



# KS4 Sociology Knowledge Book

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Form: \_\_\_\_\_



Saint Benedict  
A Catholic Voluntary Academy



*Love, Belief, Integrity, Knowledge*



# OUR VALUES

**BE WHO GOD MEANT YOU TO BE AND YOU  
WILL SET THE WORLD ON FIRE.**

## LOVE

As we know we are loved by God, we will learn to love ourselves and care for our own body mind and soul.

We will show love to one another by being patient and kind, not by being rude, boastful or proud.

As one body in Christ, we will ensure that no member of our community is left out or left behind

## BELIEF

We will encourage one another and build each other up.

We will let our light shine, making the world a better place for all.

## KNOWLEDGE

We will value knowledge: intelligent hearts acquire knowledge, the ears of the wise seek knowledge.

## INTEGRITY

We will always strive to make the right choice even when this is the harder path to take.

We will live and work sustainably.

**AT SAINT BENEDICT  
WE DEVELOP THE  
CHARACTER OF OUR  
COMMUNITY THROUGH  
OUR CURRICULUM AND  
CULTURE.**

# Respect

## What is Respect?

Showing respect is an important part of life, and how you maintain relationships.

Three types of respect:

1. Respect Yourself
2. Respect Others
3. Respect the Planet

## Why is respect important?

Receiving respect from others is important because it helps us to feel safe and to express ourselves. Respecting others helps maintain a peaceful world and encourages others to be better people. Showing respect to our planet allows us to maintain it for future generations.

| Key words     | Definitions                                                                |
|---------------|----------------------------------------------------------------------------|
| Respect       | Due regard for the feelings, wishes and rights of others                   |
| Honour        | The quality of knowing and doing what is morally right                     |
| Dignity       | Sense of pride and self respect                                            |
| Relationships | The way two or more people or groups connect and behave towards each other |
| Worthiness    | The quality of being good enough                                           |

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# Rules and Sanctions

## Build up a loving community

| Key word     |                                                               |
|--------------|---------------------------------------------------------------|
| Conduct      | The way in which a person behaves.                            |
| Unacceptable | Something that is not suitable or appropriate.                |
| Boundaries   | The limits of something.                                      |
| Sanction     | A penalty or action taken when a rule or law has been broken. |
| Consistent   | Acting in the same way overtime to be fair.                   |

## Behaviour

Rules and sanctions are things which guide our behaviour. We follow rules and regulations to be fair and consistent. Sanctions occur if we do not follow rules or deliberately break them.

## Preparation for life

All aspects of life require us to follow rules. There are rules in school; rules in your family and home; rules to follow when crossing the road and using the bus and so on. Structure and rules allow us all to know what is acceptable and how to conduct ourselves. Rules reassure us

## The law

We are all bound by the rules of the law. If we break the law, we face a raft of different sanctions. Ultimately, having rules in schools is about a lifelong understanding about what is right and what is wrong.

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# Kindness

## Key word

|                    |                                          |
|--------------------|------------------------------------------|
| <b>Empathy</b>     | Understand and share feelings of others  |
| <b>Compassion</b>  | Concern for misfortune of others         |
| <b>Compliment</b>  | Praise or congratulate others            |
| <b>Considerate</b> | Thoughtfulness and sensitivity to others |
| <b>Generous</b>    | Being liberal with things                |

## Treat others how you would want to be treated yourself.

### What is Kindness?

The quality of being friendly, generous and considerate

### What does it mean to be kind?

To have empathy/sympathy, be compassionate, looking for good in people.

### Why is it important to be kind?

Makes you feel happy, feel good about yourself

Builds strong relationships

Inspires others

### How can we show kindness?

Smile

Hold the door open for somebody

Say something nice (compliment)

Invite somebody sat on their own to join you

Manners

Listen to somebody

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# Emotions

## Key Words

|                |                                                                      |
|----------------|----------------------------------------------------------------------|
| Feelings       | An emotional state or reaction.                                      |
| Relationships  | The state of being connected with someone else.                      |
| Instinct       | A fixed pattern of behaviour.                                        |
| Intuitive      | Using what you feel to be true even without conscious reasoning.     |
| Reaction       | Something done, felt or thought in response to a situation or event. |
| Identification | The act or process of identifying someone or something.              |

## Work and play in harmony

### What are emotions?

Emotions are biological states associated with the nervous system.

Thoughts, feelings, behavioural responses, and relationships all generate emotions.

An instinct or, intuitive reaction or feeling can create emotions

### Identifying feelings

Making sense of what and how you feel is not always easy. To do this, we need to regularly check in with ourselves, making time to think about the feelings we are having and naming them. To do this, we need to think about our daily lives which may help us to see patterns of behaviour.

### Not all feelings or emotions are bad or negative!

It is important to recognise when you feel happy; relaxed and good about yourself. Knowing what has led to these feelings can help us identify things we do not like which may cause us negative feelings.

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# Verbal Communication

**Treat each other with dignity and justice**

| Key Words   |                                                                                                                                                      |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Clarity     | Vocal clarity means you do not speak too fast or too slowly. You consider carefully the words you mean and whether your listener can understand you. |
| Honesty     | Honesty is speaking the truth.                                                                                                                       |
| Respect     | Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them.                        |
| Appropriate | fitting the practical or social requirements of the situation.                                                                                       |
| Tone        | a quality in the voice that expresses your feelings or thoughts, often towards the person being spoken to or the subject being spoken about          |
| Courtesy    | politeness, good manners, or consideration for other people.                                                                                         |

## What is verbal communication?

Verbal communication is the use of words to share information with other people.

## What does it mean to communicate effectively?

Every time you verbally interact with someone you are aiming to develop your understanding of the world; you may be wishing to obtain information, respond to a request or offer support or guidance to another. In every one of these exchanges you are representing your tutor, your family and most importantly yourself.

## Why is it important to communicate effectively?

All young people need to develop good speech, language and communication skills to reach their full potential.

Speech, language and communication underpin the basic skills of literacy and numeracy and are essential for you to understand and achieve in all subjects.

## How can we communicate effectively?

Make eye contact

Speak honestly

Consider your role within the school

Consider the role of the person you are speaking to

Think carefully why you need to speak to the person you are addressing

Where necessary adapt as your conversation develops

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# Manners

| Key Words  |                                                                                           |
|------------|-------------------------------------------------------------------------------------------|
| Manners    | A person's words or way of behaving towards others.                                       |
| Respect    | A regard for the feelings, wishes, or rights of others.                                   |
| Listen     | To take in what you hear.                                                                 |
| Harmony    | A time of behaving in one way to produce a pleasing effect.                               |
| Vocabulary | The range of words that we know and use.                                                  |
| Gratitude  | The quality of being thankful; readiness to show appreciation for and to return kindness. |

## Loving...harmony...dignity

### Treat your neighbour as yourself

The way in which we behave and speak towards others, reflects in their actions and words towards us.

### Show the best side of yourself

When you speak to others, always show respect; be polite and thankful. Use the words 'please, thank you, sorry and pardon' when communicating with others.

### Manners are for every situation

Every interaction has space for the use of manners: speech, emails, messages. Often when we get upset or angry we don't use manners.

However it does calm a situation if you do.

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# Change

| Key Words   | Definition                                                         |
|-------------|--------------------------------------------------------------------|
| Change      | Make or become different                                           |
| Organised   | Make arrangements or preparations for an event or activity         |
| Opportunity | A time set of circumstances that make it possible to do something  |
| Coping      | To deal effectively with something difficult                       |
| Embrace     | Accept (a belief, theory or change) willingly and enthusiastically |
| Strategies  | A plan of action designed to achieve a long term or overall aim    |

## Develop potential to the full

### Find the positive

Don't allow yourself to become negative about the changes in your life. Change is good, keep repeating it.

### Feeling vulnerable

Facing change can be very overwhelming, leaving you feeling very emotional. Make it your mission to be proactive and respond to it positively.

### Talk about it

It's good to talk about change in your life. Focus on problems, solutions and the positives that change will bring. Try to avoid focussing on the negatives and letting emotions take over.

## Study Skills – Ways to learn and remember

### Self quizzing (look, cover, write)



Read through the information in the knowledge book that you want to learn



Cover the information up



Write down as much as you can remember



Use the knowledge book to;

- a) Correct any mistakes
- b) Add any information that you forgot

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## Study Skills – Ways to learn and remember

### Spacing



Complete a self quiz of the information you want to learn



Wait for a day or 2 (depending on the deadline)



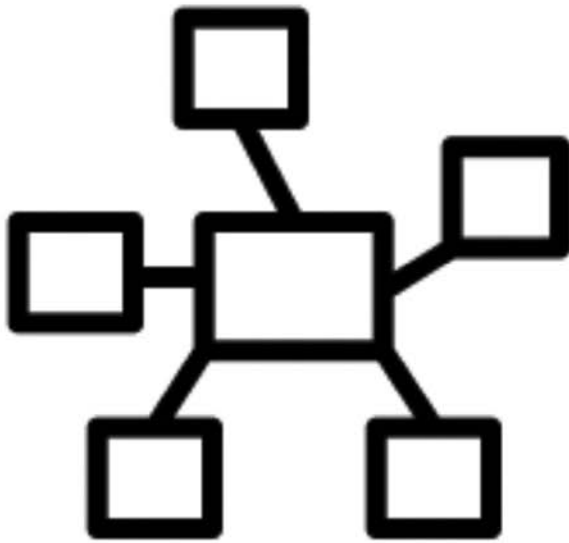
Repeat the self quiz.

**The more times you can repeat this process, the more you will be able to remember without the book**

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# Study Skills – Ways to learn and remember

## Elaboration



Think about the topic that you are studying

Ask questions such as who, what, why, where, when how. Try to find the answers

See how these ideas connect - a mind map will be useful for this

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# Study Skills – Ways to learn and remember

## Concrete Examples

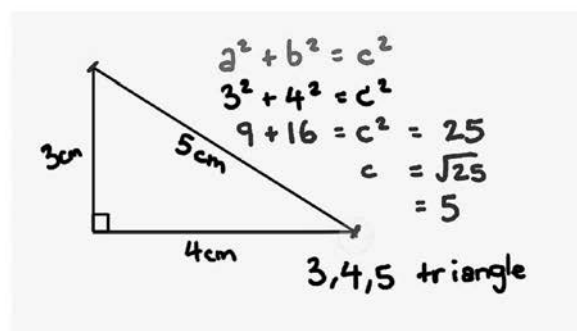


### Pythagoras theorem example

If you tried to explain Pythagoras's theorem to someone verbally, it would be quite hard to understand.

By using a concrete example that shows exactly how to use Pythagoras theorem, it is much easier to remember, understand and use

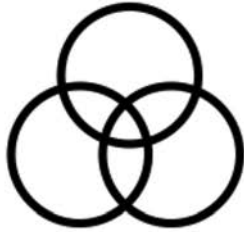
A concrete example is an clear example of an abstract idea



4

# Study Skills – Ways to learn and remember

## Interleaving



Research says we will actually learn more effectively if we mix our study skills up rather than using the same techniques all the time

1. Try to use different study skills rather than just one technique.

2. When revising for exams, prepare a revision timetable and try to revise more than one subject during a session

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# Study Skills – Ways to learn and remember

## Dual Coding



As well as **writing** information down, **create an icon/ drawing** too for individual facts. This helps your brain to remember the information

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# GCSE SOCIOLOGY KNOWLEDGE ORGANISER

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## Contents Page

|               |                                              |
|---------------|----------------------------------------------|
| Pages 3-4     | <b>KEY STUDIES FOR THE GCSE</b>              |
| Pages 5-41    | <b>PAPER 1 AND 2: THEORY AND METHODS</b>     |
| Pages 43-66   | <b>PAPER 1: FAMILY AND HOUSEHOLDS</b>        |
| Pages 68-104  | <b>PAPER 1: EDUCATION</b>                    |
| Pages 106-131 | <b>PAPER 2: CRIME AND DEVIANCE</b>           |
| Pages 133-173 | <b>PAPER 2: SOCIAL STRATIFICATION</b>        |
| Pages 174-191 | <b>PAPER 1 AND 2: Key Terms Glossary</b>     |
| Pages 192-194 | <b>Exam structure and sentences starters</b> |

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## Paper 1: Topic A: Families

| Key Study:                     | Description:                                                                                                                                                                                                                                                                                           |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Delpy and Leonard</b>       | <ul style="list-style-type: none"> <li>Feminist perspective</li> <li>Men benefit the most from women's labour in the home</li> <li>The family plays a central role in maintaining patriarchy</li> <li>Women are oppressed due to family responsibilities</li> </ul>                                    |
| <b>Oakley</b>                  | <ul style="list-style-type: none"> <li>Feminist perspective</li> <li>Addresses the idea of a conventional "cereal packet" family</li> <li>Stereotypes are now felt to be increasingly archaic (out of date)</li> <li>Women complete the double/triple shift so families are not symmetrical</li> </ul> |
| <b>Parsons</b>                 | Functionalist perspective<br>Nuclear family provides two irreducible functions <ol style="list-style-type: none"> <li>Primary socialisation</li> <li>Stabilisation of adult personalities</li> </ol>                                                                                                   |
| <b>Rapoport &amp; Rapoport</b> | Described five different aspects of family diversity <ol style="list-style-type: none"> <li>Organisational</li> <li>Cultural</li> <li>Social class</li> <li>Life course</li> <li>Cohort</li> </ol>                                                                                                     |
| <b>Young &amp; Willmott</b>    | <ul style="list-style-type: none"> <li>Symmetrical families</li> <li>Conjugal roles are more shared and are of equal importance</li> <li>Husband and wife more likely to share roles and leisure time together</li> </ul>                                                                              |
| <b>Zaretsky</b>                | <ul style="list-style-type: none"> <li>Marxist perspective</li> <li>The family serves the needs of capitalism and is a unit of consumption</li> <li>Women reproduce future workers and look after current workers</li> </ul>                                                                           |

## Paper 1: Topic B: Education

| Key Study:                      | Description:                                                                                                                                                                                                                                                     |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ball</b>                     | <ul style="list-style-type: none"> <li>Case study, observations – Interactionist Perspective</li> <li>Setting in secondary schools</li> <li>Students conform to the expectations their band</li> <li>Band 1 were the most able, band 3 the least able</li> </ul> |
| <b>Ball, Bowe &amp; Gerwitz</b> | <ul style="list-style-type: none"> <li>Market forces and parental choice</li> <li>Middle class parents have more choice in the education market due to their cultural and economic capital</li> <li>League tables</li> </ul>                                     |
| <b>Willis</b>                   | <ul style="list-style-type: none"> <li>Marxist perspective</li> <li>Mixed methods</li> <li>The 12 lads were part of a counter school culture</li> <li>More interested in having a laugh than going to lessons</li> </ul>                                         |
| <b>Bowles &amp; Gintis</b>      | <ul style="list-style-type: none"> <li>Marxist perspective</li> <li>Correspondence principle; school mirrors the workplace such as uniforms or routines</li> <li>Education prepares working class children for exploitation in the workplace</li> </ul>          |
| <b>Durkheim</b>                 | <ul style="list-style-type: none"> <li>Functionalist perspective</li> <li>Education transmits the value consensus</li> <li>Rules should be strictly enforced to learn self discipline and benefit society</li> <li>Social cohesion</li> </ul>                    |
| <b>Parsons</b>                  | <ul style="list-style-type: none"> <li>Functionalist perspective</li> <li>Education is a bridge between family and society</li> <li>Schools are meritocratic and help to select individuals for their future role in society</li> </ul>                          |
| <b>Halsey, Heath and Ridge</b>  | <ul style="list-style-type: none"> <li>Class inequalities</li> <li>Sample of 8000 males found that working class children were much less likely to attend university</li> <li>Home encouragement and parental attitudes</li> </ul>                               |

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## Paper 2: Topic A: Crime Key Studies

| Key Study:        | Description:                                                                                                                                                                                                                                                                            |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Becker</b>     | <ul style="list-style-type: none"> <li>Interactionist/labelling</li> <li>An act becomes deviant when others define it as such</li> <li>Agents of social control can make a label stick. This can cause a self-fulfilling prophecy, leading to a deviant career/master status</li> </ul> |
| <b>Carlen</b>     | <ul style="list-style-type: none"> <li>Feminist perspective</li> <li>Control theory</li> <li>Unstructured interviews with working class women</li> <li>When they cannot achieve rewards promised in the class deal or gender deal, crime becomes a viable alternative</li> </ul>        |
| <b>Heidensohn</b> | <ul style="list-style-type: none"> <li>Feminist perspective</li> <li>Control theory</li> <li>Patriarchal societies control women more so they have fewer opportunities for crime</li> <li>Public, private and workplace</li> </ul>                                                      |
| <b>Stan Cohen</b> | <ul style="list-style-type: none"> <li>Moral Panics</li> <li>Media created moral panic about Mods and Rockers</li> <li>Leading to the amplification of deviance</li> </ul>                                                                                                              |
| <b>A Cohen</b>    | <ul style="list-style-type: none"> <li>Functionalist perspective</li> <li>Status frustration</li> <li>Lack of opportunity means working class boys can't achieve educational success</li> <li>Deviance allows them to gain status from their peers</li> </ul>                           |
| <b>Merton</b>     | <ul style="list-style-type: none"> <li>Functionalist perspective</li> <li>Strain theory</li> <li>Not everyone can achieve the American Dream in the legitimate means</li> <li>Anomie</li> </ul>                                                                                         |

## Paper 2: Topic B: Social Stratification Key Studies

| Key Study:               | Description:                                                                                                                                                                                                                                                                     |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Davis &amp; Moore</b> | <ul style="list-style-type: none"> <li>Functionalist perspective</li> <li>Inequality is a 'universal necessity' in all societies</li> <li>Functionally important roles attract the highest rewards due to the sacrifices made for education</li> </ul>                           |
| <b>Marx</b>              | <ul style="list-style-type: none"> <li>Capitalism – the bourgeoisie control means of production</li> <li>Political power comes from economic power</li> <li>Ideology allows for exploitation</li> <li>Polarisation of social classes</li> </ul>                                  |
| <b>Weber</b>             | <ul style="list-style-type: none"> <li>Market situations and life chances</li> <li>Expansion of the middle class</li> <li>Sources of power: traditional, legal rational, charismatic</li> </ul>                                                                                  |
| <b>Devine</b>            | <ul style="list-style-type: none"> <li>Unstructured interviews</li> <li>Affluent workers revisited</li> <li>Found evidence of rising living standards but many continued to resent the privileges of inherited wealth</li> </ul>                                                 |
| <b>Townsend</b>          | <ul style="list-style-type: none"> <li>Questionnaires – 6000 participants</li> <li>Ways of defining poverty <ul style="list-style-type: none"> <li>State's standard (official statistics)</li> <li>Relative income standard</li> <li>Relative deprivation</li> </ul> </li> </ul> |
| <b>Murray</b>            | <ul style="list-style-type: none"> <li>New Right perspective</li> <li>Underclass emerged due to government policy</li> <li>Benefits meant people lost interest in getting jobs</li> <li>Loss of traditional values</li> </ul>                                                    |
| <b>Walby</b>             | <ul style="list-style-type: none"> <li>Feminist perspective - Patriarchal structures: <ol style="list-style-type: none"> <li>Household</li> <li>Paid work</li> <li>The state</li> <li>Male violence</li> <li>Sexuality</li> <li>Cultural institutions</li> </ol> </li> </ul>     |

# GCSE SOCIOLOGY

## PAPER 1 and 2

## THEORY AND METHODS

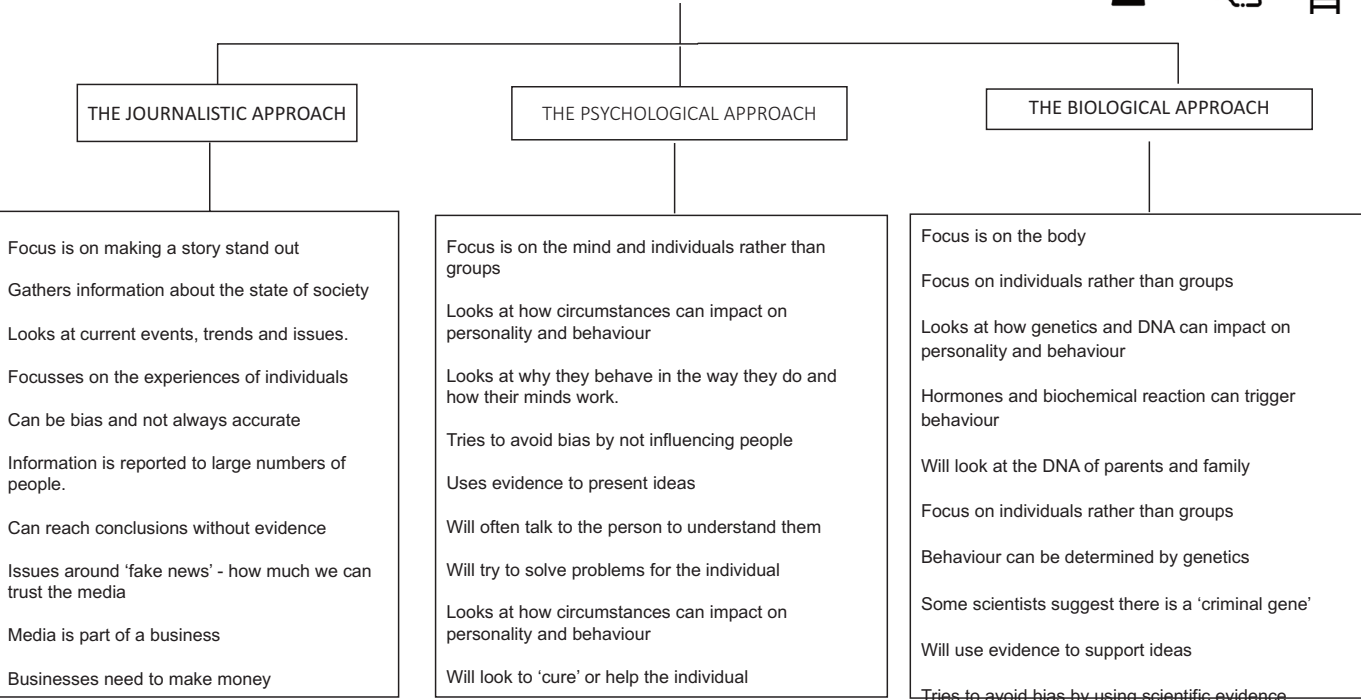
WHAT IS SOCIOLOGY AND THE SOCIOLOGICAL APPROACH?

- 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

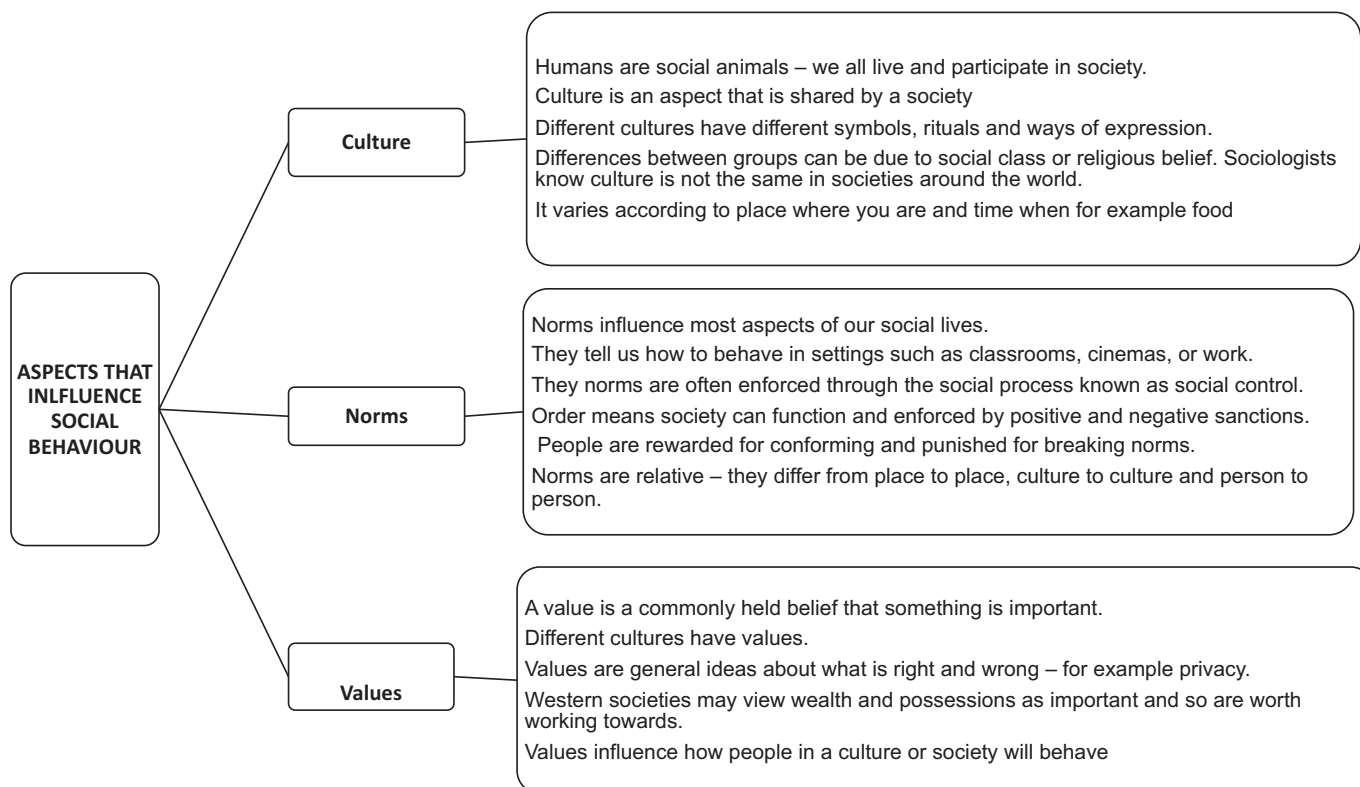
| TERM             | DEFINITION                                                                                                   |
|------------------|--------------------------------------------------------------------------------------------------------------|
| CULTURE          | Customs ideas and 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 CONSTRUCT | 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                                                      |

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HOW IS SOCIOLOGY DIFFERENT TO OTHER SUBJECTS?



## 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.

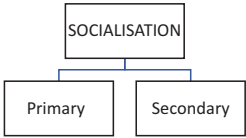
She picked up a number of dog like habits and found it difficult to master language.

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<br>E  | DEFINITION                                                                                                                                                             |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PRIMARY   | Where you learn the basic behaviour patterns, language skills needed for later life<br>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<br><br>These should enforce what has been learnt at home about expectations and following rules |

### SOCIAL PROCESSES:

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 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

Depends on cooperation between groups

CONSENSUS

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

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## 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



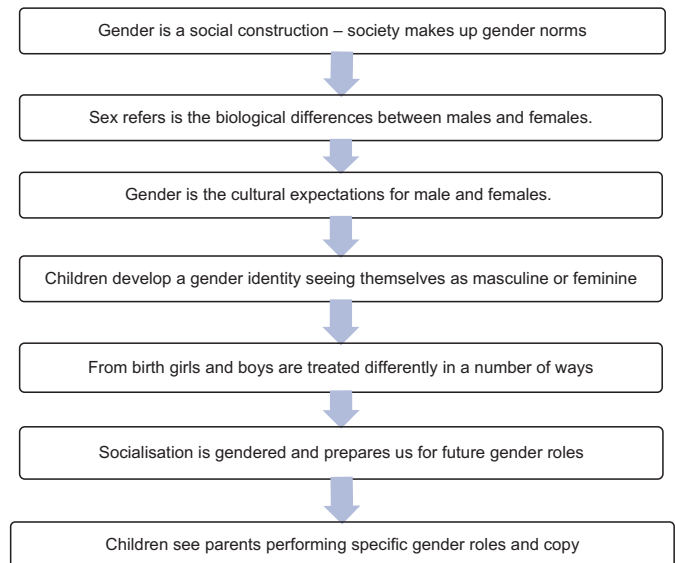
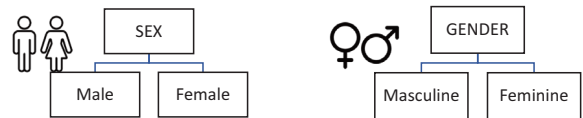
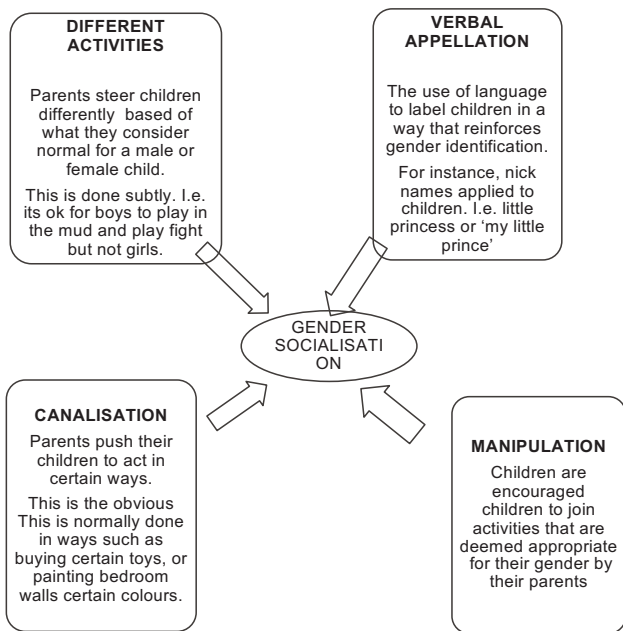
REWARDS: Positives, Praise, phone call home  
SANCTIONS: Detention, 'C' system



REWARDS: Heaven  
SANCTIONS: Hell

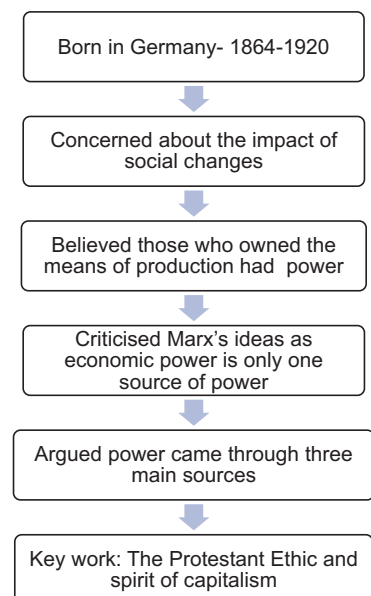
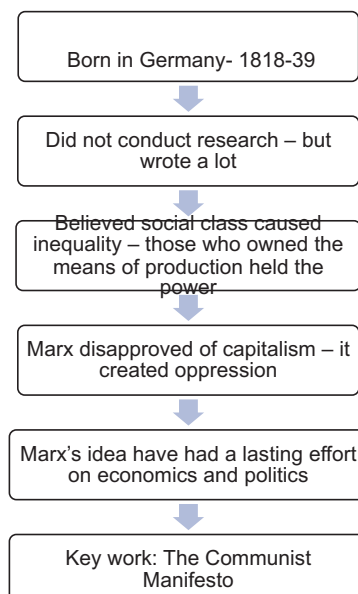
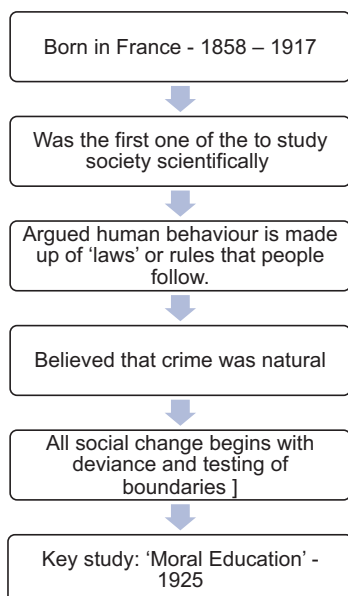
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## SOCIAL PROCESSES: GENDER SOCIALISATION



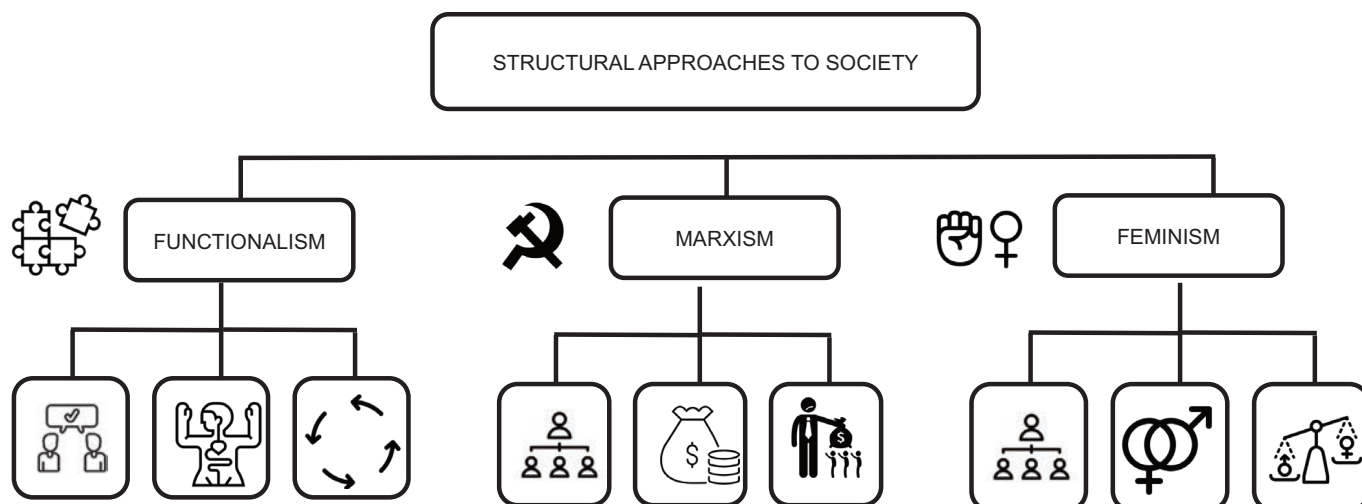
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## THE FOUNDING FATHERS OF SOCIOLOGY: DURHEIM, MARX AND WEBER



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## SOCIOLOGICAL PERSPECTIVES: THE STRUCTURAL APPROACHES AN OVERVIEW



### FUNCTIONALISM IN MORE DETAIL

| KEY TERM           | DEFINITION                                                                                     |
|--------------------|------------------------------------------------------------------------------------------------|
| ANOMIE:            | The breakdown of norms and social bonds in society;<br>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<br>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

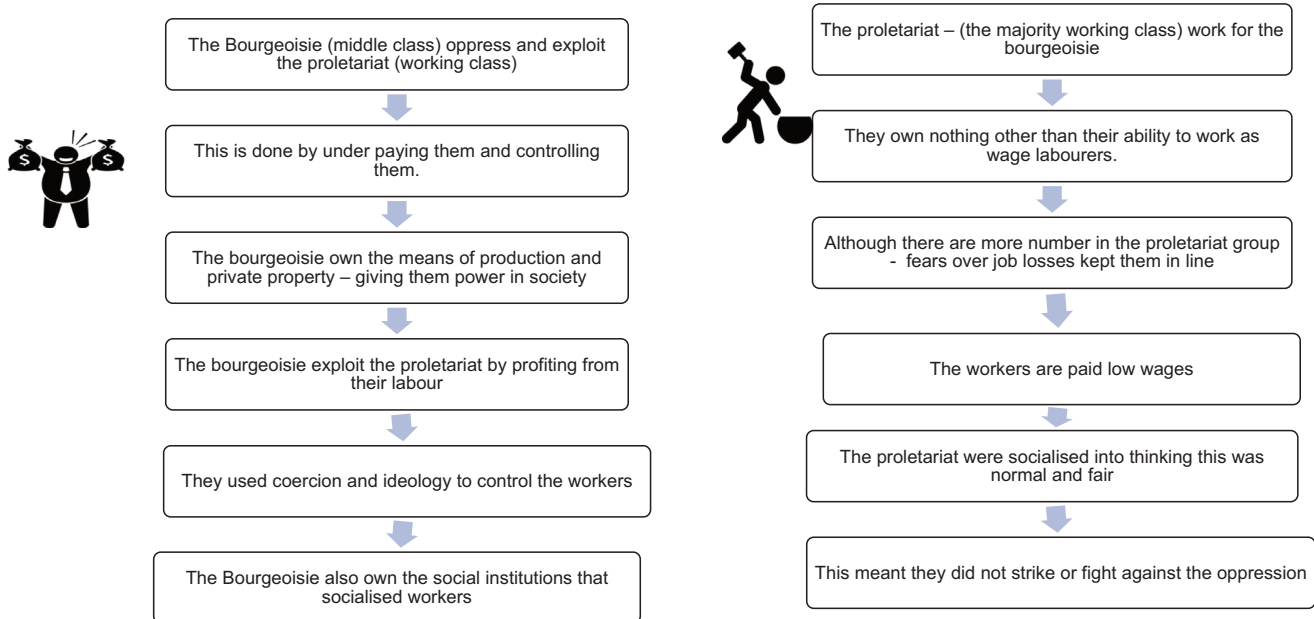


Marxists would criticise how functional poverty and exploitation are  
Feminists would argue that gender inequality is functional  
Assumes everyone in society shares the same norms and values

## 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 two classes based on their economic positions



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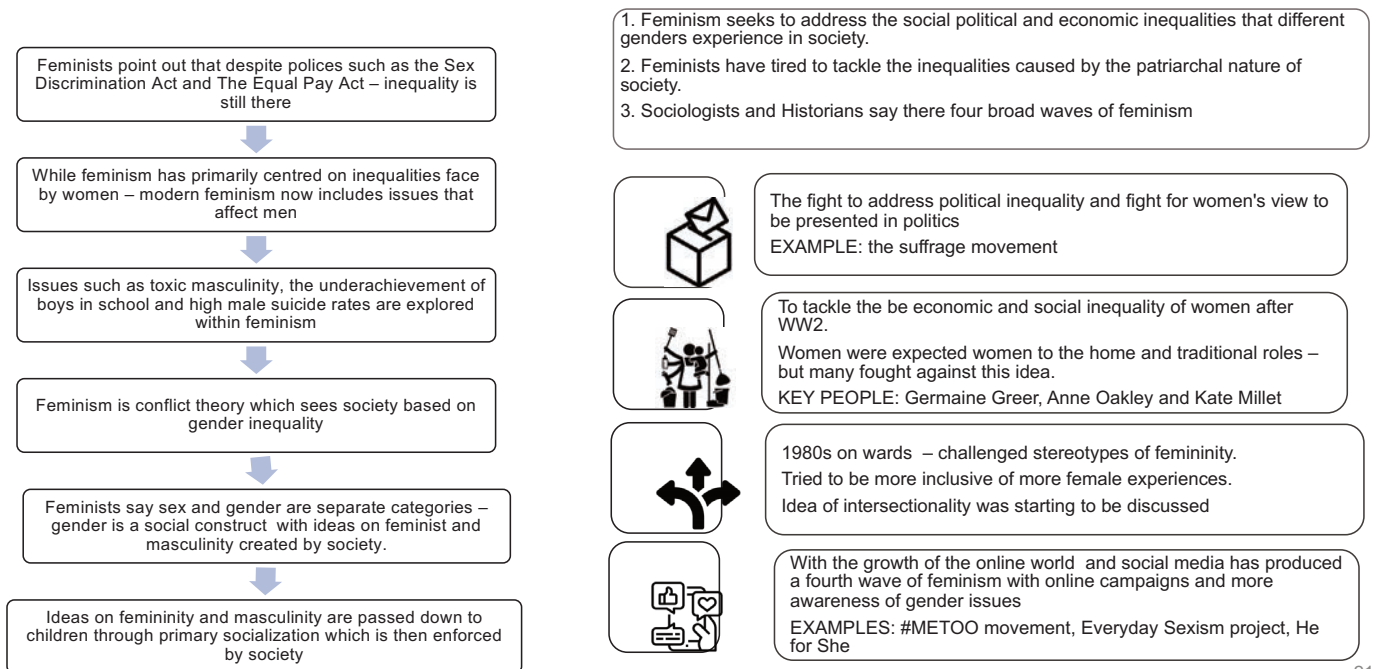
| KEY TERM             | DEFINITION                                                                                                                             |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| BOURGEOISIE          | The middle class who have an interest in preserving capitalism                                                                         |
| CAPITALISM           | A system of economic organisation<br>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

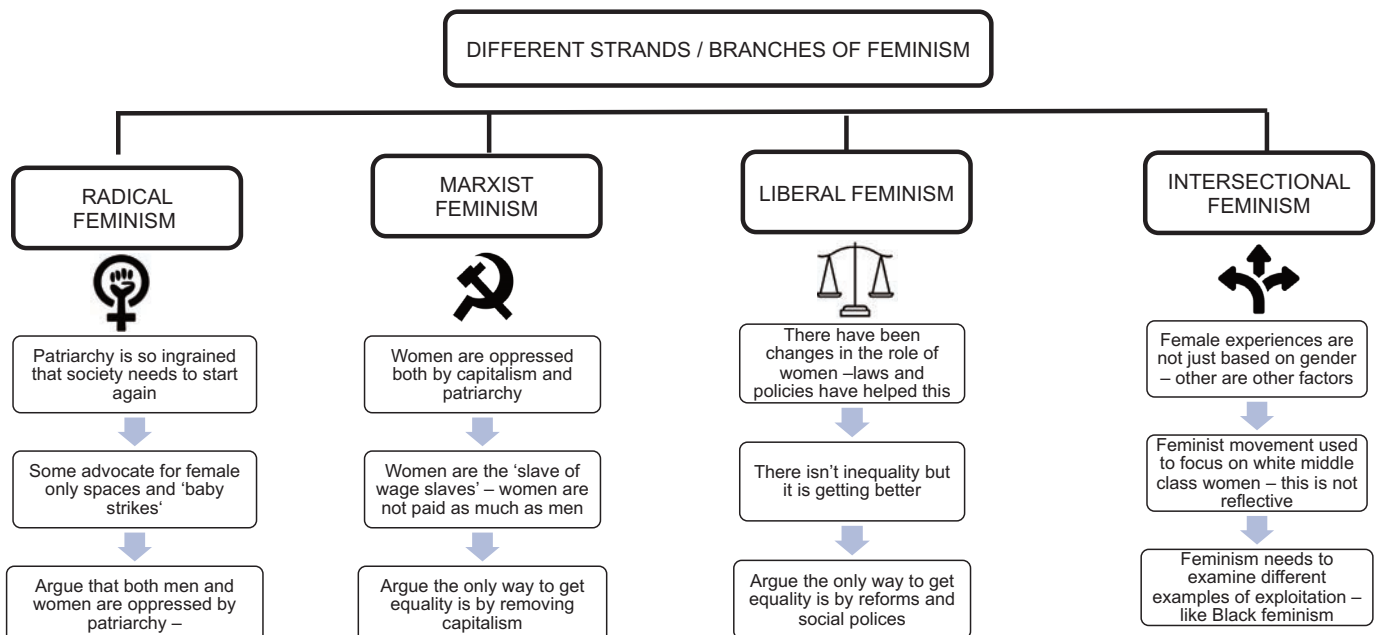
Feminism seeks to address the social political and economic inequalities that different genders experience in society.



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## 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                                                                            |

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## 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.                                                                             |

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## 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*'

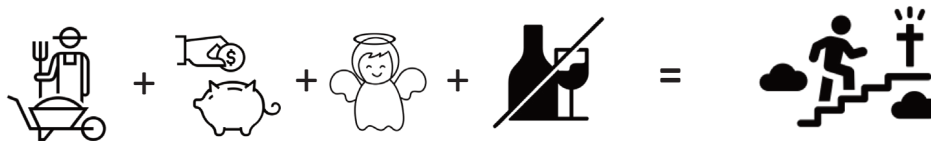
The Protestants believed God wanted them to work hard

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.



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## 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

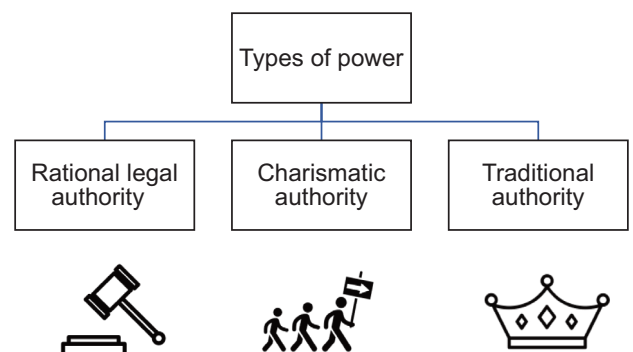
These traditions or order often rooted in tradition

Examples: The Queen, the Monarchy

Weber said there were three types of power and authority

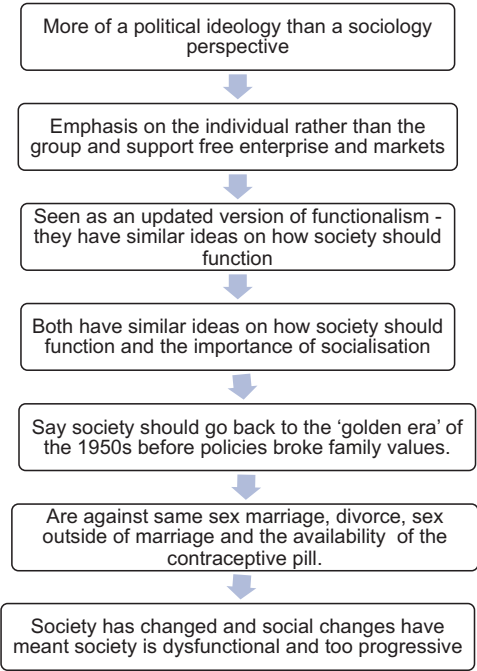
He developed ideas about authority which are still important

He argued there are three types of authority:



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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                        |

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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

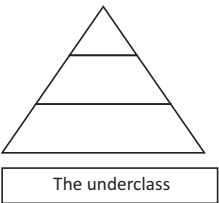
The laziness of those unwilling to work creates a culture of dependency where they become reliant on benefits and the state

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

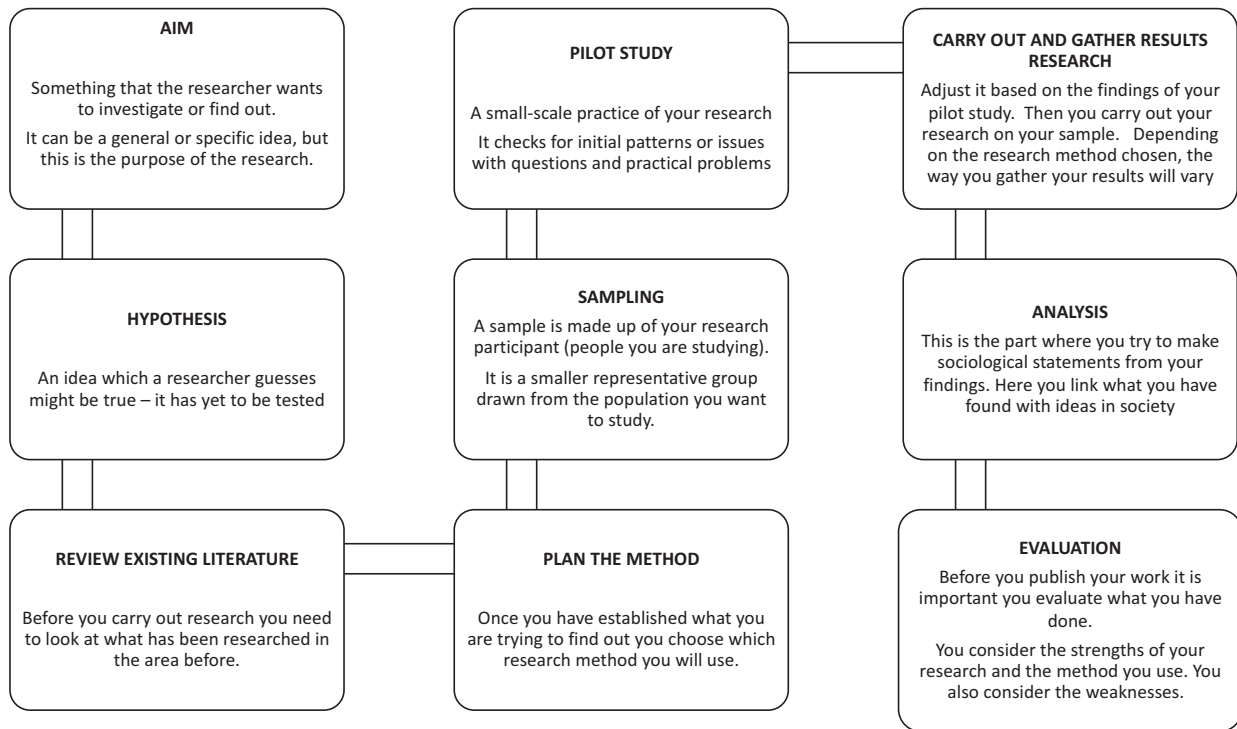


Unemployed



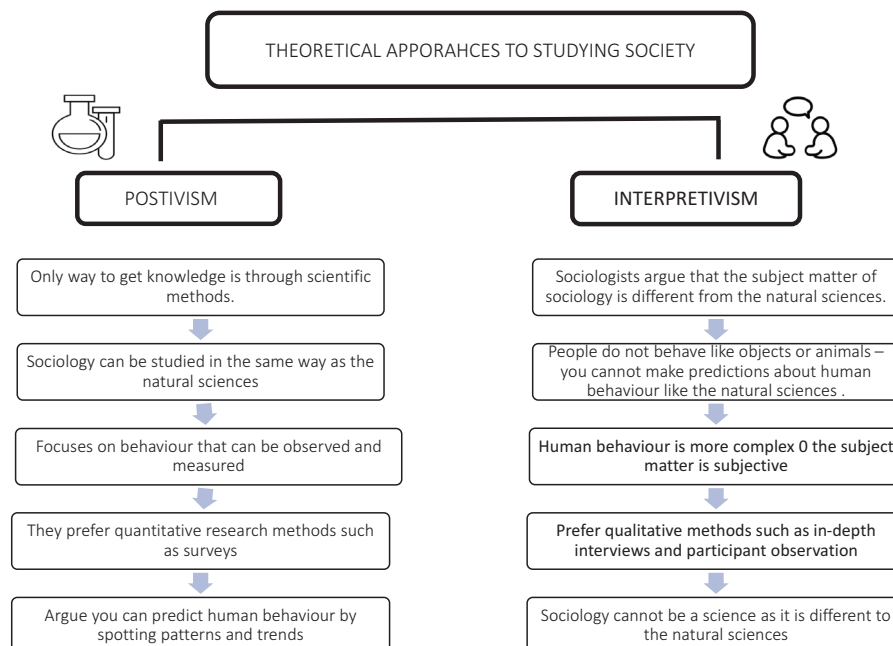
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## THE RESEARCH PROCESS



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## 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<br>Example: Male researchers to interview victims of domestic violence |

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

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## 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<br>QUESTIONS   | More choice of answers<br>Data is more valid | Longer to complete than closed questions                                              |
| Extended answers    | You can uncover meanings                     | Can lack reliability<br>Findings might not be repeated<br>Can be difficult to analyse |
| CLOSED<br>QUESTIONS | Quick to complete<br>More reliable.          | Limited choice of answers.                                                            |
| Tick box            | More able to generalise findings             | Respondents cannot explain their views fully                                          |
| Yes/ no             |                                              |                                                                                       |
| Scaled responses    | Able to spot patterns and trends             |                                                                                       |

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## DIFFERENT TYPES OF QUESTIONNAIRES:

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

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## INTERVIEWS - PRIMARY METHOD. THREE MAIN TYPES



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

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OBSERVATIONS: PRIMARY AND QUALITATIVE DATA

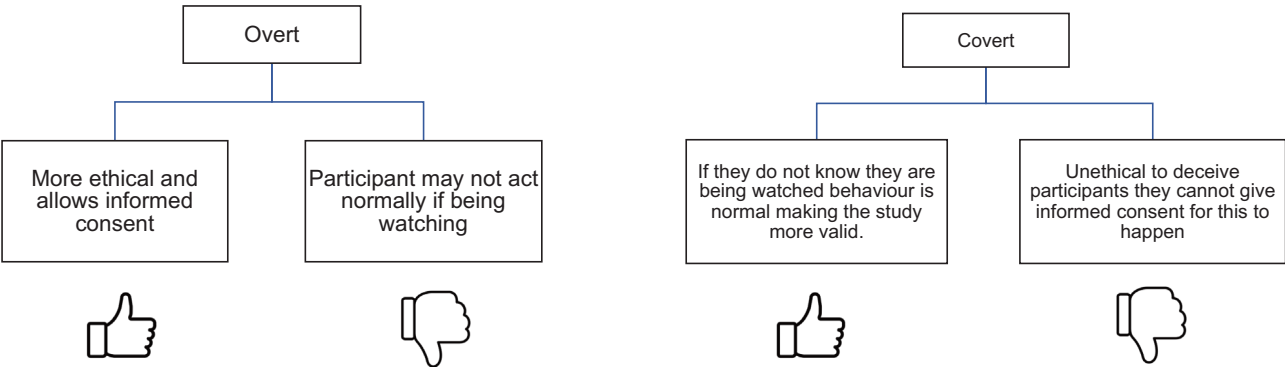
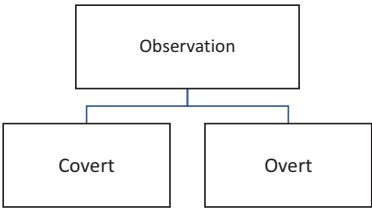
When a researcher watches for a behaviour

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



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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

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

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## 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.

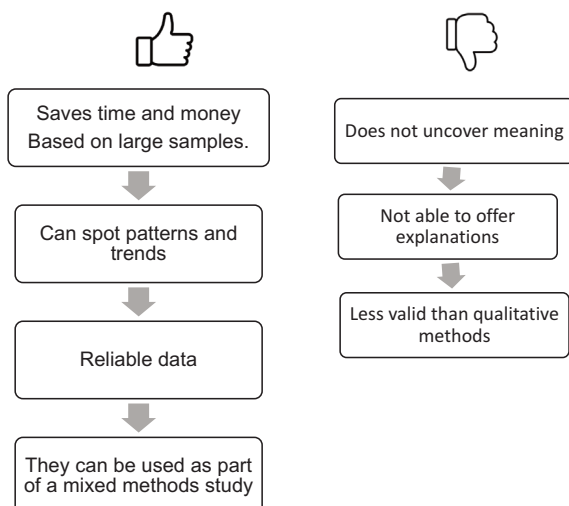
Example: Sudhir Venkatesh who observed a Chicago gang

|  |                                                                                                                                        |
|--|----------------------------------------------------------------------------------------------------------------------------------------|
|  | 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



### 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

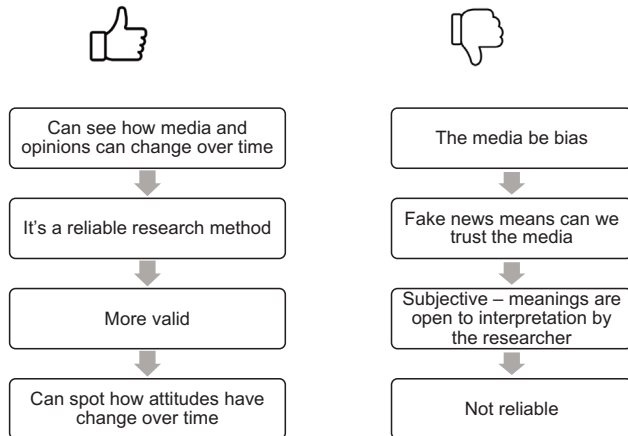
### Content analysis

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 biased

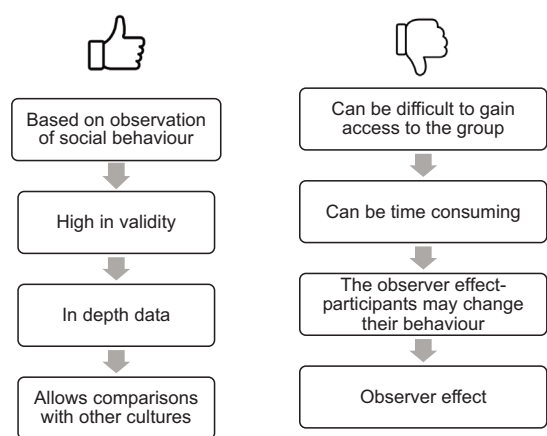
Adverts are designed to get people to buy a product



### Ethnography

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

EXAMPLE: Ventakesh: Gang leader for a day



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## SAMPLING: POPULATION, SAMPLING FRAME AND SAMPLE

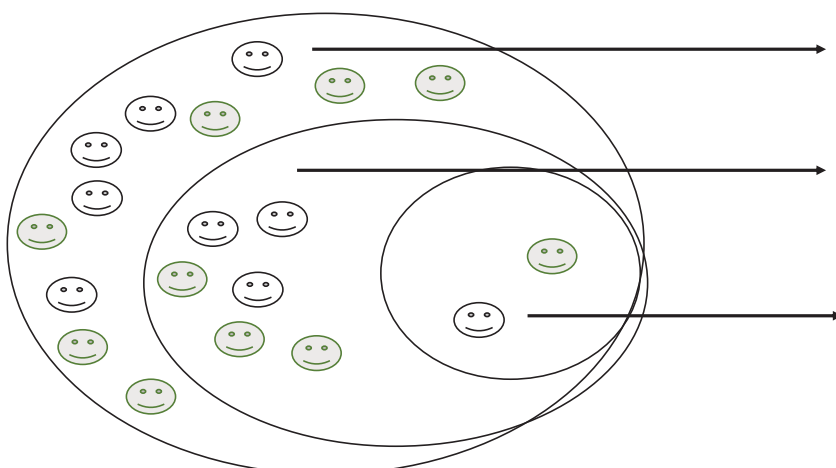
Every piece of research requires a sample- it is impossible to ask questions to everybody in the group you are studying

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 your 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.

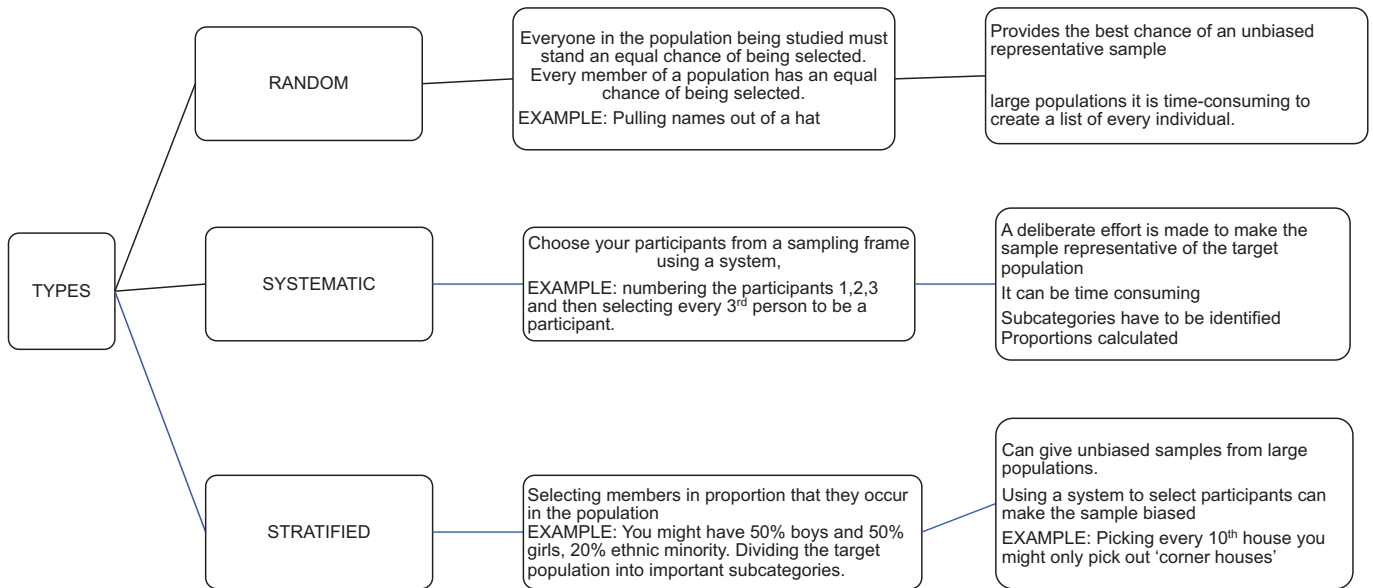
This sample is usually drawn from the sampling frame.

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## DIFFERENT METHODS OF SAMPLING



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

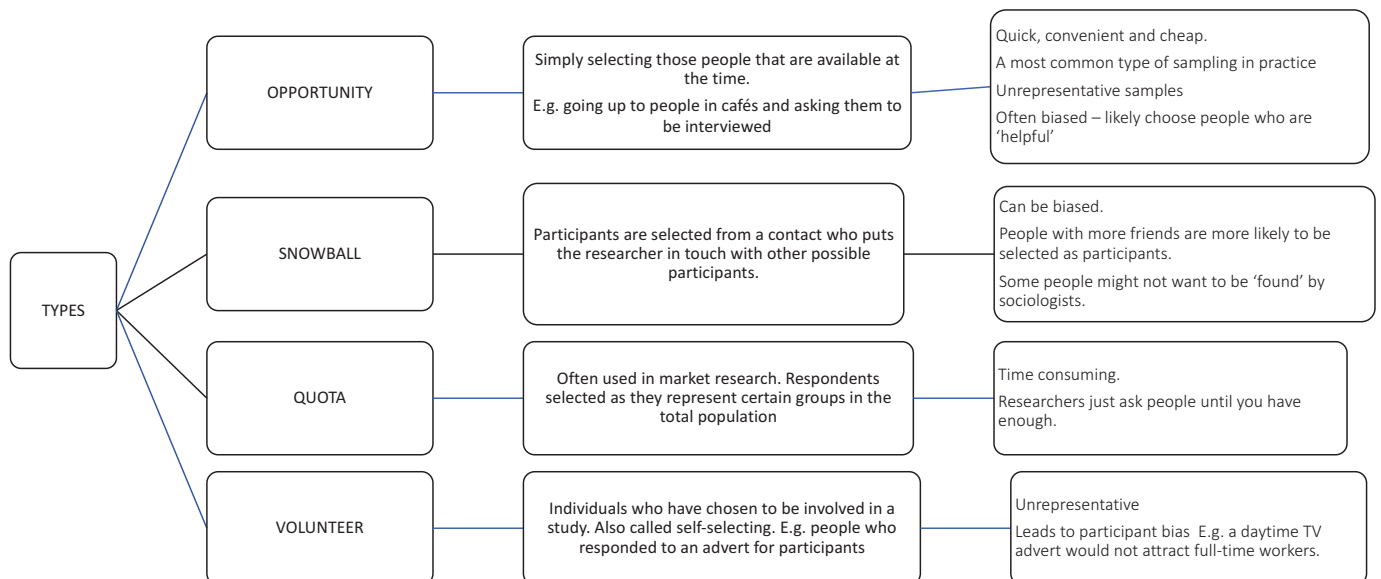


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## DIFFERENT METHODS OF SAMPLING

### NON-PROBABILITY SAMPLING:

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



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# GCSE SOCIOLOGY

## PAPER 1

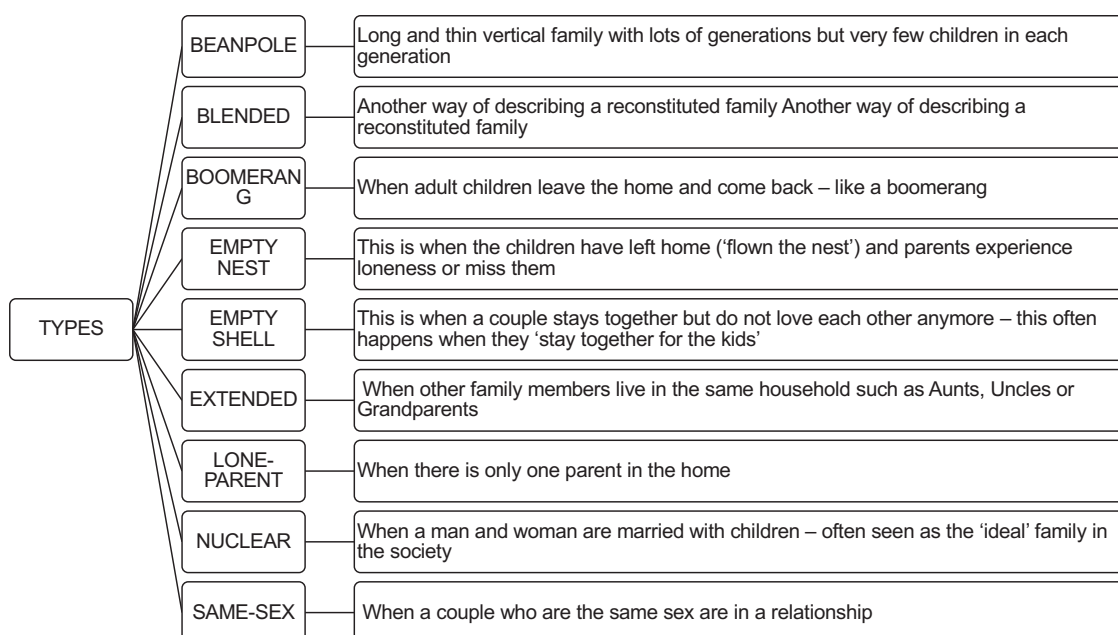
## FAMILY AND HOUSEHOLDS

43

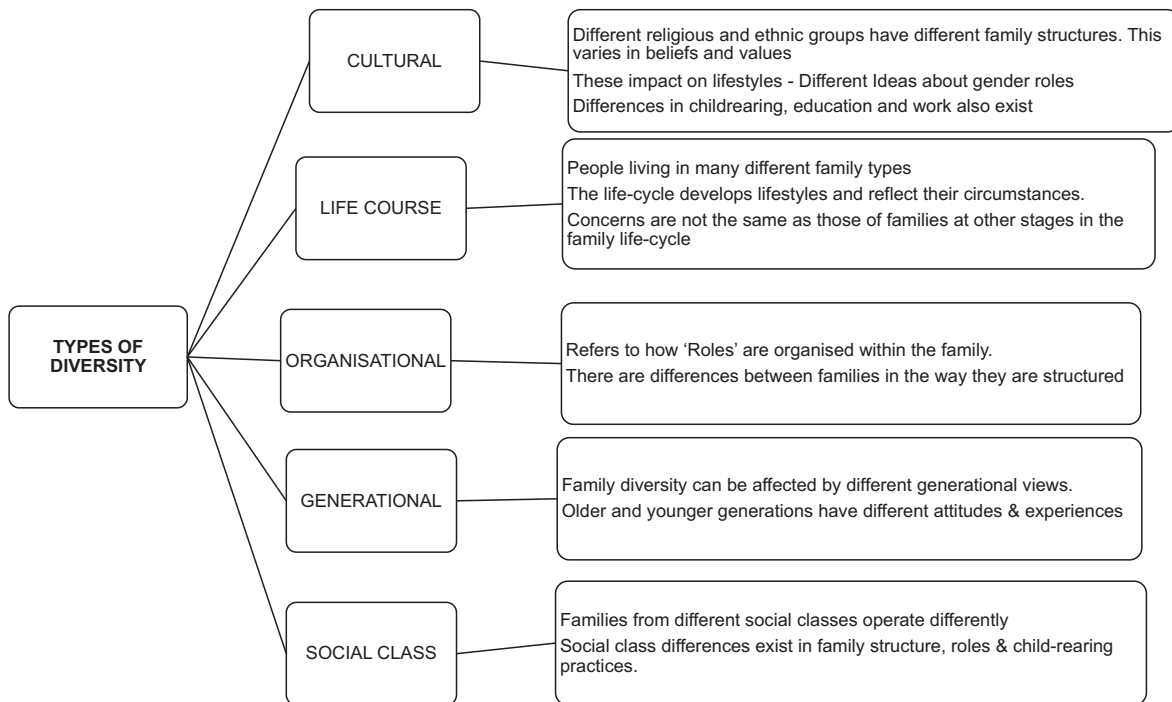
### DIFFERENT TYPES OF FAMILY STRUCTURES

**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



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## 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<br>Referred and associated with masculinity & femininity.                                        |
| LIFE-COURSE          | The stages that an individual passes through over their life<br>Example's such as childhood or teenager                                                 |
| LIFESTYLES           | The way people live, including their leisure and work patterns.<br><br>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.<br><br>For example having a child out of marriage was a source of shame for women in the past.             |

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## 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<br>Clothes<br>Housing                                                   |
| SEXUAL       | Promotes monogamous heterosexual relationships                                             | Monogamy (having only one partner) is encouraged<br>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

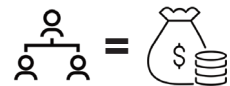
Stabilisation of adult personality: Family relieves stress of life like a 'warm bath'

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 |

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## 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 the needs of individuals and society.

The nuclear family serves 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

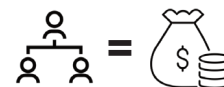
Capitalism exploits the proletariat and promotes inequality.

| 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.<br><br>Example: Capitalism or socialism |
| SEPARATE SPHERES  | The split between the private world of home and the public world of work                                                    |

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

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## 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

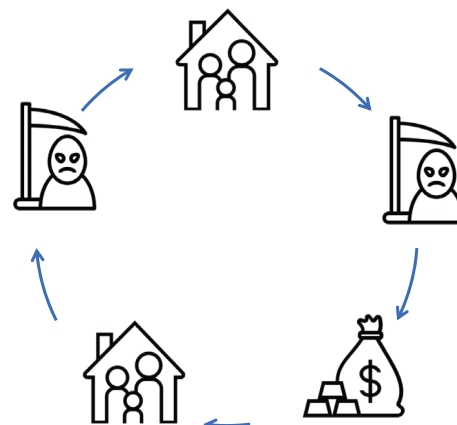
This means middle class children stay wealthy

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



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## 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.

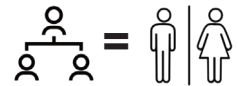
When women work they still do most of the domestic work and childcare.

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

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## 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.<br><br>Parsons sees this as women's natural or biological role. |
| INSTRUMENTAL ROLE       | Instrumental role: the breadwinner role in the family.<br><br>Parsons sees this as a male's role             |
| JOINT/ INTEGRATED ROLES | Husband and wife perform similar tasks and have similar interests and activities.                            |

| TERM                 | DEFINITION                                                                                                                                                                                                                                       |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SEGREGATED ROLES     | Traditional gender structure<br>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.<br>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                                                                                                                                                     |

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## 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> |
|  | <p>Roles prove the power of capitalism as it can control family life and gender roles.</p> <p>Unequal roles because that structure supports capitalism.</p> <p>Women who stay at home doing unpaid work in the home supporting capitalism</p> <p>It also means women can bring up children who will be the future labour force.</p>          |

| 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> |

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## 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> <p>The family is based on consumption rather than production.</p>                                                                                                                                                                                               |
| THE PRIVATISED NUCLEAR (SYMMETRICAL FAMILY) | <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

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## EXPLAINING THE MOVE TO SYMMETRY:

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



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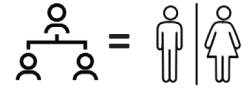
## EVIDENCE TO SUGGEST THE SYMMETRICAL FAMILY DOESN'T EXIST AND IS A MYTH



|                        |                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>                                                                                                                                                                                                        |

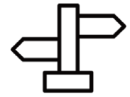


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## KEY STUDY: ANN OAKLEY – LIBERAL FEMINIST THE CONVENTIONAL FAMILY

- 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



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## MARRIAGE – TYPES AND REASONS FOR THE CHANGING PATTERNS



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

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

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## CHANGING PATTERNS OF DIVORCE – EXPLAINING THE CHANGING PATTERNS



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

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

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## SOCIOLOGICAL PERSPECTIVES ON DIVORCE

| THEORY                                                                                                      | VIEWS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FUNCTIONALIST</b><br> | <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>                                                                                                                                                                                                      |
| <b>MARXISTS</b><br>      | <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<br/>This causes a double shift for women.</p> <p>Women then become more financially independent as they earn their own money.</p> |

| THEORY                                                                                                  | VIEWS                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FEMINISTS</b><br> | <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> |
| <b>NEW RIGHT</b><br> | <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>                                                                                                                     |

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## CONSEQUENCES OF DIVORCE:



| CONSEQUENCE                                                                                                                        | EXPLANATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHANGES TO FAMILY STRUCTURE<br>                   | <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>                                                                                        |
| RELATIONSHIP BREAKDOWN AND EMOTIONAL DISTRESS<br> | <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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FINANCIAL HARDSHIP<br> | <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>                                                                                                                                                                                                                                                                                                                               |
| REMARRIAGE<br>         | <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> |

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



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

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

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## 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

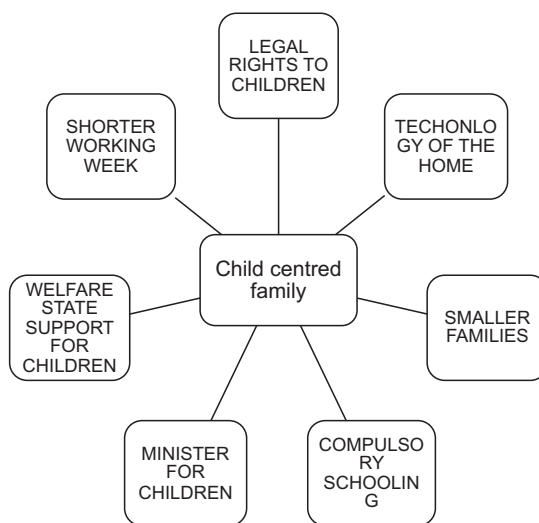
- Changes in attitudes have resulted in happier, safer and more valued children
- Children have become objects of consumption fun and pleasure battles as they invest time and resources in there
- Laws are created to protect the child from exploitation and neglect within the family

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



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## 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?

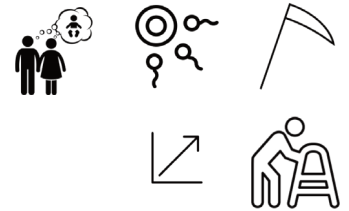
| KEY WORD             | DEFINITION                                                                                         |
|----------------------|----------------------------------------------------------------------------------------------------|
| AGEING POPULATION    | The extent to which a population is living longer<br>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<br>Can be in the same county or to another country.                  |

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## 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                | Becomes more important with declining birth rates as this will fill gaps in the labour market.                                                                                                              |
| 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 CHILDLSSNESS        | <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> |

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

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

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

## FAMILIES KEY STUDIES



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

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# GCSE SOCIOLOGY PAPER 1 EDUCATION

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

|                                                                                                                 |                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SOCIAL CONTROL ROLE</b><br> | Teaches us to accept rules and authority to keep society running smoothly.<br><br>Education teaches us to accept rules and authority<br><br>This keeps society running smoothly. |
| <b>ECONOMIC ROLE</b><br>       | Teaching us the skills needed for work<br><br>School teaches the norms and values<br><br>Schools are equip children with the skills needed to get a job                          |
| <b>SOCIALISATION ROLE</b><br>  | Schools build on primary socialisation.<br><br>Helps children to develop an understanding of the norms and values of society.                                                    |

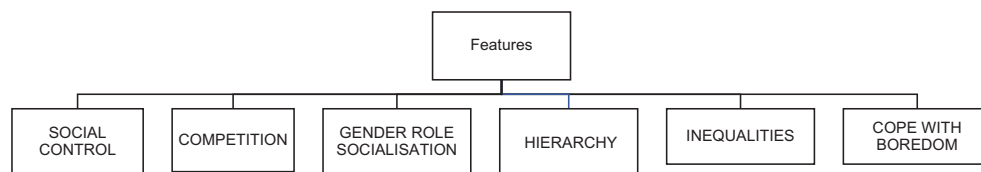
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## FUNCTIONS OF EDUCATION: A FUNCTIONALIST AND MARXIST TAKE

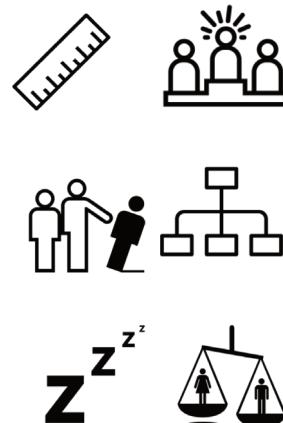
| ROLE                                                                                | FUNCTIONALIST VIEW                                                                                                                                                                                                  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

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

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



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



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## FUNCTIONALIST VIEW OF EDUCATION: PARSONS

| FUNCTION                                                                                                          | DESCRIPTION                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ACHIEVED STATUS<br>            | People have achieved status in society – they earn their rewards (e.g. you get a good job from hard work and good qualifications)                                                                                                        |
| MERITOCRACY<br>                | Students' achievements are based on their abilities and efforts and not on social class, gender or ethnicity.<br><br>The education system mirrors the wider society because society is based on achieved status of abilities and effort. |
| PARTICULARISTIC STANDARDS:<br> | 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<br>            | Schools matches people to their correct jobs based on their ability.<br><br>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:<br>  | 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                                             |

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## 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

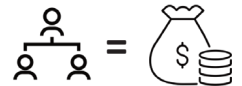
Education passes on core values of society so that young people know what to expect

Education teaches specialist skills for work

Education is like a bridge between the family and wider society

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## 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)

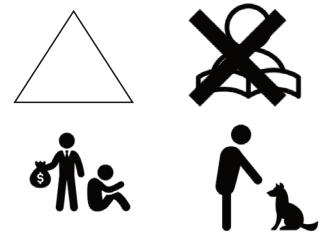
Higher classes are more likely it is you will get good qualifications

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



Explains the social class Start in educational achievement

Explains how the hidden curriculum encourages children to be obedient

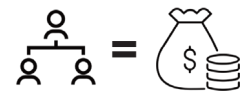
Highlights how meritocracy doesn't exist



Functionalists argue that education is based on meritocracy

Functionalists say society needs a variety of roles performed so educational underachievement is functional

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.

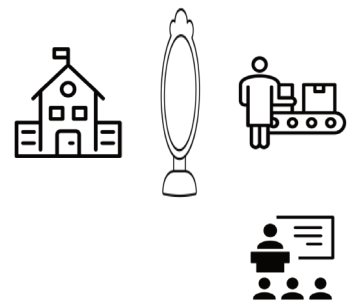
Children of the ruling class are taught in private schools or similar, to be confident and to expect to run things and be in charge.

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

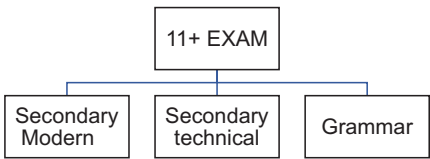
Many argue the tripartite system worsened social class divisions:

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<br>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<br>Parents can apply to send their children to schools outside catchment area<br>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<br><br>Popular schools get more funds as a result<br><br>These schools can attract better teachers and pay for better facilities          |
| BUSINESSES CAN SPONSOR | Businesses can sponsor schools<br><br>They can give money, work experience opportunities or offer advice on to governing bodies                                                                      |
| PARENTOCRACY           | Rule of parents<br><br>Parents become consumers of education with schools marketing themselves<br><br>The views and opinions of parents are important to schools as they need their children to stay |

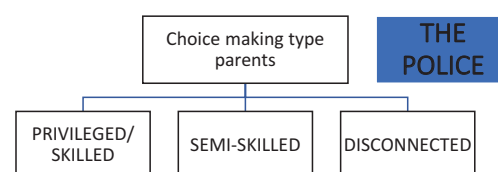
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### KEY STUDY: BALL, BOWE AND GERWIRTZ (BALL ET AL) MARKET FORCES, PARENTAL CHOICE AND COMPETITION BETWEEN SCHOOLS

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 | Middle class parents who they knew how to play the system<br>They sent children to the correct primary schools and were able to use their cultural capital to play the system<br>Knew how to make sure their child got into their first choice                                                    |
| SEMI-SKILLED CHOOSERS       | A mixed class group of working class parents who were motivated<br>Less aware of some of the insider knowledge needed to ensure their children got into their school<br>More open to media reports but didn't fully understand the importance of open evenings so relied on reputation and rumour |
| DISCONNECTED USERS          | Less able to make choices<br>didn't place much value on parental choice – school choice came down to geography or costs.<br>often viewed all schools as being 'much the same'                                                                                                                     |

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

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## 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

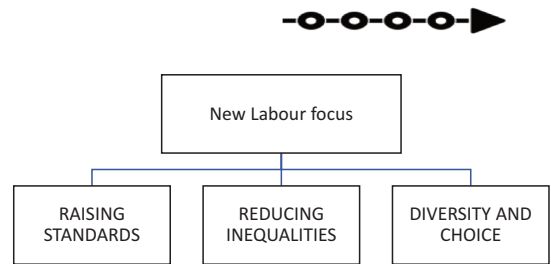
Tuition fees for University were introduced and paid with for student loans

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

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## 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

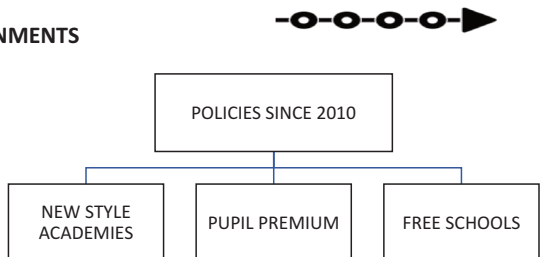
These academies can increase student numbers and have more control over teachers pay term, times and the length of the school day

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

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## DIFFERENT TYPES OF SCHOOLS IN BRITAIN TODAY



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

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

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## HOW IS THE EDUCATION SYSTEM ORGANISED IN CONTEMPORARY BRITAIN

### KEY TERMS



| TYPE                 | DESCRIPTION                                                                                                                                                                                                                                                                                                                           |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PRE-SCHOOL EDUCATION | The care and education of children under the age of 5 years.<br><br>Day nurseries (these can be state (LEA) voluntary or privately run).<br><br>Playgroups that provides care and learning for 3-5 year olds.<br>E.g. Nursery education                                                                                               |
| PRIMARY EDUCATION    | Infant and junior schools,<br><br>Usually <b>co-educational</b> (they take both boys and girls)<br><br>Tend to take students from a local area from age 5-11.<br><br>Most primary education is provided by the state<br><br>Some schools are private and fees must be paid by parents.                                                |
| SECONDARY EDUCATION  | Students from the ages of 11-16 years<br><br>Many may also provide sixth form education up to the age of 18.<br><br>Most are provided by the state in comprehensive schools.<br><br>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. |

|                 |                                                                                                                                                                                                                            |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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    | Illich argues that schools repress children and promote passive conformity.<br><br>He argues that education should be abolished and that children should be able to decide what to learn based on their natural curiosity. |
| GRAMMAR SCHOOLS | Grammar schools select all or most of their pupils based on academic ability<br><br>Students usually take a test to gain entry                                                                                             |

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## 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 than 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                                                                    |

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

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

| FACTOR                                                                                                                        | DESCRIPTION                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LABELLING AND SELF-FULFILLING PROPHECY<br> | Teachers make judgements about pupils. They are placed in classes based on the label they have been given.                                                                                       |
|                                                                                                                               | Teachers have low expectations of working-class children so assume they are only capable of reaching a certain level of academic achievement                                                     |
|                                                                                                                               | 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                                           |
|                                                                                                                               |                                                                                                                                                                                                  |
| SCHOOL ETHOS:<br>                          | The ethos of a school refers to the character, atmosphere and climate of a school.                                                                                                               |
|                                                                                                                               | 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. |

## 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.

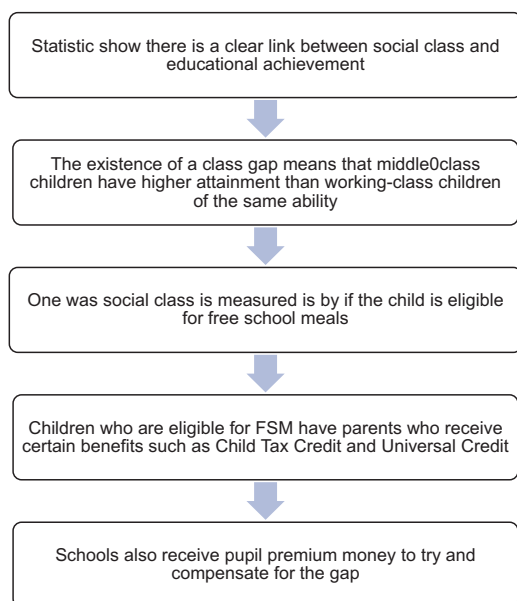
These students reject the academic values.

Instead of gaining status through achieving high grades

Misbehaving and ignoring teacher instructions gains them status amongst peers.

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## DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: THE SOCIAL CLASS GAP OVERVIEW



### 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

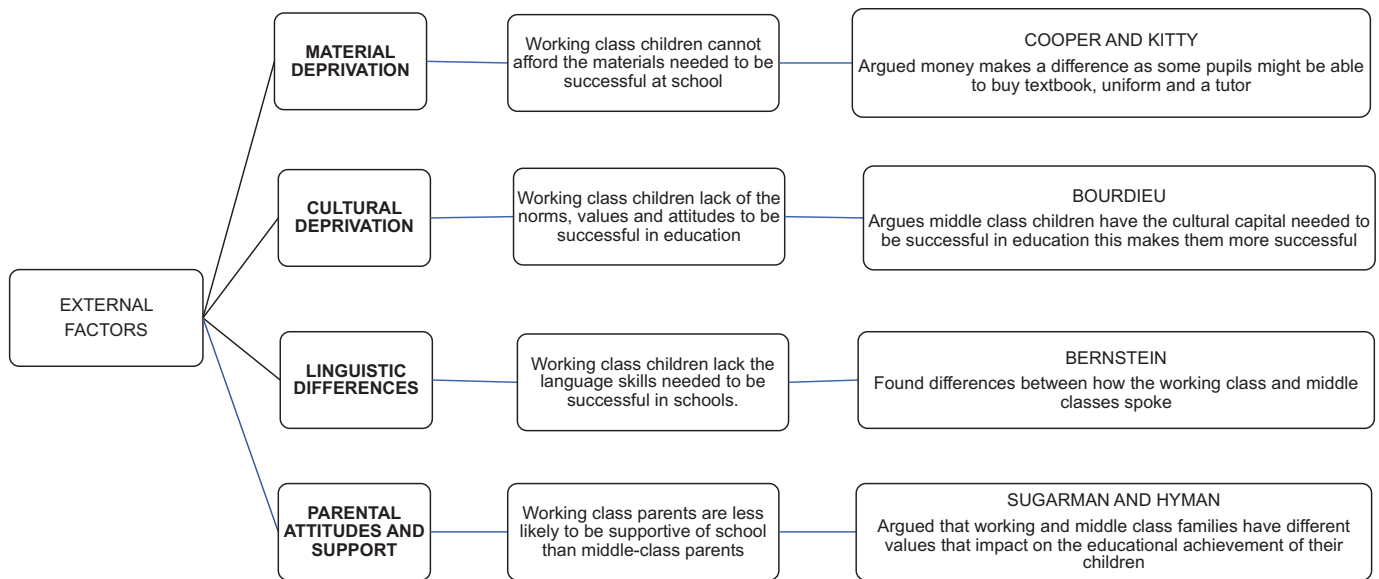
Are more likely to be placed in the low streams and sets

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

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

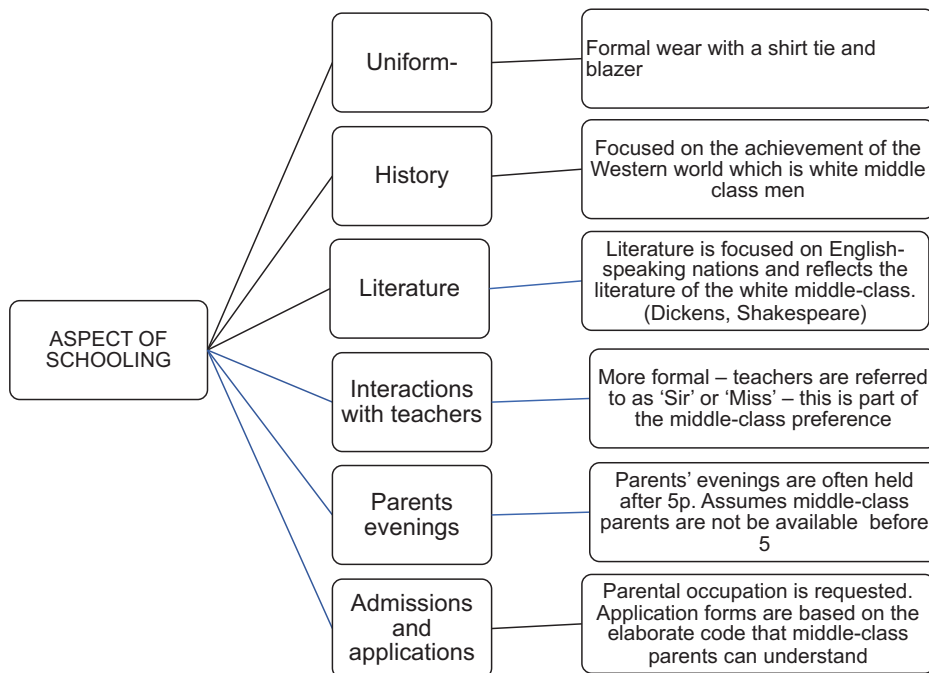
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## DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: SOCIAL CLASS AND THE UNDERACHIEVEMENT OF LOWER INCOME FAMILIES



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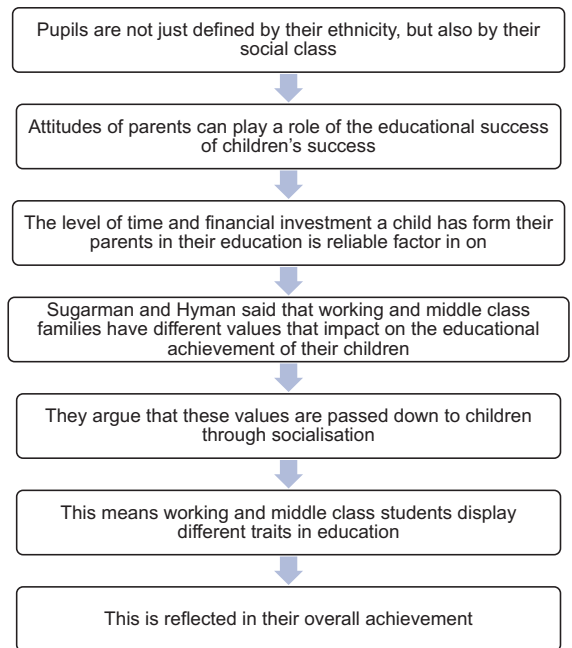
## DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: CULTURAL CAPITAL



- 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

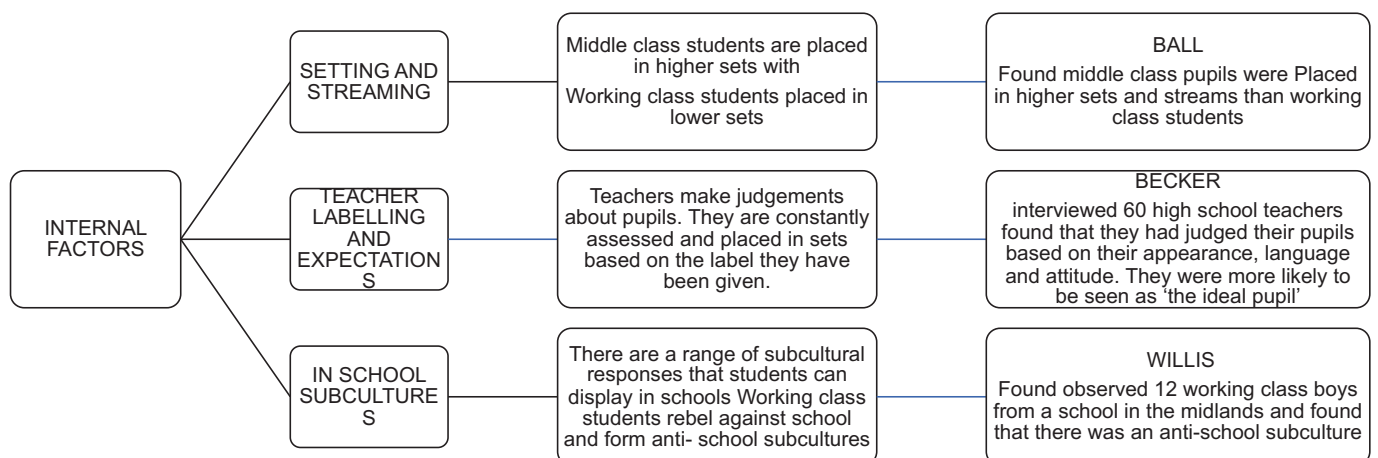
| MIDDLE CLASS FAMILIES AND VALUES                                                                                                                         | WORKING FAMILIES CLASS VALUES                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Optimistic- aim they and high expectations for their children                                                                                            | Fatalistic- They believe there is nothing they can do about their social position<br><br>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                                                         |



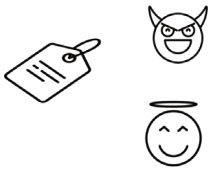
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## DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: INTERNAL FACTORS

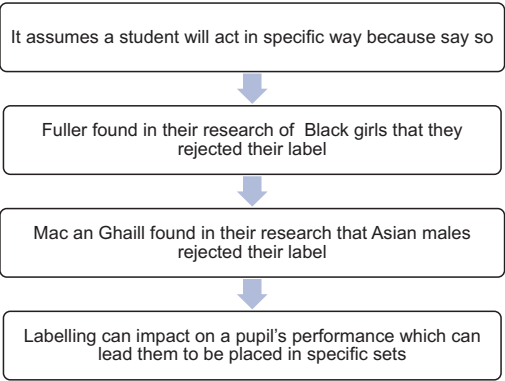
There are many processes and factors that can impact on the achievement of students in education.



TEACHER LABELLING AND EXPECTATIONS

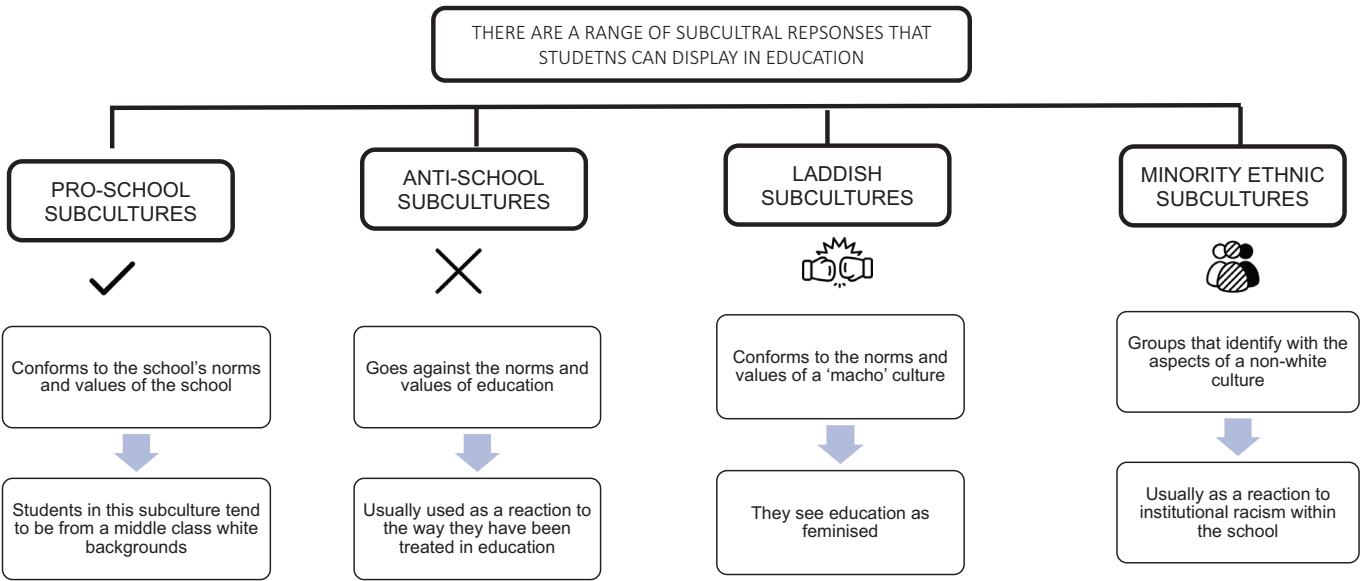


- Teachers have a measurable impact on student achievement
- Teachers form judgements and opinions on their students
- This will influence how they interact with the student
- In Rosenthal and Jacobson's study, students were labelled positively
- This is not always the case
- Some students have negative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

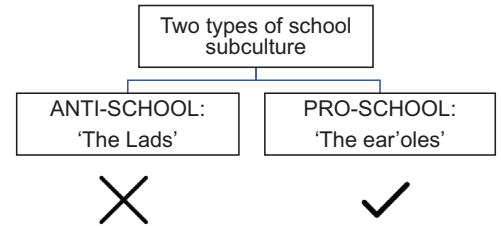
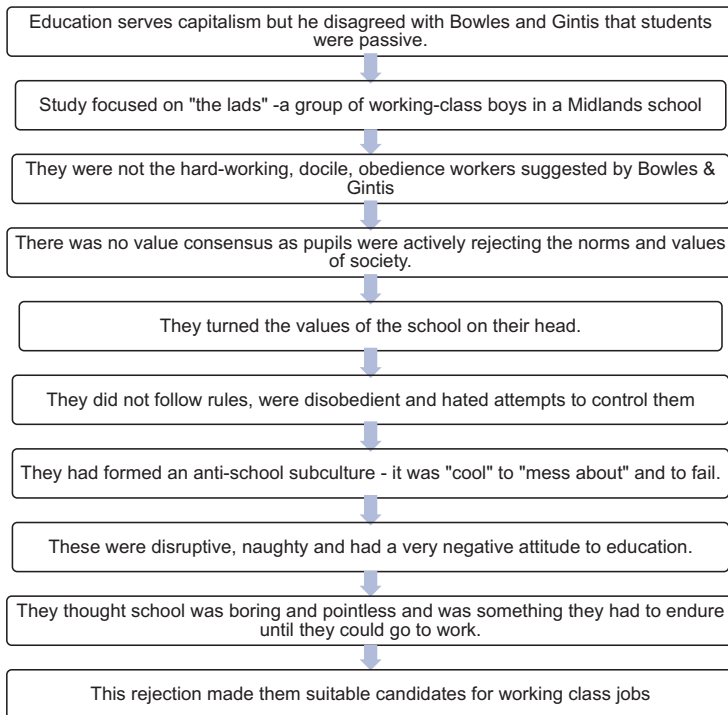


IN SCHOOL SUBCULTURES

A subculture is a group separate form 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

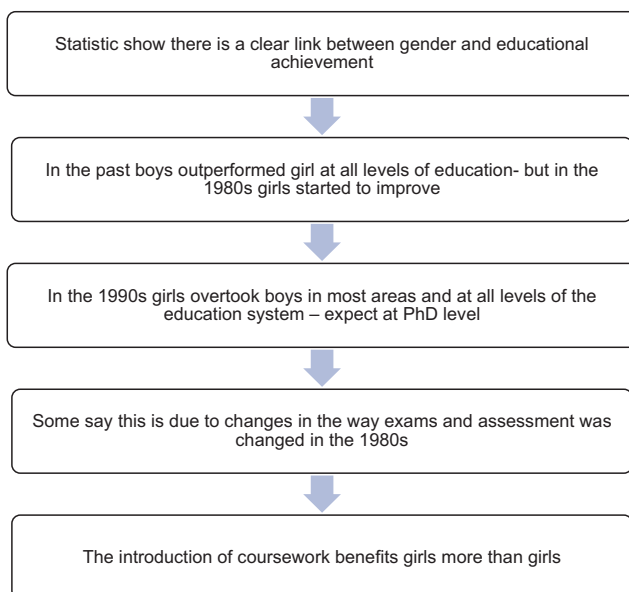
Often achieved for truancy, bad behaviour and discriminatory attitudes (there was a lot of racism, sexism and homophobia within the group).

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.

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## 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

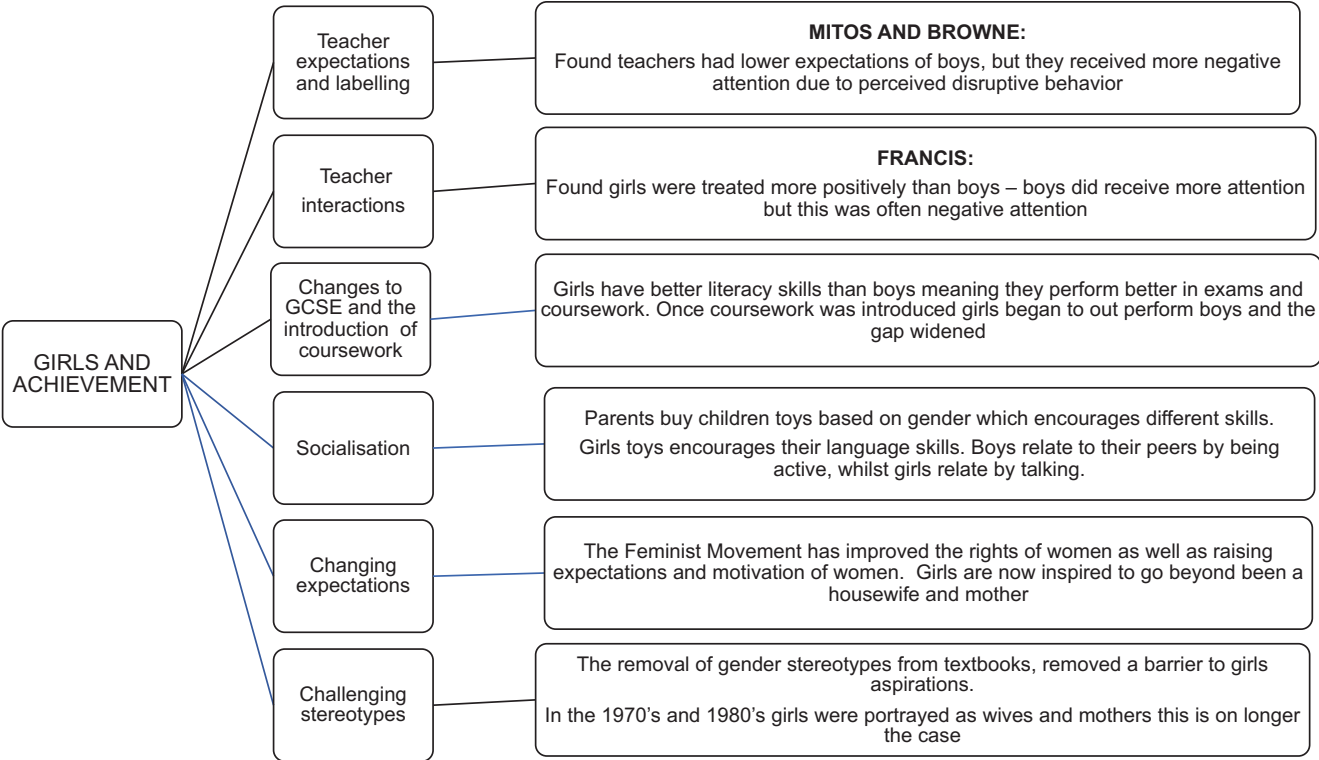
Girls outperform boys in every major subject except maths

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

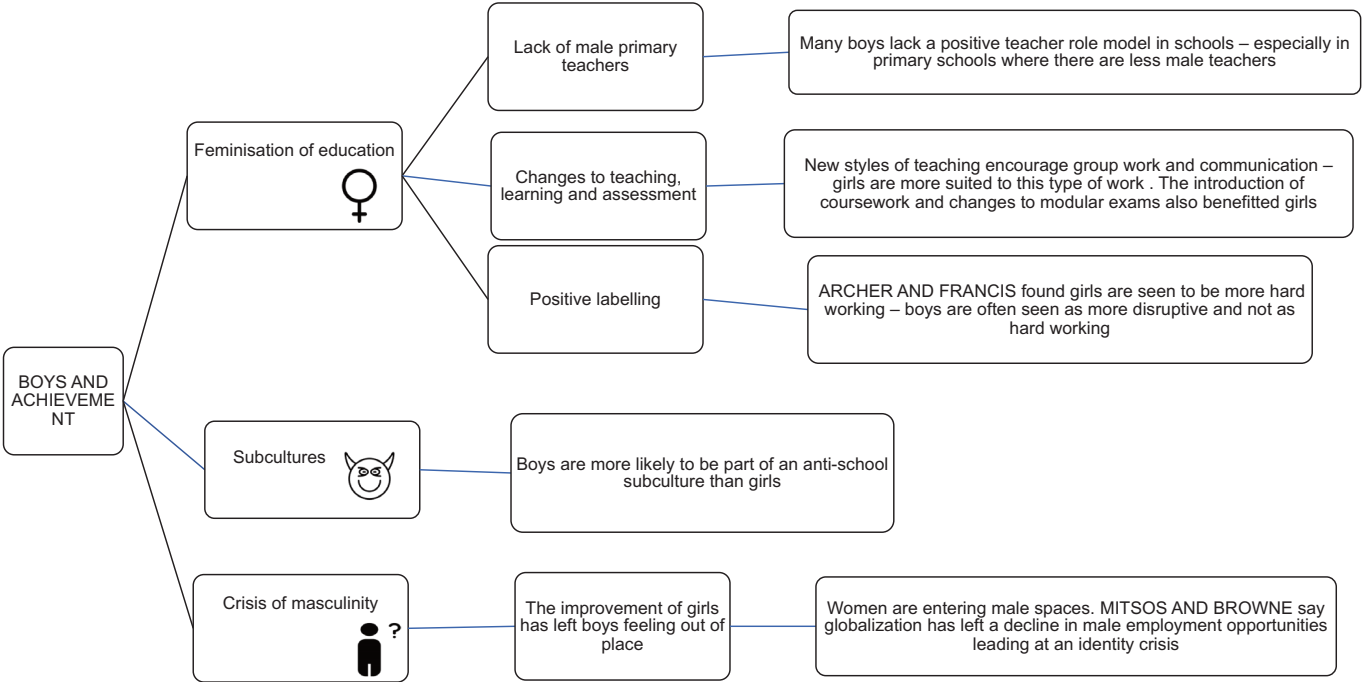
Girls are more likely to get top First-class and upper Second-class university degrees

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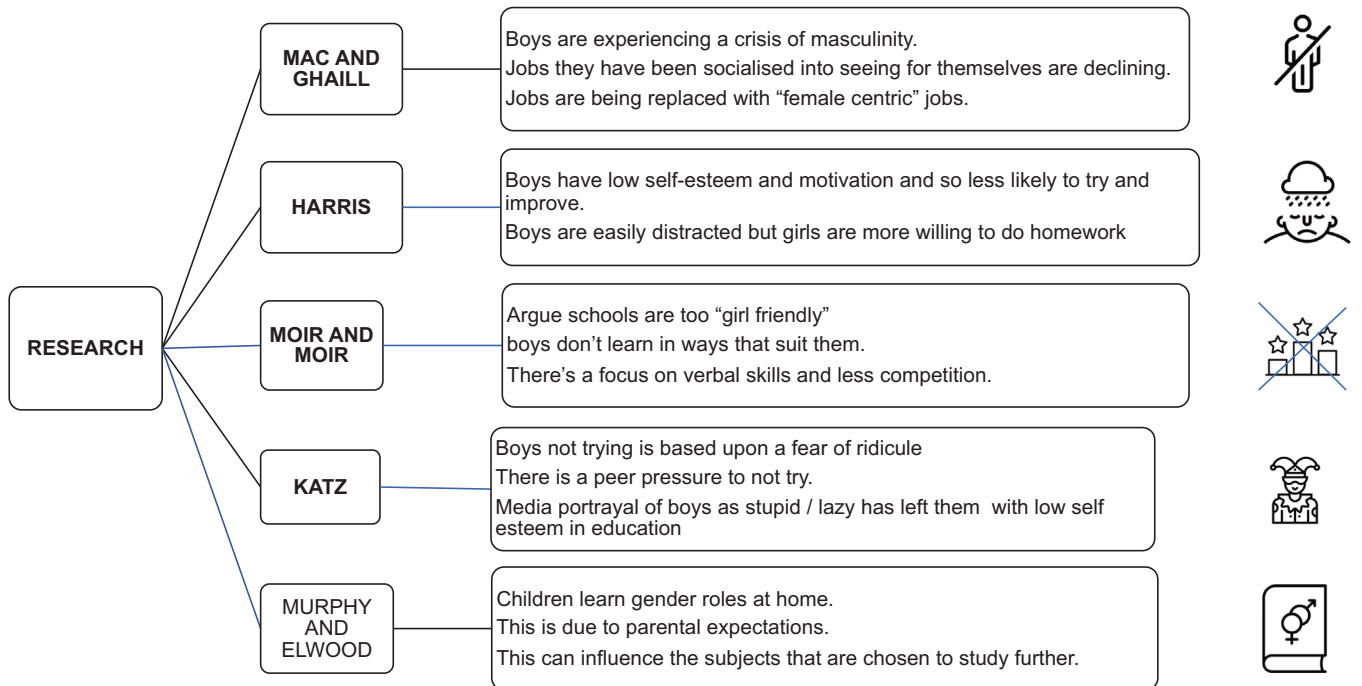
EXPLANATIONS WHY GIRLS ARE DOING BETTER THAN BOYS IN EDUCATION



GENDER AND ACHIEVEMENT: BOYS' ACHIEVEMENT EXPLAINED

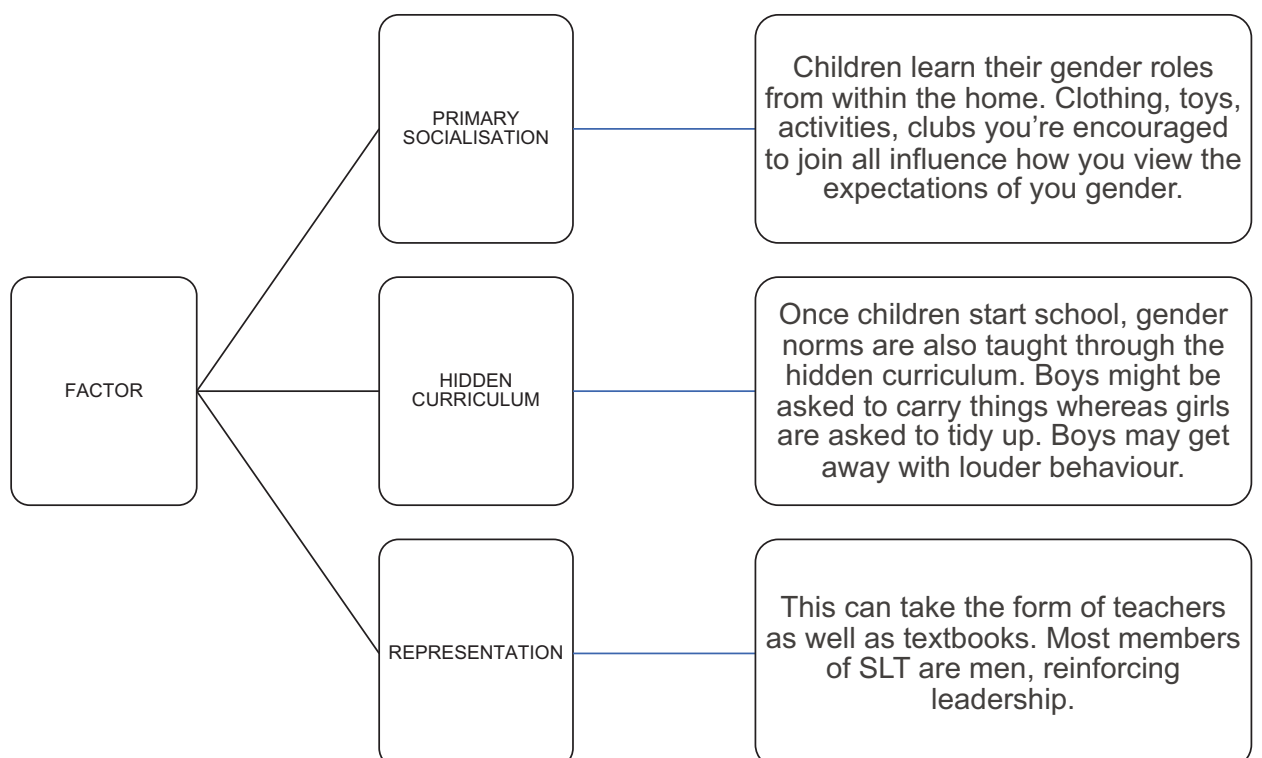


## STUDIES AND RESEARCH INTO THE GENDER GAP

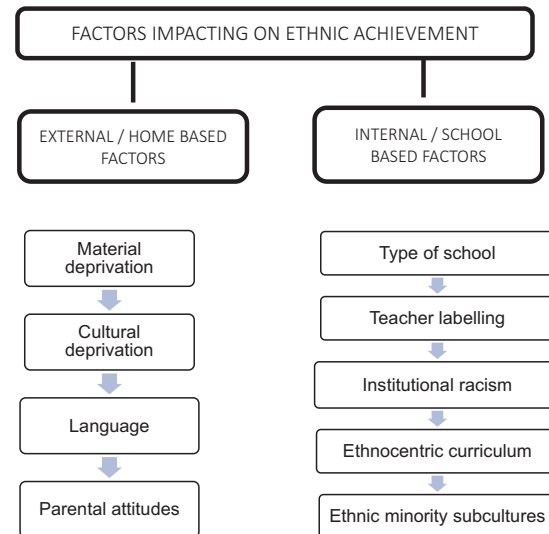
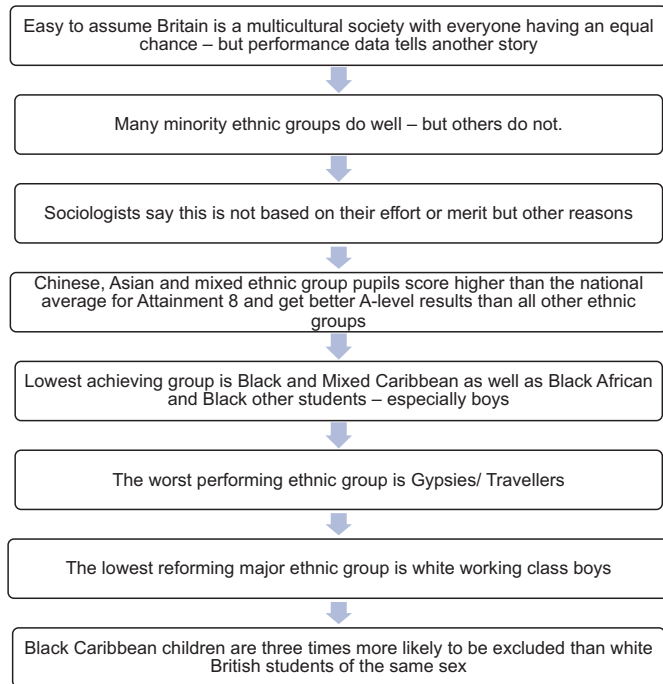


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## REASONS FOR THE DIVIDE IN GENDER AND SUBJECT CHOICE

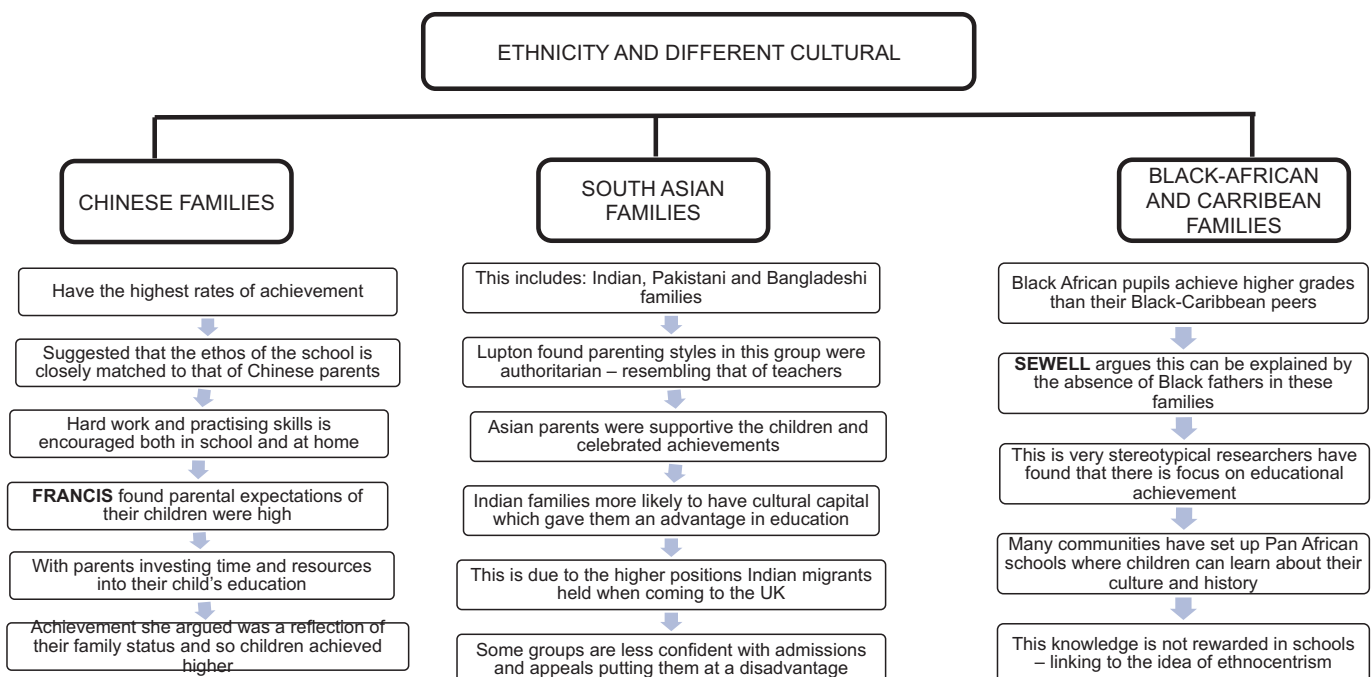


## DIFFERENTIAL EDUCATIONAL ACHIEVEMENT: THE ETHNICITY GAP AN OVERVIEW



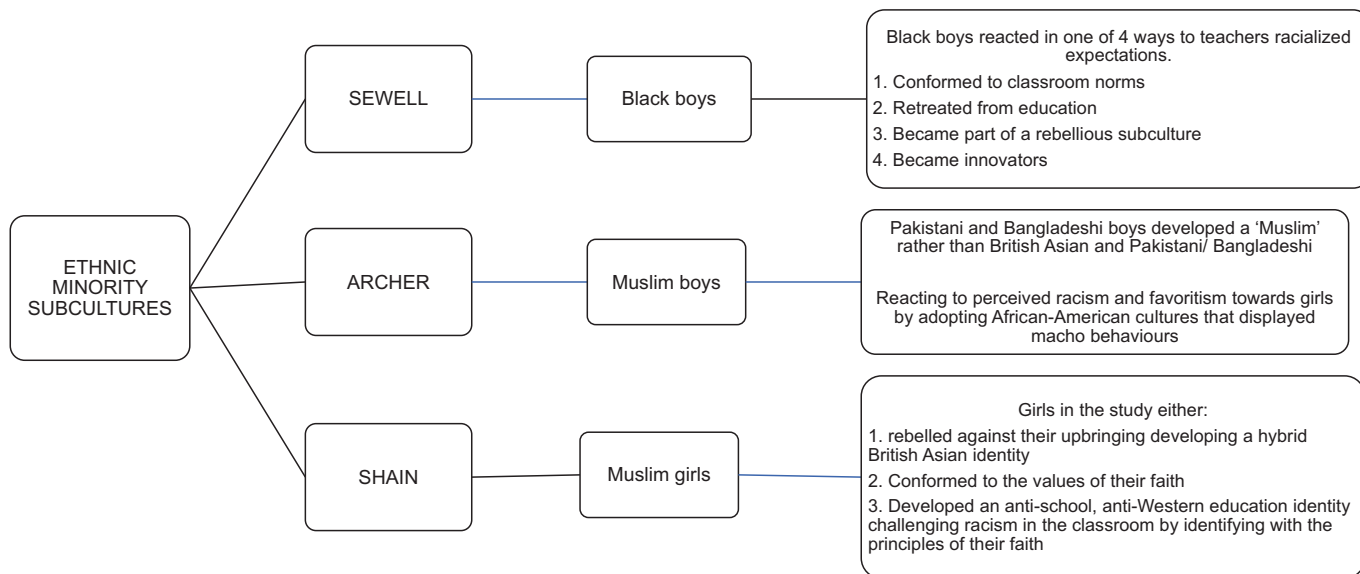
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## EXTERNAL FACTORS – PARENTAL FACTORS



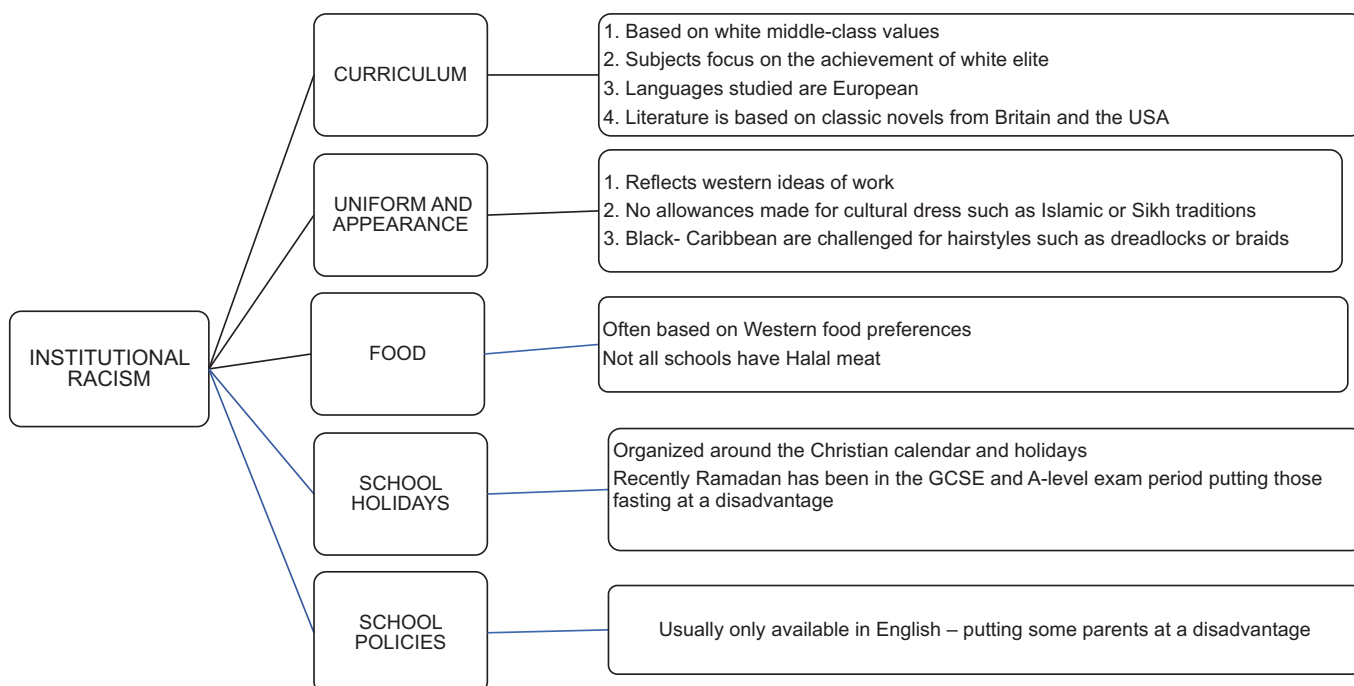
## INTERNAL FACTORS: ETHNICITY MINORITY SUBCULTURES

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

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

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



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

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

## EDUCATION KEY STUDIES



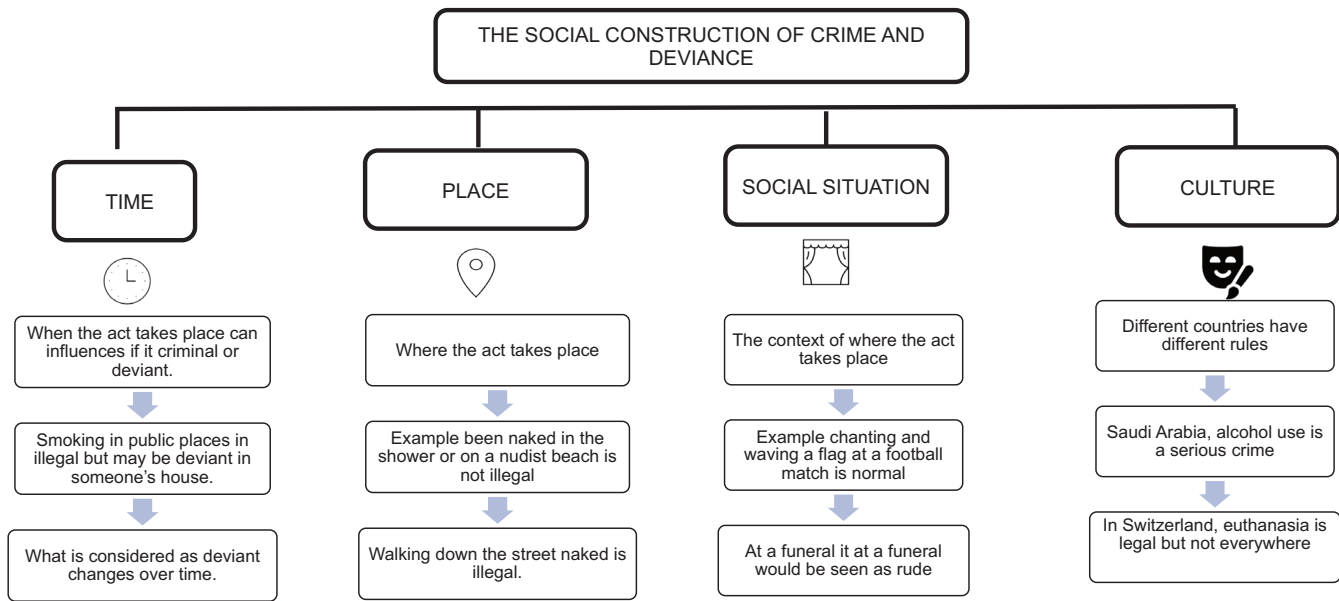
| a                                                                                                    | METHOD                              | FINDINGS:                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DURKHEIM<br>        | 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<br>         | 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<br>          | 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<br> | 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<br> | 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 do with written rules and laws



#### PARLIAMENT

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



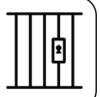
#### THE POLICE

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.

### 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,<br>Robbery,<br>Murder                    |
| DEVIANCE              | Deviance is behaviour which does not conform to society's rules and norms                                      | Laughing at a funeral<br>Picking your nose      |
| FORMAL RULES          | These guide people's behaviour in situations<br>They have status and sanctions such as penalties, imprisonment | Highway code<br>Laws of society<br>School rules |
| INFORMAL RULES        | These 'taken for granted' rules<br>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<br>The courts<br>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

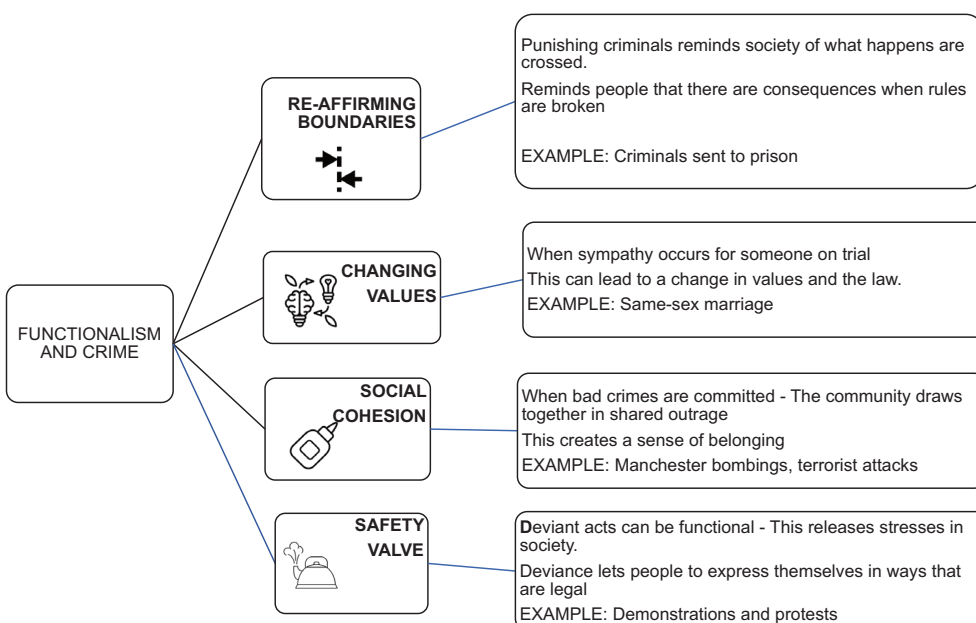
The bourgeoisie want to make money

The proletariat want to be paid more

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

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## 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.

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



| ADAPTION   | EXPLANATION                                                                                                                                                                                  | EXAMPLE                                                                     |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| CONFORMITY | Conform to the ideas of success in society<br>Have the same goals<br>Have the normative means of reaching them.                                                                              | Non-criminal<br>Non-deviant citizen.                                        |
| INNOVATION | Reject the normative means of success<br><br>Factors like unemployment, poor education mean people don't have the means to achieve goals<br><br>They turn to crime                           | Turn to deviant means such as burglary                                      |
| RITUALISM  | Accept common goals and the means of achieving them<br><br>The reality of achieving success is unlikely.<br><br>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<br><br>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<br><br>They replace them with different goals and means.<br><br>They wish to create a new society                  | Individuals reject existing goals<br><br>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               |

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## 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><br>     | <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><br>         | <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><br>      | <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><br> | <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           |

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## 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<br>Expected to do domestic tasks                                                                  |
| IN PUBLIC             | Controlled by threat of male sexual violence.<br>Controlled by idea of certain behaviours are bad for their reputation          |
| AT WORK               | Controlled by male dominated hierarchies and trade unions.<br>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.<br><br>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                | <p>The process of defining a person or group</p> <p>The label of deviancy depends on:</p> <p>Who commits the act</p> <p>When and where it was committed</p> <p>Who observes the act</p> |
| DEVIANT CAREER           | <p>A process that develops over time</p> <p>The person passes through deviant behaviour</p> <p>They accept and adopt the labels applied to them</p>                                     |
| MASTER STATUS            | <p>After adopting the label applied to them</p> <p>This becomes their defining characteristic</p>                                                                                       |
| SELF-FULFILLING PROPHECY | <p>When a person lives up to the label they have been given</p> <p>They fulfil the expectations put on them</p>                                                                         |

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## 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

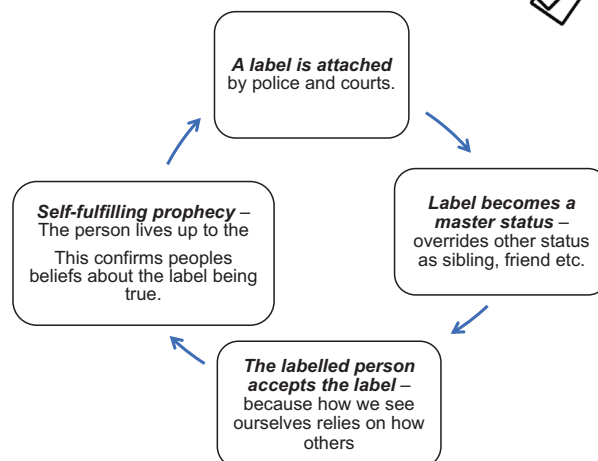
Example:

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.<br>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<br>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<br>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

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## WHO COMMITS THE MOST CRIME? – A BRIEF OVERVIEW

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

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

## 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 them to turn to crime.</p>                                                                                                                                                                                                               |
| MARXIST VIEW       | <p>Society is divided between those who have and those who do not have – we are encouraged 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 crimes are punished more than middle class 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  | <p>Girls are encouraged to be more passive and boys more active and tough (manipulation and canalisation)</p>                                                                                             |
| DIFFERENT LEVELS OF SOCIAL CONTROL | <p>Parents more heavily supervise girls and later in life women have children to care for.</p> <p>Boys are given much more freedom and generally take less responsibility for child care.</p>             |
| GENDER STEREOTYPING.               | <p>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.</p> |

| FACTORS                        | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WOMEN ARE BECOMING MORE EQUAL  | <p>Women have more opportunities in society</p> <p>They are becoming more equal to men.</p> <p>Women have less domestic responsibilities than in the past</p> <p>Some do not have the same constraints and control on them</p> <p>They have more opportunities to commit crime now.</p>                                                                                                                                   |
| PERSISTENT INEQUALITY          | <p>Sociologists argue equality is increasing, But many women have not benefited from this.</p> <p>More women than men live in poverty</p> <p>Women are more likely to have low-paid jobs and to be unemployed.</p> <p>Increased involvement in crime is related to their economic situation</p> <p>This explains why more poor women commit crime.</p>                                                                    |
| DECLINE OF THE CHIVALRY EFFECT | <p>Sociologists argue that women are not committing more crime</p> <p>Female crime is being reported and recorded more.</p> <p>There are changing attitudes to gender and crime</p> <p>Law enforcers are less likely to treat women leniently</p> <p>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.</p> |

# 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

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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

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## ETHNICITY AND CRIME – FACTORS AND EXPLANATIONS

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



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



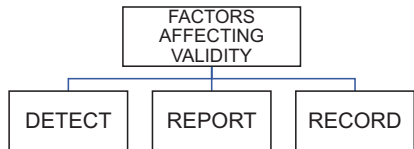
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## OFFICIAL STATISTICS: HOW IS CRIME MEASURED?

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.

|   |                                                                                                            |
|---|------------------------------------------------------------------------------------------------------------|
| 👍 | 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.                                                              |



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

## 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.

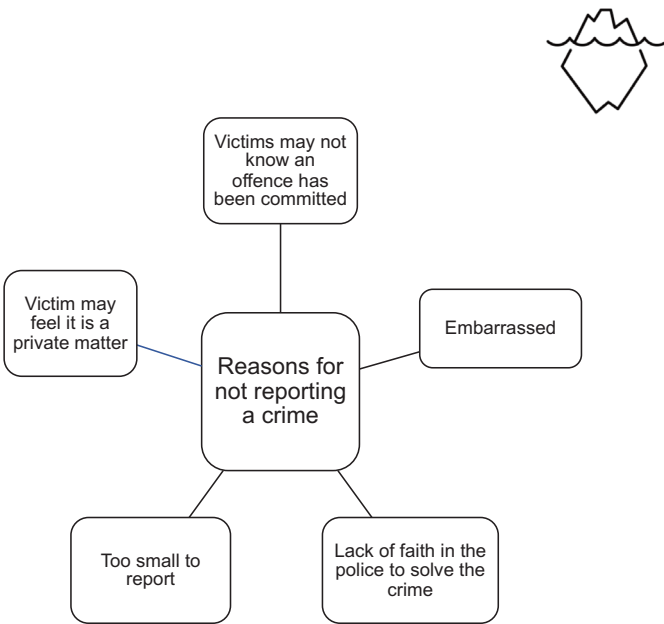
We cannot know how much crime goes unreported, undetected or even unrecorded

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

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Useful for highlighting the dark figure of crime</p> <p>People may feel more comfortable filling in a survey than speaking to the police and be more honest (making it more valid.)</p> <p>Helps to show who is most likely to be a victim of crime.</p>                                                                                                                                                                                                         |
|  | <p>People may not know they have been a victim e.g. someone who has had their identity stolen</p> <p>Doesn't survey all crime, for examples, theft against businesses and victimless crime (middle class crime?).</p> <p>People may lie due to fear or embarrassment e.g. a man may not want to admit a woman assaulted him.</p> <p>People may have forgotten crimes which have happened to them e.g. someone who was pickpocketed for a small amount of money.</p> |

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## 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.

|                                                                                     |                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>May uncover some of the dark figure of crime.</p> <p>They are anonymous so people are likely to be honest, making the results more valid.</p> <p>Possible to find out hidden offenders' ages, gender, class and location.</p> <p>Shows differences in who commits different types of crimes e.g. men commit more violent crimes</p> |
|  | <p>People may lie or exaggerate</p> <p>People may forget what crimes they have committed or only admit to less serious crimes.</p> <p>People do not want to admit to doing serious crimes.</p> <p>Majority of crimes uncovered tend to be small</p> <p>People may exaggerate their crimes to sound worse.</p>                          |

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## 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 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.

### SOLUTIONS



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. |

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## 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

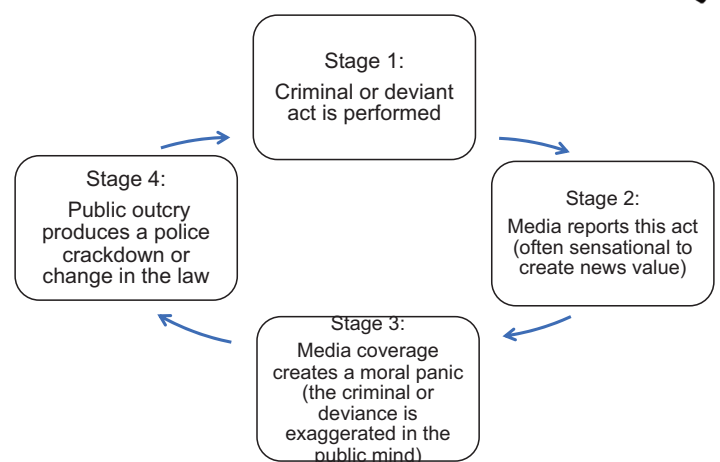
Guns –2000's

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



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| STUDY:                                                                                         | METHOD                      | FINDINGS:                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| BECKER<br>    | Secondary data              | Interactionist/labelling<br><br>An act becomes deviant when others define it as such<br><br>Agents of social control can make a label stick.<br><br>This can cause a self-fulfilling prophecy<br><br>Leads to a deviant career/master status |
| CARLEN<br>     | Unstructured interviews     | Feminist perspective<br><br>Control theory<br><br>Class and gender deal<br><br>When rewards are not there crime is an alternative                                                                                                            |
| HEIDENSOHN<br> | Interviews                  | Feminist perspective<br><br>Control theory<br><br>Patriarchal societies control women more<br><br>They have fewer opportunities for crime Public, private and workplace                                                                      |
| STAN COHEN<br> | Interviews and observations | Moral Panics<br><br>Media created moral panic about Mods and Rockers<br><br>Leading to the amplification of deviance                                                                                                                         |

| STUDY:                                                                                          | METHOD         | FINDINGS:                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A<br>COHEN<br> | Secondary data | Functionalist perspective<br><br>Status frustration<br><br>Lack of opportunity means working class boys can't achieve educational success<br><br>Deviance allows them to gain status from their peers |
| MERTON<br>     | Secondary data | Functionalist perspective<br><br>Strain theory<br><br>Not everyone can achieve the American Dream in the legitimate ways<br><br>Anomie                                                                |

## CRIME AND DEVIANCE GLOSSARY SPOT

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

## KEY TERMS

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

# GCSE SOCIOLOGY

## PAPER 2

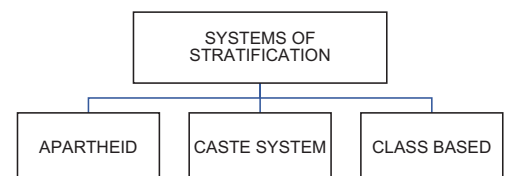
## SOCIAL

## STRATIFICATION

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### STRATIFICATION - TYPES AND EXAMPLES

| KEY TERM        | DEFINITION                                                                                                                                                                   | EXAMPLE                              |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| SOCIAL MOBILITY | Moving up or down the social strata in society<br><br>Working hard in school and having a good education means you are able to get a good job and improve your life chances. | Education<br>Marriage<br>Job changes |
| 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<br><br>They can also change within one society overtime.<br><br>Stratification systems are either open or closed.             | Caste System<br>Class-based society  |
| CLOSED SYSTEMS  | When an individual is not able to move up or down.<br><br>Social mobility is limited                                                                                         | India<br>South Africa                |
| OPEN SYSTEMS    | When an individual can move up or down.<br><br>Social mobility is possible                                                                                                   | Britain<br>America                   |



|                     |                                                                                                                                                                           |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| APARTHEID           | Ethnicity is the basis of stratification<br>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<br>The Caste System is linked to the Hindu Religion. If they behave when they will be reborn into a higher caste.                   |
| ASCRIED STATUS      | A title/position given at birth                                                                                                                                           |

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## 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.

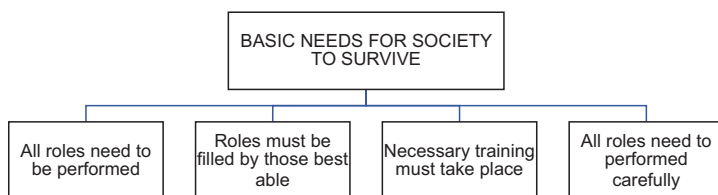
Different jobs have different status' attached – this is functional

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.

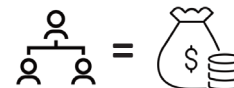
Conflict theories say meritocracy is a myth.

Marxist say stratification benefits the bourgeoisie

Feminists say stratification benefits men

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## 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'<br>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                                        |

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## MARX ON SOCIAL CLASS AND STRATIFICATION: KEY TERMS



| KEY TERM             | DEFINITION                                                                                                       |
|----------------------|------------------------------------------------------------------------------------------------------------------|
| ALIENATION           | Workers experience alienation under capitalism<br>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<br>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                     |

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## 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 won't.  
 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<br>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                                         |

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## 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

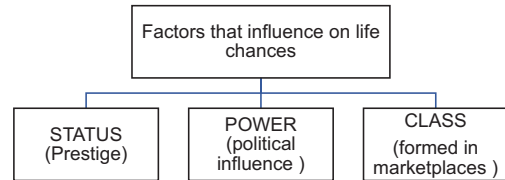
For example, a trade union leader may have power

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

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## 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

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## 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             |

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## 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 |

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## 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 interviewers rather than individualism

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## WHAT ARE LIFE CHANCES?

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

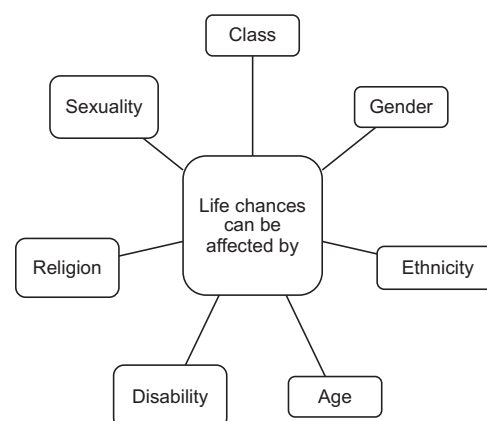
Examples of good life chances:

Good educational outcomes

Long life expectancy

Poverty

Job opportunities



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## 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                         | Men are on average paid 20% more than women (known as the gender pay gap)<br><br>Some jobs are still dominated by men and women still do most of the domestic work and childcare.<br><br>Some sociologists argue that women face a glass ceiling (invisible barrier to promotion) at work. |
| RACE AND ETHNICITY             | 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.<br><br>Sociologists sometimes call this the ethnic penalty.            |
| 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         | There are several laws in this country that make it illegal to discriminate against people at work.<br><br>For example the Equal Pay Act (1970) and the Equality Act (2010).                                                                   |
| AGE                 | Age discrimination is illegal in the UK but still occurs.<br><br>Young people and old people often find it difficult to get a job, particularly in some professions.                                                                           |
| 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 | People from certain religions (e.g. Muslims) are far more likely to be unemployed than people from other faiths.<br><br>This is particularly true for Muslim women who wear head scarfs and could be because of Islamophobia and stereotyping. |
| INTERSECTIONALITY   | When factors that affect life chances combine.<br><br>For example, black, working class women may experience more social disadvantages than a white, middle class man.                                                                         |

## 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<br><br>Poor diet, low levels of physical exercise and engaging in high risk activities like drug abuse.<br><br>Working classes who smoke and drink die younger than middle classes who do the same                                                      |
| INACCURATE STATISTICS | Problems with methods gathering statistics.<br><br>Disease labels are applied differently to different social groups<br><br>Doctors label diseases quicker in lower classes than middle classes.<br><br>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<br><br>Is a cause of low social class.<br><br>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.<br><br>Health depends on material circumstance<br><br>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.

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## 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.

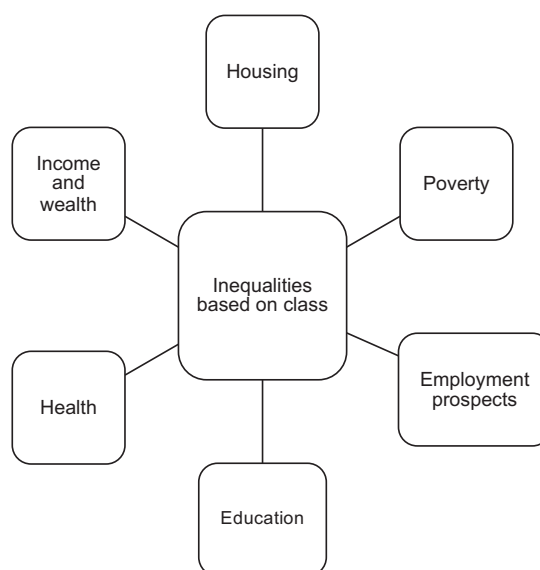
Those in lower social classes will have less

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



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## 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

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## 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.<br>Links back to stereotypes about                                                                                                 |
| WOMEN'S TRIPLE SHIFT                                                              | Duncombe and Marsden (1995) argue women bear the burden of working a triple shift<br>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<br><br>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

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## 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                                                             |
| HIGHER RISK OF LIVING IN POVERTY | Life chances and quality of life of some ethnic groups are negatively affected.                                   |
|                                  | 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 prejudge 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

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## ETHNICITY AND LIFE CHANCE: EXPLANATIONS AND SOLUTIONS



#### EXPLANATIONS FOR THE PERSISTANCE 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               |

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## AGE: LIFE CHANCES AND SOCIAL MOBILITY

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 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

### 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.

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## 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 upward or downward<br><br>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<br>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.

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## 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.<br>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

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## 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

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## 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.

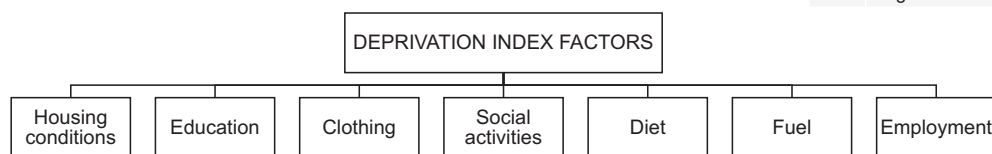
It didn't measure poverty but rather inequality

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?

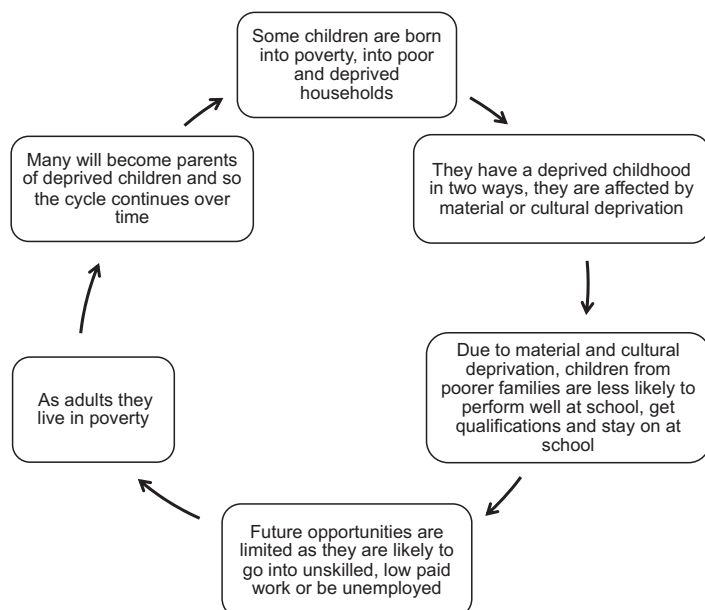
Some argue that his index was inadequate and produced potentially misleading results

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



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## 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.

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## 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                        |

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## 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

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## 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.

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## 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.                                                                |

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## 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.

| 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.<br>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.        |

|                  |                                                                                                                                                                                                                              |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LOCAL            | These are set by local councils<br>These include things such as housing benefit and council houses                                                                                                                           |
| CONTRIBUTORY     | This is where you must pay national insurance to qualify<br>This includes Job Seekers Allowance, and State pensions<br>The state pension given to those who contribute National Insurance.<br>This is worth up to £160/week. |
| NON-CONTRIBUTORY | This is for those who don't pay NI or are on low incomes<br>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

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## THE WELFARE STATE – DIFFERENT PERSPECTIVES ON THE WELFARE STATE

| PERSPECTIVE                                                                                               | OUTLINE OF PERSPECTIVE                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NEW RIGHT<br>          | The Welfare state creates dependency and is evidence of a nanny state.<br>It leads to a culture of underclass habits.<br>The welfare state is an enormous burden on the taxpayer and should be reduced                              |
| FUNCTIONALISM<br>      | The Welfare state is only temporary<br>It is needed in a healthy society which protects the vulnerable.<br>The welfare state also creates jobs and roles for members of society.                                                    |
| CENTRE-LEFT/LABOUR<br> | The welfare state redistributes wealth.<br>It is a symbol of social justice and should be preserved.<br>The aim should be to support the most vulnerable in society                                                                 |
| FEMINISM<br>           | Women may escape patriarchy<br>It means not having to rely on men for financial support.<br>The government reinforces patriarchy by rewarding the nuclear family with benefits.                                                     |
| MARXISM<br>            | The Welfare State reinforces capitalist society by reducing social mobility.<br>The system reinforces capitalism by promoting a 'culture of poverty'<br>It also demonises the poor as part of the 'superstructure' to promote work. |

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

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## WEBER ON POWER AND AUTHORITY: DEFINITIONS AND EXPLANATIONS



| KEY TERM                  | Definition                                                                                                                                                                                     |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AUTHORITY                 | When someone has power over someone else - Usually because of their position in society.<br><br>Example, police officers have power over other UK citizens.                                    |
| COERCION                  | When someone has power over someone else<br><br>Mainly because of fear, threats or punishments.<br><br>Example, a kidnapper has coercive power over their victim.                              |
| FORMAL SOURCES OF POWER   | Comes from a position that someone holds in society<br><br>For example the manager of a company or the captain of a sports team.                                                               |
| INFORMAL SOURCES OF POWER | Comes from other ways that someone can influence people<br><br>For example because of their charisma or because they have access to information or resources that other's in the groups don't. |

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

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## POWER RELATIONSHIPS – SOCIOLOGICAL PERSPECTIVES

| PERSPECTIVE                                                                                                         | KEY IDEAS                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FUNCTIONALIST<br>                | It is important for the government to have the power to pass laws<br><br>The police and the courts to have the power to arrest and imprison people, for teachers to have the power to set detentions.                                                                                                      |
| FEMINIST<br>                     | Men have power over women in the home, the workplace and within politics.<br><br>They often seek to maintain these unequal power relationships.                                                                                                                                                            |
| MARXIST<br>                      | The bourgeoisie have power over the proletariat because they own the means of production.<br>They use this power to exploit the proletariat and maintain social inequality.                                                                                                                                |
| WEBER ON POWER AND AUTHORITY<br> | 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.<br><br>Weber also argued that, in a capitalist society, the middle classes will increase while the working class will shrink. |

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## 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<br>Governments control with violence and extremely concentrated levels of power.<br>Nazi Germany is one example of a dictatorship.                           |
| DEMOCRACY    | A democracy has a system of freely elected government<br>This is decided by the people and can be changed by the people.<br>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.<br>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.

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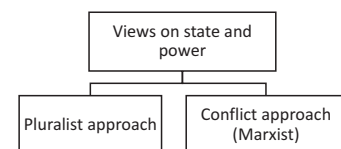
## POWER RELATIONSHIPS- POLITICAL POWER, ELECTIONS AND GOVERNANCE

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.

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## 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.                                                                                |
| HOUSEWORK | Women take the majority of part-time and flexi work in the job market.                                     |
|           | Women do most of the house work                                                                            |
|           | Husbands and partners benefit from the unpaid labour that women                                            |
| CULTURE   | The triple shift and dual burden reflect the of oppression women face at home                              |
|           | 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.                                                 |

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## KEY TERMS



| 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.                                              |

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## KEY TERMS



| TERM              | DEFINITION                                                                                                                                  |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| SOCIAL EXCLUSION  | When people are unable, or feel unable to play a full part in society.                                                                      |
| SUBJECTIVE CLASS  | 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. |
| TRADE UNION       | The class in which an individual places themselves.                                                                                         |
| UNDERCLASSES      | An organisation established by employees to protect their economic interests.                                                               |
| WEALTH            | The group of people at the very bottom of the social structure                                                                              |
| WELFARE SCROUNGER | Either by their economic situation or culture, are cut off from the rest of society.                                                        |
| WORKING CLASS     | The assets owned by an individual, for example, house, savings, a business.                                                                 |
|                   | An individual who makes no contribution to society and exploits the benefits system, claiming as much as they can get away with.            |
|                   | 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.                                                          |
| RELATIVE POVERTY      | A situation in which someone cannot afford to possess the items needed                                                                                               |
|                       | 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. |

| STUDY:        | METHOD                           | DESCRIPTION:                                                 |
|---------------|----------------------------------|--------------------------------------------------------------|
| DAVIS & MOORE |                                  | Functionalist perspective                                    |
|               |                                  | Inequality is a 'universal necessity' in all societies       |
|               |                                  | Functionally important roles attract the highest rewards     |
|               |                                  | Society needs a variety of roles to run smoothly             |
| MARX          |                                  | Capitalism – the bourgeoisie control means of production     |
|               |                                  | Political power comes from economic power                    |
|               |                                  | Ideology allows for exploitation                             |
|               |                                  | Polarisation of social classes                               |
| WEBER         |                                  | Market situations and life chances                           |
|               |                                  | Expansion of the middle class                                |
|               |                                  | Sources of power: traditional, legal rational, charismatic   |
| DEVINE        | Unstructured interviews          | Affluent workers revisited                                   |
|               |                                  | Found evidence of rising living standards in working classes |
|               |                                  | Many continued to resent the privileges of inherited wealth  |
| TOWNSEND      | Questionnaires 6000 participants | Ways of defining poverty                                     |
|               |                                  | State's standard (official statistics)                       |
|               |                                  | Relative income standard and relative deprivation            |

## SOCIAL STRATIFICATION STUDIES



| STUDY: | METHOD | DESCRIPTION:                                                                                                                                |
|--------|--------|---------------------------------------------------------------------------------------------------------------------------------------------|
| MURRAY |        | New Right perspective                                                                                                                       |
|        |        | Underclass emerged due to government policy                                                                                                 |
|        |        | Benefits meant people lost interest in getting jobs                                                                                         |
|        |        | Loss of traditional values                                                                                                                  |
| WALBY  |        | Feminist perspective - Patriarchal structures:                                                                                              |
|        |        | Society controls and oppresses women in a variety of ways                                                                                   |
|        |        | <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> |

# **GCSE SOCIOLOGY**

## **Paper 1 & 2**

### **Key Terms**

### **Glossary**

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## **Key Terms Glossary**

### **Paper 1**

### **Theory & Methods**

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### GCSE GENERAL KEY SOCIOLOGICAL CONCEPTS

| CONCEPT                        | DEFINITION                                                                                                                                                                                                                 |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NORMS</b>                   | Unwritten rules in society that show us what is acceptable behaviour (e.g. eating with a knife & fork in Britain, wearing clothes in public, not sitting next to a stranger on a bus when there is somewhere else to sit). |
| <b>VALUES</b>                  | General ideas about what is right & wrong, correct ways of behaving & what is thought of as important (e.g. table manners, privacy, politeness, personal space).                                                           |
| <b>RELATIVITY</b>              | Not general – when something is specific to a social situation, group or society (e.g. normal to be naked in your bathroom, but not in your kitchen).                                                                      |
| <b>IDENTITY</b>                | How we see ourselves & how others see us. Your identity is made up of a great number of factors – e.g. your gender, ethnicity, social class, nationality, age, job, etc.).                                                 |
| <b>STATUS</b>                  | The amount of importance a person's position in society gives them (e.g. a doctor has a higher status than a plumber & they have a higher status than a cleaner).                                                          |
| <b>ASCRIBED STATUS</b>         | The position in society based on social factors you are born with which is difficult to change (e.g. your ethnicity or gender).                                                                                            |
| <b>ACHIEVED STATUS</b>         | Your position in society that is earned by your own efforts & achievements (e.g. educational qualifications, job).                                                                                                         |
| <b>ROLE</b>                    | A part you play that has certain norms & expectations (e.g. your role as a daughter, a student, etc.).                                                                                                                     |
| <b>ROLE CONFLICT</b>           | When the demands of one role clash with the demands of another role (e.g. wanting to go out with friends when you are also expected to do homework & babysit).                                                             |
| <b>SUBCULTURE</b>              | A smaller culture within a culture with its own norms & values (e.g. chav, punk, goth, emo).                                                                                                                               |
| <b>SOCIALISATION</b>           | The way we learn the culture, norms & values in a society. Can be either primary or secondary.                                                                                                                             |
| <b>PRIMARY SOCIALISATION</b>   | Takes place in the family – our primary agent of socialisation that first teaches us our norms & values.                                                                                                                   |
| <b>SECONDARY SOCIALISATION</b> | Begins around age 5 & continues until the day we die. All the basics that we learn through the family are developed by other agents of socialisation.                                                                      |

|                                |                                                                                                                                                                                                                               |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>AGENTS OF SOCIALISATION</b> | Places or social groups where we are taught the culture, norms & values of our society – e.g. school, work, peers, religion, media, etc.                                                                                      |
| <b>MANIPULATION</b>            | When parents encourage children to behave in a way that is seen to be appropriate for their gender (e.g. girls to play quietly, boys to be strong).                                                                           |
| <b>CANALISATION</b>            | Parents give children gender-specific toys that are the norm for their gender – e.g. dolls for girls, swords for boys.                                                                                                        |
| <b>SOCIAL CONTROL</b>          | Methods used to make sure we all behave how we are expected to – e.g. rewards & punishments.                                                                                                                                  |
| <b>FORMAL SOCIAL CONTROL</b>   | Controlling people's behaviour through written rules & laws – done by the police, courts, government & army.                                                                                                                  |
| <b>INFORMAL SOCIAL CONTROL</b> | Controlling people's behaviour using informal methods in everyday situations (e.g. friends not speaking to you if you have done something wrong, teachers giving you a detention) – done by family, peers, school, work, etc. |

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### GCSE SOCIOLOGY – RESEARCH METHODS KEY TERMS

|                          |                                                                                                                                                                                     |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PRIMARY DATA</b>      | Information collected by sociologists themselves for their own use (e.g. a questionnaire, an observation, an interview)                                                             |
| <b>SECONDARY DATA</b>    | Information that already exists & has been collected or created by someone else (e.g. information on the internet, a textbook, a newspaper article)                                 |
| <b>QUALITATIVE DATA</b>  | Information expressed in words ('I' for letters!)                                                                                                                                   |
| <b>QUANTITATIVE DATA</b> | Information given in numbers ('n' for numbers!)                                                                                                                                     |
| <b>OPEN QUESTIONS</b>    | Produce qualitative data as a person is free to give any answer in their own words (e.g. why do you feel that way....?)                                                             |
| <b>CLOSED QUESTIONS</b>  | Produce quantitative data as a person must choose their answer from a limited, set range of options (e.g. yes, no, maybe)                                                           |
| <b>VALIDITY</b>          | When a method produces a true or genuine picture of what something is really like (more likely when people are free to say & act how they want to – e.g. an unstructured interview) |
| <b>RELIABILITY</b>       | When a method can be repeated by another researcher who gains the same or similar results (more likely with set questions that are always the same like on a questionnaire)         |
| <b>REPRESENTATIVE</b>    | The people under study are typical of the bigger group we are interested in – the sample you use reflects the larger group you could have used if you had the time & money          |
| <b>GENERALISATION</b>    | Results from a study can be applied to the whole of the research population                                                                                                         |
| <b>SAMPLING</b>          | Process of selecting a group of respondents using different techniques (e.g. snowball, random, quota, stratified & systematic sampling)                                             |
| <b>PILOT STUDY</b>       | Small-scale trial run done before the main study in order to try & iron out any problems/issues                                                                                     |

|                                           |                                                                                                                                                                                                                                                             |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>RESPONDENT</b>                         | A person who actually takes part in a social survey (e.g. answers the questionnaire)                                                                                                                                                                        |
| <b>RESPONSE RATE</b>                      | The number of people who actually reply or respond to a questionnaire                                                                                                                                                                                       |
| <b>HYPOTHESIS</b>                         | A prediction/explanation of what might happen which a researcher then tries to prove or disprove                                                                                                                                                            |
| <b>HAWTHORNE EFFECT / OBSERVER EFFECT</b> | Where the subjects of research know they are being studied & behave differently because of this (e.g. with an overt observation)                                                                                                                            |
| <b>ETHICS</b>                             | Issues of right & wrong, moral principles or guidelines (e.g. Do you have consent off someone to research them or are you deceiving them? Are you keeping participants identities anonymous & confidential? Have you protected the participants from harm?) |
| <b>OPERATIONALISING</b>                   | Process of turning a sociological concept or theory into something measurable (e.g. violence = physically hurting someone)                                                                                                                                  |

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# Key Terms Glossary

## Paper 1

## Family & Households

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### GCSE SOCIOLOGY FAMILY KEY TERMS

|                                    |                                                                                                                                                                                                                                                                                               |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Adolescence</b>                 | The period of time following the onset of puberty during which a young person develops from a child into an adult.                                                                                                                                                                            |
| <b>Arranged marriage</b>           | A marriage in which parents choose a bride or groom for their child.                                                                                                                                                                                                                          |
| <b>Beanpole family</b>             | A family whose living members come from many generations, but with few members in each generation.                                                                                                                                                                                            |
| <b>Bigamy</b>                      | The offence of marrying someone while already married to another person.                                                                                                                                                                                                                      |
| <b>Canalisation</b>                | The way in which parents channel their child's interests in activities or toys to reflect stereotypical views of gender – e.g. a boy being encouraged to play with cars instead of dolls.                                                                                                     |
| <b>Cohabitation</b>                | Partners who live together without getting married.                                                                                                                                                                                                                                           |
| <b>Commune</b>                     | A group of people living together and sharing possessions and responsibilities.                                                                                                                                                                                                               |
| <b>Conjugal relationships</b>      | The relationship between marriage partners.                                                                                                                                                                                                                                                   |
| <b>Conjugal roles</b>              | The roles typically associated with husbands & wives.                                                                                                                                                                                                                                         |
| <b>Divorce</b>                     | The formal (legal) ending of a marriage.                                                                                                                                                                                                                                                      |
| <b>Domestic division of labour</b> | Household tasks divided between family members.                                                                                                                                                                                                                                               |
| <b>Domestic violence</b>           | Is behaviour in any relationship that is used to gain or maintain power & control over an individual. This behaviour is considered abusive because it is unwanted & unwarranted by the person who is being abused. Such abuse can be physical, sexual, emotional, financial or psychological. |
| <b>Double shift (dual)</b>         | Working women who continue to perform the                                                                                                                                                                                                                                                     |

|                             |                                                                                                                                        |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>burden)</b>              | bulk of domestic labour are said to work a 'double shift' of paid employment followed by an unequal share of household work.           |
| <b>Dual career family</b>   | A family where both heads of the household pursue careers & at the same time maintain a family life together.                          |
| <b>Dysfunctional family</b> | A family in which conflict, neglect and even abuse are common experiences.                                                             |
| <b>Empty nest family</b>    | A stage in the life cycle of a family when children have reached adulthood and have left the parental home.                            |
| <b>Expressive role</b>      | A woman's role within the family to provide care and emotional support to other family members.                                        |
| <b>Extended family</b>      | Parents, their children & other more distant relatives, e.g. grandparents, aunts & uncles.                                             |
| <b>Family</b>               | A group of two or more people linked by birth, marriage, adoption or cohabitation based on a long-term relationship.                   |
| <b>Family diversity</b>     | The many different types of family structure that exist in contemporary society.                                                       |
| <b>Family life cycle</b>    | The type of family & household that each individual is likely to experience during their lifetime.                                     |
| <b>Fertility rate</b>       | The average number of children that women of child-bearing age (usually 15-44 years) have in society. This has fallen since the 1960s. |
| <b>Household</b>            | Describes a group of people who live together in the same residence, sharing a kitchen & bathroom. E.g. a student house share.         |
| <b>Instrumental role</b>    | The family provider (usually associated with the traditional role of the male as 'breadwinner').                                       |
| <b>Joint conjugal roles</b> | Husband & wife share household tasks.                                                                                                  |
| <b>Kibbutz</b>              | A collective community in Israel that was traditionally based on agriculture.                                                          |
| <b>Lone parent family</b>   | A family with only a mother or father as a                                                                                             |

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|                                          |                                                                                                                                           |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|                                          | consequence of death, divorce or individual choice.                                                                                       |
| <b>Marriage</b>                          | A cultural phenomenon that gives legal status to a union between two partners and any children they may produce.                          |
| <b>Matriarchal family</b>                | A female dominated family group.                                                                                                          |
| <b>Monogamy</b>                          | The practice of being married to one person at a time.                                                                                    |
| <b>Nuclear family</b>                    | A family group consisting of parents and their children.                                                                                  |
| <b>Patriarchal family</b>                | A male dominated family group.                                                                                                            |
| <b>Polyandry</b>                         | A woman has more than one husband at a time.                                                                                              |
| <b>Polygamy</b>                          | Having more than one husband or wife at the same time.                                                                                    |
| <b>Polygyny</b>                          | A man has more than one wife at the same time.                                                                                            |
| <b>Power</b>                             | The ability to exercise control over one's own life &/or the lives of others.                                                             |
| <b>Primary socialisation</b>             | The family is the agent of primary socialisation where the norms, values & culture of a society are first taught.                         |
| <b>Reconstituted (or blended) family</b> | When two adults with children from previous relationships remarry (or cohabit) to form a new family.                                      |
| <b>Same sex family</b>                   | Families headed by a couple of the same sex.                                                                                              |
| <b>Secularisation</b>                    | The decline in religious beliefs.                                                                                                         |
| <b>Segregated conjugal roles</b>         | Husband & wife perform different & clearly defined activities.                                                                            |
| <b>Serial monogamy</b>                   | A pattern of divorce & remarriage found in monogamous societies where an individual marries several times but only one partner at a time. |
| <b>Symmetrical family</b>                | A family where responsibilities are equally shared between husband & wife.                                                                |
| <b>Traditional nuclear</b>               | A family consisting of parents & their children,                                                                                          |

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| <b>family</b>             | following segregated conjugal roles and patriarchal. Leach recognised the power of this image & called it the 'cereal packet image of the family'.                     |
| <b>Triple shift</b>       | The three types of work that create a burden for women: paid work, domestic work & emotional work.                                                                     |
| <b>'Warm bath' theory</b> | Functionalist Parson's argues that the family is like a 'warm bath' that helps to stabilise adult personalities by helping to relieve the stress of modern day living. |

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# Key Terms Glossary

## Paper 1

## Education

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## GCSE SOCIOLOGY EDUCATION KEY TERMS

|                                   |                                                                                                                                                                                                                                                                  |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>'Bedroom culture'</b>          | McRobbie's idea that girl's achievement may in part be due to the fact that they tend to spend more time in their bedrooms, talking & reading, etc. and that this gives them an advantage in education as their communication skills are often better than boys. |
| <b>1988 Education Reform Act</b>  | Introduced policies for the 'marketisation' of schools – the idea that schools should compete with each other more (e.g. through league tables & Ofsted reports) to offer a better choice to parents & students.                                                 |
| <b>Academies</b>                  | Independently managed schools set up by sponsors from business, faith or voluntary groups in partnership with the local authority (e.g. Wirral council) & the government. They have greater control over finances, the curriculum & teachers' pay & conditions.  |
| <b>Comprehensive school</b>       | A state-run secondary school that does not select pupils on the basis of ability                                                                                                                                                                                 |
| <b>Compulsory state education</b> | In Britain, state education was first made compulsory in the late 19 <sup>th</sup> century (for children up to age 10); this was later extended to include children of secondary school age & now it is compulsory to be in education or training until age 18   |
| <b>Correspondence principle</b>   | The Marxist idea that the education system is designed primarily to serve the needs of the capitalist economic system – e.g. by producing an obedient workforce - & that school mirrors / corresponds to work                                                    |
| <b>Cultural capital</b>           | The skills and values passed on to their children by middle-class parents, e.g. language skills and the motivation and support required to succeed in the education system.                                                                                      |

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| <b>Cultural deprivation</b>                    | The inability of working-class parents to provide their children with the language skills and the motivation and support required to succeed in education.                                                          |
| <b>Deferred gratification</b>                  | Working hard in the present for a larger reward in the future – e.g. going to university in order to get a higher status job. Said to be more of an attitude of the middle classes.                                 |
| <b>De-schooling</b>                            | The idea that schools should be abolished and replaced with some kind of informal education system.                                                                                                                 |
| <b>Education</b>                               | The process of giving & receiving knowledge, generally associated in contemporary society with schools & universities                                                                                               |
| <b>Educational Maintenance Allowance (EMA)</b> | Introduced by the Labour government to encourage students from disadvantaged backgrounds to stay in school after the age of 16. This has now been cut by the Conservative government as part of austerity measures. |
| <b>Ethnocentric curriculum</b>                 | Subjects taught within the schools or universities that uncritically assume the superiority of certain customs and behaviours.                                                                                      |
| <b>Faith school</b>                            | Faith schools are mostly run in the same way as other state schools. Their faith status must be reflected in their religious education curriculum, admissions criteria and staffing policies.                       |
| <b>Feminism</b>                                | The belief in equal rights for men & women.                                                                                                                                                                         |
| <b>Formal curriculum</b>                       | The timetabled subjects taught in school                                                                                                                                                                            |
| <b>Free school</b>                             | Free schools are normally brand-new schools set up by teachers, charities, the communities, faith groups, universities or groups of parents where there is parental demand.                                         |
| <b>Free School Meals (FSM)</b>                 | Students are entitled to FSM when their family is judged to be on a lower income. This ensures that they are able to get a meal in school.                                                                          |

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| <b>Grammar school</b>              | Grammar schools select all or most of their pupils based on academic ability.                                                                                                                                                                                                             |
| <b>Hidden curriculum</b>           | A set of values, attitudes & principles transmitted to pupils but not as part of the formal curriculum of timetabled subjects – e.g. respecting a hierarchy and the importance of obeying rules                                                                                           |
| <b>Home education / schooling</b>  | When parents take full responsibility for the education of their children rather than allowing them to attend school.                                                                                                                                                                     |
| <b>Immediate gratification</b>     | Seeking pleasure & fun now, in the present, rather than working hard for a larger reward at a later date. E.g. going out to a party rather than staying in to revise for an exam.                                                                                                         |
| <b>Independent/private school</b>  | Independent schools set their own curriculum and admissions policies. They are funded by fees paid by parents and investors.                                                                                                                                                              |
| <b>Institutional racism</b>        | Procedures and practices which either intentionally or unintentionally discriminate against ethnic minority.                                                                                                                                                                              |
| <b>Labelling</b>                   | Attaching a stereotype or meaning to someone – e.g. a teacher may label a pupil 'bright' or 'lazy'.                                                                                                                                                                                       |
| <b>League tables</b>               | School results are published in yearly league tables which allow parents to compare the performance of different schools when making a choice about where to send their child. They also help to increase the competition between schools & put them under pressure to improve standards. |
| <b>Local Management of Schools</b> | Help schools to operate like companies as they can now have the power to control their own budget due to a reduced role of the Local Education Authority (e.g. Wirral).                                                                                                                   |
| <b>Marketisation</b>               | Refers to changes in the late 1980s that made the education system more business-like, based on competition and consumer choice.                                                                                                                                                          |

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| <b>Material deprivation</b>      | Refers to the inability of individuals or households to afford the goods and activities that are typical in a society at a given point in time.                                                                                                                                                                         |
| <b>Meritocracy</b>               | A social system that rewards merit rather than inherited status – where everyone is said to have an equal chance of success based on effort & ability                                                                                                                                                                   |
| <b>Mixed ability</b>             | In educational terms this refers to a group of students of all ability levels, taught together in the same class.                                                                                                                                                                                                       |
| <b>National Curriculum</b>       | Subjects that must be studied by all pupils in state schools – e.g. English, maths & science                                                                                                                                                                                                                            |
| <b>Ofsted</b>                    | Government inspection to see how pupils & schools are performing in relation to expected targets. Started to help the government check on the quality of education offered throughout the country & allows parents to check reports in order to make a more informed choice about the school their send their child to. |
| <b>Parentocracy</b>              | Power given to parents through the marketisation of education                                                                                                                                                                                                                                                           |
| <b>Particularistic standards</b> | Subjective judgements based on individual characteristics – people are seen & judged as individuals                                                                                                                                                                                                                     |
| <b>Patriarchal</b>               | 'Male dominated' – feminists believe that the education system still focuses on male achievement & that gendered subject choices still limit both boys & girls in terms of their employment & life choices.                                                                                                             |
| <b>Peer pressure</b>             | When people around the same age as each other influence the behaviour of others – e.g. a person may be peer pressured into misbehaving in school.                                                                                                                                                                       |
| <b>Public school</b>             | A high-status and expensive private school in Britain.                                                                                                                                                                                                                                                                  |
| <b>Pupil premium</b>             | Additional funding granted for state-schools in                                                                                                                                                                                                                                                                         |

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|                                            | England to raise the attainment of disadvantaged pupils.                                                                                                                                                                                                                           |
| <b>Role allocation</b>                     | Functionalist idea that one function of the education system is to 'sift & sort' pupils in terms of ability & talent into the most appropriate job roles for the future to benefit society.                                                                                        |
| <b>SATs</b>                                | Standard assessment tests used in English schools.                                                                                                                                                                                                                                 |
| <b>Self-fulfilling prophecy</b>            | When a prediction made about someone comes true. E.g. a label applied to a student such as 'lazy' can mean that the pupil gives up trying, isn't pushed & becomes lazy.                                                                                                            |
| <b>Setting</b>                             | Dividing students into different groups for particular subjects based on their ability in those subjects.                                                                                                                                                                          |
| <b>Social cohesion / social solidarity</b> | A sense of belonging to the wider society                                                                                                                                                                                                                                          |
| <b>Social mobility</b>                     | The movement of an individual either up or down the social scale – e.g. the working class student who obtains a university degree & enters a profession (upward mobility)                                                                                                          |
| <b>Special school</b>                      | Pupils at a special school have usually been assessed and a given a statement of special educational needs (SEN). These may include learning disabilities or physical disabilities.                                                                                                |
| <b>Speech codes</b>                        | Bernstein argues that the middle & working classes speak in different codes. The working class are more likely to speak in a restricted code which is more descriptive & less analytical. The middle class are more likely to speak in an elaborated code which is more analytical |

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|                            | & sophisticated. The elaborate code is also used by teachers, textbooks & exams and this therefore gives the m/c an advantage in the education system.                                                                                                           |
| <b>State school</b>        | A school funded by the government.                                                                                                                                                                                                                               |
| <b>Streaming</b>           | Dividing students into different groups (usually referred to as streams or bands) based on a general assessment of their ability rather than their performance in a particular subject.                                                                          |
| <b>Subculture</b>          | A group within a distinctive set of values and behaviours who set themselves apart from the wider society.                                                                                                                                                       |
| <b>Universal standards</b> | Objective judgements applied equally to all members of society, regardless of who they are – e.g. a teacher's objective assessment of a child's performance in school, based on test results as opposed to a parent's subjective view of their child's abilities |
| <b>Vocationalism</b>       | Education designed to provide the skills necessary for work.                                                                                                                                                                                                     |

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# Key Terms Glossary

## Paper 2

## Crime & Deviance

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## GCSE SOCIOLOGY CRIME & DEVIANCE KEY TERMS

|                                   |                                                                                                                                                        |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Agencies of social control</b> | Institutions that influence the process of social control – e.g. families, schools or the police                                                       |
| <b>Alienation</b>                 | Individuals who feel that they have become separated from the wider society are said to be alienated – e.g. they lack power & control over their lives |
| <b>Anomie</b>                     | A situation of normlessness in which the norms that usually regulate people's behaviour break down                                                     |
| <b>Anti-social behaviour</b>      | Behaviour that causes harassment, distress or alarm to other people (you can be given an ASBO – an anti-social behaviour order – for this)             |
| <b>Bedroom culture</b>            | The subculture created by girls, which allows them to develop communication skills within their own homes (McRobbie)                                   |
| <b>Boundary maintenance</b>       | Crime produces a reaction from society, uniting its members against the wrongdoer & reinforcing their commitment to the shared norms & values          |
| <b>Chivalry thesis</b>            | The idea that a male dominated police force & criminal justice system treats women offenders more leniently because of their gender                    |
| <b>Collective conscience</b>      | The shared beliefs & values that bind communities together & regulate individual behaviour                                                             |
| <b>Consensus theory</b>           | A theory such as functionalism that sees society based on agreement                                                                                    |
| <b>Control theory</b>             | The idea that people do not commit deviant acts because various factors control their impulse to break social norms                                    |
| <b>Corporate crime</b>            | Crime committed by businesses that have a serious physical or economic impact on employees, consumers or the general public. It                        |

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|                                             | is motivated by the desire to increase profits                                                                                                                                                                                     |
| <b>Crime</b>                                | Any form of behaviour that breaks the law                                                                                                                                                                                          |
| <b>Crime rate</b>                           | A measure of the level of criminal activity in society based on crimes recorded by the police                                                                                                                                      |
| <b>Crime Survey for England &amp; Wales</b> | The CSEW is a large-scale victim survey conducted by the government to measure the amount of crime in England & Wales by asking people about crimes they have experienced in the last year                                         |
| <b>Criminal Justice System</b>              | A series of government agencies & institutions whose goals are to identify & catch criminals to punish them – e.g. the police, lawyers, courts, probation prisons                                                                  |
| <b>Cross-cultural deviance</b>              | Where crime & deviance vary from one culture to another due to different expectations, norms, values & laws                                                                                                                        |
| <b>Custodial sentence</b>                   | A punishment that involves a criminal being put in custody – either in prison or in some other closed institution (e.g. a psychiatric hospital)                                                                                    |
| <b>Dark figure of crime</b>                 | The unknown amount of criminal activity that is not reported to or recorded by the police                                                                                                                                          |
| <b>Delinquency</b>                          | Relatively minor crimes, especially committed by young people                                                                                                                                                                      |
| <b>Deviance</b>                             | Any form of behaviour that does not conform to dominant norms, ranging from behaviours that are simply disapproved of to criminal actions                                                                                          |
| <b>Deviancy amplification</b>               | The exaggeration of a particular social issue as a consequence of media coverage – e.g. antisocial behaviour by groups of young people – which can result in more deviance                                                         |
| <b>Deviant career</b>                       | A process that develops over time as the individual progresses through various stages of deviant behaviour, accepting & adopting external social labels – e.g. a young person who is labelled as a 'trouble maker' & who then goes |

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|                              | on in later life to exhibit gradually more serious forms of criminal behaviour                                                                                                                  |
| <b>Discrimination</b>        | An action based on prejudice – e.g. racial discrimination                                                                                                                                       |
| <b>Edgework</b>              | Behaviour at the edge of what is normally allowed or accepted; risky or radical behaviour – e.g. stealing & racing a car (known as joyriding)                                                   |
| <b>Folk devil</b>            | A person or group of people who are portrayed (e.g. by the media) as outsiders & deviant, who are blamed for crimes or other sorts of social problems. Can also be referred to as a 'scapegoat' |
| <b>Formal social control</b> | Where our behaviour is controlled through organisations that exist to enforce order – e.g. the police                                                                                           |
| <b>Glass ceiling</b>         | An informal barrier said to exist that prevents women from achieving senior positions in their chosen career                                                                                    |
| <b>Hate crime</b>            | Crime based on prejudice towards another because of their race, religion, sexual orientation, disability or because they are transgender                                                        |
| <b>Home Office</b>           | Government department responsible for immigration, security & law and order (e.g. the police, fire & rescue services, counter-terrorism & M15)                                                  |
| <b>Indictable offence</b>    | An offence where the defendant has the right to trial by jury – e.g. murder                                                                                                                     |
| <b>Institutional racism</b>  | Organisational procedures & practices that either intentionally or unintentionally discriminate against ethnic minorities                                                                       |
| <b>Labelling theory</b>      | A sociological theory that, in relation to crime, tries to explain why only some people & some acts are defined as deviant or criminal, while others, carrying out similar acts, are not        |

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| <b>Master status</b>             | When a label becomes a person's controlling identity & influences both the behaviour of the individual & the reaction of others – e.g. a person is no longer a sister, colleague or neighbour but a drug addict                                                              |
| <b>Ministry of Justice</b>       | Government department which has responsibility for courts, prisons & probation services                                                                                                                                                                                      |
| <b>Moral panic</b>               | Exaggerated public concern created by media coverage of an event                                                                                                                                                                                                             |
| <b>News value</b>                | The importance given to a particular event by newspaper editors or television producers                                                                                                                                                                                      |
| <b>Official crime statistics</b> | Government statistics on crime based on official sources, e.g. police records                                                                                                                                                                                                |
| <b>Prison system</b>             | Taking away someone's freedom is the ultimate punishment in British society; British prisons vary from open institutions for low-level offenders to high security institutions for offenders who are convicted of serious offences & pose a risk to other members of society |
| <b>Probation</b>                 | The suspension of a prison sentence; convicted prisoners are allowed to leave prison & enter the wider community under supervision, provided that they follow certain conditions set by the court                                                                            |
| <b>Recorded crime</b>            | Crime that is reported to & recorded by the police                                                                                                                                                                                                                           |
| <b>Rehabilitation</b>            | The action of restoring something that has been damaged – e.g. re-integration of a criminal back into society so that there is less chance of reoffending                                                                                                                    |
| <b>Relative deprivation</b>      | When an individual lacks the resources to do the activities that are widely available to the majority of people in the society in which they live                                                                                                                            |

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| <b>Reported crime</b>       | Crime that is reported to the police – not all reported crime is recorded                                                                                                                                                     |
| <b>Scapegoat</b>            | An individual or group that is blamed unfairly for a negative event                                                                                                                                                           |
| <b>Self-report study</b>    | A survey that asks respondents to identify crimes they have committed, but for which they may not have been caught                                                                                                            |
| <b>Serious Fraud Office</b> | Prosecutes serious or complex fraud & corruption and investigates a small number of large, economic crime cases                                                                                                               |
| <b>Social cohesion</b>      | A sense of belonging to the wider society                                                                                                                                                                                     |
| <b>Social construct</b>     | Patterns of behaviour based on the norms & expectations of a society – crime is said to be socially constructed because what counts as a crime changes over time, place & culture                                             |
| <b>Social control</b>       | The process by which the members of a society are persuaded to conform to the rules of that society, e.g. the actions of the police who enforce the law (formal) & the disapproval of the other members of society (informal) |
| <b>Status frustration</b>   | A sense of frustration arising in individuals or groups because they are denied status in society                                                                                                                             |
| <b>Stereotype</b>           | An unfavourable simplistic image of a group based on the behaviour of a small number of individuals from within that group                                                                                                    |
| <b>Strain theory</b>        | A theory by Robert Merton that stems from functionalism which suggests that crime & deviance are evidence of a strain between the socially accepted goals of society & the socially approved means of obtaining those goals   |
| <b>Structural theories</b>  | Suggest that the cause of crime & deviance is located in the structure of society – both functionalism & Marxism are structural theories                                                                                      |

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| <b>Subculture</b>         | A group with a distinctive set of values & behaviours who set themselves apart from the wider society                                                                                        |
| <b>Victim survey</b>      | A survey that asks respondents about their experience of crime, regardless of whether or not those crimes have been reported                                                                 |
| <b>Victimless crimes</b>  | An act that is illegal but has no direct victim – e.g. illegal drug use                                                                                                                      |
| <b>Violent crimes</b>     | These are recorded as 'violence against the person', which covers more than 30 offences including grievous bodily harm (GBH), assault, kidnap, child abduction, harassment & threats to kill |
| <b>White collar crime</b> | Criminal acts committed by members of the middle class & linked to their employment – e.g. fraud                                                                                             |
| <b>Youth crime</b>        | Crimes committed by individuals who are too young to be sent to an adult prison; in Britain, children aged 10 & above can be held responsible for their actions                              |

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# Key Terms Glossary

## Paper 2

## Social Stratification

## Paper 2: Social Stratification Glossary

|                       |                                                                                                                                                          |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achieved status       | Social status gained by an individual <u>as a result of</u> educational qualifications and/or success in their career.                                   |
| Ageism                | The negative stereotyping and unfair treatment of individuals because of their age.                                                                      |
| Alienation            | Individuals who feel that they have become separated from the wider society are said to be alienated, e.g. They lack power and control over their lives. |
| Aristocracy           | An elite social group with inherited titles.                                                                                                             |
| Ascribed status       | Social standing given to an individual <u>on the basis of</u> inheritance.                                                                               |
| Charismatic authority | A type of authority based on the unusual personal gifts of a particular leader.                                                                          |
| Class                 | A type of social stratification based on economic factors.                                                                                               |
| Class conflict        | The conflicting interests of socio-economic classes.                                                                                                     |
| Class identity        | This is the social class with which an individual identifies.                                                                                            |
| Coalition             | Partnership in government between two or more political parties.                                                                                         |
| Elite                 | A minority group who <u>have</u> power and influence over the other members of society.                                                                  |

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| Embourgeoisement                   | The adoption of middle-class values and behaviours by prosperous members of the working class.                                                                                                                                  |
| Hate crime                         | Crime based on prejudice towards another because of their race, religion, sexual orientation, disability or because they are transgender.                                                                                       |
| Homophobia                         | Attitudes and behaviours based on negative stereotypes of homosexual people.                                                                                                                                                    |
| Intergenerational social mobility  | Movement between generations.                                                                                                                                                                                                   |
| Intra-generational social mobility | Movement within a generation.                                                                                                                                                                                                   |
| Instrumentalism                    | Describes the attitude of some working-class people towards their jobs and any form of collective action, e.g. Work as simply a way of earning money and self-interest rather than traditional working-class collective values. |
| Legislation                        | Refers to the various laws that govern behaviour in society.                                                                                                                                                                    |
| Life chances                       | The opportunities that an individual <u>has to</u> share in the cultural and material rewards that a society has to offer, e.g. Access to education and employment.                                                             |
| Lifestyle                          | The various ways in which social groups choose to use the resources that are available to them, reflecting the attitudes and priorities of the group.                                                                           |
| Lumpenproletariat                  | The lowest level of the working class in nineteenth century society.                                                                                                                                                            |

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|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Marxism                        | Ideas based on an interpretation of the ideas of Karl Marx.                                                                                                                                                                               |
| New working class              | Home-centred members of the working class with instrumental attitudes (first described in the 1960s).                                                                                                                                     |
| Partisan alignment             | Voting out of party loyalty.                                                                                                                                                                                                              |
| Petty bourgeoisie              | Owners of small businesses.                                                                                                                                                                                                               |
| Poverty line                   | A measure of minimum income required to meet the essential cost of living.                                                                                                                                                                |
| Poverty trap                   | Poor families in receipt of means tested welfare benefits become 'trapped' in poverty if their earnings marginally increase, resulting in the loss of benefits and, <u>as a consequence</u> , no improvement in their economic situation. |
| Power relationships            | The ability of one group in society to control or influence another.                                                                                                                                                                      |
| Polarisation of social classes | Increasing differences between the lives of different socio-economic classes.                                                                                                                                                             |
| Prime minister                 | The head of the British government.                                                                                                                                                                                                       |
| Racism                         | Attitudes and behaviours (unfair treatment and discrimination) based on negative stereotypes of a particular ethnic group.                                                                                                                |
| Rational authority             | Rules and procedures that are generally believed to be fair and impartial.                                                                                                                                                                |

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| Sexism                   | Attitudes and behaviours (unfair treatment and discrimination) based on negative stereotypes of a particular gender.                                                                                                                |
| Social inequality        | Differences between the members of society in terms of wealth, class, status and power.                                                                                                                                             |
| Social construct         | Patterns of behaviour based on the norms and expectations of a society.                                                                                                                                                             |
| Totalitarianism          | Government by dictator or <u>one party</u> state.                                                                                                                                                                                   |
| Traditional authority    | A form of power based on established customs and inherited status.                                                                                                                                                                  |
| Vertical social mobility | Movement up or down the socio-economic scale.                                                                                                                                                                                       |
| Welfare state            | Government systems for supporting the health and general well-being of the population. In Britain, this term is often used to describe post-1945 welfare reforms including the introduction of the National Health Service in 1948. |

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## Sentence Stems for 4 and 12 Markers

### ‘Identify and Explain’ 4 Markers – Useful Sentence Stems

| 1 mark for...                                                                                                                                                                                                                                                                                                                                 | Up to 3 marks for...                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifying a relevant, accurate and precise point                                                                                                                                                                                                                                                                                            | Quality of your explanation (including reference to evidence and link to the context)                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>One factor...</li> <li>One function of ... is ...</li> <li>One way that ...</li> <li>Item A states that...</li> <li>One advantage/disadvantage</li> <li>One norm / value</li> <li>Marxists / Functionalists / Feminists would</li> <li>One type of</li> <li>Item A / Source A shows that...</li> </ul> | <ul style="list-style-type: none"> <li>One example of this is...</li> <li>The study...shows that...</li> <li>This is an advantage/disadvantage because...</li> <li>Functionalists / Marxists / Feminists would explain this by...</li> <li>This means that...</li> <li>This demonstrates the idea...</li> <li>Sociologists think this is because...</li> <li>The reason for this is...</li> <li>It would have an affect on the reliability/validity of the data because...</li> </ul> |

### ‘Discuss how far sociologists agree...’ 12 Markers – Useful Sentence Stems

| Point                                                                                                                                                                                                                                                                                                                                                                                                                | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                 | Explanation and Linking                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>On the one hand [Marxists] might argue...</li> <li>On the other hand [interactionists] might think...</li> <li>[Feminists] would agree with the idea that...</li> <li>Some sociologists would support this idea because...</li> <li>One argument in favour of...is...</li> <li>Another point linked to this issue is...</li> <li>Alternatively, other sociologists</li> </ul> | <ul style="list-style-type: none"> <li>One example of this is...</li> <li>The study by...shows that...</li> <li>The sociologist [name] argued that...</li> <li>For example, in this study [name] it was found that...</li> <li>For example [describe a situation]</li> <li>This is evidenced by...</li> <li>Marxist sociologist ... said that...</li> <li>Feminist sociologists would refer to / use the example of ... to...</li> </ul> | <ul style="list-style-type: none"> <li>The data shows that...</li> <li>This means that...</li> <li>This evidence demonstrates</li> <li>This study shows that...</li> <li>The consequence of this is...</li> <li>This links to the idea that...because...</li> <li>This evidence helps show that...</li> <li>This supports the idea that...because...</li> <li>This criticizes the idea that... because..</li> </ul> |

**Section A: Families**

Answer **all** questions in this section.

Only **one** answer per question is allowed.

For each question completely fill in the circle alongside the appropriate answer.

CORRECT METHOD:  WRONG METHODS: 

If you want to change your answer you must cross out your original answer as shown. 

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown. 

**0 1** What term is commonly used by sociologists to describe partners who live together without either being married or in a civil partnership? [1 mark]

A Arranged marriage ☐

B Cohabitation ☐

C Commune ☐

D Conjugal relationships ☐

**0 2** What term is commonly used by sociologists to describe a family in which a woman holds power and authority? [1 mark]

A Matriarchal family ☐

B Patriarchal family ☐

C Symmetrical family ☐

D Traditional family ☐

Questions 1 & 2 (Families)  
12 & 13 (Education):  
Multiple choice

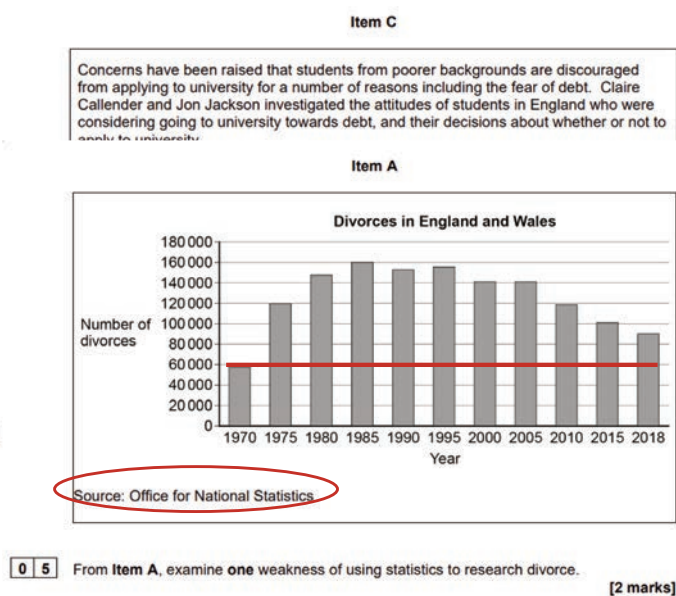
This tells you how to mark your chosen answer and how to change it if you need to.

Read this and do as it says!

These answers are scanned and marked by computer.

You are reminded not to write in the margins – your paper will be scanned for marking and anything written there may be lost!

Qs 5&6 (Families) 16&17 (Education):  
Data and research in context Qs (2 & 4-marks)



- The 2-mark Q will always ask for a strength or weakness of the research or data.
- Do not panic if the data is in text form rather than a graph or table.
- You do not need to understand it all, only enough to answer the Q.
- Look out for whether the data is from **official statistics**, or for any clues about the **sample size** or **method** used.
- For graphs like this, **draw a trend line** with a ruler.
- For 2 marks you must state a strength or weakness and **BRIEFLY** say **WHY**. Both marks are for AO3.
- Use **keywords** such as **reliable/unreliable**, **valid/invalid**, **un/representative** – pick one!
- It's only 2 marks so don't sweat it!

## 6 (Families) 17 (Education) Research in context (4-marks)

**0 6** Describe the type of statistical data shown in **Item A**. Identify the trend shown by the data and explain **one** factor which may account for this trend. [4 marks]

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**1 7** Identify and explain **one** factor, other than debt, that may discourage students from poorer backgrounds from applying to university, raised as a concern in **Item C**. [4 marks]

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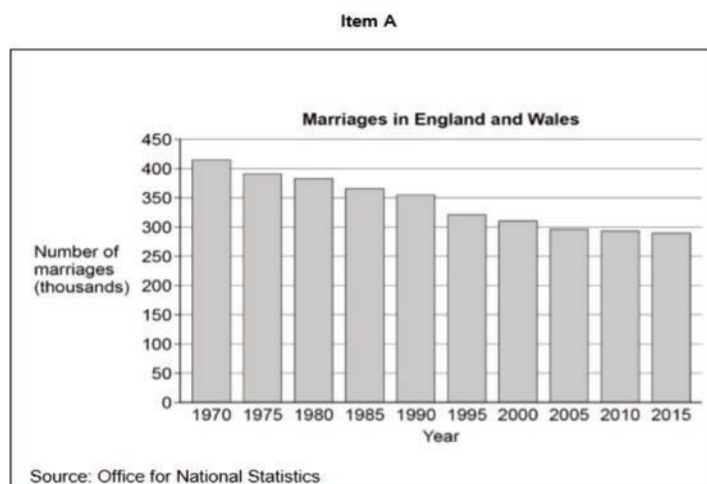
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- The 4-mark Q will be linked to the item in some way.
- It will be an 'identify and explain' Q, **but** you need to read it carefully as they sometimes come with a twist, like this one.
- 1 mark for identifying a relevant factor (AO1), up to 3 marks for explaining (AO2).
- Use the IDLE format:
  - **IDENTIFY** a relevant factor
  - **DESCRIBE** the factor
  - **LINK** clearly to the Q e.g. *poorer students applying to University*
  - **EXPLAIN** the link to guarantee that final mark e.g. 'this means that...'

## Family example



From **Item A**, examine **one** strength of using statistics to research marriage. [2 marks]

E.g. The quantitative data produced on a large scale, such as the hundreds of thousands of marriages shown in Item A, can be used to show patterns & trends over time

1 mark for evidence, 1 mark for evaluation (i.e. how it is a strength in this case)

# Family example – 3 parts to this question!

Describe the type of statistical data shown in **Item A**. Identify the trend shown by the data and explain **one** factor which may account for this trend.

[4 marks]

1. Official statistics on marriage collected by or on behalf of the government (you would not get any marks for saying quantitative data or bar chart)
2. Downward / decreasing / falling trend
3. e.g. Changing social attitudes towards marriage have meant the acceptance of cohabitation in most social groups which means less people feel the need to get married (you could also explain changing status of women; secularisation; expense of marriage as answers)

## Weaknesses/Strengths of research in an Item

Relevant points to look out for may be:

- Size of the sample (too small to generalise from?)
- Composition of sample (is there an equal gender mix, ethnic mix, age mix?)
- Where it was done (just 1 place/location?)
- When it was done (time/date?)
- Specific weaknesses / strengths of particular research methods or type of source used

# Education example

Item C

Halsey, Heath and Ridge (1980) found clear social class inequalities in education. They used a sample of 8529 males born between 1913 and 1952.

The participants were divided into three social classes based on their father's occupation:

1. the service class - professional workers
2. the intermediate class - clerical or sales workers
3. the working class - manual workers in industry and agriculture.

The research showed that a boy from the service class, compared to a boy from the working class had four times as great a chance of being at school at 16, eight times the chance at 17 and ten times the chance at 18. His chance of going to university was eleven times greater than a boy from the working class.

From **Item C**, examine **one** weakness of the research.

[2 marks]

1 mark for evidence, 1 mark for evaluation (i.e. how it is a weakness in this case)

- E.g. The sample of 8,529 used were all male which means that the results cannot be generalised to females.

## Education example – 2 parts to this question!

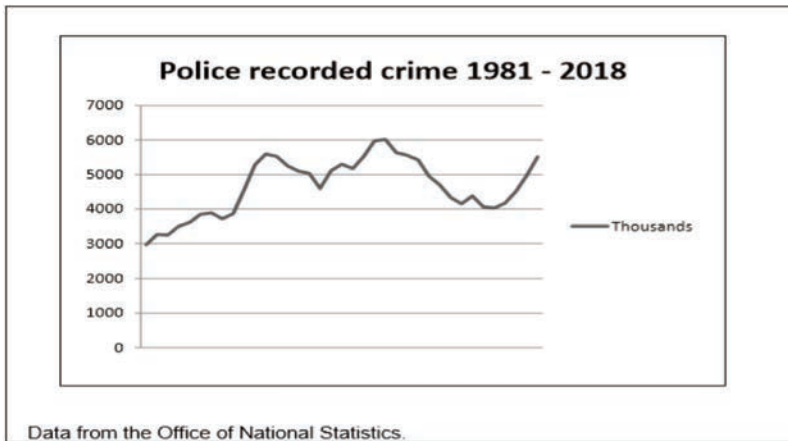
Identify and explain **one** advantage of using a longitudinal study to investigate the relationship between social class and educational achievement as referred to in **Item C**.

[4 marks]

1. E.g. Longitudinal studies track changes over time as they study the same sample at intervals over a long period
2. This means they can be used to track lifetime changes such as how likely it is for different social classes to stay on & achieve in education & the future career paths of individuals from different social backgrounds

# Crime & Deviance example

Item A



From **Item A**, examine **one** weakness of using police recorded crime statistics in research.

[2 marks]

1 mark for evidence, 1 mark for evaluation (i.e. how it is a weakness in this case)

E.g. Police recorded crime statistics do not account for all crime – e.g. many crimes are not reported such as rape due to fear or embarrassment

## Crime & Deviance example – 3 parts!

Describe the type of statistical data shown in **Item A**. Identify the trend shown by the data and explain **one** factor which may account for this trend.

[4 marks]

1. Official statistics on crimes recorded by the police collected by or on behalf of the government
2. Upward / increasing / rising trend
3. There have been improving methods of detection by the police which might make it look like there has been an increase in crime when actually the police have got better at detecting it

## Stratification example

**Item C**

Based on data from a number of secondary sources a report from the Boston Consulting Group and the Sutton Trust identified the following obstacles to social mobility:

- Limited prospects for the future. The report concluded that individuals who become adults in the early 21st century are likely to be the first generation in modern times to earn less than their parents.
- Attendance at University. The report concluded that students from lower socio-economic backgrounds are still far less likely to attend university than students from higher socio-economic backgrounds.
- Graduate earning potential. The report concluded that even when less well-off students have attended the same university and studied the same subject as their wealthier peers they earn over 10% less per year.

Source: 'The State of Social Mobility in the UK', Boston Consulting Group and the Sutton Trust (2017).

From **Item C**, examine **one** weakness of the research.

[2 marks]

1 mark for evidence, 1 mark for evaluation (i.e. how it is a weakness in this case)

E.g. based on 'a number of secondary sources' & there is no way to decide on the reliability or validity of conclusions based on unidentified secondary source materials

## Stratification example

Identify and explain **one** factor which might account for less well-off students earning less than their wealthier peers as referred to in **Item C**.

[4 marks]

- **Social networking** based on family or social circles can provide unequal access to career opportunities (e.g. 'the old school tie' network) as these are less available to w/c students
- **Access to information & knowledge** about well-paid career opportunities is less likely for materially deprived students through school or family
- **Discrimination** might occur against students from a lower class by employers – e.g. based on accent or use of a restricted speech code

Question 3 & 4 (Families)  
14 & 15 (Education):  
3 mark describe/identify & describe Qs

0 3 Describe what sociologists mean by kinship. [3 marks]

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0 4 Identify and describe **one** example of how a grandparent can contribute to family life. [3 marks]

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- Write a short paragraph which is clearly focused on the question.
- All 3 marks are for **A01- knowledge and understanding**.
- Top marks = a good description without mistakes, which shows good knowledge and understanding.
- For 'identify' Qs, 1 mark is for appropriately identifying a point.

Question 3 & 4 (Families) and 14 & 15 (Education):  
3 mark describe/identify & describe Qs

1 4 Describe **one** example of the marketization of schools. [3 marks]

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1 5 Identify and describe **one** example of how labelling may affect a student's achievement in school. [3 marks]

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Q14: *One example is the introduction of **league tables**. This introduced **competition between schools** to achieve good exam results. Competition is a key idea in the marketisation of schools.*

Q15: *One example is that **labelling** may lead to a child having low self-esteem. This can affect their achievement because it may lead to a **self-fulfilling prophecy**, where the child lives up to their negative label and then under-achieves.*

## Qs 7&9 (Families) 18&20 (Education): Research in context Qs (4 marks)

**0 7** Identify and explain **one** disadvantage of using secondary data to investigate attitudes towards marriage. [4 marks]

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**0 9** Identify **one** function of the family and explain how you would investigate this function using a case study. [4 marks]

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**1 8** Identify and explain **one** disadvantage of using a snowball sample to investigate attitudes of students towards higher education. [4 marks]

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**2 0** Identify and explain **one** advantage of using unstructured interviews to investigate setting in schools. [4 marks]

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- These Qs will always be 'identify and explain' 4-markers
- They will usually ask you for one (JUST one!) advantage or disadvantage of a specific method for a specific research topic related to families or education.
- Again, 1 mark for identifying (AO1); up to 3 marks for explaining (AO2).
- To score well, you **MUST link** the advantage/disadvantage you give for the method clearly to the research topic.
- Sometimes, like Q9 here, you need to identify a point, *then explain how you would use a particular method to investigate it*.

### Item B

Sociologists Michael Young and Peter Willmott studied family life in Britain over several decades.

In the 1950s, Young and Willmott studied family life in East London, focusing on the traditional working-class community living at that time in Bethnal Green.

In the early 1970s they conducted a large-scale social survey. In this research they interviewed almost 2000 individuals living in the London area. They concluded that family life had become largely home centred with much of the family's leisure time spent in the home and involving activities such as watching television together. They also concluded that in the 1970s nuclear family, the husband and wife were increasingly sharing their chores around the house, describing this pattern as the development of a 'symmetrical family'.

Source: Willmott, P and Young, M, 'Family and Kinship in East London' (1957) & 'The Symmetrical Family' (1973)

**0 8** From **Item B**, identify and describe the research method used by Willmott and Young in the early 1970s, including what you know of their perspective on the family. [4 marks]

### Item D

Sociologist Talcott Parsons suggested that school acts as a bridge between the home and wider society. School plays a key role in the process of socialisation, following on from the socialisation that takes place in the family. Parsons argued that this is necessary because the family and wider society work in different ways and children need to adapt if they are to cope in the wider world. Schools continue the socialisation process of teaching the norms and values of society.

Parsons also suggested that, in families, status is fixed at birth. This is known as ascribed status. However, in society, status based on merit is achieved, rather than ascribed. Parsons believed that education makes the transition from family to society possible by getting people used to universal values and achieved status.

Source: Parsons, T, 'The school class as a social system' in Halsey et al., Education, Economy and Society, New York, The Free Press, (1961)

**1 9** From **Item D**, identify and describe **one** way in which Parsons saw the education system as important, including what you know of his perspective on education. [4 marks]

## Qs 8 (Families) 19 (Education): Key study Q with item (4 marks)

- Always an 'identify and describe' Q
- 1 mark for identifying what the Q asks for (AO1; MUST come from the item; quote it!); up to 3 more marks for describing & linking to the sociologist's perspective (AO3).
- You have practised these Qs! Deep breath and remember to...
  - Identify your point from the item
  - Clearly describe what the Q asks for
  - Link to the sociologist's perspective for the final mark
  - Use the IDLE format (identify, describe, link to perspective, explain the link)

Item C

Concerns have been raised that students from poorer backgrounds are discouraged from applying to university for a number of reasons including the fear of debt. Claire Callender and Jon Jackson investigated the attitudes of students in England who were considering going to university towards debt, and their decisions about whether or not to apply to university.

Callender and Jackson compared students from poorer families with students from better-off backgrounds. They wanted to find out if concerns about cost and debts, especially student loan debt, were more likely to discourage poorer students from applying to university.

The research involved a survey of prospective higher education students and produced quantitative data. A total of 101 school sixth forms and further education colleges agreed to take part and 3582 self-completion questionnaires were sent out. The schools and colleges were a national stratified random sample. Students were asked whether they agreed with statements about the costs and benefits of going to university.

Source: Callender, C and Jackson, J, 'Fear of Debt and higher education participation', South Bank University, London, (2004)

1 6 From Item C, examine **one** strength of the research.

[2 marks]

1 7 Identify and explain **one** factor, other than debt, that may discourage students from poorer backgrounds from applying to university, raised as a concern in Item C.

[4 marks]

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Q16: One strength is that the research used a **national stratified sample**. This means the research was highly **representative** of the whole population.

Q17: One factor other than debt is **parental attitudes**. Working class parents are less likely to be pro-education and so may not encourage their child to apply for university. For example, they might encourage them to get a job straight after school, so they can start earning a regular wage. This fits with the working-class value of **immediate gratification**.

## Qs 10&11 (Families); 21&22 (Education): Mini essays (12 marks)

### 12-mark questions:

- Every question asks you to '**discuss how far sociologists would agree...**' (DHFSWAT) with a statement related to the topic.
- There are 4 marks each for AO1, AO2 & AO3, but the **question is marked as a 'best fit' across the 3 skills**.
- You will need to briefly plan your answer and organise arguments for and against the statement, reaching a **sociological judgement (not a personal one!)**.
- No introduction is needed. Stick to the format you are used to (PEELE = point/explain/evidence or example/link to the Q/evaluate):
- Para 1 (PEELE): explain which sociologists would **AGREE** with the statement and why, using examples/evidence and **evaluate (strengths/weaknesses)**
- Para 2 (PEELE): explain which sociologists would **DISAGREE** with the statement and why, using examples/evidence and **evaluate (strengths/weaknesses)**
- Conclusion: to score well, you must answer '**how far sociologists would agree**' – it's about sociologists' views and not your own!
- In exam conditions, you will only have around 12-14 minutes to answer each of these questions!

## Core study question – 4 marks

From Item... identify the theoretical stance/research method used by... and explain what you know of their perspective on...

1. Give yourself time to read this thoroughly, perhaps twice.
2. Highlight key information about methods, sample, findings etc.
3. Remember - this will help you later in the exam, potentially with 12 mark questions!

Item B

This table appears in a paper by the sociologists Robert and Rhona Rapoport published in 1982, they have used a variety of sources to identify class based differences in relationships within marriage and child rearing.

Sources: Bott (1971), Goldthorpe (1969), Newson and Newson (1970).

| Social class differences |                                                             |                                                                           |
|--------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------|
|                          | Middle class                                                | Working class                                                             |
| Marital relations        | More emphasis on sharing, equality, communication.          | More emphasis on 'the place' of women and men, less verbal communication. |
|                          | More 'joint' division of labour.                            | More 'segregated' division of labour.                                     |
|                          | More planning.                                              | Less planning.                                                            |
| Child rearing practices  | High value placed on reasoning, self-direction, initiative. | High value placed on obedience.                                           |
|                          | Emphasis on ambition.                                       | Emphasis on conforming, obeying authority.                                |
|                          | Discipline by reasoning and withholding of reward/love.     | Discipline more physical.                                                 |

## Core study question – 4 marks

*The research method used by the Rapoports is secondary data. This is evident in the source as it shows that they have used the work of three other sociologists. Secondary data can be useful as it is quick and easy to access, but can be unreliable as you have not conducted it first hand. The Rapoports suggest that there is no longer a typical nuclear family in modern Britain, instead we have 5 types of family diversity; organisational, generational, social class, cultural and life stage. The Rapoports see diversity as positive because it demonstrates more liberal changes in society, such as the legalisation of same sex marriage.*

Item B

This table appears in a paper by the sociologists Robert and Rhona Rapoport published in 1982, they have used a variety of sources to identify class based differences in relationships within marriage and child rearing.

Sources: Bott (1971), Goldthorpe (1969), Newson and Newson (1970).

| Social class differences |                                                             |                                                                           |
|--------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------|
|                          | Middle class                                                | Working class                                                             |
| Marital relations        | More emphasis on sharing, equality, communication.          | More emphasis on 'the place' of women and men, less verbal communication. |
|                          | More 'joint' division of labour.                            | More 'segregated' division of labour.                                     |
|                          | More planning.                                              | Less planning.                                                            |
| Child rearing practices  | High value placed on reasoning, self-direction, initiative. | High value placed on obedience.                                           |
|                          | Emphasis on ambition.                                       | Emphasis on conforming, obeying authority.                                |
|                          | Discipline by reasoning and withholding of reward/love.     | Discipline more physical.                                                 |

The 'identify and describe' question

(3 marks)

These types of questions mean you need to know the key term but also link it to the topic

Follow the IEE structure for these

- ❖ **IDENTIFY:** One factor/ cause/ reason / example is..
- ❖ **DESCRIBE:** *This shows / means/ as a result...*
- ❖ **EXAMPLE:** *for example.....*

Remember to:

- ✓ Give an example / factor/ cause / reason
- ✓ Say how it is relevant
- ✓ Give an example understanding

Sample question and response:

**IDENTIFY AND DESCRIBE ONE EXAMPLE OF HOW PATRIARCHY CAN AFFECT THE POWER RELATIONSHIP WITHIN FAMILIES**

*Patriarchy can affect power relationships within a family when the husband/father is the main breadwinner; this gives the man economic power over other family members, even if the wife/mother is in employment but earns significantly less than her husband. If the wife is economically dependent on her husband this can have a damaging effect on relationships, the husband may even use his economic power to limit his wife's independence, for example how she spends her leisure time.*

Note how the answer:

- ✓ Give an example
- ✓ Describes the example
- ✓ Describes how the example is relevant

The 'Describe the' question

(3 marks)

These types of questions mean you need to know the key term but also link it to the topic

Follow the DEE structure for these

- ❖ **DEFINE:** *The term / factor/ reason....*
- ❖ **EXAMPLE:** *for example....*
- ❖ **EXPLAIN:** *This shows...*

Remember to:

- ✓ Define the key term
- ✓ Give an example to show understanding
- ✓ Say how your example is relevant to the question

Sample question and response:

**DESCRIBE ONE IN-SCHOOL FACTOR THAT MAY INFLUENCE THE EDUCATIONAL ACHIEVEMENT OF WORKING CLASS STUDENTS**

*One inside school factor that many influence the achievement of working class students is teacher labelling. For example, some working-class children may be labelled by their teacher as less able compared to middle class. This means that they may be more likely to be placed in lower sets which impacts on their achievement in schools.*

Note how the answer:

- Gives a factor
- Gives an example
- Gives a description of how the example is relevant

03
Describe **one** example of deviance.
[3 marks]

One example of deviance is not queuing in line in a shop. This is deviant because most people in society would disapprove of it. It doesn't break the law but it would attract informal sanctions such as tutting or a comment from other people.

04
Identify and describe **one** way sociologists attempt to measure the dark figure of crime.
[3 marks]

One way is by doing victim surveys. They ask people about crimes that have happened to them, but which they might not have reported. This would help a sociologist to measure some of the dark figure of crime that is unreported/unrecorded.

3

Step 2: get 3/3 on the 'describe' Qs

3

Item A

James Patrick studied a gang of teenage boys in Glasgow. He used covert participant observation. He gained access to the gang by befriending 'Tim', a gang member who acted as his protector. He met with the gang on 12 occasions between October 1966 and January 1967.

Patrick found the gang to be dangerous – some members became suspicious of him when he chose not to carry a weapon, and was reluctant to fully participate in fights. He left the gang abruptly when the violence became too intense.

Patrick was scared of the gang and waited years before writing up his notes and publishing his work to protect their identities.

Patrick's work focused on the social conditions that led to the formation of the gang, such as poverty, unemployment and poor housing conditions.

Source: Patrick, J, A Glasgow Gang Observed, 2013.

05
From **Item A**, examine **one** strength of the research.
[2 marks]

One strength is the research is covert (undercover). This is a strength because the gang will not know they're being observed so there will be no Hawthorne Effect (behaviour change).

1

2

- Step 3: get 1/2 on the data Qs
- Grade 8-9 challenge: how do you get the 2<sup>nd</sup> mark on these tricky data Qs?

Do not write  
outside the  
box

0 6 Identify and explain **one** factor which may have led to the boys joining the gang, according to Item A.

[4 marks]

One factor could be status frustration. The boys join the gang to get a sense of belonging in the group. This would give them a sense of self-esteem as they are able to 'succeed' within the gang subculture.

3

This would involve showing strong commitment to the norms & values of the group e.g. by carrying a weapon (Item A).

4

- Step 4: average 3/4 for all of the 4-mark Qs
- Grade 8-9 challenge: how do you nail the final mark on the 4-mark Qs?

0 7 Identify and explain **one** disadvantage of using a case study to investigate a teenage gang.

[4 marks]

One disadvantage would be it is not representative. If you only study one gang you can't generalise that all gangs will be similar. This is because teenage gangs in different parts of the country might have different norms and values, which you would not know if you only had one case study.

3

This means that case study research is unrepresentative and cannot be used to draw conclusions about teenage gangs everywhere.

4

- Step 4: average 3/4 for all of the 4-mark Q
- Grade 8-9 challenge: how do you nail the final mark on the 4-mark Qs?

**Item B**

Frances Heidensohn was interested in what caused women to be deviant. She examined female criminality, but also why women were more likely to conform to social norms. She suggested that women were constrained by the roles that they play in their daily lives such as completing domestic tasks and raising a family. They were also constrained by the social control placed upon them by males in society. Heidensohn says that this control occurs in several areas of women's lives, including:

- at home
- in public
- in the workplace.

Source: Heidensohn, F, Women and Crime, 1985.

**0 8** From **Item B**, identify and explain **one** reason why women commit less crime than men according to Heidensohn, including what you know of her perspective on this issue. **[4 marks]**

3

One reason from Item B is that 'women were constrained' by social control. This means they are under the control of males in their lives e.g. at home so unlikely to break the rules and commit crime. This links to Heidensohn's Feminist perspective as she said that control theory explains why women commit much less crime than men do.

4

- Step 4: average 3/4 for all of the 4-mark Qs
- Grade 8-9 challenge: how do you nail the final mark on the 4-mark Qs?

She suggested that women were under male control in the home, in public and in the workplace which explained why they committed less crime.

8

**0 9** Identify and explain **one** disadvantage of using official statistics to understand the extent of crime committed by women. **[4 marks]**

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One disadvantage would be they don't show unreported crime. Women may commit crimes below the radar that are not shown in the statistics. For example, shoplifting is commonly a female crime, but we know that it is not always detected or reported.

3

This would mean that not all shoplifting offences are included in the official statistics, meaning they are invalid for understanding the extent of female crime.

4

- Step 4: average 3/4 for all of the 4-mark Qs
- Grade 8-9 challenge: how do you nail the final mark on the 4-mark Qs?

10

Discuss how far sociologists would agree that informal social control is an effective way of controlling deviant behaviour.

[12 marks]

7

Do not write  
outside the  
box

Sociologists who would agree include feminists like Heidensohn. They say women are stopped from being deviant as they are under a lot of informal social control from men (patriarchy). For example, their partners/fathers may not allow them to go out at night so they cannot be deviant or get into crime. It's informal as it might be just a comment or a threat, which persuades a woman/girl that 'her place is at home' or that she 'shouldn't go out dressed like that'. However, Heidensohn's work is outdated and today girls/women are under less informal control at home/in public. Functionalists like Durkheim might disagree and say you need formal social control as well. This is things like the police and prisons. It's formal because you can get arrested/convicted of a crime. Functionalists say you need to have very clear boundaries to keep society running smoothly. This is achieved through formal control that deters people from committing crime e.g. long prison sentences for repeat offenders.

- Step 5: average 7/12 for all of the 12-mark Qs
- Grade 8-9 challenge: how would you improve this answer to move it up the mark scheme?

However, Marxists would criticise this as they think that formal social control is mainly directed at the proletariat and does not control deviant/criminal behaviour by the bourgeoisie e.g. white collar crime.

Overall feminists would strongly agree, due to control theory and how this operates at an informal level, and Functionalists would mainly disagree, as they argue for clear boundaries in society between right and wrong, reinforced by formal social control.

12

11

Discuss how far sociologists would agree that people commit crime because of a lack of opportunities within society.

[12 marks]

7

Do not  
write  
outside  
the  
box

The main sociologist who would agree with this is Albert Cohen. He said that young men without opportunities in society get status frustration because they do badly at school and can't get a good job. So they turn to crime as part of a gang to get status and feel a sense of achievement. Their crime is due to 'blocked opportunities' – because they cannot succeed in socially approved ways e.g. through hard work - some people commit crime to feel like they can achieve. However, this explains mainly working class crime and does not explain crime committed by the rich and powerful who do not have blocked opportunities.

To disagree, Becker would say crime is caused by labelling. Some groups like young Black men get labelled by society as deviant before they've done anything wrong. They might get stopped and searched a lot (8-9x more likely than for White British people). In the end they get a self-fulfilling prophecy and live up to the label, so they really do commit crime. This reinforces the negative label they have been given by society and so the cycle continues.

- Step 5: average 7/12 for all of the 12-mark Qs
- Grade 8-9 challenge: how would you improve this answer to move it up the mark scheme?

However, Marxists would criticise this as it does not explain the power relationships that lie behind labelling e.g. the bourgeoisie get to decide who gets labelled and why.

Overall, Cohen would strongly agree with this view, as his Functionalist theory is based on the idea of blocked opportunities. Becker would disagree and say it's mainly due to labelling because he takes an interactionist perspective on crime.

The 'identify and describe one... as referred to in the item' type question

This question is worth 4 marks You will be given an item in the question Remember you can highlight and annotate it—do this if you need to

Follow the IDEL structure:

1. **IDENTIFY**- identify one factor
2. **DESCRIBE** - Give an example to show your knowledge
3. **EXPLAIN** how your example is relevant
4. **LINK**- refer back to the question

Remember to:

- ✓ Define the key term
- ✓ Give an example to show your understanding
- ✓ Say how your example is relevant to the question

Mark scheme:

- 1 mark for identifying (AO1)
- 3 marks for explaining (AO2)

Sample question and answer:

Identify and explain one factor that may have led to an increase in the number of children raised in single-parent families referred to as a concern in Item A. [4 marks]

*One factor that may have led to an increase in single parent families is the that traditional views of the importance of marriage have changed. Changing social attitudes has meant that the idea of marriage been important has decreased. Many people no longer see marriage as essential and they may even have children before getting married. Without the formal legal contract of marriage families may split up more easily, creating an increase in the number of lone-parent families.*

Note how the answer:

- ✓ Refers to the question
- ✓ Identifies a relevant factor
- ✓ Explains the factor
- ✓ Links the factor to the question

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Item based question: Core study question 4 marks

The **Identify and describe the method used by\_\_\_ including what you know of their perspective'** type question. For your GCSE you have to know 25 core studies- this question test your knowledge of one these studies.

Follow the IDLE structure

1. **IDENTIFY** - Identify the method
2. **DESCRIBE**- Describe how the method used helped the study
3. **LINK**- As a functionalist/ marxist/ feminiant/ interactionsit sociologist
4. **EXPLAIN**- Explain their views on the topic

Mark scheme:

- 2 marks for identifying and describing the method used(AO1)
- 2 marks for explaining the perspective of the named sociologist/s (AO2)

Sample question and response:

From **Item B**, identify and describe the method used by Frances Heidensohn including what you know of her perspective on female criminal behaviour. (4 marks)

*Heidensohn used what appears to be an unstructured informal approach to interview Rosa about her experience of becoming involved in crime. This qualitative research method allows Rosa to describe her childhood and the difference between the way that she was treated and the freedom given to her brother. Heidensohn is a feminist sociologist, she is interested in the private lives of women who become involved in crime including the way in which women's lives have been restricted, and this limits their opportunity to commit crime.*

Note how the answer:

- ✓ Identifies the method used
- ✓ Explains why this method is appropriate
- ✓ Identifies what perspective the sociologist is

**Item B**

Sociologists Delphy and Leonard (1992) have suggested that the family can be patriarchal. They describe how families can be based on hierarchies, with the husband at the top and other family members in subordinate, lower-ranking positions. Husbands are seen as controlling the labour of wives for their own use and women are seen as doing more of the domestic work and childcare.

From **Item B**, identify and describe one way in which Delphy and Leonard believed that the family could be patriarchal, including what you know of their sociological perspective on family.

**[4 marks]**

**THERE ARE 4 'IDLE' STEPS TO ANSWER THIS TYPE OF QUESTION**

- 1. IDENTIFY** a relevant point from **Item B**: *Delphy and Leonard believed that...* Identify one way the family is patriarchal. ("quote" the item).
- 2. DESCRIBE** what this point means: *'Men benefit...'*
- 3. LINK** to the key study (with a key point, term, or example): *'Writing from a..... perspective they believe.'*
- 4. EXPLAIN** this further: *'The roles within the family ....'*

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**Item B**

Sociologists Delphy and Leonard (1992) have suggested that the family can be patriarchal. They describe how families can be based on hierarchies, with the husband at the top and other family members in subordinate, lower-ranking positions. Husbands are seen as controlling the labour of wives for their own use and women are seen as doing more of the domestic work and childcare.

From **Item B**, identify and describe one way in which Delphy and Leonard believed that the family could be patriarchal, including what you know of their sociological perspective on family.

**[4 marks]**

**THERE ARE 4 'IDLE' STEPS TO ANSWER THIS TYPE OF QUESTION**

- 1. IDENTIFY** a relevant point from **Item B**: *Delphy and Leonard believed that...* Identify one way the family is patriarchal. ("quote" the item).
- 2. DESCRIBE** what this point means: *'Men benefit...'*
- 3. LINK** to the key study (with a key point, term, or example): *'Writing from a..... perspective they believe.'*
- 4. EXPLAIN** this further: *'The roles within the family ....'*

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INDEPENDENCE: DIAGNOSIS – THERAPY - TEST

NAME: CLASS:

TOPIC:

DIAGNOSIS: The thing I don't understand

THERAPY: Where am I going to learn about this?

Which of the templates will I use to transform the information?

TEST: 5 questions someone can ask me about my new understanding.



INDEPENDENCE: DIAGNOSE

NAME: CLASS:

SUBJECT:

Be clear about what you know and what you don't know before you begin.

**First**, use a contents page or a topic list for the subject you are going to revise.

**Then**, fill in the following table – the topics, and how well you know them.

**Next**, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

| Topic | Knowledge                             | Priority |
|-------|---------------------------------------|----------|
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |
|       | Know it/Sort of know it/Don't know it |          |

**Finally**, use the **diagnosis – therapy – test** worksheet to plan your independent study.



## INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:

CLASS:

TOPIC:

Take a section of text and do the following:

**Prioritise:** write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.

**Reduce:** reduce the key information to 20 words.

**Categorise:** sort out the information into three categories. Give each category a title which sums up the information.

**Extend:** write down three questions you would like to ask an expert in this subject.



## INDEPENDENCE: RANKING TRIANGLE

NAME:

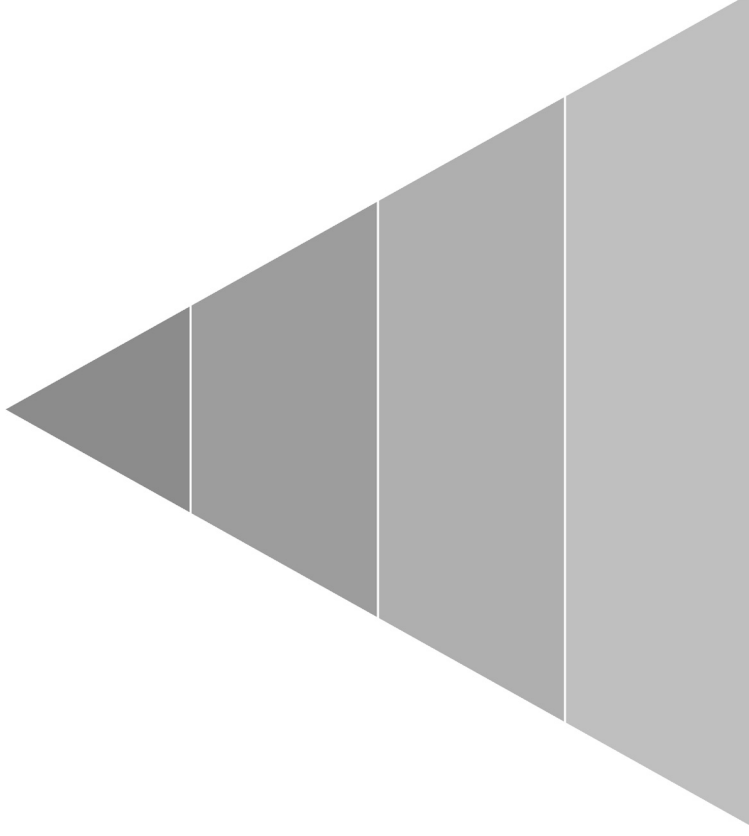
CLASS:

TOPIC:

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?



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INDEPENDENCE: QUIZZING

NAME: CLASS:

TOPIC:

Read the text and transform it into 10 questions to ask someone.

| Question | Answer |
|----------|--------|
| 1        |        |
| 2        |        |
| 3        |        |
| 4        |        |
| 5        |        |
| 6        |        |
| 7        |        |
| 8        |        |
| 9        |        |
| 10       |        |

Question stems:

- State... Explain... Suggest...
- Describe... Evaluate... Compare...



INDEPENDENCE: BOXING UP

NAME: CLASS:

TOPIC:

Take a section of text. Read it and put your thoughts about the text into different boxes.

|                                                        |
|--------------------------------------------------------|
| <b>Needs a boost:</b> 3 things I did not know:         |
| <b>Almost there:</b> 3 things I understand better now: |
| <b>I've got these:</b> 3 things I already knew:        |



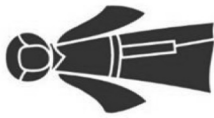
INDEPENDENCE: OTHER IDEAS

**Steps → flow chart** Transform a sequence of steps into a flow chart or a diagram.

**Flow chart → steps** Transform a flow chart or a diagram into a sequence of steps.

**Look, cover, write, check** Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.

**Link key words** Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



INDEPENDENCE: Pictionary

NAME:

CLASS:

TOPIC:

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

|    |    |    |
|----|----|----|
| 1. | 2. | 3. |
|    |    |    |

|    |    |    |
|----|----|----|
| 4. | 5. | 6. |
|    |    |    |



