types of data				
Describe and explain the differences between primary and secondary research data, with reference to specific and relevant examples.				
Describe and explain the differences between qualitative and quantitative data, with reference to specific and relevant examples.				
Describe and explain various sources of secondary data, including diaries, journals, official and non-official statistics.				
Evaluate the advantages, disadvantages and usefulness of these types of data to sociologists.				
2) Methods of research				
Describe, discuss and evaluate qualitative and quantitative methods of research including questionnaires, structured and unstructured interviews and different types of observations (overt, covert, participant and non-participant).				
Describe, discuss and evaluate the value, practical application and strengths / weaknesses of different methods in terms of validity, reliability, ethics and representativeness.				
Describe, discuss and evaluate mixed methods approaches.				
3) Sampling processes				
Describe and explain the differences between representative and non-representative sampling techniques.				
Evaluate advantages and disadvantages of using representative and non-representative sampling techniques.				
4) Practical issues affecting research				
Describe and explain different practical issues and how they can impact upon research projects.				
Describe and explain difficulties involved in gaining access to suitable research participants.				
Describe and explain what it means to be the "gatekeeper" that allows access to research.				
Describe, explain and evaluate the impact of time, money and resources (human and physical) upon research projects.				

5) Ethical issues affecting research				
Describe, explain and evaluate problems resulting from a lack of informed consent in research (including clear differentiation between consent and informed consent).				
Describe, explain and evaluate problems resulting from a lack of confidentiality when it comes to participant data in research.				
Describe, explain and evaluate problems resulting from harm caused to participants (physical or psychological) due to their involvement in research.				
Describe, explain and evaluate problems resulting from a lack of informed consent in research.				
Describe, explain and evaluate problems resulting from using deception in research.				
Describe, explain and evaluate problems resulting from a lack of debriefing of participants after they have been involved in research.				
Describe, explain and evaluate problems resulting from not making participants aware of their right to leave any research project.				
Describe, explain and evaluate the different ethical problems encountered in a range of real research projects, with a focus upon the impact upon participants and the research data gained.				
Applied methods of sociological enquiry				
1) The process of research design				
Describe and explain the process of research design – including • choosing a research area • establishing an aim and/or hypothesis • choosing a method • use of pilot study • selection of sampling techniques • analysis of data • usefulness of mixed methods approach.				
2) Interpreting data				
Explain how to interpret graphs, diagrams, charts and tables in order to discern patterns and trends.				



Personal Learning Checklist (PLC)

Subject - GCSE Sociology (Eduqas 9-1)

Topic/Sub-Topic – Unit 3: Family

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I can ...	S	O	R	T
1) Family diversity and different family forms in the UK and within a global context				
Describe and explain the concept of family.				
Describe and explain the differences between nuclear family, extended family, reconstituted family, lone parent family, single sex family, cohabiting family, beanpole family.				
Describe and explain various types of ethnic minority family forms.				
Describe and explain various types of global family forms, including polygamy, arranged marriages, matriarchies and the one-child family policy in China.				
2) Social changes and family structures				
Describe, discuss and evaluate changes in social norms, secularisation, values and laws, feminism, economic factors, technology and immigration and their impact on: - family diversity, including the work of Rapoport - divorce rates and serial monogamy - cohabitation, single parent families, later age of marriage - singlehood - family size.				
3) Social changes and family relationships				
Describe, explain and evaluate changes in social norms, secularisation, values and laws, including the impact of feminism.				
Describe, explain and evaluate the relationship between family and economic factors, technology and their impact on: - segregated and joint conjugal roles, symmetrical families, and domestic division of labour - New Man theory - decision making / money management in families - dual career families - leisure activities - theory of symmetrical family and principle of stratified diffusion, developed from the functionalist perspective of Willmott and Young.				
Describe, explain and evaluate changing patterns in child-rearing patterns and child-centred families.				

Describe and explain the differences between "boomerang children" and the "sandwich generation", and evaluate the impact of these upon family development.				
4) Sociological theories of the role of the family				
Describe and explain conflict theories versus consensus theories on the role of the family.				
Describe, explain and evaluate the consensus view of Functionalism – including the Functionalist theory of the role and functions of family, such as Parsons and primary socialisation and stabilisation of adult personalities.				
Describe, explain and evaluate the conflict view of Marxism - including the Marxist theory of families serving the interests of capitalism, including the work of Zaretsky.				
Describe, explain and evaluate the conflict view of Feminism – including the Feminist critique of family as a patriarchal institution, including the work of Delphy and Leonard, and Oakley.				
5) Criticisms of family				
Describe, explain and evaluate the loss of traditional family functions.				
Describe, explain and evaluate problems resulting from a lack of contact with wider kinship networks.				
Describe, explain and evaluate dysfunctional families.				
Describe, explain and evaluate problems resulting changing status and role of women within families.				
Describe, explain and evaluate problems resulting from family isolation and unrealistic expectations.				
Describe, explain and evaluate problems resulting from marital breakdown and divorce.				
Describe, explain and evaluate problems resulting from the "dark side of family life" including domestic violence.				
Describe, explain and evaluate the decline of the traditional family.				



Personal Learning Checklist (PLC)

Subject - GCSE Sociology (Eduqas 9-1)

Topic/Sub-Topic – Unit 4: Education

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I can ...	S	O	R	T
1) Sociological theories of the role of education				
Describe and explain conflict theories versus consensus theories on the role of education.				
Describe, explain and evaluate the consensus view of Functionalism – including the Functionalist theory of education - serving the needs of society and the economy, facilitating social mobility and fostering social cohesion (including the work of Durkheim on education as the transmission of norms and values) - achieved status and education operating on meritocratic principles, with reference to the work of Parsons.				
Describe, explain and evaluate the conflict view of Marxism – including the Marxist theory of education - serving the needs of capitalism - education maintaining inequality, including the work of Bowles and Gintis on the correspondence theory.				
Describe, explain and evaluate the conflict view of Feminism - including the Feminist theory of education perpetuating patriarchy, including the work of Becky Francis on the patriarchal nature of schools.				
2) Processes inside schools.				
Describe, discuss and evaluate processes within schools affecting educational achievement, including - labelling, including the work of Hargreaves - hidden curriculum - streaming and banding - anti-school sub-cultures including the work of Willis - teacher expectations, including the work of Ball - self-fulfilling prophecy.				
3) Patterns of educational achievement				
Describe, explain and evaluate patterns of attainment by - gender - social class - ethnicity.				

4) Factors affecting educational achievement.				
Describe, explain and evaluate differences in educational achievement with reference to: social class • contribution of material factors, including the work of Halsey on class based inequalities • cultural factors • labelling • catchment areas • types of school, including the work of Ball on streaming, choice and competition between schools • counter school cultures, including the work of Willis. ethnicity • contribution of material and cultural factors • curriculum • labelling • racism				
5) Factors affecting educational achievement				
Describe, explain and evaluate differences in educational attainment with reference to: gender • contribution of more employment opportunities for females • feminism • feminisation of schools • crisis of masculinity • peer pressure and sub cultures.				



Personal Learning Checklist (PLC)

Note – you can only be assessed on some of C6 content ie what we have covered in class by October half term.

Subject - GCSE Sociology (Eduqas 9-1)

Topic/Sub-Topic – Unit 6: Social Differentiation and Stratification

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I can ...	S	O	R	T
1) Sociological theories of stratification				
Describe and explain conflict theories versus consensus theories on the role of social stratification.				
Describe, explain and evaluate the consensus view of Functionalism – including Functionalist theory of stratification • Davis and Moore's theory on the role of stratification in terms of effective role allocation and performances linked to the promise of rewards • meritocracy.				
Describe, explain and evaluate the conflict view of Marxism – including the Marxist theory of social stratification • socio-economic classifications and two class system • power of bourgeoisie to exploit the proletariat and to maintain their position • false class consciousness.				
Describe, explain and evaluate the conflict view of Weber – including the Weberian theory of stratification • socio-economic classifications • theory of class, status and party				
Describe, explain and evaluate the conflict view of Feminism – including the Feminist theory of stratification • Feminist views on patriarchy and stratification.				
2) Different forms and sources of power and authority				
Describe, explain and evaluate differences between formal and informal sources of power				
Describe, explain and evaluate agencies of social control				
Describe, explain and evaluate Weberian theory of authority: • traditional • charismatic • rational-legal				
3) Equality/inequality in relation to class, gender, ethnicity, age, disability and sexuality				

Describe, explain and evaluate evidence and examples that could be used to demonstrate equality/inequality in the contemporary UK drawn from the following areas:				
• education • crime • income and wealth • health • family • work • media.				

Rest of the C6 content will not be in the mock exam