



*'I will take responsibility for my learning, be intellectually curious and work independently at school and at home.'*



**The Regis School**  
The best in everyone™  
Part of United Learning

# SOCIOLOGY

**EXAM BOARD: TBC**

**COURSE CODE: TBC**

TOPIC NUMBER	TOPIC	TOPIC NUMBER	TOPIC
1	OVERVIEW OF SOCIOLOGICAL THEORIES	6b	KEY STUDIES : EDUCATION
2	RESEARCH METHODS	6c	KEY STUDIES : CRIME
3	ADVANTAGES AND DISADVANTAGES	6d	KEY STUDIES : SOCIAL STRATIFICATION
4	ESSENTIAL VOCABULARY FOR RESEARCH METHODS	7	SENTENCE STEMS FOR 4 AND 12 MARKERS
5a	VOCABULARY : FAMILY	8a	PRACTICE EXAM QUESTIONS : FAMILY
5b	VOCABULARY : EDUCATION	8b	PRACTICE EXAM QUESTIONS : EDUCATION
5c	VOCABULARY : CRIME AND DEVIANCE	8c	PRACTICE EXAM QUESTIONS : CRIME AND DEVIANCE
5d	VOCABULARY : SOCIAL STRATIFICATION	8d	PRACTICE EXAM QUESTIONS : SOCIAL STRATIFICATION
6a	KEY STUDIES : FAMILY		

Name: .....

Tutor Group: .....

## SOCIOLOGY SP – TOPIC 1

# Overview of Sociological Theories

### Functionalism

A theory developed by Durkheim that describes society as being in a state of balance or agreement (consensus). Each aspect of society serves a function that helps maintain society as a whole but also acting as a 'social glue' that keeps people together as a group. Without this social glue, people feel they are disconnected from wider society and experience anomie. Functionalist sociologists are interested in studying the ways in which different aspects of society function to maintain consensus and prevent anomie (a breakdown of norms). *Other important functionalist sociologists are: Parsons, Willmott and Young, Merton, Davis and Moore, Cohen*



### New Right

New Right ideas are often associated with the governments of Margaret Thatcher in Britain and Ronald Reagan in America during the 1980s. New Right thinkers believe that social welfare **systems (such as benefits)** encourage a culture of dependency that encourages people to stay on benefits rather than supporting themselves through work. They believe that this has led to the development of an underclass of people who are at the very bottom of the social scale. They place emphasis on competition to drive up standards in public services such as health care and education. *Important New Right thinkers are: Murray.*

### Weberianism

A theory developed by Weber that describes society as being in a state of conflict between those with status, wealth and power and those without. Weberian sociologists are interested in studying where power, wealth and status exists in society and how they are used by people.



### Marxism

A theory developed by Marx and Engels that describes society as being in a state of conflict between the ruling class (bourgeoisie) and the workers (proletariat) who work for them. The whole of society is organised in ways that benefit the ruling class and allow them to exploit the workers. Marxist sociologists think that the structure of society causes inequality and are interested in exposing and studying these systems of exploitation. *Other important Marxist sociologists are: Zaretsky, Bowles and Gintis, Willis.*



### Feminism

A theory developed by many different people, mostly women, that describes society as an unequal relationship between men and women that keeps them in a state of conflict. The whole of society is organised in ways that keep power in the hands of men (even though not all men may benefit from this power, or it may even be harmful to men). This system is called the patriarchy. Feminist sociologists are interested in exposing and studying this system of power and exploitation and showing how it affects women. *Other important feminist sociologists are: Delphy and Leonard, Oakley, Heidensohn, Carlen, Walby.*



### Interactionism

This differs to functionalism and Marxism because it focusses on small-scale human interactions, or how we feel about ourselves and how others make us feel. Interactionists believe that how individuals react to certain situations will depend, at least in part, on how they feel about themselves. They also believe that labels we are given by other people also affect our behaviour. For example, if we are told we are a good student, we may behave as such, and this will become our master status. They link this to the idea of the self-fulfilling prophecy. *Important interactionist sociologists are: Becker.*

- You won't be asked an exam question about these theories directly.
- You will need to know how to apply these theories to the different sociological debates.
- You will need to learn specific sociologists associated with each theory
- You will need to understand the research carried out by the sociologists, the research methods they used, and how their work can be criticised.

### USEFUL REVISION LINKS

Revision mind maps, flash cards, quizzes and more:

<https://getrevising.co.uk/resources/level/gcse/subjects/sociology>

A-Level content for deepening knowledge: <https://www.s-cool.co.uk/a-level/sociology>

Past papers and mark schemes: <https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/assessment-resources>

"Crash course sociology" YouTube videos: [https://www.youtube.com/watch?v=yIXVn-vh9eQ&list=PL8dPuuaLjXtMJ-AfB\\_7J1538YKWkZAnGA](https://www.youtube.com/watch?v=yIXVn-vh9eQ&list=PL8dPuuaLjXtMJ-AfB_7J1538YKWkZAnGA)

### STRETCH TASKS

- Research the life and work of Friedrich Engels (Marxism)
- Research Weber's ideas about social class
- Research the life and work of Talcott Parsons (Functionalism)
- Research the life and work of George Herbert Mead (Interactionism)
- Research the life and work of Harriet Martineau, who has been described as the first female sociologist.
- Find a copy of the book *The Children of Sanchez* by Oscar Lewis and write a short review

# Research Methods

STAGES OF CARRYING OUT RESEARCH	ETHICAL ISSUES	SAMPLING
<ul style="list-style-type: none"> <li>• Generate a testable <b>hypothesis</b>: a statement/question that can be investigated</li> <li>• <b>Design</b> your study: choosing the correct research methods and sampling strategy</li> <li>• Conduct a <b>pilot study</b> (practice research investigation): designed to see if the main study is feasible</li> <li>• Apply your revised research method/s by <b>collecting primary/secondary data</b></li> <li>• <b>Analyse data</b> to see if it is reliable, to make it into useful information, and to represent it using graphs/chart to investigate trends, patterns and correlations</li> <li>• <b>Draw reasoned conclusions</b> that are presented in a clear and useful manner</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consent</b> – Participants must give their consent (permission) to take part.</li> <li>• <b>Informed consent</b> – Participants must be made aware of any dangers/risks, and be made aware of their right to leave the research at any stage (right to withdraw).</li> <li>• <b>Safety</b> – Researchers have a duty to protect their participants (and research team) and not to expose them to undue risks. This includes causing emotional distress.</li> <li>• <b>Sensitivity</b> – Researchers should be sensitive when dealing with vulnerable groups.</li> <li>• <b>Debriefing</b> – At the end of the experiment, participants must be debriefed: given an explanation of the nature of research and how the experiment works.</li> <li>• <b>Confidentiality/Anonymity</b> – Researchers must respect the confidentiality of their participants. This also includes storing all relevant data securely.</li> </ul> <p><b>Not misrepresenting data</b> – Researchers must have integrity: they must be honest and not tamper with data</p>	<ul style="list-style-type: none"> <li>• <b>Random sampling</b> – This is when everyone has an equal chance of being selected.</li> <li>• <b>Systematic sampling</b> – Choosing randomly from a list. E.g. every 5<sup>th</sup>, 10<sup>th</sup> or 20<sup>th</sup> person on a register or from a list</li> <li>• <b>Stratified sampling</b> – to make the sample as representative as possible, the sample frame will be divided into a number of smaller groups, such as social class, age, gender, ethnicity etc. Individuals are then drawn at random from these groups.</li> <li>• <b>Snowball sampling</b> – This is when you ask your participants to recommend other participants</li> <li>• <b>Opportunity sampling</b> – Where the most convenient or suitable persons are picked</li> <li>• <b>Cluster sampling</b> – This is when the researcher divides the population into separate groups, called clusters. A random sample of clusters is selected from the population.</li> <li>• <b>Quota sampling</b> – interviews must question an exact quota (number) of people from categories such as females, teenagers, in proportion to the numbers in the wider population.</li> </ul>

OVERT OBSERVATION – ADVANTAGES	OVERT OBSERVATION – DISADVANTAGES
<ul style="list-style-type: none"> <li>• Can collect detailed and <b>in-depth qualitative data</b> which is likely to be high in <b>validity</b> so it can help you understand what people do and why</li> <li>• If <b>non-participant</b> then you are likely to remain apart from your research subjects and so will remain more <b>objective</b></li> <li>• If <b>participant observation</b> is used you will really understand the group under study and see things from their point of view</li> <li>• There is no deception involved in the research so nobody feels compromised</li> <li>• If <b>structured</b> using <b>grid tally observation</b> and <b>operationalised</b> terms then you can get reliable data</li> </ul>	<ul style="list-style-type: none"> <li>• Overt observations may result in the group under study changing their behaviour due to the observer – the Hawthorne effect</li> <li>• Time consuming and likely to be expensive to complete as many observations are longitudinal</li> <li>• It can often be difficult to gain access to the groups you wish to observe</li> <li>• Often difficult to take notes when observing so many researchers have to rely on their memories later which means much can be forgotten or misconstrued</li> <li>• If participant observation is used, many researchers find that they become too involved with the group they are studying and start to lose their objectivity</li> <li>• It doesn't get reliable data (participant observation is unstructured)</li> </ul>



### COVERT OBSERVATION – ADVANTAGES

- Allows the researcher to see **participants** in their natural environment – improved **ecological validity**;
- Prevents people from changing their ‘normal’ behaviour – avoids the **Hawthorne Effect**;
- Increases validity as people do not know they are being studied;
- If using **participant observation**, it allows the researcher to act as part of the group under study and to really understand things from their point of view – improved **validity**;

May allow research to be conducted upon groups that would not normally allow researchers in i.e. prostitutes, the homeless, criminals, gangs etc.

### COVERT OBSERVATION – DISADVANTAGES

- **Covert** observations have a number of associated **ethical issues**
- Difficult to gain access to the group you wish to study e.g. for a covert **participant observation**, as groups are often deviant/taboo i.e. drug dealers, gangs etc;
- Not **ethical** – difficult to morally justify spying on people;
- May put the researcher in danger if the group find out they are being researched and have not given their **consent**;
- Danger of the researcher ‘going native’ and losing their **objectivity**;
- Research conducted covertly is typically **small scale** and therefore is unlikely to be **representative** meaning **generalisations** cannot be made;

Taking notes/recording information in a covert research study would be very difficult meaning information could be forgotten/changed and therefore lessen its **validity**

### LONGITUDINAL STUDY – ADVANTAGES

- Allows a researcher to build up a picture of social life that recognises changes over time
- Helps to prevent the study from going out of date
- Allows for lots of depth and detail
- Helps the researcher to build a rapport with the participants
- Gains more valid data

### LONGITUDINAL STUDY – DISADVANTAGES

- Difficult to manage as people’s circumstances are constantly changing
- Time consuming for the researcher
- Costly for the researcher
- Data is not reliable
- Researcher may have to cope with participants dropping out of the study or moving away

## Advantages and Disadvantages

## INTERVIEWS - ADVANTAGES

- The researcher gets to speak to the **respondents** face-to-face so can persuade people to answer thus reducing the problem of **non-response**
- **Interviews** can be conducted by phone, avoiding the expense and possible issues of social **desirability/interviewer bias**
- In **unstructured** and **semi-structured interviews**, the researcher can probe to really find out what the **respondent** means, so increasing **validity**
- They produce **qualitative** data that can be used to find out about attitudes and opinions;
- Interviews are good for gathering **in-depth** and detailed information
- Questions can be rephrased and explained if respondents aren't sure what they're being asked; Group interviews allow discussions to take place to really explore feelings and viewpoints
- **Structured interviews** allow for **respondents** answers to be **compared** and are a **reliable** method
- Interviews involve **interaction** between the **researcher** and the **respondent** encouraging open and honest responses which are likely to be more **valid**
- Seeing body language helps you to **build rapport**/tell if someone is telling the truth

**High response rate** – difficult to say no to a researcher face-to-face

## QUESTIONNAIRES – ADVANTAGES

- Relatively easy and cheap to complete research therefore can target a large **sample** and gain more data
- If comprised (made up) of **closed questions**, is good for gathering **quantitative data** which can be used to compare the responses of different **social groups**
- Relatively quick and easy to complete as a **respondent** so shouldn't be any problems in terms of knowing what to do
- If **self-completion** can be completed at leisure allowing people time to complete properly and fully
- If **postal** can be sent out to a wide geographical sample and so improve **representativeness** of **data** gathered
- Often completed in private so avoids any **researcher effects**

**Standardised questions** means the **reliability** of the data gathered should be high

## INTERVIEWS – DISADVANTAGES

- Interviews are quite **time intensive** as they involve a conversation
- Can cost a lot to **conduct** as interviewers have to be trained
- **Sample sizes** are often quite small when interviews are used as a research method which may lead to issues with a lack of **representativeness** and **generalisability** of data
- Interviews are conducted in **artificial situations** therefore you can never be certain that what is said in an interview is actually what the **respondent** really thinks
- Interviews are only as successful as the researcher carrying them out, particularly true in an **unstructured interview** where **probing** is essential
- If respondents are not asked the same questions i.e. in unstructured interviews, then **comparisons** between findings are hard to make
- There is a risk of **interviewer bias** which may affect the **validity** of the data
- Sometimes **respondents** may give answers that they feel the interviewer wants to hear, so reducing **validity** – **socially desirable** responses
- Recording **errors** may reduce the **validity** of the data collected

**Respondents** can lie e.g. because they don't want to look bad in front of someone, which reduces validity

## QUESTIONNAIRES – DISADVANTAGES

- Often uses **closed questions** so unlikely to produce detailed, **qualitative** data therefore not good for finding out why people think/act as they do
- **Closed questions** may mean people have to tick an option box closest to what they think rather than what they actually think thus reducing **validity** of data gathered
- May be rushed or not taken seriously meaning answers may lack **validity**
- If **self-completion** no way of checking the person you intended to complete the questionnaire actually did so
- Problems of **non-response** may result in a **distorted sample** and thus less **representative** data
- If **self-completion** no way for **respondent** to raise any queries about any part of the method meaning that it may not be completed in the way that was intended

Any **leading questions** may bias respondents answers

### CONTENT ANALYSIS – ADVANTAGES

- Cheap to complete research – only really need some media to analyse
- Can target a **sample** and gain more data
- Easy to research - the rapid growth of the internet has made the process even easier with a vast array of media now available online to access and analyse
- Straightforward to complete research as you really just need to **tally** up the number of times each **category** in your grid/chart is shown
- **Reliable** method – others can check the **findings** by using the same **grid** and applying it to the same sample to see if they get the same results

Produces **quantitative data** which can be turned into **statistics** so various **comparisons** can be made to establish any **patterns**

### CONTENT ANALYSIS - DISADVANTAGES

- The media is often **biased** so the researcher needs to be aware that results may also be biased
- Success of the **method** depends on the quality of the **categories** - if important points are missed out then these will also be missing from the **results** which results in an incomplete picture
- If **categories** aren't clearly **operationalised** then there will be a lack of consistency when completing research leading to issues of **reliability** - especially important if research is being completed by a team as they would all be recording different information in different categories.
- The **quantitative data** produced will not be detailed or **in-depth** or explain why the content is as it is, leading some researchers to question its usefulness

Results are often based on the judgements and opinions of just one person, which is likely to make any conclusions **biased**

### OFFICIAL STATISTICS - ADVANTAGES

- Many **official statistics** are freely available to researchers and the general public.
- Easy to **access** and to navigate by using the ONS website.
- Enable us to make comparisons between social groups and regions, for example the UK National Census
- Enable us to make **historical comparisons** over time because they often go back a long way.
- Allow us to spot **trends**, find **correlations** and make **generalisations**.

Allow the research to remain detached so there is less room for the **subjective bias** of the researcher to interfere with the research process.

### OFFICIAL STATISTICS – DISADVANTAGES

- **Statistics** are free, but they are **expensive** and **time consuming** to collect.
- The data which exists and the **categories** and **indicators** used might not fit a researcher's specific research purposes.
- Some Official Statistics lack **validity**, for example crimes may go **unreported** and so aren't counted.
- The way that some **social trends** are measured changes over time – sometimes making **historical comparisons** difficult.

Official statistics may also lack **validity** because they are collected by the state and massaged to make things look better than they actually are.

## Essential Vocabulary for Research Methods

<b>1. Hypothesis</b>	A supposition, hunch or informed guess, usually written as a statement that can be tested and then either supported by the evidence or proved wrong.
<b>2. Ethical issues / considerations</b>	Issues such as informed consent and confidentiality that sociologists must consider in order to conduct morally acceptable research.
<b>3. Data: Qualitative and Quantitative</b>	<b>Qualitative:</b> information presented as words or quotations. <b>Quantitative:</b> information presented in numerical form, e.g. as graphs, tables of statistics.
<b>4. Research methods: primary &amp; secondary</b>	<b>Primary:</b> information that is generated and collected at first hand by doing research using techniques such as questionnaires, interviews or observation. <b>Secondary:</b> information that already exists and has previously been generated by or collected by other people. Sources include official statistics, the mass media, autobiographies, and sociological studies.
<b>5. Sample</b>	A subgroup of the population selected for study. See knowledge organiser for different sampling methods.
<b>6. Questioning: open and closed</b>	<b>Open:</b> a question that allows respondents to put forward their own answers rather than chose a response from several pre-set answers. <b>Closed:</b> a fixed-choice question that requires the respondent to choose between number of given answers.
<b>7. Observer/Hawthorne Effect</b>	In an observation, individuals or groups of people may modify, change or improve an aspect of their behaviour because they are aware they are being observed. It can affect the validity of the findings.
<b>8. Validity</b>	Findings are valid if they truly measure or capture what they are supposed to be studying.
<b>9. Reliability</b>	Refers to consistency. Research findings are reliable if, after the research is repeated a second time using the same methods, the same or consistent results are obtained the second time round.
<b>10. Representative sample</b>	Reflects the characteristics of its population. It is just like the population but a smaller version of it.
<b>11. Generalisability</b>	In designing their study, researchers think about the extent to which their findings can be applied to the larger population of which their sample was a part.
<b>12. Sampling frame</b>	A complete list of all members of the population from which a sample is drawn. Examples include membership lists, school registers and the Royal Mail's list of postcode addresses.
<b>13. Triangulation</b>	Cross checking the findings from a qualitative method against the findings from quantitative method. Doing this can improve the validity/generalisability of the research.

<b>14. Mixed methods research</b>	The use of different methods within one project to generate both quantitative and qualitative data
<b>15. Content analysis</b>	The analysis of documents and images (e.g. media products) by constructing a set of categories, coding sections of the content according to these categories, and then counting the number of times a theme appears.
<b>16. Pilot study</b>	A small-scale trial that is carried out. This is done prior to the main study. It is carried out in order to test that there are no flaws in the methodology of the main research.
<b>17. Case study</b>	A detailed study of a particular institution (such as a school or hospital) or a series of related events (such as the moral panic surrounding teenagers wearing hoodies).
<b>18. Confidentiality</b>	An agreement that all information (e.g. gathered from research participants) will only be access by those who have the authority and permission to access it.
<b>19. Ethnography</b>	The study of people's culture and practices in everyday settings, usually based on qualitative methods such as participant observation and unstructured interviews.
<b>20. Focus group</b>	A type of group interview that focuses on one particular topic. It explores how people interact within the group and how they respond to each other's views.
<b>21. Longitudinal study</b>	A study of the same group pf people conducted over a period of time. After the initial survey or interview has taken place, follow-up surveys or interviews are carried out at intervals over a number of years.

## Useful links

Key terms: <https://www.tutor2u.net/sociology/topics/group/theory-methods-key-terms>

Useful case studies: [https://getrevising.co.uk/revision-notes/sociological\\_case\\_studies\\_unit\\_1\\_family\\_brief](https://getrevising.co.uk/revision-notes/sociological_case_studies_unit_1_family_brief)

Pros and cons flashcards: <https://quizlet.com/82191741/sociology-research-methods-pros-and-cons-flash-cards/>

Pros and cons of research methods: <https://getrevising.co.uk/revision-notes/sociology-research-methods-advantages-and>



## Vocabulary : Family

ESSENTIAL VOCABULARY	
<b>1. Nuclear family</b>	Two generational families containing a heterosexual married or cohabiting couple and their dependent children.
<b>2. Extended family</b>	Group of relatives extending beyond the nuclear family but have regular contact.
<b>3. Reconstituted family</b>	A blended or stepfamily in which one or both partners have a child/ren from previous relationships living with them.
<b>4. Social stigma</b>	Disapproval of a person based on perceived characteristics.
<b>5. Patriarchy</b>	Male dominance over women.
<b>6. Household</b>	Made up of people who live in one unit.
<b>7. Double shift</b>	When a woman takes on a career and the housework. This then can lead to the triple shift, which also involves emotional support.
<b>8. Primary socialisation</b>	How a child is taught the norms and values of a society.
<b>9. Monogamy</b>	Being married to just one person. This can be serial monogamy, which is when you may divorce and then get remarried.
<b>10. Cohabiting</b>	Live together but are not married.
<b>11. Dysfunctional families</b>	Conflict, emotional distress and potential abuse. (This is used to criticise the functionalist perspective as it ignores dysfunctional families in its findings).

DESIRABLE VOCABULARY	
<b>12. Empty Nest</b>	When the children have moved out and no longer live with their parents.
<b>13. Canalisation</b>	The way a parent channels their children's interest into toys / games and other activities.
<b>14. Egalitarian Families</b>	Sharing power between members of the family.
<b>15. Principle of stratified diffusion</b>	Social changes start at the top of the social class system and work down (Young and Willmott, 1973)
<b>16. Polygamy</b>	Practice of having more than one spouse.
<b>17. Polygyny</b>	Man has 2 or more wives.
<b>18. Polygandry</b>	Woman has 2 or more husbands.
<b>19. Instrumental role</b>	Men take on this role as the breadwinner (Parsons, 1959).
<b>20. Expressive role</b>	Women take on this role as the housewife and mother (Parsons, 1959).
<b>21. Joint conjugal roles</b>	No rigid division of household tasks. Shared leisure activities.
<b>22. Segregated conjugal roles</b>	Division in domestic labour due to gender. Separate leisure activities.
<b>23. Symmetrical family</b>	Spouses perform different tasks but both contribute to the home.

# Vocabulary : Education

## ESSENTIAL VOCABULARY

<b>1. Formal curriculum</b>	The timetabled subjects taught in schools, such as English, Maths, Religious Studies and Spanish. This is called direct learning and refers to the formal things that you learn (for example in a GCSE course).
<b>2. Hidden curriculum</b>	Things learned indirectly in school that are not formally taught, such as valuing punctuality, or conformity and obedience. Occurs through things like assemblies, tutor periods, the attitudes and behaviours of staff in school.
<b>3. Labelling</b>	The process of attaching a label (a sticky tag), characteristic or definition to individuals or groups. For example, labelling a middle class student as someone who is clever/bright.
<b>4. Self-fulfilling prophecy</b>	This occurs when a person who has been labelled comes to fit the image people have of them; i.e. the prediction becomes true.
<b>5. Meritocracy</b>	A system in which individuals' achievements are based on their own talents and efforts rather than their social origins and backgrounds. Functionalists would agree with this.
<b>6. Material deprivation</b>	Refers to the inability of individuals or households to afford the goods and activities that are typical in a society at a given point in time.
<b>7. Teacher Expectations</b>	Assumptions that teachers make about students' future academic achievements based on their knowledge of students' current performance.
<b>8. Streaming</b>	Dividing students into different groups or bands based on a general assessment of their ability rather than their performance in a particular subject.
<b>9. League tables</b>	League tables measure school performance data. This is statistical information showing how well pupils in England have done in public examinations taken at key points during their school careers. They are available for all members of the public to see.
<b>10. Marketisation</b>	An attempt to improve education standards and opportunities by making schools and colleges compete for students in an 'education market'.

## DESIRABLE VOCABULARY

<b>11. Home schooling / tuition</b>	Teaching children at home rather than at school, usually by parents or private tutors.
<b>12. De-schooling</b>	The idea that the education system as it is currently organised should be abolished (stopped / eliminated)
<b>13. Gendered curriculum</b>	A curriculum in which some subjects (including high status subjects such as maths and science) are associated with masculinity) and others (such as languages and humanities) are associated with femininity.
<b>14. Ethnocentric curriculum</b>	The curriculum is seen as judging things in a biased way from the point of view of one culture. For examples, the National Curriculum may value white, Western literature, art, history etc.
<b>15. Anti-school subculture</b>	A school-based group of students who resist the school, its teachers and their authority and openly challenge the school rules.
<b>16. Counter-school culture</b>	A group within a school that rejects the values and norms of the school and replaces them with anti-school values and norms. Willis demonstrated this in his study of working-class lads in his study called 'Learning to Labour' (1977).
<b>17. Correspondence Principle</b>	Bowles and Gintis' (Marixsts) term used to describe the way that education and work connect or fit together (correspond) in capitalist society.
<b>18. Competition</b>	A struggle or contest between individuals or groups to obtain (gain) something desirable (such as qualifications, school places, status, power or wealth) that is in limited supply.
<b>19. Cultural capital</b>	Bourdieu's idea that the knowledge, attitudes and values that the middle class provide for their children gives them an advantage in the education system.
<b>20. Cultural deprivation</b>	A theory which suggests that some working class and minority ethnic students lack the 'correct' values, behaviours and attitudes from socialisation to succeed in education.

## Vocabulary : Crime and Deviance

### ESSENTIAL VOCABULARY

<b>1. Crime</b>	Any form of behaviour that breaks the law.
<b>2. Custodial sentences</b>	Punishment where offenders will be sentenced to go to prison or Young offenders institute
<b>3. Crime rate</b>	A measure of the level of criminal activity in a society based on crimes recorded by the police
<b>4. Dark figure of crime</b>	The unknown amount of criminal activity that is not reported or recorded to the police
<b>5. Deviance</b>	Any form of behaviour that does not conform to the norms of a society – this can be influenced by time, place, social situation and culture
<b>6. Formal agencies of social control</b>	Formal rules and social controls that tell everyone within society what is and is not acceptable e.g. the police, the courts, the government
<b>7. Informal agencies of social control</b>	The approval or disapproval of people around us that can influence and control our behaviour e.g. family , friends, peer group, schools, work, religion
<b>8. Official crime statistics</b>	Government statistics on crime based on official sources e.g. police records
<b>9. Self-report study</b>	A survey that asks respondents to identify crimes they have committed, but for which they have not been caught
<b>10. Social construction of crime</b>	What is considered criminal and deviant changes over time or when it takes place, therefore is socially constructed. No act is in itself criminal or deviant- it largely depends on how other member of society see it e.g. homosexuality
<b>11. Victim survey</b>	A survey that asks respondents about their experience of crime, regardless of whether or not those crimes have reported

### DESIRABLE VOCABULARY

<b>12. Anomie</b>	A situation of normlessness in which the norms that regulate people's behaviour breaks down
<b>13. Chivalry Thesis</b>	The idea that the criminal justice system treats female offenders (especially those who conform to stereotypes) more leniently than male offenders
<b>14. Collective conscience</b>	The shared beliefs that bind communities together and regulate individual behaviour
<b>15. Deviant career</b>	Deviant behaviour that develops over time due to labels. e.g. labelled a troublemaker at school and then goes onto commit crime later in life
<b>16. Deviancy amplification</b>	The exaggeration of a particular social issue as a consequence of media coverage, e.g. anti-social behaviour by groups of young people
<b>17. Edgework</b>	Behaviour at the edge of what is normally allowed for accepted; risky or radical behaviour, e.g. stealing and racing a car
<b>18. Hate crime</b>	Crime based on prejudice towards others because of their race, religion, sexual orientation, disability or because they are transgender
<b>19. Probation</b>	Prisoners are allowed to leave prison and enter the wider community under supervision, provided they follow certain conditions set by the court
<b>20. Reported crime</b>	Crime that is reported to the police - not all crime is recorded
<b>21. Status frustration</b>	A sense of frustration arising in individuals or groups because they are denied status in society
<b>22. Violent crime</b>	Recorded as 'violence against the person', which covers grievous bodily harm (GBH), assault, kidnap, child abduction, harassment and threats to kill
<b>23. White collar crime</b>	Criminal acts committed by people in high status positions, such as accountants, doctors or solicitors, during their work, fraud, tax evasion and 'fiddling' expense accounts at work.

# Vocabulary : Social Stratification

## ESSENTIAL VOCABULARY

1. <b>Poverty</b> (2x definitions)	<b>Absolute poverty:</b> is when people have incomes that are insufficient to obtain the minimum needed to survive (i.e. shelter, food, water, clothing) <b>Relative poverty:</b> is when people cannot afford to meet the general standard of living of most other people in their society
2. <b>Status</b> (2x types)	<b>Achieved:</b> Social positions that are earned on the basis of personal talents or merit. <b>Ascribed:</b> Social positions that are fixed and birth and unchanging over time, including hereditary title linked to family background (e.g. Princess, Lord)
3. <b>Cycle of deprivation</b>	The idea that deprivation and poverty are passed on from parents to their children
4. <b>Life chances</b>	An individual's chances of achieving positive or negative outcomes as they progress through life. Life chances are related to health, education, housing, employment
5. <b>Authority and power</b>	Authority: the exercise of power based on consent of agreement Power: the dominance and control of one individual or group over others
6. <b>Embourgeoisement</b>	A hypothesis suggesting that working class families are becoming middle class in their norms and values as their incomes and standard of living improves.
7. <b>Poverty trap</b>	People can be trapped in poverty if an increase in income reduces the benefits they are entitled to. For example, an employed person receiving means-tested benefits could be worse off after a wage rise if they now earn too much to qualify for benefits.
8. <b>Social mobility</b> (3x types)	<b>Vertical:</b> movement up or down between the layers or strata of society. <b>Inter-generational:</b> movement up or down between the layers as measured between generations of a family. <b>Intra-generational:</b> movement of an individual over the course of their life up or down from one occupational classification to another.
9. <b>Affluence</b>	Having a lot of money and material possessions
10. <b>Social Stratification</b>	The way that society is structured into hierarchical strata (layers) with the most privileged at the top and the least favoured at the bottom. Social class is an example of a social stratification system.

## DESIRABLE VOCABULARY

11. <b>Bureaucracy</b>	An organisation (such as a government department, e.g. DfE – education), that operates as a hierarchy with a clear set of rules. Bureaucratic authority is based on a set of rules that operate within a bureaucracy.
12. <b>Relative income standard of poverty</b>	A measure of poverty based on how much income a household has compared to other households. Households could be put in rank order, and then you can identify 10% of the households with lowest incomes.
13. <b>Class dealignment</b>	Weakening of the links between social class and voting behaviour
14. <b>Classless society</b>	A society in which there is no private ownership of property and so no clearly structured social classes.
15. <b>Environmental poverty</b>	A way of measuring deprivation in terms of conditions such as inadequate housing, a lack of a garden, inadequate outdoor play facilities and air pollution.
16. <b>Functionality important roles</b>	Key positions in society that, for examples, provide essential services and ensure society's survival over time.
17. <b>Instrumentalism</b>	An attitude or approach to something (such as paid work) where it is a means to an end (e.g. the wages provide a comfortable lifestyle) rather than an end in itself (e.g. job satisfaction).
18. <b>Welfare state</b>	A system in which the state takes responsibility for protecting the health and welfare of its citizens and meeting their social needs. The state does this by providing services (e.g. the NHS) and benefits (e.g. Income Support).
19. <b>Pluralism</b>	An approach which argues that a range of views, interests and opinions exists in society and no one group dominates the political process.



## Key Studies : Family

SOCIOLOGIST	PERSPECTIVE	RESEARCH METHOD	KEY FINDINGS
Parsons	Functionalist	Secondary sources	Two key functions of the family: <ol style="list-style-type: none"> <li>1. Primary socialisation – children are taught the shared norms and values of society</li> <li>2. Stabilisation of adult personality – family relieves stress of life, like a ‘warm bath’</li> </ol>
Zaretsky	Marxist	Secondary sources	The family serves capitalism through: <ol style="list-style-type: none"> <li>1. Women’s unpaid labour</li> <li>2. Passing on of advantage in families e.g. inheritance</li> <li>3. Unit of consumption</li> </ol>
Delphy and Leonard	Radical feminist	Secondary sources	Family is patriarchal because: <ol style="list-style-type: none"> <li>1. Women are exploited economically – labour is used by their husbands</li> <li>2. Family is hierarchical – men at the top</li> <li>3. Patriarchal family reflects patriarchal society</li> </ol>
Oakley	Feminist	Secondary sources	Analyses the ‘conventional family’ finding: <ol style="list-style-type: none"> <li>1. Women are expected to do unpaid work</li> <li>2. IDEA of the conventional family is powerful</li> <li>3. People expect happiness, but nuclear family can be stressful</li> <li>4. Middle class – more family diversity</li> </ol>
Rapoport and Rapoport	NA	Secondary sources	Pioneers in researching family diversity. 5 types: <ol style="list-style-type: none"> <li>1. Organisational – structure of families</li> <li>2. Cultural – cultural/ religious differences</li> <li>3. Social class – class differences</li> <li>4. Cohort – historical differences</li> <li>5. Life course – differences in life cycle of the family</li> </ol>
Willmott and Young	Functionalist	Survey; Face- to-face structures interviews	Found the family was becoming more symmetrical – similar but not identical roles, equal contribution to household work, and shared decision making and friends. Home-centred. Principle of stratified diffusion: changes in family life start with higher social classes and trickle down

## Key Studies : Education

SOCIOLOGIST	PERSPECTIVE	RESEARCH METHOD	KEY FINDINGS
Parsons	Functionalist	Secondary sources	<ul style="list-style-type: none"> <li>- School is an agent of socialisation, and is the bridge between family and wider society promoting 2 values: achievement and equality of opportunity.</li> <li>- Education teaches the difference between particularistic (individual) and universalistic values; children have ascribed status in families but in schools everyone is judged by the same standards.</li> <li>- Role allocation and meritocracy: education matches individuals to their future jobs based on talent. In a meritocracy the most able reach the top jobs.</li> </ul>
Durkheim	Functionalist	Secondary sources	<ul style="list-style-type: none"> <li>- Main function of education is to transmit and teach shared norms and values and builds social solidarity.</li> <li>- This is achieved through lessons such as history which help students see themselves as part of society.</li> <li>- Teaches children specialised skills for work</li> </ul>
Bowles and Gintis	Marxist	Interviews and secondary sources	<ul style="list-style-type: none"> <li>- There is a correspondence or similarity between work and school – hierarchy, uniform, tasks are boring etc.</li> <li>- Education creates an obedient workforce to serve capitalism</li> <li>- This is done through the way schooling is structured and the hidden curriculum</li> <li>- Meritocracy is a myth</li> </ul>
Willis	Marxist	Case study; Participant observation	<ul style="list-style-type: none"> <li>- Studied the lads – an anti-school subculture – for two years</li> <li>- Found they were not obedient but their subculture was similar to WC workplaces</li> </ul>
Ball	NA	Case study; participant observation and interviews	<ul style="list-style-type: none"> <li>- Examined the way a mixed comprehensive school was organised – banding.</li> <li>- Working class students more likely to be in lower bands</li> <li>- Teachers had different expectations of different bands – i.e. top band students were encouraged, were viewed as well-behaved and hard working. Lower bands were steered towards more practical subjects and were labelled as low ability.</li> <li>- Mixed ability classes were introduced which reduced this but labelling still happened</li> </ul>
Ball, Bowe and Gewirtz	NA	Interviews and secondary sources	<ul style="list-style-type: none"> <li>- Parental choice and competition has increased inequalities in education</li> <li>- Middle class parents have more choice – greater cultural capital and material advantage.</li> <li>- Schools focus on image and results and compete with one another through results, facilities, etc.</li> </ul>
Halsey, Heath and Ridge	NA	Face to face survey	<ul style="list-style-type: none"> <li>- Examined social class origins and educational destinations of a large survey of 8000 men</li> <li>- Respondents social class based on father's occupation and divided into 3 types: service, intermediate, working</li> <li>- Service class boy 11 times more likely to go to university than working class</li> </ul>

## Key Studies : Crime

SOCIOLOGIST	PERSPECTIVE	RESEARCH METHOD	KEY FINDINGS
Merton's (1938) strain theory	Functionalist	Secondary sources	<ul style="list-style-type: none"> <li>- People's aspirations and goals are shaped by their culture e.g. American Dream = economic success</li> <li>- Some people experience a strain between the goals of society and the means of achieving them. This may lead to anomie (normlessness)</li> <li>- They may seek out an illegitimate route to economic success e.g. crime</li> </ul>
Becker's (1963) interactionist perspective	Interactionist	Secondary sources	<ul style="list-style-type: none"> <li>- Argues deviance is created by society</li> <li>- Powerful social groups create deviance by making the rules and applying these to others</li> <li>- People can develop deviant careers if labelled as deviant</li> <li>- The deviant label can become a master status (main identity)</li> <li>- Labelling can lead to the self-fulfilling prophecy</li> </ul>
Heidensohn's (1985) control theory	Feminist	Data from her study of delinquent girls; secondary sources	<ul style="list-style-type: none"> <li>- Women commit less crime because they are more closely controlled in society</li> <li>- In a patriarchal society, women have stronger social control placed on them which can reduce opportunities for crime</li> <li>- At home, women are controlled by domestic responsibilities, at work by fear of damaging reputation and in public by fear of male violence</li> </ul>
Carlen's (1988) class and gender deal	Feminist	Unstructured interviews	<ul style="list-style-type: none"> <li>- Carlen explains why working-class women commit crime</li> <li>- She argues they are promised two rewards for conforming- 'class deal' (money and material items from working hard) and 'gender deal' (happy domestic life with husband and children)</li> <li>- She found WC women committed crime when these rewards were blocked due to: poverty, living in care, drug addiction.</li> <li>- They had nothing to lose and everything to gain</li> </ul>
Cohen's (1955) subcultural theory	Functionalist	Secondary sources	<ul style="list-style-type: none"> <li>- Argues delinquency is carried out by groups not individuals, and that groups often commit non-utilitarian (not motivated by money) crimes</li> <li>- Working class boys experience status frustration at not succeeding in middle class school</li> <li>- They join/ form a delinquent subculture with an alternative status hierarchy where they will gain status for deviance</li> </ul>

## Key Studies : Social Stratification

SOCIOLOGIST	PERSPECTIVE	RESEARCH METHOD	KEY FINDINGS
Davis and Moore (1945) theory of stratification	Functionalist	Secondary sources	<ul style="list-style-type: none"> <li>Societies must allocate people to different roles – some roles are functionally important (essential for society e.g. doctors) – this is meritocratic</li> <li>These roles have high status and rewards to attract best people to them</li> <li>Stratification is necessary to ensure the most talented people get best jobs</li> </ul>
Marx's theory of social class	Marxist	Secondary sources	<ul style="list-style-type: none"> <li>Argues there are two main social classes: bourgeoisie and proletariat</li> <li>Bourgeoisie have more power- those than own means of production</li> <li>Proletariat are exploited and experience alienation – class conflict exists</li> <li>Bourgeoisie impose their ideology on working class and create false class consciousness</li> </ul>
Weber's theory of social class	Weberian	Secondary sources	<ul style="list-style-type: none"> <li>Classes are formed in the labour market – a class is a group who have similar life chances</li> <li>4 main classes: property owners, professionals, petty bourgeoisie, working class</li> <li>Classes based both on economic factors and status and power too</li> </ul>
Weber's theory of power and authority	Weberian	Secondary sources	<ul style="list-style-type: none"> <li>Power is based on coercion (use of threat/ violence) or authority (when someone obeys you as they think they should). 3 types of authority:</li> <li>Charismatic authority (inspiring qualities)</li> <li>Traditional authority (based on tradition)</li> <li>Rational legal authority (based on a set of rules and laws which are accepted)</li> </ul>
Devine's (1992) Affluent Workers revisited	NA	Intensive (unstructured) interviews	<ul style="list-style-type: none"> <li>Revisited Luton to see how far WC life had changed – compared to Goldthorpe's</li> <li>Found WC lifestyles had not changed as much as Goldthorpe suggested</li> <li>Home life not purely home-centred and privatised, interviewees did not have a purely instrumental attitude to work, plenty of evidence of solidarity</li> </ul>
Townsend's (1979) relative deprivation theory	NA	Face to face survey	<ul style="list-style-type: none"> <li>Developed a deprivation index to measure relative deprivation</li> <li>Found almost 23% of population were in poverty</li> <li>Much higher than 6% (state measure of poverty)</li> </ul>
Murray's (1984) New Right perspective on poverty	New Right	Secondary sources including statistics	<ul style="list-style-type: none"> <li>Argues welfare benefits create dependency – discouraging people to find work, and actually creating more poverty</li> <li>The underclass are a threat to society – a group who drain resources and do not work – associates it with rising crime and single-parent families</li> </ul>
Walby's (1990) theory on patriarchy	Feminist	Secondary sources	<ul style="list-style-type: none"> <li>Patriarchy = a system of structures in which men dominate and exploit women - 6</li> <li>Paid employment, household, culture, sexuality, male violence against women and the state</li> </ul>



**Sentence Stems for 4 and 12 Markers****‘Identify and Explain’ 4 Markers – Useful Sentence Stems**

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

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

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

## Practice Exam Questions : Family (3, 4 and 12 Markers)

### Family: 3 Markers

- Identify and describe **one** example of how patriarchy can affect the power relationship within families. (*Specimen 1*)
- Identify and describe **one** example of how patriarchy can affect the power relationship within families. (*Specimen 1*)
- Describe how the domestic division of labour may be organised in families. (*Specimen 2*)
- Identify and describe **one** type of family diversity identified by the Rapoport. (*Specimen 2*)
- Describe one function of families
- Identify and describe one criticism that Marxists make about families

### Family: 4 Markers

- Identify and explain **one** factor that may have led to an increase in the number of children raised in single-parent families referred to as a concern in **Item A**. (*Specimen 1*)
- Identify and explain **one** advantage of using unstructured interviews to investigate relationships between family members. (*Specimen 1*)
- From **Item B**, identify and describe the research method used by the Rapoport including what you know of their perspective on the family. (*Specimen 1*)
- Identify **one** function of the family and explain how you would investigate this function using questionnaires. (*Specimen 1*)
- Describe the type of statistical data shown in **Item A**. Identify the trend shown by the data and explain **one** factor which may account for this trend. (*Specimen 2*)
- Identify and explain **one** advantage of using postal questionnaires to investigate the domestic division of labour within families. (*Specimen 2*)
- From **Item B**, identify and describe one way in which Delphy and Leonard believed that the family could be patriarchal, including what you know of their sociological perspective on family. (*Specimen 2*)
- Identify **one** ethical issue that you would need to consider when investigating the domestic division of labour and explain how you would deal with this issue in your investigation. (*Specimen 2*)
- Identify and explain one factor that may account for the traditional division of labour shown in item A
- Identify and explain one disadvantage of using structured interviews to investigate conjugal role relationships.
- From item B, identify and describe the research method used by Oakley, including what you know about her perspective on the family.
- Identify one ethical issue you would need to consider when investigating attitudes towards arranged marriage and explain how you would deal with this issue in your investigation.

### Family: 12 Markers

- Discuss how far sociologists agree that feminism has changed marriage in modern British society. (*Specimen 1*)
- Discuss how far sociologists agree that in Britain today social classes have different experiences of marriage and family life. (*Specimen 1*)
- Discuss how far sociologists agree that changes in the status of women in society are the main reason for the pattern of divorce in Britain since 1945. (*Specimen 2*)
- Discuss how far sociologists agree that the family has lost its importance in Britain today. (*Specimen 2*)
- Discuss how far sociologists would agree that families are the main agent of socialisation
- Discuss how far sociologists would agree that marriage is still important in Britain today.

## Practice Exam Questions : Education (3, 4 and 12 Markers)

### Education: 3 Markers

- Describe the hidden curriculum in education. (*Specimen 1*)
- Identify and describe **one** example of the cultural capital which middle class parents can use to give their children advantages at school. (*Specimen 1*)
- Describe a home-based factor that could influence a student's educational achievement. (*Specimen 2*)
- Identify and describe **one** example of a type of secondary school in Britain today. (*Specimen 2*)
- Describe one in school factor that may influence the educational achievement of working class students.
- Identify and describe one way in which an ethnocentric curriculum might disadvantage certain groups of students

### Education: 4 Markers

- Identify and explain **one** alternative factor that may have led to the relatively poor performance of working class pupils referred to as a concern in **Item C**. (*Specimen 1*)
- Identify and explain **one** disadvantage of using questionnaires to investigate the literacy skills of parents. (*Specimen 1*)
- From **Item D**, identify and describe the research method used by Willis including what you know of his perspective on education. (*Specimen 1*)
- Identify **one** possible label that might be attached to students who fail to conform and explain the possible impact that label might have on their school career. (*Specimen 1*)
- Identify and explain **one** advantage of using a longitudinal study to investigate the relationship between social class and educational achievement as referred to in **Item C**. (*Specimen 2*)
- Identify and explain **one** advantage of using group interviews to investigate school subcultures. (*Specimen 2*)
- From **Item D**, identify and describe the research method used by Ball including what you know about his perspective on education. (*Specimen 2*)
- Identify and explain **one** possible effect on students of setting in schools. (*Specimen 2*)
- Identify and explain one out of school factor which might account for the differences in educational achievement shown in item C.
- Identify and explain one disadvantage of using non-participant observation to investigate student behaviour.
- From item D, identify and describe one impact of the marketisation of schools, including what you know of Ball, Bowe and Gerwitz's perspective on education.
- Identify and explain one possible disadvantage of mixed ability teaching.

### Education: 12 Markers

- Discuss how far sociologists agree that the main function of the education system is to serve the needs of the economy. (*Specimen 1*)
- Discuss how far sociologists agree that a student's socialisation experiences in the home are the main reason for differences in their educational achievement. (*Specimen 1*)
- Discuss how far sociologists would agree that gender differences in educational achievement are mainly due to factors inside schools. (*Specimen 2*)
- Discuss how far sociologists would agree that the main function of today's education system is to transmit the norms and values of society. (*Specimen 2*)
- Discuss how far sociologists would agree that a student's social class is the main factor affecting their educational achievement.
- Discuss how far sociologists would agree that the education system prepares students for capitalist society.

## Practice Exam Questions : Crime and Deviance (3, 4 and 12 Markers)

### Crime and Deviance: 3 Markers

- Describe **one** example of a criminal subculture. (*Specimen 1*)
- Identify and describe **one** informal agency of social control. (*Specimen 1*)
- Describe **one** factor that determines whether an act is considered to be a crime. (*Specimen 2*)
- Identify and describe **one** formal agency of social control. (*Specimen 2*)
- Describe one example of white-collar crime
- Identify and describe one source of data on crime.

### Crime and Deviance: 4 Markers

- Describe the type of crime survey in **Item A**. Identify the trend shown by the data and explain **one** factor which may account for this trend. (*Specimen 1*)
- Identify and explain **one** advantage of using observation to investigate policing in urban areas. (*Specimen 1*)
- From **Item B**, identify and describe the method used by Frances Heidensohn including what you know of her perspective on female criminal behaviour. (*Specimen 1*)
- Identify **one** ethical issue that you would need to consider when investigating anti-social behaviour in a community and explain how you would deal with this issue in your investigation. (*Specimen 1*)
- Describe the type of statistical data shown in **Item A**. Identify the trend shown by the data and explain **one** factor which may account for this trend. (*Specimen 2*)
- Identify and explain **one** advantage of using victim surveys to research the level of crime in society. (*Specimen 2*)
- From **Item B**, identify and describe one example of a criminal act which Cohen believed was typical of delinquent subcultures, including what you know of his sociological perspective. (*Specimen 2*)
- Identify and explain **one** disadvantage of using self-report studies to investigate crime. (*Specimen 2*)
- Identify and explain one reason why the life goals of the girls did not differ from those in mainstream society, as referred to in item A.
- Identify and explain one disadvantage of using structured interviews to investigate delinquent behaviour.
- From item B, identify and describe one way in which Becker argued that behaviour can be labelled as deviant, including what you know of his perspective on deviance.
- Identify and explain one issue for sociologists when attempting to define deviance

### Crime and Deviance: 12 Markers

- Discuss how far sociologists agree that official statistics of crime do **not** accurately reflect the true level of middle class criminal behaviour. (*Specimen 1*)
- Discuss how far sociologists agree that the level of youth crime reflects how well parents control their children. (*Specimen 1*)
- Discuss how far sociologists agree that crimes are more likely to be committed by members of the working class rather than members of the middle class. (*Specimen 2*)
- Discuss how far sociologists would agree that the mass media can affect people's awareness of how much crime there is in society. (*Specimen 2*)
- Discuss how far sociologists would agree that institutional racism remains an issue in the criminal justice system.
- Discuss how far sociologists would agree that inadequate socialisation is the main cause of criminal and deviant behaviour.



# Practice Exam Questions : Social Stratification (3, 4 and 12 Markers)

## Social Stratification: 3 Markers

- Describe **one** example of ascribed status. (*Specimen 1*)
- Identify and describe **one** example of how the traditional role of women in society may make them more likely to experience poverty. (*Specimen 1*)
- Describe **one** example of achieved status. (*Specimen 2*)
- Identify and describe **one** example of social mobility. (*Specimen 2*)
- Describe one example of a barrier that may limit or prevent social mobility.
- Identify and describe one form of authority according to Weber.

## Social Stratification: 4 Markers

- Identify and explain **one** factor which might limit a young person's opportunities to find secure long-term employment as experienced by many of the young people referred to in **Item C**. (*Specimen 1*)
- Identify and explain **one** disadvantage of using structured interviews to research young people's experience of unemployment. (*Specimen 1*)
- From **Item D**, identify and describe one group that Marx believed had failed to benefit from the development of industry, including what you know of his perspective on these events. (*Specimen 1*)
- Identify and explain **one** feature of British society which led the sociologist Charles Murray to conclude that there was a growing underclass in Britain. (*Specimen 1*)
- Identify and explain **one** factor which might account for less well-off students earning less than their wealthier peers as referred to in **Item C**. (*Specimen 2*)
- Identify and explain **one** disadvantage of using official statistics to measure social mobility. (*Specimen 2*)
- From **Item D**, identify and describe one group that would benefit from social stratification, including what you know of Davies and Moore's sociological perspective. (*Specimen 2*)
- Identify **one** reason why individuals might experience poverty and explain how you would investigate poverty using interviews. (*Specimen 2*)
- Identify and explain one factor that may lead to a person experiencing poverty as referred to in item C.
- Identify and explain one disadvantage of using relative measurements of poverty.
- Identify and describe one way Devine suggests that class attitudes and values have not changed significantly, including what you know of her perspective on this issue.
- Identify and describe one way in which age continues to divide British society.

## Social Stratification: 12 Markers

- Discuss how far sociologists agree that social class rather than gender or ethnicity is the most important division in British society. (*Specimen 1*)
- Discuss how far sociologists agree that a breakdown of the traditional family is one of the most important reasons that child poverty exists in modern British society.
- Discuss how far sociologists agree that official statistics underestimate the actual level of poverty in society. (*Specimen 2*)
- Discuss how far sociologists agree that Britain is a meritocratic society in which everyone has equal opportunities to succeed. (*Specimen 2*)
- Discuss how far sociologists would agree that a glass ceiling for women still exists in British society.
- Discuss how far sociologists would agree that the welfare state has helped to create a culture of dependency amongst some groups in Britain.





## Y11 GCSE Exam Dates

Y11 Mock(s):

---

Y11 PPE(s):

---

Final GCSE(s):

---

---

---

Success Programme Sessions:

---

---

---

Revision Guide (if applicable):

---

---

---

---

Notes

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---