



GCSE REVISION BOOKLET 2018



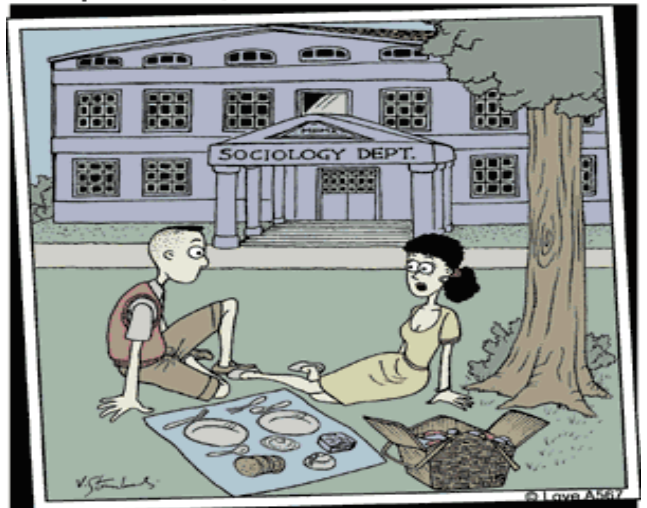
Effective revision technique – this will work!

After your notes are completed, do the following. Do different topics on different days:

1. Read over them for 25 minutes, trying the different memory techniques and revision skills you know.
2. Have a break and then go back to your notes and revise for 10 minutes.
3. 1 day later, revise for 5 minutes.
4. 1 week later, revise for 2-5 minutes.
5. 1 month later, revise for 2-5 minutes.



Snapshots at jasonlove.com



"I love our lunches out here, but I always get the feeling that we're being watched."

Personal Study Schedule.

Create your personal study schedule to help you organise your revision

Week beginning	Area to study	
STUDYING SOCIETY		
	THE SOCIOLOGICAL APPROACH	
	THE RESEARCH PROCESS INCLUDING SAMPLING	
	QUANTITATIVE RESEARCH METHODS - PET	
	QUALITATIVE RESEARCH METHODS = PET	
	SECONDARY SOURCES OF DATA	
	PLANNING A RESEARCH PROJECT	
EDUCATION		
	THE ROLE OF EDUCATION – DIFFERENT APPROACHES TO THE ROLE OF EDUCATION	
	THE EDUCATION SYSTEM AND POLICY CHANGES AND ISSUES	
	EFFECTS OF POLICY CHANGES ON DIFFERENT SOCIAL GROUPS	
	DIFFERENTIAL EDUCATIONAL ACHIEVEMENT	
FAMILIES		
	DEFINING FAMILIES AND HOUSEHOLD	
	DIFFERENT SOCIOLOGICAL APPROACHES TO THE ROLE OF THE FAMILY	
	EQUALITY AND AUTHORITY RELATIONSHIPS WITHIN THE FAMILY – ADULT PARTNERS.	
	EQUALITY AND AUTHORITY RELATIONSHIPS WITHIN THE FAMILY - CHILDHOOD	
	CHANGING PATTERNS OF FERTILITY AND LIFE EXPECTANCY AND EFFECTS ON THE FAMILY	
	MARRIAGE, COHABITATION AND DIVORCE	
CRIME AND DEVIANCE		
	DEFINITIONS OF CRIME AND DEVIANCE	
	DIFFERENT EXPLANATIONS OF CRIME AND DEVIANCE	
	HOW DO WE MEASURE CRIME IN SOCIETY - SOURCES OF STATISTICAL DATA ON THE EXTENT OF CRIME	
	WHICH SOCIAL GROUPS ARE MORE LIKELY TO COMMIT CRIME?	
	FORMAL AND INFORMAL SOCIAL CONTROL	
POWER		
	DEFINING POWER	
	WAYS OF PARTICIPATING IN THE POLITICAL PROCESS	
	SOCIAL FACTORS, PARTICIPATION AND POWER	
	THE WELFARE STATE	
	HOW GOVERNMENTS ATTEMPT TO TACKLE SOCIAL PROBLEMS	
SOCIAL INEQUALITY		
	DEFINING SOCIAL INEQUALITY AND STRATIFICATION	
	SOCIAL CLASS AS A FORM OF STRATIFICATION – DEFINITIONS OF CLASS, SOCIAL MOBILITY AND CAUSES OF SOCIAL INEQUALITY.	
	INEQUALITY – GENDER, ETHNICITY AND AGE	
	WEALTH, INCOME AND POVERTY	
	DIFFERENT SOCIOLOGICAL EXPLANATIONS OF POVERTY	

When you are completing your revision notes, you should read your revision book, the booklet I have produced and this booklet before starting them. You then need to decide which way you will produce your notes (spiderdiagrams, mind maps, index cards, highlighted linear notes). You do different revision techniques with your notes when they are done in order to put them in your long term memory. You need to complete the notes so you can answer all of the questions in the traffic lighting.

Week 1

Studying society – the sociological approach.

You must:

1. Read pp8-9 of the Collins Revision GCSE Sociology book.
2. Read the first 5 pages of my revision guide.
3. Read p5 and 8 of this booklet.
4. Complete revision notes on the following sections from the traffic lighting using techniques you have learnt in the revision skills day:
 - Key terms and concepts
 - How do we develop as individuals and become part of society?
5. Complete key word list on pp9-10 of this booklet.
6. Read past exam questions on pp13-14.

If you want an A or an A*, you need to be able to include contemporary examples in your answers. That means things that are happening in the news at the moment or events that have happened in the last 5 or 10 years.

Every week, there will be an opportunity for you to write down some contemporary examples here. Try to link them to the topics we have studied.

Studying Society

Key terms and concepts	Green	Amber	Red
How is the sociological approach different from the biological, psychological or journalistic approach?			
What are social structures and can you give examples?			
What are social processes and can you explain these?			
Social issues: What are the causes and consequences of inequality?			
Social issues: Who has power in society and how do they use it?			
How do we develop as individuals and become part of society?			
What is culture?			
What is socialisation?			
What are norms, values, roles and status?			
What is primary and secondary socialisation?			
What is social control and how do agencies of social control work?			
How are we socialised into gender roles?			
What is the nature versus nurture debate?			
What are the differences between consensus and conflict approaches to sociology?			
How do sociologists carry out research?			
What is quantitative and qualitative data?			
What do validity, reliability and representativeness mean in sociological research?			
What is a hypothesis?			
What are the positive and negative points of using experiments?			
What is the Hawthorne effect?			
What different types of questionnaires can be used?			
What are the positive and negative points of using questionnaires?			
What different types of interviews can be used?			
What are the positive and negative points of using interviews?			
What different types of observation techniques can be used?			
What are the positive and negative points of using observation techniques?			
What different types of secondary data can be used?			
What are the positive and negative points of using secondary data?			
What different types of sample can sociologists use?			
What ethical issues do sociologists need to be aware of?			
How is sociology useful in making and implementing policies in areas such as education, welfare and criminal justice?			
Contemporary examples			
Can you give 3 recent examples from the news that relate to anything above?			

- Sociology is the systematic study of human social life. Groups and societies. Sociologists examine social structures such as families, and social processes such as socialization.
- Sociologists ask questions about the workings of society, for example, how families have changed since 1960's.
- The sociological approach is based on the use of key concepts, terms and research techniques.

What key concepts are used in sociology?

- The term 'culture' refers to the whole way of life of a particular society, including its values and norms.
- Values provide general guidelines for conduct and norms define expected behaviour in particular contexts, such as at school or in the cinema.

What do sociologists mean by 'socialisation'?

- In studying society, sociologists draw on the concept of socialization. This term refers to the process by which we learn the culture, norms and values of the society or group we are born into.

How do sociologists go about their research?

- Sociologists undertake research in order to find answers to the questions they ask. The research process involves several stages, from formulating research aims and hypothesis to evaluation.
- Research aims and hypothesis provide focus. Pilot studies enable researchers to trial the chosen research methods and ensure that these are cost effective.

How do sociologists select samples?

- As part of the research process, researchers select a sample (or subgroup) of the population using either probability or non- probability sampling.

How do sociologists collect and analyse data and evaluate their research?

- As part of the research process, researchers collect and analyse data are either primary (collected first hand through methods such as surveys) or secondary (already generated in the form of, for example, official statistics or newspapers).
- Data is either quantitative (presented in numerical form) or qualitative (presented in words).
- Peer review, an important part of the research process, operates as a form of quality control.

What are social surveys?

- Sociologists use one or more research methods to find answers to the questions they ask.
- Questionnaires are a popular way of undertaking social research. Questions can be open ended or closed.
- Questionnaires may be delivered as self-completion postal questionnaires or as structured (or formal) interviews.

What are the pros and cons of postal questionnaires?

- Postal questionnaires are a cost-effective way of researching a large sample of people. They ask standardized questions and provide statistical data on differences between respondents. They can be replicated to check the reliability of findings; getting the same or similar results a second time round confirms reliability.
- Postal questionnaires, however, tend to have a low response rate. Respondents cannot develop their answers and may misunderstand or skip questions.

What are the uses, advantages and limitations of structured interviews?

- Structured (or formal) interviews are based on a standardized interview schedule. Differences between interviewees' answers are seen as reflecting real differences in attitudes or opinions. Interviewers are able to clarify questions
- Disadvantages include the potential for interview or interviewer to be bias.

What are the uses, advantages and limitations of unstructured interviews?

- Unstructured interviews offer flexibility.
- Interviewers can clarify questions and probe answers.
- Interviewees have more scope to discuss topics.
- However, they are time consuming, expensive and need a skilled interviewer.
- Possible problems include interview and interviewer bias.

What are the uses, advantages and limitations of group interviews?

- Group interviews are like small group discussions covering a number of relevant areas or themes.
- They can access wide ranging views and experiences, and so provide rich high data.
- Interviewees may feel supported in a group setting and so open up more
- However, others may say very little.
- Confidentiality cannot be guaranteed.

What are longitudinal studies?

- Longitudinal studies of a group of people over time.
- Changes over time, for example in people's social attitudes and experiences, can be examined.
- However, they are expensive to conduct and there are practical problems in retaining the original sample.

How is participant observation used in sociological research?

- Participant observation may be conducted overtly or covertly
- While covert PO may be seen as unacceptable, supporters argue that it may be the only way to study some topics.

What are the strengths and limitations of participant observation?

- PO enables the researcher to observe naturally occurring events and to gather rich data. However, the researcher may face difficulties in gaining entry to the group, and then in gaining acceptance and trust. Recording data may be a problem, particularly with covert PO.
- PO tends to be relatively time consuming and expensive. The researcher may become too involved in the group, leading to bias. Each PO study is unique and so it would be virtually impossible to replicate a study to check its results, making generalizations difficult.

How is non-participant observation used in sociological research?

- With non-participant observation, the researcher observes the group's activities without participating in them and is, therefore, less likely to be drawn into these activities. As a result, non-participant observers may be more objective than participant observers. On the other hand, it is more difficult for the non-participant observer to see the world through group members' eyes. Additionally, the observer effect may come into play and group members may change their behaviour

What sources of quantitative secondary data are available to sociologists?

- Secondary data is information collected by other people or organizations. It may be quantitative or qualitative. Official statistics are compiled by government agencies.

What are the advantages and limitations of official statistics?

- Official statistics are relatively cheap, readily available and cover many topics. In some cases, official statistics are the only source of information. Sociologists can study trends, for example in divorce or crime. However, official statistics have disadvantages. Crime statistics, for example, do not provide a true measurement of criminal activity.

What sources of qualitative secondary data are available to sociologists?

- Qualitative secondary data include documentary sources which may provide useful background information on a topic
- Letters and diaries, however, may have been forged, the contents may be untrue or the author may have misinterpreted the events described. Autobiographies may have been written with publication in mind and this may have distorted the contents.

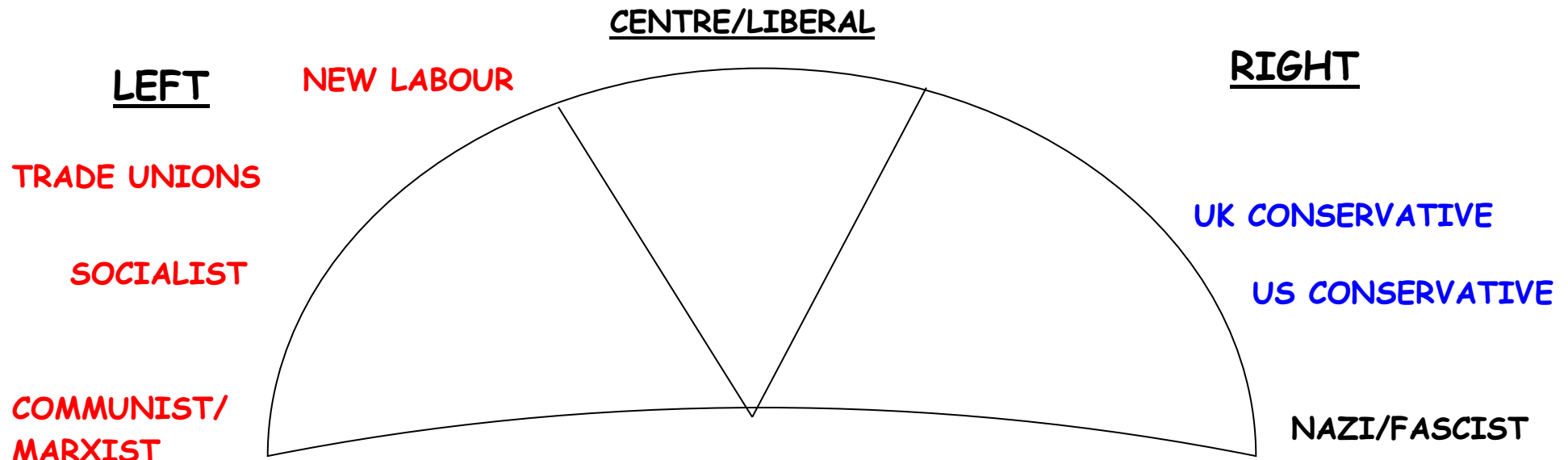
What sorts of ethical issues arise during the research process?

- Research ethics are to do with conducting morally acceptable research that protects the rights of participants and their wellbeing. Guidelines cover issues such as informed consent, anonymity, privacy and confidentiality.

What are the links between sociology, social policies and social problems?

- Sociological research may be useful to governments and local authorities in formulating social policies in fields such as education and welfare. Sociology has a practical use today in addressing social problems such as racism.

The Political Spectrum.



Left wing political beliefs.

- Things should be shared fairly amongst all people in society.
- Everyone is equal.
- We should help those who are less fortunate than ourselves.
- We should tax the rich to pay for this.

Right wing political beliefs.

- Survival of the fittest (Social Darwinism).
- The most talented get to the top of society and have the most.
- The government should hardly interfere in peoples lives at all.
- We should pay very little tax.

Agents/agencies of socialisation	
Beliefs	
Conformity	
Conflict/consensus	
Culture	
Cultural differences	
Customs	
Discrimination	
Ethnic group/ethnicity	
Feminism	
Functionalism	
Gender/Sex	
Identity	
Marxism	
Multicultural society	
Nature/nurture	
Norms	
Roles- multiple roles and role conflict	
Role models	
Peer group	
Prejudice	
Race	
Racism	
Role conflict	
Role	
Sanctions	
Social control- formal and informal	
Social deprivation and the underclass	

Social issues	
Social mobility	
Social policies	
Social processes	
Social structures	
Socialisation- primary and secondary	
Status- ascribed and achieved	
Stratification	
Subculture	
Stereotype	
Values	
Welfare state	

Key terms and concepts

How do we develop as individuals and become part of society?

How to answer question in the Studying Society section of the exam.

You must know some key things before you answer the questions in this paper:

- 1) The difference between the ways sociologists and biologists, journalists and psychologists.
- 2) What social issues, social processes and social structures are.
- 3) How sociologists carry out the research process – research aims, pilot study, sample, data gathering, analysis of the data and conclusions.
- 4) What sampling is and the different types of sampling.
- 5) The advantages and disadvantage of the different methods sociologists use to gather data.
- 6) The differences between primary and secondary data and quantitative and qualitative data.
- 7) You must know what ethical issues are in a lot of detail. These are different from ethnicity!
- 8) What policies are and how sociologists can help influence them.

Questions.

1 and 2. Selecting information from sources. 1 MARK.

From item A,/ From item B ...

How do I answer this question?

Read the item. Underline the correct piece of information.

Only write one word or phrase for the answer. Do not write a full sentence.

For every question in this section,
you must match the amount of
minutes to the amount of marks
available.

1 mark – 1 minute.

2 marks = 2 minutes.

4 marks = 4 minutes.

6 marks = 6 minutes.

3. Advantage and disadvantage of a research method. 2 MARKS.

Give one advantage and one disadvantage of using the research method identified in item B.

How do I answer this question?

You only need to write one short sentence for the advantage and one short sentence for the disadvantage.

4. Description of key sociological terms. (This has been question 5 in a previous paper). 4 MARKS.

Study item C. Describe how

How do I answer this question?

This is the first 4 mark question and needs at least two sentences of description. You must also make sure you answer the specifics of the question, clues to which can usually be found in item C. This is the question that asks you to explain the difference between the sociological approach and either psychologists/biologists/journalists approaches to the topic mentioned in item C.

Your first sentence(s) should explain how a sociologist would approach the topic mentioned in item C.

Your next sentence(s) will then compare it with the way another group would approach the same topic.

5. Explanation of sociological processes. (This has been question 4 in a previous paper). 4 MARKS.

Explain what sociologists mean by

How do I answer this question?

You must explain what the sociological process in some detail. It needs to be 2 or 3 sentences of explanation using sociological terms and you may want to use examples to illustrate your answer. Don't just copy stuff from the items here. You will get 0 marks for that.

Past exam questions on studying society.

Study **Item C**. Describe how the sociological idea of gender differs from the biological idea of sex. (4 marks)

Explain what sociologists mean by gender socialisation. (4 marks)

Explain **one** way in which a longitudinal study would be useful for research into the socialisation of boys and girls in modern British society. (4 marks)

Study **Item C**. Describe how sociologists investigate families and their lives compared with how journalists might investigate families and their lives. (4 marks)

Explain what sociologists mean by joint domestic roles. (4 marks)

Explain how the use of primary research might be useful for research into role conflict experienced by working women. (4 marks)

Study **Item C**. Describe how sociologists may approach a study of truancy and explain how this might differ from the approach of psychologists. (4 marks)

Explain what sociologists mean by social deprivation. (4 marks)

Explain **one** way in which sociological research might help educational authorities to design policies to reduce truancy in Britain. (4 marks)

Study **Item C** above. Explain what sociologists mean by family diversity. (4 marks)

Describe how a sociological approach to families may differ from a biological approach to families. (4 marks)

Explain the importance of clear research aims when carrying out a sociological investigation. (4 marks)

Study **Item C**. Describe how journalists may approach the issue of racism in British schools differently from sociologists. (4 marks)

Explain what sociologists mean by ethnicity. (4 marks)

Explain **one** way in which sociological research might help schools and educational authorities design policies to reduce racist bullying in schools. (4 marks)

Week 2+3

Studying society - research methods.

You must:

- 1. Read pp10-19 of the Collins Revision GCSE Sociology book.**
- 2. Read the research methods pages of my revision guide.**
- 3. Read pp5-6 of this booklet.**
- 4. Complete revision notes on the following sections from the traffic lighting using techniques you have learnt in the revision skills day:**
 - How do sociologists carry out research?**
- 5. Complete key word list on pp16-17 of this booklet.**
- 6. Read past exam questions on pp19-20.**

If you want an A or an A*, you need to be able to include contemporary examples in your answers. That means things that are happening in the news at the moment or events that have happened in the last 5 or 10 years.

Every week, there will be an opportunity for you to write down some contemporary examples here. Try to link them to the topics we have studied.

Methods

Case Study	
Content analysis	
Covert observation	
Closed questions	
Ethical considerations- anonymity, confidentiality, informed consent.	
Experiments- field/laboratory	
Generalisations	
Hypothesis	
Interviewer bias/effect	
Longitudinal studies	
Non-participant observation	
Official statistics	
Overt observation	
Participant observation	
Personal documents	
Pilot study	
Population	
Primary data	
Qualitative data	
Quantitative data	
Reliability	
Representative sample	
Research aims	
Research methods	
Research process	
Respondent	
Sample	

Sampling frame	
Sampling types - random, stratified, systematic, quota, snowball	
Secondary data	
Triangulation	
Validity	

How do sociologists carry out research?

How to answer question in the Studying Society section of the exam.

You must know some key things before you answer the questions in this paper:

- 1) The difference between the ways sociologists and biologists, journalists and psychologists.**
- 2) What social issues, social processes and social structures are.**
- 3) How sociologists carry out the research process – research aims, pilot study, sample, data gathering, analysis of the data and conclusions.**
- 4) What sampling is and the different types of sampling.**
- 5) The advantages and disadvantage of the different methods sociologists use to gather data.**
- 6) The differences between primary and secondary data and quantitative and qualitative data.**
- 7) You must know what ethical issues are in a lot of detail. These are different from ethnicity!**
- 8) What policies are and how sociologists can help influence them.**

6. Apply a research method to studying a particular social issue. 4 MARKS.

Explain one way in which would be useful for research into

How do I answer this question?

This question will ask you to be able to describe how a particular research method would be useful in investigating a particular issue in society. You will only get two marks if you just describe the method and how useful it is. You must link it clearly to the social issues and describe how it would be useful for investigating it. You could use item C to guide your answer.

The next three questions are asking you to design a specific piece of research linked to question 6. You must make sure that every question is linked to the particular issue you have been asked to research. EVERY ANSWER MUST LINK BACK TO THIS ISSUE TO RESEARCH.

7. Design a piece of research and justify your design. 4 MARKS.

Identify what sociologists mean by a and explain why they might be useful for your investigation.

How do I answer this question?

You will get 1 mark for identifying the research method in the question and another 1 mark for a brief explanation of the method. You then get another 2 marks for a clear link of how you would use this method to investigate the issue in the question. **YOU MUST LINK THE METHOD TO THE ISSUE!**

8. Ethical issues and their application to your piece of research. 4 MARKS.

Identify one ethical issue you may need to consider and explain how you would deal with this ethical issue in your investigation.

How do I answer this question?

This is similar to the above question. You will get 1 mark for identifying the ethical issue and another 1 mark for a brief explanation of the ethical issue. You then get another 2 marks for a clear link of how you would consider your ethical issue in your investigation. **YOU MUST LINK THE ETHICAL ISSUE TO THE INVESTIGATION!**

9. Explaining the strengths and weaknesses of a particular method. 6 MARKS.

Identify oneand explain why it is better than another.....

How do I answer this question?

You will get 2 marks for explaining what method you use to carry out your investigation. To get the other 4 marks you must be able to say why it would be so good for investigating the issue and then be able to say why it would be better than some other methods.

Past exam questions on research methods.

You have been asked as a sociologist to investigate why girls significantly out-perform boys in examination subjects such as Art and English.

Identify **one** way in which you could select your sample **and** explain why this would be appropriate. (4 marks)

Identify **one** ethical issue which may arise in the course of doing your research **and** explain why this might be an issue for this particular research. (4 marks)

Identify **one** primary research method that you would use **and** explain why it is better than another possible primary method for obtaining the information that you need. (6 marks)

You have been asked as a sociologist to investigate the division of housework and childcare amongst married and cohabiting couples today.

Identify what sociologists mean by a pilot study **and** explain why you might undertake a pilot study in your investigation. (4 marks)

Identify **one** ethical issue you may need to consider **and** explain how you could deal with this ethical issue in your investigation. (4 marks)

Identify **one** secondary source of data that you could use **and** explain why it is better than another possible secondary source for obtaining the information you need. (6 marks)

You have been asked as a sociologist to investigate truancy amongst secondary school pupils.

Identify what sociologists mean by official statistics **and** explain how useful these might be for your investigation. (4 marks)

Identify **one** ethical issue that you may need to consider **and** explain why you need to consider this ethical issue for this investigation. (4 marks)

Identify **one** sampling method that you would use **and** explain why it is better than another possible sampling technique for obtaining a representative sample. (6 marks)

You have been asked as a sociologist to investigate attitudes towards marriage.

Identify **one** secondary source of information that you would use in your study **and** explain why this source might be useful. (4 marks)

Identify **one** ethical issue which may arise when asking people about marriage **and** explain how you might deal with this in your research. (4 marks)

Identify **one** method of interviewing that you might use **and** explain whether this method is better than using postal questionnaires for your research into attitudes towards marriage. (6 marks)

You have been asked as a sociologist to investigate the extent of racism in schools.

Identify what sociologists mean by secondary data **and** explain how useful school racist incident figures would be for your investigation. (4 marks)

Identify **one** ethical issue that you may need to consider **and** explain why you need to consider this ethical issue for your investigation. (4 marks)

Identify **one** observational method that you would use **and** explain why it is better than another possible observational method for obtaining information for your investigation. (6 marks)

Week 4 – Set on week beginning the 18th February.

Families part 1.

You must:

1. Read pp34-37 of the Collins Revision GCSE Sociology book.
2. Read the Family pages of my revision guide.
3. Read pp22-28 of this booklet.
4. Complete revision notes on the following sections from the traffic lighting using techniques you have learnt in the revision skills day:
 - What types of family are there?
 - What are the different sociological viewpoints on the family?
5. Complete key word list on pp29-30 of this booklet.
6. Read past exam questions on pp33-34.

If you want an A or an A*, you need to be able to include contemporary examples in your answers. That means things that are happening in the news at the moment or events that have happened in the last 5 or 10 years.

Every week, there will be an opportunity for you to write down some contemporary examples here. Try to link them to the topics we have studied.

Family

What types of family are there?	Green	Amber	Red
What is a family?			
What are nuclear, extended, lone, same sex, reconstituted and empty nest families?			
Why is there a greater diversity of families in Britain today?			
What are the different sociological viewpoints on the family?			
Is the nuclear family typical of families in modern Britain?			
What are functionalist views on the family?			
What are New Right views on the family?			
What do sociologists mean by the dark side of the family?			
Why do feminists believe the nuclear family is unfair on women?			
What are the different roles people play in the family?			
What is the division of labour?			
What are conjugal roles?			
What is the symmetrical family?			
Does the New Man exist?			
What role do grandparents play in families?			
What role do children play in families?			
How have children's role in the family changed in the last 50 years?			
Why have men and women's roles in the family changed in the last 50 years?			
How has life course changed over the last 50 years?			
How has life expectancy changed?			
How have patterns of fertility changed?			
What impact will an ageing population have on the country?			
How has the family changed over the last 50 years?			
Why has marriage declined?			
Why has cohabitation increased?			
Why have births outside of marriage increased?			
What are the effects of divorce?			
What are the arguments in favour of lone parent families?			
What are the arguments against lone parent families?			
Contemporary examples			
What debates are there around the quality of parenting as a social issue?			
What debates are there around the care of the disabled and elderly as a social issue?			
What debates are there around the relationship between teenagers and adults as a social issue?			
Can you give 3 recent examples from the news that relate to anything above?			

Families

What is a family?

Families

- It is difficult to produce an adequate definition of a 'family' that captures the variety of families in Britain.

What different types of households and families are there in Britain today?

- Several different types of households and families exist in Britain today.

How might an individual's family and household settings change over the course of their life?

- Individual's will live in many different family and household situations during their lifetime.

How do functionalist approaches view families and family life?

- There are different sociological approaches to the study of families.
- Functionalists believe that the nuclear family performs important functions for individuals and society.

How do new right approaches view families and family life?

- The new right approach argues that the family values are declining and, as a result, the family is in crisis.

How do critical approaches view families and family life?

- Some sociologists' approaches are critical of modern families and their role in society.
- Marxists approaches link families to social class inequalities.
- Feminist approach link families to gender inequalities.

What were gender roles and relationships between adult partners like in the past?

- Sociologists study roles and relationship between married and cohabiting partners. It is argued that, in the early part of the 20th century, conjugal roles were segregated, or separate and unequal.

What is the symmetrical family and why has it emerged?

- There is some evidence that roles and relationships between married and cohabiting partners are becoming more equal.
- Young and Wilmot (1973) suggest that the symmetrical family - in which there is greater equality between spouses - was typical in Britain.
- The rise of the symmetrical family is linked to feminism, effective contraception, changes in the social position of women and increased interest in home life.

Is the symmetrical family reality or a myth?

- Feminists reject the idea that conjugal roles and relationships are equal. Between the 1960s and 1980s, women reduced their time spent on domestic work but men did not significantly increase theirs.
- Attitudes to gender roles may have changed and there is some evidence that fathers are becoming more involved as parents. This may, however, lead to tension between parents.

How is power distributed between partners in relationships?

- Sociologists are interested in studying the distribution of power in relationships between partners. They focus on financial decision-making and domestic violence.

How have relationships between parents and their children changed over time?

- Relationships between parents and their children have changed over time. One view is that there is now less emphasis on discipline and more emphasis on individual freedom.
- Children may contribute to childcare and domestic tasks within families.

How have people's relationships with members of their wider family changed over time?

- Some approaches suggest that the wider family is becoming less important in our lives. Other emphasizes the continuing importance of family ties.

What are the current trends in families and households?

- Since the mid-1970s, there have been significant changes in families and households. These changes include an increase in one-person households and a decline in the traditional nuclear family.

What are the current trends in lone-parent families?

- The proportion of households containing lone-parent families increased from 3 per cent to 7 per cent between 1971 and 2007. This is linked to changing attitudes and the increase in divorce.

What other changes are taking place in families and households?

- Changes in families and households since the mid-1970s include an increase in the significance of stepfamilies and dual-worker families. Some approaches suggest that the wider family is becoming less important in our lives. Other emphasizes the continuing importance of family ties.

What are the links between families, households, ethnicity and social class?

- Britain is a culturally diverse society and immigration has been taking place for centuries. Migration has added to the overall diversity of families and households in Britain.

How have changing patterns of fertility affected families and households?

- Demographic changes are having an impact on families and households. Changing patterns of fertility mean that women are not only having fewer children, they are having them later in life.
- There is also a trend towards a smaller family size.

What are the changing patterns of life expectancy and infant mortality?

- Life expectancy has increased. This is linked to welfare state provisions, developments in public health and medicine, and improvements in diet and nutrition.
- The infant mortality rate has fallen.

How has the age structure of the population changed and what are the consequences of this?

- Britain has an ageing population.
- Multigenerational families are associated with longer life expectancy and an ageing population.

How do older people experience retirement?

- Older people's experiences of retirement differ according to their age.
- People in later life may provide services in the community and unpaid care within families.
- Elderly people's access to material, health and caring resources influence whether they can live independently in the community.

What are the changing patterns of marriages?

- The marriage rate is declining, people are getting married at a later age, cohabitation has increased and the proportion of births outside marriage has increased.
- Civil partnerships were introduced in the UK in 2005.

What are the changing patterns of divorce?

- The divorce rate in the UK doubled between 1971 and 1981, increased again in the 1990's, and has declined more recently.
- Several factors explain the increase in divorce in the UK. These include changing social attitudes, legal changes, changes in the social position of women, secularization and the influence of the media.

What are the consequences of divorce?

- Divorce has consequences for individuals and society. One consequence is an increase in stepfamilies. Other possible consequences are loss of contact between children and one parent, conflict between former spouses over parenting and property issues, loss of income for former spouses and loss of emotional support, particularly for divorced men.

What is the difference between arranged and forced marriages?

- In arranged marriages, the partners consent to the marriage. In forced marriages, either one or both of the parents do not consent to the marriage and some degree of force is involved.

What sort of family-related issues are currently causing concern?

- Issues related to families and children cause concern in the media and among politicians and policy makers. Sociological research can inform the debates on these issues and influence social policy.
- Governments try to help families, for example by providing payments such as Tax Credits and through programmes such as Sure Start.

Sociological Studies on the family.

Jewson (New Right) - Four main aspects of family values; normal family type, women are the carers, should look after each other and oppose modern values.

Halsey - Evidence shows that children whose parents do not follow the traditional norm are more likely to die younger, have more illness, do less well at school, suffer unemployment.

Willmott and Young - Evidence of greater sharing of jobs and roles and more caring relationships between partners.

British Social Attitudes survey - Shows changing views that traditional roles are less likely to be believed and seen as ok for women to work after having children.

Oakley - Symmetrical family is a myth and division of labour still in place.

Crompton and Lyonette - Attitudes to gender roles have changed but men's actual participation in household tasks has not.

Gatrell - Increased interest by men in childcare creates tension in the household as they take on more 'rewarding' jobs but ignore others like cleaning.

Pahl - Husbands more likely to be dominant in decision making.

Social trends - Percentage of households that are traditional nuclear families has dropped from 35% in 1971 to 21% in 2007.

Social trends - Percentage of one person households has increased from 18% in 1971 to 29% in 2007.

Jewson - Afro-Caribbean families have a higher proportion of lone parent families.

British Social Attitudes - Only 29% of respondents saw friends as more dependable than family in times of crisis.

Social Trends - Cohabiting has increased from 12% of under 60s in 1986 to 25% in 2006.

Households	Feminist	Increase in 1 person households	Decline in marriage
Nuclear families	Critical of family	Divorce/migration/cohabitation	1981 7.1 marriages per 1000
Gay and lesbian families	Socialisation encourages gender roles	Decline of 'cereal packet' family	2005 5.2 marriages per 1000
Vertical extended families	Patriarchal	1972 7% of kids with lone parent	Civil partnerships
Horizontal extended families	Men benefit/women lose out	2007 23% of kids with lone parent	Getting married later
Lone parent families	Dark side of family	Increase in stepfamilies	Increase in cohabitation
Step families	Domestic violence	Increase in dual worker households	Increase in births out of marriage
Life course		Friends the new family	Increase in divorce rate
		Friends like family/not replacing	1971 6.0 divorces per 1000
			2005 13.1 divorces per 1000
Functionalist	Joint conjugal roles	GB culturally diverse society	2007 11.9 divorces per 1000
Performs essential functions for society	Separate conjugal roles	Asian women stop work post kids	Changing social attitudes
Reproduction	Changes in last 50 years	Black women continue to work	Changes in the law
Regulates sexual behaviour	Symmetrical family	Bangladeshi families extended	1971 Divorce Reform Act
Primary socialisation	Rise of feminism	Relationships based more on class	Women in employment
Culture, norms and values	Better contraception	Falling fertility rates	Rise of feminism
Agency of social control	Women financially independent	Women having children older	Secularisation
Emotional support and nurture	Men spending more time at home	Kids are expensive today	Media influences
Economic provision	Little evidence for symmetrical family	Careers for women	More stepfamilies
	Double shift	Increased contraception	Children lose contact with a parent
	Gender based household chores	Life expectancy greater	Emotional conflict
	New man	Welfare state	Financial conflict
New Right	Men more interested in children	Improvements in health	Remarriage popular
Nuclear family is right	Men have little interest in cleaning	Improvements in diet	
Gay rights are wrong	Men have power in marriage	Decrease in infant mortality rates	Concerns for family
Single parents are wrong	Often hold financial power	Aging population	Growing levels of child poverty
Man should be breadwinner	BCS suggests DV not reported often	More carers needed for OAPs	Parental responsibilities
Women should stay at home		More beanpole families	Children born out of marriage
Family should support sick			Rights of children
Should not rely on the state			Long working hours parents
Family is in crisis			Aging population
			Moral panics around childhood
			Child Tax Credits
			Sure Start
Marxist	Kids in past 'seen and not heard'		
Critical of role of family	Poverty meant kids worked		
Enables inequalities to be passed on	SLA 16 only in 1970s		
Educational advantage passed on	Children's rights		
w/c learn to accept position	Part of family decision making		
	Extended family still important		
	Geographical distance		

Families

Beanpole families	
Bigamy	
Birth rate	
Breadwinner	
Cereal packet family	
Child-centredness	
Civil partnership	
Cohabitation	
Commune	
Conjugal roles- joint/segregated	
Death rate	
Democratic relationships	
Demography	
Domestic abuse	
Domestic division of labour	
Divorce rate	
Dual-worker families	
Extended family	
Empty nest	
Empty shell marriage	
Family Diversity	
Fertility rate	
Generation	
Household	
Househusband/wife	
Lone-parent family	

Marriage rate	
Matriarchal family	
Monogamy	
New man	
Neo-conventional families	
Nuclear family	
Patriarchy	
Polygamy	
Reconstituted family/step-parent	
Symmetrical families	
Traditional family roles	

What types of family are there?

What are the different sociological viewpoints on the family?

How to answer questions in the Families, Education and Media section of the exam.

You must know some key things before you answer the questions in these papers:

9) YOU MUST KNOW THE TERMS ON YOUR KEY WORDS LISTS.

10) The different arguments sociologists have on the main social issues in each topic i.e. why do some groups do better in education than other, is the nuclear family declining, are women represented fairly in the media.

11) Some recent examples from the news to illustrate your points – NOT YOUR OWN OPINIONS or WHAT HAS HAPPENED TO YOUR MATE OR YOUR NAN'S FRIEND!

NEVER, EVER COPY OUT THE QUESTION ON YOUR ANSWER PAPER. THIS IS A WASTE OF YOUR PRECIOUS TIME.

Questions.

1 and 2. Selecting information from sources. 1 MARK.

From item A,/ From item B ...

How do I answer this question?

Read the item. Underline the correct piece of information.

Only write one word or phrase for the answer. Do not write a full sentence.

6. Identifying two types of sociological information. 2 MARKS.

Identify one advantage and one disadvantage of/Identify 2 types

How do I answer this question?

You only need to write one short sentence for each thing you have to identify. They must be brief and to the point and take you no more than one minute.

7. Explain what a sociological concept or term means. 4 MARKS.

Explain what sociologists mean by

How do I answer this question?

In this answer you must explain in some detail what the question is asking. This means at least 2, but no more than 3, sentences explaining one of the terms from your key words list. DO NOT GIVE EXAMPLES TO ILLUSTRATE HERE. Do not give examples from your life (as you would not do anywhere in the exam). Just explain what it means sociologically.

5 and 6. Describe and explain sociological issues and processes. 5 MARKS.

Describe one reason whyand explain why

How do I answer this question?

You need to answer this question in two sections, leaving a line between them. Your describe part should be one sentence long and address the point in the question directly.

Then leave a line and address the explain bit. THIS SHOULD BE LINKED TO THE DESCRIBE BIT. You should write at least 2, but no more than 3, sentences to explain this part of the question. You may use a sociological example, but again do not talk about you or your experience. You may be able to use the items to support your explanation BUT DO NOT COPY ANYTHING FROM THEM.

For every question in this section, you must spend the following amount of time on each question
1 mark – 1 minute (x2).
2 marks = 1 minute.
4 marks = 4 minutes.
5 marks = 4 minutes (x2).
12 marks = 15 minutes.

Past 4 and 5 mark exam questions.

Explain what sociologists mean by an extended family. (4 marks)

Explain what sociologists mean by a traditional nuclear family. (4 marks)

Explain what sociologists mean by a reconstituted family. (4 marks)

Explain what sociologists mean by authority relationships in families. (4 marks)

Explain what sociologists mean by primary socialisation. (4 marks)

Describe **one** form of help which a grandparent might provide for a family **and** explain how this may help members of a family. (5 marks)

Describe **one** way in which governments might provide assistance to lone parent families **and** explain how this would assist lone parents. (5 marks)

Describe **one** possible consequence of divorce for husbands **and** explain how this may have an effect on them. (5 marks)

Describe **one** change in family size in Britain **and** explain why this change has occurred. (5 marks)

Describe **one** way in which relations between parents and children have changed in the last 30 years or so **and** explain why this change has happened. (5 marks)

Describe the feminist approach to the family **and** explain how this approach is different from other sociological approaches. (5 marks)

Describe **one** change in the role of women in families **and** explain why this change has occurred. (5 marks)

Describe how the pattern of divorce has changed in Britain over the last 50 years **and** explain why this pattern has occurred. (5 marks)

Describe **one** family type found in Britain **and** explain how it is different from any **one** other family type. (5 marks)

Describe **one** way in which an individual's family or household situation might change over the course of their life, **apart from** divorce, **and** explain why this change may occur. (5 marks)

Week 5

Families part 2.

You must:

- 1. Read pp38-41 of the Collins Revision GCSE Sociology book.**
- 2. Read the Family pages of my revision guide.**
- 3. Read pp22-28 of this booklet.**
- 4. Complete revision notes on the following sections from the traffic lighting using techniques you have learnt in the revision skills day:**
 - What are the different roles people play in the family?**
 - How has life course changed over the last 50 years?**
 - How has the family changed over the last 50 years?**
- 5. Read past exam questions on pp39-40.**

If you want an A or an A*, you need to be able to include contemporary examples in your answers. That means things that are happening in the news at the moment or events that have happened in the last 5 or 10 years.

Every week, there will be an opportunity for you to write down some contemporary examples here. Try to link them to the topics we have studied.

What are the different roles people play in the family?

How has life course changed over the last 50 years?

How has the family changed over the last 50 years?

The next section is the essay section. There are a choice of two essay questions. You must only answer one. You need at least 15 minutes to answer this question and should do a mini plan first.

The main focus of the essay is 'How far..'. This means the examiner wants to see if you can show at least to different arguments about the question and 'how far' sociologists agree or disagree about the issue. **YOU MUST WRITE AT LEAST TWO, BUT PREFERABLY THREE, PARAGRAPHS IN YOUR ESSAY SHOWING DIFFERENT SIDES OF THE ARGUMENT.**

Introduction

You can do an introduction if you want. If you do, it should define the key terms in the question. **NEVER, EVER, EVER, WRITE 'IN THIS ESSAY I WILL WRITE ABOUT ...'.** WHAT ELSE WOULD YOU BE DOING IN AN EXAM. If you don't like doing an introduction, don't do it. Just get on with the essay.

Main body of the essay

There must be at least two separate paragraphs which show two sides of any argument. Ideally you would want to show three different points of view with three paragraphs, but this may depend on the question. You must follow the PEEE model. This is Point – Evidence – Explanation – Evaluation.

- Point – The first sentence of your paragraph must explain to the examiner what you will include in the rest of the paragraph. You should be able to read and know what will be written about in the rest of the paragraph.
- Evidence – You need to include sociological evidence that supports this point. It could be the study a sociologist has done or some things you know from your study of sociology. You should include 2 or 3 pieces of evidence and have an explanation of how it links back to the question.
- Explanation – You need to be able to link the point you are making back to the question. So each point of evidence above must be relevant to the question.
- Evaluation – You need to be able to say why this point is useful to sociologists or show why people might criticise it. This is the 'how far' bit. Do all sociologists agree with the evidence you have presented? Why do they criticise it? Why would it be supported by others?

Do's

- Write a mini plan before starting.
- Use sociological perspectives.
- Use sociological terms.
- Use lots of evidence to support your points.
- Link everything back to the question.
- Say 'how far' by saying which arguments are more convincing.
- Use the items as clues to what you should be writing about.

Don'ts

- Write our opinion.
- Only give one side of the argument.
- List lots of things.
- Copy out the items.

YOU MUST HAVE AT LEAST 2, BUT PREFERABLY 3, PARAPGRAOHS LIKE THIS, EACH SHOWING A DIFFERENT SIDE OF THE ARGUMENT.

Conclusion

This should be 2 or sentences long that explains what the majority of evidence says.

Past exam essay questions on Family.

Discuss how far sociologists would agree that the nuclear family is the typical family in Britain today.

Discuss how far sociologists would agree that that families are a more important agency of socialisation in modern Britain than schools./ Discuss how far sociologists would agree that the traditional nuclear family is the most appropriate family type in which to raise children in modern Britain.

Discuss how far sociologists would agree that people's relationships with members of their wider or extended family have become less important over the last 50 years.

Discuss how far sociologists would agree that families are necessary in modern Britain because they perform functions for individuals and society./ Discuss how far sociologists would agree that marriage is still considered important in modern British society.

Discuss how far sociologists would agree that living in a family tends to benefit men more than women./ Discuss how far sociologists would agree that inequalities exist within the home.

Discuss how far sociologists would agree that changes in social attitudes have been responsible for the increase in the divorce rate since the 1960s?/ Discuss how far sociologists would agree that changes in the divorce rate over the past 50 years are due to changes in the law.

Discuss how far sociologists would agree that the roles of men and women in families have changed significantly in the past 50 years.

Discuss how far sociologists would agree that changes in family size have led to families becoming more child-centred.

Week 6

Education part 1.

You must:

- 1. Read pp22-25 of the Collins Revision GCSE Sociology book.**
- 2. Read the Education pages of my revision guide.**
- 3. Read pp42-48 of this booklet.**
- 4. Complete revision notes on the following sections from the traffic lighting using techniques you have learnt in the revision skills day:**
 - What is the role of education in modern Britain?**
 - How has the British education system changed over the last 50 years?**
- 5. Complete key word list on pp49-50 of this booklet.**
- 6. Read past exam questions on pp59.**

If you want an A or an A*, you need to be able to include contemporary examples in your answers. That means things that are happening in the news at the moment or events that have happened in the last 5 or 10 years.

Every week, there will be an opportunity for you to write down some contemporary examples here. Try to link them to the topics we have studied.

Education

What is the role of education in modern Britain?	Green	Amber	Red
What do functionalists say the role of education is (these are positive reasons)?			
What do Marxists say the role of education is (these are negative reasons)?			
What is the hidden curriculum?			
How has the British education system changed over the last 50 years?			
How did the Grammar School system introduced in 1944 work?			
How did the Comprehensive system introduced in 1965 work?			
What were the main changes introduced by the 1988 Education Act?			
What changes have New Labour made to the Education system?			
What is the structure of the British education system today?			
What in school factors affect educational achievement?			
How does the hidden curriculum work?			
What impact do streaming and setting have?			
What are labelling and the self fulfilling prophecy?			
How do subcultures affect achievement?			
How does social class affect educational achievement?			
What impact does home environment have on achievement?			
What is cultural capital?			
How might teachers label working class pupils?			
What impact could the rising cost of higher education have on working class students?			
How does gender affect educational achievement?			
Why have girls done better than boys in education in the last 20 years?			
Why have boys done worse than girls in education over the last 20 years?			
Why do boys and girls pick different subjects in school?			
How does ethnicity affect educational achievement?			
Why do some ethnic groups do better in education than others?			
Why might cultural differences explain these different levels of achievement?			
What in school factors could lead to students from ethnic minorities doing less well?			
Contemporary examples			
Why is education a political issue?			
What criticisms have been made of recent government education reforms?			
What debates are there around faith schools, testing special needs and alternative forms of provision as a social issue?			
Can you give 3 recent examples from the news that relate to anything above?			

- Education can be seen to play an economic and selective role in society. Functionalist perspectives see these as positive and of benefit to the whole society. Marxist perspectives see education as having a beneficial role for privileged groups in society and reinforcing existing inequalities.

What are the socialisation, social control and political roles of education?

- The education system has a role in socialising, controlling and politically educating people in society. Functionalist perspectives see these roles as positive and of benefit to the whole society. Marxist perspectives see education as having a beneficial role for privileged groups in society and reinforcing existing inequalities.

What is learned through formal and informal education?

- The education system provides both formal and informal learning to students. This learning takes place through the official curriculum

What changes took place in Britain's education system up to 1965?

- A formal education system began in Britain in 1870, linking the state to educational provision. This was developed further by the tripartite system, which aimed to allocate students to schools based on their academic ability.

What is the comprehensive system?

- The comprehensive system was introduced to allow all students, regardless of academic ability, equality of opportunity by attending the same type of school. However, whether this has happened in every case has been questioned.

How is the educational system organized in contemporary Britain?

- In Britain, most primary education is provided by the state through LAs. Most secondary education comes through state comprehensive schools. There is also provision through the independent sector where fees are paid. A range of provision exists beyond compulsory education and there is an emphasis on remaining in education or training after the age of 16.

Should education be provided by the state or by the independent sector?

- Currently, Britain has a mixture of state independent provision, with the majority of children attending state schools. Both forms of provision can be seen to have advantages and disadvantages.

What is vocational education and alternative forms of provision?

- Over the years, vocational education has been seen by governments as an increasingly important way of ensuring a more effective workforce to meet needs of the economy. Some alternative forms of educational provision do exist in Britain.

What have been the effects of marketisation, the National Curriculum and testing?

- Market forces have become part of the education system through parental choice and competition. The National Curriculum has resulted in compulsory core subjects for all and testing at different key stages.

How have freedom and choice increased?

- Schools and colleges must now publish a prospectus and results, providing parents with more information on which to base choices. A greater diversity of school provision includes CTCs and foundation schools. Governing bodies have been given greater freedom through local management of schools.

What are school league tables?

- The introduction to league tables have created more competition and provided more information to parents. However, critics suggest they may have led to a reduction in educational opportunities for some.

How has educational policy developed since 1997?

- A wide range of policies since 1997 have focused on raising standards, reducing inequalities and promoting diversity and choice in education.

How can social class affect achievement?

- Sociological explanations for differences in achievement mainly focus on the social environment. Social class is a key factor here, with students from high social class backgrounds having a greater chance of achieving high qualifications.

How can material factors affect achievement?

- The concept of material deprivation suggests that children from more privileged backgrounds in general have better material facilities in the home.

How can parental attitudes affect achievement?

- Middle-class and working-class parents are argued to have different values and expectations regarding education. Middle-class values may lead children to fit in better with the school environment, while working-class children may be culturally deprived.

How might the school affect achievement?

- Processes within the school may be influential on students' achievements. Teachers may label students and this may lead to a self-fulfilling prophecy. These labels can be positive or negative and students can accept them or attempt to reject them.

What is the influence of streaming subculture and school organization?

- Streaming in schools can have both a positive and a negative influence on students' achievements. Some students may become part of a counter-school subculture which may affect their achievement. The way in which school is organized may have some effect in reducing the influence of social class differences in achievement.

Why has achievement for females improved?

- Although achievement levels for both males and females have improved, female achievement levels are higher overall. A range of factors in both the education system and the wider society can be identified to help explain this pattern.

How can we explain differences in subject choice between males and females?

- Differences exist in subject choices between males and females- particularly in post-16 education. These differences may be related to influences from home, the wider society or from within the education system. Single-sex schools and classrooms have been identified as a possible way of addressing these differences as well as to raise achievement generally.

Why is the performance of female students improving faster than that of male students?

- Although achievement levels for males are increasing overall, they appear to be under-performing compared with female students. A number of factors have been linked to this pattern. These relate to the influence of males' own attitudes to studying, changes in the wider society in terms of traditional male roles.

What are the patterns of ethnicity and achievement?

- Statistics show different levels of achievement for different ethnic groups. Research suggests that IQ is not a major factor and that other factors relating to social background may be most influential on achievement levels.

Are social class and cultural factors influence?

- Various explanations have been given relating to cultural differences. However, social class background and gender also seem influential, suggesting that explanations relating to these two factors are also relevant.

What is the role of the school in ethnicity and achievement?

- The concept of labelling can be used to explain some teacher's attitudes to different ethnic groups. This made more complex by differences in labels relating to gender. Also, labels may vary between ethnic groups. The hidden curriculum may also present stereotypical images of some groups.

How might discrimination and a lack of black teachers be important?

- There are variations in achievement levels for different ethnic groups. Discrimination and racism in education may affect student achievement. A lack of teachers from ethnic minority groups may also be influential. There are also variations in achievement within the ethnic groups related to social class, background and gender. It is important not to assume the members of a particular classified group all share the same attitudes, values and experiences.

Education studies

- Sutton Trust** - Children from private schools are much more likely to end up in top professional jobs that are considered important in society.
- Gerwitz** - Marketisation makes schools try to attract middle class children and excludes children who were unlikely to help improve standards.
- Gillborn and Youdell** - League tables make schools focus on students who can achieve 5 A-C and ignore other students.
- Youth Cohort Study** - Children from poorer families do less well in their GCSEs than those from better off families.
- Douglas** - Poor housing and overcrowding have a negative effect on performance at school.
- Rosenthal and Jacobsen** - Labelling by teachers leads to a self fulfilling prophecy.
- Hargreaves** - Boys labelled at school as failures developed an anti school sub culture.
- Rutter** - Good schools that are well led and managed can have a positive impact on the achievement of children.
- Wilkinson** - 'Women's aspirations and their image of themselves have profoundly altered in the past quarter of a century'.
- Mitsos and Browne** - In school factors can still explain the differences in subject choice between boys and girls.
- Harris** - Boys have lower self esteem and motivation, less willing to work hard whereas girls will do homework and think more about their futures.
- Moir and Moir** - Schools too girl friendly and boys forced to learn in ways that don't suit them.
- Katz** - boys fear of ridicule means they don't want to try and poor role models on telly means boys have low self esteem.
- Swann Report** - Social class accounts for 50% of the difference of achievement between ethnic groups.
- Mirza** - Black girls have a strong desire to reject teacher labels.
- Wright** - Asian children face discrimination based on teachers assumptions of their language skills.
- Gillborn and Youdell** - Teacher's attitudes place black students in lower sets.

Education.

Discuss how far sociologists would agree that gender (or ethnicity or social class) is the most significant factor on pupils' educational achievements in Britain today.

Class	Gender	Ethnicity
w/c kids do much worse in school	Girls results + last 30 years	Range of outcomes for groups
Material deprivation	Feminist movement	Most Indian/Chinese do well
School materials cost	Greater equality for women now	Most black boys do poorly
Poor housing	Better job opportunities girls	Most black girls do well
Absenteeism higher for w/c	Sex Discrimination Act	White w/c boys do worst
w/c kids leave school sooner	Equal opportunities policies	Social class v. imp
m/c kids have better facilities	National Curriculum	Poverty may be factor
Parental attitudes	Gendered subject choice	Immigrants in low paid jobs
m/c values - control over lives	Teacher labelling	Cultural differences
Deferred gratification	Boys still get more attention	Schools white values
w/c values - fatalistic	Schools more 'girl friendly'	Language problems
Present gratification	Masculine peer pressure	Not for all immigrants
Cultural deprivation	Not 'cool' to work hard	Parental expectations
m/c kids books/museums	Loss of male self esteem	Some groups may not push
Cultural capital	Loss of traditional male jobs	Others value education
In school factors	Greater number female teachers	Quality of school important
Labelling/self fulfilling prophecy	Lack of male role models	Labelling/teacher expectation
Setting/streaming	Boys seen as 'trouble'	Hidden curriculum/racism
Anti school subcultures	Class more imp. than gender	Lack of black teachers

Discuss how far sociologists would agree that the most important function of the education system in Britain today is to encourage social cohesion/ teach children to become part of society.

Functionalist	Marxist
Economic role - preparing for work	Economic - reinforces class system/rich succeed
Selective role - get jobs best suited to abilities	Selective - not equal opportunity for all
Meritocracy	Myth of meritocracy
Promotes social mobility	Working class children failed by system
Socialisation role - teaching norms and values	Socialisation - accept values of the powerful
Learn a common culture	Learn hard work as have hard work in job
Social control - acceptance of rules and authority	Social control - reflects power in society
Political role - teaching to be effective citizens	Political - only opinions of rich valued
Promoting social cohesion i.e. being British	Hierarchy/competition/gender role/social control

Discuss how far sociologists would agree that educational reforms over the last 25 years have been successful in raising the achievement of all pupils.

Yes - GCSE results have improved	No - many students still failing
Marketisation of schools	Marketisation increase inequality
Parental choice	Middle class parents dominate best schools
Competition drives up standards	Middle class schools do better in league tables
Funding based on pupil numbers	Sink schools lose money as parents avoid
National curriculum means all get same	Gender differences in subject choice
League tables and national tests	Many children feel failures due to early tests
National strategies - literacy/numeracy	Lots on money spent with little improvement
Tables for progress as well as results	Schools 'cheat' to get up tables
OFSTED and special measures	Different social groups get different results
EMAs/Sure Start/Aim Higher	Choice not always for all
Extra spending to reduce inequality	
Academies - diversity and choice	

Education

Academies	
Anti-school subculture	
Citizenship	
Comprehensive school system	
Cultural capital	
De-schooling	
Formal curriculum	
Ethnocentric curriculum	
Free schools	
Further/higher education	
Hidden curriculum	
Home education	
Independent sector schools	
Inclusion and exclusion	
Intelligence Quotient	
Labelling	
Marketisation of education	
Material deprivation	
Meritocracy	
Mixed ability classes	
National curriculum	
Official curriculum	
Ofsted	
Private schools	
Public school	
SAT s	
Selective schooling - tripartite system	

Self-fulfilling prophecy	
Setting and streaming	
School league tables	
State funded schools	
Specialist schools	
Vocational education	

What is the role of education in modern Britain?

How has the British education system changed over the last 50 years?

Past 4 and 5 mark exam questions.

Explain what sociologists mean by the hidden curriculum. (4 marks)

Explain what sociologists mean by labelling in schools. (4 marks)

Explain what sociologists mean by pupil subcultures. (4 marks)

Explain what sociologists mean by the self-fulfilling prophecy. (4 marks)

Explain what sociologists mean by vocationalism in education. (4 marks)

Describe **one** way in which parents can assist their children to achieve well at school **and** explain how this would help. (5 marks)

Describe **one** way in which governments have attempted to check what happens in schools **and** explain what effect such monitoring may have on a school. (5 marks)

Describe **one** way in which a school can try to raise pupil performance **and** explain how this may lead to an improvement in educational achievement. (5 marks)

Describe **one** government educational reform of the last 25 years **and** explain how this may have increased or decreased educational opportunities. (5 marks)

Describe **one** way in which teacher expectations can affect attainment **and** explain how this may or may not lead to an improvement in educational achievement. (5 marks)

Describe **one** way in which a personal tutor or mentor can try to raise individual pupil performance **and** explain how this may lead to an improvement in educational achievement. (5 marks)

Describe **one** way in which a school's performance is measured **and** explain how this may or may not be a good way of measuring the standards of a school. (5 marks)

Describe **one** function that education may perform for society **and** explain how this may benefit society. (5 marks)

Describe **one** way in which schools attempt to encourage a sense of what it means to be British **and** explain how this may help to improve social cohesion. (5 marks)

Describe **one** government policy of the last 20 years which has attempted to widen the range of young people participating in post-16 education. Explain how this policy may or may not have increased educational opportunities. (5 marks)

Week 7

Education part 2.

You must:

1. Read pp26-29 of the Collins Revision GCSE Sociology book.
2. Read the Education pages of my revision guide.
3. Read pp42-48 of this booklet.
4. Complete revision notes on the following sections from the traffic lighting using techniques you have learnt in the revision skills day:
 - What in school factors affect educational achievement?
 - How does social class affect educational achievement?
 - How does gender affect educational achievement?
 - How does ethnicity affect educational achievement?

Read past exam questions on pp59.

If you want an A or an A*, you need to be able to include contemporary examples in your answers. That means things that are happening in the news at the moment or events that have happened in the last 5 or 10 years.

Every week, there will be an opportunity for you to write down some contemporary examples here. Try to link them to the topics we have studied.

What in school factors affect educational achievement?

How does social class affect educational achievement?

How does gender affect educational achievement?

How does ethnicity affect educational achievement?

Past education essay questions.

Discuss how far sociologists would agree that school-based factors are the most important influence on pupils' educational achievements in Britain today/ Discuss how far sociologists would agree that the situation in a pupil's home is a more important cause of educational under-achievement than the type of school he or she attends.

Discuss how far sociologists would agree that parental attitudes are the most important influence on a child's educational achievement.

Discuss how far sociologists would agree that recent improvements in girls' achievements in examinations been the result of educational reforms rather than other social changes.

Discuss how far sociologists would agree that the way in which pupils are grouped within a school has a significant effect on their educational performance.

Discuss how far sociologists would agree that peer group pressure has a significant effect on a pupil's educational achievement.

Discuss how far sociologists would agree that the improvement in pupil achievement in examinations has been the result of educational reforms in the past 25 years.

Week 8

Crime and Deviance.

You must:

- 1. Read pp48-57 of the Collins Revision GCSE Sociology book.**
- 2. Read the Family pages of my revision guide.**
- 3. Read pp78-83 of this booklet.**
- 4. Complete revision notes on the following sections from the traffic lighting using techniques you have learnt in the revision skills day:**
 - What are the key definitions in crime and deviance?**
 - How do sociologists explain criminal and deviant behaviour?**
 - How reliable are official statistics as a measure of crime?**
 - What is the involvement of different social groups in crime?**
 - What is the impact of crime and deviance?**
- 5. Complete key word list on pp84-85 of this booklet.**
- 6. Read past exam questions on pp91-92.**

If you want an A or an A*, you need to be able to include contemporary examples in your answers. That means things that are happening in the news at the moment or events that have happened in the last 5 or 10 years.

Every week, there will be an opportunity for you to write down some contemporary examples here. Try to link them to the topics we have studied.

Crime and Deviance

What are the key definitions in crime and deviance?	Green	Amber	Red
What is the difference between crime and deviance?			
Why is deviance socially defined?			
What is the difference between formal and informal rules?			
What are social order and social control?			
What is the difference between formal and informal social control?			
How do sociologists explain criminal and deviant behaviour?			
How might inadequate socialisation lead to crime and deviance?			
Why might lack of opportunity or relative deprivation lead to crime and deviance?			
How do sub-cultural theorists explain crime and deviance?			
How do Marxists explain crime and deviance?			
How does labelling theory explain crime and deviance?			
How would biologists or psychologists explain criminal and deviant behaviour?			
How reliable are official statistics as a measure of crime?			
What are the main sources of official statistics in crime?			
What is the 'hidden' or 'dark' figure of crime?			
What are victim and self report studies?			
How far do official statistics measure the extent of crime?			
Why might crime statistics be described as being socially constructed?			
What is the involvement of different social groups in crime?			
What explanations are there for young people getting involved in crime?			
Why are men more likely to be involved in crime?			
Why are women less likely to be convicted of a crime?			
Why over the last 10 years are women more likely to be convicted?			
Why are some ethnic minorities over represented in the prison population?			
Why are young black and Asian men more likely to be stopped by the police?			
What is white collar crime?			
Why are working class people more likely to end up in jail than middle class people?			
Why is the crime rate higher in urban areas than rural areas?			
What is the impact of crime and deviance?			
What research is done to measure the impact of crime?			
Why is the fear of crime greater than the actual level of crime?			
What is the impact of crime on communities?			
Contemporary examples			
Why is youth crime seen as a social problem?			
How have governments tried to tackle racially motivated crime in recent years?			
Can you give 3 recent examples from the news that relate to anything above?			

What is meant by the crime and deviance?

- A crime is an illegal act that is punishable by law. Deviance is behaviour which the majority of people disagree with, or which goes against the rules and norms of society. Deviant acts can be- but are not always- illegal. Illegal acts are not necessarily considered deviant.

When is an act seen as deviant?

- Deviance is defined according to the social setting in which it takes place. Behaviour classed as 'deviant' can vary according to who performs the act and where they do so. What is classified as deviant also varies between culture and over time.

What is the difference between formal and informal rules?

- Rules may be formal, that is written down as laws or codes of conduct. Alternatively, they may be informal, that is unwritten and taken for granted.

What are social order and social control?

- Social order is necessary for society to run smoothly. The Functionalists approach argues that social order is based on consensus (agreement). The Marxist approach argues that social order is based on the power of the ruling class over the working class. Much of our behaviour is socially controlled by groups and society.

What is the difference between formal and informal social control?

- Formal social control is based on written rules and laws. Informal social control is based on informal social processes and is enforced through social pressure.

What non-sociological explanations are there for criminal and deviant behaviour?

- The cause of criminal and deviant behaviour have been explained in terms of psychological, biological and social factors. Psychological explanations focus on the psychological traits of individual offenders, such as being impulsive. Biological explanations focus on the genetic basis of criminals and antisocial behaviour.

How do sociologists explain criminal and deviant behaviour?

- Sociologists focus on social factors. Their explanations of crime and deviance include socialization patterns, opportunity structures and relative deprivation.

What other sociological explanations of criminal and deviant behaviour are there?

- Sub-culture theories explain crime and delinquency in terms of the values of a particular subculture and the influence of the peer group. Marxist theories explain crime as resulting from the way capitalist society is structured.

How does labelling theory explain criminal and deviant behaviour?

- Labelling theory explores how and why certain people such as working class boys) come to be labelled as deviant or criminal.

What are the main sources of statistical data on the extent of crime?

- Official statistics on police recorded crime are published in the UK by the home office.
- Victim surveys and self-report studies also provide statistical data on the extent of crime. British crime surveys estimates of crime are higher than the figures on crimes recorded by the police.

How far do official statistics on recorded crime measure the extent of crime?

- Not all crime is discovered, witnessed, reported or recorded, so official statistics on police recorded crime do not tell the whole story.

What is meant by the 'social construction' of official crime statistics?

- Official statistics on police recorded crime are based on a series of decisions made by, for example, victims and police officers, as such; they do not provide a true picture of crime levels.

What is the relationship between involvement in crime and age?

- Official statistics on police recorded crime suggest that criminal activity is more commonly found in particular social groups such as young males. Possible explanations for this include group peer pressure.

What is the relationship between crime and gender?

- Official statistics on police record crime suggest that more men commit crime than women. Possible explanations for this include gender socialization and the chivalry effect.

How do we explain women's increasing involvement in crime?

- Recent statistics suggest that the number of female offenders in the UK is increasing.
- Possible explanations for this include changing social position of women and changing attitudes to gender and crime.

What is the relationship between involvement in crime and ethnicity?

- Members of some ethnic groups are over-represented while others are under-represented in the prison population relative to their proportion in the general population.

How do we explain the patterns in statistics on crime and ethnicity?

- Crime statistics are seen as reflecting policing methods and bias within the criminal justice system.

What is the relationship between involvement in crime social class and locality?

- Official statistics suggest that criminal activity is more common in particular social groups or localities. However, studies of white-collar and corporate crime paint a more complex picture.

What is the significance of criminal behaviour for victims of crime?

- Research into the victims of crime includes measurement research, studies of the impact of crime and studies of the role of victims in the criminal justice system.

What is the significance of criminal behaviour for communities and society?

- Crime impacts on neighbourhoods, communities and on society generally.

Why is youth crime seen as a social problem?

- Crime is a major focus of concern and debate among politicians, the media and the public. Teenage crime in particular is seen as a social problem.

What are the links between racism and crime?

- Racism and racially aggravated crime are examples of social problems that governments have tried to tackle in recent years.

Crime and Deviance studies.

Williams - 'Cocaine kids'; due to high levels of unemployment in New York, more opportunities for young men in drugs trade.

Cohen - Juvenile delinquency down to membership of delinquent groups or 'gangs' - boys join these because of failure in education system where they experience 'status frustration' in trying and failing to meet middle class expectations.

Willis - 'Learning to Labour'; Working class boys reject the values of their school and form an anti-school culture.

Circourel - participant observation with law enforcement showed views were influenced by what they thought was the image of a 'typical delinquent'.

Jansson - Crimes most likely to be reported to police are those where an insurance claim is likely to be made.

Maguire - Many more males, young people, black people, poor people and poorly educated people in the prison population relative to the general population.

Criminal Statistics 2006 - Women mainly convicted over theft or handling stolen goods whereas men had twice the rate of conviction for drug offences.

Garrod - Increase in the number of women in prisons in last 10 years almost entirely due to harsher sentences rather than women committing more crimes.

Tombs - Little effort by the government to keep track of white collar crime.

Walklate - Four key social groups most likely to be victims of crime are the poor, the young, males and minority ethnic groups.

Reiner - Studies of news reports have shown violent crimes are over represented compared with their incidence in official statistics on crime. Also they over exaggerate the risks to white people, women and the elderly.

Pitts - Youth crime is often on the front pages of newspapers and this creates an anxiety among members of the public.

Newburn - However, a significant amount of crime is committed by young people which adds to the idea of young offenders being seen as folk devils.

Crime breaks the law
Deviance
Not conforming to norms+values
Mild or extreme deviance
Not all deviance illegal
Not all crime is deviant
Deviance is socially defined
Formal rules
Written down guides
Informal rules
'Taken for granted' rules

Social order
Makes society run smoothly
Functionalists - consensus
Society share common interests
Marxists - conflict
Two classes with different values
Bourgeoisie keep order by power
Methods of social control
Formal social control
Law/police/courts/army
Informal social control
Family/peers/friends

Psychological explanations
Personality traits
Biological explanations
Genetic reasons

Sociological explanations
Poor socialisation (New Right)
Inadequate parenting
Poor discipline in schools
Violence in mass media
Juvenile delinquency
Lack of opportunity
Relative deprivation
Discontent leads to crime
Sub-cultural theories
Status frustration
Status gained in gangs
No status from education
Learning to Labour
Lads and ear'oles
Marxist explanations
Capitalism based on materialism
Media reinforces this
Crime caused by creating desire
Law supports rich
Poor more likely to be in court
Labelling theory
Delinquency due to labelling
Self fulfilling prophecy
Society reinforces delinquent role
Society reaction causes delinquency

Fear of crime high
BCS 57% fear credit card crime
Only 4% affected in 2006
People encouraged to stop crime
Burglar alarms
Crimestoppers
National Benefit Fraud hotline
Costs of white collar crime
Financial/physical/social costs

Victim surveys
British Crime Survey
Interviews a sample of 40000
Not murder or 'victimless crimes'
Self report studies
Asks about all offending
Official statistics
Crimes recorded by the police
2006/07 BCS 11.3 mill. crimes
2006/07 police 5.4 mill. crimes
Not all crime noticed
Not all crime reported
Fear of police
Lack of belief in police
White collar crime
Dark figure of crime
Official stats socially constructed

Young people more likely crime
6% of 17yr males cautioned
1% of 45+yr males cautioned
Majority young no crime
Young involved in minor crime
Causes - no social control
Peer pressure/excitement

Ethnic groups
Some over represented in prison
Black 5 times more likely than white
Black 7 times more likely searched
Ethnicity linked to unemployment
Ethnicity linked to poverty
Stats exaggerate crime in ethnics
Racism in system
Macpherson Report
Met police institutionally racist

2006 20% offenders female
2006 80% offenders male
Gender socialisation
Girls expected to be more passive
Boys supposed to be tough
Females have fewer opportunities
Domestic responsibilities
Law has stereotypical view
Chivalry factor
Perhaps disappearing 'ladette'
Greater equality = more crime
Women more likely to be in poverty

w/c over represented in prison
Due to sub cultures/unemployment
Poverty/lack of opportunity
System could be biased
White collar/corporate crime
Businesses hide this
Urban areas have higher crime
Higher levels of poverty
More opportunities
More social control rural areas
Different policing methods

Most likely victims of crime
Poor/male/ethnic min/young
Impact of crime
Physical/financial/psycho./social
Victim Support
Restorative justice

Youth crime seen as social problem
Media set agenda in crime debate
Moral panics about crime
Moral panics about youths

Crime and Deviance

Agents/agencies of social control	
Anomie	
Antisocial behaviour	
Chivalry thesis	
Community service	
Computer crime	
Conformity	
Corporate crime	
Crime rate	
Dark figure	
Data protection	
Deviance	
Formal and informal social control	
Identity theft	
Indictable offence	
Judiciary	
Labelling theory	
Master status	
Official crime statistics	
Probation	

Recorded crime	
Relative deprivation	
Scapegoat	
Self-report studies	
Social control/sanctions	
Social construct	
Socially defined behaviour	
Social order	
Stereotype	
Sub-culture	
Surveillance	
Victim surveys	
White collar crime	

What are the key definitions in crime and deviance?

How do sociologists explain criminal and deviant behaviour?

How reliable are official statistics as a measure of crime?

What is the involvement of different social groups in crime?

What is the impact of crime and deviance?

Crime and Deviance 4 and 5 mark questions.

Explain what sociologists mean by conformity when studying deviance. (4 marks)

Explain what sociologists mean by labelling. (4 marks)

Explain what sociologists studying deviance mean by peer pressure. (4 marks)

Explain what sociologists mean by white-collar crime. (4 marks)

Describe **one** way in which the government collects statistics about the level of crime in society **and** explain why this might not be an accurate picture of the number of crimes committed. (5 marks)

Describe **one** way in which recent governments have tried to reduce anti-social behaviour **and** explain how successful this approach has been. (5 marks)

Describe **one** way in which governments have attempted to reduce racist behaviour in society **and** explain how successful this approach has been. (5 marks)

Describe **one** reason why there is argument and debate about levels of violent crime in society **and** explain why this might make it difficult to reduce the public's fear of such crimes. (5 marks)

Describe **one** recent approach to reduce the number of violent crimes committed by young people **and** explain why this approach might not have been successful. (5 marks)

Describe **one** way in which some sociologists believe that labelling can lead to deviant behaviour **and** explain why this might be a problem for certain groups within society. (5 marks)

Describe **one** police action that may lead to some members of minority ethnic groups being stereotyped as criminal **and** explain why this stereotyping occurs. (5 marks)

Describe **one** reason why people in poverty are more likely to be victims of crime than the more wealthy **and** explain why this situation persists. (5 marks)

Past essay questions.

Discuss how far sociologists would agree that deprivation is the main cause of most crime in modern Britain.

Discuss how far sociologists would agree that most anti-social behaviour is carried out by young men.

Discuss how far sociologists would agree that official statistics of crimes recorded by the police provide a complete picture of the extent of crime in Britain.

Discuss how far sociologists would agree that official statistics of police recorded crime exaggerate crime levels amongst young people (or could be amongst some ethnic groups).

Discuss how far sociologists would agree that agree that the young people who commit crimes do so because they have different norms and values from the rest of society?

Discuss how far sociologists would agree that working class males are more likely to commit crimes than other sections of society./ Discuss how far sociologists would agree that in Britain today working-class criminals are more likely to be convicted than middle-class and upper-class 'white collar' criminals.

Discuss how far sociologists would agree that teenage criminal and deviant behaviour results from parents failing to socialise their children correctly.

Discuss how far sociologists would agree that women are less likely to commit crime than men.

Discuss how far sociologists would agree that what is seen as deviance arises from labelling by society.

Week 9

Social inequality

You must:

- 1. Read pp84-95 of the Collins Revision GCSE Sociology book.**
- 2. Read the Family pages of my revision guide.**
- 3. Read pp94-100 of this booklet.**
- 4. Complete revision notes on the following sections from the traffic lighting using techniques you have learnt in the revision skills day:**
 - What is social inequality and stratification?**
 - How do sociologists measure stratification based on social class?**
 - How do inequalities based on gender, ethnicity and age affect people?**
 - How are wealth, income and poverty distributed in the UK?**
 - What are the sociological explanations of poverty?**
- 5. Complete key word list on pp101-102 of this booklet.**
- 6. Read past exam questions on pp108-109.**

If you want an A or an A*, you need to be able to include contemporary examples in your answers. That means things that are happening in the news at the moment or events that have happened in the last 5 or 10 years.

Every week, there will be an opportunity for you to write down some contemporary examples here. Try to link them to the topics we have studied.

Social inequality.

What is social inequality and stratification?	Green	Amber	Red
What do sociologists mean by the term social inequality?			
How is society stratified by social class?			
How is society stratified by gender?			
How is society stratified by age?			
How is society stratified by gender?			
How does stratification affect people's life chances?			
How do sociologists measure stratification based on social class?			
Explain Karl Marx's views on stratification?			
Explain Max Weber's views on social class?			
How do functionalists explain social class?			
What are the strengths and weaknesses of the Registrar Generals' scale?			
What are the strengths and weaknesses of the NS-SEC scale?			
How do inequalities based on gender, ethnicity and age affect people?			
What is gender?			
What inequalities are based on gender?			
What is ethnicity?			
What inequalities are based on ethnicity?			
What is life course?			
What inequalities do people face in youth and in old age?			
How are wealth, income and poverty distributed in the UK?			
Is wealth distributed fairly through the UK population?			
What is social mobility?			
What is poverty?			
How do we measure poverty?			
Which social groups are most likely to experience poverty?			
What are the sociological explanations of poverty?			
What is the culture of poverty?			
What is the cycle of poverty?			
What is welfare dependency?			
What is the Marxist explanation of poverty?			
How does unemployment and the inadequacies of the welfare state explain poverty?			
Contemporary examples			
How much social mobility is there in Britain?			
Are other divisions in society more important than social class?			
Has Britain got too high a level of welfare dependency?			
Can you give 3 recent examples from the news that relate to anything above?			

- Different forms of stratification have existed between societies over time. They include caste, Apartheid and class.

How have sociologists explained social class?

- Marx identified two main classes. Class membership was determined by economic factors (ownership and non-ownership). Weber identified four main classes, reflecting different life chances. Weber saw class, status and power as important in determining life chances.

How does the functionalist approach view stratification?

- The functionalist approach argues that some positions are vital to society but not everyone has the talent to fill these posts. To attract the best-qualified people, top positions must provide access to desirable rewards such as high pay and status. Stratification is functional for society because it ensures that the most important jobs are filled by the most talented and qualified people.

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How is class measured?

- Occupation is often used to measure social class because it is related to factors such as status and life chances. The NS-SEC is seen as overcoming many of the problems with the Registrar General's scales.

What is gender?

- The term gender describes the different social practises and ideas that are associated with masculinity and femininity. Sociologists argue that gender is based on social rather than biological differences. The socialization process, for example, is gendered.

What inequalities are based on gender?

- Despite legislation, women still experience inequality in employment in relation too, for example, pay. Possible reasons include women's triple shift and discrimination.

What is ethnicity?

- One view that changes in attitudes and practises (such as the recognition that institutional racism must be addressed) have taken place to address inequalities based on ethnicity. As a result, ethnicity has become a less significant social division than in the past.

What inequalities are based on ethnicity?

- There is evidence to suggest that, despite changes, discrimination based on ethnicity [for example in the labour market] persists. However, members of some ethnic groups [such as those of Indian heritage] are much better placed than others [such as those of Pakistani/Bangladeshi heritage] in terms of employment so it is difficult to generalize.

How do sociologists approach the study of age?

- We can look at age as a biological and social category. Sociologists explore the ways in which expectations surrounding age vary cross-culturally and historically.

How do sociologists view youth?

- In some cultures, the transition from childhood to adulthood is clearly marked by initiation ceremonies. In others, the transition is more extended and less clear cut.

How do sociologists study older age?

- Age discrimination is increasingly recognized as a social problem in Britain and legislation has been introduced to tackle this. However, the status of older people varies between societies. Within Britain, the position of older people varies according to their social class, gender and ethnicity.

How are wealth and income distributed in Britain?

- Life chances are influenced by wealth and income. There are huge inequalities in the distribution of wealth and income in Britain which appear to be growing.

What is Social Mobility?

- Social mobility refers to people's movement up or down between society's strata. High rates of social mobility can be seen as evidence of a meritocratic society in which status is achieved and opportunities are offered to all.

How much social mobility is there in Britain?

- Although long-range mobility has occurred, children from working-class background have less chance of moving into professional occupations than children who are from professional backgrounds. Mobility chances may still depend on class background rather than on educational achievement. There are problems in measuring mobility.

What is poverty?

- Poverty has been defined in absolute and relative terms. It has also been defined in terms of exclusion from everyday activities and customs. The definition adopted is important because it influences the extent to which poverty is said to exist, the numbers counted as in poverty and the Government policies adopted to address it.

How do we measure poverty?

- There are several ways of measuring poverty. The official UK government measure is incomes below 60 per cent of the median income of the population. Other measures include lack of items seen as necessities and subjective measures. Research suggests that poverty and inequality have increased.

Who is likely to experience poverty?

- The chances of experiencing poverty are not distributed equally. Women and people from some minority ethnic groups are more likely to experience poverty than some other groups

Which other groups are likely to experience poverty?

- The chances of experiencing poverty are linked to age - children and pensioners are more at risk of poverty than other age groups. This is expressed in the idea of his life cycle of poverty. People with disabilities are also more at risk.

How do we explain poverty?

- The culture of poverty shows that the way people adapt to poverty (particularly in their sub cultural values) can keep them in poverty. The cycle of deprivation shows how poverty is passed between the generations of a family.

What other explanations of poverty are there?

- New Right approaches argue that welfare state provision is too generous and makes the problem of poverty worse by creating 'welfare dependency' and the development of an underclass. Social exclusion refers to being shut out or excluded from participation in society's social, political and cultural life.

What do structural explanations of poverty involve?

- Marxist approaches see poverty as an outcome of class-based divisions in capitalist society. Other structural approaches explain poverty in terms of unemployment or inadequacies of the welfare state.

Does social class matter?

- Some sociologists argue that class is becoming less important as a social division. For example, the occupational structure has changed, people no longer strongly identify themselves as belonging to a particular class, young people's experiences are becoming increasingly similar in important respects regardless of their class backgrounds, and Britain largely operates as a meritocracy in allocating individuals to jobs.

What other views are there on the changing significance of social class?

- One version of the 'decline of class' view argues that social inequalities linked to gender, ethnicity and age are now more significant sources of social divisions than class. However, it may be useful to see class, gender, ethnicity and age as interrelated aspects of inequality rather than as separate aspects. Many sociologists accept that class has changed but reject the ideas that it has declined.

Social inequality studies

Roberts - The children of unskilled workers are 50% more likely to die in infancy than those of professionals. They are also 6 times less likely to go to university.

Shaw - Inequalities in health care exist in Britain. There are fewer doctors in areas where people had the highest need for medical care. Poverty and poor health are closely linked.

Holmes - As part of the socialisation process, boys and girls are channelled into doing different kind of things i.e. boys are seen as tough and talk about cars, girls are seen as more delicate and talk about clothes or cooking.

Li - Women has worse pay levels than men of similar ages and educational levels and had worse chances of getting managerial jobs.

Li - All ethnic minority groups had a much worse chance of accessing employment than their white peers.

Social Trends - in 2001, the wealthiest 1% owned 33% of the wealth, up from 29% in 1991. The most wealthy 50% owned 97% of all the wealth in 2001, up again from 93% in 1991.

Goldthorpe - Found in 1972-74 there was social mobility and working class kids could end up in middle class jobs, they were less likely to do so than middle class kids.

Crompton - Found that by 2008, social mobility is in serious decline and there is little movement between the classes now.

Poverty and Social Exclusion Survey (PSE) - 26% of British population were living in poverty, that is unable to afford two or more necessities.

Millar - Two groups with the highest risk and the longest durations of poverty comprise females: lone mothers and older women living alone.

Murray - Welfare benefits encourage crime, single parenthood and unemployment and takes away the incentive to work from people.

Burchardt - Social exclusion means being unable to participate in key activities in society: consumption, production, political engagement and social interaction.

Social inequality
Uneven distribution of resources
Power - wealth - opportunities
Class - age - gender - ethnicity
Social stratification
Wealth - income - status - power
Life chances
Based on gender - class - region
Achieved status - ascribed status
Hindu caste system
Apartheid in South Africa
Social class in UK

Marx
Class is split between 2 classes
Bourgeoisie and Proletariat
Bourgeoisie are ruling class
Ruling class want to be rich
Exploit proletariat to do this
Will lead to revolution
Not happened in UK
Due to rising living standards
Weber
Class also distribution of wealth
Also due to status
Prestige you get in life
Functionalists
Society is meritocracy
Hardest working and most able
Get best rewards
Uneven rewards because of this
Necessary for people to work

Social class measured 2 scales
Registrar General's Scale
Occupation based
NS-SEC Scale
Based on occupation and status

Gender different from sex
Masculinity and femininity
Gender socialisation
Laws to stop gender discrimination
Society is still patriarchal
Inequalities in work
Women paid less than men
Triple shift
Sex discrimination at work

Ethnicity is different from race
Share similar culture
Laws to ban inequalities on ethnicity
Ethnic minorities more likely to be
In poverty - unemployed
Diff ethnicities have diff problems

Chronological age
Biological age
Age is socially constructed
Childhood is modern development
Youth is transition period
Youth culture developed in 1950s
Leisure time and disposable income
Older age often avoided in UK
Other society's old age high status
Discrimination against old people

Wealth distribution in UK
Assets that people own
Most wealthy 1% own 21% of wealth
Most wealthy 50% own 93%
Income
Money you get regularly
2007 top 10% got 40% of income
Poorest 10% got 3% of income

Social mobility key to fair society
Moving up and down classes
Intra-generational mobility
Moving in course of own lifetime
Inter-generational mobility
Movement between the generations
Long range mobility
From bottom to top strata
Short range mobility
From one class to the next
Self recruitment
Staying in the same class
Routes to mobility include
Education - marriage - lottery!
Social mobility on decline in UK

Absolute poverty
Relative poverty
2000 PSE survey
26% of UK population in poverty
Groups likely to experience poverty
Lone parents - unemployed - kids
Pensioners - women - disabled
Some ethnic groups - Bangladeshis
Life cycle of poverty

Culture of poverty
Poverty is way of life
Cannot break free from it
Accept their situation
Live for today
No point in saving
Socialisation passes values on
Does not explain causes of poverty
Blames individuals
Cycle of deprivation
Born into poverty - deprived youth
Poor education - low paid work

Live in poverty-parents of poor kids
Could be due to society not person
Marxist approach
Welfare dependency
This has created an underclass
People who depend on handouts
State made them too lazy
Commit crime/no responsibility
Social exclusion also causes poverty
Poor are victims of society
Poverty = class based inequalities
Lots of money but rich keep it
Poor fight amongst selves for work
This keeps wages down
Revolution would change this
Things would then be shared fairly
Unemployment causes poverty
Inadequacies of welfare state

Some say class no longer important
Greater equality
However, lots of inequality on class
Lots of inequality still in society
Class still matters due to impact on
life chance

Social inequality word list

Absolute poverty	
Achieved status	
Ageism	
Ascribed status	
Asylum seeker	
Culture of poverty	
Cycle of deprivation	
Dependency culture	
Environmental poverty	
Ethnic diversity	
Ethnic group	
Ethnic minority	
Glass ceiling	
Income	
Institutional racism	
Life chances	
Means testing	
Middle class	
Patriarchy	
Poverty trap	
Racial discrimination	
Racial equality	
Racial prejudice	
Racism	
Relative poverty	
Scapegoat	
Selective benefits	

Sex discrimination	
Sexism	
Social exclusion	
Social mobility	
Social security	
Socio-economic class	
Social stratification	
Stereotype	
Subjective poverty	
Underclass	
Unemployment	
Universal benefits	
Voluntary sector	
Wealth	
Welfare reform	
Welfare state	
Welfare to work	
Working class	

What is social inequality and stratification?

How do sociologists measure stratification based on social class?

How do inequalities based on gender, ethnicity and age affect people?

How are wealth, income and poverty distributed in the UK?

What are the sociological explanations of poverty?

Social inequality 4 and 5 mark questions.

Explain what sociologists mean by institutional racism. (4 marks)

Explain what sociologists mean by social exclusion. (4 marks)

Explain what sociologists mean by the poverty trap. (4 marks)

Explain what sociologists mean by the glass ceiling. (4 marks)

Describe **one** way in which governments have attempted to end gender discrimination in the workplace **and** explain why this policy might not have been successful. (5 marks)

Describe **one** reason why people find themselves in poverty **and** explain why it might be difficult for them to get out of this situation. (5 marks)

Describe **one** way in which some minority ethnic groups have fewer life chances than others **and** explain why this appears to continue over time. (5 marks)

Describe **one** reason why some sociologists use relative definitions of poverty **and** explain why some politicians might prefer to use absolute definitions. (5 marks)

Describe **one** way in which the status of the elderly may be lower than that of other age groups in society **and** explain how this may lead to discrimination against them. (5 marks)

Describe **one** consequence of child poverty **and** explain why the problem of child poverty continues to exist. (5 marks)

Describe **one** way in which governments have attempted to increase upward social mobility **and** explain why this may not have been successful. (5 marks)

Describe **one** possible cause of social exclusion **and** explain why people often find it hard to escape from this situation. (5 marks)

Past essay questions.

Discuss how far sociologists would agree that modern Britain is a meritocratic society.

Discuss how far sociologists would agree that inequality based on ethnicity is a more significant cause of social division than social class in modern Britain.

Discuss how far sociologists would agree that gender discrimination in the workplace remains an issue in Britain today.

Discuss how far sociologists would agree that Britain is now a classless society.

Discuss how far sociologists would agree that unemployment is the most significant cause of poverty in Britain today.

Discuss how far sociologists would agree that ethnic inequality is the most important cause of social division in modern Britain./ Discuss how far sociologists would agree that a person's ethnicity is the most important factor affecting his or her life chances.

Discuss how far sociologists would agree that children born into poverty will grow up to be poor throughout their lives.

Discuss how far sociologists would agree that improving access to high-quality education is the most effective way to increase upward social mobility.

Discuss how far sociologists would agree that the growth of an underclass has led to an increasing number of social problems in Britain today.

Week 10

Power and Politics

Decision-making and citizenship in British Politics

In a democracy the people participate in the decision-making process in several ways. You may have already voted in a school election, or even been elected as a representative for your form / school. Many people also showed their support for the Make Poverty History campaign in 2005 by wearing a wristband.

There are many other ways that a citizen can participate in the political process. They include;

1. Signing a petition
2. Writing a letter / Sending an E-mail to an MP
3. Joining a pressure group
4. Joining a political party

Democracy means rule by the people, and Britain is a good example of a democratic society. Almost all countries in Europe and the Americas are democratic. However, several countries in Africa and Asia are undemocratic, such as North Korea and Zimbabwe. They are more commonly known as dictatorships.

You will need to state and explain what makes a country democratic. There are four main factors to consider;

1. Free and fair elections in which everyone is entitled to vote
2. The government is held to account by elected representatives
3. People hold a series of civil liberties, such as freedom of speech and association
4. Society consists of several conflicting beliefs, such as pro-animal testing and those who campaign against testing on animals. The existence of many different demands and beliefs is an essential element of a democracy

In a democracy, all citizens should take an active role in politics. However in the UK political participation is dominated by white, middle-aged, middle-class men. The young, women and ethnic minorities are less likely to participate in politics. These groups are also underrepresented in the House of Commons. For example, barely 1 in 5 MPs are women.

Many people also feel disillusioned with the political process. This is because;

- They think that politicians just say what they want the people to hear, rather than saying what they would actually do if elected

Certain groups are underrepresented and often therefore feel that their views are being ignored. For example, very few MPs are under the age of 30.

Political socialisation

Political socialisation is the method by which we acquire political norms and values, and we experience political socialisation throughout our lives. For example, our early political views are usually influenced by our parents. This may take the form of identifying with a particular party, or taking a negative view of an opposing party. As we leave home, our political views will be further influenced by peer groups, particularly in the workplace. The area we live in can also be a factor in determining voting behaviour, but perhaps the most important agent of political socialisation is the media.

The media impacts upon political socialisation in three ways:

1. Politicians must present a favourable media image, otherwise they will fail to win votes. One of the reasons the Conservative party elected David Cameron as their leader was his positive media image
2. The media can often determine an agenda that politicians tend to follow. For example, recent Home Secretaries have been critical of judged imposing lenient sentences against criminals
3. Newspapers can reinforce their readers to vote for a particular party. However, it is debateable as to how much impact the press really has upon voting behaviour.

The media often shows political bias, particularly newspapers (e.g. the Daily Mail supports the Conservatives, and the Daily Mirror favours the Labour party). However, the TV is more objective. For example the BBC is officially neutral. Other TV stations do occasionally show a slight bias, such as Sky news.

Political change

You will need to describe and explain changes to the distribution of political power since the 1970s. The main changes have been as follows:

- Britain joining the European Union (EU) in 1973. One impact of British membership of the EU has been an erosion of national sovereignty
- A decline in the power of the trade unions
- A rise in new social movements campaigning for issues such as protection of the environment, and the rights of gay people
- Devolution to Scotland, Wales and Northern Ireland. This means that Westminster deals with issues that affect the whole of the UK (e.g. defence and foreign policy), whereas regional parliaments deal with local issues such as health and education.

Voting behaviour

You need to know the various influences upon voting behaviour, and their impact. They include;

- Parents
- Social class
- Occupation
- Ethnicity
- The area of the country a person lives in, etc.

<i>LABOUR voters</i>	<i>CONSERVATIVE voters</i>
More likely to be working-class, live in the north and in the inner-cities. There is also strong support for Labour in Scotland and Wales.	More likely to be white, middle-class and living in either the suburbs or a rural area. The Conservatives do particularly well in the South of

Ethnic minorities and the young are also more likely to vote Labour.	England, although in the 2005 General Election they gained more votes in the whole of England than the Labour party.
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Voter turnout has declined in recent years due to apathy - where voters are not motivated to vote for any political party. There are several causes of apathy you need to be aware of;

1. Disillusionment with politicians - this is a particular problem amongst younger voters
2. A widespread feeling that politicians do not listen to the people
3. There is little ideological difference between the two main parties
4. A feeling that one vote can make little difference. Since 1997 this has been a particular problem in safe Labour seats, where turnout has declined significantly

In recent years, political parties have tried to target their message to the 100,000 or so floating voters in marginal constituencies (seats in the House of Commons that can change from one party to another). This is because this small group of voters effectively decides the result of a General Election. The modern-style of campaigning, with its emphasis upon focus groups and sound-bites, has also contributed to apathy amongst the electorate (i.e. in the 2005 election, only 61% of the electorate bothered to vote).

Political Participation

- Participation in the political process has changed significantly in the UK over the past 50 years.
- In general traditional forms of participation - such as voter turnout in general elections and membership of political parties - are declining.
- However, this does not necessarily mean that people are politically apathetic (not interested in politics).
- For instance, many people participate in the political process by signing petitions, joining protest marches and supporting consumer boycotts.

Pressure Groups

Pressure groups are groups of people or organisations that try and campaign or lobby to influence government in some way. Examples of pressure groups are Fathers for justice.

The chance of pressure group activity being successful depends on several factors, such as whether the group is an insider or outsider group.

- Insider groups such as the Automobile Association, The Natural Choice and the CBI have close links with government networks and they are consulted by government departments, civil servants, and ministers when policy proposals are being prepared. So they are in a strong position to influence government.
- By contrast, outsider groups such as Greenpeace are not consulted automatically. This may be because their aims or their tactics are not recognised by government,
- Other factors include:
 - Resources: such as finances and staffing
 - The size of the groups membership
 - Public opinion and whether there is public support.

Social Movements

Social Movements are a type of group action. They are large informal groupings of individuals and/or Organisations focused on specific political or social issues, in other words, on carrying out, resisting or undoing a social change.

Interest Group

A Special Interest Group (SIG) is a community with an interest in advancing a specific area of knowledge, learning or technology where members cooperate to effect or to produce solutions within their particular field, and may communicate, meet, and organize conferences. They may at times also advocate or lobby on a particular issue or on a range of issues but are generally distinct from Advocacy groups and pressure groups which are normally set up for the specific political aim; the distinction is not firm however and some organizations can adapt and change their focus over time.

Power

- **Authority:** this is power exercised over people when they willingly obey to the individual - for example your teacher, or boss at work.
- **Coercion:** this is power that involves a threat of force or violence to make people obey them.
- **Charismatic authority:** exercise power based on their charisma.
- **Legal rational authority:** power that they hold because of their job, for example a policeman or the prime minister.
- In everyday life, holding and exercising power is about being able to make your own interests count, achieve your aims and influence the behavior of others.

Power in the family

- Parents are expected to operate power over their children.
- This has changed over the last 50 years. There has been a shift of power and attention towards children in working-class families.
- Parents are now less strict and have started having democratic and equal power relations.
- In 2004 legal changes were introduced and any punishment that left physical marks or caused harm was outlawed.

Power in education

- Teachers have the power to enforce rules, but their power is limited to school contexts.
- Relationships between teachers and students have changed over time. They have now become more informal and democratic.
- Some teachers can use charismatic authority to exercise power over students.
- During the 1960's many schools routinely used physical punishment as a last resort to discipline students.
- Today - teachers are no longer able to use corporal punishment.
- Recent educational policies can be seen as reflecting a shift in thinking about the balance of power between teachers and students. For example, by law, schools must now take students' views into account when deciding on policies that affect the.

Police and the Public

- The police are an agency of social control. The police play a part in enforcing authority over people.
- They exercise power in the form of legal and rational authority. For example they have powers to stop and search arrest and detain members of the public.
- They may resort to coercive power as a last resort.

Employers and Employees

- Functionalists believe that employer and employee relationships are based on legitimate authority and operate through formal rules.
- Marxists believe that unequal power relations operate in the work place and that employers exploit employees in the workforce through poor wages and poor working conditions.

Social Problems

- Social problems are situations or behaviours that are viewed as undesirable and need to be solved.
- The Beveridge Report (1942) found the main social problems to be:
 - Poverty
 - Discrimination
 - Unemployment
 - Ageing society

Poverty and Unemployment

- Alcock (2008) Believes poverty to be a major concern for policy makers.
- One way to help people in poverty is to introduce means-tested benefits. This is good as people who need help can get it - however it may miss people who are living just above the poverty line.
- In 1999 Labour introduced a National minimum wage.
- Deacon (2008) believes that this has not had a significant impact on wage inequality.
- In 2006 half of the children experiencing poverty lived in households which one adult was working. In these cases, paid employment does not necessarily provide a route out of poverty.
- The government introduced the New Deal program to try and improve people skills and motivation. This helps unemployed people on benefits find employment and includes training and preparation for work.
- Evaluation:
 - Benefit levels are inadequate to meet people's basic requirements and should be increased to ensure that people can afford basic necessities.
 - Successive governments have failed to significantly reduce the high levels of poverty in Britain.

Discrimination

- Discrimination occurs when people are treated differently and less favourably. Governments have tried to tackle discrimination by introducing new equality and anti-discrimination legislation. As a result, it is now unlawful to discriminate on the grounds of gender, race, age, religion, belief, disability or sexual orientation.

- Britain's ageing population means that older people are an important focus of social policy. Age discrimination in the labour market is a key social policy issues affecting older people today. In 2006, the government introduced regulations against age discrimination in employment and training. Although these regulations cover the whole age range, they are more likely to benefit older people.

Concept	Meaning
Democratic relationship	
Coercive power	
Legal rational authority	
Charismatic authority	
Trade union	
Industrial action	
Traditional authority	
Agent of social control	
Unequal power relationship	
Discrimination	
Welfare state	
Direct action	
Anti-social behaviour	
Strike action	
Legislative process	

POWER exam questions

2 mark questions

- 1) Identify **two** ways in which children today have power over their education.
- 2) Identify **two** ways in which recent governments have tried to address some of the social problems experienced by our ageing population.
- 3) Identify **two** ways in which pressure groups can attempt to influence public opinion.
- 4) Identify **two** ways in which employees can act together to improve their pay and conditions.

4 mark questions

- 1) Explain what sociologists mean by an elite. (4 marks)
- 2) Explain what sociologists mean by a pressure group (4 marks)
- 3) Explain what sociologists mean by power relationships. (4 marks)
- 4) Explain what sociologists mean by discrimination. (4 marks)
- 5) Explain what sociologists mean by power relationships (4 marks)
- 6) Explain what is meant by the first past the post electoral system (4 marks)
- 7) Explain what sociologists mean by patriarchy (4 marks)
- 8) Explain what sociologists mean by authority (4 marks)

5 mark questions

- Describe **one** way in which children and young people have gained more power and influence over their education in the last 20 years **and** explain why some teachers and other adults might consider this to be a problem. (5 marks)
- Describe **one** way in which the poor have less power than others in society **and** explain why this situation continues. (5 marks)
- Describe **one** way in which recent governments have tried to reduce unemployment **and** explain how successful this has been.
- Describe **one** way in which a group of employees can try to increase its power in the workplace **and** explain why some groups of employees are more successful than others (5 marks)
- Describe **one** way in which politicians have tried to increase the participation of young people in the political process **and** explain how successful this has been (5 marks)
- Describe **one** way in which the government has tried to tackle discrimination in recent years **and** explain how successful this policy has been (5 marks)
- Describe one way in which school teachers may have authority over their pupils and explain the source of this authority (5 marks)
- Describe one way in which relationships between the family have changed during the last 50 years and explain why this change has made the family more democratic (5 marks)

- Describe **one** approach which has been used in an attempt to increase the participation of women in parliamentary politics **and** explain why this approach might not be successful. (5 marks)
- Describe **one** way in which recent governments have changed how they provide benefits for people who are unemployed **and** explain why this might lead to political arguments and debate. (5 marks)
- Describe **one** way in which police powers have increased in Britain in the last 30 years **and** explain why some groups would consider this to be a problem. (5 marks)
- Describe **one** way in which pressure groups try to influence government decisions **and** explain why some pressure groups are more successful than others in influencing such decisions. (5 marks)
- Describe **one** way in which the police have power over members of the public **and** explain how this might affect the relationship between the police and the community. (5 marks)

Essay questions

- 1) Discuss how far sociologists would agree that in Britain today power is shared equally between different ethnic groups. (12 marks)
- 2) Discuss how far sociologists would agree that, in Britain today, social problems such as unemployment and homelessness can be dealt with effectively by government action. (12 marks)
- 3) Discuss how far sociologists would agree that in Britain today other factors are more important than social class in determining how people vote. (12 marks)
- 4) Discuss how far sociologists would agree that discrimination against women still exists in Britain today. (12 marks)
- 5) Discuss how far sociologists would agree that social problems such as poverty and unemployment are most effectively addressed by government action. (12 marks)
- 6) Discuss how far sociologists would agree that age is the most important influence on an individual's participation in the political process. (12 marks)
- 7) Discuss how far sociologists would agree that young people are not interested in politics. (12 marks)
- 8) Discuss how far sociologists would agree that power is shared equally between different social classes in Britain today. (12 marks)
- 9) Discuss how far sociologists would agree with the view that pressure group activity in Britain helps to ensure that power is distributed equally throughout society. (12 marks)
- 10) Discuss how far sociologists would agree that relationships between employers and employees have changed since the 1960s (12 marks)
- 11) Discuss how far sociologists would agree that pressure groups are able to influence the government. (12 marks)
- 12) Discuss how far sociologists would agree that age and ethnicity are now more important influences than social class on British people's political attitudes and the way they vote. (12 marks)
- 13) Discuss how far sociologists would agree that power is distributed evenly between the different groups in British society today. (12 marks)

- 14) Discuss how far sociologists would agree that in Britain today pressure groups are more attractive to young people than political parties.
- 15) Discuss how far sociologists would agree that in Britain today political power is in the hands of wealthy men.

Complete Studying Society question 1 (pp120-123) and Education question 1 (pp128-131) from the Collins GCSE revision booklet in your exercise book.

Read pp44-45 of your Collins GCSE Revision Guide.

Week 13 - Set on week beginning the 22nd April.

Practice exam questions

Due in Wednesday 1st May.

Complete Families question 1 (pp136-139) and Crime question 1 (pp144-147) from the Collins GCSE revision booklet in your exercise book.

Week 13 - Set on week beginning the 29th April.

Practice exam questions

Due in Wednesday 8th May.

Complete Media question 1 (pp152-155)and Social Inequality question 1 (pp168-171) from the Collins GCSE revision booklet in your exercise book.

Read pp96-97 of your Collins GCSE Revision Guide.

Week 14 - Set on week beginning the 6th May.

Practice exam questions

Due in Wednesday 15th May.

Create mini essay plans for the most likely essay questions for all topics.

