

# A LEVEL WEEK BY WEEK REVISION SCHEDULE (2024)

**Paper 1 – Education with Theory and Methods (2 hours) Monday 20<sup>th</sup> May AM**

**Paper 2 – Options Paper (2 hours) Tuesday 4<sup>th</sup> June AM**

**Paper 3 – Crime and Deviance with Theory and Methods Tuesday 11<sup>th</sup> June PM**

- Short revision videos on topic areas are available on the tutor2U YouTube channel <https://www.youtube.com/@tutor2u-official> OR via tutor2U Sociology website <https://www.tutor2u.net/sociology>

The activities listed in this schedule are advisory only and may be interchanged across weeks or different specification points. Students are advised to complete regular past paper questions on both the core topic areas and their chosen optional topics. Teachers can delete as applicable content that is not relevant to their chosen options.

WEEK	TOPICS	RE-VISIT WORK	SUGGESTED ACTIVITIES
<b>WEEK1</b> <b>12<sup>TH</sup></b> <b>FEB</b>	<b>THEORIES</b>	<ul style="list-style-type: none"> <li>• Structural theories across education, optional topics, and crime</li> </ul>	<ul style="list-style-type: none"> <li>• Create a table using A3 paper of each of the three main structural theories (functionalism, Marxism, feminism) and what they have contributed to the different topic areas (e.g. functionalist contributions to education, family, beliefs etc.)</li> <li>• Identify the key debates relating to the different theoretical positions and summarise the arguments of each of the theories (e.g. does education pass on norms and values? Functionalists would argue..., Marxists would argue...’, etc.)</li> <li>• Mind-map the different theoretical perspectives involved in each of your topic areas (e.g. functions of education).</li> </ul>
<b>WEEK 2</b> <b>19<sup>TH</sup></b> <b>FEB</b>	<b>THEORIES</b>	<ul style="list-style-type: none"> <li>• Social action theories across education, optional topics, and crime</li> </ul>	<ul style="list-style-type: none"> <li>• Identify where social action theories have been used across the specification (e.g. reference to labelling theory in education and crime, sociology of personal lives in family)</li> <li>• Create a mind map of the key features of postmodernity (e.g. diversity, globalisation, increased choice) and apply aspects of different modules to these (e.g. how globalisation has changed crime, how greater diversity has</li> </ul>

			<p>impacted on family structure)</p> <ul style="list-style-type: none"> <li>• Compare and contrast the features of social action and structural theories in a table</li> </ul>
<b>WEEK 3</b> <b>26<sup>TH</sup></b> <b>FEB</b>	<b>RESEARCH</b> <b>METHODS</b>	<ul style="list-style-type: none"> <li>• Primary and secondary data</li> <li>• Quantitative and qualitative data</li> <li>• Quantitative and qualitative methods</li> </ul>	<ul style="list-style-type: none"> <li>• Create a diagram that divides different methods into primary and secondary data, and quantitative and qualitative data</li> <li>• Identify at least 2 practical, ethical and theoretical strengths and limitations of each of the listed methods</li> <li>• Create an acrostic for the different practical, ethical and theoretical considerations that researchers face when conducting research</li> </ul>
<b>WEEK 4</b> <b>4<sup>TH</sup> MAR</b>	<b>RESEARCH</b> <b>METHODS</b>	<ul style="list-style-type: none"> <li>• Positivism and Interpretivism</li> <li>• Use of methods in educational settings</li> <li>• Examples of different research methods used in education</li> </ul>	<ul style="list-style-type: none"> <li>• Create a comparison table for the preferences of both positivist and interpretivist methods examining types of data, scale of research, methods used, purpose of research, objectivity/subjectivity</li> <li>• Mind-map the different issues faced when researching schools, teachers, pupils and parents.</li> <li>• Create a table summarising different pieces of research in education that have used methods listed in the specification (e.g. Willis used group interviews, Ball used observations, etc.)</li> </ul>
<b>WEEK 5</b> <b>11<sup>TH</sup></b> <b>MAR</b>	<b>EDUCATION</b>	<ul style="list-style-type: none"> <li>• External and internal factors influencing educational achievement by social class, gender, and ethnicity</li> <li>• Role of education in forming gender, class and ethnic identities</li> </ul>	<ul style="list-style-type: none"> <li>• Create a home and in-school visual plan of the different factors that might impact on achievement</li> <li>• Create a compare-and-contrast table of the low and high achievers in each social group based upon different factors you have covered (e.g. for social class, material factors)</li> <li>• Identify five different ways in which education might shape the identity of different social classes, genders and ethnic groups. Find research that backs up these reasons</li> </ul>
<b>WEEK 6</b>	<b>EDUCATION</b>	<ul style="list-style-type: none"> <li>• Educational policies including: marketisation, privatisation,</li> </ul>	<ul style="list-style-type: none"> <li>• Create a timeline of educational policy from the Butler Education Act to the</li> </ul>

18 <sup>TH</sup> MAR		<p>selection and tackling inequality.</p> <ul style="list-style-type: none"> <li>• How educational policies reinforce the functions of education</li> </ul>	<p>present day. Colour code the different policies based upon what was the main aim of the policy.</p> <ul style="list-style-type: none"> <li>• Create a series of flashcards that detail different educational policies you have learnt. Sort these into categories based upon 'selection', 'marketisation' or 'tackling inequality'</li> <li>• List the main functions of the education system. Identify and explain different social policies that might have reinforced these functions (e.g. changes to the curriculum – social solidarity)</li> </ul>
WEEK 7 25 <sup>TH</sup> MAR	OPTION A SPECIFICATION POINTS 1-3	<ul style="list-style-type: none"> <li>• Families and Households: theory, social policy, family structure and gender roles and relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions task: define the key terms across the family topic area on flash cards:</li> <li>• E.g. definitions of family types.</li> <li>• Create a visual plan or mind-map for each 'family' topic area</li> </ul> <p>Make a link diagram between the causes and effects of different parts of the specification (e.g. how social policy might impacted on the family, how changes to family structure have impacted on gender roles, etc.)</p>
WEEK 8 1 <sup>ST</sup> APR	OPTION A SPECIFICATION POINTS 4 AND 5	<ul style="list-style-type: none"> <li>• Families and Households: childhood and demography</li> </ul>	<ul style="list-style-type: none"> <li>• Create a flow chart of different demographic processes in the family and how they have impacted on the family (e.g. how has society become more child centred?)</li> <li>• Impacts of globalisation – identify how the different features of globalisation have impacted on the family</li> </ul>
WEEK 9 8 <sup>TH</sup> APR	OPTION B SPECIFICATION POINTS 1 -3	<ul style="list-style-type: none"> <li>• Beliefs in society: definitions of science, religion and ideology, theories, social change and stability, religious organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Create a compare and contrast table looking at different definitions used within Beliefs: science, religion and ideology.</li> <li>• Identify key debates in your chosen topic area and summarise arguments for and against views. E.g. Religion is a force for social change; the secularisation debate</li> <li>• Summarise the different theoretical views (functionalist, Marxist, feminist, etc.) in your chosen topic area in a one-</li> </ul>

			<p>sheet summary. Include evaluations of each theoretical approach.</p> <p>Create a table of the different institutions and list their characteristics (e.g. Beliefs: churches, sects, cults, and denominations.</p>
<b>WEEK</b> <b>10</b> <b>15<sup>TH</sup></b> <b>APR</b>	<b>OPTION B</b> <b>SPECIFICATION</b> <b>POINTS 4 - 5</b>	<ul style="list-style-type: none"> <li>● Beliefs in society: religiosity by social groups, religion in contemporary society</li> </ul>	<ul style="list-style-type: none"> <li>● For each of the different social groups mentioned in beliefs, create a mind-map of how they are influenced/represented by social institutions – (e.g. age and religion, disability and media)</li> <li>● Identify the different features of globalisation. Briefly outline how these might impact on religious beliefs and organisations.</li> <li>● Create a series of research flash cards on beliefs. Identify key debates. Make a link diagram between the causes and effects of different parts of the specification for beliefs e.g. how has globalisation impacted on functions of religion? How is globalisation linked to secularisation and/or the growth of fundamentalism.</li> </ul>
<b>WEEK</b> <b>11</b> <b>22<sup>ND</sup></b> <b>APR</b>	<b>CRIME</b>	<ul style="list-style-type: none"> <li>● Theories of crime and social control: functionalism, subcultural, Marxist, neo-Marxist, interactionist, right and left realism</li> <li>● Social distribution of crime: offending and victimisation by class, gender and ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>● Use the “Usual Suspects” activity on tutor2u.net to identify different theories of crime and deviance to explain rates of criminality.</li> <li>● Create a poster comparing the causes of crime and prevention strategies of left and right realists</li> <li>● Create a ‘who said it’ on Marxist, functionalist, subcultural and interactionist views of crime.</li> <li>● Mind-map the reasons for differences in offending and victimisation by gender, ethnicity, and social class</li> </ul>
<b>WEEK</b> <b>12</b> <b>29<sup>TH</sup></b> <b>APR</b>	<b>CRIME</b>	<ul style="list-style-type: none"> <li>● Media and crime, contemporary crime, impacts of globalisation on crime, green crime, corporate crime, organised crime.</li> <li>● Role of punishment, surveillance, agencies of social control</li> <li>● Victimology</li> </ul>	<ul style="list-style-type: none"> <li>● Create a diagram to show the different layers of the criminal justice system and the powers they have to enforce law.</li> <li>● Compare different theories of surveillance and punishment.</li> <li>● Create a multiple choice quiz on the different ways in which globalisation has created more and different forms of crime</li> <li>● Create 2 short newspaper/media articles</li> </ul>

			<p>highlighting the positivist and critical views of victimology</p> <ul style="list-style-type: none"> <li>● Identify 5 ways in which the media influences levels of crime</li> <li>● Identify changes in society as a result of globalisation. Explain how each of these ways might lead to an increase in crime. Use evidence to support your arguments.</li> <li>● Outline and briefly explain 3 ways in which state crime is not prosecuted in contemporary society.</li> <li>● List different examples of primary and secondary green crimes.</li> </ul>
<b>WEEK 13 6<sup>TH</sup> MAY</b>	<b>METHODS IN CONTEXT AND DEBATES IN SOCIOLOGY</b>	<ul style="list-style-type: none"> <li>● Practising linking features of educational settings and the strengths and limitations of different methods</li> <li>● Sociology as a science, sociology and social policy, postmodernity, value freedom</li> </ul>	<ul style="list-style-type: none"> <li>● Outline 3 ways in which teachers/pupils/parents might react to being subject to research (e.g. observation, interview or questionnaire)</li> <li>● From your education topic, identify areas that may be seen as sensitive to study.</li> <li>● Identify the best method to use to investigate the following topics in education: ethnic differences in achievement, institutional racism, teacher labelling, formation of gender identity, subcultural formation, literacy levels. Explain why you have chosen each method</li> <li>● Examine previous methods in context question items. Identify 5 to 6 points in each that you might use in a response to that question</li> <li>● Identify the different arguments in the following debates: sociology cannot be a science; sociology should not inform social policy; society has not yet entered a postmodern age. Briefly explain, using theory and/or examples, why you agree or disagree with the statement</li> <li>● Outline the different features of postmodern, late modern, and modern society – include examples.</li> <li>● Timeline key social policies over the last 50 years. To what extent do you think these were influenced by sociologists?</li> <li>● Construct a cartoon strip or social media conversation that illustrates the debate between sociologists over whether sociology can be value free</li> </ul>

WEEK 14 13 <sup>TH</sup> MAY	EDUCATION BLAST	<ul style="list-style-type: none"> <li>• Internal and external factors influencing educational experiences of different social groups.</li> <li>• Functions of education and how social policies might reinforce these.</li> <li>• Theory and methods specification</li> </ul>	<ul style="list-style-type: none"> <li>• Closed book mind-maps on functions of education, differential educational achievement, and educational policy</li> <li>• Quick questions: 5 minute timer, identifying how many concepts can be used to answer a past paper question</li> <li>• Review tutor2u livestreams on education, theory, and methods</li> <li>• SCALE evaluation: evaluate different arguments using strength, criticism, alternative, limitation, evidence format.</li> <li>• Review feedback on assessments</li> <li>• Paired testing: with a partner, compile a series of 'who said it?' flash cards and past paper questions (partner has MS)</li> </ul>
WEEK 15 20 <sup>TH</sup> MAY	(PAPER 1 MONDAY 22 <sup>ND</sup> AM) OPTION A BLAST	<ul style="list-style-type: none"> <li>• Full specification for option A on paper 2 – Culture and Id, Families and households, Health, Work, Poverty and Welfare</li> </ul>	<ul style="list-style-type: none"> <li>• Closed book mind-maps on different topic areas of option A</li> <li>• Quick questions: 5-minute timer, identifying how many concepts can be used to answer a past paper question.</li> <li>• Review tutor2u livestreams on topic area A</li> <li>• SCALE evaluation: evaluate different arguments using strength, criticism, alternative, limitation, evidence format.</li> <li>• Review feedback on assessments</li> <li>• Paired testing: with a partner, compile a series of 'who said it?' flashcards and past paper questions (partner has MS)</li> </ul>
WEEK 15 27 <sup>TH</sup> MAY	OPTION B BLAST	<ul style="list-style-type: none"> <li>• Full specification for option B on paper 2 – Beliefs in Society, Global Development, Media, Stratification and Differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Closed book mind-maps on different specification points on option B</li> <li>• Quick questions: 5 minute timer, identifying how many concepts can be used to answer a past paper question</li> <li>• Review tutor2u livestreams on topic area B</li> <li>• SCALE evaluation: evaluate different arguments using strength, criticism, alternative, limitation, evidence format.</li> <li>• Review feedback on assessments</li> <li>• Paired testing: with a partner, compile a series of 'who said it?' flashcards and past paper questions (partner has MS)</li> </ul>
WEEK 16 3 <sup>RD</sup> JUNE	(PAPER 2 TUE 4 <sup>TH</sup> JUNE AM) CRIME BLAST	<ul style="list-style-type: none"> <li>• Theories of crime</li> <li>• Social distribution of crime</li> <li>• Contemporary crime, including media and impacts of</li> </ul>	<ul style="list-style-type: none"> <li>• Closed book mind-maps on crime, theory, and methods</li> <li>• Quick questions: 5-minute timer, identifying how many concepts can be</li> </ul>

		<p>globalisation on crime.</p> <ul style="list-style-type: none"> <li>● Victimology, punishment, prevention, surveillance, the role of the CJS</li> <li>● Theory and Methods full specification</li> </ul>	<p>used to answer a past paper question</p> <ul style="list-style-type: none"> <li>● Review tutor2u livestreams on crime, theory, and methods</li> <li>● SCALE evaluation: evaluate different arguments using strength, criticism, alternative, limitation, evidence format.</li> <li>● Review feedback on assessments</li> <li>● Paired testing: with a partner, compile a series of 'who said it?' flashcards and past paper questions (partner has MS)</li> </ul>
<p><b>WEEK</b> <b>17</b> <b>10<sup>TH</sup></b> <b>JUNE</b></p>	<p><b>(PAPER 2 TUE</b> <b>11<sup>TH</sup> JUNE PM)</b> <b>CRIME BLAST</b></p>	<ul style="list-style-type: none"> <li>● Review all sections of crime</li> </ul>	<ul style="list-style-type: none"> <li>● Tutor2u Crime Revision blast</li> <li>● Decoding questions and question styles</li> <li>● Fast fives – list five theories/concepts/ideas that link to each of main concepts in crime</li> </ul>