

GCSE SOCIOLOGY REVISION GUIDE AND HOMEWORK TASK BOOK

Name _____

~~*Make sure you use your key words booklets for 4
mark questions and the learning platform to see
ideal answers*~~

The Exam:

You will do two exams – ~~1 hour 30 minutes each;~~

- _____ - Paper 1 – Studying society (basically key words and research methods), Families, Education
- _____ - Paper 2 - Crime, Mass Media and Social Inequality

How to answer the questions

4 marks - 'Explain' a key word question

- Explain what sociologists mean by the term conformity.
- Here is an example of a four mark answer:
- ***Conformity means doing what is expected and behaving with the norms of society. For example, if a child follows school rules and does not misbehave. If a child is not conforming then they are being deviant, truanting from school.***

5 marks - 'Describe and explain' question

- ***Describe one possible consequence of crime in a community and explain what the community could do to reduce crime.*** You must do both:
 - Describe the possible consequence. (2 marks)
 - Then explain it. (3 marks)
- Here is an example of a five mark answer:
- ***One way in which the government collects statistics about the level of crime in society is by the official crime figures of reported crimes to the police, which are then recorded by them and provide quantitative data.***
- ***It does not always create an accurate picture of crimes committed. This is due the 'dark figure' of crime and the fact that not all crimes get reported to the police. An example of a crime which may not be reported is domestic violence. This may not be reported as the victim is afraid of doing this as they live with the person.***

12 mark questions:

To get an A/A*

- Look at both sides of the argument and **compare** both sides
- Link each point to the original question
- Develop each point sociologically with key words and evidence if you can
- Relevant introduction and conclusion
- Relevant use of keywords (e.g. norms, values, deviance, conform, socialisation etc...)

How to do a 12 mark question:

An example:

Discuss how far sociologists would agree that criminal and delinquent behaviour among teenagers is due to parents' failure to socialise their children adequately. (12 marks.)

Intro Some sociologists would argue that criminal and delinquent behaviour among teenagers is due to parents' failure to socialise their children adequately, however others would look towards peer pressure or labelling. Those who look towards inadequate socialisation would argue... (here you will make your first point)

Don't forget to **PEE** when making each point. Below is an example:

Point One way in which inadequate socialization may lead to crime and deviance amongst teenagers is that they may not have been socialised into the correct norms and values of society.

Explain During primary socialisation we learn how to conform to the norms and values of society. If a child grows up in an environment where people do things that are criminal, e.g. take drugs, then that child may do this and think it is the norm but it will be criminal. They may also lack informal social control and not get enough discipline at home.

After making points you should make points looking at the other side of the argument.

Evaluate However some sociologists may say that inadequate socialisation is not as important as other factors such as labelling. This is.....

Your conclusion must come up with a final statement about which is the most important reason.

Conc In conclusion, although there are many reasons for criminal and delinquent behaviour among teenagers, such as inadequate socialisation, peers and labelling, I think most sociologists would argue that the main reason is inadequate socialization because if you have this you will choose not to join a subculture.

Section 1: Studying Society (This is the basics of Sociology and research methods together)

Lots of people study human beings

Sociology focuses on norms, values and group and how people influence one another.

Biologists study our genes and how characteristics may be inherited.

Psychologists study the individual and things like personality, memory, intelligence, etc.

The Nature versus Nurture debate illustrates the difference between Sociology, Biology and Psychology. This debate is about whether what we are born with (our nature) is more important than what we learn (nurture) during our life.

Homework Activity 1 (Using the info above, complete the six sentences below)

- Why do people commit crime?

Sociologists would say people commit crime because...

Biologists would say people commit crime because...

Psychologists would say people commit crime because...

- Why are some people more successful in life?

Sociology would say people are more successful in life because...

Biologists would say people are more successful in life because...

Psychologists would say people are more successful in life because...

Studying society

Sociology is the study of human beings, in particular their societies and social behaviour, using theories, concepts and methods developed by sociologists.

Some key concepts

Society: a group of people, large or small, with its own set of institutions and roles.

Culture: a group of people with shared norms and values.

Institutions: organisations which try to achieve something, e.g. school, police etc...

Roles: parts played by people in society, e.g. father, son, teacher etc...

Social structures: may be seen as the things or practices that hold any society together, e.g. the family.

Socialisation: how we learn to become human beings in our society, learning from family, friends, peer groups, mass media, etc.... (Don't confuse this with socializing – going out with friends.)

A **social issue** is a problem facing a society – like poverty. Sociologists study the causes and consequences of issues such as poverty.

Research Methods

Homework Activity 2 – complete the three questions below (make sure you link your answers back to the topic you are being asked to investigate)

In the exam section one asks mainly research methods questions. Here is an example:

You have been asked as a sociologist to investigate the attitudes towards schooling amongst different ethnic groups.

Identify and explain **one** ethical issue which may arise in the course of doing your research. (4 marks)

Identify **one** useful secondary source you might use **and** explain why it would help. (4 marks)

Identify **one** primary research method you would use **and** explain why it is better than another possible primary method for obtaining the information you need (6 marks) – *TIP* in the six mark questions you must say what your chosen method is and describe it and say why it is a good choice for the topic and say why it is better than another method, at this point you **MUST** say describe the second method and say why it wouldn't be such a good choice for this topic.

Concepts / Keywords:

Methodology – the methods used by sociologists, why they use them, and how.

Hypothesis: a little theory you want to test to see if it is true – for example: girls do better in school because they take homework more

seriously. It's a possible explanation for some situation that you are studying.

Pilot study: a way of testing your method before using it for real, by trying it out on some of your sample.

Sampling: a strategy for studying large populations by selecting only some people.

Validity: a method is valid if it gives you a true picture of what you are studying.

Reliability: a method is reliable if it can be used again and again with similar groups and not cause problems of understanding. A questionnaire is reliable because the questions don't change, but each interview can be quite different and so less reliable to provide information that you can compare.

Quantitative data: numbers, produced by questionnaires, for example, allowing you to produce tables and other diagrams so that you can analyse data more easily and compare and contrast, look for trends, possible links between variables, etc.

Qualitative data comes in written form so it is deeper than numbers and gives a more valid understanding of why people behave the way they do, but it is more difficult to analyse.

Primary data = data produced by the sociologist using her chosen method(s).

Secondary data = data already produced by other people, including official statistics.

Sampling

The sampling frame is the list of all the names in a population and you choose your random samples from the list. Without the list you cannot do proper random or stratified sampling.

- **stratified random sampling** divides the population into strata/groups and takes a random sample from each strata (split a class list in to male and female and then randomly choose a certain number from each group).
- **quota sampling is non-random and means taking** a number of people from various categories (say 10 females aged 16-20 and ten aged 21-30, etc) without having a sampling frame. You just ask the first ten people who you meet who fit in to the group you want to question.
- **A snowball sample** is another non-random type – the ball gets bigger as you use each person that fits to find out a few more (say for studying truants, you contact one persons who skives school and that person will contact other people who skive, probably because).

Homework Activity 3

Which sample would be best when investigating homelessness? Explain why, and say why it is actually better than others. **TIP** – you might want to say why the others would not be so good.

ADVANTAGES AND DISADVANTAGES of the different methods

Every method has its good and bad points. They can be theoretical, practical and ethical issues(use **PET** to remember):

- **Theoretical issues:**
 - **how reliable** is the method? Can it produce similar results again and again (a questionnaire) or is it very subjective (participant observation)?
 - **how valid** is the method and the data produced? Does it give us a true picture of the people being studied; is it very detailed? Does it help us to understand what the people think and do in depth or is it limited? Some sociologists think validity is the goal.
 - can you generalise from the data to the whole population? Is your sample big enough and reliable enough? Some sociologists want to generalise so they go for lots of numerical data, but others just want to study small groups for in-depth data.
- **Practical issues:** time, cost, effort, ease of doing it.
- **Ethical issues:** is the method a good way of treating people? Does it respect their privacy? Can you guarantee them anonymity? Will they be harmed or might you get into bother – studying criminals, for example is not a safe practice.

Quantitative methods

| Method | Why use them? | Advantages | Disadvantages |
|--|--|--|---|
| The social survey [usually a study of a large group, using questionnaires] | To find out information about a population - its behaviour, attitudes, etc | Quantitative data – allows you to compare & contrast And may show reveal the causes of behaviour by revealing links between variables such as gender and social class | Not very deep Questions may be misunderstood Low response rate. |
| Questionnaire [Structured list of questions] | To get answers to questions on behaviour, attitudes, and characteristics of the sample | See above | See above |
| Structured interview [questionnaire done face to face] | When you cannot be sure the questionnaire will work and you need face-to-face contact. | Questions can be explained Confusion cleared up No return rate problem | Interview/interviewer effect Limited answers affects validity |
| Content analysis [study of the content of TV, newspapers, etc] | To analyse the content of mass media publications and programmes, assuming that people are influenced by the media | Quantitative data reliable | Cannot be sure if people are influenced by the media so it may be a waste of time |
| Longitudinal studies [study of a group over a long period of time] | To study how a group of people change over time, and the possible causes of these changes. | Better than the single shot picture produced by the survey | Takes a long time Costs a lot Members may give up, or move elsewhere, or die. |
| Non-participant observation [observing behaviour without joining the group] | To get data on a group and its behaviour by watching as an observer, e.g., writing down what goes on in a classroom. | Gives quantitative data Allows comparisons and contrasts Suggests causal links between variables | May affect the behaviour of the people being watched. |

Qualitative methods

| Method | Why use them? | Advantages | Disadvantages |
|--|---|---|---|
| Unstructured interviews | More informal; no set list of questions. More like conversations but focussed on questions related to the aims of the research | more in-depth person feels more involved and in control so more likely to produce validity | Difficult to do Can produce bad interview effects if it doesn't work properly |
| Covert PO [Joining a group to study them but not telling them who you really are] | To get truer understanding of group behaviour by not affecting it as a known researcher | Gives best picture in terms of validity if you can blend in well to the group and keep your identity secret. | Dangerous – can get in bother Ethically bad –you are deceiving them Difficult to make notes |
| Overt PO [the opposite to covert – you tell them you are a sociologist] | The group knows you are a sociologist and so the researcher can ask questions. | Second best picture in terms of validity as you can join in with group activities as well as asking questions | they may not act genuinely but it depends on the trust generated and the nature of the group |

Secondary data

| Type | CONSTRUCTION | USES | LIMITATIONS |
|-------------------------------|---|---|---|
| Official statistics - general | Government and local agencies | Cheap and readily available Provides quantitative data Good for seeing trends, comparing past and present, etc. | Not produced by sociologists or for sociological needs so may be limited or biased May be inaccurate as government defines terms to suit their interests (e.g., unemployment data) |
| Official stats - Crime figs | Police authorities and then the Home Office | Gives data on crime recorded | Only shows recorded crime Many crimes not reported by pop or recorded by police Background data (who the criminals are) not detailed enough |

Homework Activity 4 – Research methods

Describe two reasons why primary research methods are better than secondary research methods and explain your reasons. Now do the same to say why secondary research methods may be better than primary. **TIP** – when answering this try to link it to a topic you might be studying.

section 2 The Sociology of the Family

You should be able to...

- Describe the different family types in Britain today (inc. nuclear, reconstituted, beanpole, extended etc...)
- Explain the difference between a family and a household
- Describe how the relationship between parents and their children has changed
- Identify and explain reasons for the changing roles of men and women in the home
- Put forward arguments for and against the view that single parent families are bad for its members *and* society
- Explain how various members of the family suffer from domestic violence and describe the reasons for increases in the numbers reported
- Understand how the stats for birth rate, infant mortality rate and life expectancy have changed

The modern family

The family in modern society comes in many shapes and sizes.

A family is related to one another, a household may contain people who are not related or may often be just one person.

Popular 4 mark question

Explain the difference between a family and a household

Changing family roles – what husbands and wives do

Exam question: ‘Discuss how far sociologists agree that the family is now more equal than it was in the past’ (12 marks) This is a popular essay. Have a go using the info below and above.

| YES – it’s more equal | NO – it’s still unequal |
|---|---|
| <p>The family here used to be patriarchal – male dominated. Now we have more equality.</p> <p>Wilmott and Young claimed that from the 1970’s the family become symmetrical because of feminism and genderquake.</p> <p>Other sociologists said a ‘new man’ had emerged, who enjoyed sharing the housework and childcare, and enjoyed emotional work. He could also be a househusband.</p> <p>Dad used to be authoritarian (in charge) because he was the breadwinner, Mum used to be closest to kids because she was the housewife.</p> <p>The family and society is now more child centred</p> <p>So parents have become less authoritarian (in charge) and closer to their children. Meanwhile, children have become more involved with peer groups and modern technology.</p> | <p>Feminists argued that women now had a double burden, rather than being equal. They agreed that women worked more and liked this, however they suggested that women were still socialized to take control of domestic labour and therefore had two jobs.</p> <p>Also, Mum is still most involved in childcare and emotional work. She works a ‘triple shift’.</p> <p>In a single parent family a woman has to do all of the jobs – is this a good thing or bad thing for women?</p> <p>Men cherry pick the best jobs, e.g. playing with the children or doing the gardening</p> <p>Women are still more likely to take part time work as they are socialized to value the primary carer role so therefore men are still earning more and have more power</p> |

Also

| | |
|--|--|
| <p>Family-wider family (NF-EF) Relationships between mum and dad and their parents and kids and their grandparents, etc.</p> | <p>In the past extended families were more common so there were closer relationships. Then the NF developed and separated from the EF. However, the EF now comes in various forms based on the degree of contact, so it is not dead.</p> |
|--|--|

Changes in the pattern of fertility/how many babies, etc.

| CHANGES | REASONS |
|--|--|
| <p>Families are now smaller in all classes, but Underclass and Working Class higher than Middle Class. The national fertility rate in 2004 was 1.77 children per woman; in 1965 it was nearly 3.</p> | <p>Contraception women’s liberation changing religious attitudes – decline in religion</p> |
| <p>Married women having kids later.</p> | <p>Want to develop career Want smaller families</p> |

| | |
|---|---|
| More births outside marriage – to cohabiters but also to single parents, including young single parents | Growth of cohabitation Changes in norms and values among young. Different attitudes towards sex. |
|---|---|

Homework Activity 5

Using the info below, answer this exam question: Describe one way in which feminists would criticize family life and explain how others may disagree with their criticism (5 marks)

What do sociologists think about the family?

Functionalists view the family (NF) as a key social institution – for socialization purposes.

- They regard the NF as the ideal type because they argue that children need both parents for adequate role socialisation. It provides two key functions, but what are they?
 - 1.
 - 2.

New Right functionalists think the Lone Parent family is a disaster because they regard the NF as best and they use evidence about poor socialisation and crime to attack the LPF.

Feminists claim that the family is a patriarchal institution – designed by men for the primary benefit of men and their sons. They say that women have a triple shift, are socialized to do the housework and due to the glass ceiling in the work place they have less power and status and men pick the best jobs in the family.

Divorce

| DIVORCE PATTERNS | REASONS | CONSEQUENCES AND IMPLICATIONS – IS THE FAMILY DYING? |
|--|---|---|
| <p>After the war there was an increase in family problems but because of legal restrictions it wasn't until the new divorce act of 1971 that divorce rates went up hugely.</p> | <p>The war and the new freedom it gave to women as they worked in the factories, etc.</p> <p>General sense of dissatisfaction with male dominated homes/patriarchal.</p> <p>Women's liberation.</p> <p>Legal changes.</p> <p>Decline of religion.</p> <p>Changes in social attitudes to marriage and divorce.</p> | <p>Increase happiness for some people, more distress for others.</p> <p>Rise in cohabitation.</p> <p>Children in trouble, especially boys as they lack a male role model.</p> <p>Women's liberation/new deal for women.</p> <p>New career prospects for women.</p> <p>Industry and business benefits from women's skills/abilities.</p> |

Homework Activity 6

Exam question: 'Discuss how far sociologists agree that the family is as valued now as it ever has been (12 marks) - This is a very popular essay. Have a go using the info below and above.

| For – people still value family | Against – people do not value family anymore |
|--|--|
| <ul style="list-style-type: none"> • Most people still marry – just later in life • Most divorcees remarry. • Cohabitation/blended family is a form of family • There are lots of new family types – its just changing not dying. • People have fewer children because they value them more in a child centred society • More extended families because of the ageing population | <ul style="list-style-type: none"> • The nuclear family is becoming less common and this is what the New Right mean by ‘the family dying’. • Cohabitation/sex outside of marriage is becoming more popular • Couples without children are not families • Careers more important to some women and they are having fewer children • Divorce rates high • People don’t look after their extended family now, they let the government do it |

Past questions:

1. Identify **two** reasons for the general rise in the divorce rate in Britain during the last 40 years. (2 marks)
2. Describe **one** way governments have attempted to help families in recent years **and** explain how successful this policy has been. (5 marks)
3. Describe **one** social or economic need of the elderly in our society **and** explain how governments might try to meet that need. (5 marks)
4. What do sociologists mean by conjugal roles? [4]
5. Explain the difference between a reconstituted family and an extended family (4)
6. Identify and explain one disadvantage of long-term cohabitation [5]
7. Identify and explain one sociological reason for making divorces more difficult to achieve (5)

Essay questions

8. Discuss how far sociologists would agree that it is realistic to talk of a typical British family today. (12 marks)

Section 3 Education

You should be able to...

- Explain how education might achieve social cohesion
- Describe how the education system has changed over the past 50 years and identify how the government has tried to improve pupil's achievement
- Understand what is meant by differential educational achievement and recognise which social groups are more likely to underachieve in education in Britain, e.g., gender, social class, ethnicity etc...
- Understand the impact of home factors on a child's chances of doing well in school – with reference to parent's values, poverty and culture capital
- Recognise the importance of labelling and peers on chances of educational achievement
- Explain, using examples, what is meant by the 'hidden curriculum', setting/streaming and school ethos.

Formal and informal education

Formal education is what you learn officially in an educational establishment. Informal education is what you learn elsewhere, including at home. One is official the other is not.

Why do we have education?

Functionalists and Marxists disagree, about what education is for.

| | FUNCTIONALISTS | MARXISTS |
|-----------------------------------|---|--|
| SOCIALISATION and SOCIAL COHESION | <ul style="list-style-type: none"> • To teach norms and values of society so that people from different backgrounds get along. | Social control also but each social class has a different role so they get taught differently. For example, the children of the Rich are taught to lead and the WC to toe the line |
| ECONOMIC FUNCTION | <ul style="list-style-type: none"> • To fit you to the career/job you suit. | To turn out workers for the capitalist system – each class having its own type of work |
| EDUCATIONAL FUNCTION | <ul style="list-style-type: none"> • To discover what you have to offer and help you achieve it. | To feed you the correct knowledge for your social position/career, and to teach you to conform via the Hidden curriculum. |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 20 | | | | 16 | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------|----------|----|----|----------|----|----|----|----|----------|----|----|----|----|----------|----|----|----------|----|----------|----------|----------|----|----|----------|----|----|
| <u>A</u> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 20 | 8 | 15 | 6 | 17 | 14 | 17 | | 1 | 16 | 23 | 6 | 16 | 24 | 16 | | 16 | 12 | 9 | 13 | 20 | 14 | 6 | 25 | 2 | |
| <u>E</u> | <u>E</u> | | | | | | | | <u>E</u> | | | | | | | | <u>E</u> | | | <u>A</u> | <u>A</u> | | | | | |
| 3 | 16 | 16 | 11 | 17 | | 17 | 25 | 13 | 6 | 16 | 14 | 7 | | 9 | 2 | 16 | 10 | 9 | 20 | 23 | 20 | 17 | 5 | 6 | 12 | 23 |
| <u>E</u> | | | | <u>A</u> | | | | | | | | | | <u>E</u> | | | | | <u>A</u> | <u>E</u> | | | | <u>E</u> | | |
| 16 | | | 13 | 23 | 20 | 17 | 17 | | 17 | 14 | 9 | 12 | 16 | 2 | 14 | 17 | | 20 | 8 | 16 | | 5 | 25 | 8 | 16 | |
| | | | | | | | | | <u>E</u> | | | | | | | | | | <u>E</u> | | | | | | | |
| | | | | | | | | | 23 | 6 | 3 | 16 | 23 | 7 | | 14 | 25 | | 12 | 25 | | 26 | 16 | 23 | 23 | |

Homework Activity 7

Complete the puzzle above and answer this exam question - Describe one purpose of the education system and explain how this purpose is carried out (5 marks) – **TIP** - for this you should use one of the reasons in the ‘Why do we have education?’ table, p12.

Curriculums (keywords you must know)

| The Official Curriculum | The National Curriculum | The Hidden Curriculum |
|--|--|--|
| All of the subjects that you are supposed to learn in your educational stage | The subjects laid down by the government after the 1984 education act, and modified since, to be studied in all state schools. | Everything else you learn in schools – from teachers and fellow-pupils, including rules, beliefs, values and strategies for coping with school life – in the classroom and outside it. |

Homework Activity 8 – Complete the hidden curriculum table below

| <u>What goes on in school</u> | <u>How it prepares you for later in life</u> |
|---|---|
| Being placed punished when late for school or having poor attendance. | |
| Being put in sets. | |
| Having room 1, detentions, negatives etc... | |

Differences in Educational Attainment

Essay question : “Discuss how far sociologists agree that differences in educational achievement between students a result of differences in home background? (12 marks)”.

TIP: You can answer this by looking at class, gender or ethnicity.

| CLASS | GENDER | ETHNICITY |
|---|---|---|
| <p>Social class is still a big indicator of success – the WC still do worst for various reasons.</p> <p>The biggest underachievers in the British education system are white working class boys.</p> <p>Material = money factors, including where the kid lives, his house and its facilities – whether they help or hinder his ability to work. Also money available for books, school trips and such like. This is called material deprivation.</p> <p>Cultural = attitudes of parents, their values and beliefs; how they regard education; opportunities given from an early age to help him develop talents and skills, visits to museums, theatre, etc. This is called culture capital or culture deprivation.</p> <p>Language = WC are more likely to use slang and have a limited vocabulary so they may struggle in class and in exams.</p> <p>Role models = MC tend to have family who have been to university so they expect to go too.</p> <p>Social capital = this is when the MC parents have friends in high places so they can get help/advice to help their children in education, e.g. work experience, understanding league tables etc...</p> | <p>Girls now doing better than boys at all levels, including university entry.</p> <ul style="list-style-type: none"> • At home = masculinity and femininity. Schools are feminine, masculinity is frowned upon in school. • Girls have a bedroom culture, boys a street culture so girls get more work done at home. • In school = peers and subcultures, labelling, setting • Job opportunities/ feminism – a more open market now exists with female skills in demand so girls are more ambitious and value their careers. Boys suffer from a crisis in masculinity so misbehave to gain status. • GIST and other policies such as Reading Champions have been introduced to help girls and boys in education. | <p>Some ethnic minorities do well – even better than white kids, e.g. Chinese and Indian. However, others – like Bangladeshi and male Black Caribbean do worst. Some EM kids lack the material and cultural capital needed to compete as they are likely to be WC.</p> <p>Some racism/Labelling exists in schools and society so EMs have an extra struggle to compete against.</p> <p>Language deprivation makes it difficult to understand teachers and exam papers.</p> <p>Black boys are more likely than any other ethnicity to be in a single parent family.</p> <p>There are also very few positive role models in schools as there are not many EM teachers.</p> <p>Ethnocentrism – some schools focus on only one ethnicity so others feel left out and become disinterested.</p> |

Homework Activity 9

Using the info above and below, make a table for class, gender and ethnicity with two columns of home factors and school factors and complete.

| INFLUENCES ON EDUCATIONAL ACHIEVEMENT | |
|---|---|
| Parental values – what parents think about education | Many WC parents want their kids to do better but an influential study by Douglas found that MC parents were more interested. WC parents find it more difficult to help their kids in homework and attend parents' evenings. |
| Peer groups – kids of similar age and interests | Schools have positive and negative peer groups – depends on the ethos of the school and its exam results/ plus local area |
| Social class | MC parents can afford to give their children a better education. Also culturally because MC have better language skills (Bernstein). |
| School ethos – attitude to achievement | Good ethos schools tend to be in MC or better areas. Evidence shows kids like high expectations |
| Streaming / setting – putting kids in groups of | Intended to teach kids according to their ability and to encourage kids to try to rise to a higher group, but problems arise when kids are in the wrong |

Task:

The _____ class underachieve in education for many reasons. They range from factors at home to factors in _____ itself.

School factors maybe _____ and the school that they go to. They may be labelled negatively due to an _____ appearance or use of _____ and restricted language.

On the other hand, middle class students are more likely to be labelled _____ because the language they use may be more like the language that _____ use.

One important home factor is parent's _____. Some sociologists argue that the working class value _____ and immediate gratification and these may be passed onto their children through primary _____.

Missing words:

Working school teachers values fatalism Labelling
 untidy slang positively socialisation

(Education policy over the past 25 years - what the government has been doing to try to improve education)

| REFORM | REASONS FOR | CRITICISMS OF |
|--|--|---|
| National curriculum | To ensure all schools doing key (correct?) subjects To enable testing and comparisons | Stifling Limited variety; Limited freedom |
| League Tables – comparing schools by results so that parents could choose which school was best | More competition between schools To check on performance of schools | Competition wasted resources with lots been spent on advertising League tables themselves inadequate |
| Ofsted – schools inspectors | To inspect schools to see if they are doing as well as they should | Not the best way to treat people |

Homework Activity 12

Exam question: Describe one government policy introduced to help underachieving students and explain how effective this may be (5 marks)

Past exam questions:

- Identify **two** reasons why parents may wish to send their children to faith schools (2 marks)
- Explain what sociologists mean by selective education. (4 marks)
- Describe **one** way in which pupils with Special Educational Needs may be educated **and** explain the advantages of this method of education. (5 marks)
- Describe **one** way in which governments have attempted to improve educational standards over the last 20 years **and** explain how successful this policy has been. (5 marks)
 - What do sociologists mean by teacher's expectations? [4]
 - What do sociologists mean by parent's values? [4]
- Identify and explain one reason why boys are underachieving in schools [5]

Section 4: CRIME AND DEVIANCE

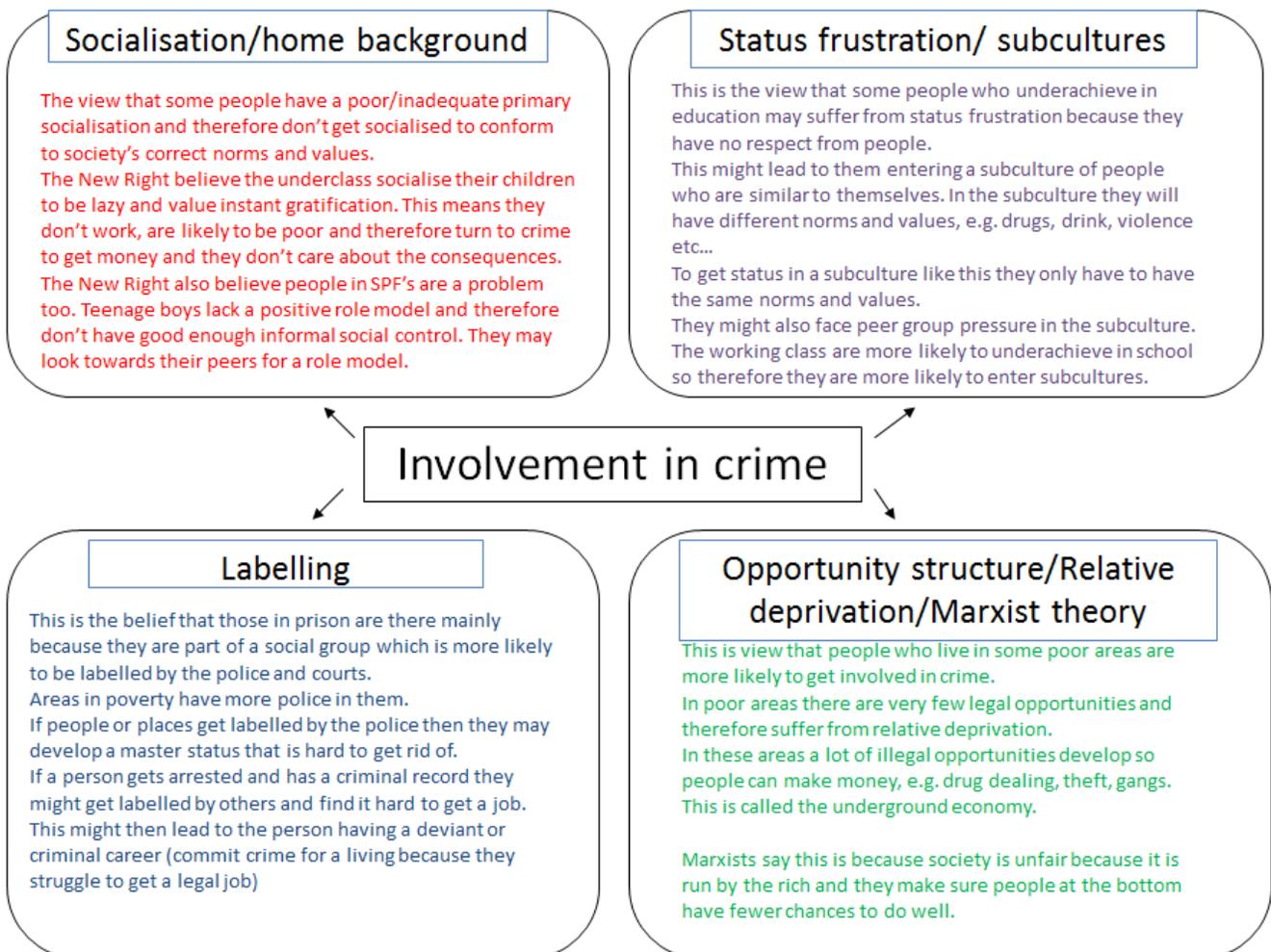
You should be able to....

- Describe the difference between crime and deviance.
- Describe the difference between formal and informal social control.
- Explain the different sociological explanations for involvement in criminal and deviant behaviour, e.g. primary socialisation, home background, subcultural theory, Marxist theory and opportunity structure.
- Identify and explain the importance of labelling and deviancy amplification (by the media) in explaining the increase in some crimes.
- Explain the differences in criminal activity amongst some social groups, i.e. class, age, gender and ethnicity.
- Put forward arguments for and against the use of official crime statistics when measuring crime (and compare with victim surveys and self-report studies).

Criminals - by age/class/gender/ethnicity

| AGE | CLASS | GENDER | ETHNICITY |
|--|---|---|---|
| <p>Young people tend to be more criminal.</p> <p>It used to be the case that as they grew up they became less criminal and settled down because they had responsibilities.</p> <p>The New Right blame inadequate socialisation</p> | <p>Working class commit more crime than other classes.</p> <p>Opportunity structure – working class students live in areas of high crime and low employment so there are more opportunities to commit crime.</p> <p>Middle class/white collar crimes don't get caught as much as the police don't look for them as much.</p> <p>All social classes commit crime and in fact the costliest crime is done by the middle class.</p> <p>Crimes of the rich include fraud, ripping workers and customers off, breaking environmental laws, etc.</p> | <p>Official statistics show Women commit less crime (20% of crimes). This might be affected by the chivalry factor though.</p> <p>Men especially commit more violent crime. If women did commit crime it was things like shoplifting (victimless crimes)</p> <p>Now women are doing more crime because of changes in socialisation (genderquake) and perhaps more so because they are more involved in society as career workers (because of the Equal Pay Act)</p> | <p>Young, male Black Caribbeans are labelled as the most criminal ethnic group in our society, partly due to racism on the part of the police (institutional racism) and society generally.</p> <p>More likely to be in a SPF. New Right say this leads to lack of informal social control and discipline.</p> <p>Underachievement in education and status frustration, then joining a subculture.</p> |

Theories of the causes of crime and deviance



Homework Activity 13

Using the info above explain which of the four explanations for crime is the stringest reason when trying to explain teenage crime.

OFFICIAL CRIME STATISTICS

In the past most people thought that the OS produced by the Home Office were true. However, it has since become obvious that we do not know the facts.

The evidence has come from research into relatively hidden the crimes, from Self Report Studies and Victim Studies.

The facts now are that the OS tell us about 'recorded crime', which is only the tip if the iceberg, so to speak.

Most crimes know to the police are reported by the public; the police only see a minority of the recorded crimes themselves. But many people do not report crimes, for various reasons, such as:

- Too trivial/small
- Fear of the criminals
- Don't like the police
- Don't think the police can or will bother
- Sometimes they don't even know they have been victims, e.g. fraud

Some people prefer to use a self-report study or a victim survey. These are:

| | |
|--------------------------|--|
| Self-report study | A large survey of the public which asks them to say which crimes they have committed but not been caught for. This is an attempt to find the dark figure of crime and they try to ask a representative sample of the population. |
| Victim survey | A survey of the public which asks them to say which crimes they have been a victim of, whether or not they reported it to the police. This is an attempt to find the dark figure of crime and they try to ask a representative sample of the population. |

Homework Activity 14

Copy out the following table and complete – your table should be bigger (link back to the research methods section and try to use the key words valid, reliable, representative etc...)

| Method | Description | Strengths | Weaknesses |
|---------------------|--------------------|------------------|-------------------|
| Official stats | | | |
| Self report studies | | | |
| Victim survey | | | |

Past Questions

What do sociologists mean by conformity? [4]

What do sociologists mean by deviance? [4]

Explain what sociologists mean by deviancy amplification (4)

Explain the difference between formal and informal social control (4)

Briefly describe one explanation for people getting involved in crime and deviance and explain one criticism. [5]

12 mark questions (15 minutes)

- Discuss how far sociologists agree the main factor leading to crime is poverty.
- Discuss how far sociologists agree that the difference between gender crime rates is due mainly to the difference in primary socialisation
- Official criminal statistics are inaccurate. Discuss how far sociologists agree this means that the police are failing to do their job properly. (In answering you may refer to reported crime, recorded crime, the dark figure of crime, self-report studies, victim surveys, labelling etc.)
- Some minority ethnic groups are more likely to be in prison than white people. Discuss how far sociologists agree this means that the minority ethnic groups are more likely to be labelled by the police.

Section 5: SOCIAL INEQUALITY

You should be able to...

- Understand what is meant by stratification, using at least two example, e.g. social class and apartheid
- Describe the four different types of poverty which exist (absolute, relative, environmental and subjective)

- Understand what is meant by the unequal distribution of wealth, income, status and power in Britain (use some statistics)
- Describe in basic terms major changes in the class structure of Britain over the last 50 years
- Recognise how social class, age, gender and ethnicity can effect life chances
- Understand arguments for and against Britain being an open society/meritocracy
- Explain the structural and cultural explanations of why poverty exists
- Understand and describe the different arguments put forward for the success and the failure of the welfare state

STRATIFICATION is when a society is split into groups of people. An example is the Indian caste system that split people based on family background. In Britain we can stratify based on **CLASS, AGE, GENDER and ETHNICITY (CAGE)**. Being part of one of these groups can affect your life chances (e.g. life expectancy, education, status, power).

Class Systems – the occupation scale

This is the latest table of social classes, produced by the government, based on occupation. (5-7 = working class, 8 is underclass)

| |
|---|
| <p>1. Higher managerial and professional occupations</p> <p>1.1 Employers and managers in larg organisations (e.g. company directors, senior company managers, senior civil servants, senior officers in police and armed forces.)</p> <p>1.2 Higher professionals (e.g. doctors, lawyers, clergy, teachers and social workers.)</p> |
| <p>2. Lower Managerial and professional occupations (e.g. nurses and midwives, journalists, actors, musicians, prison officers, police and armed forces.)</p> |
| <p>3. Intermediate occupations (e.g. secretaries, driving instructors, telephone fitters)</p> |
| <p>4. Small Employers and own account workers (e.g. farmers, taxi drivers, window cleaners, painters and decorators.)</p> |
| <p>5. Lower supervisory, craft and related occupations (e.g. television engineers, train drivers, butchers.)</p> |
| <p>6. Semi-routine occupations (e.g. shop assistants, hairdressers, bus drivers, cooks.)</p> |
| <p>7. Routine occupations (e.g. delivery, labourers, cleaners, waiters and bin-men)</p> |
| <p>8. Plus an eighth category to cover those who have never had paid work and the long term unemployed.</p> |

Homework Activity 15 – Using the information above answer this 5 mark exam question

Describe one way in which social class is measured and explain how it may or may not be a good way of doing so.

One key question to ask in deciding if classes still exist is to ask if different life chances still exist.

Do groups of people in Britain still enjoy or suffer from their possession or lack of decent life chances?

If this is true – in health, in education, in life style, etc., then we do not have a classless society.

Poverty:

DEFINING POVERTY

The Welfare state was founded in the 1940s to get rid of five great evils [see later on for the full list], including poverty. There are four types of poverty:

- **Absolute** – the basic necessities are missing
- **Relative** – you are poor compared to others in your society
- **Environmental** - the area you live in has bad things or lacks good things
- **Subjective** - when a person 'feels' as though they are missing out on things, i.e. status or respect, or feel as though they are being discriminated against

Homework Activity 16

Explain why absolute poverty is almost a thing of the past in Britain (you might want to use info from half way down page 24).

EXPLAINING POVERTY

Various explanations have been offered for poverty. Some blame the poor themselves, others blame society.

1. THE STRUCTURAL EXPLANATION – Blaming society

- **MARXIST VIEW/POVERTY TRAP:** Marxists blame society. They argue that poor people have poor life chances, e.g. education, material deprivation, the area they live in, labelling etc...
- **SOCIAL EXCLUSION**
This is a relatively new term, much used by Tony Blair (learned from sociologists!). It means that some people in our society are excluded from enjoying good life chances. They are marginalised. They are often excluded by the rest of society and prevented from belonging by discrimination. Class discrimination, racism and other forms of discrimination are responsible

for this situation. The excluded ones find themselves on the edges of society, lacking power and status, with no one listening to them or willing to help. They may be immigrants, members of the underclass (some pensioners, long-term unemployed, etc). Aspects of social exclusion include:

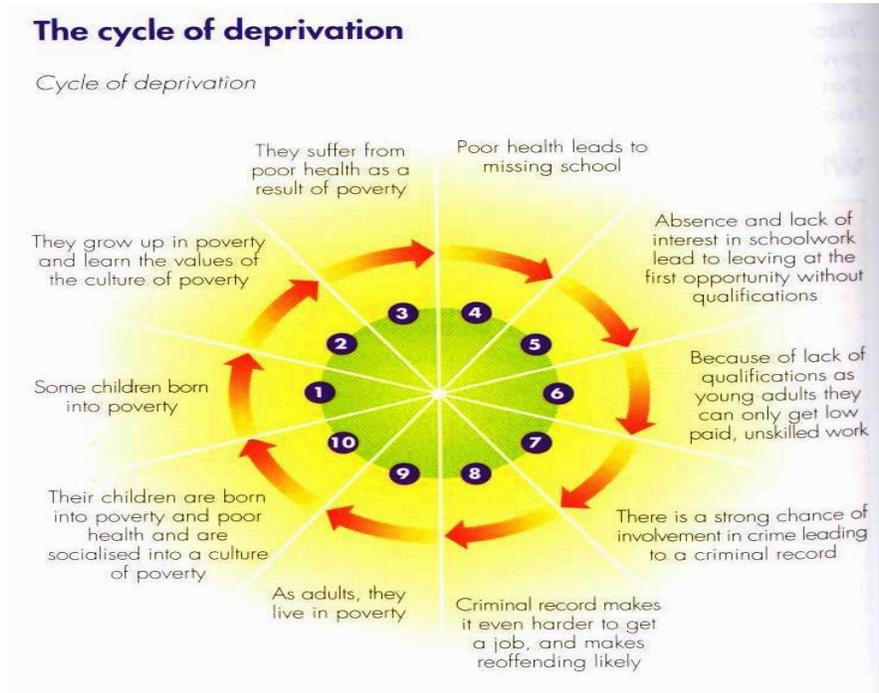
- Deprivation - poverty
- Negative effects on children – they enter the cycle of poverty
- Stress – they find it difficult to cope
- Credit and debt – can't pay bills and owe lots
- Lack of leisure – no enjoyment in life
- Stigma and low status – nobody likes them
- Poor housing – cold, damp, crowded
- ill-health - poorly
- Bad neighbourhoods – no peace, poor schools, unemployment

2. THE CULTURAL EXPLANATION – blaming the poor and their attitude

This theory blames the poor - their beliefs and values. They are accused of **fatalism and instant gratification** which means they say: “Why bother trying to get out of poverty! We'll never get out of this trap. We are fated to be poor” So they spend whatever money they get right away.

This is a biased view of the poor, in many cases, as other sociologists argue. Instead of calling them fatalistic; they are realistic – what is the point of saving or trying to improve yourself or your family's life chances if no one is willing to help you up?'

- **CYCLE OF DEPRIVATION** : this is part of the cultural theory and it says that people who are poor stay poor and their children also become trapped in a 'cycle of poverty'. It goes like this: poor families cannot afford to improve their kid's life chances and the kids usually end up in bad schools and bad jobs or none, so their kids end up in poverty too, and this goes on and on.



NEW RIGHT blame poverty on **welfare dependency** leading to **scroungers** taking money from the **nanny state**. They argue that if a Welfare State exists and is 'too nice' to the poor, then they begin to depend on handouts and refuse to make an effort themselves. They are called 'spongers' or 'scroungers'.

Homework Activity 17

Create a plan for the following common 12 mark exam question – Discuss how far sociologists agree that society creates poverty. **TIP** – don't forget what is needed in a 12 mark question, use page 2 if needed.

THE WELFARE STATE

In the 1940s the government of the day decided to begin what became known as the Welfare State an attempt to get rid of...

- want, (lacking essentials)
- disease, (poor health)
- ignorance (uneducated)
- squalor (poor housing)
- idleness, (unemployment)

In 1948 the NHS was started and attention was soon given to education and social security. Local government, charitable organisations, commercial organisations and local communities got involved along with the national government.

Today BUPA is an example of a commercial organisation and Help the Aged is a charity for the elderly. Many volunteers spend a few hours or more a week helping out in hospices, schools, etc.

Below is a table showing some of the changes the government has made to try to reduce poverty:

| Policy/initiative | Aim | Usefulness |
|-------------------|-----|------------|
| | | |

| | | |
|-----------------|--|--|
| Minimum Wage | Ensure fair wages and improve living standards | Has seen many rises since introduced. It has helped to reduce welfare dependency and relative poverty. |
| Sure Start | To ensure free education for 0-3 year olds in deprived areas | Helps families with material and cultural deprivation to get a quality pre school education |
| Education to 18 | To make sure students stay in education or training | Some argue this will make sure the poor don't leave school without qualifications, giving them a chance to get a better job. |

UNIVERSAL OR SELECTIVE BENEFITS?

Welfare in this country includes two main types universal and selective.

Universal benefits go to everyone – like Child Benefit, hospital treatment, etc.

Other benefits are selective – they are targeted on the poor.

In fact only a few benefits are universal. The real issues occur in distributing **targeted/selective benefits**, for two reasons.

- You have to prove you are eligible and the rules seem to exclude some people without good reason. For example, when is a person truly disabled and unable to work? It can be psychological as well as physical.
- **The benefits are means tested** – you have to have less than a certain income and/or savings to qualify, so people who have saved for retirement (for example) lose out because they have too much in the bank! However, if help is to be targeted on the really poor then people argue that means testing is fair. But we are back again to defining and measuring 'poor'.

Keywords/concepts:

Life chances – your social class determines your life chances or your chances of getting all the good things in society and avoiding the bad, like good health, long life, nice holidays, decent food, a warm house, etc.

Wealth – assets that can be translated into money (houses, car, jewels, etc)

Income – from job, social security, pensions, investments

Status – what society thinks of your label or role - the prestige it attaches to it.

Power – your ability to tell others what to do, whether they like it or not (authority = legal power, or power given to you freely by the people)

Social mobility – movement up or down the social ladder.

A closed society is one where no movement between the levels, up or down, is allowed. The opposite is an open society.

Social mobility means movement up and down the social ladder – up and down the classes or up and down the ladder of occupations.

Intergenerational mobility: your mobility compared to your parent's position – are you higher or lower?

Intragenerational: how you move in your lifetime – do you stay still or go up or down?

Ascribed status: where people are given their position in society by birth or some other fortunate means

Achieved status: status gained through your own efforts

Meritocracy: a society where people are rewarded on merit only (the same as an open/socially mobile society).

Social groups and Poverty

Homework Activity 18

Complete the task below. We look at poverty in sociology because it tends to be people from certain groups who live in poverty. It is our job to ask why? Why do the following groups experience poverty? Try to mention different types of poverty.

Women:

The disabled:

The elderly:

Ethnic minorities:

How has the class structure in Britain changed over the last 50 years? Why? What about wealth and income?

Up to the middle of the C20 Britain was a class divided society, with the WC still the largest class, but the MC was slowly developing to become the biggest.

This change was helped greatly by the increase in MC jobs through the creation of the Welfare State (1944 act of parliament). This led to lots more professionals (like doctors and teachers) and administrators and managers. Lots of civil servants were also needed (secretaries). The private service sector also developed and this added to the MC expansion.

Incomes have also improved for the poor with the introduction of a minimum wage recently. However, everybody's income has risen so that the well off are still relatively doing best income-wise.

What is the relationship between wealth, status and power? What happens if you don't have any power?

Power

Usually wealth brings power and often status too. But people can have status in society and still be relatively poor and not very powerful either (nurses, for example).

Power here means your ability to influence people as well as to get them to do things for you. Top models are very rich and they also have status, as do film stars. Their significance as role models may also give them power but because they are not so essential to society (it might be argued) then doctors have more power.

How are life chances influenced by differences in wealth, income, power and status?

Together two or more of these key factors can either greatly increase or reduce your life chances. Some ethnic groups have lots of money, high status and political influence because of their wealth. Their life chances are high. Access to private health and private education are key life chances. However, money cannot always buy status – other people may not be willing to give you the status, despite your wealth or income. Winning the lottery does not necessarily increase your status – although it could make you more powerful.

PAST QUESTIONS

- What do sociologists mean by relative poverty? [4]
- Explain the difference between universal and means tested benefits (4)
- Explain briefly why young people are among the most likely to be low paid. (4)
- Explain briefly **one** reason why women's average earnings are lower than men's average earnings. (4)
- Explain briefly **one** way in which gender can affect an individual's life chances. (4)
- What do sociologists mean by social mobility? [4]
- What do sociologists mean by an open society? [4]
- Explain briefly why an individual might **not** claim welfare benefits to which they may be entitled. (4)

12 mark questions(15 minutes)

- Discuss how far sociologists agree that children born into poverty will grow up to be poor throughout their lives
- Discuss how far sociologists believe that social class is no longer an issue in Britain
- Discuss how far sociologists agree that people are poor due to their own attitudes
- Gender is a bigger form of inequality than social class in British society. How far does this mean that social classes no longer matter?
- Discuss how far sociologists might agree that the welfare state has been a success
- Discuss how far sociologists agree that social mobility has become more common in Britain over the last 50 years

Section 6: MASS MEDIA

You should be able to...

- Recognise the difference between traditional media and new media
- Understand the importance of the media in socialising people
- Recognise how the media may influence behaviour and understand that there are different views of the amount of influence the media has
- Describe the ways in which the media may encourage stereotyping, and be able to describe the process of deviancy amplification
- Understand how the media might develop people's political and social identities
- Explain how the media might influence the distribution of power in society and recognise how people in charge of the media can influence public opinion of certain groups, eg environmentalists, animal rights activists and lone parents
- Explain the influence of the internet on modern society

News Values:

According to many people the news we see in newspapers, on t.v. and on the internet is chosen to simply attract people to watch or buy. Gatekeepers choose what we see based on news values, this means what people will find appealing.

News values include:

- Shock factor
- Sex
- Celebrity
- Recent or not
- Relevant to the customers

Others disagree and have a different way of looking at the media. The two main views are called the conflict approach and the pluralist approach.

| Conflict approach | Pluralist approach |
|---|---|
| <p>This approach is the Marxist approach. They believe that the press barons, who own huge conglomerates, have too much power and use the media to get their own message across through agenda setting so they can stay in a position of power.</p> <p>An example might be the criticism of the London rioters and using them as scapegoats rather the banking system which caused a lot of the economic problems leading up to the riots.</p> | <p>This approach disagrees with the conflict approach because they say all political and lifestyle views are covered in the media.</p> <p>They believe media produce what people will buy and are motivated by sales rather than getting their own message across. The content of the media is based simply on news values.</p> <p>They say the internet is a very good thing as lots of people can get their view across nowadays.</p> |

The power of the media/media affects

Stereotyping in the media:

The mass media is an agent of secondary socialisation. This media is a place, other than the family, where we learn norms and values. Through the media we learn norms and values about different age groups, ethnicities and genders.

Norms and values in the media may be accurate but they can also be inaccurate. The media can be a negative influence by reinforcing negative stereotypes through images and characters. A stereotype means an exaggerated and distorted representation and can lead to labelling.

Below is a table including many words we can use to show how two particular social groups are stereotyped in the media (either in the past or today).

| Women | Minority Ethnic Groups |
|---|--|
| <p>Housewife Vulnerable Emotional Low status Male gaze Ideal body image</p> | <p>Sporty Religious Extremists Islamaphobia Immigrants Scroungers/benefits cheats Criminal</p> |

Is the media really that influential?

Whether or not you feel the media is influential is based on the approach to the media you agree with. The three main approaches are below:

| | Decoding approach | Hypodermic syringe approach | Uses and gratifications |
|--|--|--|--|
| View of the audience | Active/critical | Passive/uncritical | Active |
| View on how powerful the media/media owners are or are not | Not at all, people are socialised elsewhere and their views influence what they think about what they see in the media | Extremely powerful. The gatekeepers have the power to inject us with their views by norm referencing and agenda setting. | Not very. The media is just used by the audience to fulfil certain needs they might have, e.g. to be entertained, amused, to get information, news, etc... |
| View of media messages - is there one message or many messages? (use an example) | Many | One/few – the message the powerful want you to see | Many |

Politics and the media

As well as media owners influencing **political socialization** (what political views we have), politicians themselves now use lots of different media to get their message across.

Here is a question linked to this topic - **Describe one way in which politicians use the mass media to get their message across and explain why this media coverage might lead people to lose faith in the main political parties. (5 marks) – Use the table below to attempt an answer.**

Homework Activity 19 – Complete the table below

| Type of media | Strengths | Weaknesses |
|--|---|---|
| Billboard advertisements | | Not much information. Too local |
| Social media (youtube/twitter etc...) | Appeals to young people Can get a view across quickly Large audience Interactive - people can get involved in a debate | |
| Party political broadcast | | Boring - young people often put off Biased/one sided |
| Leaders debate before elections | It's a debate - the three main parties involved so not one sided Interesting | |

- Identify two types of traditional media. (2 marks)
- Explain what sociologists mean by commercial broadcasting. (4 marks)
- Explain what sociologists mean by a moral panic. (4 marks)
- Explain what sociologists mean by the term media saturated world. (4 marks)
- Explain the difference between the hypodermic approach and the decoding approach. (4 marks)
- Identify one group in society who may be presented negatively in the press and explain the consequences this may have. (5 marks)
- Describe one change within the media over the past twenty years and explain how this has affected people's lives. (5 marks)
- Describe one way in which individuals or groups can create content on the internet and explain why they might want to produce content in this way. (5 marks)
- Describe one way in which the media can be used by members of the public and explain why they may choose to use it in that way. (5 marks)
- Describe one gender stereotype shown in the media and explain how this may have a negative influence on the lives of that gender. (5 marks)
- Describe one way in which politicians use the mass media to get their message across and explain why this media coverage might lead people to lose faith in the main political parties. (5 marks)
- Discuss how far sociologists would agree that media owners are the biggest influence on people's opinions and views. (12 marks)
- Discuss how far sociologists would agree that the image of women presented by the mass media tends to be stereotypical rather than realistic. (12 marks)