

# GCSE SOCIOLOGY KNOWLEDGE ORGANISER

# Contents Page

Pages 4-40	<b>PAPER 1 AND 2: THEORY AND METHODS</b>
Pages 41-59	<b>PAPER 1: FAMILY AND HOUSEHOLDS</b>
Pages 67-101	<b>PAPER 1: EDUCATION</b>
Pages 105- 130	<b>PAPER 2: CRIME AND DEVIANCE</b>
Pages 132- 173	<b>PAPER 2: SOCIAL STRATIFICATION</b>

**GCSE SOCIOLOGY**

**PAPER 1 and 2**

**THEORY AND METHODS**

# WHAT IS SOCIOLOGY AND THE SOCIOLOGICAL APPROACH?

The study of society; Explores social factors that shape human behaviour

How society influences people and lives by Looking at social structures in society

Examines connections between different aspects of society

Looks at social issues that face society

Uses specialist key terms and concepts.

Uses perspectives to examine the relationship between individuals and society.

Looks at the way groups behave and looks for explanations

Involves looking at current events and trends.

Uses a range of research techniques to avoid bias

Presents information in a balanced and fair way.

Information is gathered through carefully in a process

Sociological information goes out to select audiences.

Sociological research can be carried out over a long period of time

TERM	DEFINITION
CULTURE	Customs ideas and practises of a particular soc or group
EVIDENCE BASED	When findings are based on data and evidence
NORMS	Informal rules that implements social behaviour
OBJECTIVE	Judgments that are not influenced by personal prejudices
ROLE	Patterns of behaviour expected by individuals in different situations for example student and teacher
SOCIAL CONSTRUC T	Patterns of behaviour based on the norms and expectations of society
SOCIETY	Agree on people with a common culture the term is used to describe nation states for example British society
VALUES	Important beliefs held by individuals and social groups

# HOW IS SOCIOLOGY DIFFERENT TO OTHER SUBJECTS?



## THE JOURNALISTIC APPROACH

- Focus is on making a story stand out
- Gathers information about the state of society
- Looks at current events, trends and issues.
- Focusses on the experiences of individuals
- Can be bias and not always accurate
- Information is reported to large numbers of people.
- Can reach conclusions without evidence
- Issues around 'fake news' - how much we can trust the media
- Media is part of a business
- Businesses need to make money

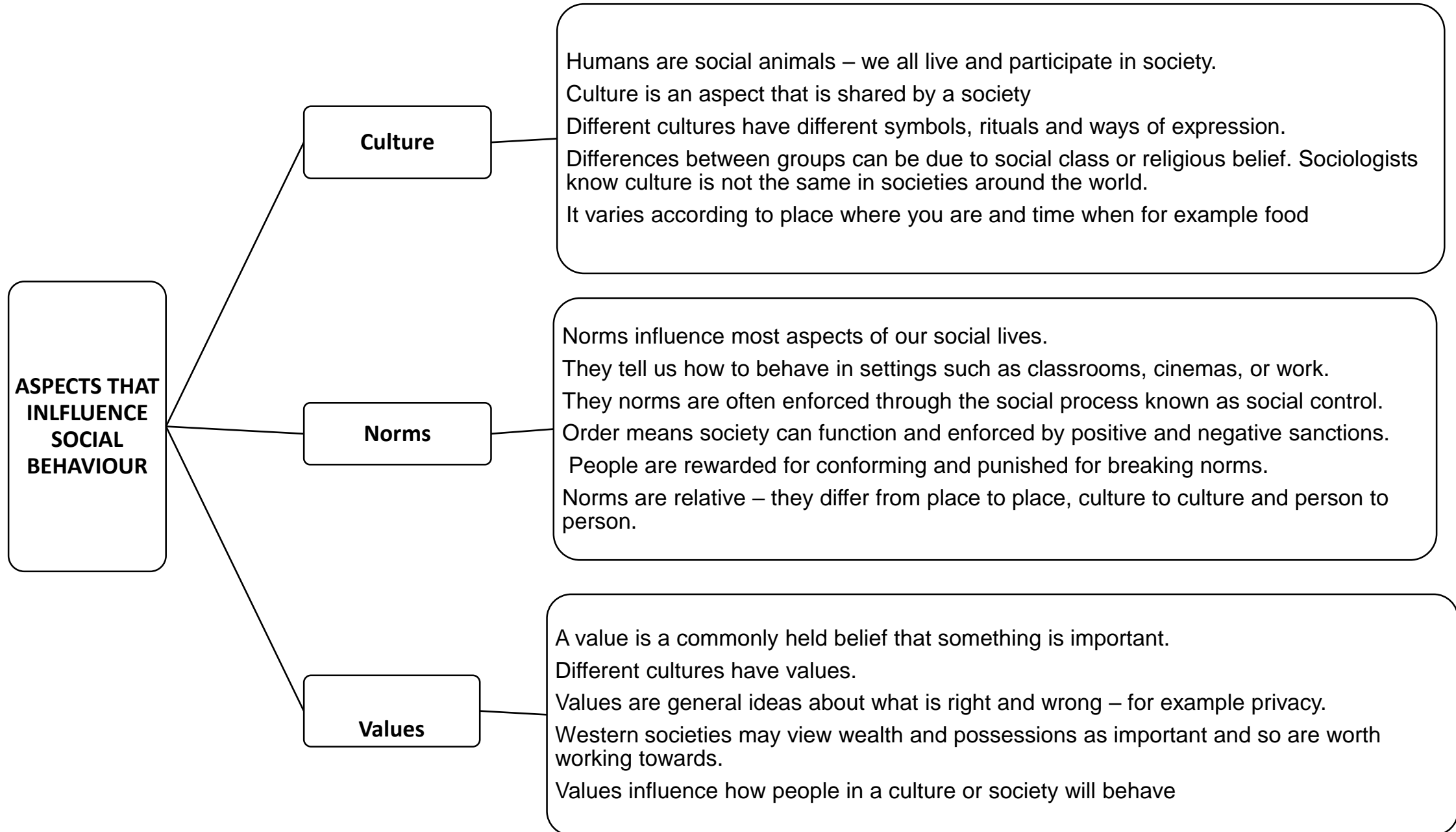
## THE PSYCHOLOGICAL APPROACH

- Focus is on the mind and individuals rather than groups
- Looks at how circumstances can impact on personality and behaviour
- Looks at why they behave in the way they do and how their minds work.
- Tries to avoid bias by not influencing people
- Uses evidence to present ideas
- Will often talk to the person to understand them
- Will try to solve problems for the individual
- Looks at how circumstances can impact on personality and behaviour
- Will look to 'cure' or help the individual

## THE BIOLOGICAL APPROACH

- Focus is on the body
- Focus on individuals rather than groups
- Looks at how genetics and DNA can impact on personality and behaviour
- Hormones and biochemical reaction can trigger behaviour
- Will look at the DNA of parents and family
- Focus on individuals rather than groups
- Behaviour can be determined by genetics
- Some scientists suggest there is a 'criminal gene'
- Will use evidence to support ideas
- Tries to avoid bias by using scientific evidence

## ASPECTS THAT INFLUENCE SOCIAL BEHAVIOUR:



# THE SOCIOLOGICAL APPROACH: SOCIAL STRUCTURES AND SOCIAL PROCESSES



Sociology began with the idea that social structures can be compared to a building

Like a building our behaviour is restricted and limits what we can do

Social structures can be compared to a bridge – Like society there are different parts that hold it in place to keep it whole

Durkheim argued most societies have some form of social stratification in order for society to function better

Social stratification means that some have more power than others

The organisation of systems change overtime – society doesn't stay the same forever

The feudal system in medieval Europe was replaced in England by the Peasant revolt – this shows how society can change when norms change

Social structures to refer to parts of society such as families or the educational systems

Gender, class, ethnicity and social class are also ways in which society can be organised as part of the stratification process.

TERM	DEFINITION
APARTHEID	A system of segregation between races that existed in south Africa from 1948 to 1944
CASTE SYSTEM	A form of social stratification based on religion found in India
DISCRIMINATION	An action based on a prejudice for example racial discrimination
ETHNICITY	A shared cultural identity for example language and customs
GENDER	Determined identity often known as a social construct for example masculine or feminine
RACE	Classification of people based on apparent physical differences
SOCIAL STRATIFICATION	The way society is divided into a hierarchy on the basis of various factors such as class, gender or ethnicity
STEREOTYPE	Unfavourable simplistic image of a group based on the behaviour of a small number within that group
SOCIAL THEORISTS	Used to describe sociologists, economists, philosophers and others who think and write about society

# SOCIAL PROCESSES: SOCIALISATION AND HOW DO PEOPLE LEARN TO BE HUMAN?

Sociologists use the term social process to describe how humans are affected by interactions

Socialisation helps us become human and separates us from animals.

Sociology looks at how people are nurtured and moulded by society.

Socialisation also creates conformity - everyone in society follows the same norms and values

Individuals act in accordance with accepted norms, values and expectations

Primary socialisation is often seen as vital for human development.

There are cases of 'Feral children' who have no parents raising them

## CASE STUDY: OXANA MALAYA

Oxana Malaya (born Nov 1983) was found as an eight year old feral child living in Ukraine in 1991, having lived most of her life in the company of dogs.

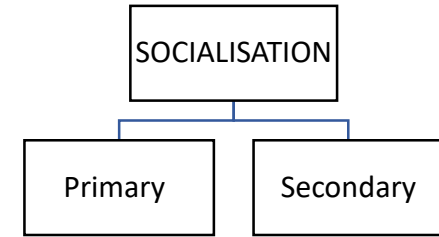
She picked up a number of dog like habits and found it difficult to master language.

Oxana's alcoholic parents were unable to care for her.

They lived in an impoverished area where there were wild dogs roaming the streets.

She lived in a dog kennel behind her house where she was cared for by dogs and learned their behaviours and mannerisms.

She growled, barked and crouched like a wild dog, sniffed at her food before she ate it, and was found to have acquired extremely acute senses of hearing, smell and sight.



TYP	DEFINITION
E	
PRIMARY	Where you learn the basic behaviour patterns, language skills needed for later life A child needs it's parents to teach it how to behave in society
SECONDARY	As the child grows, it is exposed to other influences outside the home These should enforce what has been learnt at home about expectations and following rules



## SOCIAL PROCESSES:

# Secondary socialisation



Students learn how to interact in groups  
Students learn to conform to rules and regulations  
These cover punctuality to dress codes  
When resistance is met sanctions are put in place to stop poor behaviour



Includes television, radio newspapers, music and social media  
A powerful source of information and knowledge about the world  
Magazines give advice on life and relationships  
Media puts forward messages about gender roles through advertising  
Can contribute to political socialisation as people learn their political ideas



Groups of people that share similar status or positions.  
Can be of similar age and share a group identity.  
Peer pressure can make members conform to group norms and values in settings such as school or work



Religions provide guidance for behaviour and sanctions when those guidelines are broken .  
Christianity provides 10 commandments for how to behave.  
Muslims are expected to practice the five pillars of Islam

1. Socialisation continues throughout a person's life
2. Norms and values are relative and subject to change as time goes by
3. Norms are enforced in society by a process known as 'social control'
4. Social control is where people are persuaded to conform and follow the rules of society
5. Regards encourage good behaviour
6. Punishments or sanctions are used to discourage and deter poor behaviour

## SOCIAL PROCESSES: SOCIAL CONTROL AND SOCIAL ORDER

All cultures outline what is and is not acceptable behaviour - these rules are called Norms

Norms are enforced through the use of positive and negative sanctions

We reinforce acceptable behaviour through facial expressions or praise

Unwanted behaviour is removed by expressing our dislike and reacting negatively

Some norms are so important to the social order that they become a formal laws

Those who break them face serious sanctions such as exclusion from society by prison

In the past and in other cultures the death penalty is used as the ultimate sanction

Traditionally religion has played an important part in the social control process

Functionalists sociologists see the role of religion as positive

It provides guidance on acceptable standards of behaviour, for example 10 commandments

Marxist sociologists disagree.

They say religion is another way in ruling elites can justify their power and control.

Religion offers heaven for those who are good and hell for those who are bad

Social control is when members are persuaded to conform to the rules

Order and predictability are needed if society is to run smoothly.

### PERSEPECTIVES ON SOCIAL CONTROL

#### CONSENSUS

Depends on cooperation between groups

People need to agree on norms and values

This happens through socialization

Maintained by people agreeing and obeying the rules

#### CONFLICT VIEW

Conflict of interests exists between different groups in society

Conflict refers to inequality or a source of oppression

Order is maintained as those in power control those below them

Marxists would say conflict is based on social class

Feminists would say conflict is based on gender

## SOCIAL PROCESS OF SOCIAL CONTROL

### FORMAL SOCIAL CONTROL

Formal social control is to do with formal written rules (crime)  
The state regulates people's actions and behaviour.  
It is concerned with written rules and laws



Their role is to legislate and pass laws  
They make the laws that regulate our behaviour.



Their role is to enforce the laws that have been made by the Houses of Parliament  
They investigate crime.



To deal with alleged (suspected) offenders  
They convict and sentence those who are found guilty of a criminal offence.



Their role is to confine convicted criminals and punish them.  
The thought of prison is enough to deter most people from committing crime.

Social control refers to how people are encouraged to follow rules in society.

A part of this is how society punishes the breaking of these rules.

Can involve positive and negative sanctions, and social reactions.

There are two types of social control: formal and informal.

### INFORMAL SOCIAL CONTROL

To do with informal written rules (Deviance)  
Informal social control is based on informal processes.  
Control happens through positive and negative **reactions** of others



REWARDS: Smile Pocket money, Reward  
SANCTIONS: Grounded, Removal off phone, Curfew

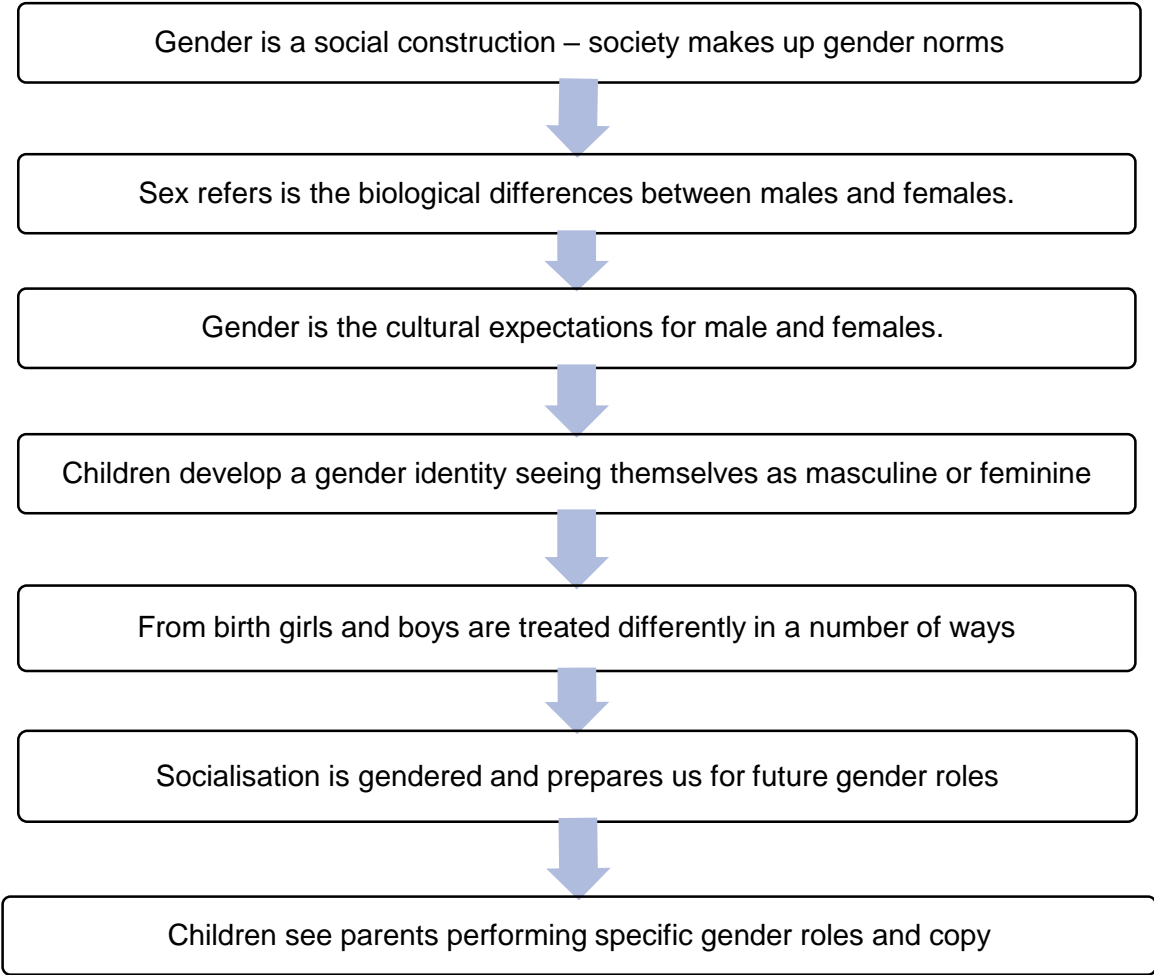
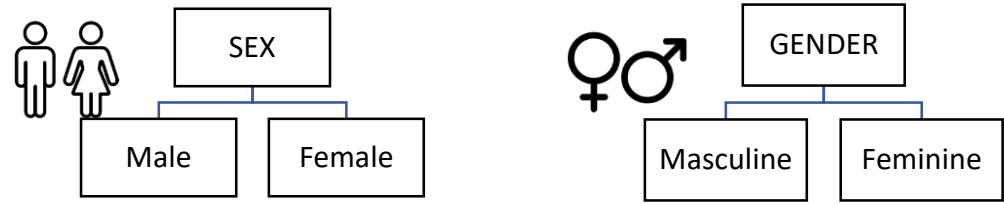
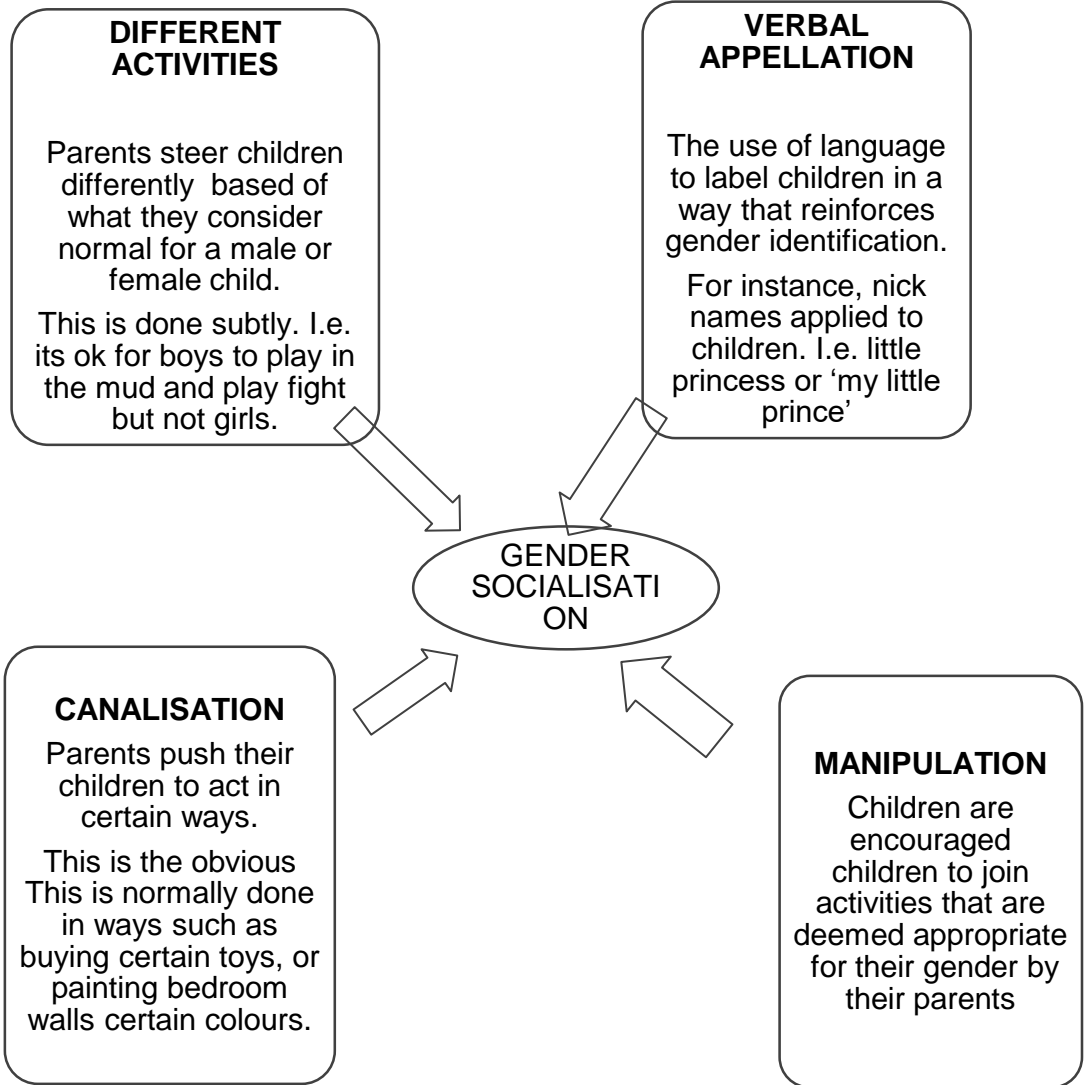


REWARDS: Positives, Praise, phone call home  
SANCTIONS: Detention, 'C' system

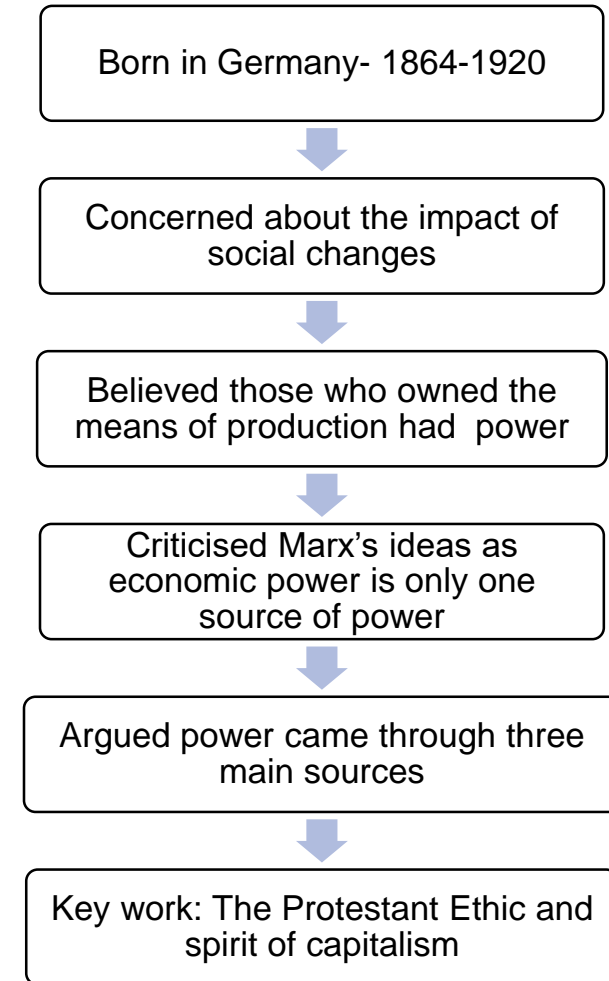
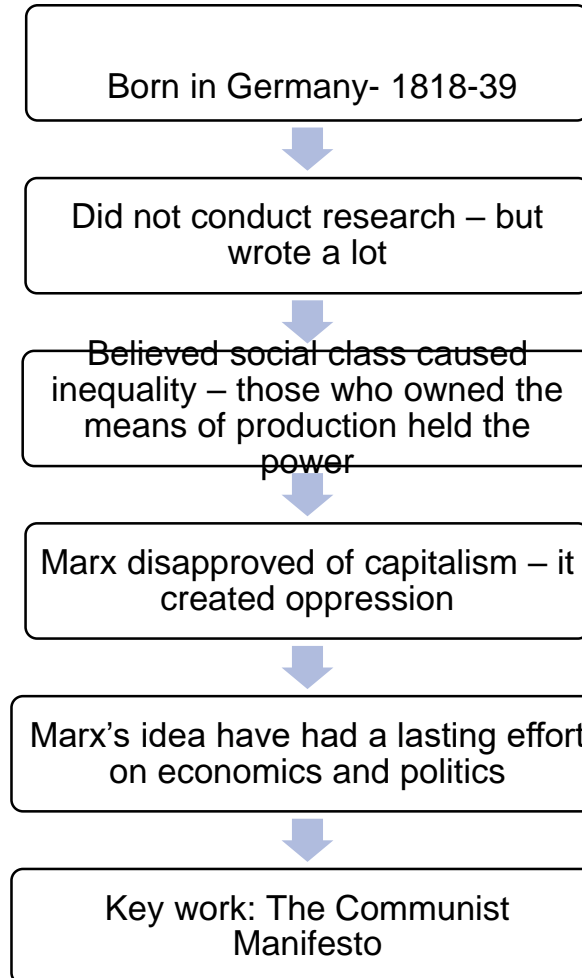
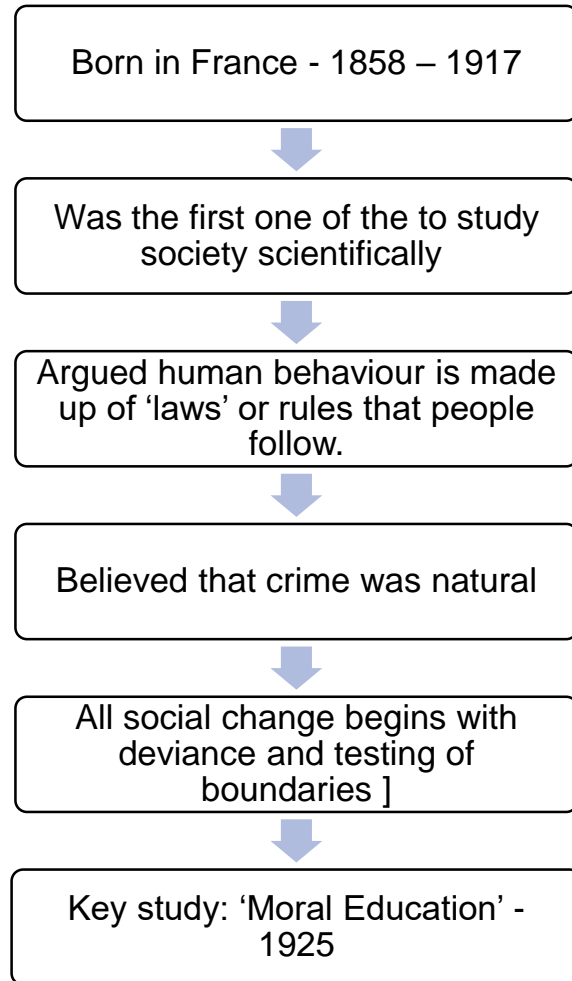
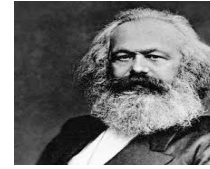
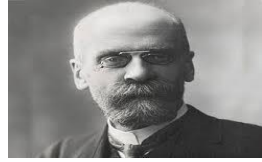


REWARDS: Heaven  
SANCTIONS: Hell

**SOCIAL PROCESSES: GENDER SOCIALISATION**

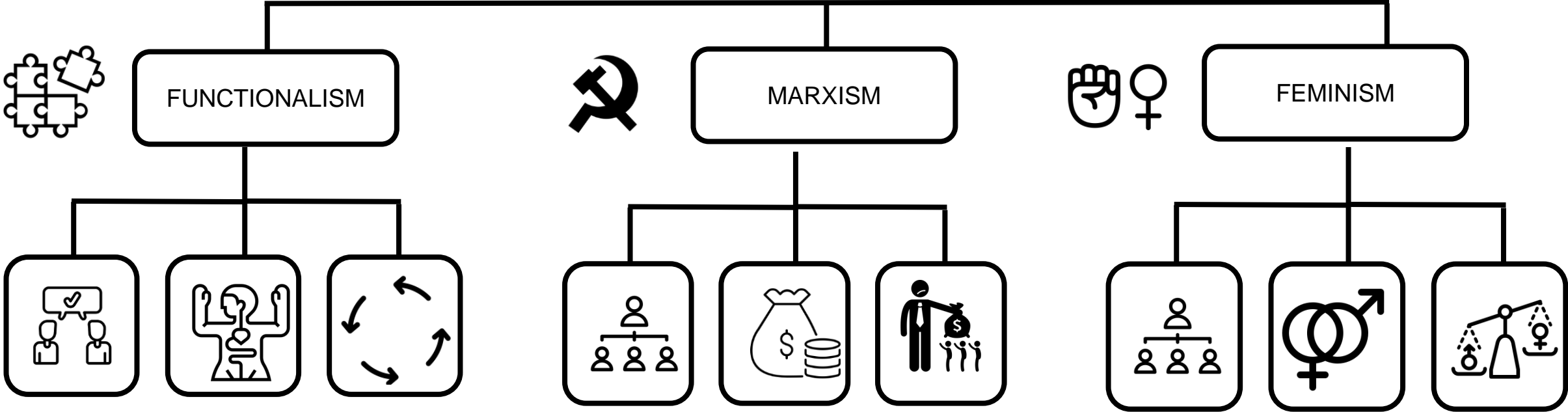


# THE FOUNDING FATHERS OF SOCIOLOGY: DURHEKIM, MARX AND WEBER



# SOCIOLOGICAL PERSPECTIVES: THE STRUCTURAL APPROACHES AN OVERVIEW

STRUCTURAL APPROACHES TO SOCIETY



## FUNCTIONALISM IN MORE DETAIL

KEY TERM	DEFINITION
ANOMIE:	The breakdown of norms and social bonds in society; A 'normlessness' state.
CONSENSUS THEORY	The idea that social behaviour is built upon agreed norms and values
CRIME:	Any form of behaviour that breaks the law.
DEVIANCE	Behaviour that does not conform to the norms in society. Can also be criminal actions.
DIVISION OF LABOUR	The separation of any form of work into various parts, industry bosses use cheap workers.
SOCIAL SOLIDARITY	Everyone feeling connected
INSTITUTIONS	Systems in society – sometimes referred to as structures Examples: Family, Education, Media
VALUE CONSENSUS	Beliefs that are commonly shared by those in society

One of the first sociological theories (ways of seeing society).

Argues society is positive for both individuals and society .

Known as a consensus theory – like the word 'consent' – based on agreement

This means that everyone in society agrees on the same norms and values

All functionalists argue people agree on a set of key principles:

These are known as functional prerequisites

It is important that people agree norms and values in society

This forms a value consensus.

Value consensus keeps people and institutions in society functioning

Functionalists believe society needs order and stability if it is to survive and prosper.

Social order works depends upon socialisation and social control.



Recognises that everyone has a role to play in making society work  
Stresses how important collective ideas and for uniting people  
Explains how poverty and crime can be functional for society

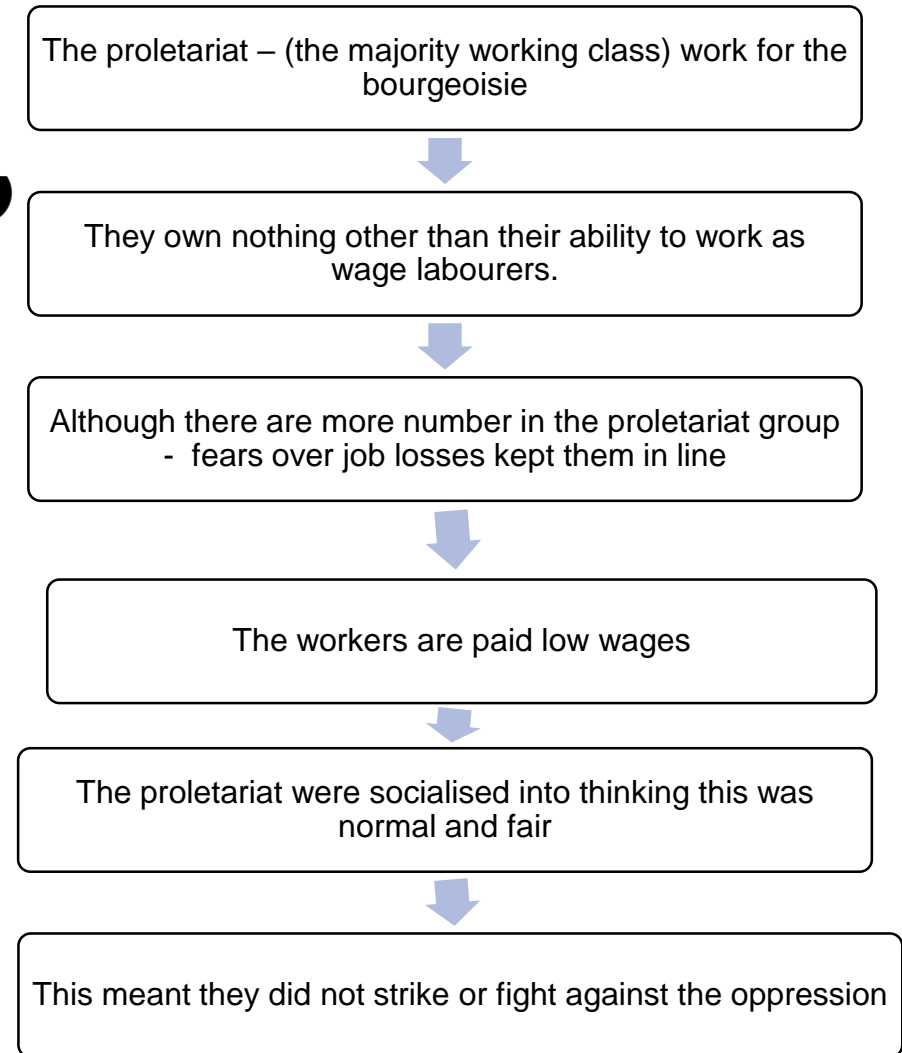
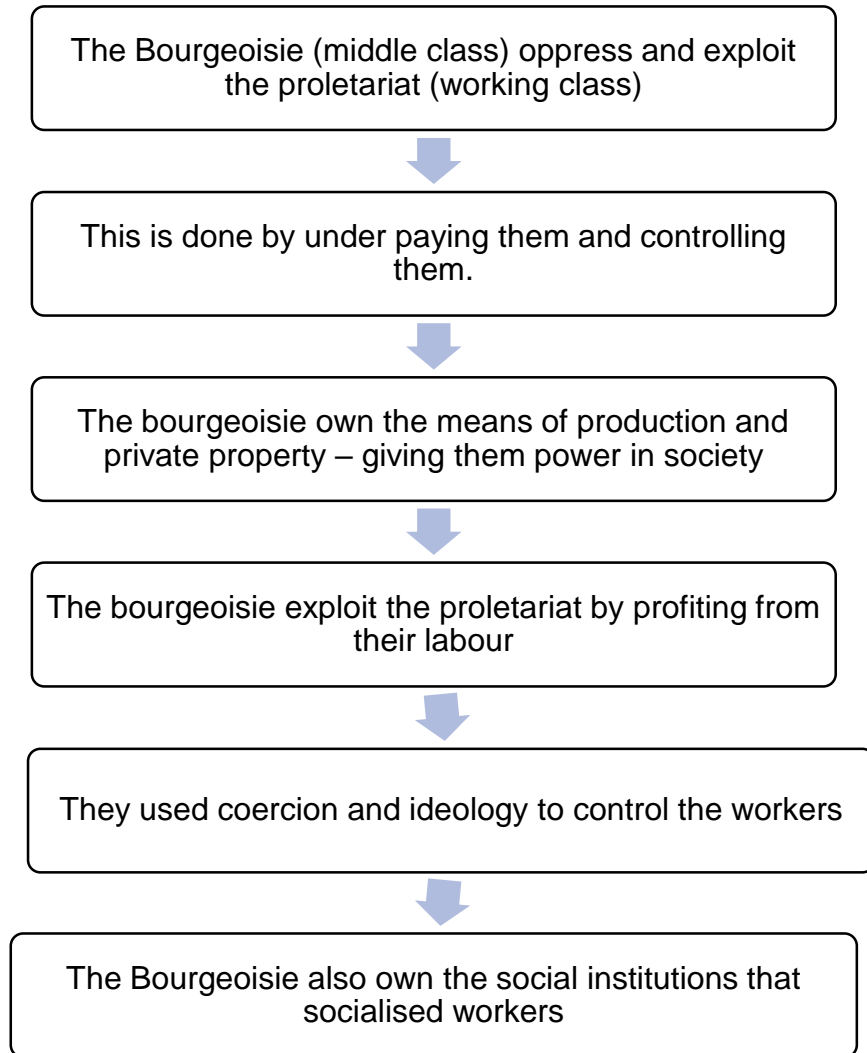


Marxists would criticise how functional poverty and exploitation are  
Feminists would argue that gender inequality is functional  
Assumes everyone in society shares the same norms and values

# THE MARXIST PERSPECTIVE ON SOCIETY

Marxism describes a board set of ideas taken form the writings of Marx.

Capitalism is an economic system based on private property – there are tow classes based on their economic positions







KEY TERM	DEFINITION
----------	------------

BOURGEOISIE	The middle class who have an interest in preserving capitalism
-------------	--

CAPITALISM	A system of economic organisation Businesses are owned by private individuals who profit from the labour of the workers they employ
------------	--

COMMUNISM	Society would be where the community owns all property and there would be no social classes
-----------	---

COMMUNIST MANIFESTO	Political pamphlet outlining the principles of communism
---------------------	--

ECONOMICS	The study of the production and consumption of goods and services
-----------	---

FALSE CONSCIOUSNESS	The mistaken belief that capitalist society is basically fair and opportunities are open to all
---------------------	---

FORCES OF PRODUCTION	The materials, technology and knowledge required to produce the things we need in society
----------------------	---

KEY TERM	DEFINITION
----------	------------

LEFT WING	Political beliefs that emphasis social equality such as socialism
-----------	---

LIBERALISM	Political belief in systems of government in which the rights and freedoms of the individual are protected by laws and a constitution
------------	---

LUMPENPROLETARIAT	Those who Marx referred to as 'the dropouts' who sometimes sell their services to the bourgeoisie
-------------------	---

PETTY BOURGEOISIE	Those who Marx argues own small businesses
-------------------	--

RULING CLASS IDEOLOGY	The ideas and beliefs of the ruling class
-----------------------	---

WEALTH	Material resources owned by individuals such as property, savings and businesses
--------	--

WORKING CLASS	Members of society who are engaged in some form of manual work
---------------	--

---

# THE FEMINIST PERSPECTIVE ON SOCIETY

Feminism seeks to address the social political and economic inequalities that different genders experience in society.

Feminists point out that despite polices such as the Sex Discrimination Act and The Equal Pay Act – inequality is still there



While feminism has primarily centred on inequalities face by women – modern feminism now includes issues that affect men



Issues such as toxic masculinity, the underachievement of boys in school and high male suicide rates are explored within feminism



Feminism is conflict theory which sees society based on gender inequality



Feminists say sex and gender are separate categories – gender is a social construct with ideas on feminist and masculinity created by society.



Ideas on femininity and masculinity are passed down to children through primary socialization which is then enforced by society

1. Feminism seeks to address the social political and economic inequalities that different genders experience in society.
2. Feminists have tired to tackle the inequalities caused by the patriarchal nature of society.
3. Sociologists and Historians say there four broad waves of feminism



The fight to address political inequality and fight for women's view to be presented in politics  
EXAMPLE: the suffrage movement



To tackle the be economic and social inequality of women after WW2.  
Women were expected women to the home and traditional roles – but many fought against this idea.  
KEY PEOPLE: Germaine Greer, Anne Oakley and Kate Millet



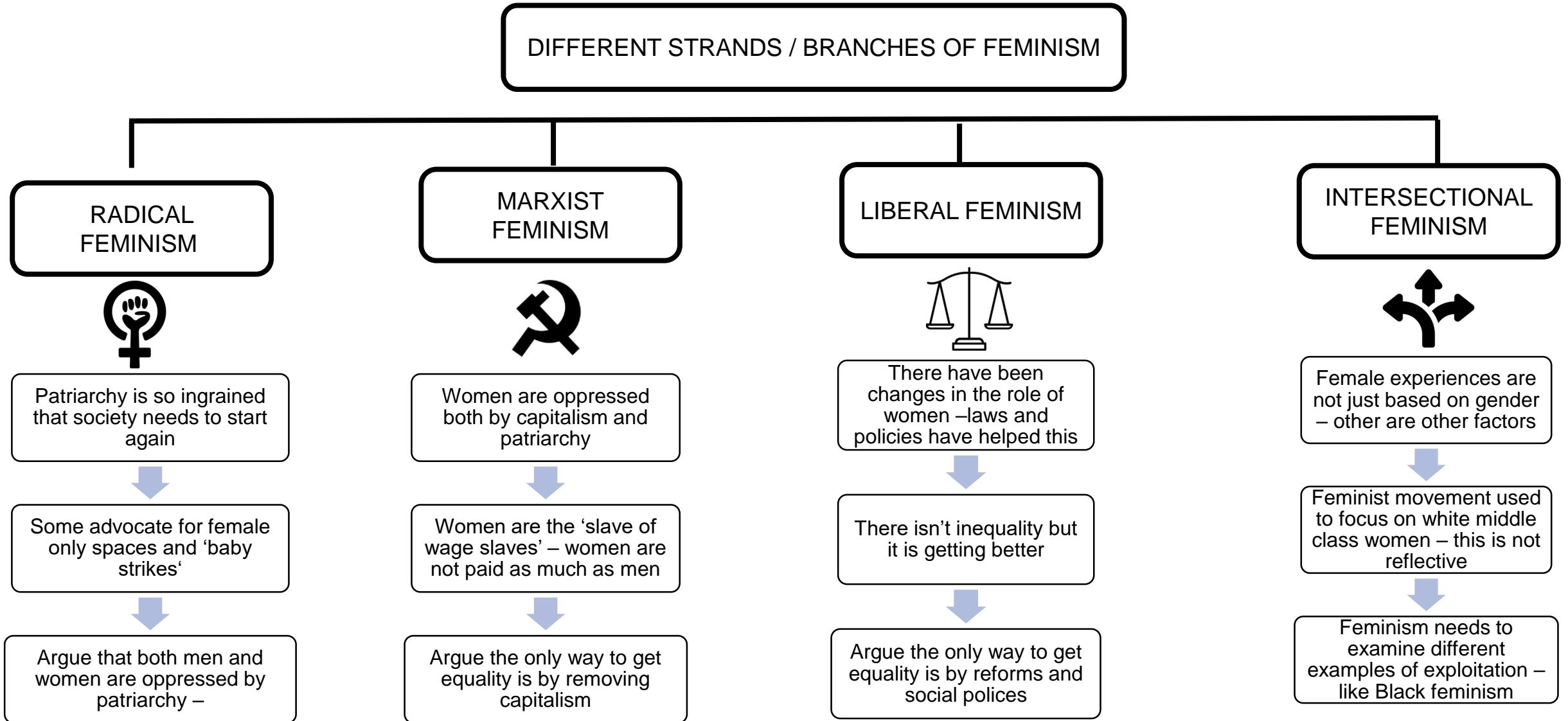
1980s on wards – challenged stereotypes of femininity.  
Tried to be more inclusive of more female experiences.  
Idea of intersectionality was starting to be discussed



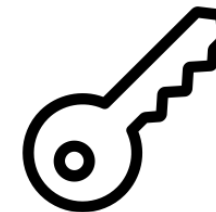
With the growth of the online world and social media has produced a fourth wave of feminism with online campaigns and more awareness of gender issues  
EXAMPLES: #METOO movement, Everyday Sexism project, He for She

# DIFFERENT BRANCHES OF FEMINISM

There are many different strands within feminism



KEY TERM	DEFINITION
CONFLICT THEORY	A perspective that sees society based on inequality – for example Feminism
DISCRIMINATION	Unfair treatment based on a person's characteristics such as gender
FEMINISM	The perspective that examines the ways gender operates within social structures such as the family
FEMINIST	A sociologist who explores how gender operates in society and wants gender equality
GENDER	The characteristics that are seen as either 'masculine' or 'feminine'
PATRIARCHY	Male power, authority and dominance over women
SEX	The biological characteristics that make a person biologically 'man' and 'woman'
SOCIAL CONSTRUCTION	The idea that society creates ('constructs') ideas about what is seen as normal – for example ideas around what a girl or boy should do



KEY TERM	DEFINITION
SEXISM	Discrimination based on sex (or gender)
EQUAL PAY ACT	Laws introduced in Britain in the 1970's to stop gender-based discrimination (now incorporate into the equality act 2010)
LIFE HISTORY RESEARCH	Type of qualitative research that uses life experiences to provide insights into the workings of society
OPPRESSION	When a person or group is treated unfairly
PATRIARCHY	Male power, authority and dominance over women

## THE WEBERIAN PERSPECTIVE

Weber was interested in the development of capitalism and social class.

Marx saw social as the key division in society and defined

Weber is known as one of the founding fathers of modern sociology.

Weber was influenced by the ideas of Marx but had different ideas

Weber's ideas influenced structural functionalism.

Weber saw class as based on the distribution of economic resources

These include wealth and non-economic factors such as status (prestige) and power

These factors impact on life chances and shaping patterns of stratification.

Weber argued that a class is a group of people with similar access to life chances

Weber identified four main social classes:

- Property owners
- Professionals
- The petty bourgeoisie (for example, shopkeepers)
- The working class.

KEY TERM	DEFINITION
AUTHORITY	A form of power in which people willingly obey commands that they believe to be lawful
ESTABLISHMENT	In sociology, the term is generally used to describe dominant elites (superior groups) who hold power and authority
IMMIGRATION	The movement of the population from one part of the world to another e.g. People who leave their country to live in another country
NATIONALISM	A strong belief in the importance of a particular nation state
OBJECTIVE APPROACH	Sociologists who attempt to study the social world without allowing their personal thoughts to influence the outcome of their research. Being unbiased.
PROTESTANT WORK ETHIC	A set of principles someone has about working hard.
RATIONALISATION	When society is based on rational (or logical) laws, knowledge and science.

## WEBER AND THE PROTESTANT ETHIC

Weber (1864-1920) born in Germany

Like Marx he was concerned about changes in society.

Weber was concerned about the changes since the Industrial revolution.

Believed that an objective approach was possible when studying society.

Thought people's ideas and values were more important.

He looked at history and thought that things such as religion, in particular the Christian

Protestant religion, had brought about capitalism (a way the economy works)

Described societies based on scientific knowledge, technology and bureaucratic (legal) systems as **rationalisation**.

Modern society should be based on knowledge

### The protestant ethic

Weber was influenced by the ideas of Karl Marx

In 1904 he published '*The Protestant Ethic and the Spirit of Capitalism*

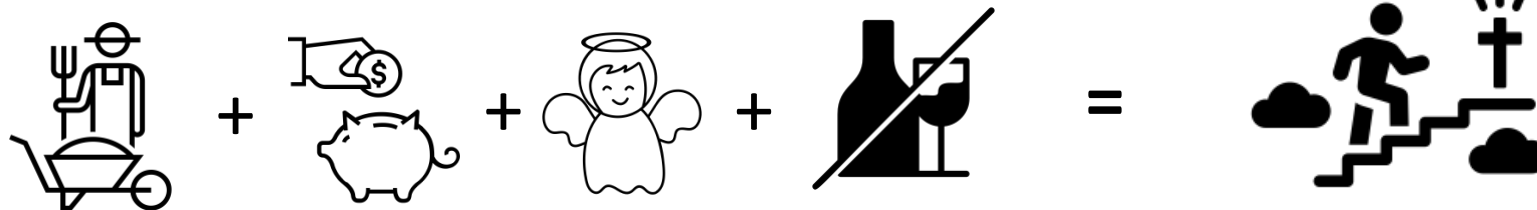
The Protestants believed God wanted them to work hard

Live morally and not drink alcohol

Not spend their money on things they don't need.

Weber called this the Protestant work ethic

He believed it explains how capitalism developed in Western countries such as Europe and America.



# POWER AND AUTHORITY

Bureaucratic (rational legal) authority

Power is due to defined laws.

The obedience of people is not based on the capacity of any leader

Based on the legitimacy and laws

Examples: The police, The courts

Charismatic authority

A person who has certain traits that make them extraordinary.

This type of leader is capable

They possess the superior power of charisma to rally people

Examples: Jesus, Hitler, Ghandi

Traditional authority

This leader is someone who depends on established traditions

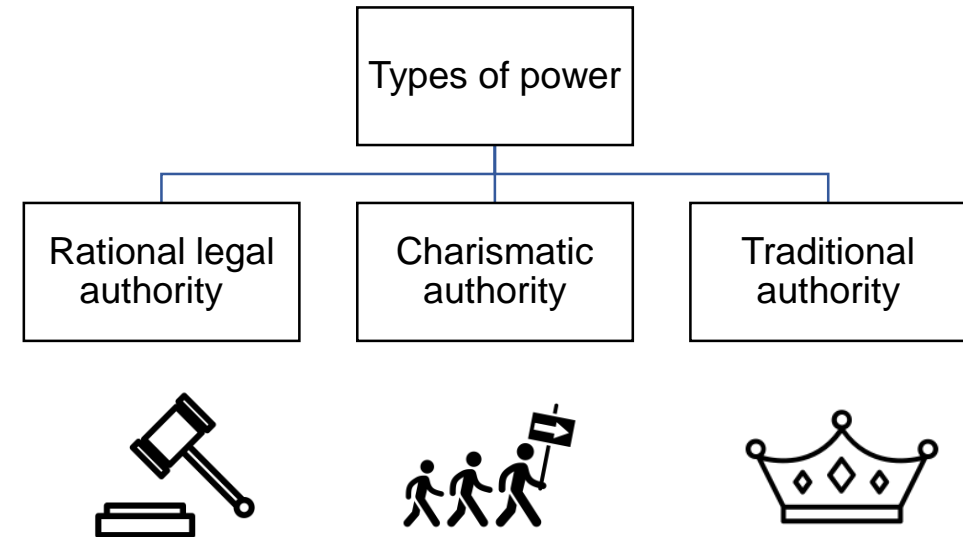
These traditions or order often rooted in tradition

Examples: The Queen, the Monarchy

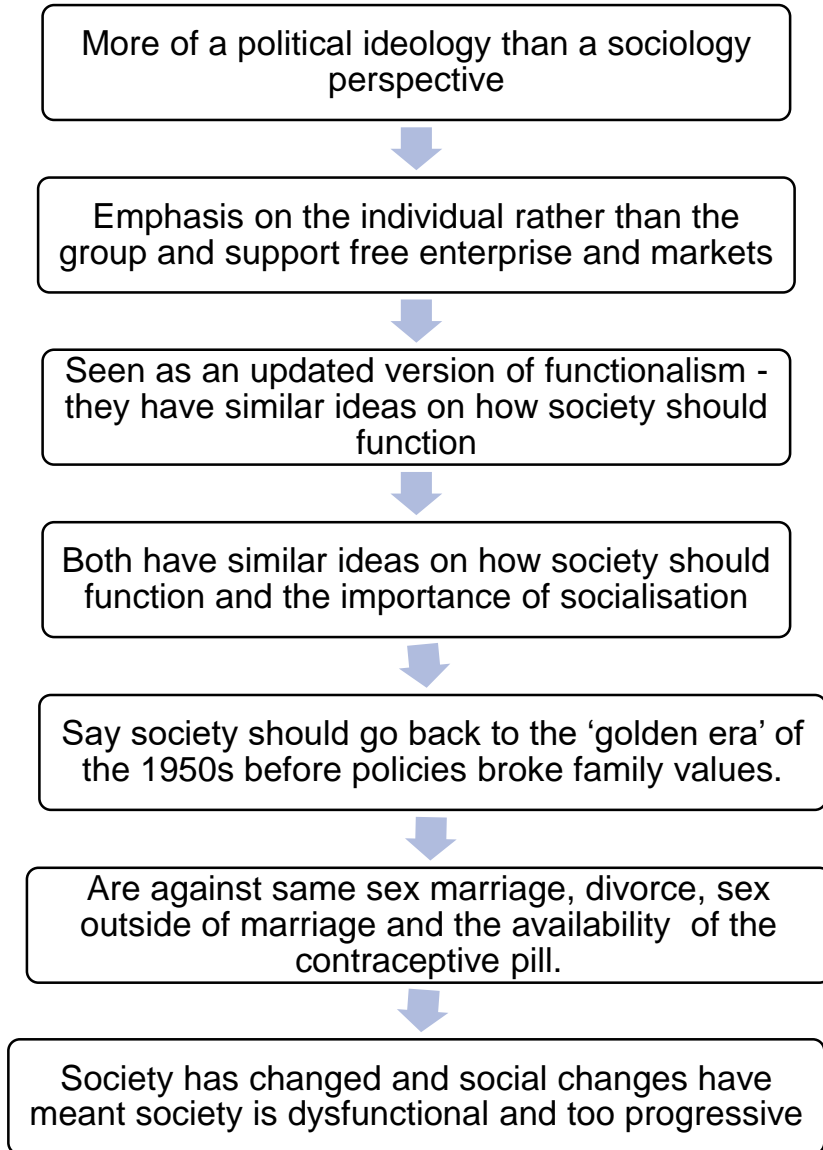
Weber said there were three types of power and authority

He developed ideas about authority which are still important

He argued there are three types of authority:

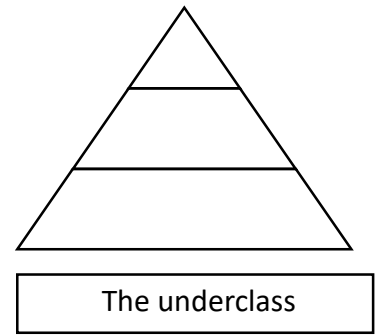


# THE NEW RIGHT PERSPECTIVE



KEY TERM	DEFINITION
CULTURE OF DEPENDENCY	The idea that social welfare systems encourage people to stay on benefits rather than support themselves through work
CULTURE OF POVERTY	An acceptance repeated across generations that if you are poor you will always be poor
IDENTITY	Sense of self (who you believe yourself to be
MARKETISATION OF EDUCATION	Systems designed to encourage competition between schools in an attempt to raise standards
UNDERCLASS	A group of people at the very bottom of the social scale who are dependent on welfare benefits





Murray points out that in the 1980s and 1990s there was growing number of lone parent families

At the same time there was an increase in crime rates.

A return traditional values of marriage would discourage the underclass and lone parenting.

Welfare reform is needed

The importance of the family and traditional gender roles needs to be emphasised .

New Right argue some people in society are lazy- there are jobs but they don't want them

The laziness of those unwilling to work creates a culture of dependency where they become reliant on benefits and the state

Murray also argues that many people now see benefits as normal – the state looks after them so well that they see no reason to return to work

The underclass are not only poor but are also badly behaved

Many underclass were having children out of marriage- particularly teenage mothers

Charles Murray's ideas have influenced government welfare policies particularly the Conservative government

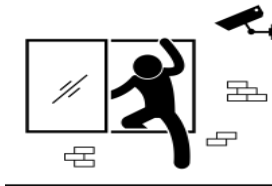
Those who break rules



The poor



Criminals



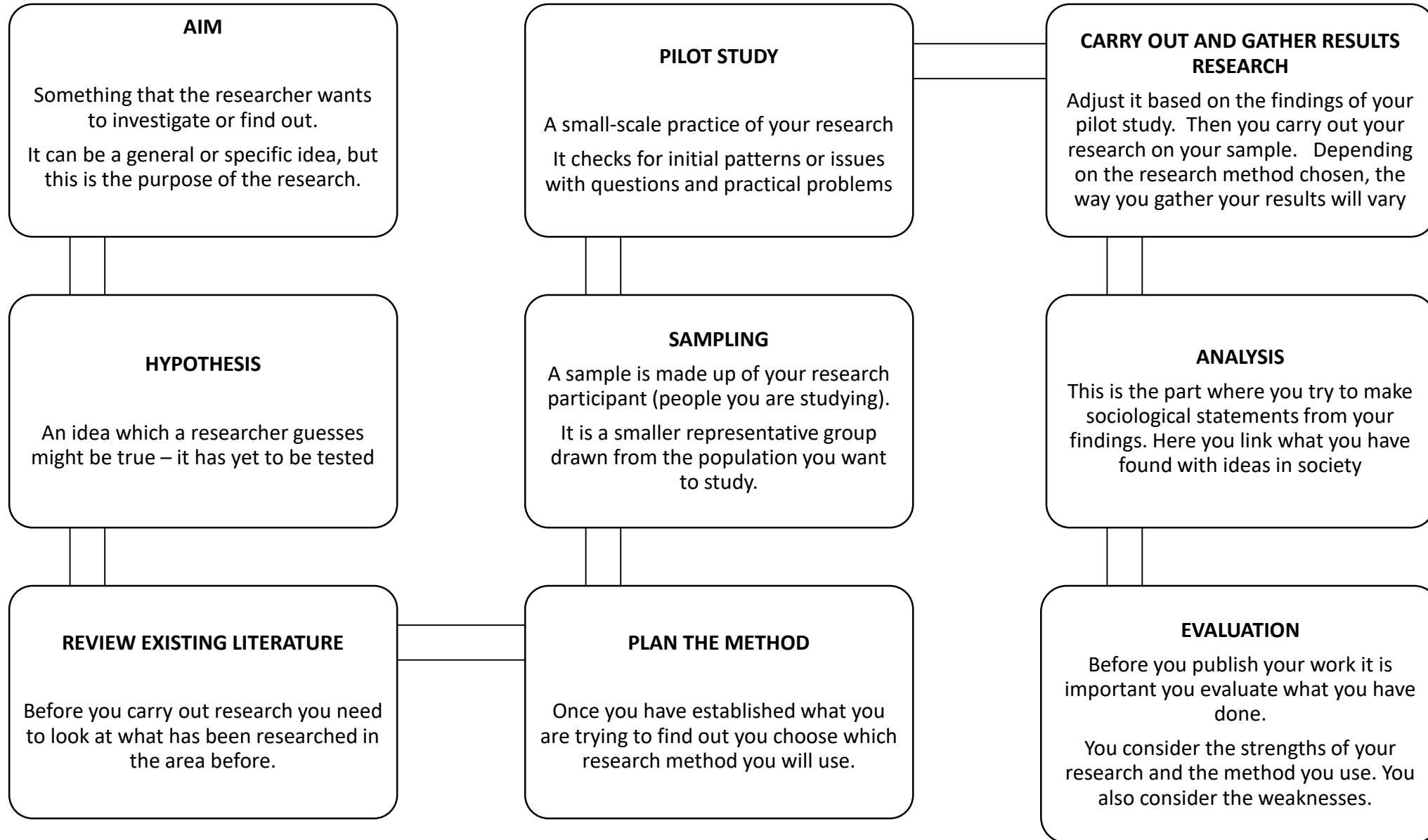
People who behave badly



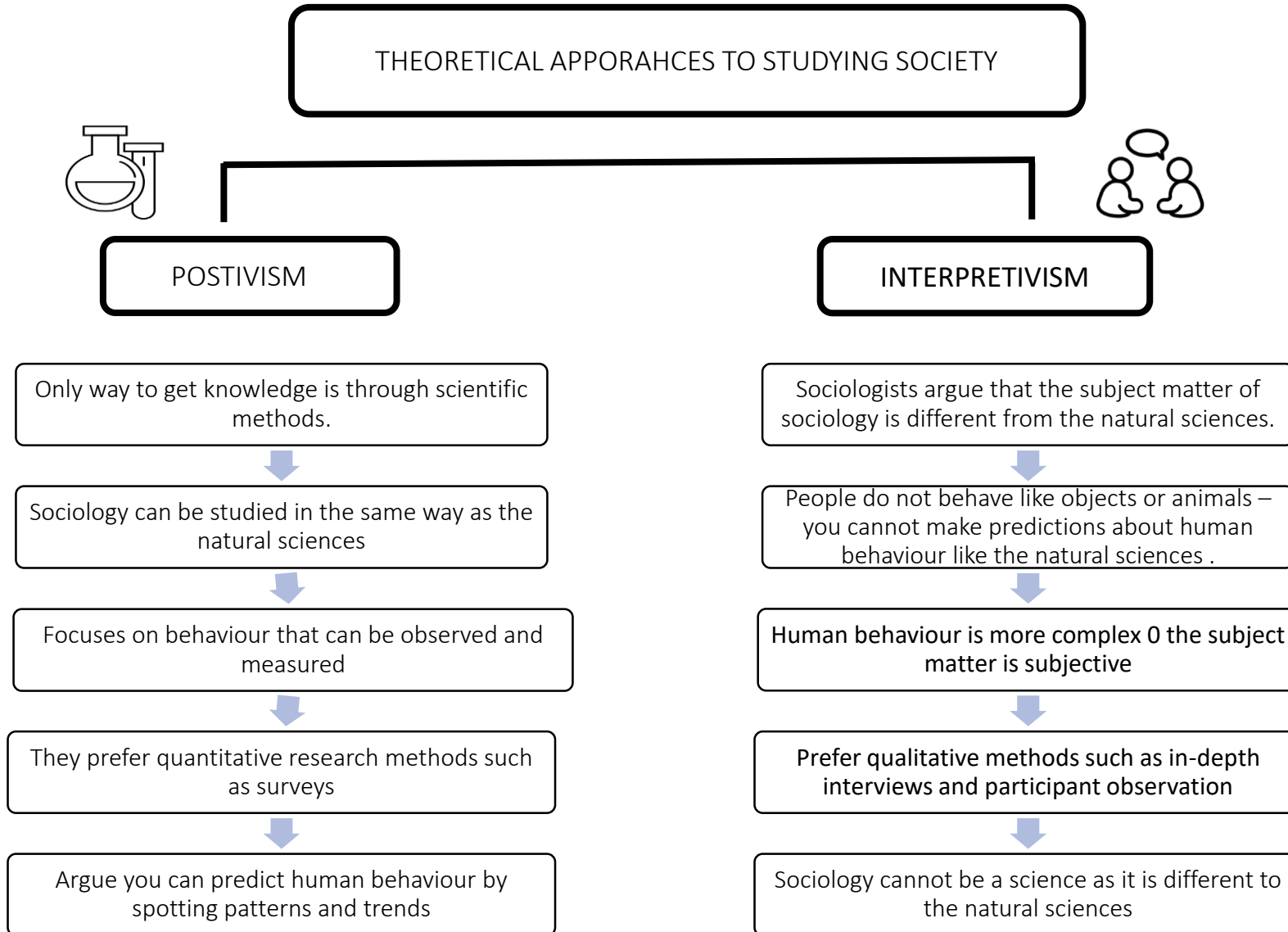
Unemployed



## THE RESEARCH PROCESS



# THEORETICAL APPROACHES TO STUDYING SOCIETY



TYPE OF DATA	DEFINITION
PRIMARY DATA	This is information that researchers have gathered themselves.
SECONDARY DATA	This is information that has been collected by somebody else then used by the researcher.

## EVALUATING SOCIOLOGICAL RESEARCH



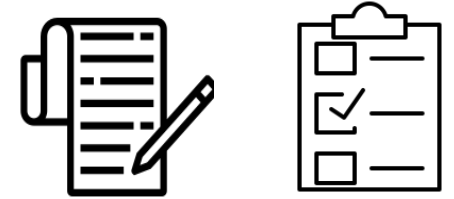
POINT	DEFINITION
RELIABILITY	When research can be repeated again and with similar results
VALIDITY	Does the research uncovered truth about social life
GENERALISABILITY	When results can be applied to all those similar to the sample
REPRESENTATIVE	How much does a study or a sample represent the wider population

### PRACTICAL ISSUES

ISSUE	INFORMATION
TIME	Some methods take longer to use than others
ACCESS	Some groups are more difficult to gain access to than others
COST	How much funding the project gets can influence the method chosen
SUBJECT	Some methods are more suitable for some topics than others Example: Male researchers to interview victims of domestic violence

ETHICAL ISSUE	DEFINITION
CONFIDENTIALITY	Keep personal details private Do not tell others about the personal details of participants
ANONYMITY	No names are mentioned Change the names of participants so they can't be identified
INFORMED CONSENT	Participants know what they are signing up for Do not lie or deceive your participants
PROTECTION FROM HARM	Keeping your participants safe Not putting them in psychological/ physical harm
RIGHT TO WITHDRAW	Participants have the right to withdraw at any point People should not feel uncomfortable or embarrassed

# QUESTIONNAIRES- QUANTITATIVE AND PRIMARY METHOD



A questionnaire is simply a written list of pre-set questions that the sociologist wishes to put to a group of respondents.

A questionnaire can be posted, handed directly to participants, be online or delivered face to face

Questions can either be closed or open

More cost effective than other research methods

Can overcome access issues

Generates quantifiable data

Questionnaires are more reliable

Questionnaires can be more accessible for respondents

Validity of data



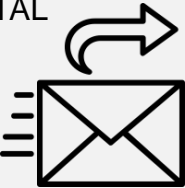
Pre-coded questions can be biased

Can reflect the researcher's opinions

Offers limited chance to check for truth or validity

TYPE	STRENGTHS	WEAKNESSES
OPEN QUESTIONS	<ul style="list-style-type: none"> <li>More choice of answers</li> <li>Data is more valid</li> <li>Extended answers</li> <li>You can uncover meanings</li> </ul>	<ul style="list-style-type: none"> <li>Longer to complete than closed questions</li> <li>Can lack reliability</li> <li>Findings might not be repeated</li> <li>Can be difficult to analyse</li> </ul>
CLOSED QUESTIONS	<ul style="list-style-type: none"> <li>Quick to complete</li> <li>More reliable.</li> <li>More able to generalise findings</li> <li>Yes/ no</li> <li>Scaled responses</li> <li>Able to spot patterns and trends</li> </ul>	<ul style="list-style-type: none"> <li>Limited choice of answers.</li> <li>Respondents cannot explain their views fully</li> </ul>

## DIFFERENT TYPES OF QUESTIONNAIRES:

TYPE AND DESCRIPTION	STRENGTHS	WEAKNESSES
ONLINE 	<p>Quicker to conduct than other methods</p> <p>Respondents can answer in their own time</p> <p>Researcher is not present so respondents might feel more comfortable</p>	<p>Might end up in the spam folder</p> <p>Low response rate</p> <p>Might not understand the questions which can impact on results</p>
SURVEYS 	<p>Can generate a large sampling frame</p> <p>More representative picture of society</p> <p>Cost effective in comparison to other forms</p>	<p>Large amounts of data can be difficult to analyse</p> <p>People may lie or not be truthful</p> <p>Answers can impact on the validity of the results</p>
POSTAL 	<p>Questions are standardised</p> <p>Easy to replicate results</p> <p>Closed questions provide quantitative data</p> <p>Researcher is not present so respondents might feel more comfortable</p>	<p>Can be expensive to carry out</p> <p>Low response rate if they have to post back to researcher</p> <p>Interviewer not present to clarify any misunderstandings</p> <p>Respondent might not answer all the questions</p>

## INTERVIEWS - PRIMARY METHOD. THREE MAIN TYPES



TYPE OF INTERVIEW	DESCRIPTION	STRENGTHS	WEAKNESSES
STRUCTURED INTERVIEWS	<p>These are structured</p> <p>Follow a schedule</p> <p>Use closed questions.</p>	<p>High Response Rate</p> <p>Interviewer reads &amp; writes</p> <p>Useful in finding factual data</p> <p>Lessens Interviewer bias</p>	<p>Might make people feel uncomfortable</p> <p>Interviewer can also affect answers via body language.</p> <p>Interview Schedule is Restrictive</p> <p>Lack of Probing means lack of detail</p>
SEMI-STRUCTURED INTERVIEWS	<p>Mix of structured and unstructured</p> <p>The interview asks questions in same order</p> <p>Uses a mix of open and closed questions</p>	<p>More natural behaviour</p> <p>Can build a Rapport with the respondent</p> <p>Flexible but still structured</p>	<p>Never fully Reliable or Valid.</p> <p>Difficult to compare results</p> <p>Time Consuming</p> <p>Still Restricts responses.</p>
UN-STRUCTURED INTERVIEWS	<p>Each interview is unique.</p> <p>Contains open-Ended questions</p> <p>They produce qualitative data.</p> <p>Questions can be added or missed</p>	<p>More flexible</p> <p>High in Validity</p> <p>Can build a Rapport with the respondent</p> <p>Can explore new ideas (Less Restricted)</p> <p>This produces qualitative data.</p>	<p>In depth interviews are time consuming and expensive.</p> <p>No Structure – you can go off the point</p> <p>Difficult to Quantify Qualitative Responses</p> <p>Small-Scale – not representative</p>

# OBSERVATIONS: PRIMARY AND QUALITATIVE DATA

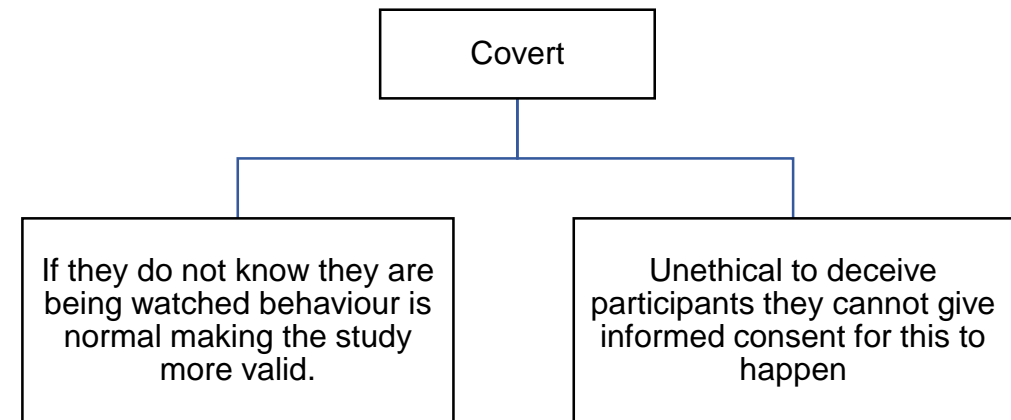
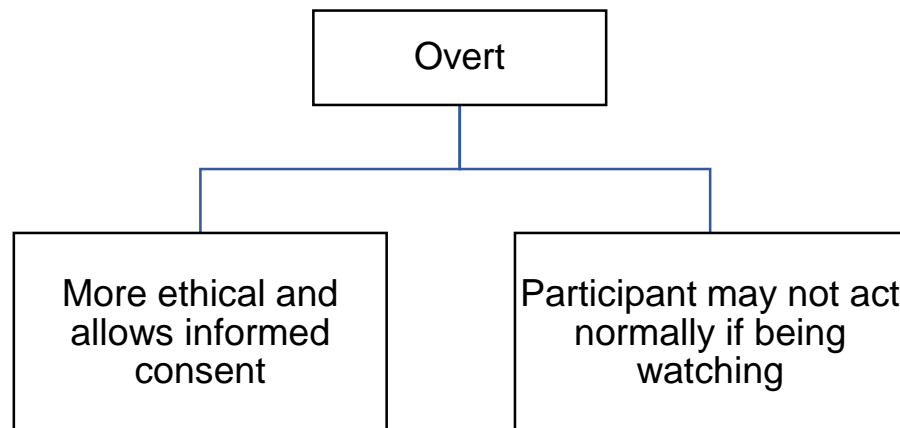
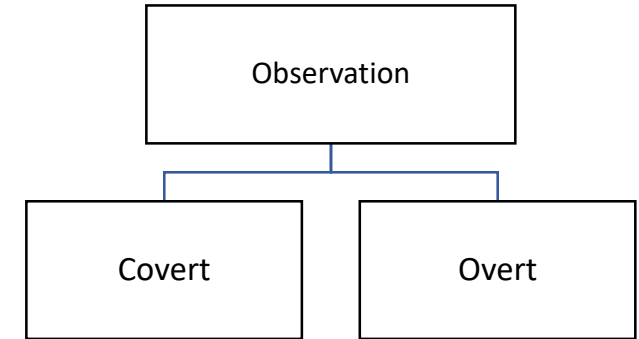
When a researcher watches for a behaviour

Two types: covert observation and overt

Observation can also be participant or non-participant observation

Overt: The group you are observing know why you are there and what you are doing

Covert: The researcher is 'undercover' and the group are not aware of the fact that you are observing them





## NON-PARTICIPANT OBSERVATION:



THE RESEARCHER IS ACTIVELY INVOLVED IN THE GROUP ACTIVITIES AND OBSERVES GROUP BEHAVIOUR



The researcher fully understands the reasons why a participant behaves the way they do if they take part in the activity.

It may help the researcher gain the trust of the group

Example: James Patrick who studied Glasgow gangs

	<p>Allows the researcher to study a group in its natural settings</p> <p>Observe its activities as they occur.</p> <p>Some groups such as cults, football supporters or users of drugs may not agree to be involved.</p> <p>Participating in activities the researcher can see things from the groups perspective</p> <p>They can develop a deeper understanding.</p>
	<p>It can be difficult for the researcher to gain entry to the group</p> <p>Can be difficult to gain the trust of the group</p> <p>The observer effect - with overt PO, the presence of the researcher may influence group.</p> <p>Taking notes and recording activities as they happen can be challenging.</p>

## NON PARTICIPANT OBSERVATION:

THE RESEARCHER STEPS BACK AND OBSERVES WITHOUT JOINING IN.



The researcher watches and records what is happening but is not involved in the group activities.

This is when the researcher is like a 'fly on the wall'

Observing the group's activities in a natural setting without participating in them.

The observer may be present in the setting while studying behaviour or videotape instead.

Example: Sudhir Venkatesh who observed a Chicago gang



Less likely to get drawn into the group's activities.

Can be objective

May be less influenced by their personal feelings

Less likely than participant observers to get too drawn into the group's activities.



If they do not participate in their activities it is harder to understand them

Observer effect may change the behaviour of the participants as they are aware of being watched.

Observer effect may develop into a non-participant observation,

The group members may change behaviour if they know they are observed.

## SECONDARY DATA METHODS:

Information collected by someone other than the researcher.

They are often seen as a cheap and effective way to gather data



Saves time and money  
Based on large samples.



Can spot patterns and  
trends



Reliable data



They can be used as part  
of a mixed methods study



Does not uncover meaning



Not able to offer  
explanations



Less valid than qualitative  
methods

### Longitudinal studies

Longitudinal studies follow a group of people over time.

You can see changes in people's social attitudes

You can see how experiences can be examined.



Allow researchers to examine social changes over time.

Changes in individuals' daily lives, experiences and values

You can monitor the impact of changes over time



They are expensive to conduct

People often drop out to the time it takes

# SECONDARY DATA METHODS: INFORMATION COLLECTED BY SOMEONE OTHER THAN THE RESEARCHER. OFTEN SEEN AS A CHEAP AND EFFECTIVE WAY TO GATHER DATA

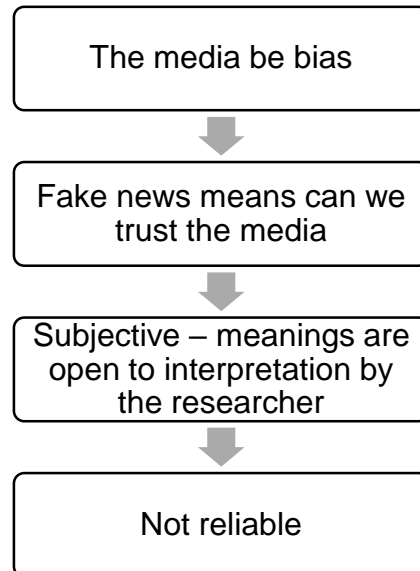
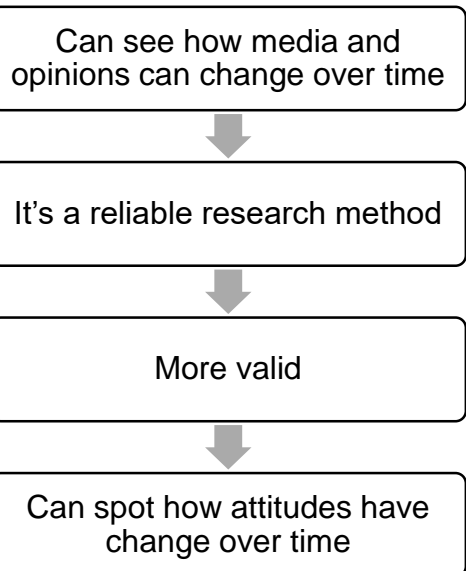
## Content analysis

A content analysis studies the content of the media.

It can measure and analyse the messages produced by the media

It is important to remember how journalism can be bias

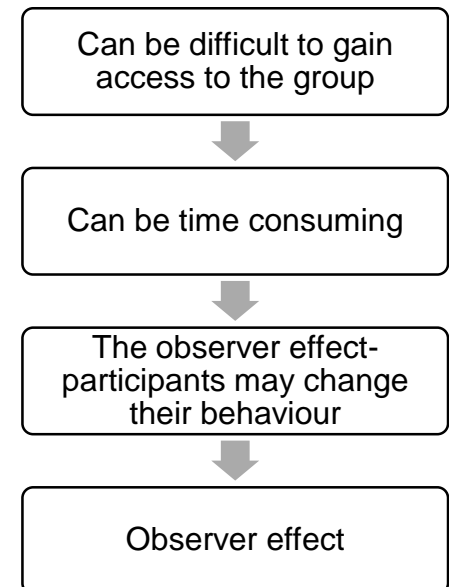
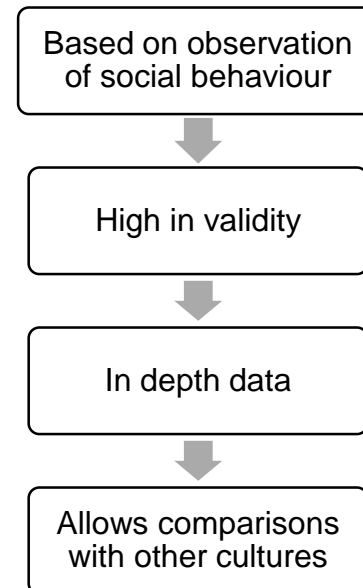
Adverts are designed to get people to buy a product



## Ethnography

Ethnography is the observation and description of group of people and their way of life

EXAMPLE: Ventakesh: Gang leader for a day



# SAMPLING: POPULATION, SAMPLING FRAME AND SAMPLE

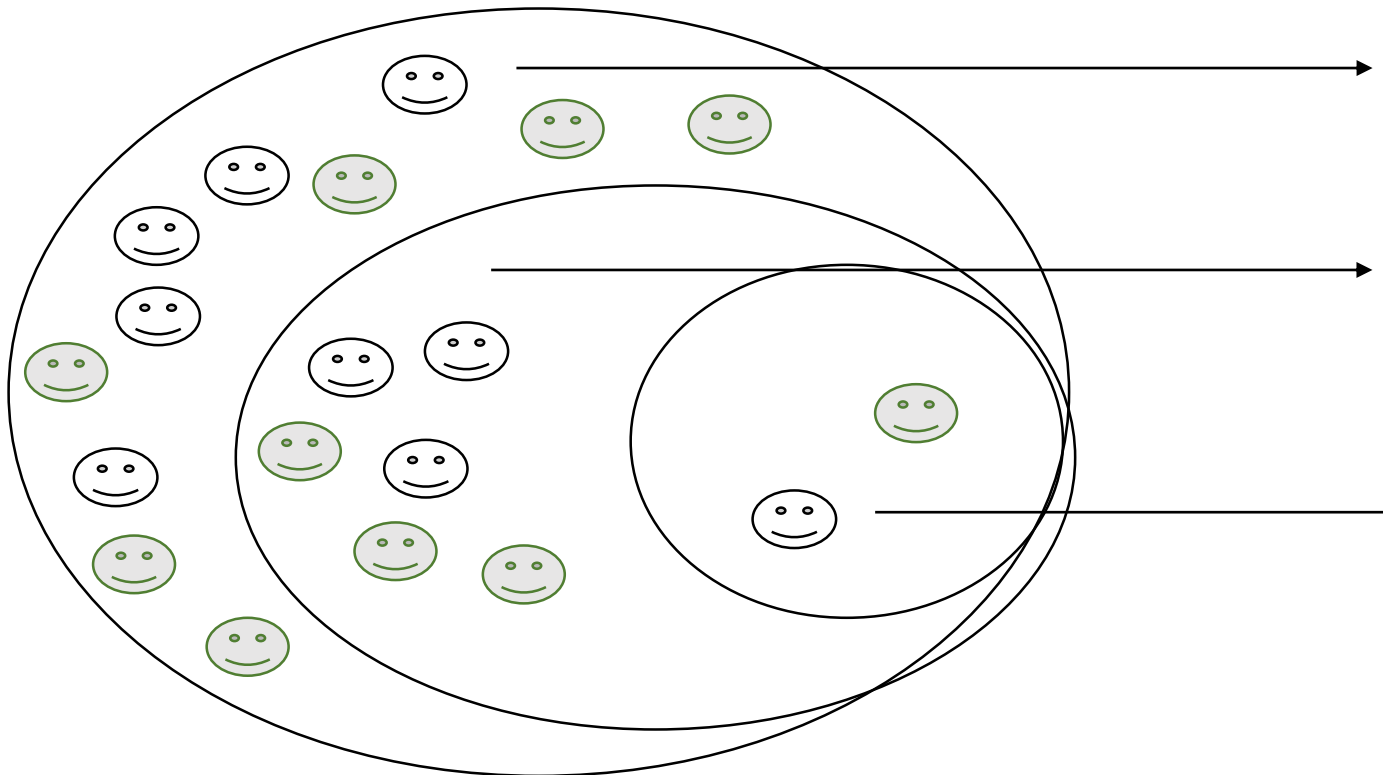
Every piece of research requires a sample- it is impossible to ask questions to everybody in the group you are studying

Researchers must decide who will take part in their study

There are many ways of finding a suitable sample.

Before choosing a method the researcher must find a 'sampling frame'

Sampling frame is the collection of people the researcher will then choose their sample from.



## POPULATION

The whole group you are studying.

E.g. Year group or school.

## SAMPLING FRAME:

A list of names from the population

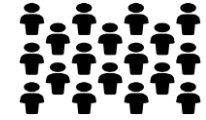
E.g. electoral register, school registers, phone books

## SAMPLE:

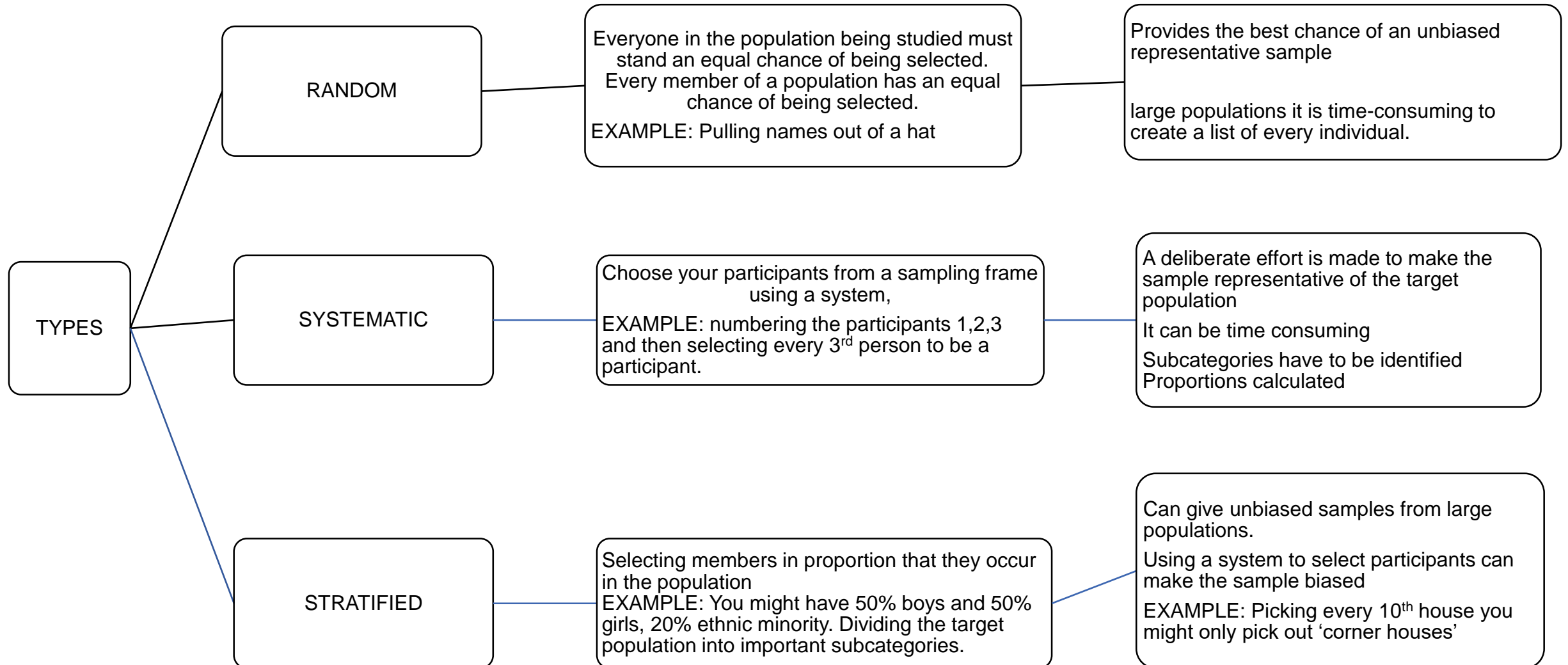
Those taking part in the research.

This sample is usually drawn from the sampling frame.

# DIFFERENT METHODS OF SAMPLING



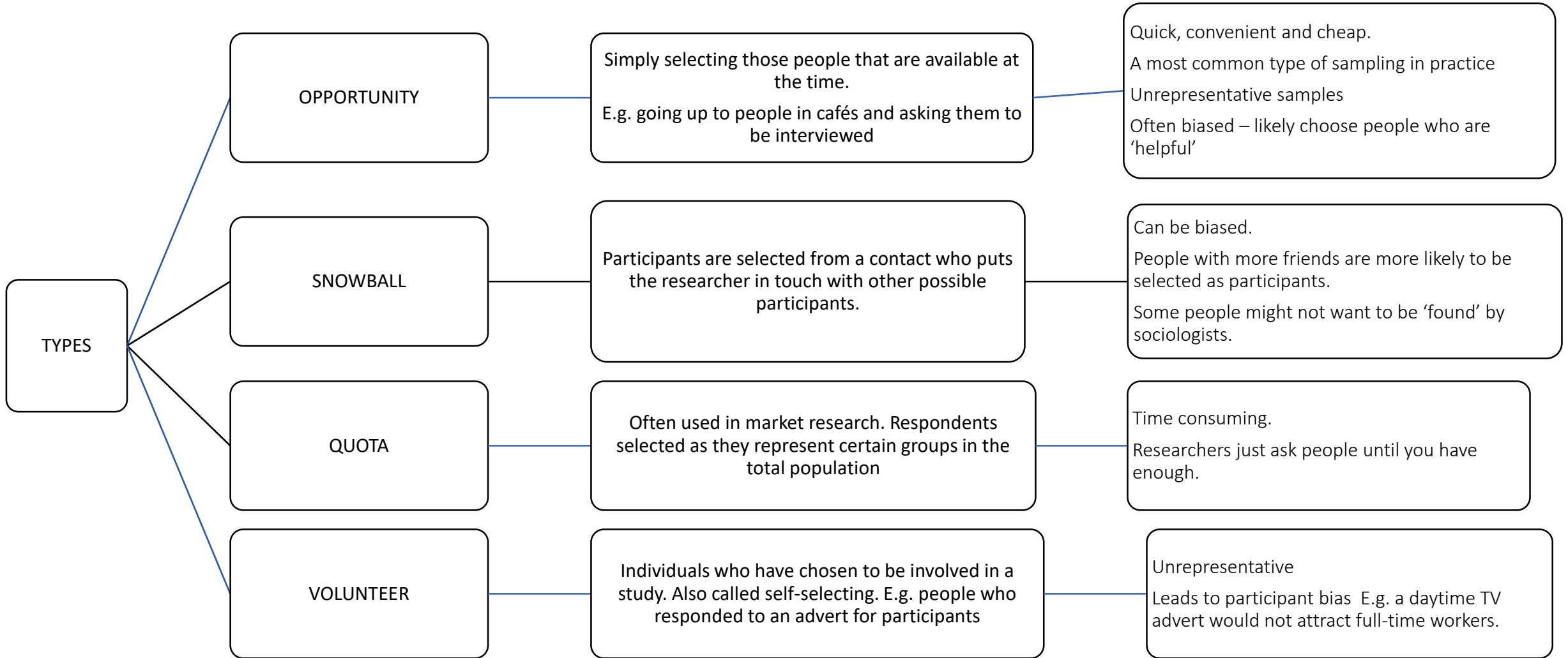
PROBABILITY SAMPLING: Anyone in the population can be selected using a sampling frame



# DIFFERENT METHODS OF SAMPLING

## NON-PROBABILITY SAMPLING:

Samples that are selected on purpose by the researcher. This is used when a sampling frame is unavailable



**GCSE SOCIOLOGY**

**PAPER 1**

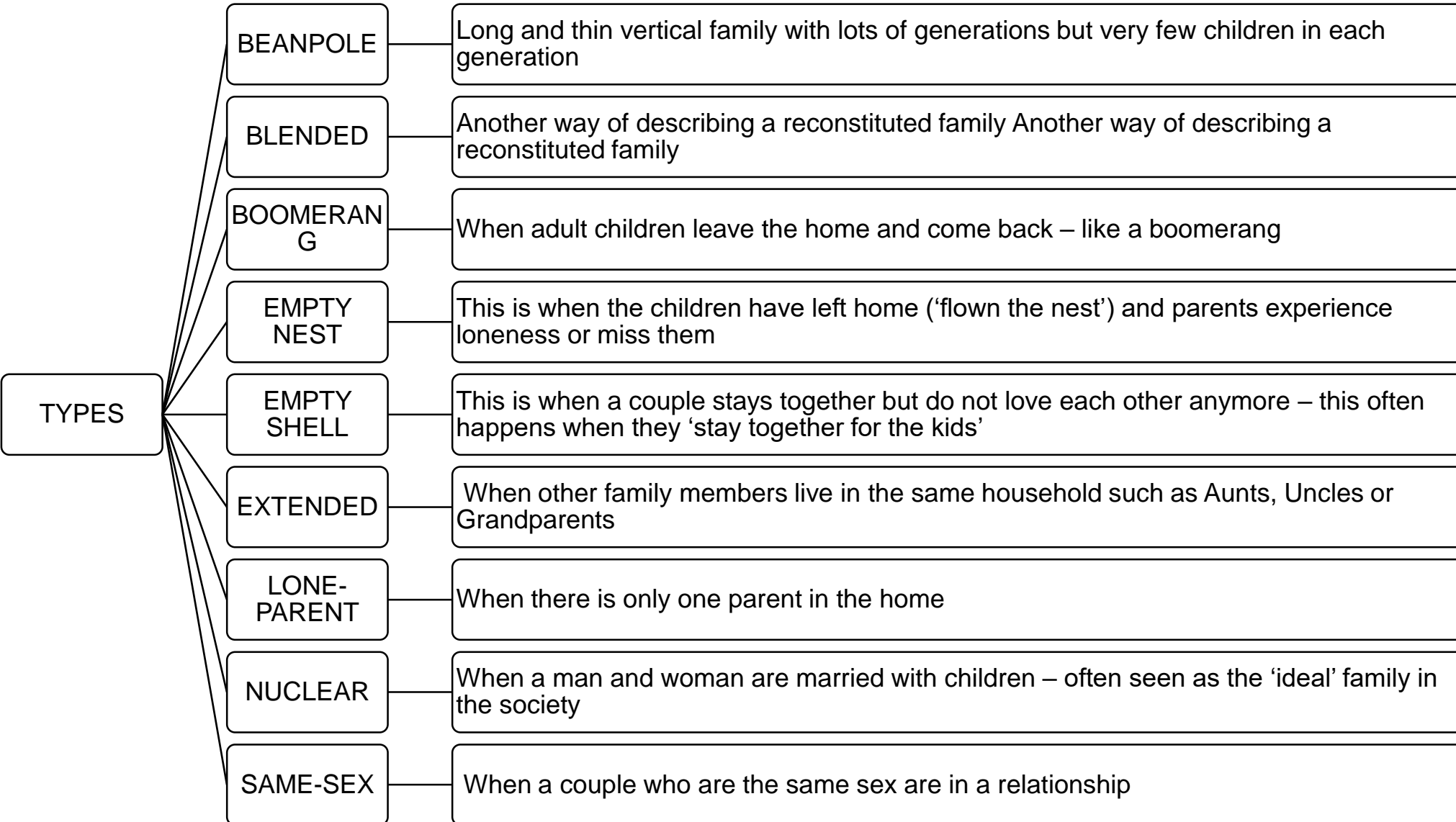
**FAMILY AND HOUSEHOLD**



# DIFFERENT TYPES OF FAMILY STRUCTURES

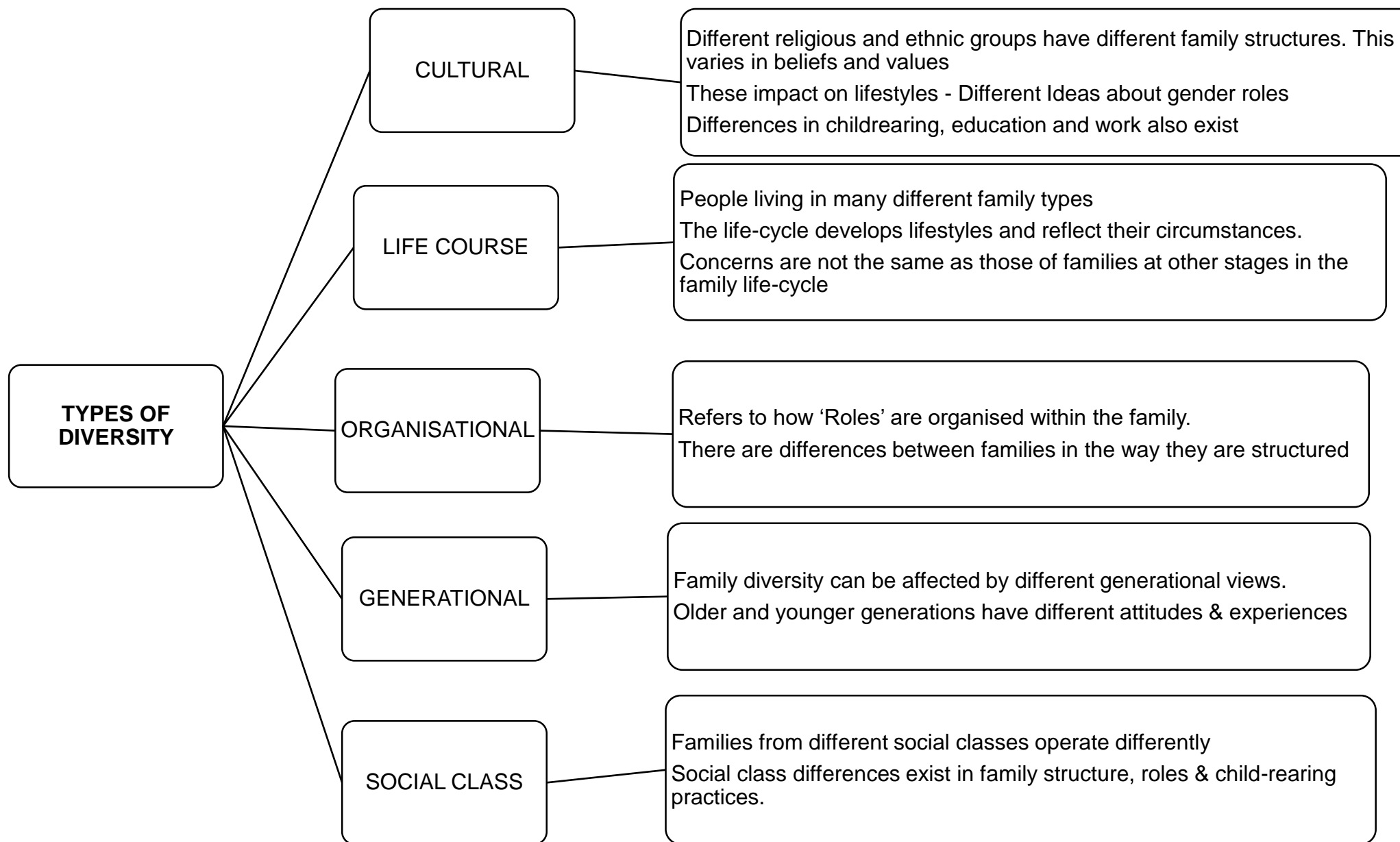
**HOUSEHOLD:** A group of people who live together who may or may not be related

**FAMILY:** Two or more people linked by birth, marriage, civil partnership, adoption or cohabitation based on long-term relationships



# FAMILY DIVERSITY AND THE LIFE COURSE ANALYSIS: THE RAPOPORTS

C.L.O.G.S



## HOW FAMILIES DIFFER IN GLOBAL CONTEXT:

### Communes

Popular in the 1960s and 70s - especially in the USA

Commune is a group of people who share living accommodation possessions, wealth and property.

Members of the commune make decisions together

They try to achieve equality of the sexes and ages.

Communal households may be based on shared political beliefs or environmental principles

### Kibbutzim

Kibbutzim were agricultural settlements set up by Jewish settlers

They started in Palestine a century ago.

It consists of a group of people who live together communally

They value equality and cooperation between members.

Each family has their own apartment

Children sleep separate from mothers.

KEY TERM	DEFINITION
CHILDREARING	Bringing up children
DUAL-WORKER FAMILIES	Both adults partners work in paid employment
GENDER ROLES	The behaviour expected of people based on their gender Referred and associated with masculinity & femininity.
LIFE-COURSE	The stages that an individual passes through over their life Example's such as childhood or teenager
LIFESTYLES	The way people live, including their leisure and work patterns.  Lifestyle is influenced by factors such as religion, age, income & social class.
SOCIAL NETWORKS	A network of relatives and friends
SOCIAL STIGMA	The shame or disgrace attached to something.  For example having a child out of marriage was a source of shame for women in the past.

# FUNCTIONALISM AND THE FAMILY



Functionalists take a Positive view of the family.

It performs essential functions to support social stability and cohesion.

Family performs useful functions for both society as a whole and individual family members

Murdock studied 250 societies and said there are four functions of the family

FUNCTION	DESCRIPTION	EXAMPLE
REPRODUCTIVE	The biological reproduction of the next generation –without which society cannot continue.	Families create the next generation to live in society
ECONOMIC	The family meets the economic needs of its members	Food Clothes Housing
SEXUAL	Promotes monogamous heterosexual relationships	Monogamy (having only one partner) is encouraged Cheating is frowned upon
EDUCATIONAL	Teaching basic norms and values so children to they know how to behave	Learning of norms and values

## KEY STUDY - PARSONS – FUNCTIONALIST

Parsons saw the modern family performing two basic functions.

Like a bath the family comforts and soothes members

Stabilisation of adult personality: Family relieves stress of life like a 'warm bath'

Primary socialisation - Children are taught the shared norms and values of society



Out dated – there is more family diversity in today's society

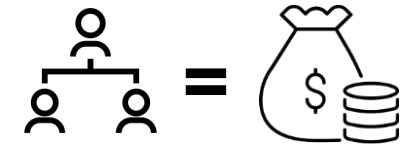
Feminists point out they fail to highlight the oppression of women

The family is not always a safe and warm place

Functionalists have an unrealistic idea of 'perfect' families.

Functionalists ignore dysfunctional families and marital breakdown where there might be conflict, child abuse, stress and domestic violence

# MARXIST PERSPECTIVE ON FAMILIES



Marxists are usually critical of the nuclear family

They believe it plays a negative role it plays in society.

The family does not meet he needs of individuals and society.

The nuclear the family serve the interests of capitalism

They keep society unequal (e.g. the bourgeoisie send their children to private schools and pass their wealth and property on to them)

Inheritance keeps the middle classes rich

The working classes don't have much wealth or assets to pass on to their children

Through primary socialisation working class children learn to accept their position in an unfair, capitalist society.

This is done as children learn to follow orders from their parents.

How does the family support capitalism?

Families support capitalism by providing unpaid labour

Families reproduce and socialise the next generation of workers.


Babies = in workers.

Workers = in money.

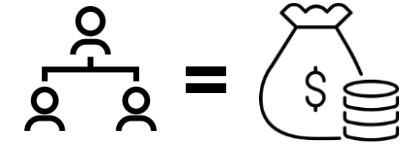
This money goes back into the hands of the bourgeoisie

Capitalism exploits the proletariat and promotes inequality.

KEY TERM	DEFINITION
ECONOMIC FUNCTION	View the family has an economic function because women carry out unpaid domestic labour such as cooking and cleaning
ECONOMY	A system based on money that allows goods and services to be produced and consumed.  Example: Capitalism or socialism
SEPARATE SPHERES	The spilt between the private world of home and the public world of work

	<p>Functionalists say the family can be for society and family members</p> <p>Outdated due to family diversity</p> <p>Feminists say they patriarchal nature of the nuclear family</p> <p>Many people still see marriage and having children as a central family goal</p>
---	--

## KEY STUDY: ZARETSKY - MARXIST



The rise of capitalism and industrial revolution led to a split between family and work.

Today there is a split between the 'private sphere' and work.

Family was seen as private, work was seen as public

Women are expected to work for free (e.g. cleaning and childcare)

Men go to work to support the economy.

Only socialism can end this artificial separation

The family serves capitalism

Women's unpaid labour (women exploited by Capitalism)

Reproduces a labour force

Middle classes pass on their wealth to their children through inheritance

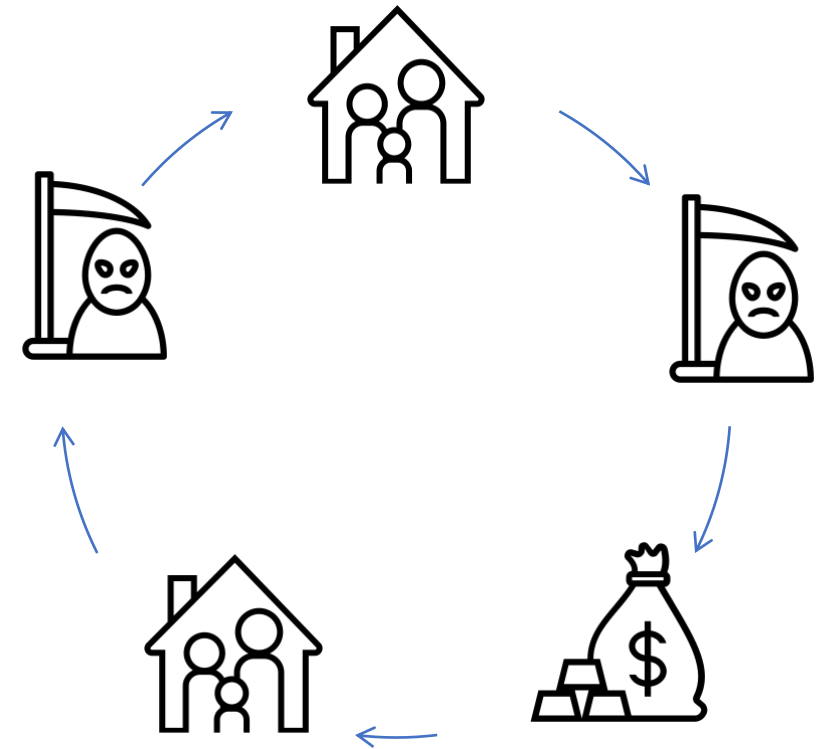
This means middle class children stay wealthy

They are a unit of unit of consumption buying products

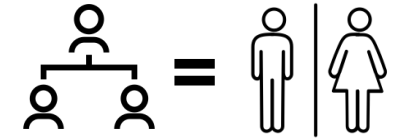
Buying products benefits capitalism and bourgeoisie.

Zaretsky believed family cushions the pressures of capitalism (reduce stress of exploitation)

It allows individuals to express frustrations in a non-threatening way



# FEMINIST VIEW OF THE FAMILY



Nuclear family supports patriarchy

Differences between men and women are socially constructed

Canalisation means parents channel boys to wear blue and play with boys toys

Girls are encouraged to wear pink and play with girl toys.

Children see the roles their parents play and learn from them

Mums are seen cleaning and ironing so think this is the role of women

Boys may help the father with DIY and think this is the man's role.

Families are preparing children for their gender roles in a male-dominated society.

Different types of feminist approaches have different opinions.

The family is hierarchal.

The husband is at the top and other family members are lower.

The husband provides for his wife and gets to control her labour for his own use.

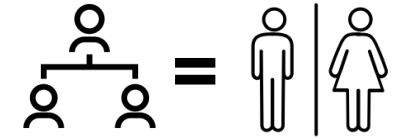
When women work they still do most of the domestic work and childcare.

Family relationships involve economic exploitation—

Men use and benefit from the unpaid work of women within families.

TYPE	IDEAS
RADICAL FEMINISM	<p>The main enemy of women to be men</p> <p>Women are exploited as men dominate society</p> <p>Removing men would remove patriarchy and solve the problem</p>
MARXIST FEMINISM	<p>Women are exploited and this benefits the capitalist society.</p> <p>Women work for free in the house</p> <p>They do all the cooking and cleaning while the man works</p> <p>Women have children spend less time in the workplace</p> <p>Seen as cheap army of labour reserves</p>
LIBERAL FEMINISM	<p>Don't blame capitalism or men for unequal treatment of women.</p> <p>Laws such as the Sex Discrimination act are making life better for women</p> <p>Equality still does not exist but things are improving</p>

## KEY STUDY: DELPHY AND LEONARD - RADICAL FEMINISTS



Family is an economic system whereby men benefit at the expense of women.

Women are exploited by the family in a number of ways

The way their labour is used by their husbands

Their work not being valued

Their financial dependence on their husbands

Their subordinate (lower) position within the family

Radical feminists

Emphasise the importance of work.

Men rather than capitalists benefit most from the exploitation of women's labour.




They believe that the family has a central role in maintaining patriarchy

Women are oppressed because their work is taken for granted within the family

Women complete a lot of unpaid work

Household tasks are not equally shared with their male partners.

The husband usually has more power and makes most of the decision.

KEY TERMS	DEFINITION
<b>CANALISATION</b> 	Parents channel children's interests into a gender  Parents buy toys, games and other activities that are gender appropriate
<b>HIERARCHY</b> 	A system that ranks people like a pyramid  The person or group at the top has more power  Those at the bottom have less power
<b>SOCIAL CONSTRUCT</b> 	Patterns of behaviour based on the norms and values  Masculinity and femininity are social constructed by people in society



## ROLE AND RELATIONSHIPS WITHIN FAMILIES:

### TRADITIONAL ROLES AND PERSPECTIVE ON CONJUGAL ROLES


TERM	DEFINITION
CONJUGAL RELATIONSHIPS	The relationship between a married or cohabiting couple
CONJUGAL ROLES	The roles (jobs) that are performed by each person in a cohabiting relationship.
DUAL BURDEN	Women taking part in both paid work and housework.
EXPRESSIVE ROLE	The caring and nurturing role in the family. Parsons sees this as women's natural or biological role.
INSTRUMENTAL ROLE	Instrumental role: the breadwinner role in the family. Parsons sees this as a male's role
JOINT/ INTEGRATED ROLES	Husband and wife perform similar tasks and have similar interests and activities.

## KEY TERMS



TERM	DEFINITION
SEGREGATED ROLES	Traditional gender structure Husband and wife perform different tasks and have a number of separate interests and activities.
SYMMETRICAL FAMILY	A family form in which partners carry out different tasks but each makes a similar contribution within the home
TRIPLE SHIFT	As well as working full time and doing most of the housework, it has been suggested that mothers are also responsible for the 'emotion' work in the household. This means they are responsible for THREE things: Cooking, childcare, cleaning
CONVENTIONAL FAMILY:	A nuclear family—married couple with one or a small amount of children, living together
GENDER ROLES	The behaviour expected of people based on their gender, linked to masculinity and femininity

# SOCIOLOGICAL PERSPECTIVES ON CONJUGAL ROLES WITHIN THE FAMILY

THEORY	IDEA
	<p>Feminists argue that conjugal roles enforce patriarchal values</p> <p>Ferri and Smith's research showed that women are still more likely than men to be responsible for childcare. The man was the main carer in only 4% of the families studied.</p> <p>The exploitation of women as being a result of having men dominating society</p>




Roles prove the power of capitalism as it can control family life and gender roles.

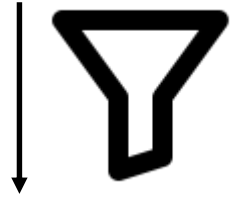
Unequal roles because that structure supports capitalism.

Women who stay at home doing unpaid work in the home supporting capitalism

It also means women can bring up children who will be the future labour force.

THEORY	IDEA
	<p>Parsons said segregated roles are 'natural'.</p> <p>Each partner has a role to play which makes the family more stable</p> <p>This is the most effective way of keeping society running smoothly.</p> <p>An important part of primary socialisation is gender role socialisation - girls and boys learn to adopt their gender role:</p> <p>Men should go out to work and bring in the main wage for the family</p> <p>Expressive role are performed by women –</p> <p>Women should be in charge of emotional and domestic</p>

## KEY STUDY: YOUNG AND WILLMOTT – MARCH OF PROGRESS



STAGE	DESCRIPTION
PRE-INDUSTRIAL PERIOD	<p>The family works together as an economic production unit</p> <p>The family produces many of their resources themselves such as food</p> <p>The family is known as a unit of consumption</p>
EARLY INDUSTRIAL PERIOD	<p>Extended families became broken down</p> <p>They turn into individuals who leave home to work</p> <p>families move out of the countryside and into urban areas</p>
THE PRIVATISED NUCLEAR (SYMMETRICAL FAMILY)	<p>The family is based on consumption rather than production.</p> <p>At this stage husband and wives had joint roles - known as 'symmetrical roles'.</p> <p>The roles of husband and wife are different</p> <p>Wife looks after the children and the husband looks after the DIY</p> <p>An Equal amount of time is spent on these tasks.</p> <p>There is more leisure time spent in the home together.</p> <p>Extended families become more distant.</p> <p>Decision making on finances are shared.</p>

Writing from a functionalist perspective

Ideas came from on a large scale social survey

Sample size of nearly 2,000 people

Suggests families in Britain are becoming more symmetrical

Partners had similar but not identical roles,

Equal contribution to household work,

Shared decision making and friends.

They developed the principle of stratified diffusion.

Changes in norms and values start

social changes start at the top of the social class system

Ideas trickle down to the working classes

Other classes copy the middle classes

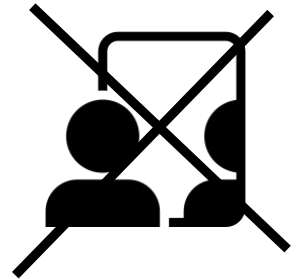
Working classes eventually adopt middle class ideas




## EXPLAINING THE MOVE TO SYMMETRY:

FACTOR	EXPLANATION
IMPROVED LIVING STANDARDS	People are more likely to spend time in their homes
	The rise of technology e.g. Games and televisions.  Men are now more likely to spend time at home and become more involved with their family.
FEMINISM	Women are more likely to be educated As a result are more likely to be in paid employment
LESS CHILDREN	Contraception means women can choose when to have children.  Women can combine motherhood with paid employment and a career
	The rise of feminism since the 1960's has had an impact on gender roles. Feminism has influenced women's attitudes towards education and work  Many women now reject the traditional homemaker role.
PAID EMPLOYMENT	More women now work so are financially independent from partners  Women have more freedom, equality and status
	People can move away for employment families no longer live near each other  Less support from other extended family members.  Both husband and wife have to complete the household tasks without help

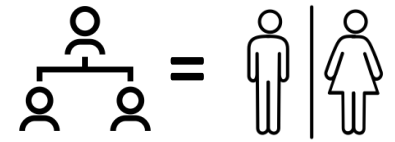


# EVIDENCE TO SUGGEST THE SYMMETRICAL FAMILY DOESN'T EXIST AND IS A MYTH

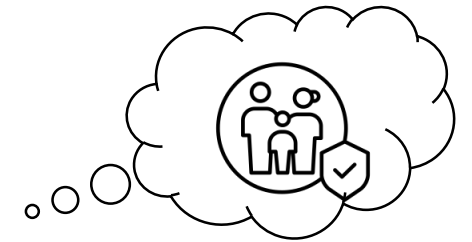
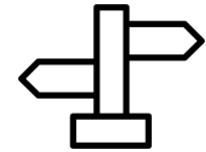


<p>GATRELL</p> 	<p>Used the term 'cherry picking' to describe men's role in the home.</p> <p>She argued that men might appear helpful</p> <p>They are actually just choosing the most desirable tasks, leaving the harder chores to the women.</p>
<p>SCOTT AND CLERY</p> 	<p>In most cases, women usually still do the laundry and men usually still do the small repairs around the house.</p> <p>People's attitudes to gender roles may have changed - Actual behaviour has not altered significantly.</p> <p>Women continue to feel that they do more than their fair share of housework</p> <p>They also do the caring for family members</p>
<p>CHARTER</p> 	<p>Charter (2007) suggests 'new man' is nowhere to be seen when the cleaning needs to be done</p> <p>The amount of housework a man does has been exaggerated</p>

## KEY STUDY: ANN OAKLEY – LIBERAL FEMINIST THE CONVENTIONAL FAMILY



- Oakley defines the conventional family as a nuclear family where the male and female parents are married and live with their children (aka cereal packet family).
- She considered the conventional family to be a form of social control
- As women get older they would be asked when they were going to get married and have children
- This hinted that alternatives to this life plan were unthinkable
- Women often have a dual burden as they work but also do the bulk of the housework and childcare
- Points out that the conventional family nuclear family is no longer the norm
- Statistics show the nuclear family is in decline
- Despite this the conventional family is still a powerful idea in society.
- Most people still believe that the nuclear family is the ideal type
- Noticed even in the early 1980s, the conventional family was being challenged.
- Oakley noticed other forms of family are becoming increasingly popular, such as lone parent or same sex families.
- People were exploring different ways of living and different arrangements that worked for them
- People saw the conventional family as a stereotype and an archaic one.  
Instead some groups understood that they could organise their families differently



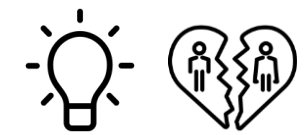
# MARRIAGE – TYPES AND REASONS FOR THE CHANGING PATTERNS



TYPE	DEFINITION
ARRANGED MARRIAGE	<p>Where parents find partners</p> <p>The consent of the child is important</p> <p>Garrod (2005) notes arranged marriages are places such as India, Pakistan and Bangladesh</p>
BIGAMY	<p>Being married to another person- in the UK this is a criminal offence</p>
MONOGAMY	<p>In the UK marriage is based on monogamy</p> <p>This is where you are married to just one person at a time.</p> <p>It is backed by law and the Christian religion</p> <p>People have to divorce before they can marry someone else</p>
SERIAL MONOGAMY	<p>When a divorced person enters into a second marriage</p> <p>They then divorce, then marry, then divorces and so on.</p> <p>Marriage isn't considered to be a lifelong commitment</p>

	<p>Polygamy occurs when a person has more than one husband or wife at the same time.</p> <p>It is illegal in Britain but legal in other parts of the world</p>
POLYGyny	<p>When a man has two or more wives.</p> <p>Common in some Mormon traditions in the 19th century in the USA</p> <p>They thought it was ordained by god.</p> <p>A minority of Muslim men are allowed up to four wives</p> <p>Only if the first wife approves</p> <p>This fact has to be written into the marriage contract</p>
POLYANDRY	<p>When a woman has more than one husband,</p> <p>This is less common</p> <p>Has been known to happen in Tibet</p> <p>Some brothers have married the same wife in china</p>

## CHANGING PATTERNS OF DIVORCE – EXPLAINING THE CHANGING PATTERNS







LAW	CHANGES
DIVORCE REFORM ACT 1969	<p>Made it easier for couples to escape unhappy marriages.</p> <p>Divorce rate had more than doubled between 1969 and 1972.</p> <p>Today 42% of marriages end in divorce which has led to an increase of single-parent and reconstituted families.</p>
DIVORCE LAW 1984	<p>Reduced the time before a divorce could take place from three years to one year.</p> <p>Legal aid became available, meaning people who couldn't afford lawyers could still get representation paid for by the state.</p>
FAMILY LAW ACT 1996	<p>No longer necessary to prove breakdown</p> <p>Just state that it had broken down.</p> <p>Period of reflection introduced before a divorce could be finalised and greater use of mediation was encouraged.</p>
CHANGING SOCIAL ATTITUDES	<p>Since the 1960's liberal attitudes about divorce came</p> <p>Divorce is less of a stigma - this has changed public opinion</p> <p>Divorce is more socially acceptable</p>
MARRIAGE ACT 2013	<p>Allowed same-sex couples to get married in England and Wales.</p> <p>This led to 15,098 same-sex marriages between 2014-2015.</p>

REASON	EXPLANATION
CHANGES IN THE STATUS OF WOMEN IN SOCIETY	<p>Women work more so have their own economic independence and financial security</p> <p>They feel they can leave their husband if they wish.</p>
GOVERNMENT HELP	<p>The availability of welfare benefits - Mothers with young children will be looked after.</p> <p>It is often easier for the male to walk away from a marriage than a woman</p>
INFLUENCE OF THE MEDIA	<p>People have high expectations of marriage.</p> <p>These expectations may not match the realities of married life</p> <p>This may lead to more people getting divorced.</p>
THE IMPACT OF SECULARISATION	<p>Religion is losing its influence -Not as many go to church</p> <p>There is less of a religious barrier to getting divorced than in the past</p>





# SOCIOLOGICAL PERSPECTIVES ON DIVORCE



THEORY	VIEWS
<p>FUNCTIONALIST</p> 	<p>Parson's shows that divorce can contribute to the stability of society</p> <p>The increase is not necessarily a threat to marriage</p> <p>It is a reflection on the higher values people now put on marriage.</p> <p>Many people remarry</p> <p>This suggests marriage is still important and necessary to maintain a stable society.</p>
<p>MARXISTS</p> 	<p>Divorce is the inevitable conclusion when partners have to compete for resources and power within a marriage</p> <p>The stress that results could explain why the divorce rate among the working class is higher.</p> <p>Hart argues that divorce rates have been brought about by the changes to the economy (1976)</p> <p>The economy has demanded a need for women to work as well as do household duties This causes a double shift for women.</p> <p>Women then become more financially independent as they earn their own money.</p>

THEORY	VIEWS
<p>FEMINISTS</p> 	<p>Divorce is the result of men not wanting to relinquish power and resources to the woman.</p> <p>They are not against marriage</p> <p>They generally see it as favouring men</p> <p>New divorce laws now allow women to leave violent or empty shell marriages.</p> <p>Most divorces are initiated by women - This shows women are no longer prepared to put up with a bad marriage</p> <p>Others say it proves marriages are patriarchal.</p>
<p>NEW RIGHT</p> 	<p>They see rising divorces as a major problem</p> <p>Marriage is the bedrock of a stable society</p> <p>More divorces point towards social problems</p> <p>Children need both parents to raise them</p> <p>Believe that single mums are not able to raise boys</p> <p>More divorces leads to crime and damaged children</p>

# CONSEQUENCES OF DIVORCE:



CONSEQUENCE	EXPLANATION
<p>CHANGES TO FAMILY STRUCTURE</p> 	<p>Divorces create reconstituted families</p> <p>Can put on strain on family members</p> <p>Children have to adapt to a step-father or step-siblings or half-siblings.</p> <p>However there may be people around to give more support and love.</p> <p>90% of children live with their mother suggesting 1/3 and 1/2 of fathers lose all contact with their children over time.</p>
<p>RELATIONSHIP BREAKDOWN AND EMOTIONAL DISTRESS</p> 	<p>Conflict doesn't finish with divorce</p> <p>There may be disputes on parenting, money, houses etc.</p> <p>Relationship with father can suffer.</p> <p>Pressure groups such as fathers4justice (f4j) aims to highlight the cause of fathers and their treatment following separation and divorce.</p> <p>Pryor and Trinder say emotional support can be lost for men if friends and family situations change</p> <p>Mothers tend to keep their own support networks.</p>

CONSEQUENCE	EXPLANATION
<p>FINANCIAL HARDSHIP</p> 	<p>After assets such as property and money are divided up, people's financial circumstances often change.</p> <p>Lone-parent families with dependent children can be at risk of poverty.</p> <p>Difficulties exist trying to juggle a job and home life.</p>
<p>REMARRIAGE</p> 	<p>These seems to be declining, for example, between 1995 and 2000, 19% of all marriages were all remarriages</p> <p>Divorced people remarry because:</p> <p>Just because people are rejecting their spouse doesn't mean they're rejecting the institution of marriage, people still hope to succeed in a marriage.</p> <p>Divorcees with young children may want a partner to help them raise their children.</p> <p>People may remarry for companionship and love. In the past, marriage was a source of status</p> <p>This is not true today but marriage largely remains the norm.</p>

# CHILDHOOD –HOW HAS IT CHANGED OVER TIME FROM THE INDUSTRIAL PERIOD TO NOW?



TIME PERIOD	
PRE-INDUSTRIAL PERIOD	Children were 'little adults' who took part work like adults.
	Toys and games for children did not exist.
	Aries: children seen as an economic asset, rather than something to be cared for
	Children were punished for crimes in the same way as adults
INDUSTRIALISATION PERIOD	Children from working class families still worked in mines and factories
	Middle class attitudes started to change
	The death rate of children was starting to fall
	Parents investing emotionally in children
MID-19 <sup>TH</sup> CENTURY	Children were banned from working in the factories and mines
	Several children started to be killed in these areas.
	Some working class parents resisted changes
	They needed to children to work to bring in money
	Many children continued to be badly treated
	Improved standards of living - This saw a decline in infant mortality rates

The idea of childhood as a phase between infancy and adulthood is new

Aries argued that childhood is a social construction

It developed in Western societies between the 16th and 17th century

Children did not lead a separate lives but mixed with adults

Until the mid 19th century child Labour was common until restrictions were put in place to protect children

In 1870 mass education was introduced which meant children became dependent on adults – they could no longer work

Education led to a phase known as childhood

Children lacked independence and were supported by adults

This period of dependency is getting longer

Today young people have to stay in education or training until aged 18

Ideas about childhood differ over the world

Age restrictions influence what age we believe childhood to adulthood to be

Increased availability of contraception meant couples could choose to have fewer children

Low infant mortality and medicine mean children now live longer

# CHILDHOOD – THE IDEA OF A CHILD CENTRED FAMILY AND PERSPECTIVES ON CHILDHOOD



Functionalists say childhood as improving due to the child centred nature of families

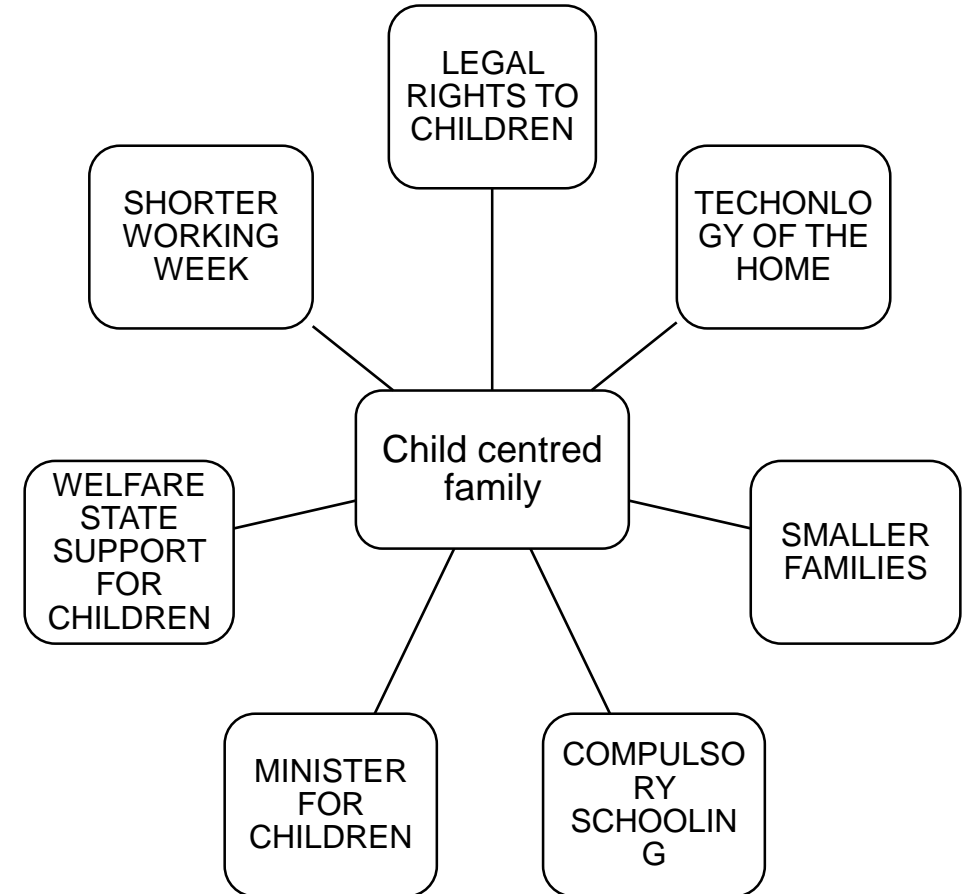
- Changes in attitudes have resulted in happier, safer and more valued children
- Children have become objects of consumption fun and pleasure battles as they invest time and resources in there
- Laws are created to protect the child from exploitation and neglect within the family

Feminists argue childhood as a time when girls are socialised to accept their lower status

- Girls learn their future role observing the oppression of women
- They see their female relatives been exploited within the patriarchal family
- Liberal feminists say there is slow but positive changes to the role of women
- Changes in the family, society and employment mean daughters are raised to be equal to men

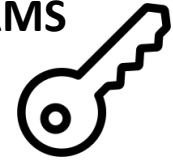
Marxists say childhood as a time when the family socialise children into the capitalist system

- This is enforced by other agencies socialise children into accepting capitalist values
- Children are taught to obey and follow the rules without question
- Capitalism causes many problems for children
- Cases of poverty, neglect and abuse are linked to living in a capitalist society
- Capitalism is driven by profit
- Children are the casualties of low wages, alienated workers and frustrated parents with debt problems



# DEMOGRAPHY: BIRTHS, DEATHS AND THE AGEING POPULATION

## KEY TERMS



The study of populations and their characteristics-

Examines the population asking questions such as is it large or small? Growing or declining?

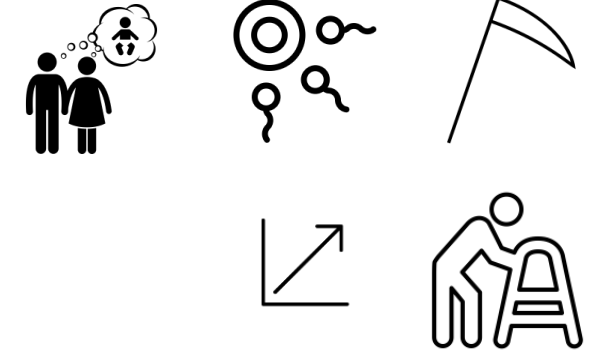
Also interested in the average age of the population, is it rising or falling?

KEY WORD	DEFINITION
AGEING POPULATION	The extent to which a population is living longer It's not matched by the number of new births.
AGEISM	Prejudice or discrimination on the grounds of a person's age.
BIRTH RATE	The number of live births per year per 1000 of the population
TOTAL FERTILITY RATE	The average number of children a women will have during her childbearing years (15 –45)
DEATH RATE	The number of deaths per 1000 of the population per year.
LIFE EXPECTANCY	The average number of years a person can expect to live within a specific culture and gender.

KEY WORD	DEFINITION
EMIGRATION	Leaving your country origin to go to another country.
GLOBALISATION	The growing interconnectedness of cultures and societies around the world - mainly due to technological advances.
INFANT MORTALITY RATE	The number of deaths of infants (age 0-1) per 1000 live births
IMMIGRATION	Moving into a country that is not your country of origin.
MIGRATION	Movement of people from one place to another  Can be in the same county or to another country.





# DEMOGRAPHY: BIRTHS, DEATHS AND THE AGEING POPULATION:




## IMPACT OF CHANGING FERTILITY RATES



FACTOR	IMPACT
REDUCTION IN WORKFORCE	<p>Less people being born gaps are starting to show in the labour force</p> <p>Means there are not the people to fill the gaps left by those retiring.</p>
DEPENDENCY RATIO	<p>Age-population ratio of those typically not in the labour force and those in the labour force.</p> <p>Fewer children born the ratio becomes unbalanced</p> <p>This impacts on the aging populations.</p>
IMMIGRATION	<p>Becomes more important with declining birth rates as this will fill gaps in the labour market.</p>
GROWTH OF BEAN POLE FAMILY	<p>The beanpole family is turning into one of the more dominate family types as generations are living longer</p> <p>There are fewer members in each generation.</p>




FACTOR	IMPACT
VOLUNTARY CHILDLESSNESS	<p>2000 1 in 5 women aged 40 had chosen not to have children compared to 1 in 10 in 1980.</p> <p>Women feel the pull factor as greater freedom and better relationships</p> <p>Parenthood can impact with careers and leisure activities.</p>
DECREASE IN FULL TIME MOTHERS	<p>Less women are choosing to be a full time stay at home mum</p> <p>There are many childcare options available including nurseries, grandparents and breakfast and after-school clubs.</p> <p>These are more affordable with only one child to pay for.</p>


TREND	REASONS FOR TREND
BIRTH RATE 	Availability of Contraception Changing roles of women Decreasing in infant mortality Rate Growth of Child Centeredness
TOTAL FERTILITY RATE 	Availability of Contraception Women leaving pregnancy to later in life Changing attitudes to child bearing.
DEATH RATE 	Improved Nutrition Medical Care Public health Measures Decline in dangerous occupations
INFANT MORTALITY RATE 	Improved housing and sanitation Better nutrition Improved pre and post natal understanding Improved knowledge of Hygiene.

TREND	REASONS FOR THE TREND
LIFE EXPECTANCY 	Decreased infant mortality Less dangerous working conditions Better health care and nutrition Social Care facilities
AGEING POPULATION 	Increased life expectancy Declining infant mortality Declining fertility
MIGRATION 	Push Factors War, Poverty, Lack of job opportunities or oppressive government. Pull Factors Welfare state, Education systems, Standard of living, Weather, job Opportunities. Legislation and Boarder Controls Globalisation

## FAMILIES KEY STUDIES



KEY STUDY:	METHOD	DESCRIPTION:
DELPY AND LEONARD 	Secondary sources	Feminist perspective Men benefit the most from women's labour in the home The family plays a central role in maintaining patriarchy Women are oppressed due to family responsibilities
OAKLEY 	Interviews	Feminist perspective Addresses the idea of a conventional "cereal packet" family Stereotypes are now felt to be increasingly archaic (out of date) Women complete the double/triple shift so families are not symmetrical
PARSONS 	Secondary sources	Functionalist perspective Nuclear family provides two irreducible functions Primary socialisation Stabilisation of adult personalities
YOUNG & WILLMOTT	Surveys Structured interviews	Symmetrical families Conjugal roles are more shared and are of equal importance Husband and wife more likely to share roles and leisure time together

KEY STUDY:	METHOD	DESCRIPTION:
RAPOPORT & RAPOPORT	Secondary sources	Described five different aspects of family diversity: CLOGS  Organisational Cultural Social class Life course Cohort
ZARETSKY 	Secondary sources	Marxist perspective  The family serves the needs of capitalism and is a unit of consumption  Women reproduce future workers and look after current workers



**GCSE SOCIOLOGY**



**PAPER 1**

**EDUCATION**

# FUNCTIONS OF EDUCATION – THERE ARE SEVERAL VITAL ROLES EDUCATION PERFORMS FOR SOCIETY AND INDIVIDUALS

Education is an agency of secondary socialisation

In the UK children and young adults are required by law to stay in education or training up until the age of 18

ROLES OF EDUCATION	DESCRIPTION AND EXAMPLE
<b>SELECTIVE ROLE</b> 	Choosing the most able people for the most important jobs  The education acts like a sieve to sort students into the correct job roles.  Society needs a diverse workforce with a variety of roles in order to function.  All jobs are important for society to function
<b>THE POLITICAL ROLE</b> 	Teaching people to be effective citizens  This creates social cohesion  Teaching the norms and values of British culture develops a sense of 'Britishness'.  Schools teach citizenship and British values

**SOCIAL CONTROL ROLE**



Teaches us to accept rules and authority to keep society running smoothly.

Education teaches us to accept rules and authority

This keeps society running smoothly.

**ECONOMIC ROLE**



Teaching us the skills needed for work

School teaches the norms and values

Schools are equip children with the skills needed to get a job






**SOCIALISATION ROLE**








Schools build on primary socialisation.

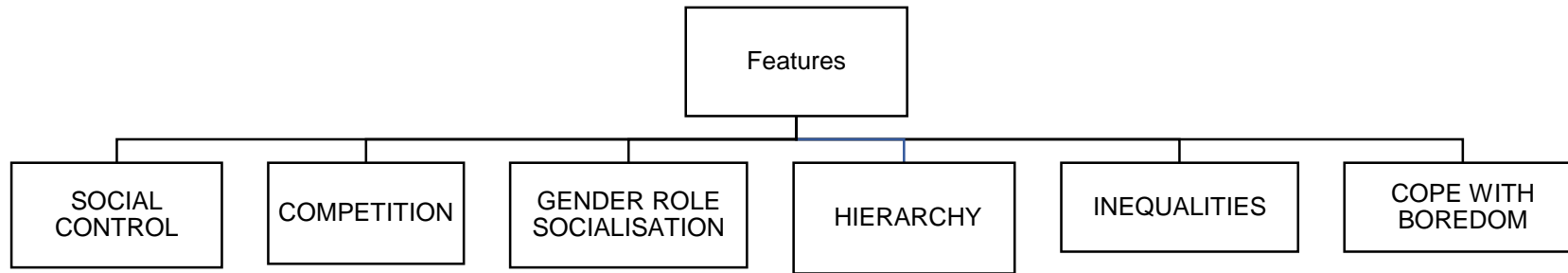
Helps children to develop an understanding of the norms and values of society.

## FUNCTIONS OF EDUCATION: A FUNCTIONALIST AND MARXIST TAKE

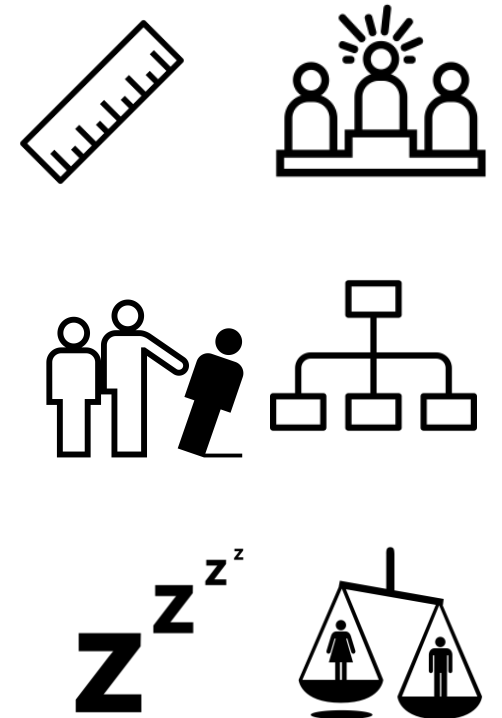
ROLE	FUNCTIONALIST VIEW
	Education teaches the skills necessary for work place that benefits the economy.
	<p>People learn about society through education</p> <p>In doing so they accept the political system</p> <p>They can vote more wisely and are able to vote wisely at election time.</p>
	<p>School should act as an agent of social control by teaching rules such as obedience and punctuality.</p> <p>In this way people learn to conform to rules and authority in later life.</p>
	<p>School teaches literacy, numeracy, and vocational courses</p> <p>The aim is to train young people for the world of work. Education prepares young people for their future job This benefits the economy and society.</p>
	<p>Education teaches the norms and values of society to a new generation.</p> <p>School is seen as an agent of secondary socialisation</p> <p>It teaches children from different backgrounds a common culture, beliefs and expectations.</p>

ROLE	MARXIST VIEW
	<p>Only benefits the middle classes</p> <p>Middle class children are sieved into well paid jobs –</p> <p>Working class children end up in working class jobs.</p>
	<p>Education promotes only certain political opinions and ideas are tolerated in education</p> <p>Those accepted by the bourgeoisie - Radical ideas of are rejected. Social control benefits the bourgeoisie</p>
	<p>This reflects social control in the wider society - Children are taught to obeys the teacher</p> <p>This obedience is seen as preparation for obeying their future boss</p>
	<p>Education reinforces the class system</p> <p>Children from the working classes learn the skills necessary for lower-status occupations,</p>
	<p>Education socialise individuals into accepting the values of the bourgeoisie</p> <p>Through are taught to value hard work in school</p> <p>This is seen as preparing them future workforce of hard work.</p>

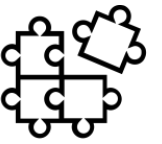
## THE HIDDEN CURRICULUM: ALSO KNOWN AS 'INFORMAL EDUCATION'








<b>SOCIAL CONTROL</b>	Schools teach rules, regulations, obedience and respect for authority.
<b>COMPETITION</b>	Schools encourage competition as society is based on competition.
<b>INEQUALITIES</b>	There is a 'white' curriculum in the education system. A lot of topics still focus on white history, for example.
<b>HIERARCHY</b>	Students learn about hierarchy in schools - Those at the top and those at the bottom.
<b>LACK OF SATISFACTION</b>	Some argue the school day is purposely taken up by meaningless and boring activities This prepares students for boring, meaningless and repetitive jobs later on in life.
<b>GENDER ROLE ALLOCATION</b>	Subject choice and gender in school and gender role allocation in the wider society.



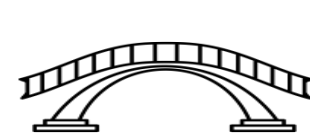
## FUNCTIONALIST VIEW OF EDUCATION: PARSONS



FUNCTION	DESCRIPTION
ACHIEVED STATUS 	People have achieved status in society – they earn their rewards (e.g. you get a good job from hard work and good qualifications)
MERITOCRACY 	Students' achievements are based on their abilities and efforts and not on social class, gender or ethnicity.  The education system mirrors the wider society because society is based on achieved status of abilities and effort.
PARTICULARISTIC STANDARDS: 	A child has <b>ascribed status</b> (e.g. eldest girl) and the family treat and judge their child individually based on their values and norms.
ROLE ALLOCATION 	Schools matches people to their correct jobs based on their ability.  Based on their qualifications, the most able should reach the top jobs in society and this is fair because the system is meritocratic
UNIVERSALISTIC STANDARDS: 	A person is judged against norms and values which are the same for everyone (e.g. the law is the same for all people - universal).

KEY TERM	DEFINITION
AGENT OF SOCIAL CONTROL	The groups in society that control people's behaviour
FORMAL LEARNING	Subjects studies in the school curriculum
ROLE ALLOCATION	Young people are sifted and sorted in terms of their talents and abilities into roles in the future
SECONDARY SOCIALISATION	Learning social norms and values through agents such as education, peer groups, media
SOCIAL COHESION	Idea that people should have a shared set of values to unite society and bring people together
SOCIAL MOBILITY:	Movement up or down between layers or strata in society

# FUNCTIONALIST VIEW OF EDUCATION: DURKHEIM



**SOCIAL SOLIDARITY:** The main purpose of education was to teach young people society's norms and values.



Believed this would unite members of society and prevent individuals from being selfish - This creates social solidarity.

Happens as children learned shared values from the hidden curriculum

Subjects such as history instil a sense of shared past and commitment to wider society.

## SOCIETY IN MINIATURE



Schools are 'society in miniature'

They prepare people for wider society

Adults have to cooperate with people who are not family or friends, such as colleagues or even strangers.

Schools set rules which teach children how to interact with others - prepares them for society's rules

**SKILLS FOR WORK:** Goods or services to be made many different specialists need to cooperate and work together.



Every individual needs to learn specialist skills to help them in the workplace

Children can learn skills for their future jobs from the education system.

There is a link between education and other institutions

Education is an important agency of socialisation

Education helps to maintain social stability and social cohesion

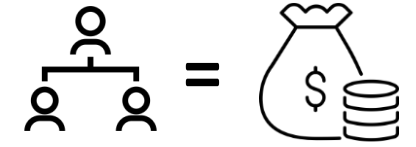
Education prepares young people for adulthood and working life

Education passes on core values of society so that young people know what to expect

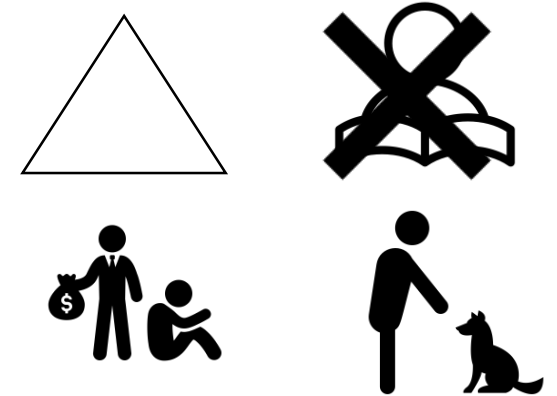
Education teaches specialist skills for work



Education is like a bridge between the family and wider society

# MARXIST VIEW OF EDUCATION

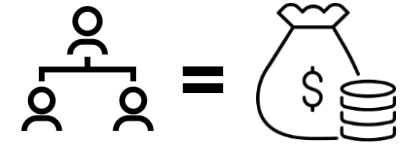


- Reproduces class inequality: it fails the working class in each generation.
- Legitimizes class inequality
- Makes people accept their lower place in society as normal
- See education as a form of social control
- Education creates obedient and passive workers for the capitalist economy.
- it ensures the working-class students are less likely to achieve good qualifications
- Working classes go into the lower paid jobs.
- Education does not provide equal opportunities for everyone- meritocracy is a lie
- Education is designed to benefit the powerful groups (ruling class)
- Higher classes are more likely it is you will get good qualifications
- Education promotes the values and beliefs of the ruling class
- The hidden curriculum teaches working class students to be passive and obedient
- Social control encourages conformity
- Education prepares young people for capitalist society



	<p>Explains the social class Start in educational achievement</p> <p>Explains how the hidden curriculum encourages children to be obedient</p> <p>Highlights how meritocracy doesn't exist</p>
	<p>Functionalists argue that education is based on meritocracy</p> <p>Functionalist say society needs a variety of roles performed so educational underachievement is functional</p>

## KEY STUDY: BOWLES AND GINTIS: SCHOOLING IN CAPITALIST AMERICA



They studied 237 high school students in New York high

They found that schools reward students who display these characteristics such as obedience

Education reproduces a workforce to help capitalism continue

It produces hard working, disciplined and obedient workers.

Education reflects the needs of capitalism

It gives pupils the appropriate skills and attitudes to make them 'good' and obedient workers.

There is a direct link between school and work – this is call the *correspondence principle*

Teachers are the 'bosses' who control learning – pupils are the 'workers' who have no control over their learning

Students who show independence and creative thinking are more likely to gain lower grades.

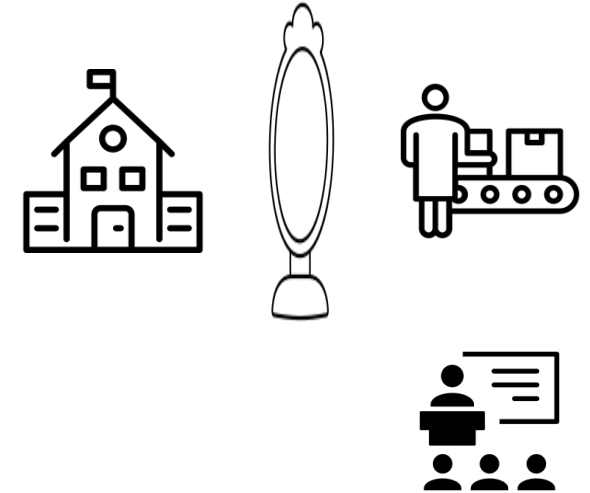
Children of the ruling class are taught in private schools or similar, to be confident and to expect to run things and be in charge.

Children of working-class parents remain working class, and ensures the children of bourgeoisie parents remain bourgeoisie.

Ensures working-class children will continue to work hard and put up with low pay and poor conditions.

It is the opposite of a meritocratic system.

Bowles & Gintis talk about the myth of meritocracy.





## KEY HISTORICAL CHANGES IN BRITAIN'S EDUCATION SYSTEM: TRIPARTITE AND COMPREHENSIVE SYSTEMS

Before 1944 working class children didn't go to school - They left early to work in factories and other places.

Aim was to introduce a fair system

Every child received an education based on their own academic ability - Not what their parents could afford.

Ability was tested at the age of 11 by the 11-plus exam  
Results meant sent children to one of three schools

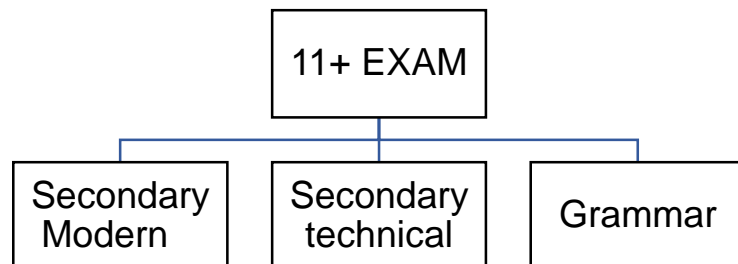
11+ exam gave middle classes an advantage as they were more prepared

Very few working class students passed and were able to go to grammar schools

Many argue the tripartite system worsened social class divisions:

Working class students went to secondary modern schools.

Working classes got a poorer education as money and good teachers went to grammar schools.



1965 the Labour government reorganised secondary education all students attended the same school. This was known as the 'comprehensive' system.



Social barriers broken down as children from all backgrounds mix together.

Educational reasons: no child is labelled as a 'failure' by not passing the entry exam so it's fairer.

All children from the catchment area go to their local school so children of all abilities have the same, equal opportunities.



Catchment area lottery - parents didn't get a choice in picking a school because each child is expected to go to their local school

More academically able students are held back by the less able, particularly in mixed-ability groups.

Criticisms that schools accept lower standards compared to grammar schools

Although no 11+, schools introduced setting and streaming based on ability – however middle classes tended to be put into higher sets.

# THE MARKETISATION OF EDUCATION – 1988 EDUCATION REFORM ACT - THE ‘MARKETISATION OF EDUCATION’.



Education becomes more like a business

Schools are based on competition and consumer choice.

Introduced by the Conservative Government

Introduced the National curriculum and national testing for all students

Created OFSTED to monitor schools to ensure all children were receiving a good education .

Greater focus on vocational education for less academic student

Supporters say these policies mean standards will improve as schools compete for pupils

FEATURE	WHAT IS IT?
LEAGUE TABLES	Published every year showing exam results and national curriculum tests Parents use these often use them to judge how good a school is
PARENTAL CHOICE	Parents no longer had to send child to local school they had choices
OPEN ENROLMENT	Schools can recruit from outside their catchment area a Parents can apply to send their children to schools outside catchment area Higher league table schools an select students who are seen as ideal
RANGE OF SCHOOLS	More range of schools for parents to choose from such as academies and free schools

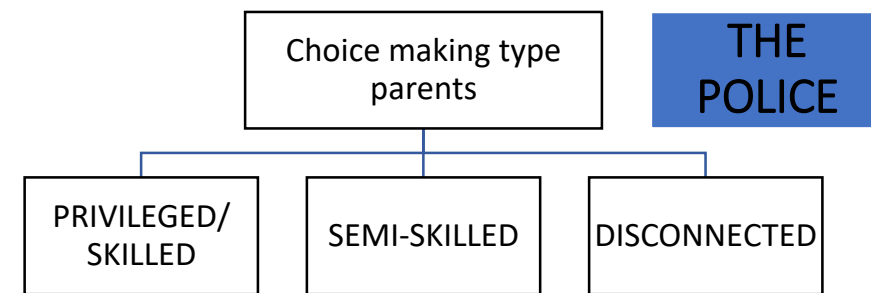
FORMULA FUNDING	Schools are funded based on the number of pupils they have Popular schools get more funds as a result These schools can attract better teachers and pay for better facilities
BUSINESSES CAN SPONSOR	Businesses can sponsor schools They can give money, work experience opportunities or offer advice on to governing bodies
PARENTOCRACY	Rule of parents Parents become consumers of education with schools marketing themselves The views and opinions of parents are important to schools as they need their children to stay

## KEY STUDY: BALL, BOWE AND GERWIRTZ (BALL ET AL) MARKET FORCES, PARENTAL CHOICE AND COMPETITION BETWEEN SCHOOLS

The research was conducted between 1991 and 1994 in 15 secondary schools in 3 neighbouring LEAs.

The study focused on the effects that parental choice and competition between schools was having on the education system

They wanted to look at if more choice led to greater inequality



PRIVILEGED SKILLED CHOOSERS	<p>Middle class parents who they knew how to play the system</p> <p>They sent children to the correct primary schools and were able to use their cultural capital to play the system</p> <p>Knew how to make sure their child got into their first choice</p>
-----------------------------------	---

SEMI- SKILLED CHOOSERS	<p>A mixed class group of working class parents who were motivated</p> <p>Less aware of some of the insider knowledge needed to ensure their children got into their school</p> <p>More open to media reports but didn't fully understand the importance of open evenings so relied on reputation and rumour</p>
------------------------------	--

DISCONN ECTED USERS	<p>Less able to make choices</p> <p>didn't place much value on parental choice – school choice came down to geography or costs.</p> <p>often viewed all schools as being 'much the same'</p>
---------------------------	--

Found the publication of league tables led schools to focus on recruiting more academically able students

These students could boost the school's position in the tables.

Some reintroduced streaming and setting to focus on students who were more likely to be successful in examinations.

Students were seen as 'commodities' by some

They could help the school rather than the school doing something for them.

Less able students were neglected - this also applied to those with special educational needs

Concluded marketization policies had made education less equal

Schools were more concerned with selecting the gifted and advantaged than helping the disadvantaged

They wanted to make maintain high league table positions

# EDUCATIONAL POLICIES SINCE 1997 – NEW LABOUR GOVERNMENT



‘New’ Labour Party won the General Election.

This meant they were able to create new policies for education.

There were three main priorities for the New Labour government under Tony Blair

They introduced the following :

The introduction of academies - These were a new type of school partially funded by local businesses to tackle underperforming schools

Free childcare for every pre school child which meant women could return to work

Sure Start (1999) - Pre school children had intervention to improve educational opportunities of children from disadvantaged backgrounds

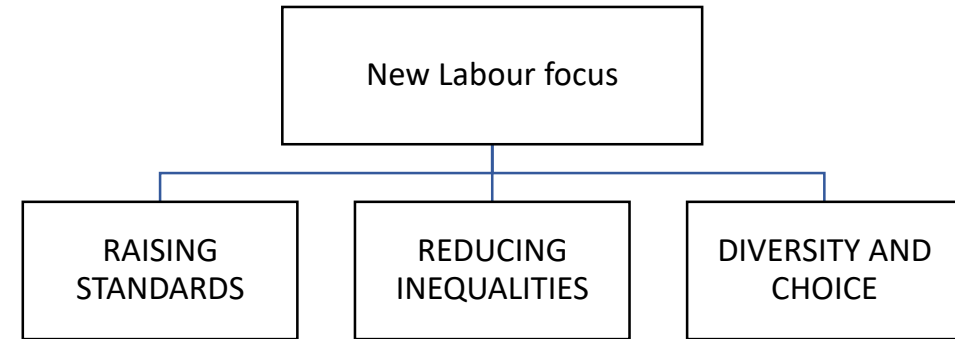
Tuition fees for University were introduced and paid with for student loans

Educational Maintenance Allowance (EMA) was introduced to encourage students from disadvantaged backgrounds to stay in school after the age of 16

They wanted to focus on reducing class sizes in primary schools and set up a National literacy and numeracy scheme

New Labour wanted to improve the education system’s ability to meet the diverse needs of individual students in 21st Century Britain.

They did this by encouraging and creating new types of school such as specialist Schools, encouraging more Faith Schools and introducing the first ‘old style’ Academies



New Labour has been accused of double standards in their policies.

Claimed they wanted to reduce inequalities but introduced tuition fees for university education.

Many working class children were put off going to university due to the cost

Some argue rather than reduce inequality, it contributed to it

**Marxists** criticise New Labour for not reducing inequality of opportunity but increasing social class divisions through parental choice

# EDUCATIONAL POLICIES SINCE 2010 – COALITION AND CONSERVATIVE GOVERNMENTS



Since 2010 educational policy has continued to be influenced by marketization

More policies have been introduced aimed at reducing the influence of the state on education

New style academies: Funding comes directly from government and are free from having to follow the national curriculum

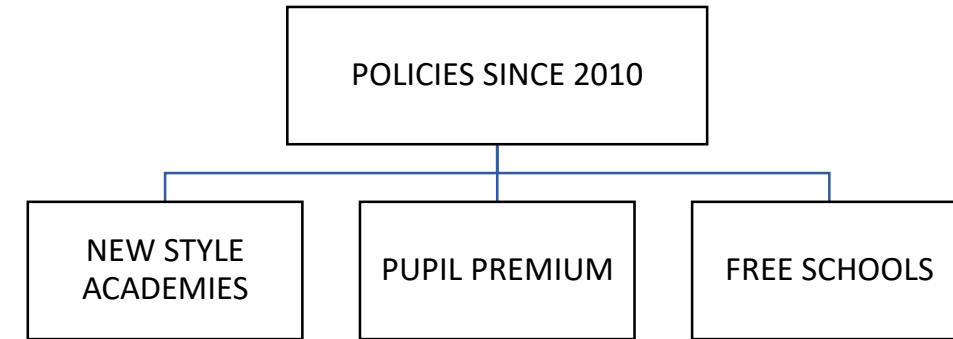
These academies can increase student numbers and have more control over teachers pay term, times and the length of the school day

These new academies are run through an Academy trust or Academy chain.

Academy chains are private businesses that have taken over the running of large numbers of schools across the country

Free schools meals were extended from 2014 so that every child in their first three years of school was eligible to receive one

Pupil premium was introduced to schools to help provide additional support and resources needed to close the class achievement gap



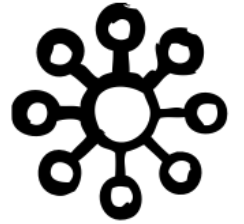
Other policies introduced:

1. University fees increased to £9000 a year.
2. Changed A-level system and reintroduced 2 year system.
3. Structure of GCSE grading was changed from A\*-G to 9-1.
4. Focus on spending cuts which effect equality of achievement.
5. English Baccalaureate for state schools was introduced
6. Outstanding schools (OFSTED) could out of LEA control
7. Privatisation of education



1. Criticism for aiming education at the privileged and not raising equality of opportunity or Meritocracy.
2. Class divide widening gap between rich and poor widening
3. Fears that funds will have an effect on the quality of achievement
4. Removing coursework and the changes to exam structures are likely to disadvantage certain groups more than others

## DIFFERENT TYPES OF SCHOOLS IN BRITAIN TODAY

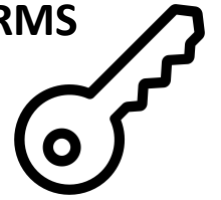


TYPE	DESCRIPTION
ACADEMY	<p>Academies are managed schools set up by sponsors from business, faith or voluntary groups.</p> <p>Schools have greater control over finances, curriculum and teacher's pay and conditions.</p>
FAITH SCHOOLS	<p>Faith schools are mostly run in the same way as state schools.</p> <p>Their faith status is often reflected in their religious education curriculum, admissions criteria and staffing policies.</p> <p>RS a core subject in these types of schools with 10% of the timetable being given to RS,</p>
FREE SCHOOLS	<p>Free schools are new schools set up by teachers, charities, community or faith groups, universities or groups of parents where there is parental demand.</p> <p>They are set up as academies and funded in the same way – directly from central government.</p>
GRAMMAR SCHOOLS	<p>Grammar schools select all or most of their pupils based on academic ability</p> <p>Students usually take a test to gain entry</p>

COMPREHENSIVE SCHOOLS	<p>Comprehensive schools aim to educate all pupils regardless of their ability or background.</p> <p>The aim is to ensure that all children have access to the same level and quality of education.</p>
SPECIAL SCHOOLS	<p>Pupils at a special school have been assessed and given a statement of special needs (SEN).</p> <p>These may include learning difficulties or physical disabilities.</p> <p>Some special schools are funded by the local authority and some are independent</p>
PRIVATE / INDEPENDENT SCHOOLS	<p>Independent schools set their own curriculum and admissions policies.</p> <p>They are funded by fees paid for by parents and investors.</p>

## HOW IS THE EDUCATION SYSTEM ORGANISED IN CONTEMPORARY BRITAIN

## KEY TERMS



TYPE	DESCRIPTION
PRE-SCHOOL EDUCATION	<p>The care and education of children under the age of 5 years.</p> <p>Day nurseries (these can be state (LEA) voluntary or privately run).</p> <p>Playgroups that provides care and learning for 3-5 year olds. E.g. Nursery education</p>
PRIMARY EDUCATION	<p>Infant and junior schools,</p> <p>Usually <b>co-educational</b> (they take both boys and girls)</p> <p>Tend to take students from a local area from age 5-11.</p> <p>Most primary education is provided by the state</p> <p>Some schools are private and fees must be paid by parents.</p>
SECONDARY EDUCATION	<p>Students from the ages of 11-16 years</p> <p>Many may also provide sixth form education up to the age of 18.</p> <p>Most are provided by the state in comprehensive schools.</p> <p>Other types of schools such as grammar schools, academies, free Schools, faith schools which are state funded so parents do not have to pay fees.</p>

STATE SCHOOLS	State schools do not charge fees. Their intake is more socially mixed.
HOME SCHOOLING	Children are taught at home by parents or tutors.
DE-SCHOOLING	<p>Illich argues that schools repress children and promote passive conformity.</p> <p>He argues that education should be abolished and that children should be able to decide what to learn based on their natural curiosity.</p>
GRAMMAR SCHOOLS	<p>Grammar schools select all or most of their pupils based on academic ability</p> <p>Students usually take a test to gain entry</p>

# ALTERNATIVE FORMS OF EDUCATIONAL PROVISION – DE-SCHOOLING AND HOME SCHOOLING

- De-schooling is the process of removing your child from school life.
- You get them used to being taught without time constraints and deadline
- Children who are home educated receive education from parents or carers
- It is a legal alternative to schools
- You don't need to be a qualified teacher to do this
- Concerns around how good the standards of learning are
- Home educated children do not have to follow formal rules about how to teach
- De-schooling is the process of removing your child from school life.
- You get them used to being taught without time constraints and deadlines
- Ilich (95) argues schools repress children and promote conformity
- He argues schools fails those who don't conform or who question the role of education.
- He argues for de-schooling, suggesting that education in its current form should be abolished
- People are encouraged to pursue knowledge and skills in smaller groups



Individual attention and instruction rather an being in a class

Can tailor a child's education precisely, working at their pace, to their specific need (SEN) answering questions as they come up

Children's interests can be followed - Some home educators choose their own curriculum, or follow school subjects,

More time for relaxation and flexibility with holidays.

Lack of peer pressure.



Can be expensive- There's a fee for every exam taken as a private student.



Lack of friends when educated at home so can feel isolating



Home educated students don't have careers advisors to help or Head teachers to give reference

Quality of education, how accurate are assessments and marking

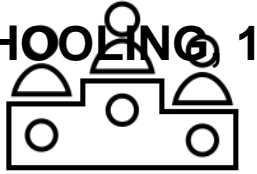


# INTERNAL FACTORS THAT AFFECT ACHIEVEMENT: HOW DO SCHOOLS INFLUENCE THE ACHIEVEMENT OF IT'S PUPILS?

FACTOR	DESCRIPTION
SETTING AND STREAMING 	<p>Pupils are sorted into classes according to their ability</p> <p>This is done n a subject-by-subject basis for example top set English or bottom set for Maths</p> <p>Students receive a level of work that is appropriate to their needs</p> <p>Teachers will be able to produce materials and lessons that meet their needs more effectively</p> <p>Stretches the brightest and the less able can work at their own level</p> <p>Easier to teach pupils of one ability</p>
SUBCULTURE 	<p>Pupil subcultures are groups of children who share the same norms, values and behaviour.</p> <p>Gives them a sense of group identity and provides them with support and peer group status. These values and norms may differ from the dominant subculture in school.</p> <p>These subcultures can be positive school or anti-school - They can have either a positive or negative effect on pupil achievement</p>

FACTOR	DESCRIPTION
LABELLING AND SELF-FULFILLING PROPHECY 	<p>Teachers make judgements about pupils. They are placed in classes based on the label they have been given.</p> <p>Teachers have low expectations of working-class children so assume they are only capable of reaching a certain level of academic achievement</p> <p>They may see no point in develop the student's performance any further. This is called a self-fulfilling prophecy with pupils living up to their label</p>
SCHOOL ETHOS: 	<p>The ethos of a school refers to the character, atmosphere and climate of a school.</p> <p>This might include an emphasis on academic achievement, the moral, spiritual and religious development of pupils, zero tolerance for bullying and racism or active participation in school life.</p>

# KEY STUDY - BALL: BEACHSIDE COMPREHENSIVE. A CASE STUDY OF SECONDARY SCHOOLING 198



- investigated why working-class pupils underperformed at school
- Spent three years in Beachside Comprehensive carrying out a participant observation.
- He particularly focused on two groups of students, one who had been banded or streamed by ability, and another that was taught in mixed-ability classes.
- There was a concern among teachers that in mixed-ability classes the brightest pupils were held back and the weakest pupils were left behind
- Ball found that teachers had higher expectations of those children in the top sets or streams so they 'pushed' the children in these top sets even more.
- Ball found children placed in the lower bands or streams were taught with lower expectations.
- 
- Students in the top sets achieved better grades and went onto university while those in the lower sets could get fewer or 'lesser' qualifications.
- Teachers had higher expectations of those children in the top sets or streams so they 'pushed' the children in these top sets even more.
- Ball found children placed in the lower bands or streams were taught with lower expectations.
- 
- Students in the top sets achieved better grades and went onto university while those in the lower sets could get fewer or 'lesser' qualifications.

## SUPPORTING EVIDENCE

Lacey (1970) found that one of the effects of streaming is the development of anti-school subcultures.

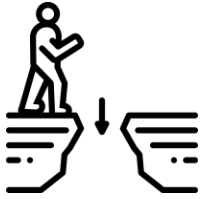
These are also known as counter school subcultures.

These students reject the academic values.

Instead of gaining status through achieving high grades

Misbehaving and ignoring teacher instructions gains them status amongst peers.

# DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: THE SOCIAL CLASS GAP OVERVIEW



Statistics show there is a clear link between social class and educational achievement



The existence of a class gap means that middle-class children have higher attainment than working-class children of the same ability



One way social class is measured is by if the child is eligible for free school meals



Children who are eligible for FSM have parents who receive certain benefits such as Child Tax Credit and Universal Credit



Schools also receive pupil premium money to try and compensate for the gap

## Statistics show that children who are eligible for FSM:

Only 54% of pupils eligible for FSM reach the expected level of progress at KS2

Are disproportionately likely to be in care and/or have special educational needs.

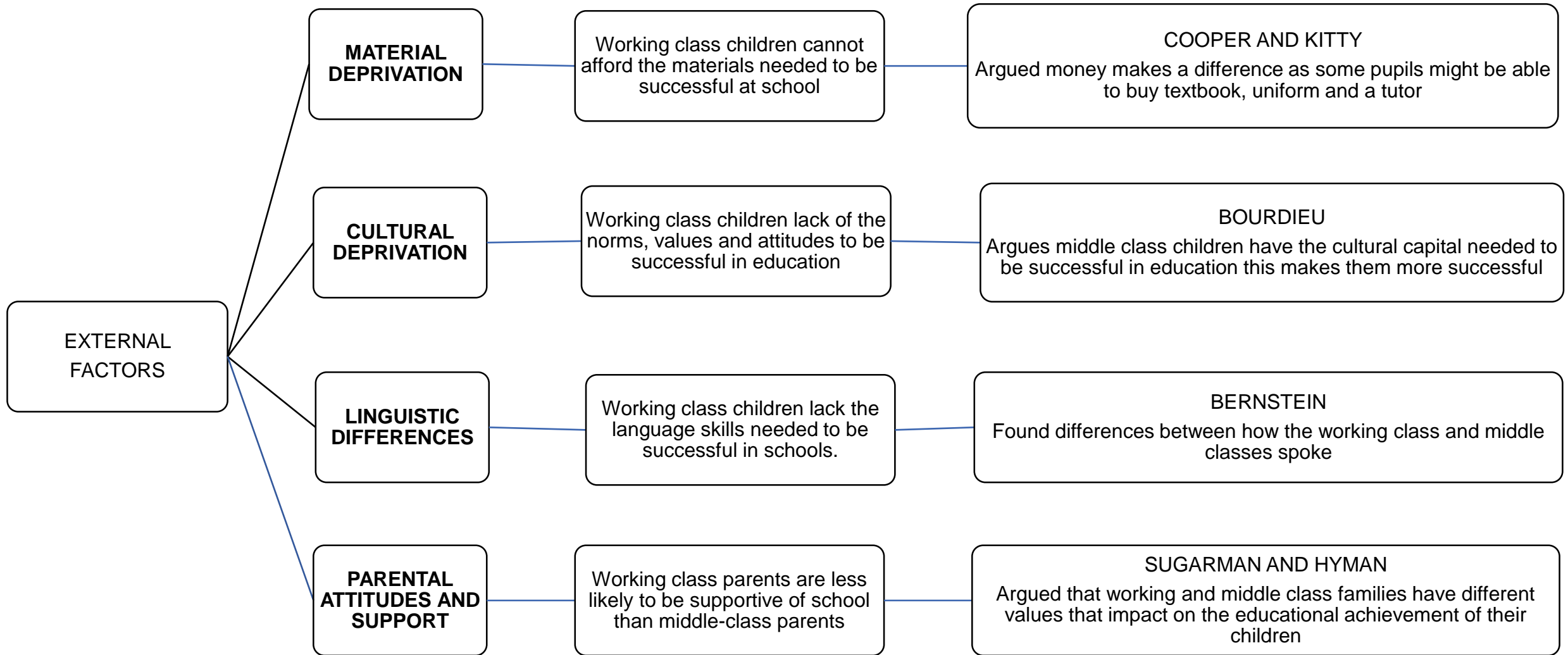
Are more likely to start school unable to read

Are more likely to be placed in the low streams and sets

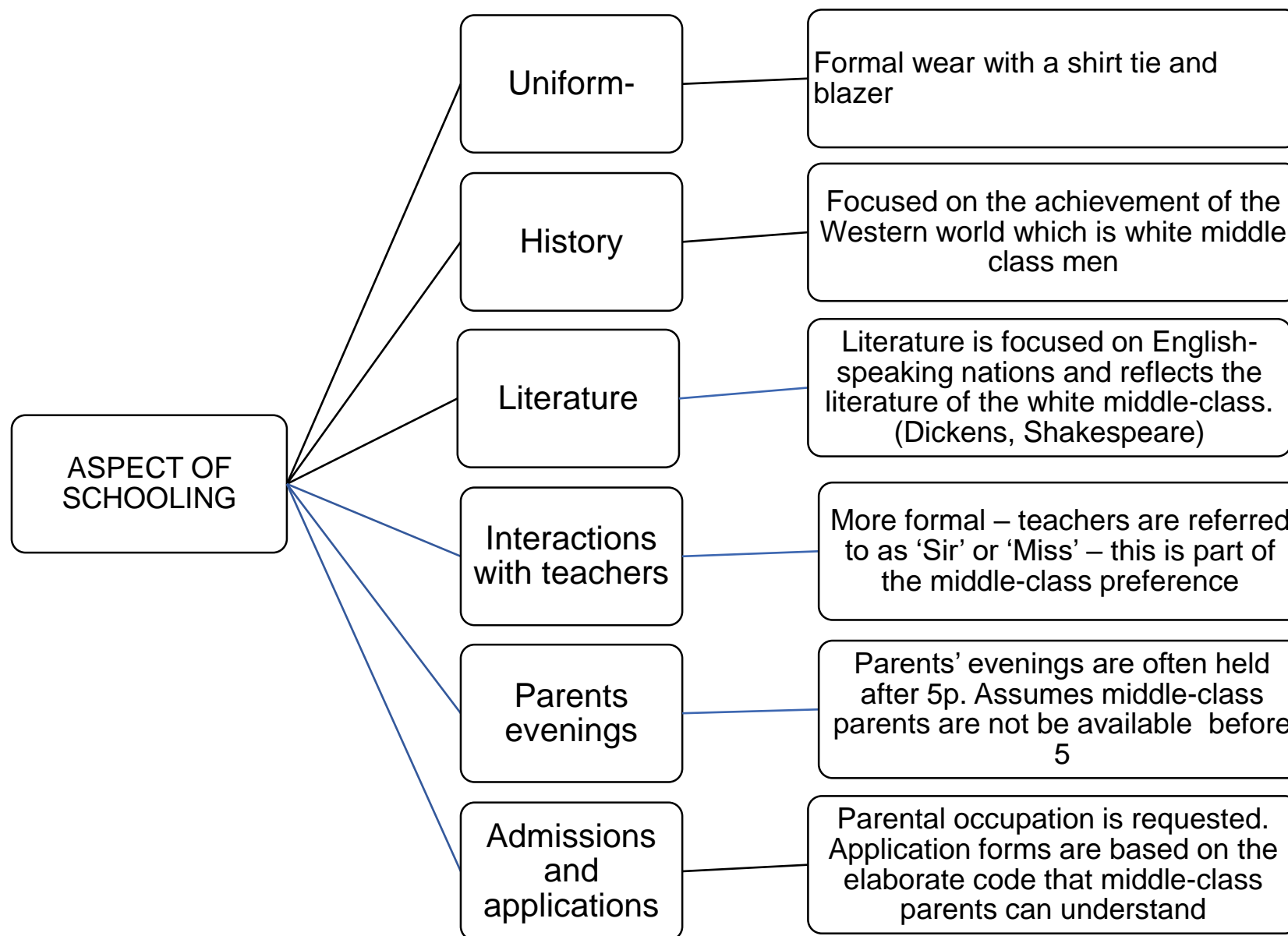
Only 1/3 get 5 or more GCSE A\*-C

Are less likely to go on to further education and higher education.

# DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: SOCIAL CLASS AND THE UNDERACHIEVEMENT OF LOWER INCOME FAMILIES



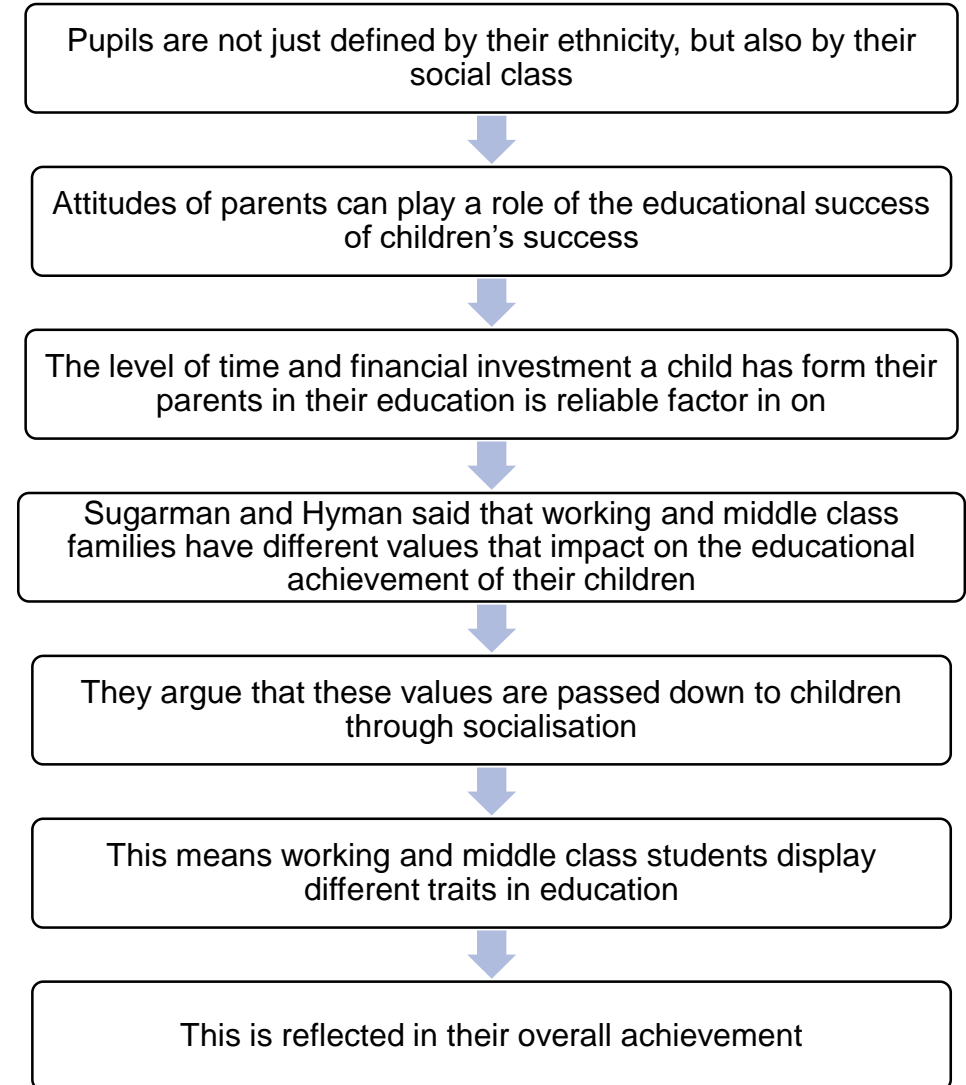
## DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: CULTURAL CAPITAL



- Cultural capital is the value given to the cultural knowledge of a group of people within a certain context.
- In education, middle-class tastes, knowledge and attitudes are given higher value than those of the working class
- This means that middle-class parents are able to use their cultural capital to help their children succeed in education
- A pupils cultural capital will influence their interactions with teachers – those from a similar background treated more favourably
- Students may have prior knowledge of the curriculum for example visiting places of significant middle class cultural interest
- They may have experiences of museums, the theatre

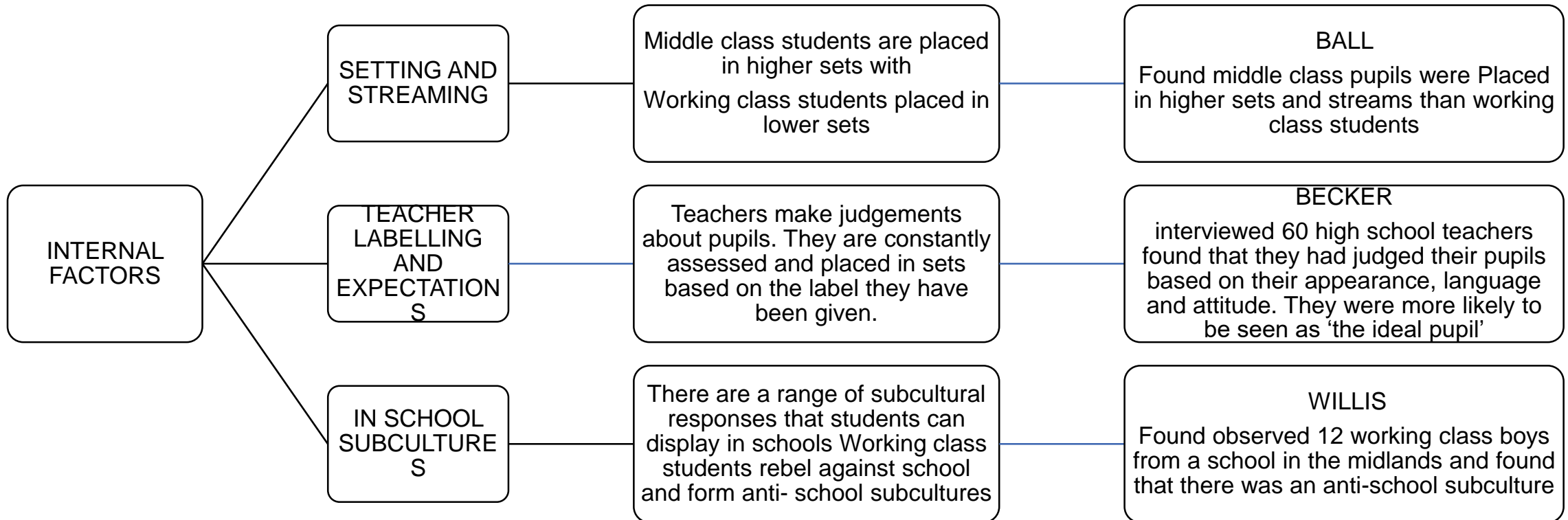
## DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: PARENTAL ATTITUDES AND VALUES

MIDDLE CLASS FAMILIES AND VALUES	WORKING FAMILIES CLASS VALUES
Optimistic- aim they and high expectations for their children	Fatalistic- They believe there is nothing they can do about their social position  They accept that others are in control
Prefer 'Deferred gratification' – they are willing to wait for rewards which explains why many middle class children are more likely to go to university	Prefer 'Present gratification' – They want rewards immediately which explains why many working class students leave school early or get a part time job
Individual achievement stressed – by their own efforts, individuals will improve their position	Collective action stressed – working people will achieve improvements by sticking together (eg. trade union activities, family trades)
Future orientation – planning for future opportunities, such as university or formal exams	Present orientation – focussed on what needs to be done now rather than planning for the future



# DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: INTERNAL FACTORS

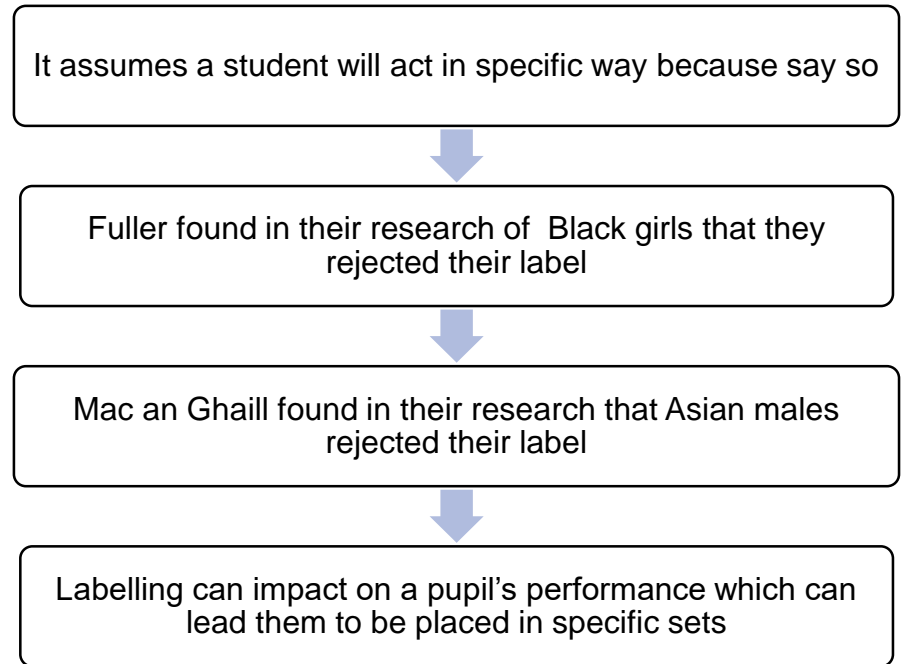
There are many processes and factors that can impact on the achievement of students in education.



# TEACHER LABELLING AND EXPECTATIONS



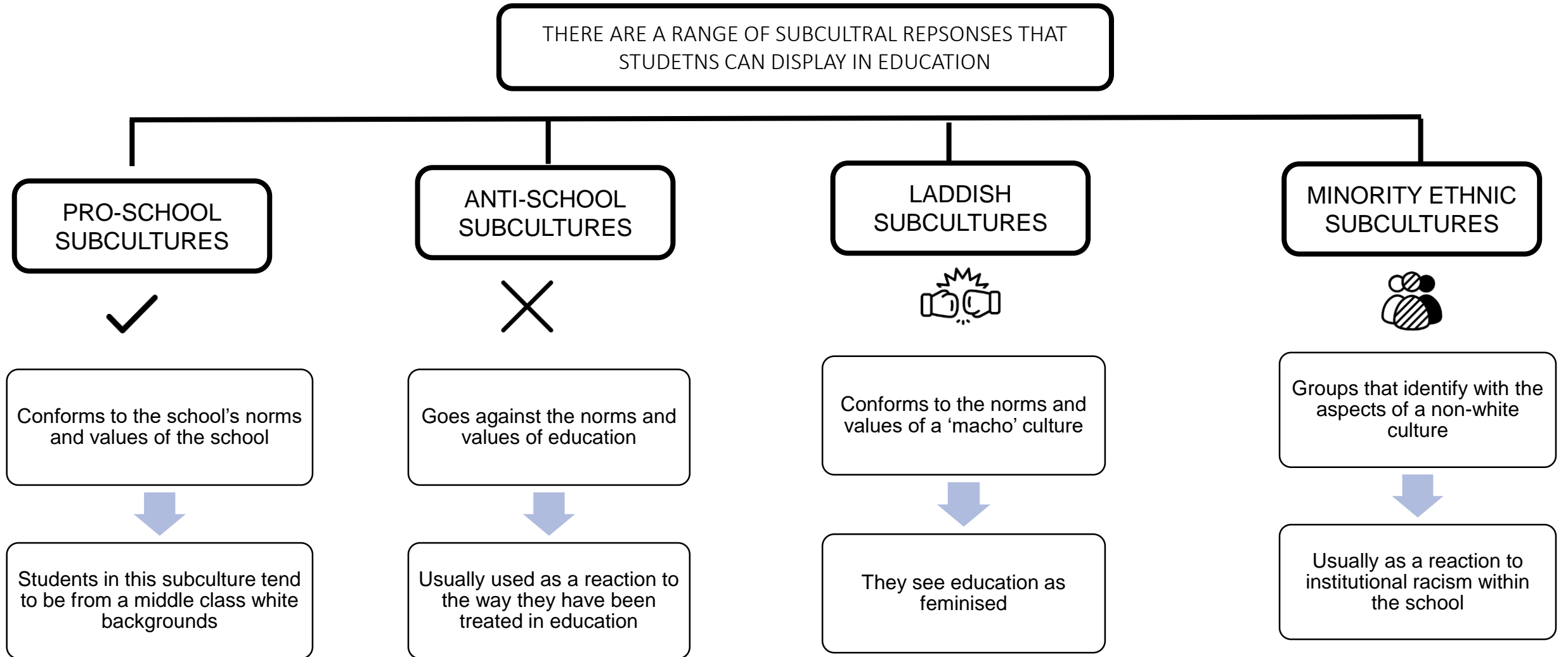
- Teachers have a measurable impact on student achievement
- Teachers form judgements and opinions on their students
- This will influence how they interact with the student
- In Rosenthal and Jacobson's study, students were labelled positively
- This is not always the case
- Some students have negative label attached to them
- These are sometimes based on teacher stereotypes and low expectations
- If the student accepts the label and performs according to expectations – this is called a self-fulfilling prophecy



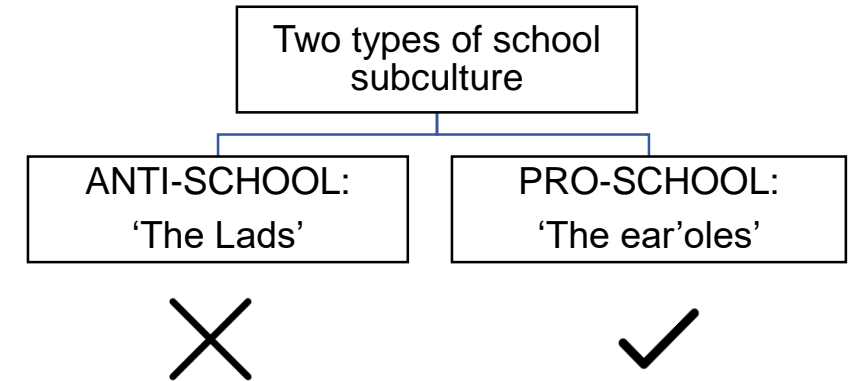
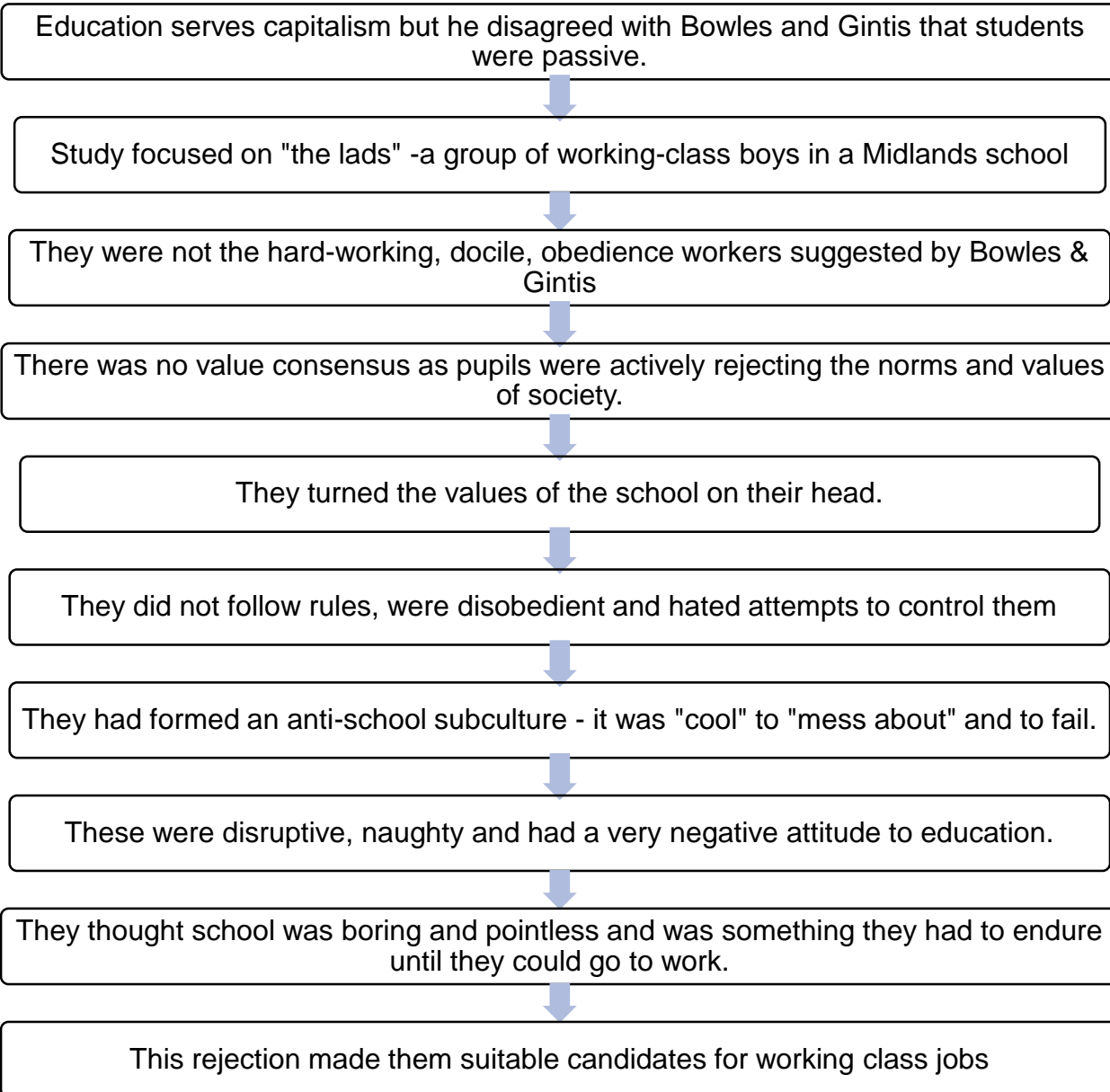


# IN SCHOOL SUBCULTURES

A subculture is a group separate from the mainstream that adopts its own norms and values that are different to those of the rest of society



## KEY STUDY: PAUL WILLIS: LEARNING TO LABOUR – (MARXIST)



The last thing they wanted was praise from a teacher.

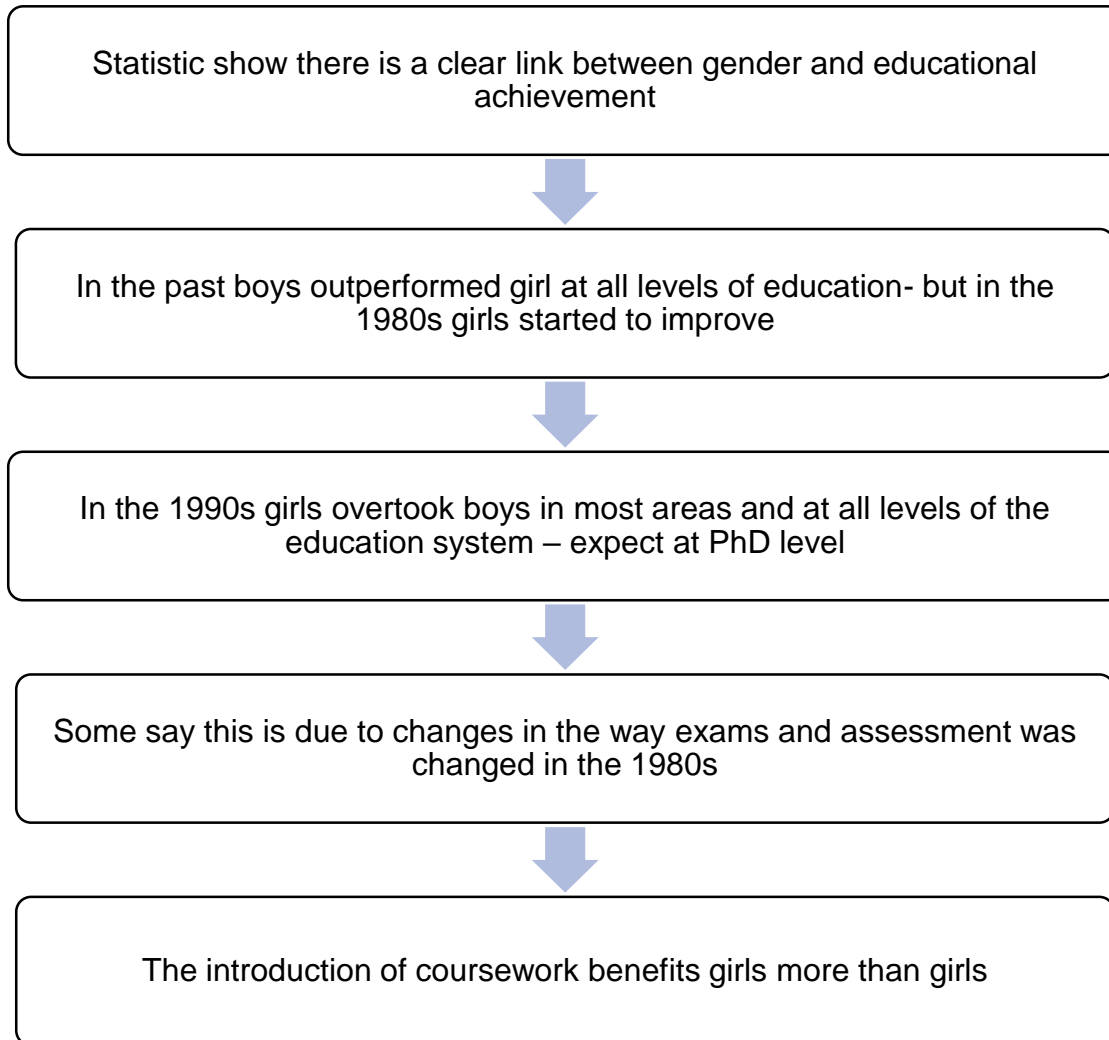
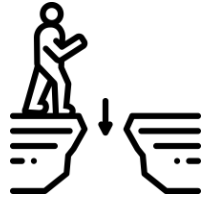
They wanted praise from their peers

Often achieved for truancy, bad behaviour and discriminatory attitudes (there was a lot of racism, sexism and homophobia within the group).

They did not follow rules, were disobedient and hated attempts to control them

Willis believed their rejection made them suitable candidates for working class jobs.

# DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: THE GENDER GAP OVERVIEW



## STATISTICS SHOW

Girls do better at every key stage in National Curriculum test in English and Science

Girls do better than boys in language and literacy

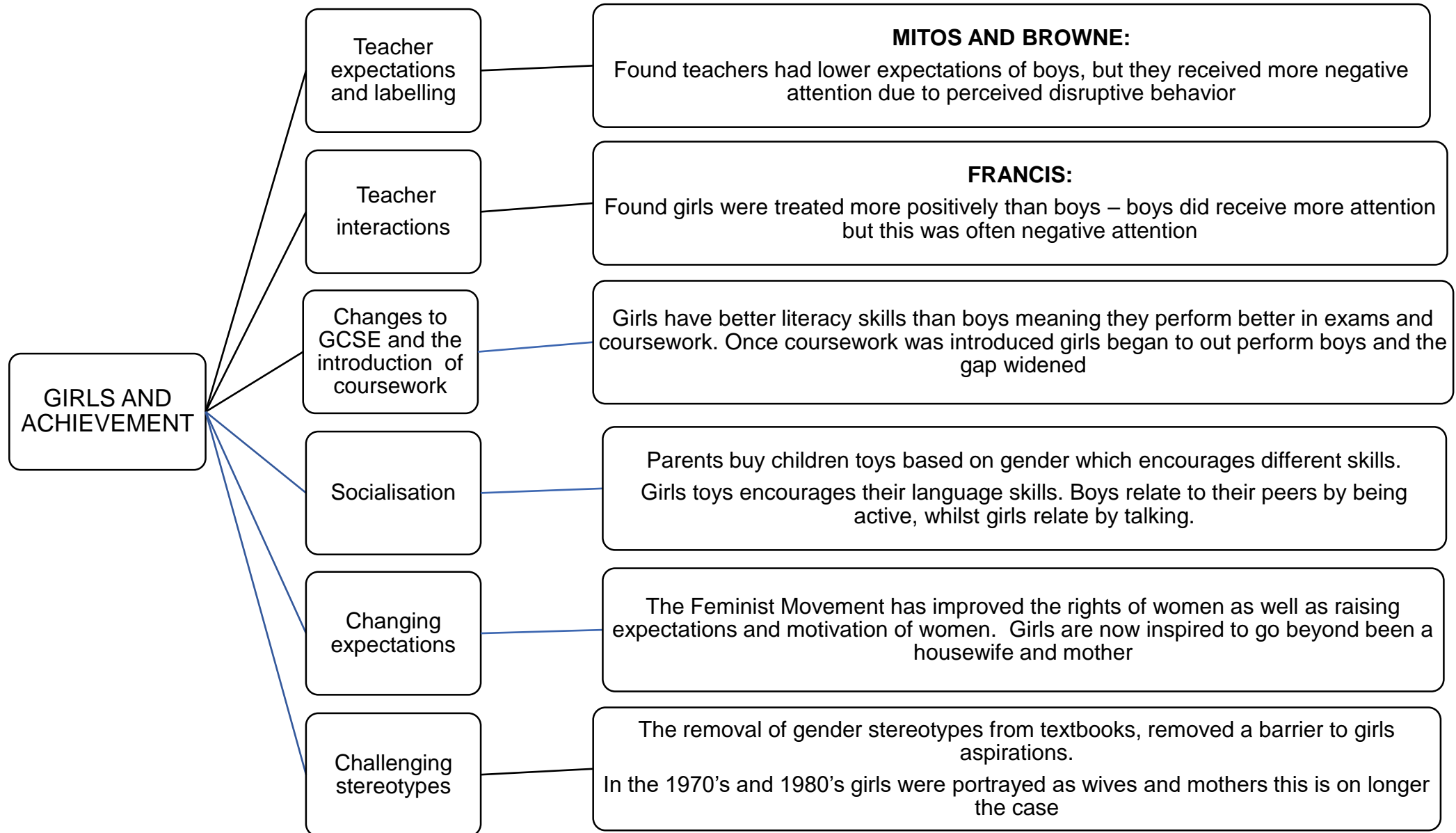
Girls more successful than boys in most GTCSE subjects

Girls outperform boys in every major subject except maths

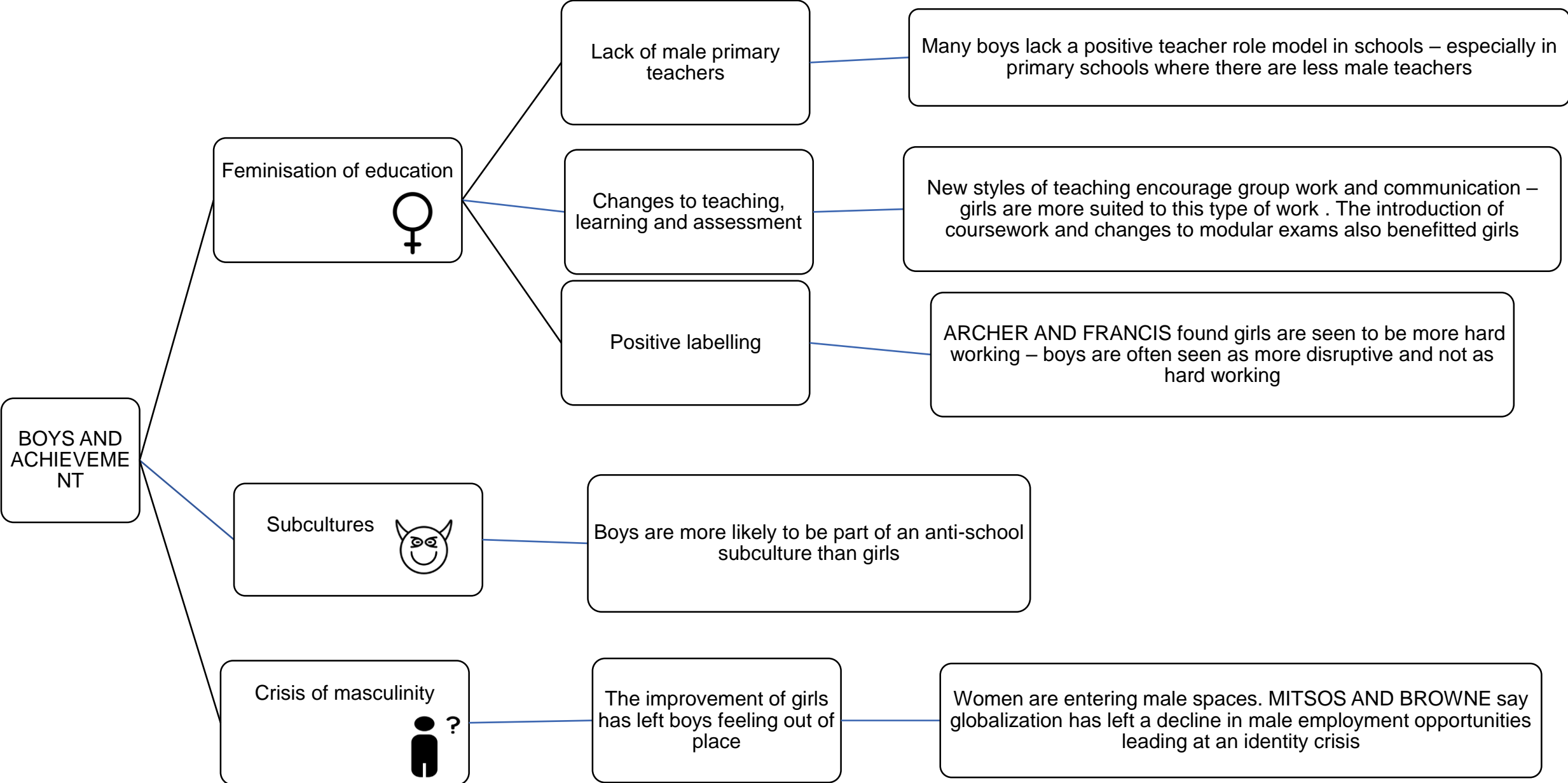
Girls are more likely to get three or more A Level passes and achieve higher average point scores than males

Girls are more likely to get top First-class and upper Second-class university degrees

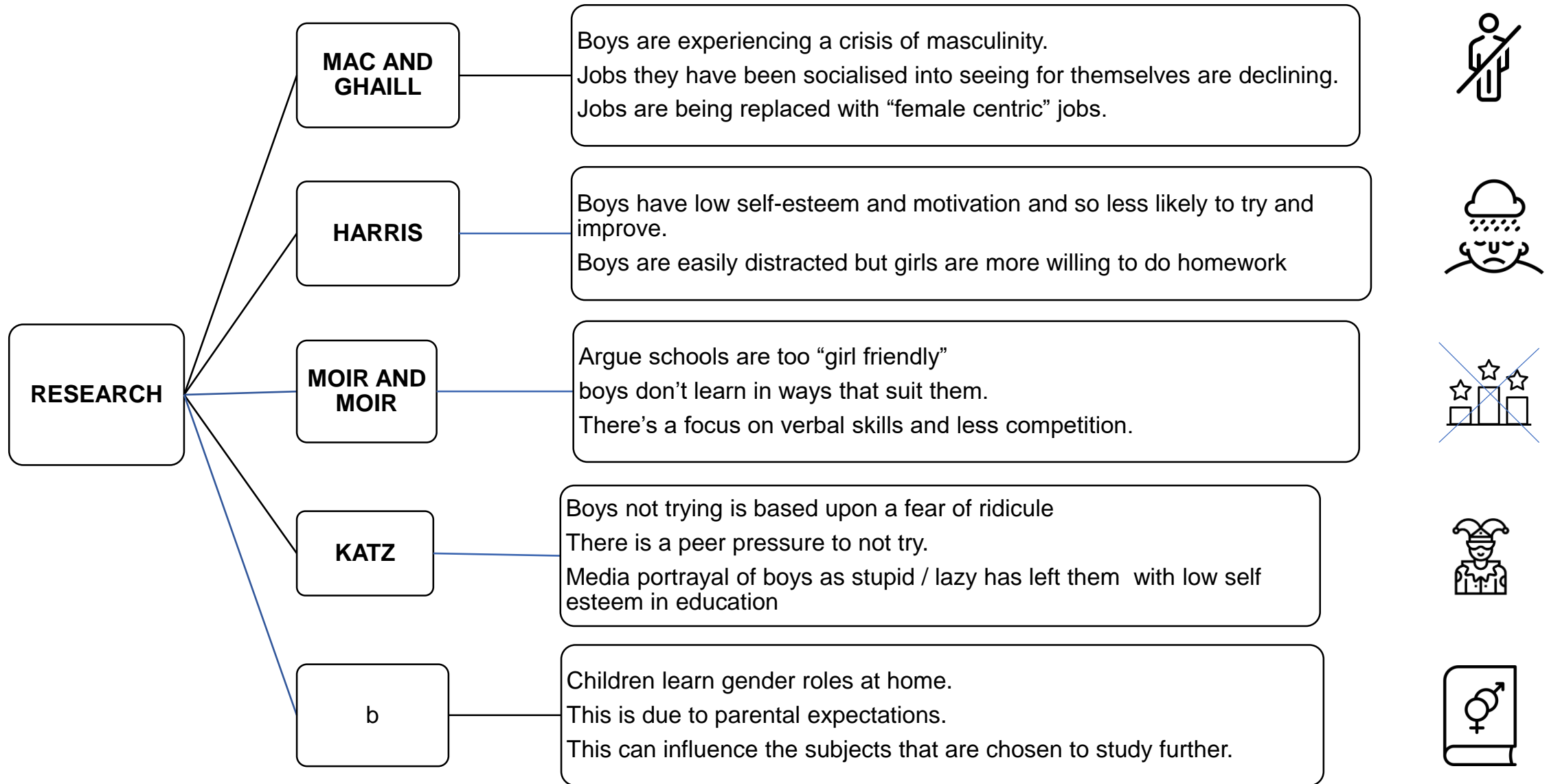
# EXPLANATIONS WHY GIRLS ARE DOING BETTER THAN BOYS IN EDUCATION



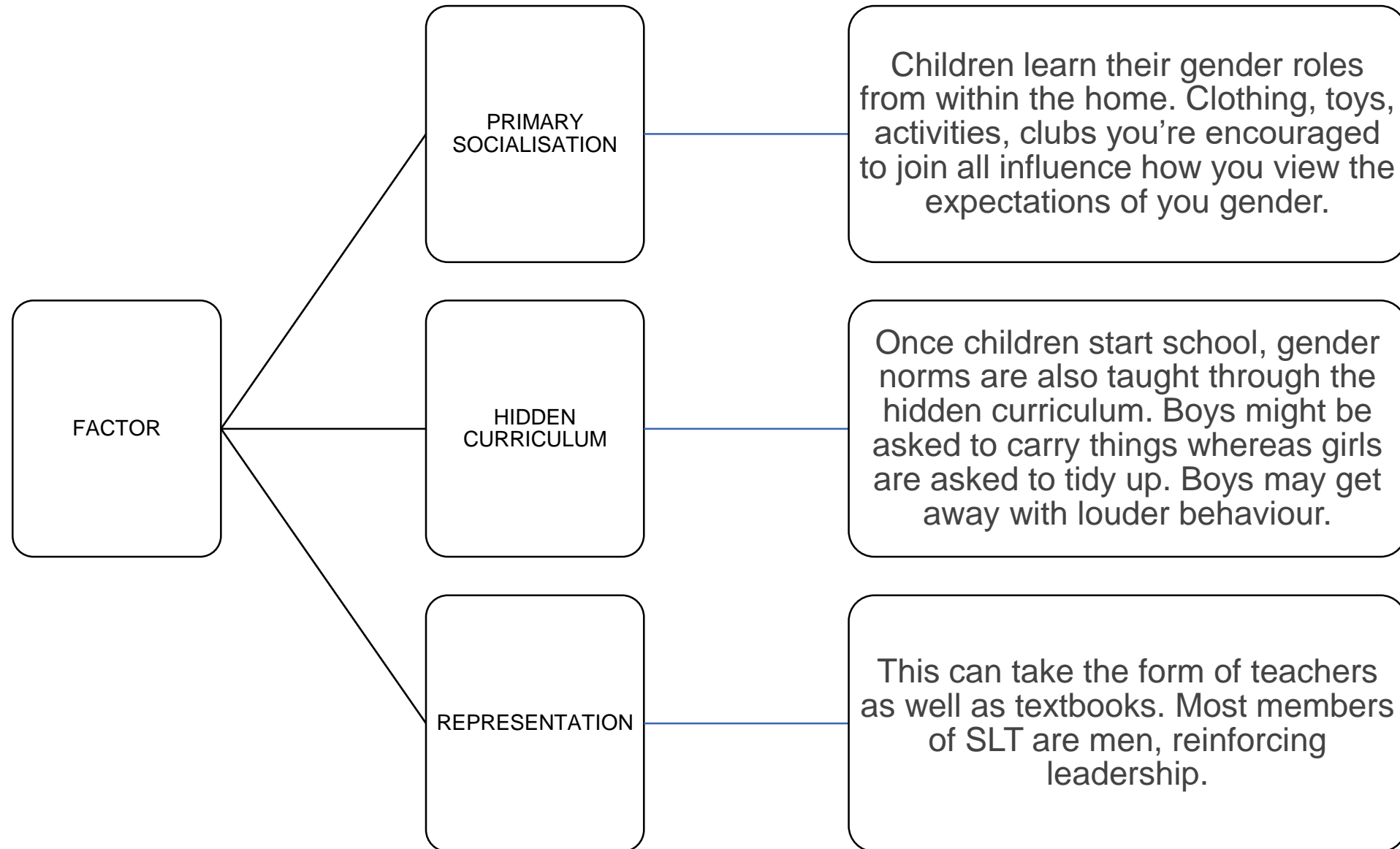
# GENDER AND ACHIEVEMENT: BOYS ACHIEVEMENT EXPLAINED



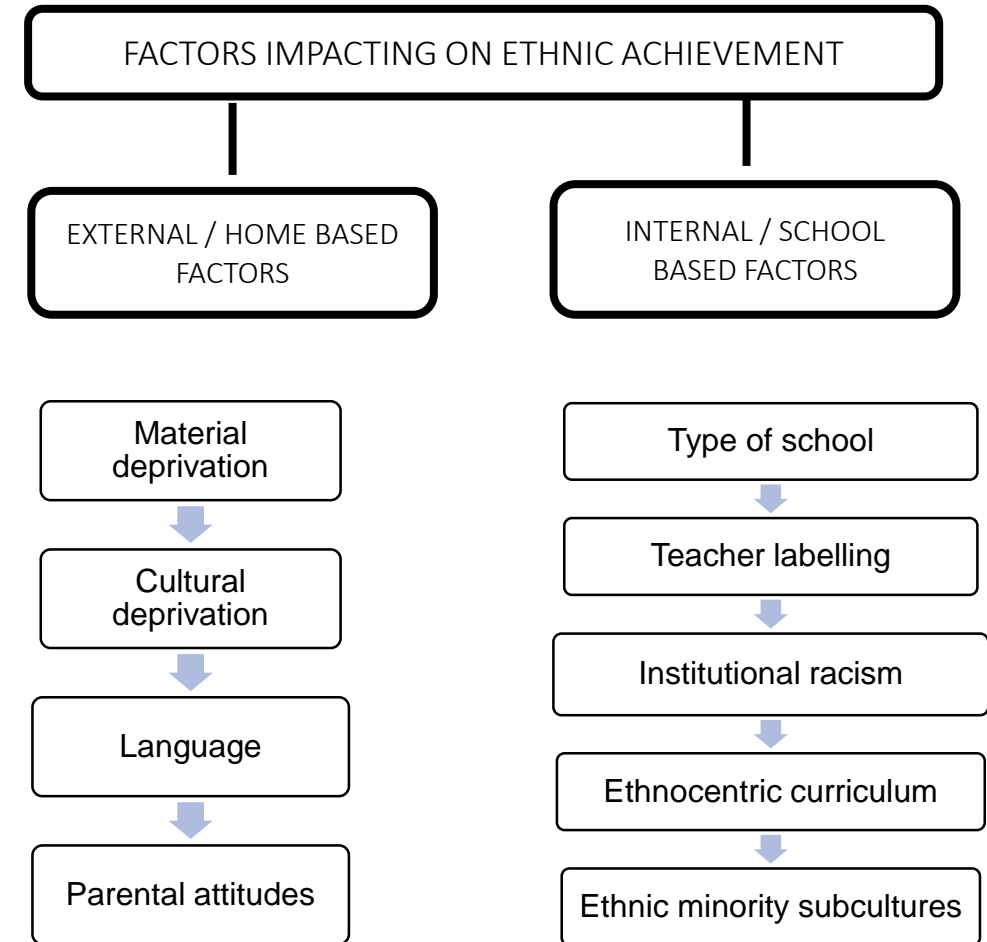
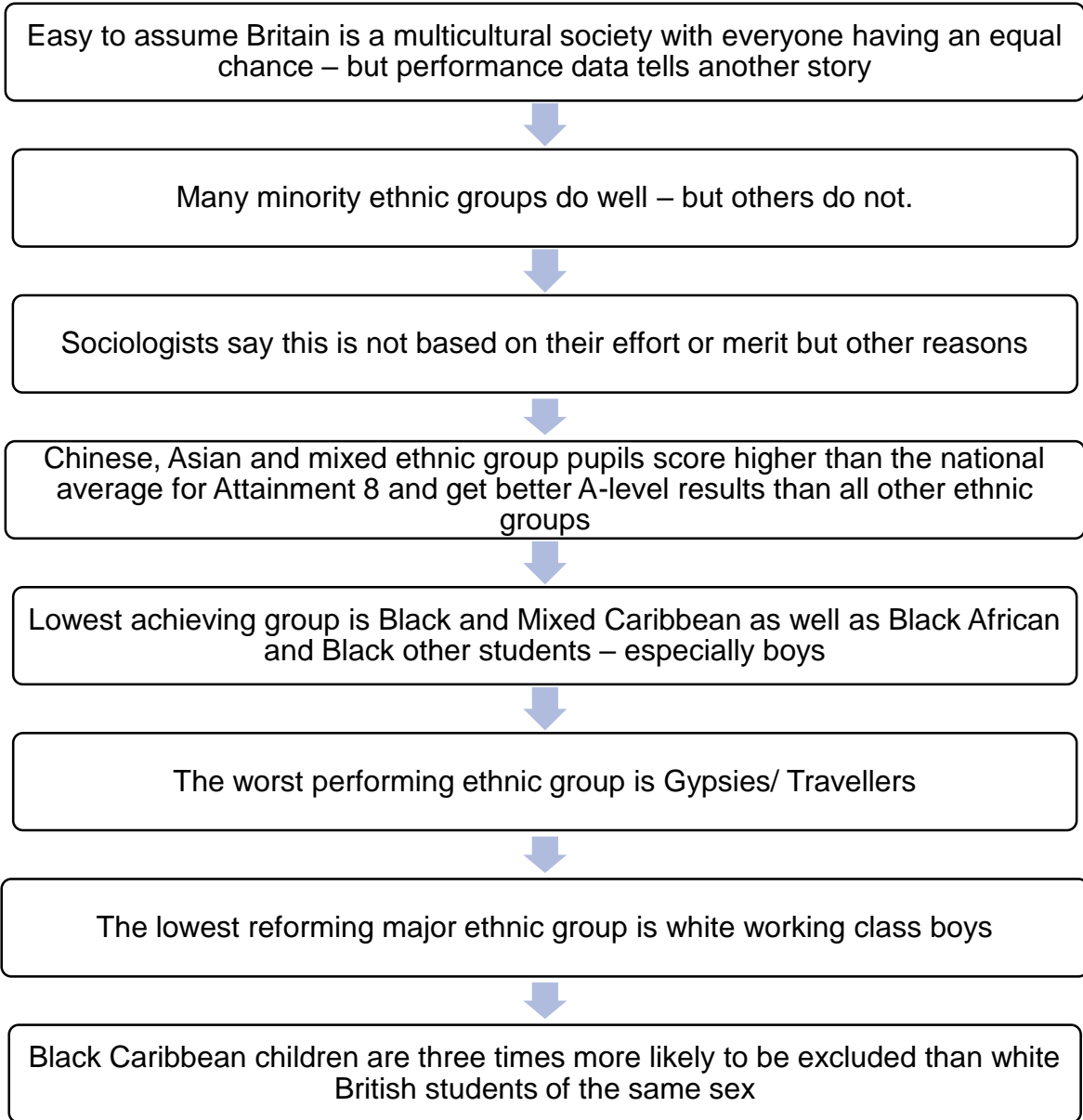
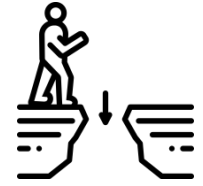
# STUDIES AND RESEARCH INTO THE GENDER GAP



## REASONS FOR THE DIVIDE IN GENDER AND SUBJECT CHOICE



# DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: THE ETHNICITY GAP AN OVERVIEW





# EXTERNAL FACTORS – PARENTAL FACTORS

## ETHNICITY AND DIFFERENT CULTURAL

### CHINESE FAMILIES

Have the highest rates of achievement

Suggested that the ethos of the school is closely matched to that of Chinese parents

Hard work and practising skills is encouraged both in school and at home

**FRANCIS** found parental expectations of their children were high

With parents investing time and resources into their child's education

Achievement she argued was a reflection of their family status and so children achieved higher

### SOUTH ASIAN FAMILIES

This includes: Indian, Pakistani and Bangladeshi families

Lupton found parenting styles in this group were authoritarian – resembling that of teachers

Asian parents were supportive the children and celebrated achievements

Indian families more likely to have cultural capital which gave them an advantage in education

This is due to the higher positions Indian migrants held when coming to the UK

Some groups are less confident with admissions and appeals putting them at a disadvantage

### BLACK-AFRICAN AND CARRIBEAN FAMILIES

Black African pupils achieve higher grades than their Black-Caribbean peers

**SEWELL** argues this can be explained by the absence of Black fathers in these families

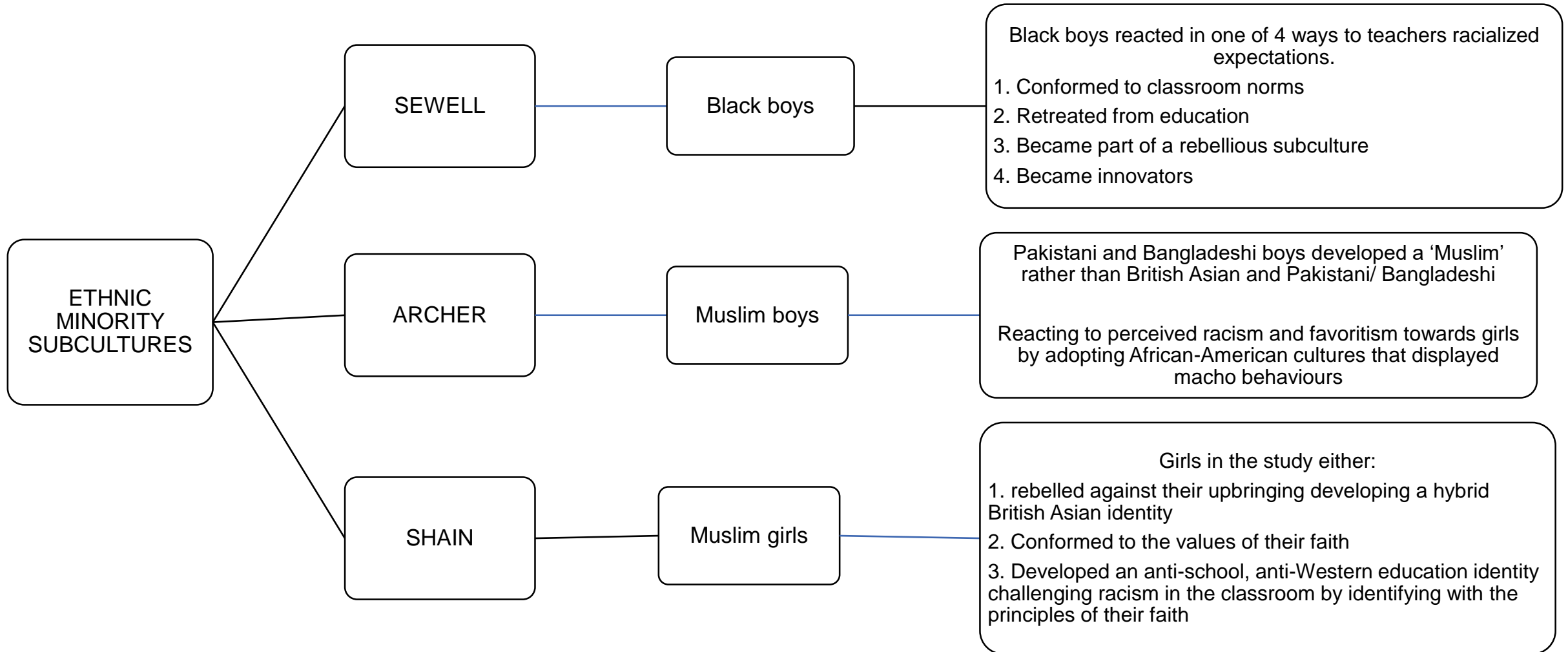
This is very stereotypical researchers have found that there is focus on educational achievement

Many communities have set up Pan African schools where children can learn about their culture and history

This knowledge is not rewarded in schools – linking to the idea of ethnocentrism

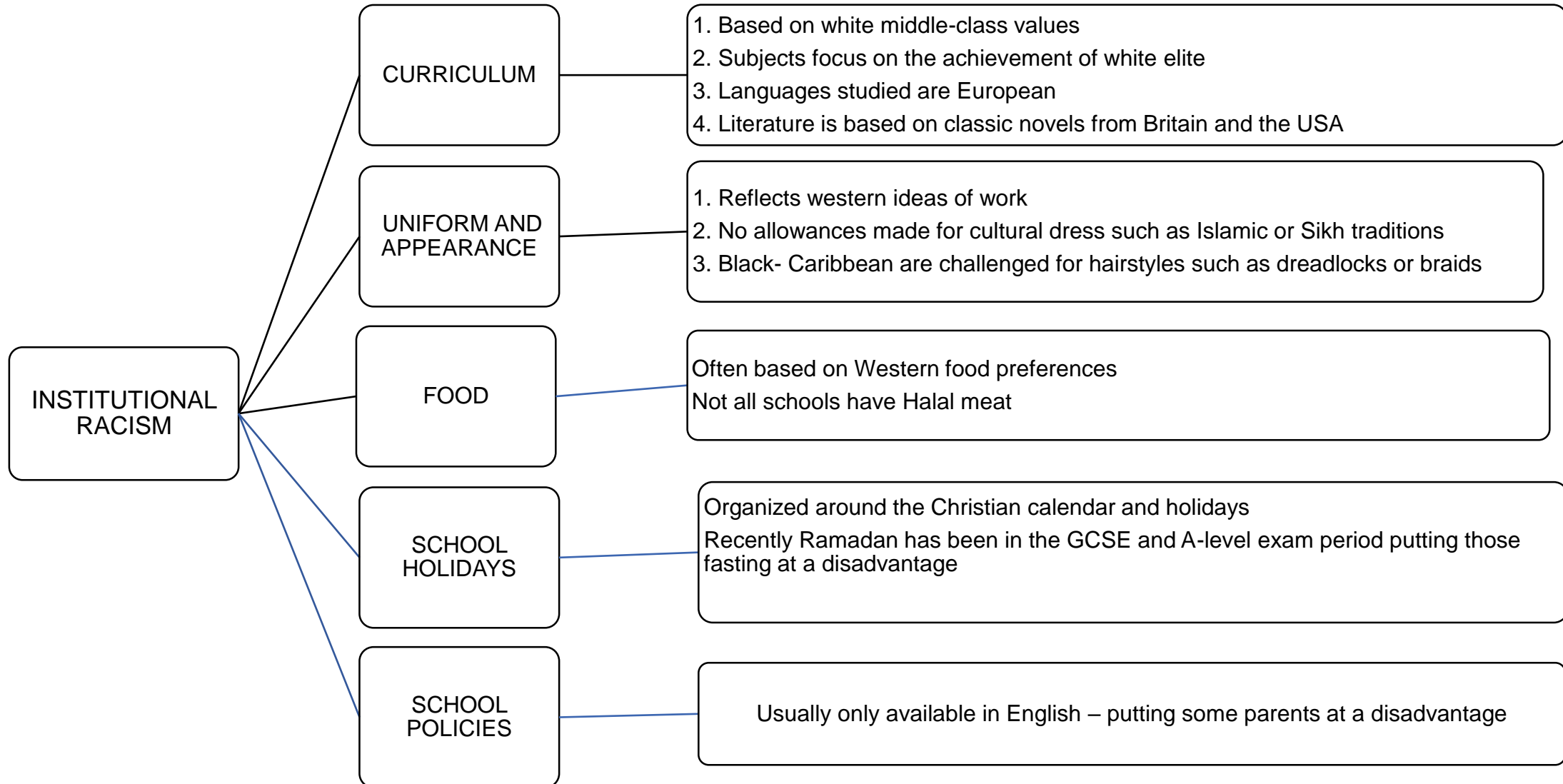
## INTERNAL FACTORS: ETHNICITY MINORITY SUBCULTURES

sociologists have suggested that pupils from minority ethnic groups will form subcultures with peers from similar groups as a way of protecting themselves from teachers' racialised expectations of them and the institutional racism of the education system







## INTERNAL FACTORS: INSTITUTIONAL RACISM

Institutional racism refers to the policies and procedures in an institution that places one or more groups at a disadvantage because of their ethnic or cultural background



# ETHNICITY AND ACHIEVEMENT: THE EXTERNAL FACTORS

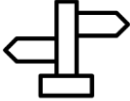





FACTOR	DESCRIPTION
<p>CULTURAL DEPRIVATION</p> 	<p>Minority groups may have different cultural values compared to those from mainstream society.</p> <p>Indian and Chinese see education as important - They encourage children to work hard.</p>
<p>LANGUAGE</p> 	<p>Minority group students may be EAL (English as an additional language)</p> <p>English is not their first language - This puts them at a disadvantage straight away</p> <p>All of their lessons at school will be in English,</p> <p>Many immigrant families achieve low income jobs</p>
<p>MATERIAL DEPRIVATION:</p> 	<p>They may not have the material needed for school</p> <p>Many minority group students are from working class background</p>
<p>PARENTAL EXPECTATIONS AND SUPPORT</p> 	<p>Some minority group's parents may have higher expectations of their students such as Asian and Indian parents.</p> <p>Some show least interest so do not support the school</p>

EVIDENCE
<p>NEW RIGHT – CHARLES MURRAY (1984)</p> <p>Argues high rate of lone-parenthood and lack of positive role models leads to the underachievement of some minorities.</p> <p>Cultural deprivation is a cycle</p> <p>Inadequately socialised children from unstable families go on to fail at school</p> <p>They become inadequate parents themselves</p>
<p>BEREITER &amp; ENGELMANN (1966)</p> <p>Language spoken by low income black American families as inadequate for educational success</p>
<p>SWANN (1985)</p> <p>Found social class counts for at least 50% of the difference in achievement</p> <p>We need to look at the social class positions of groups</p> <p>The effects of poverty and material deprivation</p>

# ETHNICITY AND ACHIEVEMENT THE ROLE OF SCHOOL – THE INTERNAL FACTORS



FACTOR	DESCRIPTION
<p>TYPES OF SCHOOL</p> 	<p>Different schools can affect the achievement of minority groups</p> <p>Black Caribbean students are more likely to go to comprehensives schools.</p> <p>Middle class ethnic minority parents can afford to send children to private schools</p>
<p>LABELLING AND TEACHER EXPECTATIONS</p> 	<p>Teachers stereotype children based on where they are from</p> <p>Teachers may have higher expectations of Asians as they are considered hard working.</p> <p>Asian girls especially are seen as hard working</p>
<p>THE HIDDEN CURRICULUM</p> 	<p>British education has an ethnocentric curriculum</p> <p>Books and resources are biased towards white European cultures</p> <p>They may ignore or leave out minorities all together.</p>
<p>INSTITUTIONAL RACISM</p> 	<p>Education system unknowingly discriminates against some groups.</p> <p>Teachers may set minorities into lower sets.</p> <p>African- Caribbean students are more likely to be excluded from school.</p>

EVIDENCE
<p>SMITH AND TOMLINSON (1989)</p> <p>Identified differences between the types of schools the ethnic minorities attended. Found better schools had better quality of teaching and resources available.</p> <p>Concluded that ethnic minority students who went to the better schools would do just as well as white students in these types of schools</p>
<p>MIRZA (1997)</p> <p>Found young Africa-Caribbean girls have a strong desire and motivation to succeed. This sees them wanting to reject their negative labels</p>
<p>WRIGHT (1992)</p> <p>Asian pupils also victims of labelling. British culture and standard English are seen as superior. Teachers assume Asians have a poor grasp of language</p> <p>They leave them out of class discussions and speak to them in a childish manner</p>
<p>SEWELL (1998)</p> <p>Examined the responses &amp; strategies black pupils adopt to cope with racism. Studied boys in a secondary school - Found that many teachers have a stereotype of 'black machismo'</p> <p>This sees all black boys as rebellious, anti-authority and anti-school. Black boys more likely to be excluded from school.</p>

# EDUCATION KEY STUDIES



a	METHOD	FINDINGS:
DURKHEIM	Secondary Sources	<p>Functionalist perspective</p> <p>Education transmits the value consensus</p> <p>Rules should be strictly enforced to learn self discipline and benefit society</p> <p>Social cohesion</p>
PARSONS	Secondary Sources	<p>Functionalist perspective</p> <p>Education is a bridge between family and society</p> <p>Schools are meritocratic</p> <p>They select individuals for their future role in society</p>
WILLIS	Case study; Participant observation	<p>Marxist perspective</p> <p>Mixed methods</p> <p>The 12 lads were part of a counter school culture</p> <p>More interested in having a laugh than going to lessons</p>
BOWLES & GINTIS	Interviews secondary data	<p>Marxist perspective</p> <p>Correspondence principle; school mirrors the workplace such as uniforms or routines</p> <p>Education prepares working class children for exploitation in the workplace</p>

STUDY:	METHOD	FINDINGS:
BALL	Case study, observations	<p>Interactionist Perspective</p> <p>Setting in secondary schools</p> <p>Students conform to the expectations their band</p> <p>Band 1 were the most able, band 3 the least able</p>
BALL, BOWE & GERWITZ	Interviews secondary data	<p>Market forces and parental choice</p> <p>Middle class parents have more choice in education</p> <p>They use their cultural and economic capital</p> <p>League tables</p>
HALSEY, HEATH AND RIDGE	Survey	<p>Class inequalities</p> <p>Sample of 8000 males</p> <p>Found working class children were much less likely to attend university</p> <p>Home encouragement and parental attitudes</p>

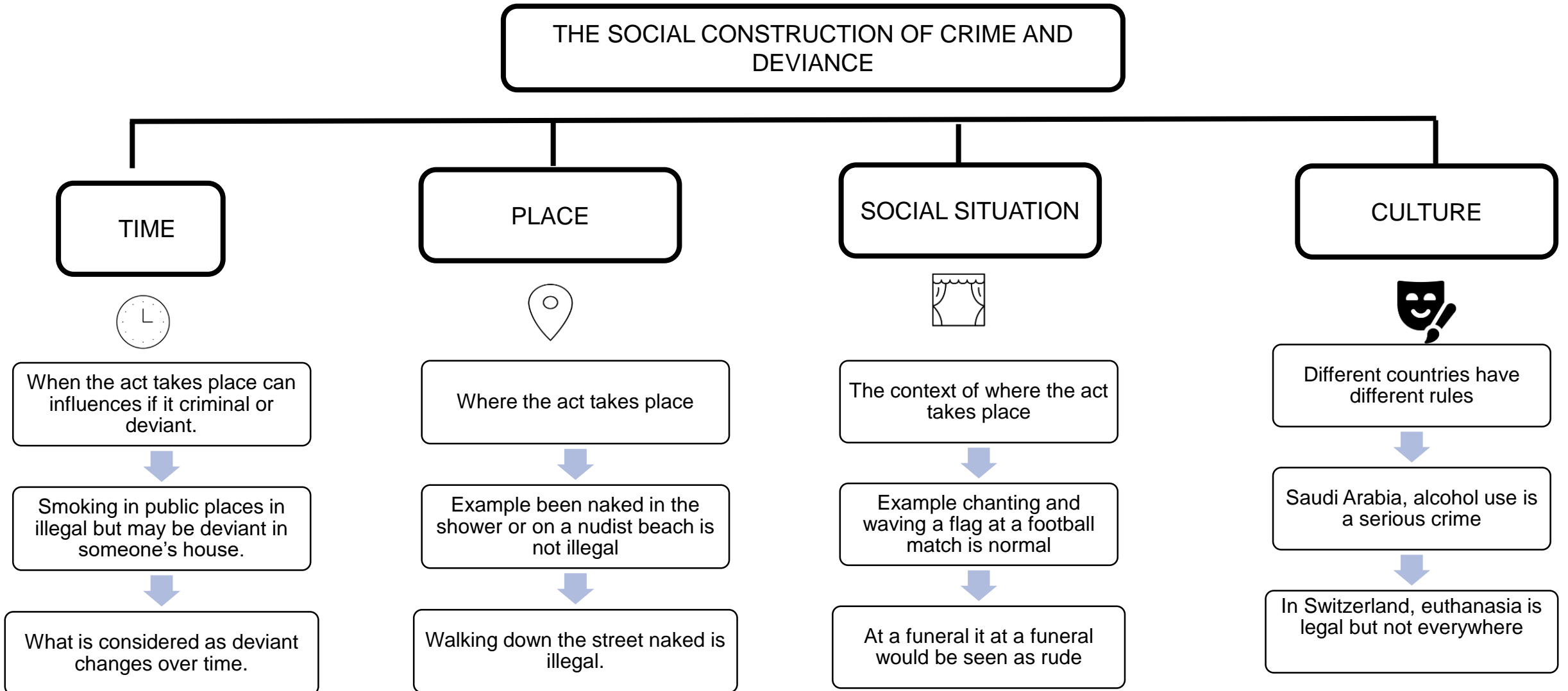
**GCSE SOCIOLOGY**  
**PAPER 2**  
**CRIME AND DEVIANCE**

# THE SOCIAL CONSTRUCTION OF CRIME AND DEVIANCE

Definitions of crime and deviance can change over time and from place to place.

Whether an action is seen as criminal or deviant can depend on several factors

This shows that crime and deviance is socially constructed





# SOCIAL CONTROL – FORMAL AND INFORMAL

## FORMAL SOCIAL CONTROL

1. Formal social control is to do with formal written rules (crime)
2. The state regulates people's actions and behaviour. -
3. To with written rules and laws



### PARLIAMENT

Their role is to legislate  
They make the laws that regulate our behaviour.



### THE POLICE

Their role is to enforce the laws that have been made by the Houses of Parliament  
They investigate crime.



### THE COURTS – (THE JUDICIARY SYSTEM)

To deal with alleged (suspected) offenders  
They convict and sentence those who are found guilty of a criminal offence.



### THE PRISON SERVICE

Their role is to confine convicted criminals and punish them.  
The thought of prison is enough to deter most people from committing crime.

- Social control refers to how people are encouraged to follow rules in society.
- A part of this is how society punishes the breaking of these rules.
- Can involve positive and negative sanctions, and social reactions.
- There are two types of social control: formal and informal.

## INFORMAL SOCIAL CONTROL

1. Informal social control - To do with informal written rules (Deviance)
2. Control happens through positive and negative **reactions** of others



### FAMILY

REWARDS: pocket money, treat  
SANCTIONS: Grounded



### EDUCATION

REWARDS: positives, phone call home, praise  
SANCTIONS: 'C system,' detention



### RELIGION

REWARDS: Heaven  
SANCTIONS: Hell

## SOCIAL CONTROL AND SOCIAL ORDER

KEY TERM	DEFINITION	EXAMPLE
CRIME	A crime is an illegal act which is punishable by law.	Fraud, Robbery, Murder
DEVIANCE	Deviance is behaviour which does not conform to society's rules and norms	Laughing at a funeral Picking your nose
FORMAL RULES	These guide people's behaviour in situations They have status and sanctions such as penalties, imprisonment	Highway code Laws of society School rules
INFORMAL RULES	These 'taken for granted' rules They guide aspects of social life	Queuing up in a line
FORMAL SOCIAL CONTROL	The formal way behaviour and actions are formally regulated and controlled in society	The police The courts Parliament

Order and predictability are needed if society is to run smoothly.

Sociologists are interested on the parts of social life that are stable and ordered.

Sociologists look at why and how social order happens in society.

There are two approaches to studying social order:

### PERSEPECTIVES ON SOCIAL ORDER

CONSENSUS  
(FUNCTIONALIST)  
VIEW

Depends on cooperation between groups

People need to agree on norms and values



This happens through socialization

Maintained by people agreeing and obeying the rules

CONFLICT  
(MARXIST) VIEW

Conflict of interests exists between different groups in society

The ruling class (bourgeoisie) have different interests

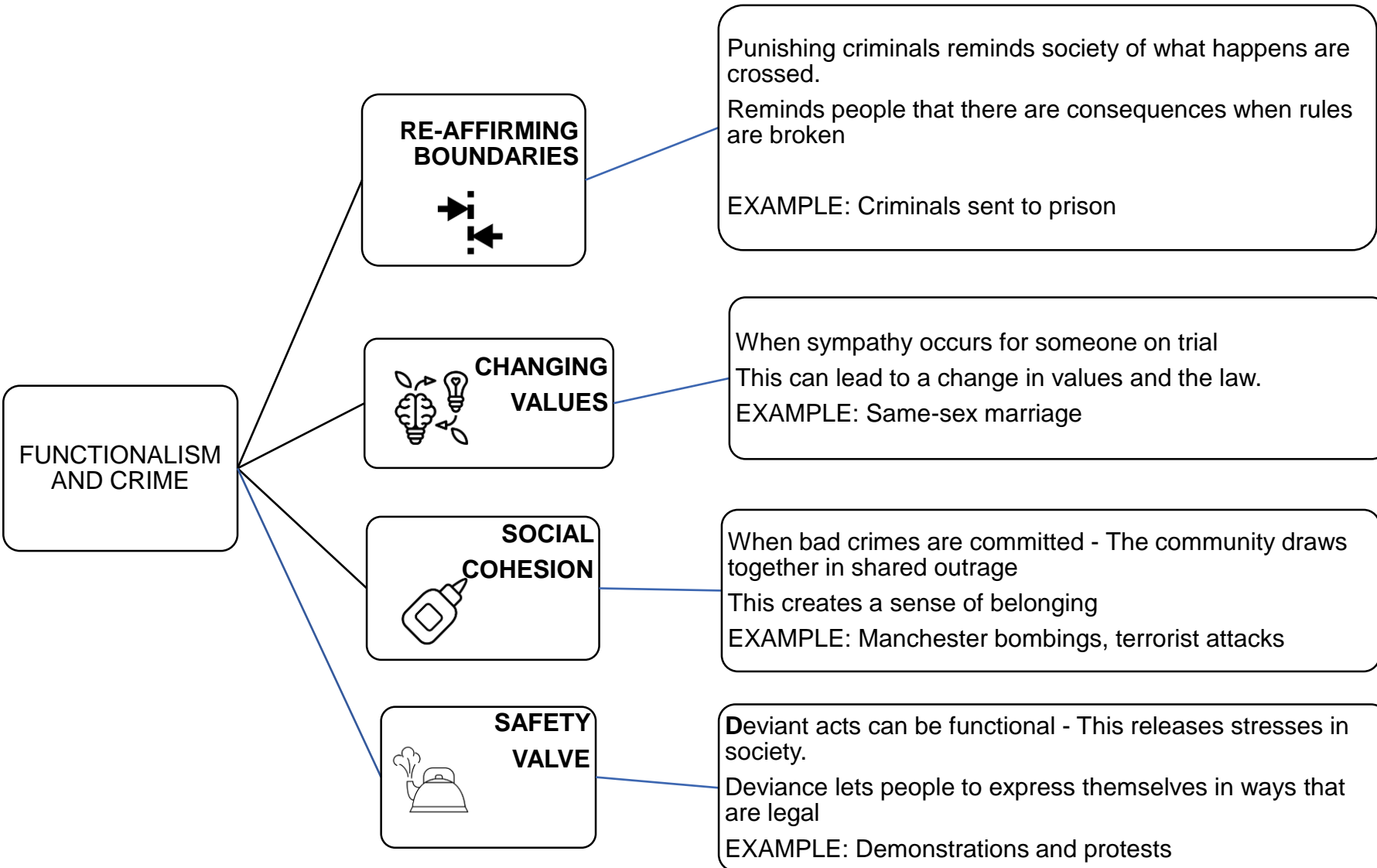
The bourgeoisie want to make money

The proletariat want to be paid more

Social order is maintained because the bourgeoisie use power to control the working classes



# FUNCTIONALISM AND CRIME – KEY TERMS AND CORE STUDY



- A limited amount of crime is necessary for society to improve.
- All social change begins with some sort of deviance
- Crime has some positive functions, such as emphasising the boundaries of acceptable behaviour
- Crime and deviance often occurs when children are inadequately socialised.
- If children don't learn the norms and values of society they are more likely to deviate from them.

# STRAIN THEORY AND CRIME – KEY TERMS AND CORE STUDY MERTON

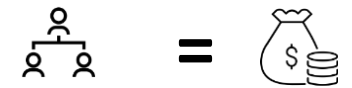


ADAPTION	EXPLANATION	EXAMPLE
CONFORMITY	Conform to the ideas of success in society Have the same goals Have the normative means of reaching them.	Non-criminal Non-deviant citizen.
INNOVATION	Reject the normative means of success  Factors like unemployment, poor education mean people don't have the means to achieve goals  They turn to crime	Turn to deviant means such as burglary
RITUALISM	Accept common goals and the means of achieving them  The reality of achieving success is unlikely.  They 'go through the motions' in society, but without motivation to progress	An employee who has given up hope of promotion, and just work to 'skim by'.
RETREATISM	They retreat from society or turn to alcohol or drugs  They want a way of avoiding social reality	People who have given up all together, e.g. drug addicts, drop outs.
REBELLION	They reject both the goals and the institutionalised means of achievement  They replace them with different goals and means.  They wish to create a new society	Individuals reject existing goals  Replace them with new ones

- Strain theory is a branch of Functionalism.
- Merton offers a reason for why people commit crime.
- Deviance happens when individuals cannot achieve the success goals of society in the normal way.
- There is strain between the goals and people's means to achieve them
- Merton argued societies have goals
- Everyone has a chance to achieve these goals.
- Once goals become impossible to achieve it creates strain
- People seek new (often deviant ways) to achieve these goals.



- Fails to consider who make the laws
- Doesn't look at who benefits from them (Marxist view)
- Assumes value consensus
- Exaggerates working class crime and underestimates middle class crime
- Crimes are not always motivated by money e.g. vandalism



## MARXISM AND CRIME – OVERVIEW AND KEY TERMS

Marxists argue that capitalism is criminogenic (it causes crime).

It encourages people to want and value material possessions but exploits the working class so that they can't afford them.

It is inevitable that the working class will commit crime to try and get material possessions or express their frustration with the system.

Agencies of social control act in the interests of the bourgeoisie

They target certain types of crime that are more likely to be committed by the working class (e.g. knife crime rather than white collar crime).

This is called selective law enforcement





The legal system operates in favour of the rich.

Rich people that commit fraud or tax evasion are less likely to be convicted

Working-class who commit benefit fraud get punished.



- Ignores the importance of gender and ethnicity.
- Assumes all poor people turn to crime because they feel deprived.
- The vast majority of poor people are law abiding citizens.

MARXISM:	OUTLINE:
<b>THE BASIS OF LAWS</b> 	<p>The laws are made by the powerful and will essentially benefit the ruling class (the bourgeoisie) and reflect their interests.</p> <p>Criminal law therefore operates to protect the rich and powerful</p>
<b>LAW CREATION:</b> 	<p>The ruling class imposes their values upon the rest of the population.</p> <p>They do this through agencies of secondary socialisation such as education and the media</p>
<b>LAW ENFORCEMENT:</b> 	<p>Even though laws reflecting the interests of the ruling class, they could benefit everyone if they were treated fairly.</p> <p>This is not the case as some groups are treated more leniently than others.</p>
<b>INDIVIDUAL MOTIVATION</b> 	<p>Marxism provides a reason for the increasing emphasis on consumerism, greed and self gain. Capitalist society is based on competition and consumerism.</p> <p>Those living in poverty are not able to complete and buy the latest products due to relative deprivation</p>

## TYPES OF CRIMES – BLUE AND WHITE COLLAR CRIME

Blue-collar crime is any crime committed by an individual from a lower social class.

Police collect data on them

They form the basis of crime novels, television programmes and factual programmes such as Crime watch

This is because many blue collar crimes are obvious and attract police attention.

Blue-collar crimes tend to be committed for immediate benefit to gain access to money and goods

These types of crimes are more visible and easy to spot

Nelken (2007) says white-collar crimes are difficult to identify and highlights fraud often goes undetected.

Tombs (2005) notes the government do not keep official statistics on corporate crime.



White Collar Crime :Non-violent, financial crimes such as tax evasion, fraud, bribery etc.

Usually committed by businesses/governments and are underreported.

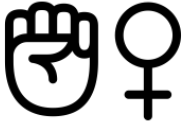
White collar crimes are treated differently in court than 'normal' crimes  
Judges have similar social backgrounds to them

Not considered a danger to the public.

The media doesn't portray them as serious crimes as no one is harmed.

TYPE	DESCRIPTION	EXAMPLE
CORPORATE	Carried by executives of organisations to increase profit and can include such activities as selling harmful products.	Tax evasion
OCCUPATIONAL	This is carried out by individuals in work and ranged from minor theft of an organisation's property to large scale fraud	Stealing office supplies
PROFESSIONAL	Carried out as a lifetime career such as drug running	Arms trade dealer
COMPUTER	This is increasing as more financial transactions are conducted via computers.	Identity theft

# FEMINIST EXPLANATION OF CRIME – CONTROL THEORY AND CORE STUDY HEIDENSOHN



The feminist perspective examines the way that women are treated by society.

Many crimes against women such as rape or domestic violence are under reported

These types of crime also have a low conviction rate.

Some sociologists believe that women are sometime treated more leniently by male officers, juries and judges.

Heidensohn uses control theory to explain why women have lower rates of recorded crimes than men.

She argues that women are controlled by men, leaving them with fewer opportunities to commit crime.

Girls are controlled by their fathers and have to be home earlier than boys.

Women are often controlled by male managers or supervisors and many women do not go out at night because they are afraid of male violence.

Patriarchal societies control women more effectively than men

It is more difficult for women to commit crime

AREA	DESCRIPTION
AT HOME	Women expected to spend time on housework and childcare
PATRIARCHAL AUTHORITY	Women risk domestic violence if they challenge these expectations
BREADWINNER	Men as main have control over financial decisions
CONTROL OF DAUGHTERS	Controls when they leave home Expected to do domestic tasks
IN PUBLIC	Controlled by threat of male sexual violence. Controlled by idea of certain behaviours are bad for their reputation
AT WORK	Controlled by male dominated hierarchies and trade unions. Controlled by intimidation and various forms of sexual harassment

KEY TERM	DEFINITION
BEDROOM CULTURE	Girls are more likely to spend time with their friends in their bedroom.  Girls are more likely to get dropped off and picked up by their parents when going out
CHIVALRY THESIS	The idea that a male dominated police force and criminal justice system treats female offenders more leniently because of their gender.

# LABELLING THEORY AND CRIME- KEY TERMS AND OUTLINE OF PERSPECTIVE



Crime and deviance are socially constructed.

People in power label people as deviant and they then are more likely to commit crime.

Deviance can't be understood by focusing on acts people commit.

An act only becomes deviant when others define it as such.

Powerful groups such as the Police use stereotypes about what they believe is criminal or which area is criminal

Example: Black youths in inner-city London.

They then get mistreated – e.g. stop and search, and then labelled with criminal records.

This then leads to them developing deviant careers.

The deviant label can become a master status (main identity)

Labelling can lead to the self-fulfilling prophecy. They continue to behave this way.

The self-fulfilling prophecy may lead the individual into a deviant career

This is because other law-abiding options appear closed to them.

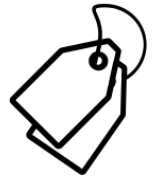
This career is completed when the individual joins a deviant organised group

This is known as a **deviant subculture**

KEY TERM	DEFINITION
LABELLING	The process of defining a person or group The label of deviancy depends on: Who commits the act When and where it was committed Who observes the act
DEVIANT CAREER	A process that develops over time The person passes through deviant behaviour They accept and adopt the labels applied to them
MASTER STATUS	After adopting the label applied to them This becomes their defining characteristic
SELF-FULFILLING PROPHECY	When a person lives up to the label they have been given They fulfil the expectations put on them



# LABELLING THEORY AND CRIME CORE STUDY: BECKER



Becker argues that what makes something deviant is not the act itself but how people label it. For example, killing someone is usually deviant but not during a war.

He believed powerful groups such as the Police use stereotypes

Anyone who acts out of these rules is labelled deviant.

This career is completed when the individual joins a deviant organised group

This is known as a deviant subculture

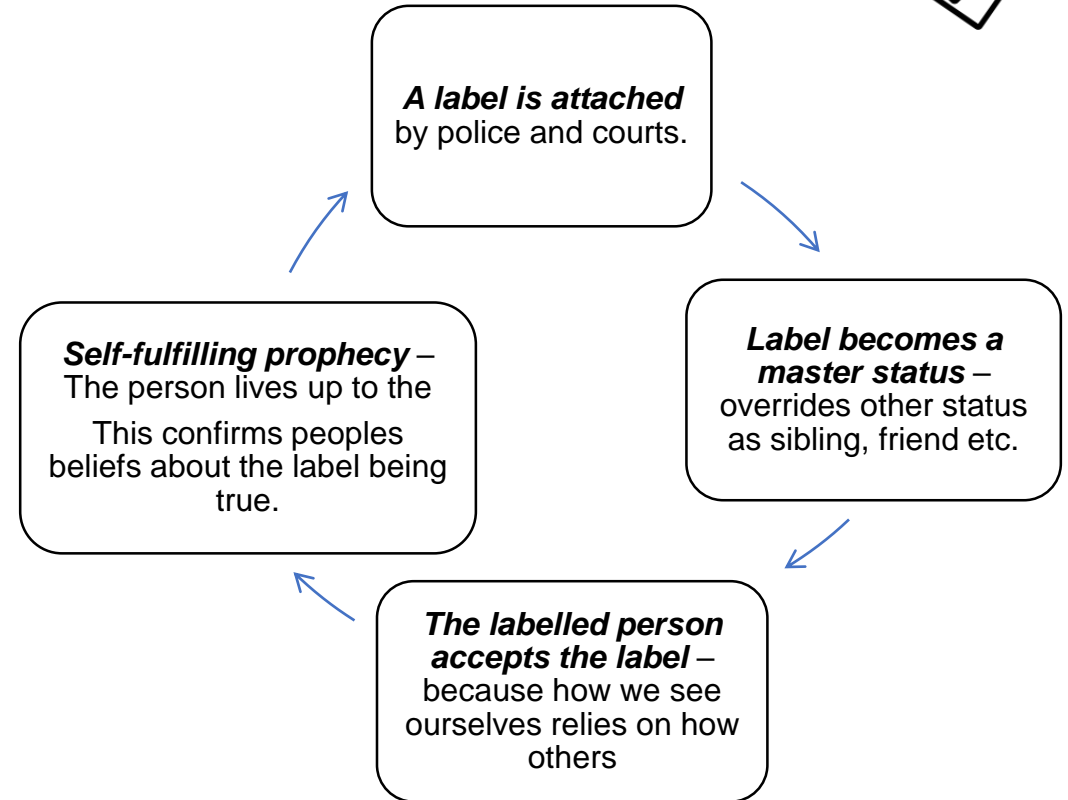
Example:

A teenager is defined as being delinquent and convicted for a crime

This person is then labelled as a 'delinquent'

Agents of social control like the police have the power to make the label stick.

The label becomes a master status for the person



Labelling theory fails to tell us why crime exists in the first place.

Labelling theory fails to consider social inequalities (poverty or deprivation)

Fail to acknowledge the real victims of crime.

# SUBCULTURAL EXPLANATIONS OF CRIME – KEY TERMS AND CORE STUDY: COHEN



Argues subcultures are the cause of crime.  
 Albert Cohen (1955) studied juvenile delinquency

He looked at working-class boys in North America.

He argued that juvenile delinquency is a group phenomenon

Young males commit crimes as a result of joining gangs

These groups expect delinquent behaviour

Cohen argues the education system is organised around middle-class values

Working-class boys experience status frustration – They have the same goals as those of wider society

Educational failure and lack of job prospects limits ability to achieve goals

Cultural deprivation limits these boys' educational success

A lack of opportunities causes them to suffer from status frustration

They try and fail to meet the expectations at school

The mainstream system has branded them as failures



Being part of a delinquent subculture gives them status in their group- This gives them a sense of belonging



Reward of recognition and prestige are given by their peers

TERM	DEFINITION
SUBCULTURE	A subculture is a group of people with the same norms and values - These may differ from the rest of society.  Young males are the most likely group to join a subculture because of peer pressure and material deprivation.
STATUS FRUSTRATION:	Feelings of anger or frustration people experience at being unable to achieve social status in society  Young males are the most likely group to join a subculture - They are fed up with their situation and are angry about it.
DELINQUENT/ DEVIANT SUBCULTURE	A sub-culture which encourages members to be involved in minor criminal/ deviant activity  Example: Vandalism, truancy and joy-riding are carried out by subcultures.

	Working class boys don't always accept mainstream success goals  Delinquent behaviour out of resentment against those values they don't share
--	---

# WHO COMMITS THE MOST CRIME? – A BRIEF OVERVIEW

GROUP	EXPLANATION –
<p>MEN</p> 	<p>More men re prison than women.</p> <p>Men are more likely to become part of a gang where it is the norm to be part of fights or to drive drunk.</p> <p>Boys are likely to be given more freedom by parents as children - giving opportunity to commit crimes.</p> <p>Boys are socialised to be more aggressive (rough and tumble play)</p> <p>This leads them to get involved in violence later on in life.</p>
<p>ETHNIC MINORITIES</p> 	<p>More ethnic minorities in prison than the white majority</p> <p>Could be they are expected to commit more crimes because of negative stereotypes created in the media</p> <p>This would cause ethnic minorities to be labelled as ‘criminal’ It would lead to a self-fulfilling prophecy.</p> <p>Institutional racism in the police could mean that ethnic minorities are arrested more often and given longer sentences because of prejudice.</p> <p>An example of this is the Stephen Lawrence murder where the family were treated very poorly because of police racism.</p>

GROUP	EXPLANATION
<p>YOUNG PEOPLE</p> 	<p>Most prisoners are aged 18-25. Young people are often labelled as criminal</p> <p>This could lead to a self-fulfilling prophecy.</p> <p>Unemployment means that young people need to commit crime to get money as they cannot get a job.</p> <p>Young people have different values and may not value law and order- e.g. the London riots could have been caused for this reason.</p> <p>The media also makes young people into folk devils which can lead to deviancy amplification.</p>
<p>WORKING CLASS</p> 	<p>Most prisoners are working class or underclass.</p> <p>The working class suffer from poverty</p> <p>They may steal food or use fraud to obtain more benefits. The underclass do not have a job so have plenty of opportunity to commit crime.</p> <p>Some crimes are considered the norm in working class subcultures e.g. working ‘cash in hand’ on odd jobs.</p> <p>Marxists suggest that courts are harder on the working class than the middle classes</p>

# SOCIAL CLASS AND CRIME – FACTORS AND EXPLANATIONS



FACTOR	DESCRIPTION
SOCIALISATION	<p>Children need to be socialised into conformity</p> <p>When this doesn't happen they don't understand rules.</p> <p>Crime is normalised if raised with criminal parents</p> <p>Children come to see it as a natural part of life.</p>
STATUS FRUSTRATION	<p>Working classes experience a lack of power and status.</p> <p>They are frustrated and angry at unfair treatment by society</p> <p>This can lead then to turn to crime.</p>
MARXIST VIEW	<p>Society is divided between those who have and those who do not have – we are encourage to buy products</p> <p>The ruling class creates the laws and place a larger importance on theft of property than violent crimes.</p> <p>Working class crime are punished more middle classes crimes</p> <p>Working class crimes are more visible and detectable than white collar crimes</p>

FACTOR	DESCRIPTION
LACK OF OPPORTUNITY	<p>People who cannot achieve a standard of living they want turn to crime - This is because they cannot achieve this legally .</p> <p>The working class experience unequal opportunities in education They gain fewer qualifications</p> <p>They are unable to get high paid jobs</p> <p>Crime is tempting to the working classes.</p>
SUBCULTURE	<p>Some people join subcultures to gain status</p> <p>Working class more likely to be part of a deviant subculture</p> <p>These may stress deviant or criminal behaviour to achieve status</p> <p>Miller (1962) says working class males more likely to engage in criminal activities.</p> <p>Their subculture has features that carry risk of law breaking:</p> <p>Some may exaggerate them to achieve peer group status.</p>

# GENDER AND CRIME – FACTORS AND EXPLANATIONS

Women still commit considerably fewer crimes than men

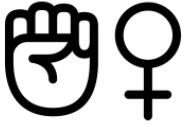
The amount of crime women commit is increasing.

There are a number of explanations for this:

EXPLANATION	DESCRIPTION
DIFFERENTIAL GENDER SOCIALISATION	Girls are encouraged to be more passive and boys more active and tough (manipulation and canalisation)
DIFFERENT LEVELS OF SOCIAL CONTROL	Parents more heavily supervise girls and later in life women have children to care for. Boys are given much more freedom and generally take less responsibility for child care.
GENDER STEREOTYPING.	Those in the criminal justice system will have different expectations of each gender, it may be that police, jurors and judges believe women less likely to commit crime but not the case for men.

FACTORS	DESCRIPTION
WOMEN ARE BECOMING MORE EQUAL	Women have more opportunities in society They are becoming more equal to men. Women have less domestic responsibilities than in the past Some do not have the same constraints and control on them They have more opportunities to commit crime now.
PERSISTENT INEQUALITY	Sociologists argue equality is increasing, But many women have not benefitted from this. More women than men live in poverty Women are more likely to have low-paid jobs and to be unemployed. Increased involvement in crime is related to their economic situation This explains why more poor women commit crime.
DECLINE OF THE CHIVALRY EFFECT	Sociologists argue that women are not committing more crime Female crime is being reported and recorded more . There are changing attitudes to gender and crime Law enforcers are less likely to treat women leniently
	John Garrod (2002) argues the number of women in prisons over the last 10 years is a result of harsher sentencing, rather than more women committing more crime.

# KEY STUDY - GENDER AND CRIME: PAT CARLEN ON WOMEN, CRIME AND POVERTY



Working class women have been controlled by promise of rewards.

They have made a 'class deal' and 'gender deal' with society.



The class deal - they will be able to buy goods if they work hard.

The gender deal – they should do domestic labour in return for love and financial support from a male partner

These come from a male breadwinner.



When rewards are not available or false they turn to crime as an alternative



Carlen argues that both of these deals are actually exploitative but give women the illusion of fairness.

However, if working class women believe that these deals have been broken they are more likely to commit crime.



## METHOD:

Used in-depth-unstructured interviews on a group of mostly working class women


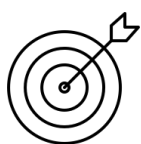
They were aged 15-46

Small sample- interviewed 39 women to investigate why women commit crime

Some were in prison or youth custody

Supports view that when social controls breakdown criminal behaviour is more likely



# ETHNICITY AND CRIME – FACTORS AND EXPLANATIONS

FACTOR	DESCRIPTION
POVERTY AND UNEMPLOYMENT  	<p>Britain is a consumer society</p> <p>People are flooded with images of material goods to buy.</p> <p>If they cannot be attained legally then they turn to crime</p> <p>Links back to education. Some minority groups experience material deprivation</p> <p>They may not be able to access a good education resulting to crime</p>
POLICE TARGETING  	<p>The police are prejudice about ethnic minorities</p> <p>Black people find themselves the victims of police discrimination.</p> <p>This idea is also linked to labelling theory and self-fulfilling prophecy.</p> <p>Townsley and Marshall (2001) argue police officers rarely catch criminals 'in the act'</p> <p>Police must rely on profiles and characteristics to identify criminals.</p> <p>This influences the 'group' the police target leading to stereotypes.</p>

Crime statistics shows that members of some ethnic groups

This is true for Black African/Caribbean who are more likely to offend than others.

Black people are around four times more likely to be in prison than the general population.

FACTOR	description
DISCRIMINATION AND INSTITUTIONAL RACISM  	<p>The police, law courts and prison system are racist</p> <p>Ethnic minorities do not get treated fairly</p> <p>They are over representation in criminal statistics.</p> <p>This can lead to ethnic minorities feeling alienated from the rest of society,</p> <p>This can lead to a self fulfilling prophecy of criminality.</p>
DIFFERENT NORMS AND VALUES  	<p>Ethnic minorities might have different norms and values</p> <p>This might go against mainstream society</p> <p>The Rastafarian religion believes smoking marijuana brings you closer to God.</p> <p>This could lead to criminal or deviant behaviour being committed due to cultural differences.</p>

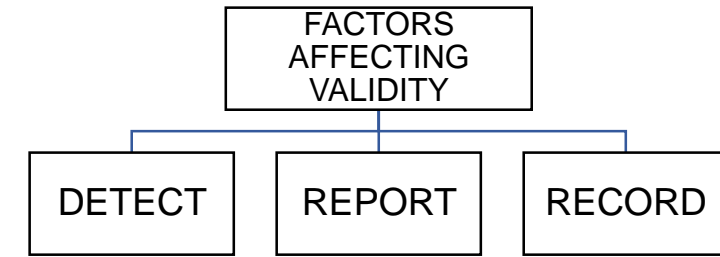
## OFFICIAL STATISTICS: HOW IS CRIME MEASURED?

Official Statistics come from records kept by the police and other official agencies.

They are published by the Home Office every year,

Data is used to get information of a range of crime-related issues.

It is estimated that only 40% of crimes reported are recorded.



Not all crime is noticed as it depends on the type of crime

Not all crimes are reported to the police

Crime in the workplace may not be reported as sort it out in house

The item stolen is uninsured – no point reporting it

Might not want to get the offender into trouble - family

Not all crimes are recorded by the police -

The police decide to record a crime or not

It may be seen as too trivial or they may doubt the victim

The victim may not wish to proceed or there isn't enough evidence



Crimes are reported to the police

Most serious crime data can be trusted.

The police can't ignore data because of their own prejudices

All data for all social groups should be recorded fairly.

Objective inspectors ensure that crime data is recorded properly inspect the police.



The dark figure of crime stops official crime statistics from being valid

Police may not include data due to institutional racism

They may not record/investigate a crime which has happened to an ethnic minority.

Marxists say that the police represent the upper classes they only investigate crimes that affect the rich

Crimes that affect the poor are not recorded.



# WHY DO SOME CRIMES GO UNREPORTED?



Sociologists often say that there is 'a **dark figure**' or crime

This means that as a society we can never know just how much crime happens

Crime levels are like an iceberg

You can only see the tip of the issue.

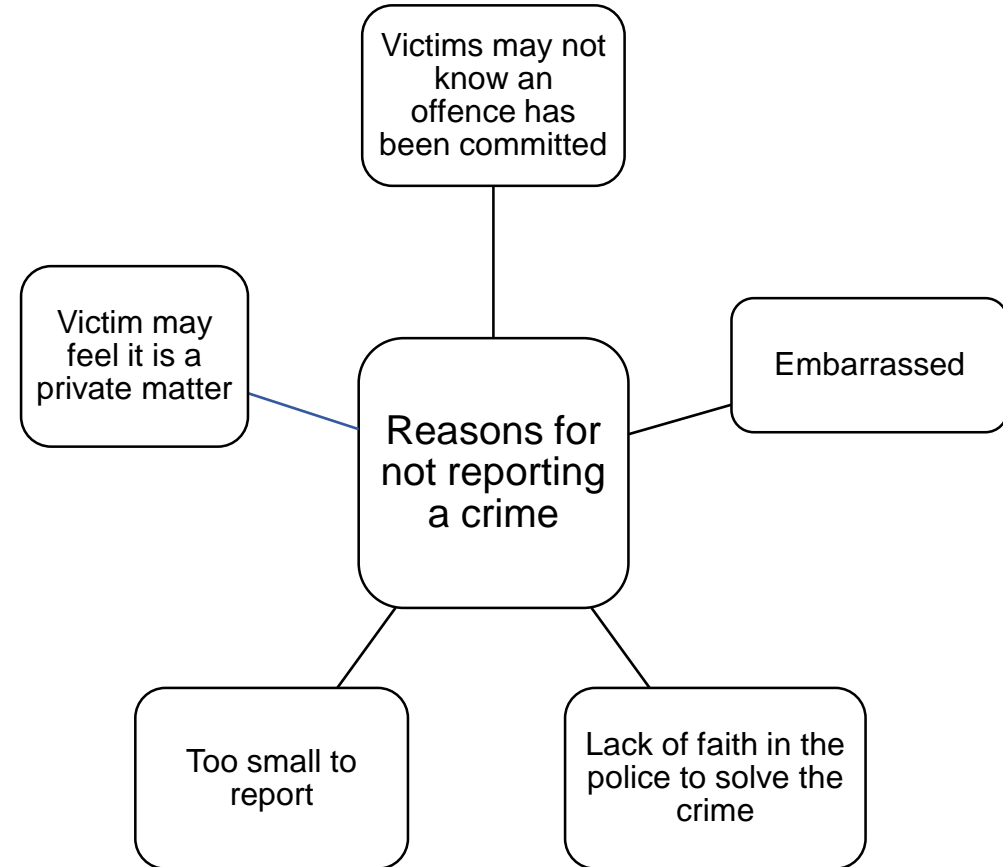
We cannot know how much crime goes unreported, undetected or even unrecorded

Sociologists say official statistics are manipulated

They are constructed to fit with what governments or police forces want

Agencies may want to portray facts about types and rates of crime.

Official statistics are often seen as 'socially constructed'



# ALTERNATIVES TO OFFICIAL CRIME SURVEYS: VICTIM SURVEYS



The British Crime Survey is a victim survey that asks what crimes they have had committed against them.

Large-scale surveys

People are interviewed

They are asked what crimes they have had committed against them.

The sample is around 50,000.

It asks which crimes they have been a victim

It asks if they reported it to the police.

The Crime Survey for England and Wales has been conducted since 1981

Victim surveys include crimes that are not reported to the police

Results suggest that only 4 in 10 crimes are actually reported to the police



Useful for highlighting the dark figure of crime

People may feel more comfortable filling in a survey than speaking to the police and be more honest (making it more valid.)

Helps to show who is most likely to be a victim of crime.



People may not know they have been a victim e.g. someone who has had their identity stolen

Doesn't survey all crime, for examples, theft against businesses and victimless crime (middle class crime?).

People may lie due to fear or embarrassment e.g. a man may not want to admit a woman assaulted him.

People may have forgotten crimes which have happened to them e.g. someone who was pickpocketed for a small amount of money.

## ALTERNATIVES TO OFFICIAL CRIME SURVEYS: SELF REPORT SURVEYS



Self report studies ask people about the crimes they have committed

Examples include OCJS: Offending, Crime and Justice Survey

These provide information on some crimes that are not recorded by the police such as vandalism

They do not cover all crimes for example murder

They are unlikely to reveal much about more serious crimes

People are unlikely to self-report them.

They ask people to say what the crimes they have committed

They ask how often they have done them.

They include lists of criminal and deviant acts

People are asked to tick the activities they have committed in a given time period.

Responses are anonymous

People should feel free to admit to crime.

May uncover some of the dark figure of crime.



They are anonymous so people are likely to be honest, making the results more valid.

Possible to find out hidden offenders' ages, gender, class and location.

Shows differences in who commits different types of crimes e.g. men commit more violent crimes

People may lie or exaggerate



People may forget what crimes they have committed or only admit to less serious crimes.

People do not want to admit to doing serious crimes.

Majority of crimes uncovered tend to be small

People may exaggerate their crimes to sound worse.

## VICTIMS AND AREAS OF CRIME

### WHO IS MOST LIKELY TO BE A VICTIM OF CRIME?

**WORKING CLASS** They have less money to spend on security measures at home so are at risk of burglary.



Lower classes are more likely to use public transport

They go to pubs and clubs

There is a risk of mugging, assault and pickpocketing in these areas.

**MEN** Men are more likely to attend football matches and pubs



Certain areas are at risk of mugging, assault and pickpocketing.

Women are seen as needing to protection (chivalry thesis)

Criminals may be more likely to target men for violent crimes.

**ETHNIC MINORITIES**



Racism can lead to ethnic minorities being victims of violent crimes.

Ethnic minorities are often in the lower classes

They live in high crime areas

They have little money to spend on home security.

### WHERE IS CRIME MOST LIKELY TO OCCUR?

**URBAN** Buildings may be run down making them easier to break into.



The presence of gangs means that violent crimes are more likely to occur as well as environmental crimes such as graffiti and arson.

People do not always know their neighbours so crime is more common as people are more anonymous.

People may not value 'community spirit'

They do not work together to make the area crime free - no neighbourhood watch

The amount of pubs and bars means that people may get involved in alcohol fuelled violent crimes.

More shops means shoplifting may occur.

There is more poverty in cities so people may steal to feed themselves.

**RURAL** There are fewer police officers - Less likely to catch offenders



Certain crimes are more common in the countryside

Long, dark roads can lead to speeding and underage driving.

The official crime statistics may be flawed because people in the countryside may not call the police e.g. if they see a teenager shoplifting they may contact their parents because they are more likely to know each other.

People may commit crimes out of boredom.

# SOLUTIONS TO CRIME – HOW HAS THE GOVERNMENT TRIED TO REDUCE CRIME IN THE UK?

**PCSOS** They are official and are able to call for police officers quickly.  
This frightens potential criminals.

They are not police officers so some may not always take them seriously

**CCTV**

Criminals don't want to get caught so works as a deterrent  
Some criminals don't care about CCTV and commit crimes anyway.

Other criminals may just go and commit crimes in another area

**BANNING ORDERS** These people are not able to start fights during football matches

People with a ban may fight with police

They may try to get entry to a match or they may fight in another area e.g. pub.

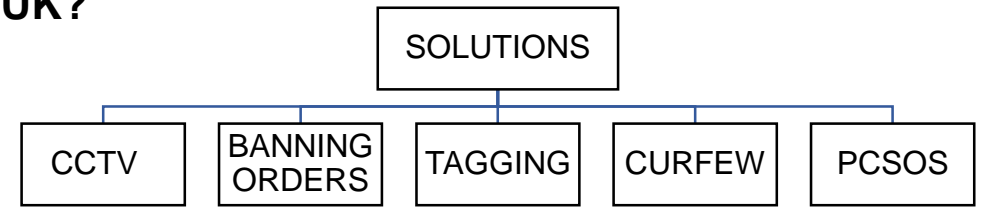
**CURFEW** If offenders are at home then they cannot commit crimes on the streets

An offender may ignore their curfew and go out anyway

**TAG** Offenders have to stay indoors at certain times or away from areas

Failure to comply then they are re-arrested.

Some offenders don't care and break the terms of their tag anyway.



	Preventing crime and anti-social behaviour by having a more visible presence on the streets.
	Cameras are installed to record activity to catch crime in the act
	When offenders are banned from certain areas  Such as football hooligans, this punishment prevents known hooligans from attending football matches
	When the offender has to remain in their house during certain times
	Electronic device that is worn around their ankle and records their movements via GPS)

# CRIME AND DEVIANCE – DEBATES: MEDIA AND YOUTH CRIME



The media plays a key role in setting the agenda of what people care about and worry in relation to crime and deviance.

By focusing on particular issues they come to be seen as social problems by the public.

Reiner (2007) argues that news reports over-represent violent crime

The news doesn't match with official statistics

Media exaggerates the risk of crime faced by women, more affluent people and children.

People are particularly worried about youth crime as they see it as having negative consequences

Causes damage to the community

Can lead to vandalism/ damage to property and to physical and emotional costs.

Newburn (2007) say young people to commit a significant amount of crime according

Official statistics support this .

Some sociologists argue the media portrayal of young people as folk devils

This can result in a 'moral panic' or public outcry about their behaviour

The media exaggerate quite trivial acts.

This process also involves scapegoating – blaming young people for society's problems.

Young offenders (10-17) can be given the following punishments:

TYPE	DESCRIPTION
FINES	Have to pay a certain amount
REFERRAL ORDER	offender must visit a panel and agree to make up for the harm they have done.
YOUTH REHABILITATION ORDER	includes community service, unpaid work, curfews, mental health support and education
CUSTODIAL SENTENCES	imprisoning young people for serious crimes
ASBOS	Anti-social behaviour orders can be given to anyone for behaving in an anti-social way.

# CRIME AND DEVIANCE – THE ROLE OF THE MEDIA

Interactionist Cohen argues the media portrays an oversimplified version of events that creates a folk devil (e.g. drill music).

The media labels certain groups of people

Labelling groups creates Folk Devils

The media exaggerates the extent of these 'problems' in society

This creates the moral panics within society

Examples of Moral Panics:

Black Muggings -1970's

HIV & Aids –1980

Satanic Child Abuse –1980's

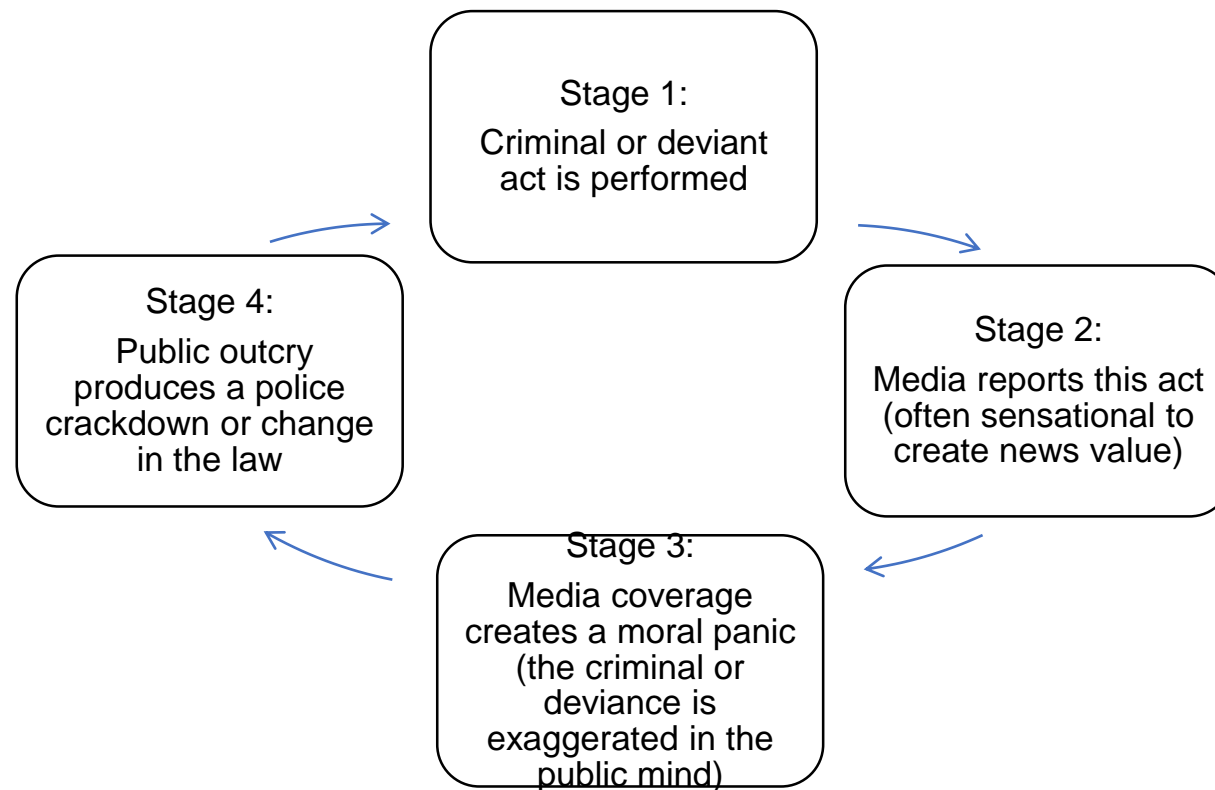
Guns –2000's

Islamic Terrorism –2000's

Violent crime (e.g. knife crime) gets a high profile in the media


Therefore public concern about it is high


politicians feel that they have to do something about it







**STUDY:      METHOD      FINDINGS:**


BECKER  
  
 Secondary data  
 Interactionist/labelling  
 An act becomes deviant when others define it as such  
 Agents of social control can make a label stick.  
 This can cause a self-fulfilling prophecy  
 Leads to a deviant career/master status


CARLEN  
  
 Unstructured interviews  
 Feminist perspective  
 Control theory  
 Class and gender deal  
 When rewards are not there crime is an alternative

HEIDENSOHN  
  
 Interviews  
 Feminist perspective  
 Control theory  
 Patriarchal societies control women more  
 They have fewer opportunities for crime  
 Public, private and workplace

STAN COHEN  
  
 Interviews and observations  
 Moral Panics  
 Media created moral panic about Mods and Rockers  
 Leading to the amplification of deviance

**STUDY:      METHOD      FINDINGS:**

A  
 COHEN  
  
 Secondary data  
 Functionalist perspective  
 Status frustration  
 Lack of opportunity means working class boys can't achieve educational success  
 Deviance allows them to gain status from their peers

MERTON  
  
 Secondary data  
 Functionalist perspective  
 Strain theory  
 Not everyone can achieve the American Dream in the legitimate ways  
 Anomie



## CRIME AND DEVIANCE GLOSSARY SPOT

KEY TERM	DEFINITION
HATE CRIME	<p>Crime based on prejudice towards others because of their race, religion, sexual orientation, disability or because they are transgender</p> <p>For example Islamophobia or Homophobia</p>
PROBATION	<p>Prisoners are allowed to leave prison and enter the wider community under supervision, provided they follow certain conditions set by the court</p> <p>For example if a prisoner might get day release</p>
REPORTED CRIME	<p>Crime that is reported to the police - not all crime is recorded</p>
STATUS FRUSTRATION	<p>A sense of frustration arising in individuals or groups because they are denied status in society</p> <p>For example if you want a good job but do not have the qualifications to meet the goal</p>
VIOLENT CRIME	<p>Recorded as 'violence against the person', which covers grievous bodily harm (GBH).</p> <p>For example assault, kidnap, child abduction, harassment and threats to kill</p>
WHITE COLLAR CRIME	<p>Criminal acts committed by people in high status positions, such as accountants, doctors or solicitors, during their work,</p> <p>For example fraud, tax evasion and 'fiddling' expense accounts at work</p>

## KEY TERMS



KEY TERM	DEFINITION
ANOMIE	<p>A situation of normlessness in which the norms that regulate people's behaviour breaks down For example places where civil war breaks out</p>
CHIVALRY THESIS	<p>The idea that the criminal justice system treats female offenders (especially those who conform to stereotypes) more leniently than male offenders</p> <p>For example a women might be given a lesser sentence compared to a man</p>
COLLECTIVE CONSCIENCE	<p>The shared beliefs that bind communities together and regulate individual behaviour</p> <p>For example uniting in the idea that murder is wrong</p>
DEVIANT CAREER	<p>Deviant behaviour that develops over time due to labels</p> <p>For example when someone is labelled a troublemaker at school and then goes onto commit crime later in life</p>
DEVIANCY AMPLIFICATION	<p>The exaggeration of a particular social issue as a consequence of media coverage</p> <p>For example anti-social behaviour by groups of young people</p>
EDGEWORK	<p>Behaviour at the edge of what is normally allowed for accepted</p> <p>For example stealing and racing a car</p>

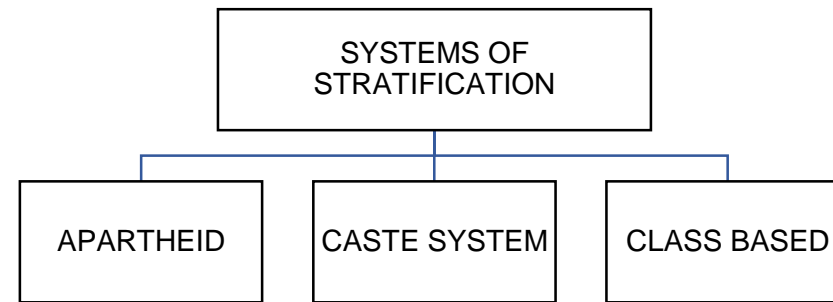
**GCSE SOCIOLOGY**

**PAPER 2**

**SOCIAL STRATIFICATION**

# STRATIFICATION - TYPES AND EXAMPLES

KEY TERM	DEFINITION	EXAMPLE
SOCIAL MOBILITY	Moving up or down the social strata in society	Education Marriage Job changes
	Working hard in school and having a good education means you are able to get a good job and improve your life chances.	
SLAVERY	Forced work/ownership of the person, where someone has their rights taken by force or coercion.	Treatment of Blacks in America
STRATIFICATION	The way society is structured into a hierarchy	Caste System Class-based society
	They can also change within one society overtime.	
	Stratification systems are either open or closed.	
CLOSED SYSTEMS	When an individual is not able to move up or down.	India South Africa
	Social mobility is limited	
OPEN SYSTEMS	When an individual can move up or down.	Britain America
	Social mobility is possible	



APARTHEID	Ethnicity is the basis of stratification Apartheid was applied to all aspects of society, Access to health, education, housing and employment was based on skin colour
CLASS BASED SYSTEMS	Status and position are determined by your social class position in society
CASTE SYSTEM:	People are born into a specific caste The Caste System is linked to the Hindu Religion. If they behave when they will be reborn into a higher caste.
ASCIBED STATUS	A title/position given at birth

## FUNCTIONALIST VIEW OF STRATIFICATION: DAVIS & MOORE KEY STUDY



Social stratification is a 'Universal Necessity'.

All societies must have a system of stratification.

Society needs the following things to happen:

All roles in a society must be filled

For a society to work like this, there must be unequal rewards and privileges.

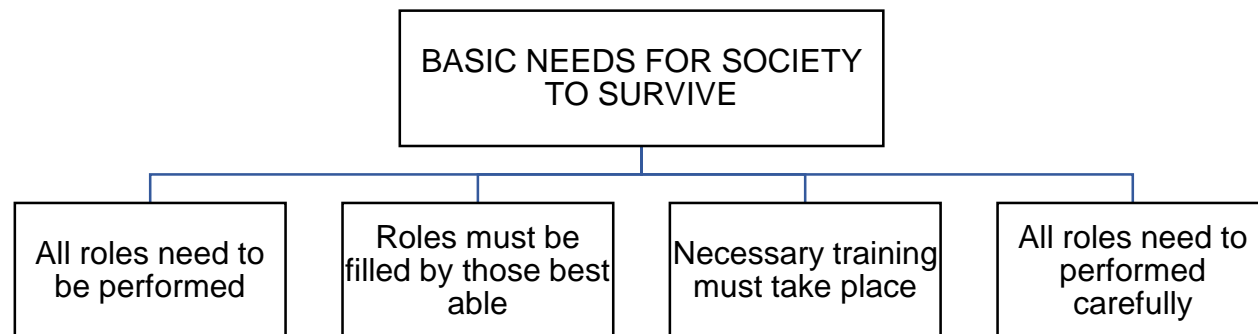
Different jobs have different status' attached – this is functional

Those who do well in society do so because of meritocracy

People with greater rewards represent more functionally important roles in society

This leads to people with equal skill/intelligence to compete with each other for these roles .

A society which rewards those who work hard to achieve skill/education/jobs is meritocratic.



Workers are as important as managers in many cases

Elite groups keep their hold over the most important roles

Rewards are not distributed equally

Education doesn't justify a lifetime of rewards

Less privileged in society will never accept their lack of reward

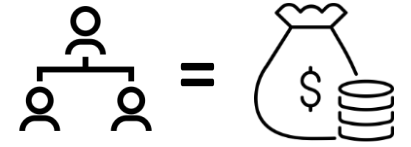
This causes resentment and distrust of the most rewarded.

Conflict theories say meritocracy is a myth.

Marxist say stratification benefits the bourgeoisie

Feminists say stratification benefits men

# MARX ON SOCIAL CLASS AND STRATIFICATION



## Key ideas

Social class is the most important factor determining social inequality.

Marx believed a 'division of labour' happened

Industrialisation happened some began to own the means of production

These included land factories, machinery, tools, capital

This created two classes; the bourgeoisie and the proletariat.

Marx believed that the bourgeoisie exploited the proletariat for wage labour.

The proletariat are exploited to maximise profit for the bourgeoisie.

This exploitation is called the relations of production.

Workers do not benefit from the profits made.

Technology would replace workers creating 'polarisation of the classes'

The petty bourgeoisie would suffer the myth of social mobility

They would struggle to achieve mobility

Making the petty bourgeoisie, proletariat again .

The proletariat feel alienated by capitalism

They wouldn't feel happier through consuming material goods

They feel treated as a commodity by capitalism

They fear of losing their jobs and are easily replaceable.

Marx claimed that capitalism was unstable

This was due to situations like recession and unemployment.

This could create opportunities for the proletariat to have a revolution

KEY TERM	DEFINITION
INFRASTRUCTURE	The forces of production and social relationships that form the basic foundation of society
LUMPENPROLETARIAT	Those who Marx referred to as 'the dropouts' They sometimes sell their services to the bourgeoisie
PETTY BOURGEOISIE	Those who Marx argues own small businesses
PROLETARIAT	Terms used by Marx to describe the working class in the nineteenth century
WEALTH	Material resources owned by individuals, e.g. property, savings and businesses
WORKING CLASS	Members of society who are engaged in some form of manual work

# MARX ON SOCIAL CLASS AND STRATIFICATION: KEY TERMS



KEY TERM	DEFINITION
ALIENATION	Workers experience alienation under capitalism They lack control over their lives and the products they made.
BOURGEOISIE:	The middle class who have an interest in preserving capitalism
CAPITALISM	A system where businesses are owned by private individuals who profit from the labour of the workers they employ
COMMUNISM	A society where the community owns all property  There would be no social classes
FALSE CONSCIOUSNESS	The mistaken belief that capitalist society is basically fair and opportunities are open to all
FORCES OF PRODUCTION	The materials, technology and knowledge required to produce the things we need in society



Functionalists say they underestimate the openness of society

Functionalists say society is based on meritocracy

Feminists say focusing on economics makes the theory deterministic and ignores other important social factors such as gender

Some say Marxist ideas do not pay attention to other factors like racism that can limit the opportunities of ethnic minority groups

Marx believed the collapse of capitalism was going to happen in the near future in reality capitalism has grown

## WEBERIAN VIEW ON SOCIAL CLASS AND STRATIFICATION

Weber disagreed with Marx that Capitalism entirely shaped lives.

Class for Weber was not as simple as Marx suggested

He viewed class as a group who shared a similar position in market economy

Some workers enjoy more success – it depends on the market situation.

Classes develop in market economies, people compete to gain more economically.

He said there were four main classes

The property owning upper class

The management middle class

The petty bourgeoisie

The manual working class

The different classes reflected different life chances in society.

There was not extreme conflict between classes

Capitalism won't collapse. Strike may happen, but revolution wont.

Those who share similar class situation, share similar life chances

Weber has been criticised by Marxists

Weber ignores the role that wealth plays in society in determining power

The wealthiest are almost always the most powerful

Weber did not make value judgements about capitalism

KEY TERM	DEFINITION
AUTHORITY	A form of power People willingly obey commands that they believe to be lawful
ESTABLISHMENT	To describe dominant elites (superior groups) who hold power and authority
IMMIGRATION	The movement of people from one part of the world to another
NATIONALISM	A belief in the importance of a nation state
OBJECTIVE APPROACH	Those who attempt to study the social world without allowing personal values to influence the outcome of research
PROTESTANT ETHIC	The moral and spiritual virtue of individual effort and hard work
RATIONALISATION	A society based on rational authority, technical and scientific knowledge

## WEBER ON SOCIAL CLASS AND STRATIFICATION

Weber looked at the importance of non-economic factors:

These could influence life chances

Status (Prestige)

Power (Political influence) in determining life chances.

He distinguished between CLASS and STATUS-

Classes are formed in marketplaces

Status could be identified by the prestige or honour attached to their style of life.

Social classes compete with each other for status.

Membership of a social class is dictated by your lifestyle

the house you live in, the car you drive, the clothes you wear

Wealth doesn't always mean power

Some have power from other sources

Example: political capital, gender, race, cultural background, religious order

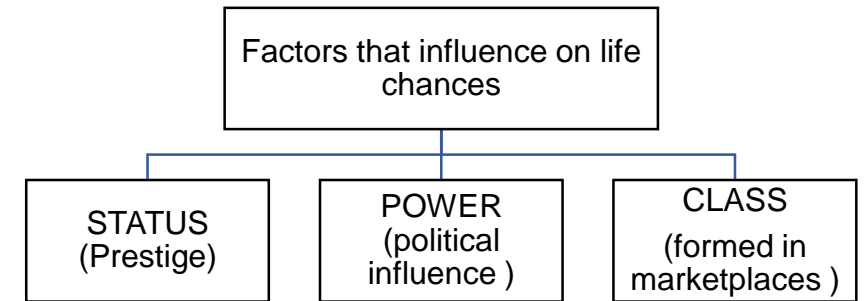
For example, a trade union leader may have power

Members of the highest social classes may have little real wealth but enormous status

Example: status is given through property and titles

Weber looked at the importance of non-economic factors:

These could influence life chances



Functionalists say his analysis is over structural

It ignores an individual's opportunity to shape their destiny in society through meritocracy and hard work

Marxists argue the wealthiest members of society still tend to be the most powerful while the poor remain powerless

Feminists argue there is not enough specific attention given to gender relations

Feminists say because of prejudice and discrimination in employment women and men from the same social position do not occupy the same market situation





# HOW DO SOCIOLOGISTS TRY TO MEASURE CLASS: THE REGISTRAR GENERAL'S SCALE

This was the UK's official government class scale from 1911 until 1998.

It distinguishes between manual and non manual occupations.

Manual occupations are jobs that involve some physical effort.

They can be skilled, semi-skilled or unskilled.

These are seen as working class.

This scale identifies five social classes.

#	Description	Class
I)	Professional- Solicitors, surgeons, architects.	Middle
II)	Managerial/Technical- Teachers, nurses and aircraft pilots.	Middle
III N)	Skilled (non-manual)- clerical workers, secretaries and receptionists.	Middle
IV)	Partly Skilled- postal delivery workers, bartenders and caretakers	Working
V)	Unskilled- labourers, rubbish collectors and cleaners.	Working

## Problems with the Registrar General Scale

Classifications based on occupations don't take into account people without jobs  
For example students, retired and unemployed people

Those have never worked, like young people, are difficult to place.  
People without a job were allocated to a class according to the class of the head of the household in which they lived – this was the husband or father

This included women who were homemakers

Men and unmarried women were allocated to a class on the basis of their own occupation.

When more married women went into work in the 1970s, the idea that their class was determined by their husband's job was challenged by feminists and others.

Occupational class scales and job titles don't tell us about wealth and property.

Where should the wealthy upper class or lottery winners go?

The same job title e.g. doctor, lecturer or farmer, might hide significant differences.

A farmer's wealth, income, status and qualifications would change depending on the size and type of farm they owned



## HOW DO SOCIOLOGISTS TRY TO MEASURE CLASS: THE NS-SEC SCALE

- The NS-SEC (National Statistics Socio-economic Classification) has replaced the Registrar General's Scale as the UK's official classification.
- Based on occupation
- A positive is it covers the whole population- for example people who are unemployed.
- Another advantage is that it is seen as able to measure and predict health and educational outcomes.
- The NS-SEC scale groups together occupations that have similar:
- Rewards from work, such as pay and fringe benefits (including health insurance, company car) career prospects and job security.
- Employment status (whether you are an employer, self employed or an employee)
- Levels of authority and control (e.g. how far people are responsible for other workers and how far they are supervised by others)
- To cover the whole population there are three other categories:
- “students, occupations not stated or inadequately described, not classifiable for other reasons,” were added.

### The National Statistics Socio-economic Classification Analytic Classes

- 1 Higher managerial and professional occupations
  - 1.1 Large employers and higher managerial occupations
  - 1.2 Higher professional occupations
- 2 Lower managerial and professional occupations
- 3 Intermediate occupations
- 4 Small employers and own account workers
- 5 Lower supervisory and technical occupations
- 6 Semi-routine occupations
- 7 Routine occupations
- 8 Never worked and long-term unemployed

# THE AFFLUENT WORKER: THE EMBOURGEOISEMENT THESIS

1950s and early 1960s sociologists argued that a process of embourgeoisement was taking place.

The embourgeoisement thesis says working-class families were becoming middle class in their norms and values as their incomes and standards of living improved.

Their affluence led them to adopt privatised lifestyles

These centred on home and family and to have aspirations based on consumerism.

This suggest that traditional working-class values of solidarity and community had disappeared.

Goldthorpe and Lockwood believed that workers were becoming more wealthy

They focussed on the changes to working class lifestyles and values

Working class were beginning to adopt 'privatised instrumentalism'

They were spending more time at home and viewed work as a means to an end to earn money

Collective values were becoming more concerned with self interested

Joining a trade union to get better pay for yourself – not about fellow workers

This is worrying for Marxists

Marxists need values of solidarity and community for a revolution to happen.

Individualism and consumerism helps capitalism

KEY TERM	DEFINITION
EMBOURGEOISEMENT	The working class becoming middle class in their lifestyle, norms and values
	The working class are losing their traditional identity
INSTRUMENTALISM	Something is valued as a means to an end. Work is a means to an end – not a goal in itself.
'PRIVATISED'	Lifestyle based on the nuclear family in the home  Not part of community / extended family.
STRATIFIED DIFFUSION	The idea of the classless society is that the working class are adopting aspects of middle class culture



## KEY STUDY: DEVINE, F. 'THE AFFLUENT WORKER, REVISITED'

Devine interviewed 62 working class men and women in Luton during the 1980s.

Devine looked at the study from Goldthorpe & Lockwood and disagreed with them.

She found little evidence to support the embourgeoisement thesis.

She found that working class families were still critical of capitalism

Not as communal as in the past working class still had links with extended family.

There was still a sense of working class identity with men being main income-earners.

She found no evidence of privatised instrumentalism.

The lifestyle was not as home centred as Goldthorpe & Lockwood suggested

Many 'affluent workers' didn't seek out higher paid jobs, on purpose

They were forced to search for such employment

Jobs were disappearing for the working class

Many still took collective action, united by collectivism not individualism

For example strike action was still motivated by worker solidarity

Many working class people were still critical of capitalism

Some workers were motivated by job satisfaction and the social-life of work.

Workers were part of a work-force community and had trade-union

Their political values included worker-solidarity.

Goldthorpe argued affluent workers may be part of a new working class

This new class resembled the middle class in terms of privatism, instrumentalism and individualism

Devine revisited Luton and re-examined these ideas

She found little evidence of change in working class lifestyles values and norms

She found plenty of evidence of solidarity among the interviewees rather than individualism

## WHAT ARE LIFE CHANCES?

FACTOR	HOW?
AGE	Older workers who experience redundancy or forced early retirement They continue to experience ageism if they attempt to return to the workforce.
DISABILITY	Disabled people continue to experience restricted access to employment Often in lower paid and insecure jobs Poor provision of essential services
ETHNICITY	Members of ethnic minority groups experience racist attitudes Ranges from in their day-to-day lives, for example when seeking employment.
GENDER	Many women continue to experience sexism Women occupy fewer high-status positions in society than men.
RELIGIOUS BELIEFS	Some religious groups continue to experience intolerance of their belief system This includes hate crime These include physical attacks on their place of worship.
SEXUAL ORIENTATION	Members of the LGBT community continue to experience homophobia.

They are the chances of living a full and happy life.

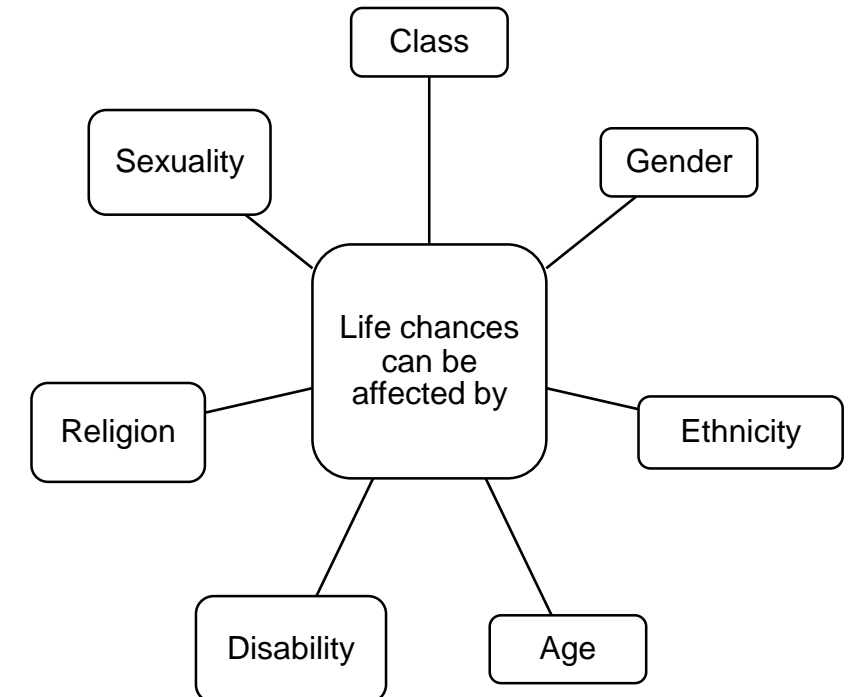
Examples of good life chances:

Good educational outcomes

Long life expectancy

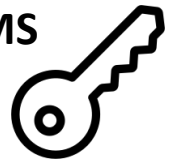
Poverty

Job opportunities



## FACTORS THAT IMPACT LIFE CHANCES

## KEY TERMS



### FACTORS AFFECTING LIFE CHANCES

SOCIAL CLASS	Working class people are far less likely to get into high paid jobs and professions than middle class and upper class people.
GENDER	<p>Men are on average paid 20% more than women (known as the gender pay gap)</p> <p>Some jobs are still dominated by men and women still do most of the domestic work and childcare.</p> <p>Some sociologists argue that women face a glass ceiling (invisible barrier to promotion) at work.</p>
RACE AND ETHNICITY	<p>Unemployment is higher amongst certain ethnic groups (i.e. Pakistani, Bangladeshi, Black Caribbean and Black African) than others and men from ethnic minority groups are more likely to be working in manual jobs.</p> <p>Sociologists sometimes call this the ethnic penalty.</p>
SEXUALITY	There is little data on how sexuality affects life chances but some research show how gay people choose not to go into certain professions because they perceive them as homophobic.

LEGISLATION	<p>There are several laws in this country that make it illegal to discriminate against people at work.</p> <p>For example the Equal Pay Act (1970) and the Equality Act (2010).</p>
AGE	<p>Age discrimination is illegal in the UK but still occurs.</p> <p>Young people and old people often find it difficult to get a job, particularly in some professions.</p>
DISABILITY	Disabled people in the UK earn on average half as much as non-disabled people and disabled people are far more likely to be unemployed.
RELIGION AND BELIEF	<p>People from certain religions (e.g. Muslims) are far more likely to be unemployed than people from other faiths.</p> <p>This is particularly true for Muslim women who wear head scarfs and could be because of Islamophobia and stereotyping.</p>
INTERSECTIONALITY	<p>When factors that affect life chances combine.</p> <p>For example, black, working class women may experience more social disadvantages than a white, middle class man.</p>

# LIFE CHANCES: HEALTH AND HOW IT IMPACTS ON LIFE CHANCES

Health chances refer to how good health of groups will be and how this may impact, inhibit or restrict lives.

Sociologists believe that the working class suffer greater levels of health inequality

The Black Report discovered that there was a 'health divide' between rich and poor

The report found working class are likely to suffer from poor health

With low birth weight, cancer, visual problems, heart attacks, obesity and mental health problems.

We do have the 'health divide' in Britain. Richer people live longer

Less likely to work in poor or unsafe working conditions.

Less likely to live in overcrowded homes



FACTOR	EXPLANATION
--------	-------------

## CULTURAL

Lifestyle differences affect health

Poor diet, low levels of physical exercise and engaging in high risk activities like drug abuse.

Working classes who smoke and drink die younger than middle classes who do the same

## INACCURATE STATISTICS

Problems with methods gathering statistics.

Disease labels are applied differently to different social groups

Doctors label diseases quicker in lower classes than middle classes.

Most say differences in health are real and not a product of inaccurate statistics.

## NATURAL

Ill health is not a product of low social class

Is a cause of low social class.

Healthy people more likely to get better paid jobs and do well (survival of the fittest).

## STRUCTURAL

Link between geography and high levels of poverty.

Health depends on material circumstance

Substandard housing, poor working conditions, low income,



## LIFE CHANCES: EDUCATION

Education is a major factor in the type of life that an individual will have

For many, education is the route to achieving social mobility

Some groups are likely to do much worse in education than others

This includes working class, males and certain ethnic minority groups.

Functionalists believe that education can improve life chances to achieve social mobility

But some are still needed to fulfil important, low skilled/low paid jobs.

Marxists believe education disadvantages the working class who are trained to accept capitalism and any form of social mobility and meritocracy are myths.

### Material Factors

- Lack of resources may lead to underachievement, including the lack of uniform, tutors, school trips and other essentials
- Poor diet may lead to illness and absence
- Poor housing, which is damp, dark and cold can lead to illness and absence.
- Catchment areas mean that schools mirror the social problems of working class areas,
- Lead to possible underachievement (e.g. high staff turnover, difficult behaviour, drugs, subcultures); this is selection by mortgage (Mac an Ghail)

*It would be useful to refer to page 76 for social class and education*

In 1980, Halsey, Heath and Ridge published *Origins and Destinations*.

They used a sample of 8,000 men born between 1913 and 1952

They didn't ask women

Found a boy from a professional middle-class home had a far greater chance of continuing at school and going to university than a boy from a working-class background.

They suggest a lack of maintenance grants were a major obstacle to creating equality of opportunity for working-class students.



## SOCIAL CLASS: HOW DOES YOUR WEALTH, INCOME, POWER AND STATUS AFFECT LIFE CHANCES?

Those in higher social classes are more likely to have more wealth, income, power and status.

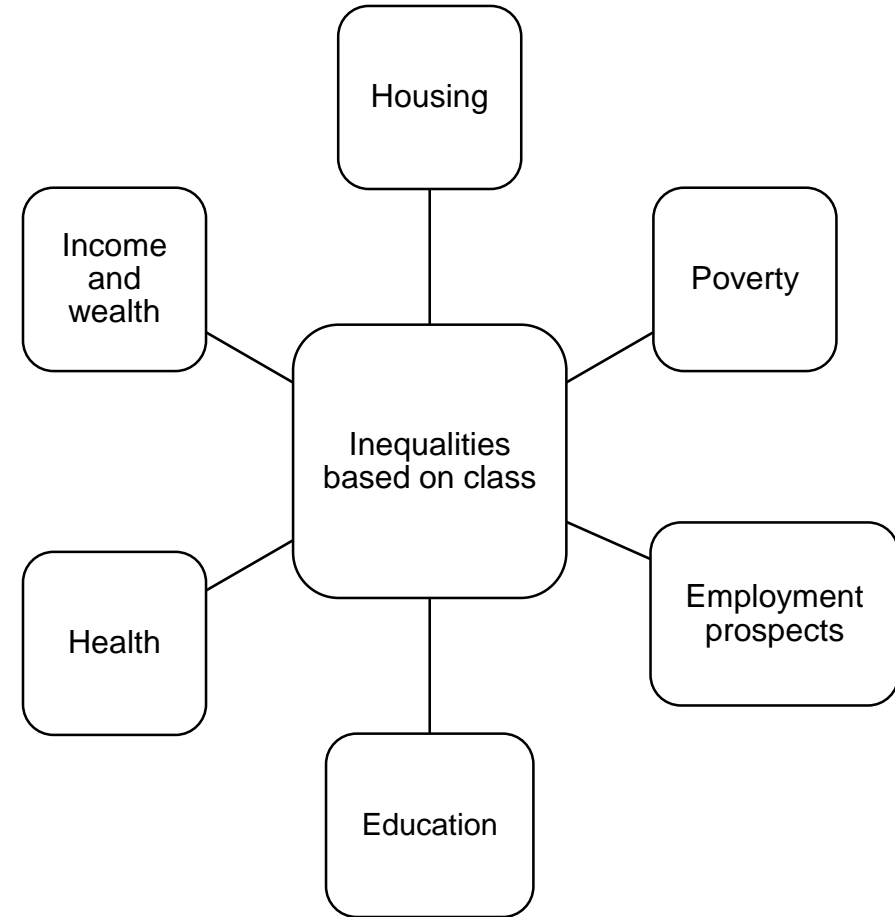
Those in lower social classes will have less

Working class people are far less likely to get into high paid jobs and professions than middle class and upper class people.

Income and wealth mean the rich can enjoy better health, longer life expectancy send their children to the best private schools and gained the top jobs

The social mobility and child poverty Commission conducted a study based on 4000 leaders in politics business and the media

Results showed that those educated at independent schools an Oxbridge said that Britain was deeply elitist



# GENDER AND LIFE CHANCES: WHAT INEQUALITIES STILL EXIST BECAUSE OF GENDER?



ARE A	DETAILS
-------	---------

THE GENDER PAY GAP

Women earned around one-fifth less than men per hour on average in 2015.

The average hourly wage gap has narrowed from 1993 when women earned 28% less than men.

Women are now more highly educated than men

Women are also more likely to work part-time once they have had children.

The glass ceiling prevents women from entering the top positions in society despite their ability

POWER IN SOCIETY

Gender inequality is still the most importance source of inequality and division in society today.

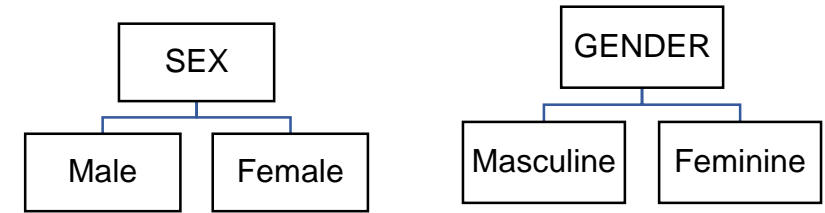
Holmes (2009) argues that society is organized in ways to benefit men more than women.

Women are less likely to have powerful positions because of the glass ceiling.

After 2015 general election there were 459 male MPs and 191 female MPs

September 2016 six of the political parties in Westminster had female leaders

April 2016 women made up 21% of the Court of Appeal judges, 21% of High Court judges and 28% of judges in courts.



Gender is a social construction - not real

Sexism refers to treating someone different because of their sex.

Discrimination is acting upon a prejudice systematically.

It is unlawful to discriminate on the basis of gender.

Women hold less power than men in policies and have less wealth

Women are less likely to have powerful positions because of the glass ceiling.

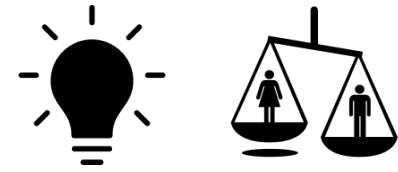
Women experience the gender pay gap - roughly a gap of 20%.

In some workplaces, such as Ryanair, the gap was nearly 80%.

Women are more likely to be left taking a responsibility for childcare,

The working classes cannot always rely on extended family to provide this so affects women's employment

# GENDER: LIFE CHANCES AND SOCIAL MOBILITY:



## EXPLANATIONS FOR THESE CONTINUING INEQUALITIES IN THE WORKPLACE INCLUDE:

SEX DISCRIMINATION IN THE WORKPLACE	Women continue to be treated less favourably than men simply because they are women.  Links back to stereotypes about
WOMEN'S TRIPLE SHIFT	Duncombe and Marsden (1995) argue women bear the burden of working a triple shift  It could be argued women are held back when applying for promotion at work or developing their career.
CHILDCARE PROVISION	Women are often found in part time work to fit around childcare needs  They may end up earning less as they may time off for maternity and raising children so don't move ahead in their career as quickly as men

## THERE ARE SEVERAL ANTI DISCRIMINATION LAWS THAT EXIST TO REDUCE GENDER INEQUALITY

EQUAL PAY ACT (1970)	Meant that employers now must pay men and women the same salary when they are doing the same work or work of equal value.
THE SEX DISCRIMINATION ACT (1975)	It is illegal to discriminate or treat someone less fairly (e.g. at work or school) because of their sex.

There are several policies introduced to reduce gender inequality

Feminists say policies do not go far enough

Gender inequality is still a major problem

Most sexism was directed at women,

Today the term also applies to discrimination against men.

Women hold less power than men in policies and have less wealth

Women are less likely to have powerful due to the glass ceiling.

Women experience the gender pay gap

This can be gap of 20%. In some workplaces, such as Ryanair, the gap was nearly 80%.

Women are more likely to be left taking a responsibility for childcare, which is expensive and inaccessible for the working class.

This affects women's employment



## ETHNICITY AND LIFE CHANCE:

### WHAT INEQUALITIES EXIST BECAUSE OF ETHNICITY?

#### WHAT INEQUALITIES STILL EXIST BECAUSE OF ETHNICITY?

LESS CHANCE OF  
EMPLOYMENT

Unemployment is seen as an important indicator of inequality.

It can be linked to social problems such as poverty and homelessness as well as ill health.

Having educational qualifications improves your life chances and quality of life.

Prejudice and discrimination in the job market exists

Life chances and quality of life of some ethnic groups are negatively affected.

HIGHER RISK OF LIVING IN  
POVERTY

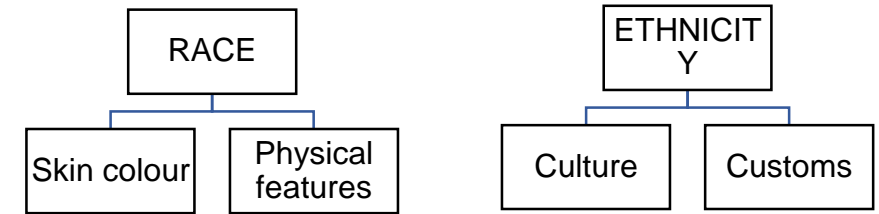
Families headed by someone from an ethnic minority are at risk of living in low income

This is particularly the case for people of Pakistani or Bangladeshi heritage.

Lister (2004) says most explanations for these patterns of poverty show racism and discrimination as key factors.

Unemployment can lead to decline in health and homelessness.

Unemployment is 3 times higher for black people.



Sociologists do not accept the idea of race

They believe that humankind cannot be divided into different racial groups

Racial differences like gender are created by society rather than rooted in biology

Prejudice occurs when people are pre prejudice an individual or group

Racism occurs when people are treated differently or less favourably on the basis of their ethnicity

Ethnicity may affect the life chances of individuals.

Ethnic groups share language, heritage, traditions and histories.

Race is based on biological and physical characteristics.

13% of Britain's' are from Ethnic Minority groups.

41/650 MPs are BAME. 3.4% of Police officers are BAME

40% of doctors are BAME. 5% of Judges are BAME

# ETHNICITY AND LIFE CHANCE: EXPLANATIONS AND SOLUTIONS



## EXPLANATIONS FOR THE PERSISTENCE OF INEQUALITY OF ETHNIC MINORITIES

DISCRIMINATION IN THE LABOUR MARKET

Educational qualifications improves the life chances and quality of all ethnic groups

However prejudice and discrimination in the Labour market continue

Equality laws are difficult to enforce resulting in the life chances and quality of life for some ethnic minorities

MINORITY ETHNIC GROUPS AND THE UNDERCLASS

New right suggest that some people from minority ethnic groups form part of an underclass - the welfare system led to this

Murray associated the underclass in America with African-American and Hispanic people

MARXIST APPROACHES

Marxist see racism as built into the workings of capitalism

Some groups including people from ethnic minorities form part of the reserve army of Labour .

They can be hired to work during economic booms when capitalism needs them and fired during recessions

the reserve army also keeps down wages because workers know they can be easily replaced if demand for pay increases

## WHAT HAS THE GOVERNMENT DONE TO TRY AND BRING EQUALITY ?

1976 RACE RELATIONS ACT

This made direct and indirect discrimination as well as victimisation of someone on the grounds of ethnicity illegal.

Workplaces must practice positive discrimination towards minorities

THE COMMISSION FOR RACIAL EQUALITY

This later merged with the Equal Opportunities commission to become the Equality and Human Rights Commission.

These organisations have helped to tackle racism and discrimination.

THE EQUALITY ACT 2010

Made it illegal to discriminate someone based on anything other than their suitability to perform a job

## AGE: LIFE CHANCES AND SOCIAL MOBILITY

### HOW IS YOUTH LINKED TO INEQUALITY?

Youth subcultures have developed as a result of inequalities in some cases.

Most likely to experience unemployment, because of lack of skills or experience.

More likely to be 'NEET' (Not in employment, education or training)- 12% in 2016

More likely to be underemployed or employed in low skilled, low paid and insecure work.

This is especially the case in global financial crisis

However, they are more likely to receive financial support from the 'bank of mum and dad'

Subject to more power at school than home

Such relationships are more democratic than they were previously

Young people may be subject to more power at school than home

Children are dependent on their parents – employment laws limit opportunities

Younger people are stereotyped by the media and others in society

Ageism is discriminating someone based on their age  
Many are faced with ageism, false stereotypes and prejudices.



Age as a Social Category and social constructed

### HOW IS OLD AGE LINKED TO INEQUALITY?

Older people may be subject to ageism and different social attitudes or in employment.

Ageism has been addressed in public life, because of the equality act (2010).

Older people are not a generic group

Experiences differ according to whether they are young old or old-old

Also gender and ethnicity are also important

There are a number of older people in high status positions (e.g. MPs, Lords, Judges)

This group is also likely to be subject to 'pensioner poverty'  
The State Pension does not pay enough for many to survive on.

The life chances of an elderly working class widowed black woman may be much worse than those of a newly retired, middle class, married white man.

# SOCIAL MOBILITY – WHAT IS IT AND WHY DOES IT MATTER?



KEY TERM	DEFINITION
ASCRIBED STATUS	Status that a person is born with
ACHIEVED STATUS	Status that is achieved by a person – usually through merit and qualifications
SOCIAL MOBILITY	When there is movement between the classes – this can be up or downward or upward  In an open society there is social mobility and the possibility that those in lower classes could move upwards.
VERTICAL MOBILITY	Moving up or down the class system
INTRA-GENERATIONAL MOBILITY	Changing class within your lifetime – such as a promotion Your personal movement over your lifetime
INTER-GENERATIONAL MOBILITY	Where an individual moves up the class scale compared to their parents or grandparents.
NEPOTISM	the practice among those with power or influence of favouring relatives or friends, especially by giving them jobs
MERITOCRATIC SOCIETY	rewards an individual's achievements rather than their social origins, backgrounds, inherited wealth or personal connections

Social mobility of interest sociologists, politicians and policy makers.

It is seen as an important measure of how open a society is. Social mobility and meritocracy are strongly linked together

Where society is based on merit, education overcomes social origins and disadvantages.

A child's achievements at school do not depend on their social class background.

In a meritocracy there should be a weak link between class origins and educational success. There should be a strong link between educational success and social destination

High rates of upward mobility could indicate: Status is based on achievement.

There are three ranges of social mobility:

Long range: from the bottom strata to the top or top to the bottom.

Short range: For example, from an unskilled to a skilled manual job.

Self recruitment: Where children remain in the same class as their parents.

# SOCIAL MOBILITY- DOES SOCIAL MOBILITY EXIST IN BRITIAN?



Research shows a working class child's chances of getting a professional or managerial role are a 1/4 of those of a child from a professional class.

Crompton (2008) notes that in Britain, social mobility is in decline. He says changes this is due to changes in the occupational structure

Skilled manual jobs have declined and the growth in professional and managerial jobs has slowed.

Mobility research shows a fall towards the end of the 20<sup>th</sup> century.

In the UK, children born into manual working class families in 1958 had a better chance of moving into higher occupations than children born into similar families in the 1970s.

Research shows important education is important in determining people's chances of upwards and downward mobility.

Goldthorpe's mobility study showed working class children could and did end up in middle-class occupations but they were less likely to do so than middle-class peers.

Those in high status positions in society use wealth to purchase an elite private education for their children or support them with unpaid internships with major employers.

Wealthy members pass on their wealth to the next generation .Inheritance is the most likely route to wealth in British Society.

The social mobility commission (2016) found people from more privileged backgrounds are over-represented in investment banking. These banks recruit from a small number of elite universities (e.g. Oxford, Cambridge and Warwick).

For Functionalists, society is meritocratic.

For Marxists – true social mobility is not possible as capitalism only rewards the Bourgeoisie

For Feminists – society is patriarchal – social mobility is for men.

Functionalists believe that social mobility is evidence of meritocracy.

Marxists believe that social mobility is an illusion.

The glass ceiling prevents women from entering the top positions in society despite their ability

## Problems in measuring social mobility

Some studies of inter-generational mobility focus only on males- what about female experiences of mobility?

Studies that ask participants to remember their employment histories, or those of their parents which are unreliable!

Mobility studies record movement at two (or more) points in time.- Researchers decide which age and point to measure mobility from.

A young person, for example, might be in a temporary job (such as in a call centre) while awaiting a suitable opening in a city bank.



## HOW IS WEALTH AND INCOME DISTRIBUTED IN BRITAIN?



There are massive inequalities in how wealth and Income are distributed in Britain today.

### INCOME

Distributed unevenly between households in the UK.

Income inequality has widened over the last 30 years.

For example, in 1979, the top 10% of people in the UK received 21% of income and the poorest 10% received 4%.

In 2007, the top 10% received 40% of income and the poorest 10% received 3% of income.

This increase in inequality can be explained partly by the huge salaries and bonuses paid to the highest earners.

In 2005/2006 for example, a chief executive of top 100 company in Britain could expect to earn around £2.9 million.

However, following the credit crunch, which began in 2008, huge bonuses are less likely to be paid.

### WEALTH

Distributed more unevenly than income.

The most important element of household wealth in the UK is residential buildings (e.g. houses or flats).

In 2006, of people's total "assets" (wealth) 45% of them were held in the form of residential buildings.

In Britain there are a number of people referred to as the super rich, who are multimillionaires.

They own wealth in the form of shares in industry, finance and commerce.

Upper class landowners such as the Duke of Westminster who have inherited their wealth.

# POVERTY: DEFINITIONS OF POVERTY – WHAT DO WE MEAN BY THE TERM ‘POVERTY?’



KEY TERM	DEFINITION
ABSOLUTE POVERTY	When a household does not have sufficient income to buy the minimum needed for survival
RELATIVE POVERTY	When a household's income is significantly below the average for their society
MATERIAL DEPRIVATION	When a household is unable to afford the goods that most people in that society own
WEALTH	Refers to the stock of assets held by a person or household at a single point in time. These assets may include financial holdings and saving.
SUBJECTIVE POVERTY	this is based on whether people see themselves as living in poverty.
INCOME	Refers to money received by a person or household over some period of time
ENVIRONMENTAL POVERTY	Measures of deprivation in terms of conditions such as inadequate housing or air pollution

Rowntree was one of the first people to systematically study poverty

He created poverty line - A weekly amount that "was necessary to enable families to secure a healthy life"- 33% poor in York

in his research Rowntree used the term in primary poverty

Modern sociologists would describe this as absolute poverty

Poverty is a controversial issue and there is no single agreed way of defining it

the question of how we define poverty is important though

our definition will influence how we measure poverty the number of people said to be in poverty and our views on how poverty should be tackled

Walker and Walker argued that the definition of poverty chosen by the state is crucial.

It determines how far the government accepts that poverty exists and what policies are adopted to tackle it

Also how those experiencing poverty or treated

# POVERTY: THE LOW INCOME MEASURE OF POVERTY AND SHOW POVERTY STATISTICS



The government uses the poverty line to measure poverty in the UK

This is the lowest amount of money someone needs to have the essentials in life

If income falls below the poverty line then you are considered to be in poverty.

The past decade household income has been damaged by welfare cuts benefit freezes and lack of pay

Poverty can lead to something 'social exclusion'

Low income is fixed at 60% of the median income of the population.

The average UK income is £27,000

Households below £16,000 or less per year are considered to be in poverty in the UK.

In 2009 22%, of the population was below this level

When poverty grows and other become richer this results in greater inequality

Butler and Watt say identify several reasons for this:

Increase in the proportion of workless households

Increase in the pay gap between low skilled and high skilled workers

Changes in taxation such as the reductions in the rate of income tax which benefit the rich

Demographic changes resulting in an increase in groups with low incomes like pensioners and lone parent families

Figures show:

1 million: The number of children in Britain currently living in poverty in working households, where at least one adult is working.

4 million: The number of children in the UK were living in relative poverty in 2018

60%: The percentage of poor adults who live in working households in Britain

10.9 million: people identified as 'poor' in Britain in 2008/9 based on their household income before housing costs.

London is one of the most unequal places in the UK

2.2 million: The number of pensioners who currently live in poverty in Britain

Britain has a higher proportion of its population living in relative poverty than most other EU countries



# KEY STUDY: TOWNSEND AND THE RELATIVE DEPRIVATION INDEX

In the affluent Society of the 1950s and 60s there was a myth that poverty had ended

Townsend dispelled this myth with his work on relative poverty in 1979.

His research was based on questionnaires issued to over 2,000 households and more than 6,000 individuals located in various geographical areas in the UK.

Each household was given a score on this deprivation index

Townsend then calculated a threshold for levels of income below which the amount of deprivation rapidly increased

He believed more than 22% of the population to be living in poverty in 1968–69,

This compared to just over 6% using the state standard and a little over 9% using relative income.

A higher figure than official statistics.



Many questions were subjective or of personal preference.

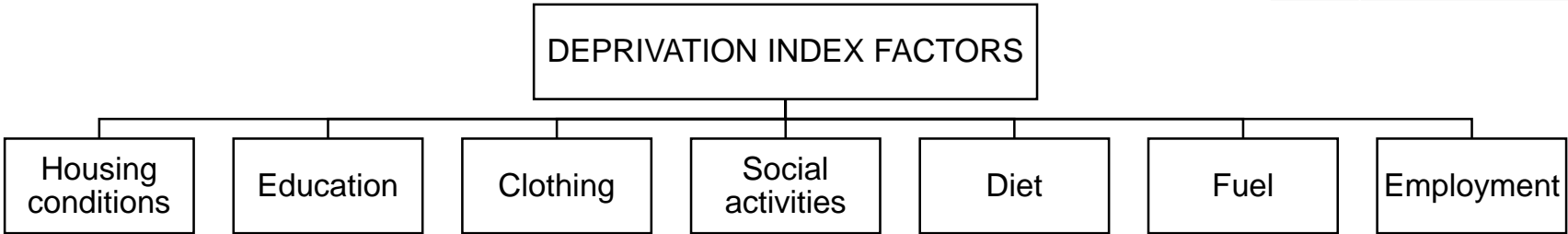
It didn't measure poverty but rather inequality

It was it contained a lot of detailed information as one of the largest surveys of it's time to explore social issues.

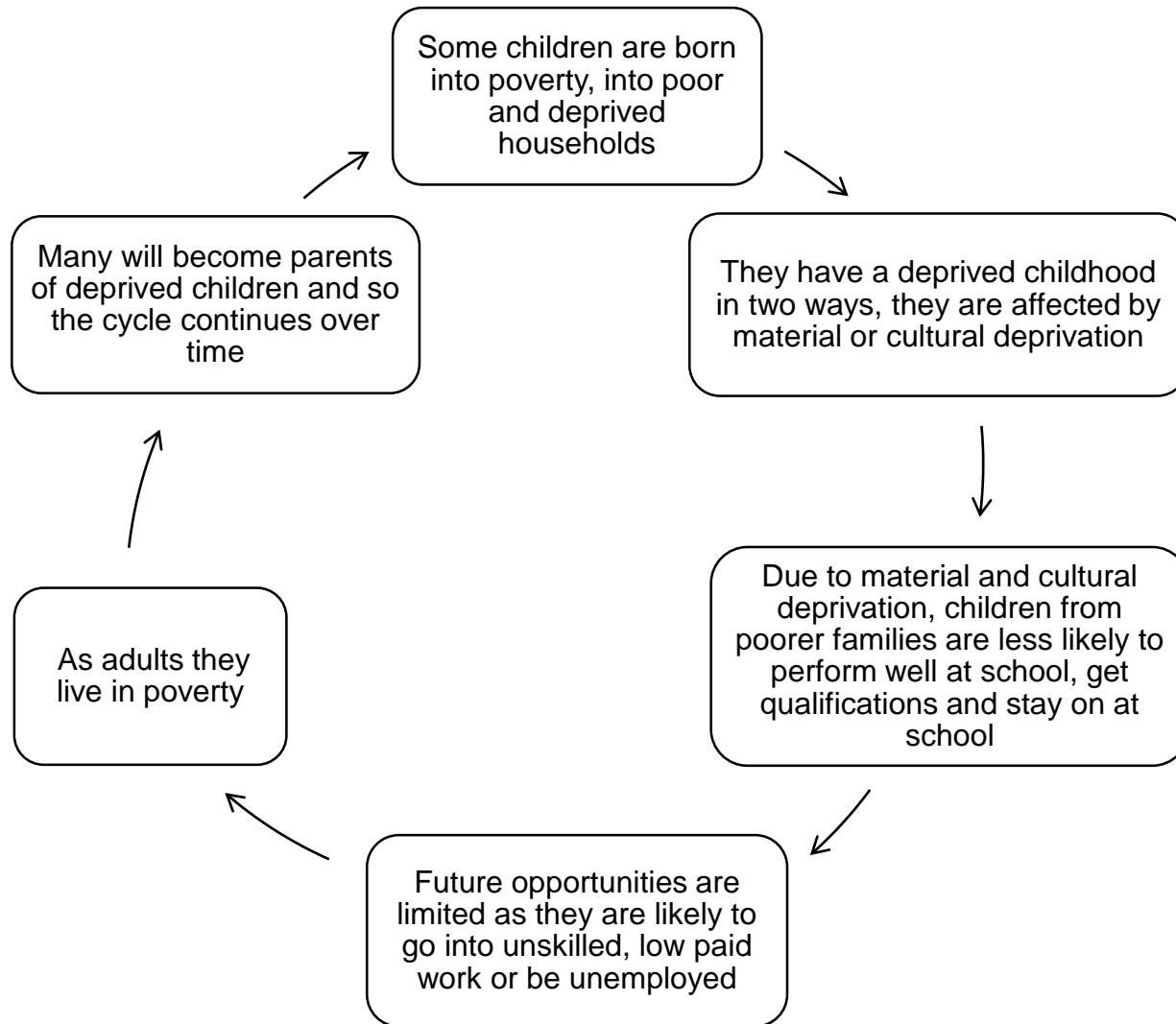
It was a 32 page survey – how reliable are the results?

Some argue that his index was inadequate and produced potentially misleading results

Example the absence of fresh meat and cooked meals might not be an indicator of poverty but of individual choice



# POVERTY: THE CYCLE OF DEPRIVATION



There are two main explanations in sociology as to why poverty occurs.

Cultural - it is the fault of the people themselves

Structural- it is the structure of society that is to blame

The cycle of deprivation

This refers to how poverty can be passed from one generation to another

THE POVERTY TRAP-

People don't get a job/get some qualifications because they will lose benefits, keeps them trapped on low income from benefits.

The failure of the Welfare State- Benefits are high enough to keep people above the poverty line, and also people become dependent on benefits.

THE IMPACT OF GLOBALISATION ON POVERTY IN THE UK

Some sociologists suggest that globalisation has increased the inequality in the UK.

For example, the global financial crisis of 2007-2008 led to a recession in the UK with increased unemployment.

## KEY STUDY: MURRAY; ‘THE UNDERCLASS’



- Oscar Lewis believed that the culture of poverty passed from one culture to the next.
- He found the poor felt helpless to change the direction of their lives
- They focus only on the present and not the future – they are fatalistic and less likely to participate in wider community.
- Charles Murray continued to develop these ideas
- He argued people were choosing to rely on benefits rather than go to work.
- Crime rate increases, members of the underclass were choosing to live off illegal economy
- Actions such as benefit fraud, petty drug deals, shoplifting
- There was a rising number of single parent families
- Murray claimed was down to the growth of acceptability surrounding illegitimacy.
- He claimed that such families breed delinquency and fecklessness.
- The welfare state was becoming an increasing burden on the taxpayer. The nanny state was replacing individual responsibility.
- Murray believed there was a case for welfare reform – reduce state intervention
- Introduce sanctions and rewards. Murray also believed that there was a case to incentivise work.
- He blames the benefits system for producing people unable or unwilling to earn their own living.

KEY TERM	DEFINITION
CULTURE OF DEPENDENCY	The idea that social welfare systems encourage people to stay on benefits rather than support themselves through work
CULTURE OF POVERTY	An acceptance repeated across generations that if you are poor you will always be poor
IDENTITY	Sense of self (who you believe yourself to be)
MARKET CAPITALISM	An economic system that supports private business (a person owns it, rather than the state) in a competitive market
MARKETISATION OF EDUCATION	Systems designed to encourage competition between schools in an attempt to raise standards
UNDERCLASS	A group of people at the very bottom of the social scale who are dependent on welfare benefits



## THE NEW RIGHT PERSPECTIVE ON STRATIFICATION AND POVERTY- THE CULTURE OF POVERTY



Explains why some families fail to achieve social mobility

Explains how culture and ideas play a role in poverty

Highlights the role of the individual and families to help themselves



Cultural definition of the underclass ignores economic reasons that may create such a class.

Poor evidence base - much of the research suggests that the benefits does not have the effect that he claims

Many of the so-called underclass have conventional attitudes and want stable relationships and paid employment.

Members of the underclass can be seen as the victims of social inequality rather than the cause of social problems.

Crompton argues labels such as the underclass stigmatise people

This can lead them to distance from the rest of society leading to isolation and social exclusion

Some argue that the structure of society needs to be looked at when explaining poverty

Research should also focus more on the overclass – the rich and the powerful groups in society

# GLOBALISATION- POVERTY AND EMPLOYMENT



The ease of goods and services has made trade easier

Jobs have been created in the developing world

New opportunities

Creating wealth

Raising living standards

International cooperation



Shifts jobs from the developed world leading to unemployment

Poor job security as companies can exploit workers

Privatisation of public services

Economic contagion such as recession)

Unelected international organisation

A new division of labour that reflects global inequality is created

The developing world makes clothes and produces coffee, getting little in return

There are different types of globalisation

Cultural globalisation: The spread of Western culture or media

Economic globalisation: The growth of transnational businesses and conglomerates

Examples include: Coke, Starbucks, McDonalds

Political globalisation: The growth of organisations like the UN and the EU.

Lifestyle globalisation: Affects the ways we live our lives

Examples include the food we eat and the places we visit

Some sociologists argue that globalisation has changed patterns of employment.

They argue that globalisation has created an unstable employment sector

Jobs are no longer 'for life', in all parts of the world.

This has implications such as the rise in long term unemployment, the growth of family problems (crisis of masculinity).

Many believe that globalisation has changed society and the way that we live our lives.



# POVERTY - THE DIFFERENT SOCIOLOGICAL VIEWS OF POVERTY

THEORY	IDEAS
--------	-------



People in poverty can be excluded from the labour market

This includes the disabled, the chronically sick and the elderly

They can also be in a weak position - They have no marketable skills or qualifications

Davis & Moore say poverty means everybody has a role. Poor sections of society are needed because they can do the worse jobs

Poverty also creates jobs for people in society such as charity workers, social workers and the police.



Poverty is a result of a culture of underclass, where individuals choose benefits over work.

This welfare dependency culture may create problems for society, such as crime and poverty.



Groups of people are excluded from participating in society.

They are unable to buy the goods and services they need

Feel they cannot participate or make a valuable contribution to society in a political or economic manner.

They suffer from low income, poor housing, poor skills, family breakdown

This results in then been disadvantaged throughout generations.



The welfare state reinforces patriarchy

It encourages the nuclear family and discouraging single parenthood.

Divorce/lone parenthood can lead to poverty.

Women at the head of single parent families are in an 'economically perilous' situation.

Lone mothers are likely to end up poor and the gender pay gap/glass ceiling prevents women from escaping poverty.

Women can act as shock absorbers of poverty, going without to ensure children are fed and clothed.



Poverty is the result of class based inequalities in capitalist society.

The proletariat are left poor in capitalism.

Poverty serves the needs of the bourgeoisie

The proletariat easier to exploit

They need on a job so they can be forced to work harder

A revolutionary change is needed to erase poverty.

# THE WELFARE STATE AND BENEFIT SYSTEM

The Welfare State is the safety net developed after WW2

The Beveridge Report wanted aimed to cure ills of society.

The government introduced policies like the welfare state.

Universal benefits were available to everyone

Having free education meant that everyone could become educated and move up the social class hierarchy.






LOCAL	These are set by local councils  These include things such as housing benefit and council houses
CONTRIBUTORY	This is where you must pay national insurance to qualify  This includes Job Seekers Allowance, and State pensions  The state pension given to those who contribute National Insurance.  This is worth up to £160/week.
NON-CONTRIBUTORY	This is for those who don't pay NI or are on low incomes  These include Child Tax credits.

---

Today many benefits have been rolled into one through universal credit.  
Some have challenge this for being unsuccessful.  
Many have suggested it faces financial pressures  
The ageing population doesn't help .  
Today many benefits have been rolled into one through universal credit.  
Some have challenge this for being unsuccessful.  
The state pension given to those who contribute National Insurance.  
Some suggest the welfare system doesn't help people enough

ASPECT	HOW TO REDUCE IT
WANT, OR POVERTY	To be reduced in society through the implementation of various benefits
IDLENESS, OR LAZINESS	To be addressed by getting more back into work.  This included support for those seeking employment.
DISEASE	Improving sanitation and the creation of the NHS.
SQUALOR	To be reduced through the creation of housing benefit and the improvement in quality of houses.

# THE WELFARE STATE – DIFFERENT PERSPECTIVES ON THE WELFARE STATE

PERSPECTIVE	OUTLINE OF PERSPECTIVE
<p>NEW RIGHT</p> 	<p>The Welfare state creates dependency and is evidence of a nanny state. It leads to a culture of underclass habits.</p> <p>The welfare state is an enormous burden on the taxpayer and should be reduced</p>
<p>FUNCTIONALISM</p> 	<p>The Welfare state is only temporary</p> <p>It is needed in a healthy society which protects the vulnerable.</p> <p>The welfare state also creates jobs and roles for members of society.</p>
<p>CENTRE-LEFT/LABOUR</p> 	<p>The welfare state redistributes wealth. It is a symbol of social justice and should be preserved.</p> <p>The aim should be to support the most vulnerable in society</p>
<p>FEMINISM</p> 	<p>Women may escape patriarchy</p> <p>It means not having to rely on men for financial support.</p> <p>The government reinforces patriarchy by rewarding the nuclear family with benefits.</p>
<p>MARXISM</p> 	<p>The Welfare State reinforces capitalist society by reducing social mobility. The system reinforces capitalism by promoting a 'culture of poverty' It also demonises the poor as part of the 'superstructure' to promote work.</p>

Welfare state is viewed differently by political and sociological perspectives.

Recently the government has reduced the payments

They have placed conditions upon those receiving jobseekers allowance

Example – claimants must apply for a certain number of jobs

This is in order to reduce those claiming benefits who are not entitled to

They also implemented sanctions for those who are not following the rules

Governments attempt to alleviate poverty through benefits

Means tested welfare benefits (unemployment benefits, housing benefits etc)

Introduction of the national minimum wage- currently £8.21 per hour for workers aged over 25

Reducing unemployment through programmes such as apprenticeships and

Providing free services such as education and healthcare

# WEBER ON POWER AND AUTHORITY: DEFINITIONS AND EXPLANATIONS







KEY TERM	Definition
AUTHORITY	<p>When someone has power over someone else - Usually because of their position in society.</p> <p>Example, police officers have power over other UK citizens.</p>
COERCION	<p>When someone has power over someone else</p> <p>Mainly because of fear, threats or punishments.</p> <p>Example, a kidnapper has coercive power over their victim.</p>
FORMAL SOURCES OF POWER	<p>Comes from a position that someone holds in society</p> <p>For example the manager of a company or the captain of a sports team.</p>
INFORMAL SOURCES OF POWER	<p>Comes from other ways that someone can influence people</p> <p>For example because of their charisma or because they have access to information or resources that other's in the groups don't.</p>

Weber didn't just refer to political parties  
 He looked at any group which sought to exercise power.  
 He gives the example of pressure groups.  
 Parties can cut across class lines, and appeal to a broad range of members of society.  
 National identity groups, religious groups or single issues could form parties.  
 E.g. Catholics and Protestants in Northern Ireland  
 Weber said there were three types of power and authority  
 He developed ideas about authority which are still important  
 He argued there are three types of authority:



Refer back to page 15 for the definitions of the above authority

## POWER RELATIONSHIPS – SOCIOLOGICAL PERSPECTIVES

PERSPECTIVE	KEY IDEAS
FUNCTIONALIST 	<p>It is important for the government to have the power to pass laws</p> <p>The police and the courts to have the power to arrest and imprison people, for teachers to have the power to set detentions.</p>
FEMINIST 	<p>Men have power over women in the home, the workplace and within politics.</p> <p>They often seek to maintain these unequal power relationships.</p>
MARXIST 	<p>The bourgeoisie have power over the proletariat because they own the means of production.</p> <p>They use this power to exploit the proletariat and maintain social inequality.</p>
WEBER ON POWER AND AUTHORITY 	<p>Weber disagreed with Marx that the main source of power is economics and argued that charismatic, rational-legal and traditional sources of authority are equally important.</p> <p>Weber also argued that, in a capitalist society, the middle classes will increase while the working class will shrink.</p>

# POWER RELATIONSHIPS- POLITICAL POWER: WHAT IS THE NATURE OF POWER?



TERM	DEFINITION
AUTHORITY	The exercise of power based on consent or agreement.
BUREAUCRACY	An organisation that operates as a hierarchy with a clear set of rules.
COERCION	power is gained through violence .
Dictatorship	A dictatorship has no freedom of speech Governments control with violence and extremely concentrated levels of power. Nazi Germany is one example of a dictatorship.
DEMOCRACY	A democracy has a system of freely elected government This is decided by the people and can be changed by the people. It is characterised by freedom of speech, tolerance , respect of the law
MONARCHY	A system with the King or Queen as the head of state.
NATION STATE	A nation state is a country which defines itself with a set of laws and national identity. The people have the religions, cultures, national symbols and flags.

Weber says a party is a group which holds specific ideological views. They promote their own interests and view.

Parties are usually classified in politics as right wing, left wing or centrist.

Weber argues an individual or small group will exercise power when it benefits them.

Parties set out manifestos based on their political and ideological views.

Voters vote in a system of first pasts the post

The party that wins the most candidates wins the election. This means over 50% of all 650 seats in the UK

If there is no party that wins 50% of votes a coalition is often formed to get policies passed.

Some suggest proportional representation is a better voting system

PR is when a number of candidates are elected to represent the percentage of the population who voted for that party.

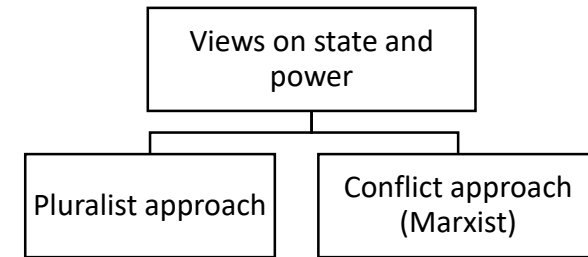
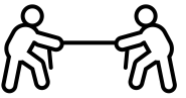
# POWER RELATIONSHIPS- POLITICAL POWER, ELECTIONS AND GOVERNANCE

Elections in the UK are held roughly every 5 years

They may happen more frequently if a government decides that they should.

The UK is a representative democracy

This means we give our decision making power to elected representatives.



TERM	DEFINITION
CENSORSHIP	Tight governmental control of media content.
PROPAGANDA	Campaigns used to promote views or to win loyalty.
PROPORTIONAL REPRESENTATION	Seats are allocated according to the number of votes each party gets.
REPRESENTATIVE DEMOCRACY	Citizens elect representatives who make political decisions for them.
STATE	The various institutions that organise and regulate society, they make, implement and enforce laws
PROTEST MOVEMENT	A movement that organises direct action e.g. to protect the environment.

## APPROACHES TO POWER AND THE STATE: KEY IDEAS

PLURALIST APPROACH

- Democratic societies are managed for the benefit of all.
- Power and authority are based on rules and regulations.
- Meritocratic systems ensure that the most able are placed into positions of power and authority
- competing interests and pressure groups exist in society and power is shared between these groups, no single group dominates and gets its own way and the state acts as a referee.

CONFLICT / MARXIST APPROACH

- Elite groups have a shared interest in maintaining the existing social order
- Defend private property and preserving the capitalist system.
- Powerful positions within the state e.g. top judges tend to come from privileged backgrounds and the state protects their interests.
- Central and local government, the police, judges and military are all instruments of the powerful economic social groups.

# KEY STUDY: WALBY ON THEORISING PATRIARCHY



## AREA AND EXAMPLES

PAID WORK	There is a gender pay gap and a glass ceiling
	Women earn less than men
	They are excluded from the highest paid jobs in the labour market
	There is the glass ceiling.
	Women take the majority of part-time and flexi work in the job market.

HOUSEWORK	Women do most of the house work
	Husbands and partners benefit from the unpaid labour that women
	The triple shift and dual burden reflect the of oppression women face at home

CULTURE	There are different norms and values for men and women
	Canalisation and gender socialisation encourage women to conform to society's ideas of <b>femininity</b> .
	This is further encouraged by the male controlled media.

SEXUALITY	Different expectations for women exist when it comes to sexual behaviour
	They often have to remain passive to men's sexuality.
	Rape within marriage was made illegal in 1991 but is still far too common.
	Other aspects of control include 'up skirting' and 'revenge porn'

Patriarchy is a key concept

It says women are treated less fair in society

Argues men hold the majority of power.

Feminists criticise Marxists and Weber for ignoring gender inequality.

Walby identified six sources of patriarchal power and control

VIOLENCE	Men often use physical violence to control women for example, domestic violence.
	1 in 3 women face domestic violence
	Includes stalking, threats to kill, emotional blackmail and controlling a partner's finances.
STATE	Most politicians are men.
	Policies still show some patriarchy
	There are still gender pay gaps and sexism
	There are financial disadvantages of being a single parent
	Men can get away with being feckless fathers.





TERM	DEFINITION
ABSOLUTE POVERTY	A situation in which someone lacks the money to pay for the food, clothing and housing necessary to maintain a healthy way of life.
ACHIEVED STATUS	A social position which individuals are able to gain through, for example, hard work and or educational qualifications.
AGEISM	Being prejudiced against people because of their age.
ASCRIBED STATUS	A position or social standing given to an individual on the basis of inherited characteristics.
CASTE	A rigid system of stratification in which an individual cannot move from the caste into which they are born.
CYCLE OF DEPRIVATION	A social process which may lead the children of poor parents to suffer poverty when adults.
EMBOURGEOISEMENT	The proposition that members of the working class develop middle-class attitudes and patterns of behaviour as they become more affluent.
ENVIRONMENTAL POVERTY	Deprivation experienced in neighbourhoods that are ugly, dirty, unsafe and which lack adequate services and amenities.

TERM	DEFINITION
GENDER DISCRIMINATION	Treating people unfairly because of their gender.
GLASS CEILING	The informal barrier that makes it difficult for women to achieve high-level positions at work.
INCOME	The money received by an individual in a period of time, for example, wages or interest on savings.
INSTITUTIONAL RACISM	Occurs when the everyday practices and procedures of an organisation, for example the police, lead to discrimination against ethnic groups either intentionally or unintentionally.
LIFE CHANCES	The chances that section of society have of achieving the things which are valued by their society.
LIFESTYLE	The way in which members of a group use their resources. Lifestyles will reflect the attitudes and priorities of the group.
MIDDLE CLASS	The section of society composed of people engaged in non-manual work and professional work.
POVERTY TRAP	The particular difficulties that the poor may experience in, for example, finding a job that pays more than is received from benefits.

## KEY TERMS







TERM	DEFINITION
SOCIAL EXCLUSION	When people are unable, or feel unable to play a full part in society. This can be due to lack of material resources, discrimination by others or a sense that the rest of society neither wants or respects them.
SUBJECTIVE CLASS	The class in which an individual places themselves.
TRADE UNION	An organisation established by employees to protect their economic interests.
UNDERCLASSES	The group of people at the very bottom of the social structure Either by their economic situation or culture, are cut off from the rest of society.
WEALTH	The assets owned by an individual, for example, house, savings, a business.
WELFARE SCROUNGER	An individual who makes no contribution to society and exploits the benefits system, claiming as much as they can get away with.
WORKING CLASS	The section of society composed of people engaged in manual work.

TERM	DEFINITION
PROLETARIANISATION	The proposition that many non-manual jobs in a modern economy put their workers in situations very similar to that of the manual factory worker.
RACIAL DISCRIMINATION	Treating people unfairly because of their ethnicity.
RACISM	Attitudes to and beliefs about race which usually involve negative stereotypes of another race and lead to discrimination against people of that race.
RELATIVE DEPRIVATION	Felt when people compare their own situation to that of others whom they believe to be unfairly better off. A situation in which someone cannot afford to possess the items needed
RELATIVE POVERTY	They can also not take part in the kind of activities considered by members of their society to be a normal part of life.
SEXISM	Being prejudiced against people because of their gender.
SLAVERY	A form of stratification in which a section of the society has no rights. Individuals in this section of society are items of property which can be bought and sold.

# SOCIAL STRATIFICATION STUDIES



STUDY:	METHOD	DESCRIPTION:
DAVIS & MOORE		<p>Functionalist perspective</p> <p>Inequality is a 'universal necessity' in all societies</p> <p>Functionally important roles attract the highest rewards</p> <p>Society needs a variety of roles to run smoothly</p>
		
MARX		<p>Capitalism – the bourgeoisie control means of production</p> <p>Political power comes from economic power</p> <p>Ideology allows for exploitation</p> <p>Polarisation of social classes</p>
		
WEBER		<p>Market situations and life chances</p> <p>Expansion of the middle class</p> <p>Sources of power: traditional, legal rational, charismatic</p>
		
DEVINE	Unstructured interviews	<p>Affluent workers revisited</p> <p>Found evidence of rising living standards in working classes</p> <p>Many continued to resent the privileges of inherited wealth</p>
TOWNSEND	Questionnaires 6000 participants	<p>Ways of defining poverty</p> <p>State's standard (official statistics)</p> <p>Relative income standard and relative deprivation</p>

STUDY:	METHOD	DESCRIPTION:
MURRAY		<p>New Right perspective</p> <p>Underclass emerged due to government policy</p> <p>Benefits meant people lost interest in getting jobs</p> <p>Loss of traditional values</p>
		
WALBY		<p>Feminist perspective - Patriarchal structures:</p> <p>Society controls and oppresses women in a variety of ways</p> <ul style="list-style-type: none"> <li>• Household</li> <li>• Paid work</li> <li>• The state</li> <li>• Male violence</li> <li>• Sexuality</li> </ul>
	