



AS Sociology Unit 1 Families and Households Revision Guide 2011

AS SOCIOLOGY (AQA) UNIT 1 FAMILY

Key recipe for essays

Theories

Studies

Relate your arguments to the question

Critical analysis by highlight weaknesses

Aims and objectives

1. To outline the key issues raised by objective 1 from the family unit.
2. To examine how essay or short answer questions tackle these issues
3. To explore how these questions should be answered.

The following are the objectives for this unit:

1. Understand and evaluate the relationship of the family to the social structure, with reference to the economy and state policies.

This first objective makes reference to two issues, which will be explored today.

1. The focus of this objective is the relationship between family structures and social change, with particular reference to the economy and to state policies

The second part of this objective is highlighted in the following questions.

- d) Examine the ways in which social policies and laws may influence families and households. (24 marks) May 2005
- d) Examine sociological views of the ways in which laws and government policies may affect family life. (24 marks) May 2003
- c) Suggest three ways in which government policies might affect family life. (6 marks) May 2003

1st part of the objective 1

- d) Examine the different functions performed by the family for individuals and society. (24 marks) January 2005
- e) Using the material from Item B and elsewhere assess the view that it no longer makes sense of talk about the "patriarchal" family. (24 marks) May 2003
- e) Using material from Item B and elsewhere assess the view that marriage remains a patriarchal institution. (24 marks) May 2005
- e) Using the material from Item B and elsewhere assess the usefulness of the functionalism for an understanding of the family. (24 marks) January 2002
- a) Explain what is meant by the term 'patriarchal family'. (2 marks) May 2002

- b) Identify two ways in which men are able to exploit and oppress women in the family. (4 marks)
- b) Suggest three functions that functionalist would see the family as performing. (6 marks)

Tips on completing successful sociology examinations

1. Answer the two essay questions first before you answer the short mark questions.
2. Remember spend a maximum of 24 minutes on each essay question and no more.
3. Let us now decode the question this is the key to any good answer
4. e.g. e) Examine the ways in which social policies and laws may influence families and households. (24 marks) May 2005

Key words

The key words of the essay question has been underlined, thus it has been decoded, Examine is the usual way in which e questions start, this is a command and suggest the type of essay you are required to produced.

Examine/e) – essay questions are knowledge driven and thus this essay should mostly consist of A01 skills, remember A01 skills are knowledge and understanding skills, thus you are marked out of 14/20 on your A01 skills for this type of question. Nevertheless, you are still expected to show some A02 skills – evaluation, analysis, interpretation and identification. This means some level and critical analysis is still need to get into the top of the middle band or the top band.

The next key word is social policies and laws, this suggests that this essay should produce a debate about the impact of social polices and laws and you should outline as many social polices and laws that you know e.g. this reflects your A01 skills.

Then to move your A01 skill above 9 or 10 out of 24 you should link the policies you have just mentioned to the relevant theoretical positions. Mere mention of the New Right's approach to social policies will move you into 8-10 but not above this. Please examine the mark scheme and remember reference to a range of other theoretical views not just political views. Thus even a top-level band answer with no A02 skills cannot gain more than 12 out of 24.

Finally a key to any brilliant or good essay is the use of A02 skills even in a knowledge driven question, thus A02 here links into the final part of the essay question, however you make links between social policy and laws and their influence on families and households. This element of the essay should also be

referred to in your introduction and conclusion; this also refers to both papers, not just the family.

- e) Examine the different functions performed by the family for individuals and society. (24 marks) January 2005

The first key word is as above,

The next key word is functions performed, this suggests that this essay should produce a debate about the functions or the role of the family. Although the term functions has been used. Then to move your A01 skill above 9 or 10 out of 24 you should link the functions you have just mentioned to the relevant theoretical positions. Mere mention of functionalism is will move you into 8-10 but not above this. Please examine the mark scheme and remember reference to a range of other theoretical views is needed. Thus even a top-level band answer with no A02 skills cannot gain more than 12 out of 24. If this essay only examines functionalism then a high band will not be achieved. Rather a range of functions should be discussed this reflects your A01 skills and the relevant sociologists should be referred to gain good marks. E.g. functions according to feminists, Marxist, functionalists and the New Right and key studies.

Finally a key to any brilliant or good essay is the use of A02 skills even in a knowledge driven question, thus A02 here links into the final part of the essay question, however you make links between functions or the role of the family and the impact this has on the family for individuals and society. This allows you to highlight both structural and interpretivist interpretations of the family. This element of the essay should also be referred to in your introduction and conclusion; this also refers to both papers, not just the family.

When completing **question E**, please remember that once you have outline this view, it is important for you to assess the limitations of this view point, this will only be possible if you use alternative theories to do this. Remember this is an A02 driven questions and you awarded more marks for your evaluate skills here.

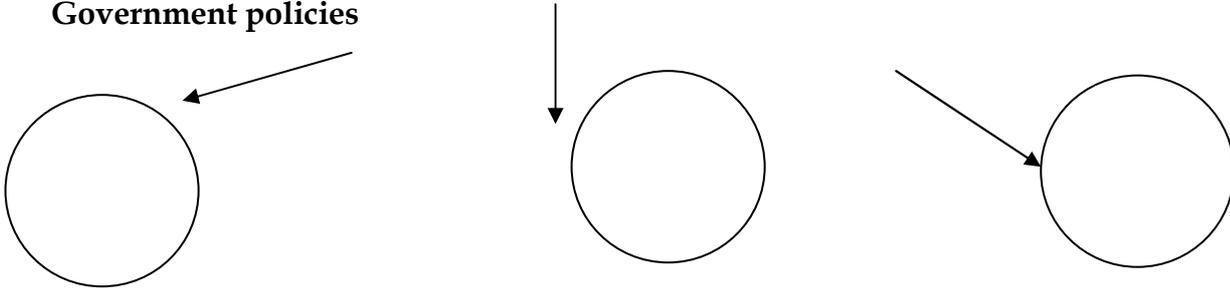
14/24 for A02 skills and A01 skills are awarded 10/24. Also keep in mind if you would like to achieve band 19 - 24 and, therefore you will be expected to discuss a range of issues in your essay, not only one view.

Thus if this question merely refers to laws and policies but makes no link to families and households it has not comprehensively answered the question.

- c) Suggest three ways in which government policies might affect family life. (6 marks) May 2003

Short mark questions are not very difficult and generally require basic information thus all that is needed is three government policies that might affect family life. Please remember you only need to list the factors for question c, not offer an explanation for question c.

Government policies



Aims and objectives

4. To outline the key issues raised by objective 2 from the family unit.
5. To examine how essay or short answer questions tackle these issues
6. To explore how these questions should be answered.

The following are the objectives for this unit:

2. Changing patterns of marriage, divorce, cohabitation, separation and child bearing and the life course and the diversity of contemporary family and household structures.

This first objective makes reference to two issues.

- a. The focus of this objective is the changing patterns (or trends) of marriage, divorce, cohabitation, separation and child bearing
- b. The focus of this objective is the diversity of contemporary family and household structure

The two issues will be explored as one because essentially they are one. Thus this objective is about examining what the changing trends within the family are e.g. marriage, divorce, cohabitation, separation, childbirth, life course and also analysis of the different forms of family diversity, e.g. lone parent, reconstituted, gay families, later marriage, changing fertility rates, single person households, ageing population etc.

The following questions examine this issue.

- a) Explain what is meant by a “reconstituted” family. (2 marks) (January 2005)
- b) Suggest two reasons why the number of first marriages have fallen. (4 marks) (January 2005)

- c) Suggest three reasons why women are “now having fewer children than in the past”. (6 marks) (January 2005)
- e) Assess the view that despite recent changes “the conventional nuclear family remain the norm” for families and households in Britain today. (20 marks May 2004)
- e) Examine the reasons for the changes in the pattern of marriage, cohabitation and divorce in the last 30 years. (20 marks) (AS family and households booklet)
- 5. Using material from the items and elsewhere, examine the view that successful families need two loving parents. . (20 marks) (AS family and households booklet)
- 6. Assess the argument that the basic features of family life have remained largely unchanged for the majority of the population since the 1950s. (24 marks)
 - d) Using material from Item B and elsewhere, assess the view that the changes in the law are the main reason for the increase in divorce rate. (24 marks) (January 2004)
 - d) Examine some of the reasons for diversity in families and households in Britain today. (24 marks) (May 2003)
- b) Identify two ways in which high divorce rates might be “a major source of increased family diversity”. (2 marks) January 2003
- c) Suggest three reasons why the rate of childbearing has fallen in the UK. (6 marks) January 2003
- d) Examine the reasons for changes in pattern of marriage, cohabitation and divorce in the last 30 years.’ (24 mark) May 2002
- b) Identify two other forms of family diversity apart from those referred to mentioned in item A (4 marks) January 2002
- c) Suggest three reasons why lone parent families are usually headed by women. (6 marks) January 2002
- d) Identify and briefly explain two reasons for the increase in divorce rates since the 1970s. (8 marks) January 2002

- b) Suggest two reasons for “differences in the proportion of lone-parent families among different social groups”. (4 marks) May 2005
- c) Suggest three reasons for “social class differences in child-rearing practice”. (6 marks) May 2005
- a) Explain what is meant by ‘serial monogamy’. (2 marks) January 2006
- b) Suggest two ways in which marriage and cohabitation are becoming increasingly similar. (4 marks) January 2006.
- c) Suggest three reasons why lone-parent families are usually headed by women. (6 marks) January 2006

Tips on completing successful sociology examinations

1. As noted previously answer the two essay questions first before you answer the short mark questions.
2. Remember spend a maximum of 24 minutes on each essay question and no more.
3. Remember that any d or e essay question on marriage, divorce, cohabitation, family diversity, separation, single person households or childbirth requires a debate or presentation of an argument. Please remember to pay attention to the way the question is phrased as an e essay question is a general outline and needs a outline of some of the limitations of the question under analysis. Examine the reasons for changes in pattern of marriage, cohabitation and divorce in the last 30 years.’ (24 mark) May 2002
4. Whilst an e question requires greater evaluation and expects some of disagreement or debate within the title question. Assess the view that despite recent changes “the conventional nuclear family remain the norm” for families and households in Britain today (24 marks)
- e) A shorter mark question may just be explanation or characteristics of a given phenomenon or some sort of change or trend in the family, e.g. the focus may be on lone parents, divorce rates, reason for later childbirth, cohabitation, social differences in child rearing, family diversity or definition of family forms etc..

Examine some of the reasons for diversity in families and households in Britain today. (24 marks) (May 2003) this is a knowledge driven (A01) skill question 14/24,

however to attain top marks, more than just AO1 skills (knowledge and understanding) but also comprehensive evaluative and analytical skills of the limitations of the various approaches under discussion 10/24 A02 skills are needed.

Initially we explored the meaning and outlined an examine question, so this will not be repeated today.

E) Using material from Item B and elsewhere, assess the view that the changes in the law are the main reason for the increase in divorce rate. (24 marks) (January 2004)

5. Whilst an e) question is usually an assess question – therefore an evaluative (A02) skills driven question, requiring you to question the validity of the argument under question. Firstly you outline the arguments under discussion thus display more A01 skills, which are awarded 10/24 in total. However in this question more marks 14/24 are given for your critical evaluation, analysis, interpretation and identification - therefore it is important that you highlight the limitations of the argument under discussion, placing particular emphasis on the limitations or the limited usefulness of this argument as a sociological approach and furthermore using alternative sociological arguments to highlight the limitations of the first..

Initially we explored the meaning and outlined an assess question and examined how evaluative skills should or could be demonstrated, so this will not be repeated today.

Please also remember the importance of de-coding a question.

Please keep in mind when planning your essay, an essay sandwich

Top slice of bread acts as the introduction

The meat and or salad, which acts as the main body of the essay

Special sauce is your evaluation and critique it is not always necessary for an e – knowledge driven question, but ensures the sandwich tastes better or the essay is awarded more marks for A02

Bottom slice of bread acts as the conclusion

An essay or a sandwich with any of the missing components just does not work.

5. Let us now decode the question this is the key to any good answer
- f) Examine some of the reasons for diversity in families and households in Britain today. (24 marks) (May 2003)
- f) Using material from Item B and elsewhere, assess the view that the changes in the law are the main reason for the increase in divorce rate. (24 marks) (January 2004)

Key words and decoding

The key words of the essay question has been underlined, thus it has been decoded, Examine is the usual way in which e questions start, this is a command and suggest the type of essay you are required to produced

- d) Examine some of the reasons for diversity in families and households in Britain today. (20 marks) May 2003
- e) Using material from Item B and elsewhere, assess the view that the changes in the law are the main reason for the increase in divorce rate.

A e) question is usually an examine question - therefore a knowledge (A01) skills question,

The key words of the essay question has been underlined, thus it has been decoded, Examine is the usual way in which e questions start, this is a command and suggest the type of essay you are required to produced.

Examine/D) - essay questions are knowledge driven and thus this essay should mostly consist of A01 skills, remember A01 skills are knowledge and understanding skills, thus you are marked out of 14/20 on your A01 skills for this type of question. Nevertheless, you are still expected to show some A02 skills - evaluation, analysis, interpretation and identification. This means some level and critical analysis is still need to get into the top of the middle band or the top band.

reasons for diversity in families and households in Britain today

Firstly you need to provide a definition of what you mean by the term families and household and family diversity.

This segment of the essay question requires you to provide an examination of reasons for family diversity and also outline the different forms of family diversity that exist. This requires you to begin with a explanation of what family diversity exist, this can also include a brief historical overview to family diversity.

Then to move your A01 skill above 9 or 10 out of 20 you should begin applying the relevant theories e.g. the New Right view of the family, applying a range of other views of the family and the changing nature of the family such as feminist, functionalist and post-modernist views of the family will push you into the top band of 16-20. Thus family diversity reflects the following debate is the family in decline or dying (this reflects a functionalist/new right view of the family is specifically referring to the nuclear family, which should be clearly defined. Or is the family merely changing, thus is the family now characterised by choice or diversity, do people have more options about the family forms they require.

Thus this essay is basically the family in decline (New Right/functionalist) specifically the nuclear family vs. the family is changing (Feminist/post-modernist) i.e. a range of alternative family forms under discussion.

Family diversity - organisational- Rapports, cultural-Berthoud, social class, age cohort and regional diversity

E.g. Functionalists – Parsons, **New Right** – Murray, Dennis & Erdos, **Feminists**
Postmodernists Giddens, Stacey, Beck

Also a range of concepts should be explored: cereal packet norm, the neo-conventional family, trends in cohabitation, etc..

Then same issues should be applied to the f question using the skills mentioned earlier of more A02 than A01.

Aims and objectives

- f) To outline the key issues raised by objective 4 from the family unit.
- g) To examine how essay or short answer questions tackle these issues
- h) To explore how these questions should be answered.

The following are the objectives for this unit:

3. Demonstrate the nature and the extent of the changes within the family, with reference to gender roles, domestic labour and power relationships and the changes in the status of children and childhood.

This first objective makes reference to two issues, which will be explored today.

2. The focus of this objective is to demonstrate the nature and the extent of the changes within the family, with reference to gender roles, domestic labour and power relationships
3. The focus of this objective is the changes in the status of children and childhood

The two issues can be seen as both separate and inter-related issues. Thus this objective is about examining what the changing power relationships within the family are e.g. gender equality or inequality regarding housework, childcare, decision making etc. .

Whilst the 2nd objective is an analysis of the following – is childhood a social construction or a real phenomenon, how has childhood changed historically and how is it different globally, culturally, gender-wise, social-class, ethnicity, religion etc..

The following questions examine this issue.

- f) Using material from Item 1B and elsewhere, assess the effect upon couples' relationships of women's involvement in paid work. (20 marks) January 2005
- f) Using material from Item 1B and elsewhere, assess the view that marriage remains a patriarchal institution. (20 marks) June 2005
- e) Examine the ways in which feminist sociologists have contributed to our understanding of family roles and relationships. (20 marks) January 2006
- e) Explain what is meant by the "gender division of labour" in the family. (2 marks) (January 2005)
- f) Suggest two ways in which the differences between childhood and adulthood may "becoming blurred".(8 marks) (June 2004)
- g) Suggest three ways in which childhood may not be "a specially protected and privileged time of life". (6 marks) (June 2004)
- h) Identify and briefly explain two reasons for the emergence of the modern notion of childhood. (8 marks) (June 2004)
- a) Explain what is meant by "expressive" role. (2 marks) January 2004
- a. Identify two ways in which men may "be able to oppress and exploit women within the family". (4 marks) January 2004
- e) Examine the extent of, and reasons for changes in the position of children since industrialisation. (20 marks) (January 2004)
- e) Identify two characteristics of the "privatised" family. (2 marks) (May 2003)
- i) Using material from Item B and elsewhere assess the view that it no longer makes sense to talk about the "patriarchal" family. (20 marks) May 2003
- j) Using material from Item B and elsewhere assess the view that the position of men and women in the family has changed in recent years. (20 marks) January 2003
- a) Explain what is meant by the term "patriarchal" family. (2 marks) May 2002.

- f) Explain the difference between joint conjugal roles and segregated roles. (4 marks) May 2002
- g) Suggest three reasons why the family has become symmetrical. (6 marks) May 2002
- h) Identify and briefly explain two reasons why the position of children has changed in the past hundred years. (8 marks) May 2002

Tips on completing successful sociology examinations

- b. As noted last week answer the two essay questions first before you answer the short mark questions.
- c. Remember spend a maximum of 22 – 25 minutes on each essay question and no more.
- d. Remember that any d or e essay question on objective 4 may require an outline and evaluation of changing roles within the family in relation to children, or marital/conjugal roles. This may be in relation to social groups, ethnic or cultural groups, gender roles or children's roles. Please remember to pay attention to the way the question is phrased.
- e. A e question generally as with the other objectives requires outlining A01 skills and some demonstration of A02 skills. This is a knowledge driven (A01) skill question 14/20, however to attain top marks, more than just A01 skills (knowledge and understanding) but also comprehensive evaluative and analytical skills of the limitations of the various approaches under discussion 6/20 A02 skills are needed. E.g. Examine the extent of, and reasons for changes in the position of children since industrialisation.
- f. Whilst an f question requires greater evaluation and expects some sort of disagreement or debate within the title question. Using material from Item B and elsewhere assess the view that the position of men and women in the family has changed in recent years. (20 marks) January 2003
- a) A shorter mark question may just be an explanation or characteristics of a given phenomenon or some sort of change in the family's marital roles, children's or role of people in gay relationships. e.g. the symmetrical family etc.

Last week we explored the meaning and outlined an examine question, so this will not be repeated today.

- i) Using material from Item 1B and elsewhere, assess the effect upon couples' relationships of women's involvement in paid work.

Whilst an f) question is usually an assess question - therefore an evaluative (A02) skills driven question, requiring you to question the validity of the argument under question. Firstly you outline the arguments under discussion thus display more A01 skills, which are awarded 6/20 in total. However in this question more marks 14/20 are given for your critical evaluation, analysis, interpretation and identification - therefore it is important that you highlight the limitations of the argument under discussion, placing particular emphasis on the limitations or the limited usefulness of this argument as a sociological approach and furthermore using alternative sociological arguments to highlight the limitations of the first..

Last week we explored the meaning and outlined an assess question and examined how evaluative skills should or could be demonstrated, so this will not be repeated today.

Please also remember the importance of de-coding a question.

Please keep in mind when planning your essay, an essay sandwich

Top slice of bread acts as the introduction

The meat and or salad, which acts as the main body of the essay

Special sauce is your evaluation and critique it is not always necessary for an e - knowledge driven question, but ensures the sandwich tastes better or the essay is awarded more marks for A02

Bottom slice of bread acts as the conclusion

An essay or a sandwich with any of the missing components just does not work.

- b) Let us remember that it is important to decode the essay question this is the key to any good answer, please do so with some of the above essay questions now.