

Never Stop Flying

# Sociology

Achieving Excellence through a Values Driven Education

# How do I condense large volumes of information necessary for Sociology GCSE?

Creating **essential knowledge sheets** is a very useful way to revise for Sociology.

An essential knowledge sheet should summarise the **key concepts/ sociologists/ studies/ statistics/ theories** for each topic on one piece of paper.

You could do this on **the computer and print it**, so it is **nice and neat** to come back to.

You could use the resources provided by **Tutor 2 U** as an idea of what to aim for.

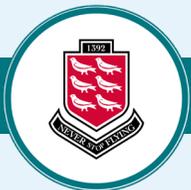
**Making these yourself is very important** as this will also play a part in your processing of the information.



Tutor 2 U - EKS



WJEC Resources



# Key Theories



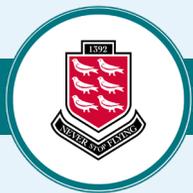
<p><b>1 Delphy and Leonard</b> Feminist perspective Men benefit the most from women's labour in the home The family plays a central role in maintaining patriarchy Women are oppressed due to family responsibilities</p>	<p><b>2 Anne Oakley</b> Feminist perspective Addresses the idea of a conventional 'cereal packet' family Stereotypes are now felt to be increasingly out of date</p>	<p><b>3 Parsons</b> Functionalist Perspective Nuclear family provide two irreducible functions 1 primary socialization 2 stabilisation of adult personalities</p>	<p><b>4 Rappoport and Rappoport</b> five different aspects of family diversity organizational cultural social class life course cohort</p>	<p><b>5 Young and Willmott</b> Symmetrical family Conjugal roles are more shared and are of equal importance Husband and wife are more likely to share roles and leisure time together</p>
<p><b>6 Zaretsky</b> Marxism Family serves the needs of capitalism and is a unit of consumption Women reproduce future workers and look after current workers</p>	<p><b>7 Ball</b> Case study, observation Setting in secondary schools Students conform to the expectations of their band Band 1 were most able and Band 3 were least able</p>	<p><b>8 Ball, Bowe and Gerwitz</b> Market forces and parental choice Middle class parents have more choice in the education market as they have cultural and economic capital</p>	<p><b>9 Bowles and Gintis</b> Marxism Correspondence principle; school mirrors the workplace such as uniforms Education prepares working class children for exploitation in the workplace</p>	<p><b>10 Durkheim</b> Functionalism Educational transmits the value consensus Rules should be strictly enforced to learn self-discipline and benefit society Social cohesion</p>
<p><b>11 Halsey, Heath and Ridge</b> Class inequalities Sample of 8000 males found that working class children were much less likely to attend university Home encouragement and parental attitudes</p>	<p><b>12 Parsons</b> Functionalism Education is the bridge between family and society Schools are meritocratic and help to select individuals for their future role in society</p>	<p><b>13 Willis</b> Marxism Mixed methods 12 lads from a counter school subculture more interested in having a laugh than going to lessons</p>	<p><b>14 Becker</b> Interactionist/labelling An act becomes deviant when others define it as such Agents of social control can make a label stick This can cause a self-fulfilling prophecy, leading to a deviant career/master status</p>	<p><b>15 Carlen</b> Feminism Control theory Unstructured interviews with working class women When they cannot achieve rewards promised in the class deal or gender deal, crime becomes an alternative</p>



<p>16</p> <p><b>A. Cohen</b></p> <p><b>Functionalism</b></p> <p><b>Status frustration</b></p> <p>Lack of opportunity means working class boys can't achieve educational success</p> <p>Deviance allows them to gain status from their peers</p>	<p>17</p> <p><b>Heidensohn</b></p> <p><b>Feminism</b></p> <p><b>Control theory</b></p> <p>Patriarchal societies control women more so they have fewer opportunities for crime</p> <p>Public, private and workplace</p>	<p>18</p> <p><b>Merton</b></p> <p><b>Functionalism</b></p> <p><b>Strain theory</b></p> <p>Not everyone can achieve the American dream through legitimate means</p> <p>Anomie</p>	<p>19</p> <p><b>Davis and Moore</b></p> <p><b>Functionalism</b></p> <p>Inequality is a 'universal necessity' in all societies</p> <p>Functionally important roles attract the highest rewards due to the sacrifices made for education</p>	<p>20</p> <p><b>Devine</b></p> <p><b>Unstructured interviews</b></p> <p>Affluent workers revisited</p> <p>Found evidence of rising living standards but many continued to resent the privileges of inherited wealth</p>
<p>21</p> <p><b>Marx</b></p> <p><b>Marxism</b></p> <p>Capitalism- the bourgeoisie control the means of production</p> <p>Political power comes from economic power</p> <p>Ideology allows for exploitation</p> <p>Polarization of social classes</p>	<p>22</p> <p><b>Murray</b></p> <p><b>New right</b></p> <p>Underclass emerged due to government policy</p> <p>Benefits meant people lost interest in getting jobs</p> <p>Loss of traditional values</p>	<p>23</p> <p><b>Townsend</b></p> <p>Questionnaires 6000 participants</p> <p>Ways of defining poverty</p> <p>1 state's standard (official statistics)</p> <p>2 relative income standards</p> <p>3 relative deprivation</p>	<p>24</p> <p><b>Walby</b></p> <p><b>Feminism</b></p> <p>Patriarchal structures-</p> <ul style="list-style-type: none"> <li>• household</li> <li>• paid work</li> <li>• the state</li> <li>• male violence</li> <li>• sexuality</li> <li>• cultural institutions</li> </ul>	<p>25</p> <p><b>Weber</b></p> <p>Market situations and life chances</p> <p>Expansion of the middle class</p> <p>Sources of power: traditional, legal, rational, charismatic</p> <p>Social closure</p>



# Families



## TYPES OF FAMILY

- Nuclear- a family consisting of parents and their children
- Extended- parents, their children and more distant relatives, e.g. grandparents
- Reconstituted- when two adults with children from previous relationships marry
- Lone parent- a family with only one parent and children
- Same sex= headed by a couple of the same sex
- Beanpole= members come from many generations but there's only a few people in each generation

## RAPOPORTS

- By Rapoport and Rapoport
- 5 types of family diversity
- Organisational- Decline of marriage and increase in divorce has led to different types of families emerging
- Cultural- cultural differences cause family diversity e.g. differences in lifestyle
- Social class- families differ between social class e.g. within socialisation
- Life cycle- differs between family members from different time periods
- Family life course- family moves through different stages and have different priorities at each level

## ALTERNATIVES TO THE FAMILY

- Communes- shared ownership of property and responsibilities
- Kibbutz- communal living in Israel
- Residential Homes
- House share

## REASONS FOR FAMILY DIVERSITY

- Legal Changes- Divorce Act 1969- made it easier for couples to escape an unhappy marriage. Neither partner had to prove at fault which caused levels of divorce to rise
- Changes in values- people marry later, no stigma to live alone and not have children
- Changing gender roles- increasing number of women in work meaning that they no longer have to financially rely on men
- Benefits for lone parents
- Employment opportunities- far more opportunities for women to be employed
- Longer life expectancy
- Decline in religion- decline in influence of religious beliefs in the UK meaning there is less stigma attached to getting married
- Immigration- immigration of families from different cultures has caused diversity as they have different values around families e.g. having a bigger family size

## ROLES WITHIN THE FAMILY

- Conjugal roles- Bott- joint and segregated
- Dual burden- Oakley- women doing housework and paid work
- Triple shift- Duncombe and Marsden- adds emotional work to the dual burden
- Instrumental role- Parsons- done by the husband involves paid work, breadwinner
- Expressive role- Parsons- done by the mother, involves housework and emotional work

## CHANGES IN FAMILY STRUCTURE OVER TIME

- Pre-industrial- 1600-1800- All family members worked at productive tasks differentiated by age and sex
- Industrialised- The family became more mobile as they needed to move towards towns for work- The male of the family took an economic role by working outside the home while the women took a domestic role by working inside the home
- Contemporary family- Characterised by family diversity in which there are many different types of families

## MARRIAGE

### Reasons for decline-

- Changing role of women- women have a growing economic independence
- Changing social attitudes- less stigma around cohabitation
- Reduced family function- some functions have been transferred to other institutions
- Secularisation- less religious influence around getting married
- Expense- average cost is £20,000
- 1945- 397,000 marriages in the UK compared to 240,000 in 2013

### Is it still important in Britain?

- Marriage Act 2013 allows same sex couples to marry
- Marriage is still a key milestone in British Asian families
- Arranged marriages have been a source of conflict within the UK

## DIVORCE

### Reasons for divorce-

- Legal changes- e.g. Family Law Act 1996- no longer necessary to prove irretrievable breakdown
- Divorce Laws- made it cheaper and more accessible to get married
- Values of marriage- Fletcher- higher expectations of marriage and if these are not met divorce occurs
- Status of women- no longer need to stay married if they are unhappy because they can be financially stable on their own
- Change in attitudes- become more socially acceptable to be married
- Changes in society- marriage is seen as a consumer product and if they are unhappy it's likely to be discarded
- Secularisation- decline in religiosity has made divorce more acceptable
- Divorce rate 1960- 23,868
- 2014- 111,169

## FUNCTIONALIST PERSPECTIVE

- Murdock's 4 key functions-
- 1= Sexual= encourages stable relationships which help maintain stability in society
- 2=Reproductive= society requires members to ensure the continuation of society
- 3=Educational=allows culture to be transmitted to next generation
- 4=Economic=when families buy things to meet the needs of their children, also helps to maintain economy
- Parson's theory-
- 1=Primary socialisation= family is vital in passing on norms and values of society to children
- 2= Stabilisation of adult personality= family relieves stresses of modern-day living= warm bath theory
- Instrumental role= typically done by the man, working outside of the home, breadwinner
- Expressive role= typically done by the female, involves emotional and domestic work
- Parson's view of instrumental and expressive roles is outdated due to many partners being dual earners
- Murdock and Parsons research may no longer be relevant in contemporary society

## MARXIST PERSPECTIVE

- Families are seen as 'consumer units'= buy products for family
- Capitalism needs consumers to buy products to benefit bourgeoisie
- Private property is an important asset= monogamous marriages so property stayed in families= also meant the woman became property of her husband
- Primary socialisation in the family reproduces and maintains social class inequalities
- Families support capitalism by providing unpaid labour by reproducing and socialising the next generation
- Do not regard nuclear family as a functionally necessary institution
- Zaretsky- family socialises children into accepting authority when they start work and also provide emotional support from workers which stops them rebelling against capitalism
- Karl Marx- argued that capitalism has so much power that they are able to control all organisation within society, including the family
- Idea that families exist to pass on ruling class ideas ignores the other things that go on in families- e.g. people are more likely to marry due to affection rather than social obligation
- Ignores the benefits of the nuclear family- e.g. both parents supporting children

## FEMINIST PERSPECTIVE

- Marxist feminists= investigate the ways women are oppressed through capitalism
- Radical feminists= believe in separatism of men and women
- Liberal feminists= focuses on women's ability to maintain equality through their actions and choices
- Sylvia Walby= domestic violence is both a consequence and cause of women's inequality in a culture that undermines and devalues women.
- Delphy and Leonard= women contribute the most to family life in terms of domestic work, emotional work and support, whilst men benefit the most from family life
- Anne Oakley= from birth children are taught that men and women have different places in the world and the male role is superior
- Ignores the positives of the family
- Ignores that there is evidence in an increase of equality between men and women

## NEW RIGHT

- Favour nuclear family
- Dislike lone parents
- Against family diversity
- Children need both parents for primary socialisation otherwise they will become deviant
- Don't like divorce or reconstituted families
- Murray= boys brought up without a male role model in the family will not see fatherly behaviour to aspire nor understand that the role on men is, according to the New Right, to work and provide money for the family
- Murray= lone-parent families are the cause of most of societies problems
- See divorce as threatening the future of the nuclear family as it causing an increase in 'inferior' and 'inadequate' families
- Chester= most people live in nuclear families at some point in their lives, but fewer people are spending the majority of their lives in a traditional nuclear family
- Criticised by Abott and Wallace for ignoring domestic violence
- Exaggerate the decline in the nuclear family

## SYMMETRICAL FAMILY

- Young and Wilmott
- Greater equality between the man and women in terms of housework and leisure time
- Reasons for the rise-
- Improving living standards
- Increased geographical mobility
- Reduction of the number of children in the family
- Commercialisation of housework
- Improved status of women

## CHILDHOOD

- The idea of childhood as a distinctive phase of life between infancy and adulthood is a relatively modern development
- Silva- argues that the role of parents is diminishing and is being replaced by the influence of peers, teachers, the internet etc.
- Palmer= children in modern society are being deprived of a 'proper' childhood and are instead experiencing a 'toxic childhood' in which parents cant control what children learn or what they are exposed to due to the internet and technological advances

# Education



## TYPES OF SCHOOL

- Primary= for children aged 4-11, KS1 and KS2
- Secondary= aged 11-16 or 18, KS3 and KS4
- Sixth form= aged 16-19, A-levels, BTEC's, etc.
- State-funded= aim to educate all pupils the same
- Specialist= extra emphasis on a subject
- Academies= set up by sponsors or charities
- Special= e.g. special educational needs
- Free= set up by teachers, faith, community, etc.
- Faith= run same as state but reflect their religion
- Grammar= select pupils based on ability
- Private= funded by parents, have own curriculum

## FEMINISM

- Becky Francis shows that girls and boys are treated differently in the classroom and in schooling generally due to the education system still being patriarchal
- Education system is still patriarchal as it is in favour of boys
- Hidden curriculum passes on messages to girls and boys about their place and role in society
- Even with the introduction of the national curriculum, feminists still argue that schools indirectly suggest that girls and boys should take certain subjects

## MEASURING EDUCATIONAL SUCCESS

- SAT's= taken by 7 and 11 year olds for league tables
- GCSE's= taken in Y11, graded 9-1 based on ability
- Progress 8= aimed to capture a pupils progress from the end of primary to the end of secondary
- A-levels= qualifications offered to students between the age of 16-19 which are mostly exam based

## MARXISM

- Bourdieu- middle class students have the same cultural capital as schools and therefore succeed
- Bowles and Gintis- correspondence theory- schools are organised to achieve exactly what the upper-class want- an obedient passive workforce
- Education system is rigged in terms of favouring the elite

## INTERACTIONISM

- Labelling can make a self-fulfilling prophecy in which students identify their label and act upon it
- Becker- image of an ideal pupil is based on performance, conduct, attitude and appearance
- Stephen Ball argues that the way schools put pupils into sets creates negative labels. Pupils in lower sets accept that they are low ability and underachieve. Teachers have low expectations

## FUNCTIONALISM

- The education system is an agent of secondary socialisation
- Benefits children because it allows members of society to share common norms and values that will bind them in an orderly way
- Durkheim- makes children into good members of society
- Parsons- teaches children values that may not have been taught at home
- Education system is meritocratic- fair and equal to everyone
- Schools fulfil the function of role allocation in which individuals are selected for future jobs or roles in society

## EXTERNAL FACTORS- OUTSIDE OF SCHOOL

- Socialisation= parents teach children norms, values and how to communicate
- Material deprivation= lack of money or overcrowded housing can make it difficult to study and have the right equipment
- Parent's attitude= level of encouragement and involvement can affect achievement
- Language= lacking English skills can put you at a disadvantage in education
- Policy= introduction and changing of policy is said to effect achievement, for example the removal of coursework

## INTERNAL FACTORS- INSIDE OF SCHOOL

- School ethos= character, atmosphere and climate of a school e.g. an emphasis on educational achievement
- Hidden Curriculum= pupils learn attitudes and values by participating in the daily routines of school
- Streaming and setting= pupils can be allocated into groups in three different ways; setting, streaming and mixed ability
- Self-fulfilling prophecy- given a label by the teacher which they interpret and act upon
- Subcultures= groups of children who share the same norms, values and behaviour which gives them a sense of support and status

## POLICY

- Educational Maintenance Allowance (EMA) introduced in 2010 to give financial support to poorer students to encourage them to stay in education until they are 18
- Free School Meals (FSM) were introduced in 2014 and every child in the first three years of school was eligible to receive one
- 1965- comprehensive schools were introduced
- 1988- national curriculum was introduced

## PRIVATE VS PUBLIC

- Private have smaller class sizes
- Parents have right to choose how they spend their money at private
- Better chances of getting into top universities at private school
- Private schools increase inequalities in society
- Splits society into two- those who went to private school and those who didn't

## SOCIAL CLASS

### External Factors-

- Material Deprivation= hidden costs within education such as the cost of sending a child to state school in 2013 being £1,614
- Cultural Deprivation= working class children often lack the appropriate attitudes, norms and values that are necessary to succeed in education
- Parents Attitude= Bourdieu- middle class children are at an advantage because they have the right kind of cultural capital- the more cultural capital you have the more successful you will be in education
- Speech Pattern= Bernstein
  - Elaborated code= middle class, complex sentences and a greater vocabulary
  - Restricted code= working class, simple sentences and limited vocabulary

### Internal Factors-

- Teacher/pupil interactions= teachers are involved in making judgements and classifying students
- Setting and streaming= working class children are more likely to be placed in lower sets and middle class children in higher sets
- Working –class subculture= some pupils rebel and form anti-school subcultures which is particularly true with working class boys

## GENDER

### External Factors-

- Legal Reforms= changes in law have allowed women to be more involved in the labour market which inspires them to work harder in education
- Changing expectations= women now look beyond just being a housewife and a mother as their only roles
- Socialisation= parents tend to buy girls different toys which encourage their language skills. Boys relate to their peers by being active, whereas girls relate by talking. Puts girls at an advantage as schools are essentially a talking environment

### Internal Factors-

- Hidden Curriculum= argued to create gender roles amongst boys and girls
- Teacher/pupil interactions= teachers have different expectations of girls which has been suggested to be due to a 'feminisation of education'
- Subculture= male peer group often devalues schoolwork and boys may achieve peer group status by being disruptive in the classroom

## ETHNICITY

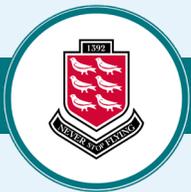
### External Factors-

- Material Deprivation= ethnic minority groups are more likely to face problems like poor quality and overcrowded housing, which may affect achievement levels at school
- Cultural Deprivation= different ethnic groups place different levels of importance on the education
- Language= for many ethnic minority groups English is not their first language which places them at an immediate disadvantage
- Parental Support= difficult to support their children if they don't know English

### Internal Factors-

- Racism= can be argued that the school system is institutionally racist as policies may unintentionally discriminate ethnic minority groups
- School curriculum= argued the UK has an ethnocentric curriculum in which is based around British knowledge and traditions
- Teacher/pupil interactions= teachers may hold stereotypes of particular groups of students
- Subcultures= boys from the same ethnic group often form subcultures within school for support which could effect levels of achievement

# Crime and Deviance



## SOCIAL CONSTRUCTIONS OF CRIME AND DEVIANCE

- Crime= act punishable by law, e.g. manslaughter
- Deviance= a behaviour that doesn't conform to a society's norms or rules
- Not all illegal acts are deviant, e.g. parking on double yellow lines
- Social construction= the way that crime and deviance vary from society to society
- Historical variation= what is considered different can change over time e.g. attitudes to smoking. Also with what is seen as a crime. E.g. suicide was illegal until 1961
- Cultural variation= crime and deviance can vary between cultures and societies. E.g. Divorce is illegal in the Philippines

## SOCIAL CONTROL

- Formal social control: control of people's behavior based on written laws and rules. Formal social control is usually associated with the ways the state regulates and controls our behavior. The agencies of formal social control include the police force, courts and prisons
- Informal social control: control of people's behavior based on social processes such as the approval or disapproval of others. Informal social control is enforced via peer pressure. The agencies of informal social control include peer groups and families
- Negative sanctions: sanctions that punish those who do not conform to the group's expectations, for example by ignoring them
- Positive sanctions: sanctions that reward those who behave according to the groups' expectations, for example through praise
- Social order: this occurs when society is stable, ordered and runs smoothly without continual disruption
- Agencies of social control: the groups and organizations in society that control or constrain people's behavior and actions. Examples include, family, religion and the media
- Policing= formal social control- e.g. protecting and serving the public
- Functionalism= police do a good job for society as they socialise the public through teaching them issues such as speeding
- Marxism= police keep the ruling class in charge, stop the workers from protesting and stealing the ruling classes wealth
- Judiciary= all the legal institutions that work together to decide what happens when laws are broken
- Functionalism= judiciary plays an important role for society as it takes bad individuals out of society

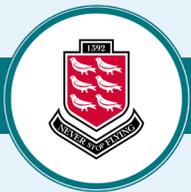
## SOURCES OF DATA ON CRIME

- Official statistics- police are expected to carry out the role of collecting data as the government needs these to decide where to target police resources
- Main source of official statistics is ones that are reported and recorded by the police
- Victim survey- asks a sample of people which crimes have been committed against them and whether they have been reported
- Self-report study- where people, usually in a small focus group are asked to talk about crimes they have committed
- Usefulness of sources of data on crime
  - Dark figure of crime- high levels of crime that are not represented in statistics
  - Unreported and unrecorded crime
  - Police bias and labelling
  - Moral panics
  - Invisible crime such as domestic violence because they can only be proven if the victim speaks out

FUNCTIONALISM	MARXISM	FEMINISM	INTERACTIONISM
<ul style="list-style-type: none"> <li>• Durkheim- <ul style="list-style-type: none"> <li>• Crime in small amounts is necessary for society to function</li> <li>• Crime can perform a function within society</li> <li>• A society without crime is impossible</li> </ul> </li> <li>• Functions of crime <ul style="list-style-type: none"> <li>• Re-affirming the boundaries of society- every time a crime is committed the public is reminded of what happens when boundaries are crossed</li> <li>• Changing values- public outcry of a crime can lead to a change of values and laws</li> <li>• Social Cohesion- when a horrific crime has happened the community joins together for shared outrage</li> <li>• Safety Valve- deviant acts may be a form of pressure release</li> </ul> </li> <li>• Strain Theory- Merton's theory- strain between socially accepted goals and socially accepted ways of achieving goals may lead to deviance if they can not be achieved in legal ways</li> <li>• Subculture theory- Cohen <ul style="list-style-type: none"> <li>• Some w/c youths reject mainstream norms and values because of status frustration</li> <li>• Mainstream norms and values are replaced with delinquent acts</li> <li>• Deviant subculture provides different means to gaining status</li> </ul> </li> <li>• Evaluation- <ul style="list-style-type: none"> <li>• Too much crime can have negative consequences</li> <li>• Collective conscience does not always occur in times of social change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Basis of laws- laws are made by the powerful and will essentially benefit the ruling class and reflect their interests</li> <li>• Law creation- ruling class imposes their values upon the rest of the population through agencies such as education</li> <li>• Law enforcement- different groups are treated differently within the criminal justice system</li> <li>• Individual motivation- capitalist society is based on competition and consumerism. If poorer members of society cant compete they may turn to crime</li> <li>• White-collar crime (or corporate crime) refers to financially motivated, nonviolent crime committed by businesses and government professionals</li> <li>• William Chambliss argues that the ruling class is able to control what laws are passed and therefore what is defined as crime. He also argues that crimes committed by the wealthy and the middle class are treated less seriously than those committed by the poor or working class.</li> </ul>	<ul style="list-style-type: none"> <li>• Pat Carlen studied 39 women intensively using in-depth interviews. She found that society offered women a "class" and a "gender" deal, where certain behaviors were seen as acceptable. Women who committed crime rejected these "deals" because they didn't get to have the good lives that society seemed to promise them.</li> <li>• Frances Heidensohn argues that women appear to commit less crime than men because they are controlled in three ways. <ol style="list-style-type: none"> <li>1) At home, because they are socialised into the role of housewives and mothers.</li> <li>2) In public, because they fear being victims of crime or seen as being "bad" for being out in public.</li> <li>3) At work, because women are seen as less important than men and are the victims of sexual harassment.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Labelling theory tries to explain why only some people and some acts are defined as deviant or criminal and why some are not</li> <li>• Suggests that most people commit deviant and criminal acts but some are caught and labelled for it</li> <li>• Interactionists focus on what is defined as crime and deviance and how people react to it, rather than looking at the causes of the initial act</li> <li>• Argued that young black males are more likely to be stop and searched due to a police officers' belief that they are more likely to offend than any other social group</li> <li>• Becker's Rational choice theory implies that criminals are rational in their decision-making, and despite the consequences, that the benefits of committing the crime outweigh the punishment</li> </ul>

GENDER	ETHNICITY	CLASS	AGE
<p>Gender</p> <ul style="list-style-type: none"> <li>Statistics- <ul style="list-style-type: none"> <li>Men are 60x more likely to be found guilty of sex offences</li> <li>Men are 7x more likely to be found guilty of criminal damage</li> <li>In 2017- 81,000 men and 4,000 women were in prison</li> </ul> </li> <li>Why do differences between genders exist? <ul style="list-style-type: none"> <li>Inaccurate statistics- women's crimes are less likely to be reported and therefore not represented in statistics</li> <li>Different socialisation- males are socialised into being more aggressive and rough</li> <li>Opportunities to commit crime- girls are more likely to spend time with friends in their bedrooms where as boys are more likely to be out on the streets with their friends</li> <li>Social control- men may have more control over women and men may enforce women into family-centered roles, therefore not giving them the opportunities to commit crime</li> <li>E.g. Heidensohn- argues men commit more crimes than women because there is greater control over women in a patriarchal society</li> <li>Chivalry Thesis- women offenders are seen as less guilty as they are more vulnerable and in need of protection</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>According to the Ministry of Justice in 2014, compared to white people, black people were- <ul style="list-style-type: none"> <li>Over twice as likely to be cautioned by the police</li> <li>Around three times as likely to be arrested</li> <li>Five times more likely to be in prison</li> </ul> </li> <li>Other stats- <ul style="list-style-type: none"> <li>Home office data- more than 12% of around 36,000 cases between 2010 and 2015, the person against whom tasers were used was black and African-Caribbean origin or of mixed white and African-Caribbean origin. Black people only make up 4% of the population</li> <li>32% of Asian offenders are sentenced to immediate custody compared to 27% of white offenders</li> </ul> </li> <li>Why do differences between ethnicities exist? <ul style="list-style-type: none"> <li>Inaccurate statistics- not all crimes are reported and recorded</li> <li>Labelling- racism and racial stereotyping in police culture and practice means that the behaviour of black and Asian individuals is more likely to be labelled as criminal. E.g. during stop and search checks</li> <li>Institutional Racism- culture of the police, who are mainly white, tends to label particular groups and take some ethnic groups less seriously</li> <li>Social Class- higher levels of crime by black individuals could be linked to their social class- more likely to experience poverty and social exclusion</li> <li>Media reinforcing views- reporting of criminal activities by certain groups of people, black youths become seen as a threat</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Link between a person's social class and the likelihood that they will be convicted of a crime</li> <li>Why do differences between social classes occur? <ul style="list-style-type: none"> <li>Inaccurate statistics</li> <li>Socialisation- developing norms and values from parents</li> <li>Material deprivation may influence them to turn to crime</li> <li>Education- working class youths are more likely to be in lower streams and therefore end up in lower paid jobs which may lead to them turning to illegal ways to make money</li> <li>Anomie- goals and the means to achieve them. People may turn to illegal ways to achieve their goals instead of legally</li> <li>Labelling- once identified and labelled as a criminal, people are more likely to become criminals</li> </ul> </li> <li>White collar crime- committed by middle-class individuals in the course of their work</li> </ul>	<ul style="list-style-type: none"> <li>Statistics- <ul style="list-style-type: none"> <li>Peak of age offending in England and Wales is 17</li> <li>After age 25 there is a steep drop in offending as people take on tasks such as wage earners, parents spouses</li> <li>Young people are more influenced by peer pressure</li> </ul> </li> <li>Why do differences between age groups exist? <ul style="list-style-type: none"> <li>Status Frustration- Cohen argues that young people especially are frustrated at their lack of independent status in society</li> <li>Social Class- Miller suggested that lower working class young males are more likely to engage in criminal activity than middle-class men</li> <li>Socialisation- some young people are inadequately socialised or have to learn criminal norms and values in the family through having criminal role models</li> <li>Police stereotyping- police often see young people as a source of problems in society and this stereotype involves them in spending more time observing and checking on young people</li> </ul> </li> </ul>

# Social Stratification



# WHAT IS SOCIAL STRATIFICATION?

## KEY TERMS

- Achieved status- social status gained by an individual as a result of educational qualifications and/or success in their career
- Aristocracy- an elite social group with inherited titles
- Ascribed status- social standing given to an individual on the basis of inheritance
- Class- a type of social stratification based on economic factors
- Elite- a minority group who have power and influence over other members of society
- Estate- a type of social stratification based on the ownership of land and feudal duties
- Gentry- a group of landowners with social standing below the aristocracy
- Hierarchy- the organisation of society into a rank order of importance
- Monarchy- a political system that has hereditary heads of state
- Slavery- a system in which individuals can become the property of another
- Social inequality- differences between the members of society in terms of wealth, class, status and power

## TYPES OF SOCIAL STRATIFICATION

- Sociologists identify 4 different systems of stratification that have existed in human society
- 1 Slavery
  - People who become the property of other members of society
  - Greek and Roman empire used slaves for basic forms of labour and domestic work
  - African tradition of slavery anticipated that slaves would eventually be released
  - Europeans exploited this tradition to form the Transatlantic Slave Trade
  - Modern slavery exists when vulnerable individuals are exploited, for example, migrant workers who are trapped in employment in a foreign country that they are not free to leave
- 2 Caste
  - A form of ascribed status found in India and is based on Hindu religious belief, in particular the idea of reincarnation
  - The caste that a child is assigned at birth is linked to the occupation of their parents ancestors
  - People at the lowest level are believed to be suffering a punishment for their behaviour in a previous life
  - Individuals at the lowest level of society are the 'untouchables' who were employed in impure activities
  - In present day India, it has even been a factor in acts of violence as some individuals remain in their caste for life
- 3 Estates
  - The feudal system in medieval Europe involved the idea of different social groups and entitlement to the ownership of land
  - at the top of the system in the first estate were the members of aristocracy and the gentry
  - The ownership of land was granted by the monarchy to powerful aristocrats, who then divided the land they have been given between their followers
  - The Christian Church formed a second estate in which powerful members of the church were given grants of land
  - A third estate was commoners, including serfs and peasant farmers who worked on the land, together with merchants and craftsmen
- 4 Class
  - Different to the other systems as its possible for an individual to move relatively easily between owner and slave or between a feudal lord and its followers

# FUNCTIONALIST VIEW ON SOCIAL STRATIFICATION

## THE NEED FOR POVERTY

- Functionalists believe that societies have needs that must be met to keep them working
- Society needs poverty as a form of motivation
- Nobody wants to be poor which encourages people to work
- The rewards come with being at the upper levels of society

## REWARDS

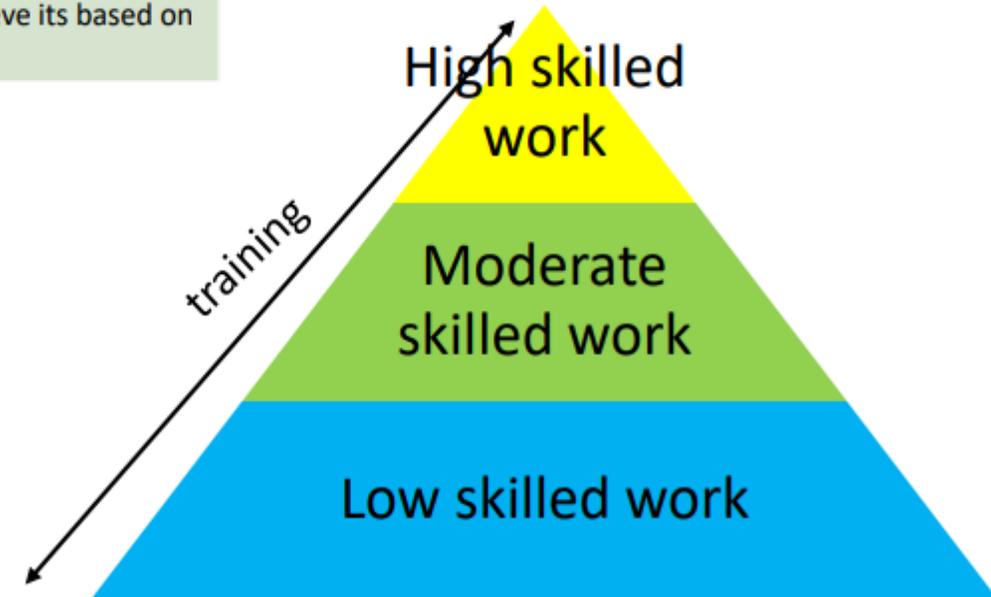
- Some jobs are rewarded with high status and privilege
- Status and prestige mean that the people who do the jobs are seen as very important and are to be respected
- Also comes with the reward of lots of money
- Without great rewards people wouldn't dedicate themselves to the training needed for the top jobs

## ROLE ALLOCATION

- Davis and Moore
- People will get a job that matches their ability and the effort that they are prepared to make
- Some of these positions are functionally more important for society than others
- These functionally important roles are difficult to fill and require people with exceptional talent, skills and abilities
- Only of which a minority have
- Without rewards this would not happen
- Without rewards we could not be sure that people would try their best at their jobs
- Functionalists argue that most people see the inequality of the stratification system as fair as they believe its based on agreement or consensus

## EVALUATION

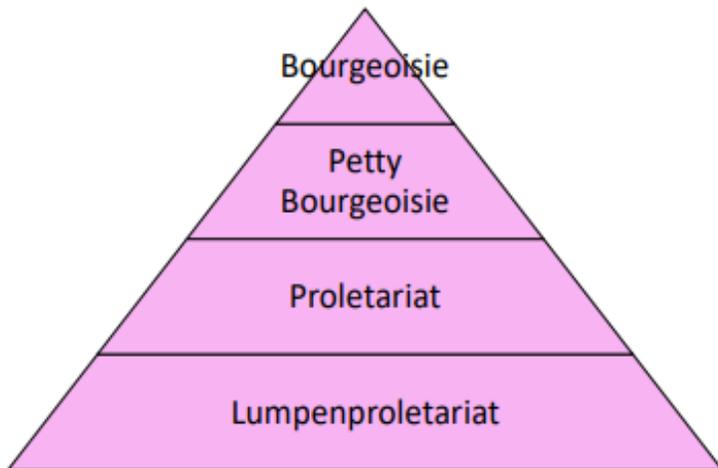
- Tulmin claims that the functionalists are wrong because not everyone in society has an equal chance
- He also argues that not all jobs come with the rewards they deserve
- Critics reject the idea that society is meritocratic, that equal opportunities exist and that social mobility is widespread



# MARXIST VIEW ON SOCIAL STRATIFICATION

## MARXIST HISTORY

- Marx agreed with functionalists that societies in history have had inequality and a stratification system
- However, he said that in human history all societies were divided into two main groups which were master and slave or lord and serf
- E.g. in Medieval times in England it was still divided into lords and serfs or peasants
- Marx also believed that before Ancient times, humans had lived more equally



## CAPITALISM AND EXPLOITATION

- Marx's idea about modern societies was that they are capitalist in which we are divided into two groups
- Bourgeoisie- owned the means of production
- Proletariat- working class people who worked for the bourgeoisie
- Marx believed that in this system will always end in conflict
- Workers will always be paid more money and the owners will always want them to pay less
- Marx believed that the owners will always want to take advantage of their workers, and pay them as little as they can
- Taking advantage of people like this is known as exploitation
- Also believed that conflict would end only when the workers realised how badly they were being exploited which would result in them rising up and taking the power from the ruling class, creating a more equal society

## POWER

- Marx highlighted the link between social class and power
- Due to their economic power, the bourgeoisie also held political power
- Used this to further their own interests
- The bourgeoisie's position was justified by ruling-class ideology
- For example, values and ideas about freedom disguise exploitation and oppression
- This ruling-class ideology led to a false class consciousness
- Marx believed the proletariat would rebel leading to a revolution as he thought that the bourgeoisie would shrink in size and get much richer
- The fierce competition would result in members of the petty bourgeoisie sinking into the proletariat making it bigger

## CRITICISMS OF MARX

- A social revolution has not occurred in Britain
- Feminists argue that Marx and Marxists focus on class at the expense of gender division
- Sociologists highlight vast differences in the distribution of wealth between property owners and workers in contemporary society

# WEBERIAN VIEW ON SOCIAL STRATIFICATION

## WEBER

- Accepted that social class was essentially about economic factors
- Did not share the Marxist idea that society was broadly divided between the capitalist class and the working class
- Deciding factor with regards to class was market situation; some workers were more skilled than others and therefore able to command a larger salary and more job security
- Weber thought that to put these skilled workers in the same group as unskilled workers and to describe them as the 'working class'
- Believed that people within each particular class would enjoy broadly similar life chances
- Did not believe in the inevitable collapse of capitalism, although he did recognise that those who occupied a common market position might take collective action to improve their situation

## CRITICISMS OF WEBER

- Marxists argue that Weber's many layered view of class based on market situation hides the fundamental distinction between those who own the means of production and those who work for them
- Ideas of Weber have been redefined by later generations of sociologists

## STATUS

- Term sociologists use to describe the level of prestige or importance attached to a particular group or individual within society
- In Weber's view different social classes compete with each other for a greater share of status
- Weber theorised that people make judgements about others and confer status upon them largely based on their patterns of consumption rather than production
- Status and power overlap but not as closely as what Marxists suggest
- Explains why some individuals and groups in society have higher status but less economic worth

## POWER

- Weber used the term party to describe not just political parties but also any organised group that sought to exercise power e.g. trade unions
- Theorised that these groups compete for power in a similar way that classes compete for a share of status
- Did not believe that economic wealth automatically brought with it greater power than that which can be exercised by a politician or a trade union leader for example



# FEMINIST VIEW ON SOCIAL STRATIFICATION

## PATRIARCHY AND SOCIAL CLASS

- Social class was very much based on the occupation of the head of the household who was always nearly a man
- When feminist sociologists started to write they accused sociology of being sexist and male dominated
- Call the male-dominated way that society is organised patriarchy

## EVALUATION

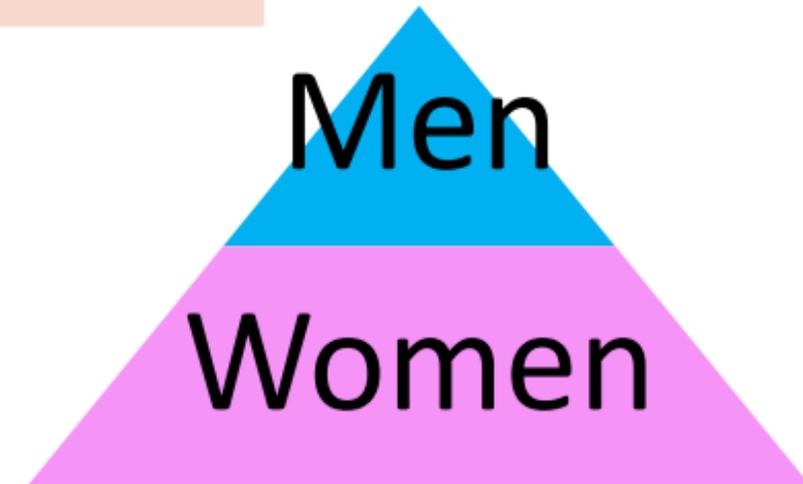
- Many sociologists would argue that feminists haven't considered that we now have greater equality within society
- Focuses on the negatives of society
- Marxists criticise Walby for ignoring patriarchy and capitalism

## DISCRIMINATION IN A PATRIARCHAL SOCIETY

- In the UK, women were not allowed to vote until after WW1
- In the 19<sup>th</sup> century there was restrictions on women being allowed to own property or get divorced
- In more recent times, women have had to fight to get equal pay in the workplace
- Equal Pay Act was passed in 1970
- In 1975 laws were introduced to stop discrimination against women when applying for jobs
- Social norms and expectations for women are still very different from those of men
- Women are socialised differently from men in the family, at school and through the media
- Feminists argue that typically men are lower down the stratification system
- Sylvia Walby, Patriarchy ' a system of social structures and practices in which men dominate, oppress and exploit women
- Anne Oakley- Dual burden- women have two jobs, one inside the home and the other outside the home
- Marsden- Triple shift- paid work, domestic work and emotional work

## TYPES OF FEMINISM

- Liberal= celebrate the progress made in improving women's position in society, its only a matter of time until more women move into politics and higher paid managerial roles at work
- Radical= there is still gender inequality and that it is patriarchy that creates the division between the sexes. Argue all men oppress women



# POWER

## WEBER'S DEFINITION OF POWER

Rational Authority	<ul style="list-style-type: none"><li>• Formal type of rule-based authority that has been compared to behaviour found in the military</li><li>• Officer's authority rests on the power to give orders that should be obeyed without question in recognition of their status and ability to lead</li><li>• Rules and procedures that are generally believed to be fair and impartial</li></ul>
Traditional Authority	<ul style="list-style-type: none"><li>• A form of power based on established customs and inherited status</li><li>• Can be explained by looking at the traditional role of the monarchy and the aristocracy</li><li>• The power of Kings and privileges of aristocrats were originally based on their ability to use armed forces</li></ul>
Charismatic Authority	<ul style="list-style-type: none"><li>• Weber saw charisma as 'a certain quality of an individual personality' by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman powers or qualities</li><li>• E.g. Jim Jones from the Peoples Temple</li><li>• The authority of charismatic leaders is often informal and rests on, not on tradition but on a rational basis</li></ul>

## SOURCES OF POWER

Coercion	<ul style="list-style-type: none"><li>• Involves the use of force</li><li>• We obey an individual or group because we feel we have no choice we are forced into obeying against our will</li><li>• Coercive powers include the threat, or use, of physical violence or torture</li><li>• Kidnappers exercise coercive power when they demand a ransom or receive a payment for the release of hostages</li></ul>
Authority	<ul style="list-style-type: none"><li>• Exercised over us when we willingly obey an individual or group because we think it is right to do so</li><li>• Force is unnecessary because they choose to obey</li><li>• E.g. a teacher exercises authority over students in a classroom when they willingly complete home learning and hand it in on time</li></ul>



# FACTORS AFFECTING LIFE CHANCES- GENDER

## EVIDENCE

- Education= women are 35% more likely to go to university than men
- Crime= 5% of the prison population are female
- Income and wealth= women earn 18% less than men, often due to childcare commitments and part time contracts
- Health= 70% of reported victims of domestic violence between April 2013 and March 2016 were female
- Family= Dual burden- Oakley, Triple shift- Marsden and Duncombe
- Work= Glass ceiling- in education 2/3 of teachers are female but only 1/3 of head teachers are female
- Media= only 5 corporations, all with male CEO's control 85% of the entertainment industry. Male Gaze- Laura Mulvey
- S&C= In the 2015 general election, 191 women were elected as MP's- 29% of the total (this is the highest ever recorded)

## PATRIARCHY

- Latin which translates to 'rule by fathers'
- It is a social system in which men have no power over women and feminists would say you can see this in many different institutions
- Walby= patriarchy is oppressing women in the following situations-
  - Paid work
  - Household production
  - Culture
  - Sexuality
  - Violence
  - The state

## FACTORS AFFECTED BY PATRIARCHY

Paid work	<ul style="list-style-type: none"> <li>• In the working world, women suffer from discriminatory pay, unfair treatment and often find themselves in less demanding roles than their male counter parts</li> <li>• Glass ceiling= an invisible barrier stopping women getting to the top jobs (sexism in the work place)</li> </ul>
Household Production	<ul style="list-style-type: none"> <li>• Walby= individual men still benefit from women's unpaid labour</li> <li>• Women still do most of the housework and childcare</li> <li>• However, easier divorce means women are not trapped by marriage but liberation from marriage can mean women move into poverty</li> </ul>
Culture	<ul style="list-style-type: none"> <li>• The media continue to show women as either sexually glamorous, or wives and mothers, while men were shown in positions of power</li> <li>• In the top 500 films of 2007 to 2012 there was a ratio of 2.25 male actors to 1 female actor</li> <li>• Male gaze= seeing women through the eyes of a heterosexual male</li> </ul>
Sexuality	<ul style="list-style-type: none"> <li>• Different rules apply to both genders in social norms and expectations regarding sexual behaviour</li> <li>• Sexual double standards</li> <li>• Names and labels given to men and women vary in terms of sexuality</li> </ul>
Violence	<ul style="list-style-type: none"> <li>• While violence towards women was officially condemned, the state intervened infrequently and women who sought help from male violence were often humiliated</li> </ul>
The State	<ul style="list-style-type: none"> <li>• Women are unlikely to have formal power and representation</li> </ul>

# FACTORS AFFECTING LIFE CHANCES- GENDER

## IMPROVING THE POSITION OF WOMEN

Legislation	<ul style="list-style-type: none"><li>• Equal Pay Act 1970- makes it illegal to pay women less than men for work of equal value</li><li>• Sex Discrimination Act 1975- outlaws discrimination at work</li><li>• Since 1975 the pay gap between men and women has halved from 30% o 15%</li></ul>
Impact of feminism	<ul style="list-style-type: none"><li>• Since the 1960's the feminist movement has challenged the traditional stereotype of a woman's role of just being a mother a housewife</li><li>• Although feminists argue that we have not yet achieved full equality between the sexes, the feminist movement has had considerable success in improving women's rights and opportunities through changes in life</li></ul>
Female Role Models	<ul style="list-style-type: none"><li>• Increasing number of women in top jobs that act as role models for women</li><li>• E.g. Michelle Obama or Ellen Degeneres</li><li>• An increasing number of organisations that act as role models and support women e.g. girls just wanna have fundamental rights</li></ul>

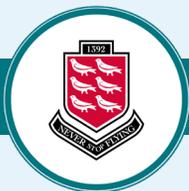
## MASCULINITY

- Crisis of masculinity= some men are unsure how they are supposed to act, what their position is now. Some men feel that their masculine position is threatened as they are expected to be more involved with the home and childcare
- How have things changed for men?
  - Norms and Values= different expectations of men. E.g. expected to take a larger role in childcare. Idea of a new man and new male role models who are more concerned with their appearance e.g. James Charles
  - Workplace= decline of traditional working class jobs and unskilled jobs which gave men a masculine identity. Been an increase in female employment and male unemployment. More women in top jobs such as in Parliament
  - Family= increase in house-husbands. More married working and loss of breadwinner role and authority in the home. Sharing of household tasks and childcare
  - Education= girls overtaking boys in terms of educational attainment at GCSE and A-level, feminisation of schools



# FACTORS AFFECTING LIFE CHANCES- DISABILITY

<b>EDUCATION</b> Between 2006-2011 the % of pupils at the end of KS4 achieving 5 or more GCSEs at A*-C increased from 20% to 60% of students with SEN	<b>CRIME</b> Disabled people are significantly more likely to be victims of crime Amongst 16-34 y/o 39% of disabled people reported being a victim of crime compared to 28% of non disabled people
<b>INCOME AND WEALTH</b> Disability pay gap= 13.6% According to scope life costs you £570 more on average a month if you're disabled	<b>HEALTH</b> On average, the life expectancy of women with a learning disability is 18 yrs shorter than in the general population and 14 yrs shorter for men
<b>FAMILY</b> Goffman called "courtesy stigma" when individuals stigmatize the entire family because of the child's disability	<b>MEDIA</b> Shakespeare (1991) the media continues to use negative and un-empowering stereotypes for disabled people
<b>WORK</b> Equality and human rights commission (2014) found disabled people are less likely to be in employment, than non-disabled people. The overall employee rate 35%/ 65% non disabled	<b>S&amp;C</b> Channel 4 is commended for its coverage of the Paralympics and the last leg. However, there has been less coverage since



# Research Methods



## RESEARCH DESIGN

- Aim= purpose of the investigation
- Hypothesis= relationship between 2 factors
- Quantative data= numerical data e.g. tallying up responses in a questionnaire
- Qualitative data= worded data through opinions and thoughts e.g. open questions

## PILOT STUDY

- Rehearsal of the main experiment
- Find and iron out problems in the method

## PROBLEMS IN RESEARCH

Practical	<ul style="list-style-type: none"><li>• Time- how long will it take?</li><li>• Access- will I gain entry?</li><li>• Cost- will it be cost effective?</li></ul>
Ethical	<ul style="list-style-type: none"><li>• Informed consent- being told the purpose</li><li>• Confidentiality- personal details of participants kept private</li><li>• Harm- are the ppts at risk?</li></ul>
Theoretical	<ul style="list-style-type: none"><li>• Validity- accurate to the world</li><li>• Reliability- if repeated same results are found</li><li>• Generalisability- applying to other settings</li></ul>

## LONGNITUDINAL STUDY

- Group of people studied over a long period of time
- + Provide large amounts of detailed data
- Time consuming and expensive

## PRIMARY SOURCE

- Type of data collected by the researcher themselves
- Can involve both quantative and qualitative data

## SECONDARY SOURCE

- Types of data that already exist e.g. the census
- Can involve both quantative and qualitative data

## CASE STUDIES

- Detailed observation of one person over a period of time
- Can reveal important sociological insights
- Can use a variety of methods
- + Can lead to the development of theory
- Cant generalise from the basis of one case study

## STATISTICS

- Raw data= collect themselves
- Mean, mode and range
- Standard deviation= spread of data
- Displayed in bar charts, line graphs, etc.

## SAMPLING

- Sample frame= list of target population
- Random sample= everyone has an equal chance of being picked
- Systematic= e.g. picking every 10<sup>th</sup> person from the list
- Stratified= proportionate to the total population e.g. if there was 50 men and 50 women in the total population and you need 10 participants you would choose 5 men and 5 women
- Snowball= core group which gets other people to participate
- Voluntary= people choose to participate
- Quota= e.g. picking people off the street

## SURVEYS

- Collects information about how people act and think
- Can be done by post, online and on the phone
- + Can generate large amounts of data
- + Representative picture of society
- Large amounts of data can be hard to analyse and time consuming
- Risk of participants lying making the results invalid

## QUESTIONNAIRES

- Written list of pre-determined questions
- Open= allows respondent to answer as they wish
- Closed= given pre-determined answers
- + Can easily be reproduced= likely to be reliable
- + Can be cost effective as there sent to large numbers of people
- Pre-coded responses may be biased
- Low response rate

## INTERVIEWS

- 'conversation with purpose'
- Structured= pre-determined questions
- Unstructured= can ask new questions and explore topics and areas
- + Gathers qualitative data which is in depth
- + Can produce data that is high in validity
- Interviewer bias can affect accuracy of responses
- Interviewer may ask leading questions for the answer they want

## OBSERVATIONS

- 'watching with purpose'
- Non-participant= researcher observer and records what they see
- Participant= researcher involves themselves with the group
- + Directly observe behaviour
- + Can produce detailed, qualitative data
- If participants know they are being watch they may be an observer effect
- If participants don't know there being watched it raises ethical concerns