AQA GCSE

Final Revision Pack

Paper 1: Family and Education
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Paper 2: Crime and Deviance and Social Stratification
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Exam Board: AQA 8192

Name ....

Contents

Overview of Exam Papers

Paper 1: The sociology of families and education	Paper 2: The sociology of crime and deviance and social stratification
What's assessed	**What's assessed**
• The sociology of families • The sociology of education • Relevant areas of social theory and methodology Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.	• The sociology of crime and deviance • The sociology of social stratification • Relevant areas of social theory and methodology Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.
How it's assessed	**How it's assessed**
• Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE	• Written exam: 1 hour 45 minutes • 100 marks • 50% of GCSE
Questions	**Questions**
• Section A has two multiple choice questions followed by a range of short and extended responses. • Section B has two multiple choice questions followed by a range of short and extended responses.	• Section A has two multiple choice questions followed by a range of short and extended responses. • Section B has two multiple choice questions followed by a range of short and extended responses.

Command Words

The command words in an exam question tell you exactly what the examiners will be looking for in your answer and which skills you must demonstrate in order to earn full marks.

Here are some examples of command words along with an explanation of how you should respond to these words.

1. **Identify…** State a point briefly or name
2. **Describe…** Set out the main features or characteristics; give an account of
3. **From Item B…** Draw on relevant material – but do not just copy it out!
4. **Identify and explain one reason why…** Briefly state a relevant reason and develop this by discussing the reason in more depth
5. **Discuss how far sociologists agree…** Explain one side of the debate and criticise it, present other sides of the debate and come to a conclusion.

How to Answer the GCSE Questions

Type of Question	Advice		Marks
Key Term Multiple choice	**Which term**…Tick only one of the four word options available. Make sure you read the description carefully and double check your answer.		1
Identify / Describe	**[Identify and] describe** – Show good knowledge and understanding of relevant sociological theories, concepts, evidence and methods. Write three clear and distinct sentences. Can either do three different ideas or write a mini PEE paragraph if it asks you to identify and describe just **ONE** thing.		3
Examine (Item)	**Examine one** [*strength/weakness*] of research method applied to the context of the item (source) – identify a relevant point and briefly say why it is a strength or weakness by accurately linking it to one of the following concepts: validity, representativeness, generalisability, reliability.		2
Identify and Explain/Describe: ● Factor ● [Dis]advantage of RM ● Named theory/study (linked to Item) ● Sociological concept / issue / how you would research	Write **one** paragraph in which you name and **identify** the point clearly and specifically [1 mark] and then give a detailed and well **developed explanation/description** of relevant sociological theories, concepts, evidence and methods relevant to the question. Make sure you **apply** this information by linking it **to the context** of the question [3 marks]		4
Discuss How Far Sociologists Would Agree - Evaluative Essay Question	**Discuss how far sociologists would agree that** [*argument*] Overall Structure: 1 **PEELE** paragraph for the statement 1 **PEELE** paragraph with an alternative perspective on the statement ● **Brief Conclusion** to link back to question *(choose the side which puts forward the best idea and give a brief reason for your choice)*	**Point** *(this is the main idea you want to make in support of the question – you could begin by referring to a theory here)* **Evidence** *(how can you back up your point? Use contemporary examples, studies, theories and named sociologists)* **Explanation** *(you need to say how that evidence supports the first point you made: link it to the context of question)* **Link** *(say how the material in this paragraph links to the essay question)* **Evaluation** *(present a direct criticism of this viewpoint).*	12

In each exam paper there are 22 exam questions (11 questions in each section)

Each section (family/education/crime and deviance/social stratification) follows this same structure:
- 2x multiple choice
- 2x 3 marker 'identify/describe'
- 1x 2 marker 'examine' research
- 4x 4 marker 'identify and explain/describe'
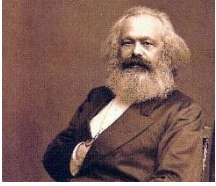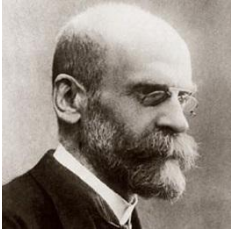- 2x 12 marker 'discuss how far sociologists would agree…' evaluative essay questions.
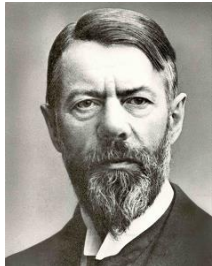
Each section is out of 50 and each overall paper is out of 100.

Suggested Revision Tasks

1. Regularly test yourself on the key vocabulary in each of the glossaries - practice writing the words into sentences. Highlight the words you find the most difficult to remember and start with these. Turn these into revision cards

2. Make mind maps on different research methods, with 2 or 3 key advantages and disadvantages

3. Read and highlight the information on the key studies you need to know.

4. Create a summary mind map or revision cards trying to reduce the information into a few bullet points with key phrases and sociological concepts. Use pictures / images if this is helpful to you.

5. Create your own multiple choice quiz on all of the key thinkers and material you need to know from the advanced information grids. Create an answer sheet separately (so someone else can test you).

6. Get someone to test you on your multiple choice quiz. Repeat this process regularly.

7. The following pages contain all of the past exam questions, separated by topic and then into Items (sources) questions, followed by 3,4 and 12 marker questions. Choose the ones you find hardest and practice those first into this booklet. Remember to aim for 1 minute per mark time wise.

8. Highlight any 12 marker essay questions which you would find challenging and create essay plans for them using your exercise book and revision guide. Revise your plan (using the look, cover, say, check method or by telling someone your plan out loud).

9. Practice writing the essays in timed conditions (without your plan). There are sentence starters in this booklet, as well as a mark scheme so you can self-assess your work.

Add your own list of things you want to do for sociology revision here:	Tick when done

Overview of Sociological Theories

Marxism 	A theory developed by Marx and Engels that describes society as being in a state of conflict between the ruling class (bourgeoisie) and the workers (proletariat) who work for them. The whole of society is organised in ways that benefit the ruling class and allow them to exploit the workers. Marxist sociologists think that the structure of society causes inequality and are interested in exposing and studying these systems of exploitation.
Functionalism 	A theory developed by Durkheim that describes society as being in a state of balance or agreement (consensus). Each aspect of society (education, family, work etc) serves a function that helps maintain society as a whole but also acts as a 'social glue' that keeps people together as a group. Without this social glue, people feel they are disconnected from wider society and experience anomie (a breakdown of norms). Functionalist sociologists are interested in studying the ways in which different aspects of society function to maintain consensus and prevent anomie.
Feminism 	A theory developed by many different people, mostly women, that describes society as an unequal relationship between men and women that keeps them in a state of conflict. The whole of society is organised in ways that keep power in the hands of men (even though not all men may benefit from this power, or it may even be harmful to men). This system is called the patriarchy. Feminist sociologists are interested in exposing and studying this system of power and exploitation and showing how it affects women.
Interactionism 	A micro theory developed by a number of sociologists that focuses not on looking at society as a whole but instead looks at how people interpret the world around them and interact with each other. Our lives are made up of social interactions that communicate what we mean to other people and try to make sense of what they are meaning. Interactionist sociologists are interested in studying how people communicate with and interact with each other to share ideas of culture, norms and values.
Weberianism 	A theory developed by Weber that describes society as being in a state of conflict between those with status, wealth and power and those without. Weberian sociologists are interested in studying where power, wealth and status exists in society and how they are used by people.

Research Methods Knowledge Organiser

Stages of carrying out research	Ethical Issues	Sampling
- Generate a testable **hypothesis**: a statement/question that can be investigated. **Design** your study: choosing the correct research methods and sampling strategy - Conduct a **pilot study** (practice research investigation): designed to see if the main study is feasible. - Apply your revised research method/s by **collecting primary/secondary data** **Analyse data** to see if it is reliable, to make it into useful information, and to represent it using graphs/chart to investigate trends, patterns and correlations. **Draw reasoned conclusions** that are presented in a clear and useful manner.	**Consent** - Participants must give their consent (permission) to take part. **Informed consent** - Participants must be made aware of any dangers/risks, and be made aware of their right to leave the research at any stage (right to withdraw). **Safety** - Researchers have a duty to protect their participants (and research team) and not to expose them to undue risks. This includes causing emotional distress. **Sensitivity** - Researchers should be sensitive when dealing with vulnerable groups. **Debriefing** - At the end of the experiment, participants must be debriefed: given an explanation of the nature of research and how the experiment works. **Confidentiality/Anonymity** - Researchers must respect the confidentiality of their participants. This also includes storing all relevant data securely. **Not misrepresenting data** - Researchers must have integrity: they must be honest and not tamper with data.	**Random sampling** – This is when everyone has an equal chance of being selected. **Systematic sampling** – Choosing randomly from a list. E.g. every 5th, 10th or 20th person on a register or from a list. **Stratified sampling** – to make the sample as representative as possible, the sample frame will be divided into a number of smaller groups, such as social class, age, gender, ethnicity etc. Individuals are then drawn at random from these groups. **Snowball sampling** – This is when you ask your participants to recommend other participants **Opportunity sampling** – Where the most convenient or suitable persons are picked. **Cluster sampling** – This is when the researcher divides the population into separate groups, called clusters. A random sample of clusters is selected from the population. **Quota sampling** – interviews must question an exact quota (number) of people from categories such as females, teenagers, in proportion to the numbers in the wider population.

Different Methods of Research

	Advantages	Disadvantages
Overt Observations	- Can collect detailed and **in-depth qualitative data** which is likely to be high in **validity** so it can help you understand what people do and why. - If **non-participant** then you are likely to remain apart from your research subjects and so will remain more **objective**. - If **participant observation** is used you will really understand the group under study and see things from their point of view. - There is no deception involved in the research so nobody feels compromised. - If **structured** using **grid tally observation** and **operationalised** terms then you can get reliable data.	**Overt observations** may result in the group under study changing their behaviour due to the observer – the **Hawthorne effect**. **Time consuming** and likely to be **expensive** to complete as many **observations** are **longitudinal**. - It can often be difficult to **gain access** to the groups you wish to observe. - Often difficult to take notes when observing so many researchers have to rely on their memories later which means much can be forgotten or **misconstrued**. - If **participant observation** is used, many researchers find that they become too involved with the group they are studying and start to lose their **objectivity**. - It doesn't get **reliable data** (**participant observation** is **unstructured**).
Covert observations	- Allows the researcher to see **participants** in their natural environment – improved **ecological validity**; - Prevents people from changing their 'normal' behaviour – avoids the **Hawthorne Effect**. - Increases validity as people do not know they are being studied. - If using **participant observation**, it allows the researcher to act as part of the group under study and to really understand things from their point of view – improved **validity**. - May allow research to be conducted upon groups that would not normally allow researchers in i.e. prostitutes, the homeless, criminals, gangs etc.	**Covert** observations have a number of **ethical issues** - Difficult to gain access to the group you wish to study e.g. for a covert **participant observation**, as groups are often deviant/taboo i.e. drug dealers, gangs etc. - Not **ethical** – difficult to morally justify spying on people; - May put the researcher in danger if the group finds out they are being researched and have not given their **consent**. - Danger of the researcher 'going native' and losing their **objectivity**. - Research conducted covertly is typically **small-scale** and therefore is unlikely to be **representative** meaning **generalisations** cannot be made. - Taking notes/recording information in a covert research study would be very difficult meaning information could be forgotten/changed and therefore lessen its **validity**.
Longitudinal study	- Allows a researcher to build up a picture of **social life** that recognises changes over time. - Helps to prevent the **study** from going out of date - Allows for lots of depth and detail. - Helps the researcher to build a **rapport** with the participants which helps to gains more **valid** data.	- Difficult to manage as people's circumstances are constantly changing **Time consuming** for the researcher - Interviews are quite **time intensive** as they involve a conversation **Costly** for the researcher - Researcher may have to cope with **participants** dropping out of the study or moving away

Interviews	● The researcher gets to speak to the **respondents** face-to-face so can persuade people to answer thus reducing the problem of **non-response**. ● **Interviews** can be conducted by phone, avoiding the expense and possible issues of social **desirability/interviewer bias**. ● In **unstructured** and **semi-structured interviews**, the researcher can probe to really find out what the **respondent** means, so increasing **validity**. ● They produce **qualitative** data that can be used to find out about attitudes and opinions; Interviews are good for gathering **in-depth** and detailed information. ● Questions can be rephrased and explained if respondents aren't sure what they're being asked; Group interviews allow discussions to take place to really explore feelings and viewpoints. ● **Structured interviews** allow for **respondents' answers** to be **compared** and are a **reliable** method. ● Interviews involve **interaction** between the **researcher** and the **respondent** encouraging open and honest responses which are likely to be more **valid**. ● Seeing body language helps you to **build rapport**/tell if someone is telling the truth. ● **High response** rate – difficult to say no to a researcher face-to-face.	● Can cost a lot to **conduct** as interviewers have to be trained. ● **Sample sizes** are often quite small when interviews are used as a research method which may lead to issues with a lack of **representativeness** and **generalisability** of data. ● Interviews are conducted in **artificial situations** therefore you can never be certain that what is said in an interview is actually what the **respondent** really thinks. ● Interviews are only as successful as the researcher carrying them out, particularly true in an **unstructured interview** where **probing** is essential. ● If respondents are not asked the same questions i.e. in unstructured interviews, then **comparisons** between findings are hard to make. ● There is a risk of **interviewer bias** which may affect the **validity** of the data. ● Sometimes **respondents** may give answers that they feel the interviewer wants to hear, so reducing **validity** – **socially desirable** responses. ● Recording **errors** may reduce the **validity** of the data collected. ● Respondents can lie e.g. because they don't want to look bad in front of someone, which reduces validity.
Questionnaires	● Relatively easy and cheap to complete research therefore can target a large **sample** and gain more data. ● If comprised (made up) of **closed questions**, is good for gathering **quantitative data** which can be used to compare the responses of different **social groups**. ● Relatively quick and easy to complete as a **respondent** so shouldn't be any problems in terms of knowing what to do. ● If **self-completion** can be completed at leisure allowing people time to complete properly and fully. ● If **postal** can be sent out to a wide geographical sample and so improve **representativeness** of **data** gathered ● Often completed in private, so avoids any **researcher effects**. ● **Standardised questions** means the **reliability** of the data gathered should be high.	● Often uses **closed questions** so unlikely to produce detailed, **qualitative** data therefore not good for finding out why people think/act as they do. ● **Closed questions** may mean people have to tick an option box closest to what they think rather than what they actually think thus reducing **validity** of data gathered ● May be rushed or not taken seriously meaning answers may lack **validity**. ● If **self-completion** no way of checking the person you intended to complete the questionnaire actually did so ● Problems of **non-response** may result in a **distorted sample** and thus less **representative** data. ● If **self-completion** no way for **respondent** to raise any queries about any part of the method meaning that it may not be completed in the way that was intended. ● Any **leading questions** may **bias** respondents answers.
Content Analysis	● Cheap to complete research – only really need some media to analyse. ● Can target a **sample** and gain more data. ● Easy to research - the rapid growth of the internet has made the process even easier with a vast array of media now available online to access and analyse. ● Straightforward to complete research as you really just need to **tally** up the number of times each **category** in your grid/chart is shown. ● **Reliable** method – others can check the **findings** by using the same **grid** and applying it to the same sample to see if they get the same results. ● Produces **quantitative data** which can be turned into **statistics** so various **comparisons** can be made to establish any **patterns**.	● The media is often **biased** so the researcher needs to be aware that results may also be biased. ● Success of the **method** depends on the quality of the **categories** - if important points are missed out then these will also be missing from the **results** which results in an incomplete picture. ● If **categories** aren't clearly **operationalised** then there will be a lack of consistency when completing research leading to issues of **reliability** - especially important if research is being completed by a team as they would all be recording different information in different categories. ● The **quantitative data** produced will not be detailed or **in-depth** or explain why the content is as it is, leading some researchers to question its usefulness. ● Results are often based on the judgements and opinions of just one person, which is likely to make any conclusions **biased**
Official National Statistics	● Many **official statistics** are freely available to researchers and the general public. ● Easy to **access** and to navigate by using the ONS website. ● Enable us to make comparisons between social groups and regions, for example the UK National Census. ● Enable us to make **historical comparisons** over time because they often go back a long way. ● Allow us to spot **trends**, find **correlations** and make **generalisations**. ● Allow the research to remain detached so there is less room for the **subjective bias** of the researcher to interfere with the research process.	● **Statistics** are free, but they are **expensive** and **time consuming** to collect. ● The data which exists and the **categories** and **indicators** used might not fit a researcher's specific research purposes. ● Some Official Statistics lack **validity**, for example crimes may go **unreported** and so aren't counted. ● The way that some **social trends** are measured changes over time – sometimes making **historical comparisons** difficult. ● Official statistics may also lack **validity** because they are collected by the state and massaged to make things look better than they actually are.

Research Methods Glossary

ESSENTIAL VOCABULARY	
1. **Hypothesis**	A supposition, hunch or informed guess, usually written as a statement that can be tested and then either supported by the evidence or proved wrong.
2. **Ethical issues / considerations**	Issues such as informed consent and confidentiality that sociologists must consider in order to conduct morally acceptable research.
3. **Data: Qualitative and Quantitative**	**Qualitative:** information presented as words or quotations. **Quantitative:** information presented in numerical form, e.g. as graphs, tables of statistics.
4. **Research methods: primary & secondary**	**Primary:** information that is generated and collected at first hand by doing research using techniques such as questionnaires, interviews or observation. **Secondary:** information that already exists and has previously been generated by or collected by other people. Sources include official statistics, the mass media, autobiographies, and sociological studies.
5. **Sample**	A subgroup of the population selected for study. See knowledge organiser for different sampling methods.
6. **Questioning: open and closed**	**Open:** a question that allows respondents to put forward their own answers rather than choose a response from several pre-set answers. **Closed:** a fixed-choice question that requires the respondent to choose between a number of given answers.
7. **Observer / Hawthorne Effect**	In an observation, individuals or groups of people may modify, change or improve an aspect of their behaviour because they are aware they are being observed. It can affect the validity of the findings.
8. **Validity**	Findings are valid if they truly measure or capture what they are supposed to be studying.
9. **Reliability**	Refers to consistency. Research findings are reliable if, after the research is repeated a second time using the same methods, the same or consistent results are obtained the second time round.
10. **Representative sample**	Reflects the characteristics of its population. It is just like the population but a smaller version of it.
11. **Generalisability**	In designing their study, researchers think about the extent to which their findings can be applied to the larger population of which their sample was a part.
12. **Sampling frame**	A complete list of all members of the population from which a sample is drawn. Examples include membership lists, school registers and a list of postcode addresses.
13. **Triangulation**	Cross checking the findings from a qualitative methods against the findings from quantitative methods. Doing this can improve the validity/generalisability of the research.
14. **Mixed methods research**	The use of different methods within one project to generate both quantitative and qualitative data
15. **Content analysis**	The analysis of documents and images (e.g. media products) by constructing a set of categories, coding sections of the content according to these categories, and then counting the number of times a theme appears.
16. **Pilot study**	A small scale trial that is carried out. This is done prior to the main study. It is carried out in order to test that there are no flaws in the methodology of the main research.
17. **Case study**	A detailed study of a particular institution (such as a school or hospital) or a series of related events (such as the moral panic surrounding teenagers wearing hoodies).
18. **Confidentiality**	An agreement that all information (e.g. gathered from research participants) will only be accessed by those who have the authority and permission to access it.
19. **Ethnography**	The study of people's culture and practices in everyday settings, usually based on qualitative methods such as participant observation and unstructured interviews.
20. **Focus group**	A type of group interview that focuses on one particular topic. It explores how people interact within the group and how they respond to each other's views.
21. **Longitudinal study**	A study of the same group of people conducted over a period of time. After the initial survey or interview has taken place, follow-up surveys or interviews are carried out at intervals over a number of years.

Family Glossary

ESSENTIAL VOCABULARY	
1. **Nuclear family**	Two generational families containing a heterosexual married or cohabiting couple and their dependent children.
2. **Extended family**	Group of relatives extending beyond the nuclear family but have regular contact.
3. **Reconstituted family**	A blended or stepfamily in which one or both partners have a child/ren from previous relationships living with them.
4. **Social stigma**	Disapproval of a person based on perceived characteristics.
5. **Patriarchy**	Male dominance over women.
6. **Household**	Made up of people who live in one unit.
7. **Double shift**	When a woman takes on a career and the housework. This then can lead to the triple shift, which also involves emotional support.
8. **Primary socialisation**	How a child is taught the norms and values of a society.
9. **Monogamy**	Being married to just one person. This can be serial monogamy, which is when you may divorce and then get remarried.
10. **Cohabiting**	Live together but are not married.
11. **Dysfunctional families**	Conflict, emotional distress and potential abuse. (This is used to criticise the functionalist perspective as it ignores dysfunctional families in its findings).
DESIRABLE VOCABULARY	
12. **Empty nest**	When the children have moved out and no longer live with their parents.
13. **Canalisation**	The way a parent channels their children's interest into toys/ games and other activities.
14. **Egalitarian Families**	Sharing power between members of the family.
15. **Principle of stratified diffusion**	Social changes start at the top of the social class system and work down (Young and Willmott, 1973).
16. **Polygamy**	Practice of having more than one spouse.
17. **Polygyny**	Men who have 2 or more wives.
18. **Polyandry**	Women who have 2 or more husbands.
19. **Instrumental role**	Men take on this role as the breadwinner (Parsons, 1959).
20. **Expressive role**	Women take on this role as the housewife and mother (Parsons, 1959).
21. **Joint conjugal roles**	No rigid division of household tasks. Shared leisure activities.
22. **Segregated conjugal roles**	Division in domestic labour due to gender. Separate leisure activities.
23. **Symmetrical family**	Spouses perform different tasks but both contribute to the home.

Education Glossary

ESSENTIAL VOCABULARY	
1. **Formal curriculum**	The timetabled subjects taught in schools, such as English, Maths, Religious Studies and Spanish. This is called direct learning and refers to the formal things that you learn (for example in a GCSE course).
2. **Hidden curriculum**	Things learned indirectly in school that are not formally taught, such as valuing punctuality, or conformity and obedience. Occurs through things like assemblies, tutor periods, the attitudes and behaviours of staff in school.
3. **Labelling**	The process of attaching a label (a sticky tag), characteristic or definition to individuals or groups. For example, labelling a middle class student as someone who is clever/bright.
4. **Self-fulfilling prophecy**	This occurs when a person who has been labelled comes to fit the image people have of them; i.e. the prediction becomes true.
5. **Meritocracy**	A system in which individuals' achievements are based on their own talents and efforts rather than their social origins and backgrounds. Functionalists would agree with this.
6. **Material deprivation**	Refers to the inability of individuals or households to afford the goods and activities that are typical in a society at a given point in time.
7. **Teacher expectations**	Assumptions that teachers make about students' future academic achievements based on their knowledge of students' current performance.
8. **Streaming**	Dividing students into different groups or bands based on a general assessment of their ability rather than their performance in a particular subject.
9. **League tables**	League tables measure school performance data. This is statistical information showing how well pupils in England have done in public examinations taken at key points during their school careers. They are available for all members of the public to see.
10. **Marketisation**	An attempt to improve education standards and opportunities by making schools and colleges compete for students in an 'education market'.
DESIRABLE VOCABULARY	
11. **Home schooling / tuition**	Teaching children at home rather than at school, usually by parents or private tutors.
12. **De-schooling**	The idea that the education system as it is currently organised should be abolished (stopped/eliminated).
13. **Gendered curriculum**	A curriculum in which some subjects (including high status subjects such as maths and science) are associated with masculinity) and others (such as languages and humanities) are associated with femininity.
14. **Ethnocentric curriculum**	The curriculum is seen as judging things in a biased way from the point of view of one culture. For example, the National Curriculum may value white, Western literature, art, history etc.
15. **Anti-school subculture**	A school-based group of students who resist the school, its teachers and their authority and openly challenge the school rules.
16. **Counter-school culture**	A group within a school that rejects the values and norms of the school and replaces them with anti-school values and norms. Willis demonstrated this in his study of working-class lads in his study called 'Learning to Labour' (1977).
17. **Correspondence Principle**	Bowles and Gintis' (Marixsts) term used to describe the way that education and work connect or fit together (correspond) in capitalist society.
18. **Competition**	A struggle or contest between individuals or groups to obtain (gain) something desirable (such as qualifications, school places, status, power or wealth) that is in limited supply.
19. **Cultural capital**	Bourdieu's idea that the knowledge, attitudes and values that the middle class provide for their children gives them an advantage in the education system.
20. **Cultural deprivation**	A theory which suggests that some working class and minority ethnic students lack the 'correct' values, behaviours and attitudes from socialisation to succeed in education.

Crime and Deviance Glossary

ESSENTIAL VOCABULARY	
1. **Crime**	Any form of behaviour that breaks the law
2. **Custodial sentences**	Punishment where offenders will be sentenced to go to prison or Young offenders institute
3. **Crime rate**	A measure of the level of criminal activity in a society based on crimes recorded by the police
4. **Dark figure of crime**	The unknown amount of criminal activity that is not reported or recorded to the police
5. **Deviance**	Any form of behaviour that does not conform to the norms of a society – this can be influenced by time, place, social situation and culture
6. **Formal agencies of social control**	Formal rules and social controls that tell everyone within society what is and is not acceptable e.g. the police, the courts, the government
7. **Informal agencies of social control**	The approval or disapproval of people around us that can influence and control our behaviour e.g. family , friends, peer group, schools, work, religion
8. **Official crime statistics**	Government statistics on crime based on official sources e.g. police records
9. **Self-report study**	A survey that asks respondents to identify crimes they have committed, but for which they have not been caught
10. **Social construction of crime**	What is considered criminal and deviant changes over time or when it takes place, therefore is socially constructed. No act is in itself criminal or deviant- it largely depends on how other member of society see it e.g. homosexuality
11. **Victim survey**	A survey that asks respondents about their experience of crime, regardless of whether or not those crimes have reported
DESIRABLE VOCABULARY	
12. **Anomie**	When norms that usually regulate people's behaviour break down
13. **Chivalry Thesis**	The idea that the criminal justice system treats female offenders (especially those who conform to stereotypes) more leniently than male offenders
14. **Collective conscience**	The shared beliefs that bind communities together and regulate individual behaviour
15. **Deviant career**	Deviant behaviour that develops over time due to labels. e.g. labelled a troublemaker at school and then goes onto commit crime later in life
16. **Deviancy amplification**	The exaggeration of a particular social issue as a consequence of media coverage, e.g. anti-social behaviour by groups of young people
17. **Edgework**	Behaviour at the edge of what is normally allowed for accepted; risky or radical behaviour, e.g. stealing and racing a car
18. **Hate crime**	Crime based on prejudice towards others because of their race, religion, sexual orientation, disability or because they are transgender
19. **Probation**	Prisoners are allowed to leave prison and enter the wider community under supervision, provided they follow certain conditions set by the court
20. **Status frustration**	A sense of frustration arising in individuals or groups because they are denied status in society
21. **Violent crime**	Recorded as 'violence against the person', which covers grievous bodily harm (GBH), assault, kidnap, child abduction, harassment and threats to kill
22. **White collar crime**	Criminal acts committed by people in high status positions, such as accountants, doctors or solicitors, during their work, fraud, tax evasion and 'fiddling' expense accounts at work.

Social Stratification Glossary

ESSENTIAL VOCABULARY	
1. **Poverty** (2x definitions)	**Absolute poverty:** is when people have incomes that are insufficient to obtain the minimum needed to survive (i.e. shelter, food, water, clothing) **Relative poverty:** is when people cannot afford to meet the general standard of living of most other people in their society
2. **Status** (2x types)	**Achieved:** Social positions that are earned on the basis of personal talents or merit. **Ascribed:** Social positions that are fixed and birth and unchanging over time, including hereditary title linked to family background (e.g. Princess, Lord)
3. **Cycle of deprivation**	The idea that deprivation and poverty are passed on from parents to their children
4. **Life chances**	An individual's chances of achieving positive or negative outcomes as they progress through life. Life chances are related to health, education, housing, employment
5. **Authority and power**	Authority: the exercise of power based on consent of agreement Power: the dominance and control of one individual or group over others
6. **Embourgeoisement**	A hypothesis suggesting that working class families are becoming middle class in their norms and values as their incomes and standard of living improves.
7. **Poverty trap**	People can be trapped in poverty if an increase in income reduces the benefits they are entitled to. For example, an employed person receiving means-tested benefits could be worse off after a wage rise if they now earn too much to qualify for benefits.
8. **Social mobility** (3x types)	**Vertical:** movement up or down between the layers or strata of society. **Inter-generational:** movement up or down between the layers as measured between generations of a family. **Intra-generational:** movement of an individual over the course of their life up or down from one occupational classification to another.
9. **Affluence**	Having a lot of money and material possessions
10. **Social Stratification**	The way that society is structured into hierarchical strata (layers) with the most privileged at the top and the least favoured at the bottom. Social class is an example of a social stratification system.
DESIRABLE VOCABULARY	
11. **Bureaucracy**	An organisation (such as a government department, e.g. DfE – education), that operates as a hierarchy with a clear set of rules. Bureaucratic authority is based on a set of rules that operate within a bureaucracy.
12. **Relative income standard of poverty**	A measure of poverty based on how much income a household has compared to other households. Households could be put in rank order, and then you can identify 10% of the households with the lowest incomes.
13. **Class dealignment**	Weakening of the links between social class and voting behaviour
14. **Classless society**	A society in which there is no private ownership of property and so no clearly structured social classes.
15. **Environmental poverty**	A way of measuring deprivation in terms of conditions such as inadequate housing, a lack of a garden, inadequate outdoor play facilities and air pollution.
16. **Functionally important roles**	Key positions in society that, for example, provide essential services and ensure society's survival over time.
17. **Instrumentalism**	An attitude or approach to something (such as paid work) where it is a means to an end (e.g. the wages provide a comfortable lifestyle) rather than an end in itself (e.g. job satisfaction).
18. **Welfare state**	A system in which the state takes responsibility for protecting the health and welfare of its citizens and meeting their social needs. The state does this by providing services (e.g. the NHS) and benefits (e.g. Income Support).
19. **Pluralism**	An approach which argues that a range of views, interests and opinions exists in society and no one group dominates the political process.

Family Key Studies			
Sociologist	**Perspective**	**Research Method**	**Key Findings**
Parsons	Functionalist	Secondary sources	Two key functions of the family: 1. Primary socialisation – children are taught the shared norms and values of society 2. Stabilisation of adult personality – family relieves stress of life, like a 'warm bath'
Zaretsky	Marxist	Secondary sources	The family serves capitalism through: 1. Women's unpaid labour 2. Passing on of advantage in families e.g. inheritance 3. Unit of consumption
Delphy and Leonard	Radical feminist	Secondary sources	Family is patriarchal because: 1. Women are exploited economically – labour is used by their husbands 2. Family is hierarchical – men at the top 3. Patriarchal family reflects patriarchal society
Oakley	Feminist	Secondary sources	Analyses the 'conventional family' finding: 1. Women are expected to do unpaid work 2. Idea of the conventional family is powerful 3. People expect happiness, but nuclear family can be stressful 4. Middle class – more family diversity
Rapoport and Rapoport	NA	Secondary sources	Pioneers in researching family diversity. 5 types: 1. Organisational – structure of families 2. Cultural – cultural/ religious differences 3. Social class – class differences 4. Cohort – historical differences 5. Life course – differences in life cycle of the family
Willmott and Young	Functionalist	Survey; Face-to- face structures interviews	Found that the family was becoming more symmetrical – similar but not identical roles, equal contribution to household work, and shared decision making and friends. Home-centred. Principle of stratified diffusion: changes in family life start with higher social classes and trickle down

Education Key Studies			
Sociologist	**Perspective**	**Research Method**	**Key Findings**
Parsons	Functionalist	Secondary sources	- School is an agent of socialisation, and is the bridge between family and wider society promoting 2 values: achievement and equality of opportunity. - Education teaches the difference between particularistic (individual) and universalistic values; children have ascribed status in families but in schools everyone is judged by the same standards in schools. - Role allocation and meritocracy: education matches individuals to their future jobs based on talent. In a meritocracy the most able reach the top jobs.
Durkheim	Functionalist	Secondary sources	- Main function of education is to transmit and teach shared norms and values and build social solidarity. - This is achieved through lessons such as history which help students see themselves as part of a bigger society. - Teaches children specialised skills for work
Bowles and Gintis	Marxist	Interviews and secondary sources	- There is a correspondence or similarity between work and school – hierarchy, uniform, tasks are boring etc. - Education creates an obedient workforce to serve capitalism - This is done through the way schooling is structured and the hidden curriculum - Meritocracy is a myth
Willis	Marxist	Case study; Participant observation	- Studied the lads – an anti-school subculture – for two years - Found they were not obedient but their subculture was similar to WC workplaces
Ball	NA	Case study; participant observation and interviews	- Examined the way a mixed comprehensive school was organised – banding. - Working class students more likely to be in lower bands - Teachers had different expectations of different bands – i.e. top band students were encouraged, were viewed as well-behaved and hard working. Lower bands were steered towards more practical subjects and were labelled as low ability. - Mixed ability classes were introduced which reduced this but labelling still happened
Ball, Bowe and Gewirtz	NA	Interviews and secondary sources	- Parental choice and competition has increased inequalities in education - Middle class parents have more choice – greater cultural capital and material advantage. - Schools focus on image and results and compete with one another through results, facilities, etc.
Halsey, Heath and Ridge	NA	Face to face survey	- Examined social class origins and educational destinations of a large survey of 8000 men - Respondents social class based on father's occupation and divided into 3 types: service, intermediate, working - Service class boy 11 times more likely to go to university than working class
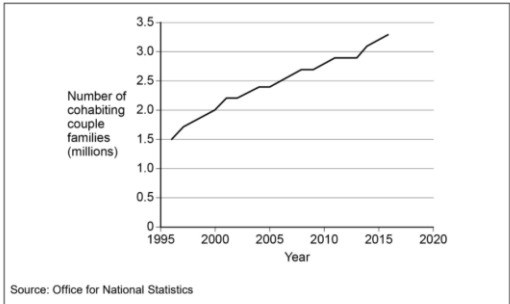
			Crime Key Studies
Sociologist	**Perspective**	**Research Method**	**Key Findings**
Merton's (1938) strain theory	Functionalist	Secondary sources	- People's aspirations and goals are shaped by their culture e.g. American Dream = economic success - Some people experience a strain between the goals of society and the means of achieving them. This may lead to anomie (normlessness) - They may seek out an illegitimate route to economic success e.g. crime
Becker's (1963) interactionist perspective	Interactionist	Secondary sources	- Argues deviance is created by society - Powerful social groups create deviance by making the rules and applying these to others - People can develop deviant careers if labelled as deviant - The deviant label can become a master status (main identity) - Labelling can lead to the self-fulfilling prophecy
Heidensohn's (1985) control theory	Feminist	Data from her study of delinquent girls; secondary sources	- Women commit less crime because they are more closely controlled in society - In a patriarchal society, women have stronger social control placed on them which can reduce opportunities for crime - At home, women are controlled by domestic responsibilities, at work by fear of damaging reputation and in public by fear of male violence
Carlen's (1988) class and gender deal	Feminist	Unstructured interviews	- Carlen explains why working-class women commit crime - She argues they are promised two rewards for conforming- 'class deal' (money and material items from working hard) and 'gender deal' (happy domestic life with husband and children) - She found WC women committed crime when these rewards were blocked due to: poverty, living in care, drug addiction. - They had nothing to lose and everything to gain
Cohen's (1955) subcultural theory	Functionalist	Secondary sources	- Argues delinquency is carried out by groups not individuals, and that groups often commit non-utilitarian (not motivated by money) crimes - Working class boys experience status frustration at not succeeding in middle class school - They join/ form a delinquent subculture with an alternative status hierarchy where they will gain status for deviance

Social Stratification Key Studies

Sociologist	Perspective	Research Method	Key Findings
Davis and Moore (1945) theory of stratification	Functionalist	Secondary sources	- Societies must allocate people to different roles – some roles are functionally important (essential for society e.g. doctors) – this is meritocratic - These roles have high status and rewards to attract best people to them - Stratification is necessary to ensure the most talented people get best jobs (therefore inequality is functional)
Marx's theory of social class	Marxist	Secondary sources	- Argues there are two main social classes: bourgeoisie and proletariat - Bourgeoisie have more power- those than own means of production - Proletariat are exploited and experience alienation – class conflict exists - Bourgeoisie impose their ideology on working class and create false class consciousness
Weber's theory of social class	Weberian	Secondary sources	- Classes are formed in the labour market – a class is a group who have similar life chances - 4 main classes: property owners, professionals, petty bourgeoisie, working class - Classes based both on economic factors and status and power too
Weber's theory of power and authority	Weberian	Secondary sources	- Power is based on coercion (use of threat/ violence) or authority (when someone obeys you as they think they should). 3 types of authority: - Charismatic authority (inspiring qualities) - Traditional authority (based on tradition) - Rational legal authority (based on a set of rules and laws which are accepted)
Devine's (1992) Affluent Workers revisited	NA	Intensive (unstructured) interviews	- Revisited Luton to see how far WC life had changed – compared to Goldthorpe's - Found WC lifestyles had not changed as much as Goldthorpe suggested - Home life not purely home-centred and privatised, interviewees did not have a purely instrumental attitude to work, plenty of evidence of solidarity
Townsend's (1979) relative deprivation theory	NA	Face to face survey	- Developed a deprivation index to measure relative deprivation - Found almost 23% of population were in poverty - Much higher than 6% (state measure of poverty)
Murray's (1984) New Right perspective on poverty	New Right	Secondary sources including statistics	- Argues welfare benefits create dependency – discouraging people to find work, and actually creating more poverty - The underclass are a threat to society – a group who drain resources and do not work – associates it with rising crime and single-parent families
Walby's (1990) theory on patriarchy	Feminist	Secondary sources	- Patriarchy = a system of structures in which men dominate and exploit women - 6 patriarchal structures: Paid employment, household, culture, sexuality, male violence against women and the state

Family - Items Exam Questions

Paper	Item A	Item B
SAM 1	**Item A** Despite concerns over the increase in the number of children in single-parent families, recent research has found that children raised by a single parent are no less happy than those living with two biological parents. Rather, it is the quality of relationships at home which are most strongly linked to a child's well-being. Researchers analysed data from the Millennium Cohort Study, which was made up of 12 877 children aged seven, in 2008, from across the UK. The children came from three family types: those living with two biological parents; those living with a step-parent and a biological parent; and those with just a single parent. The seven-year-olds were asked the question: "How often do you feel happy?" Of the children living with a lone parent, 36 per cent said they were happy "all the time" while the remaining 64 per cent reported being happy "sometimes or never". Exactly the same percentages were recorded when the question was put to children from the other family types. The results were largely unchanged when other factors which could influence a child's well-being were taken into account, such as their parents' social class or the affluence of the area in which they live. From **Item A**, examine **one** strength of the research. **[2 marks]**	**Item B** This table appears in a paper by the sociologists Robert and Rhona Rapoport published in 1982, they have used a variety of sources to identify class based differences in relationships within marriage and child rearing. **Sources:** Bott (1971), Goldthorpe (1969), Newson and Newson (1970). **Social class differences** |	Middle class	Working class
Marital relations	More emphasis on sharing, equality, communication.	More emphasis on 'the place' of women and men, less verbal communication.
	More 'joint' division of labour.	More 'segregated' division of labour.
	More planning.	Less planning.
Child rearing practices	High value placed on reasoning, self-direction, initiative.	High value placed on obedience.
	Emphasis on ambition.	Emphasis on conforming, obeying authority.
	Discipline by reasoning and withholding of reward/love.	Discipline more physical. | From **Item B**, identify and describe the **research method used by the Rapoports** including what you know of their perspective on the family. **[4 marks]**
SAM 2	**Item A** **Marriages in England and Wales** *Bar chart showing Number of marriages (thousands) from 1970 to 2015, declining from around 415 in 1970 to around 290 in 2015.* Source: Office for National Statistics From Item A, examine **one** strength of using statistics to research marriage. **[2 marks]**	**Item B** Sociologists Delphy and Leonard (1992) have suggested that the family can be patriarchal. They describe how families can be based on hierarchies, with the husband at the top and other family members in subordinate, lower-ranking positions. Husbands are seen as controlling the labour of wives for their own use and women are seen as doing more of the domestic work and childcare. From **Item B**, identify and describe one way in which **Delphy and Leonard believed that the family could be patriarchal,** including what you know of their sociological perspective on family. **[4 marks]**
2019	**Item A** Using structured interviews, the British Social Attitudes survey conducted research into the domestic division of labour. They used a nationally representative sample of couples in heterosexual relationships. The individuals involved were asked a series of questions about their attitudes and behaviours. The table below shows some of the results: **Household tasks undertaken by men and women, 1994–2012** | Individual reported as always/usually undertaking task	1994 %	2002 %	2012 %
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Does the laundry			
Always/usually man	1	6	6
Both equally	18	15	20
Always/usually woman	79	78	70
Makes small repairs around the house			
Always/usually man	75	71	75
Both equally	18	17	10
Always/usually woman	5	7	7
Cares for sick family members			
Always/usually man	1	3	5
Both equally	45	36	38
Always/usually woman	48	48	36 | Source: British Social Attitudes (2013) From **Item A**, examine **one** strength of the research. **[2 marks]**	**Item B** **Ann Oakley: Conventional families** Oakley (1982) defined conventional families as 'nuclear families composed of legally married couples, voluntarily choosing the parenthood of one or more children' with parents and children living together as a 'distinct domestic unit'. Oakley suggested that, if judged by statistical data alone, conventional family life was no longer the norm. However, she noted that the idea remained a powerful feature of our society. Oakley based her analysis on a review of available data, including the work of other sociologists. Source: Families in Britain (1982) From **Item B**, identify and describe the **research method used by Oakley**, including what you know of her perspective on the family. **[4 marks]**

2020	**Item A** **Cohabiting couple families, UK (millions)** Source: Office for National Statistics From **Item A**, examine **one** strength of using statistics to research cohabiting couple families. **[2 marks]**	**Item B** Talcott Parsons (1959) studied the family in American society. However, his ideas can be applied to families in other societies. He identified two basic and essential functions that all families perform in all societies: primary socialisation and the stabilisation of adult personalities. According to Parsons, in American middle-class families women provided emotional support to their children and their partner. The role of the male was family breadwinner. Source: T Parsons, 'The social structure of the family' From **Item B**, identify and describe **one** way in which the family can be seen as important for society, including what you know o**f Parson's perspective on the family**. **[4 marks]**
2021	**Item A** **Divorces in England and Wales** Source: Office for National Statistics From **Item A**, examine **one** weakness of using statistics to research divorce. **[2 marks]**	**Item B** Sociologists Michael Young and Peter Willmott studied family life in Britain over several decades. In the 1950s, Young and Willmott studied family life in East London, focusing on the traditional working-class community living at that time in Bethnal Green. In the early 1970s they conducted a large-scale social survey. In this research they interviewed almost 2000 individuals living in the London area. They concluded that family life had become largely home centred with much of the family's leisure time spent in the home and involving activities such as watching television together. They also concluded that in the 1970s nuclear family, the husband and wife were increasingly sharing their chores around the house, describing this pattern as the development of a 'symmetrical family'. Source: Willmott, P and Young, M, 'Family and Kinship in East London' (1957) & 'The Symmetrical Family' (1973) From **Item B**, identify and describe the **research method used by Willmott and Young in the early 1970s**, including what you know of their perspective on the family. **[4 marks]**
2022	**Item A** In 1974, Ann Oakley collected information from 40 married women who had one child or more under the age of 5. All of the women were British or Irish born and aged between 20 and 30 years old. Half of her sample were working class and half were middle class. All of the women lived in the London area. Oakley found greater equality in terms of the allocation of domestic tasks between married couples in the middle class than in the working class. However, in both social classes, she found little evidence of their husbands sharing the housework. Only 15% had a husband who shared domestic work to a significant level. Source: Oakley, A, The Sociology of Housework (1974) From **Item A**, examine **one** weakness of the research. **[2 marks]**	**Item B** Writing in 1976, Eli Zaretsky argued that the nuclear family had an economic function that served the interests of capitalism. He believed the family to be a key unit of consumption; in other words families bought and consumed the products of the capitalist economy. He also believed that it was through the family that each social class reproduced itself over time. Through inheritance, the bourgeois family transmitted its private property from one generation to the next, whilst the proletarian family reproduced the labour force by producing future generations of workers. Source: Zaretsky, E, Capitalism, the Family and Personal Life From **Item B**, identify and describe **one** way in which **Zaretsky saw the family as benefiting capitalist society**, including what you know of his perspective on the family. **[4 marks]**

My Exam Practice: Family 'Item A' 2 Markers

Practice 1 _____

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Practice 2 _____

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Practice 3 _____

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Practice 4 _____

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My Exam Practice: Family 'Item B' 4 Markers

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Practice 2 _____

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Practice 1 _____

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Family - Practice 3 Markers

Paper	Family: 3 Markers
SAM 1	• Identify and describe **one** example of how patriarchy can affect the power relationship within families. • Identify and describe **one** example of how patriarchy can affect the power relationship within families.
SAM 2	• Describe how the domestic division of labour may be organised in families. • Identify and describe one type of family diversity identified by the Rapoports.
2019	• Describe **one** function of families. • Identify and describe **one** criticism that Marxists make about families.
2020	• Describe a dual career family. • Identify and describe **one** factor that may have led to an increase in the number of lone parent families in Britain.
2021	• Describe **one** example of patriarchy within families. • Identify and describe **one** factor that may have led to an increase in family diversity in Britain.
2022	• Describe what sociologists mean by kinship. • Identify and describe **one** example of how a grandparent can contribute to family life..

My Exam Practice: Family 3 Markers

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Practice 2 _____

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Family - Practice 4 Markers

*Note: the third question in each section below is a repeat of the 'Item B' questions above.

Paper	Family: 4 Markers
SAM 1	• Identify and explain **one factor** that may have led to an increase in the number of children raised in single-parent families referred to as a concern in **Item A**. • Identify and explain **one advantage of using unstructured interviews** to investigate relationships between family members. • From **Item B**, identify and describe the **research method used by the Rapoports** including what you know of their perspective on the family. • Identify **one function of the family** and explain **how you would investigate** this function using questionnaires.
SAM 2	• Describe the type of statistical data shown in **Item A**. Identify the trend shown by the data and explain **one factor** which may account for this trend. • Identify and explain **one advantage of using postal questionnaires** to investigate the domestic division of labour within families. • From **Item B**, identify and describe one way in which **Delphy and Leonard believed that the family could be patriarchal,** including what you know of their sociological perspective on family. • Identify **one ethical issue** that you would need to consider when investigating the domestic division of labour and explain **how you would deal with this issue** in your investigation.
2019	• Identify and explain **one factor** that may account for the traditional division of domestic labour shown in **Item A**. • Identify and explain **one advantage of using structured interviews** to investigate conjugal role relationships. • From **Item B**, identify and describe the **research method used by Oakley**, including what you know of her perspective on the family. • Identify **one ethical issue** that you would need to consider when investigating attitudes towards arranged marriage and explain **how you would deal with this issue** in your investigation.
2020	• Describe the type of statistical data shown in **Item A**. Identify the trend shown by the data and explain **one factor** which may account for this trend. • Identify and explain **one disadvantage of using postal questionnaires** to investigate the domestic division attitudes towards cohabitation. • From **Item B**, identify and describe **one** way in which the family can be seen as important for society, including what you know of **Parson's perspective on the family**. • Identify and explain **one advantage of using structured interviews** to research the role of parents in families.
2021	• Describe the type of statistical data shown in **Item A**. Identify the trend shown by the data and explain **one factor** which may account for this trend. • Identify and explain **one disadvantage of using secondary data** to investigate attitudes towards marriage • From **Item B**, identify and describe the **research method used by Willmott and Young in the early 1970s**, including what you know of their perspective on the family. • Identify **one function of the family** and explain **how you would investigate this function using a case study**.
2022	• Identify and explain **one factor** that may account for the differences in the allocation of domestic tasks as shown in **Item A**. • Identify and explain **one advantage of using a mixed methods** approach to investigate conjugal role relationships. • From **Item B**, identify and describe **one** way in which **Zaretsky saw the family as benefiting capitalist society**, including what you know of his perspective on the family. • Identify **one ethical issue** that you would need to consider when investigating relationships within families and explain **how you would deal with this issue in your investigation**.

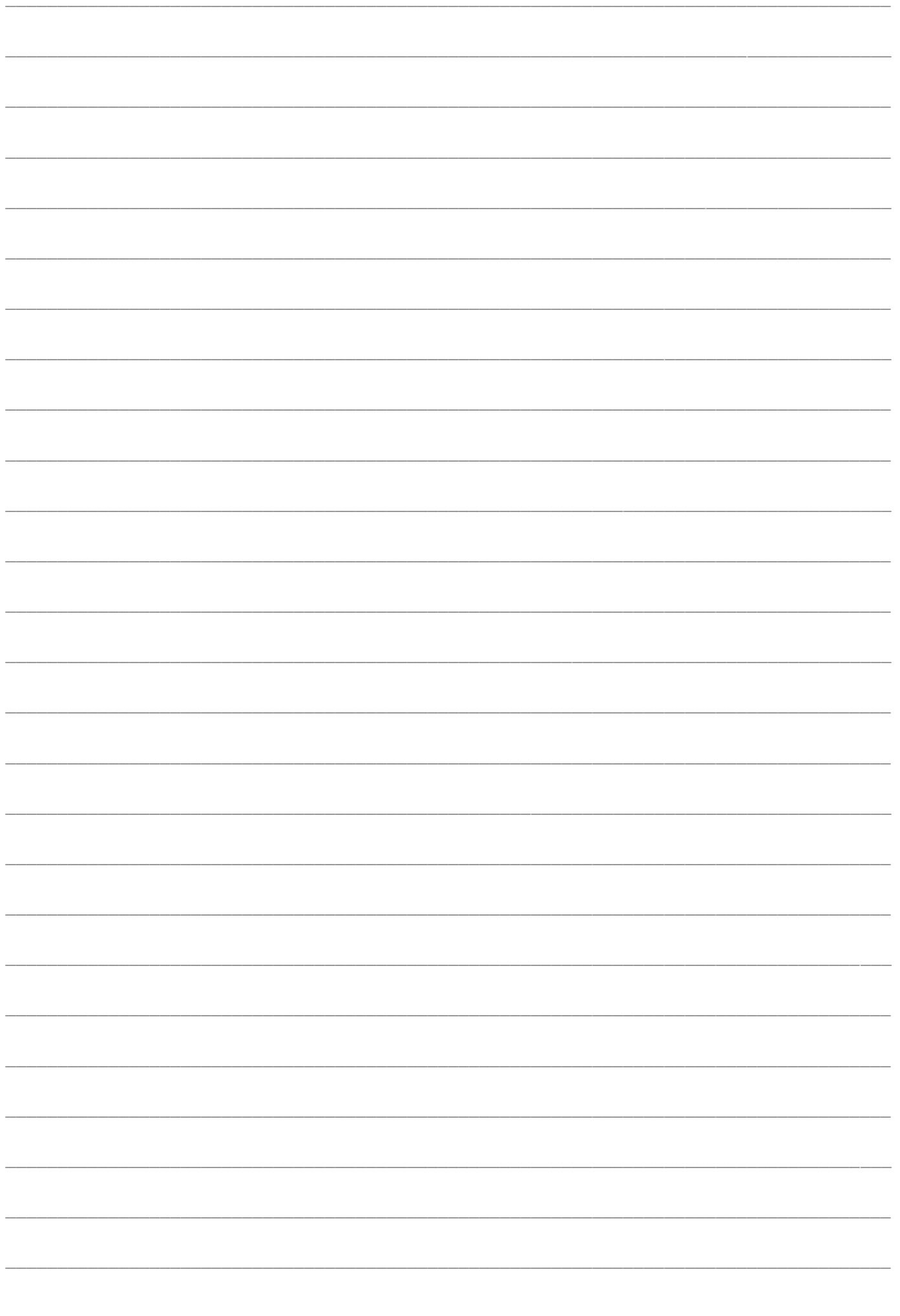**Practice 1 _____**

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Practice 2 _____

Family - Practice 12 Markers

Paper	Family: 12 Markers
SAM 1	● Discuss how far sociologists agree that feminism has changed marriage in modern British society. ● Discuss how far sociologists agree that in Britain today social classes have different experiences of marriage and family life.
SAM 2	● Discuss how far sociologists agree that changes in the status of women in society are the main reason for the pattern of divorce in Britain since 1945. ● Discuss how far sociologists agree that the family has lost its importance in Britain today.
2019	● Discuss how far sociologists agree that families are the main agent of socialisation. ● Discuss how far sociologists agree that marriage is still important in Britain today.
2020	● Discuss how far sociologists would agree that families in Britain today are symmetrical. ● Discuss how far sociologists would agree that the extended family is still important in Britain today.
2021	● Discuss how far sociologists would agree that the traditional nuclear family is the most appropriate family type in which to raise children in Britain today. ● Discuss how far sociologists would agree that gender inequalities continue to exist within the family in Britain today.
2022	● Discuss how far sociologists would agree that changes in the law are the main reason for the pattern of divorce in Britain since 1969. ● Discuss how far sociologists would agree the nuclear family is still considered the norm in Britain today.

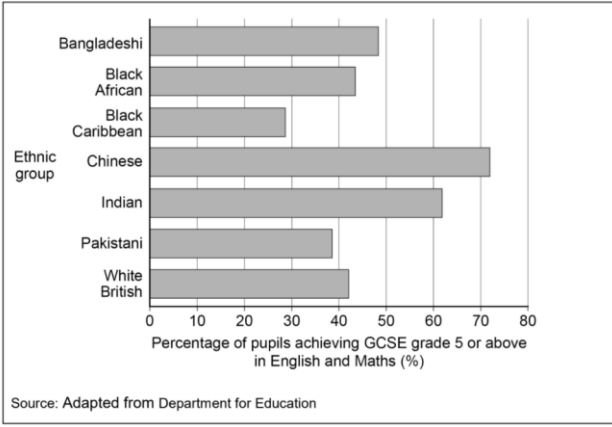## My Exam Practice: Family 12 Markers

Practice 1 _____

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Practice 2 _____

Extra Space

Education - Items Exam Questions

Paper	Item C	Item D
SAM 1	**Item C** Many sociologists are concerned about the relatively poor performance of working class pupils when compared to their middle class peers. According to a study by the universities of Leicester and Leeds middle class pupils do better because parents put more effort into their children's education. The researchers suggested that policies aimed at improving parental effort could be effective in increasing children's educational attainment. Effort was measured using indicators of a student's attitude, such as the answers given by 16-year-olds to questions including whether they think school is a "waste of time", and teachers' views about students' laziness. Other factors studied were the parents' interest in their children's education, measured by, for example, whether they read to their child. The research, Must Try Harder, used the National Child Development Study, which follows individuals born in a given week in 1958 throughout their lives. From **Item C**, examine **one weakness** in the research. **[2 marks]**	**Item D** In the 1970s sociologist Paul Willis observed a group of working class students who rejected school and all its values and who wanted to leave school as soon as they could. The students in this group were described by Willis as the 'lads' and their behaviour was compared to the conformist students or 'ear'oles' (referred to as such because they listened to the teacher): 'During films in the hall they tie the projector leads into impossible knots, make animal shapes on the screen with their fingers, and gratuitously dig and jab at the backs of the 'ear'oles' in front of them.' 'There is a continuous scraping of chairs, a bad tempered 'tut-tutting' at the simplest request from the teacher, and a continuous fidgeting which explores every permutation of sitting or lying on a chair.' Willis used both non-participant and participant observation in class and around the school, in his attempt to understand the experience of schooling from the perspective of the students. From **Item D**, identify and describe the **research method used by Willis** including what you know of his perspective on education. **[4 marks]**
SAM 2	**Item C** Halsey, Heath and Ridge (1980) found clear social class inequalities in education. They used a sample of 8529 males born between 1913 and 1952. The participants were divided into three social classes based on their father's occupation: 1. the service class - professional workers 2. the intermediate class - clerical or sales workers 3. the working class - manual workers in industry and agriculture. The research showed that a boy from the service class, compared to a boy from the working class had four times as great a chance of being at school at 16, eight times the chance at 17 and ten times the chance at 18. His chance of going to university was eleven times greater than a boy from the working class. From **Item C**, examine **one weakness** in the research. **[2 marks]**	**Item D** Stephen Ball (1981) studied the internal organisation of a comprehensive school. He carried out participant observation in the school over three years and looked at the system of grouping students, as this changed from banding (grouping by ability) to mixed-ability classes. In the system based on grouping by ability, students were placed into one of three bands, with the first band containing the most able and the third band containing the least able. Although this system was based on test scores, Ball found that children from higher social classes were more likely to be placed in the top band. From **Item D**, identify and describe the **research method used by Ball** including what you know about his perspective on education. **[4 marks]**
2019	**Item C** Percentage of students achieving five or more GCSE grades A*–C, England, 1990–2014: by gender Source: Department for Education/Joint Council for Qualifications From **Item C**, examine **one strength** of the research. **[2 marks]**	**Item D** **The marketization of schools** Between 1991 and 1994, Stephen Ball, Richard Bowe and Sharon Gerwirtz conducted a study of 15 schools in three neighbouring local education authorities. They visited the schools, attended meetings, examined documents and interviewed a sample of teachers. The study examined how competition between schools influenced school performance. Ball, Bowe and Gerwirtz found that the publication of league tables led schools to focus on the introduction of various measures to improve their ranking in these tables. Source: Educational Reform and its Consequences (1994) From **Item D**, identify and describe **one** impact of the marketization of schools, including what you know of **Ball, Bowe and Gerwirtz's** perspective on education. **[4 marks]**

2020

Item C

Percentage of pupils achieving GCSE grade 5 or above in English and Maths by ethnicity, England 2017

Source: Adapted from Department for Education

From **Item C**, examine **one** weakness of using official statistics on the educational achievement of different ethnic groups. **[2 marks]**

Item D

Sociologists Bowles and Gintis suggested that there was a close connection between relationships in the workplace and in education; they described this as a 'correspondence principle'.

They argued that capitalism required hardworking, obedient workers and that the education system helped to produce this kind of workforce. They believed that what happened in schools was similar to what happened in the workplace. Education, in their view, prepared the child for their future role in an unequal society.

Source: S Bowles and H Gintis, Schooling in Capitalist America (1976)

From **Item D**, identify and describe **one** example of how the correspondence principle works according to **Bowles and Gintis**, including what you know of their perspective on education. **[4 marks]**

2021

Item C

Concerns have been raised that students from poorer backgrounds are discouraged from applying to university for a number of reasons including the fear of debt. Claire Callender and Jon Jackson investigated the attitudes of students in England who were considering going to university towards debt, and their decisions about whether or not to apply to university.

Callender and Jackson compared students from poorer families with students from better-off backgrounds. They wanted to find out if concerns about cost and debts, especially student loan debt, were more likely to discourage poorer students from applying to university.

The research involved a survey of prospective higher education students and produced quantitative data. A total of 101 school sixth forms and further education colleges agreed to take part and 3582 self-completion questionnaires were sent out. The schools and colleges were a national stratified random sample. Students were asked whether they agreed with statements about the costs and benefits of going to university.

Source: Callender, C and Jackson, J, 'Fear of Debt and higher education participation', South Bank University, London, (2004)

From **Item C**, examine **one** strength of the research. **[2 marks]**

Item B

Sociologists Michael Young and Peter Willmott studied family life in Britain over several decades.

In the 1950s, Young and Willmott studied family life in East London, focusing on the traditional working-class community living at that time in Bethnal Green.

In the early 1970s they conducted a large-scale social survey. In this research they interviewed almost 2000 individuals living in the London area. They concluded that family life had become largely home centred with much of the family's leisure time spent in the home and involving activities such as watching television together. They also concluded that in the 1970s nuclear family, the husband and wife were increasingly sharing their chores around the house, describing this pattern as the development of a 'symmetrical family'.

Source: Willmott, P and Young, M, 'Family and Kinship in East London' (1957) & 'The Symmetrical Family' (1973)

From **Item D**, identify and describe **one** way in which **Parsons saw the education system as important**, including what you know of their perspective on education. **[4 marks]**

2022

Item C

Number of A-level examination entries in the United Kingdom by gender, 2019

Subject	Males	Females
Computing	9 649	1 475
English Language	3 973	10 141
English Literature	9 153	31 671
French	2 515	5 840
Mathematics	56 290	35 605
Physics	30 159	8 799

Source: Joint Council for Qualifications (JCQ). The JCQ is an organisation representing the largest qualification providers in the United Kingdom. Each year the JCQ collates and publishes examination information.

From **Item C**, examine **one** strength of using the number of entries for different A-level examinations to research gender differences in education. **[2 marks]**

Item D

According to sociologist Emile Durkheim, the main function of education was passing on society's norms and values. He believed that subjects like history reinforce shared norms and values, encouraging children to see themselves as part of society.

In Durkheim's view, rules should be strictly enforced in order for children to learn self-discipline and to understand that misbehaviour damages society as a whole. He argued that by experiencing sanctions at school and by respecting the school rules, children learn to respect rules in society.

Source: Durkheim, E, Moral Education, 1925

From **Item D**, identify and describe **one** way in which **Durkheim believed education to be important to society**, including what you know of his perspective on education. **[4 marks]**

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Practice 2 _____

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Practice 3 _____

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Practice 4 _____

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My Exam Practice: Education 'Item D' 4 Markers

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Practice 2 _____

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Practice 1 _____

Education - Practice 3 Markers

Paper	Education: 3 Markers
SAM 1	• Describe the hidden curriculum in education • Identify and describe one example of the cultural capital which middle class parents can use to give their children advantages at school.
SAM 2	• Describe a home-based factor that could influence a student's educational achievement. • Identify and describe one example of a type of secondary school in Britain today.
2019	• Describe one in-school factor that may influence the educational achievement of working class students. • Identify and describe one way in which an ethnocentric curriculum might disadvantage certain groups of students.
2020	• Describe one function of education. • Identify and describe one type of pupil subculture that may be found in schools.
2021	• Describe one example of the marketization of schools. • Identify and describe one example of how labelling may affect a student's achievement in school.
2022	• Describe **one** example of cultural capital. • Identify and describe **one** counter school subculture.

My Exam Practice: Education 3 Markers

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Education - Practice 4 Markers

*Note: the third question in each section below is a repeat of the 'Item D' questions above.

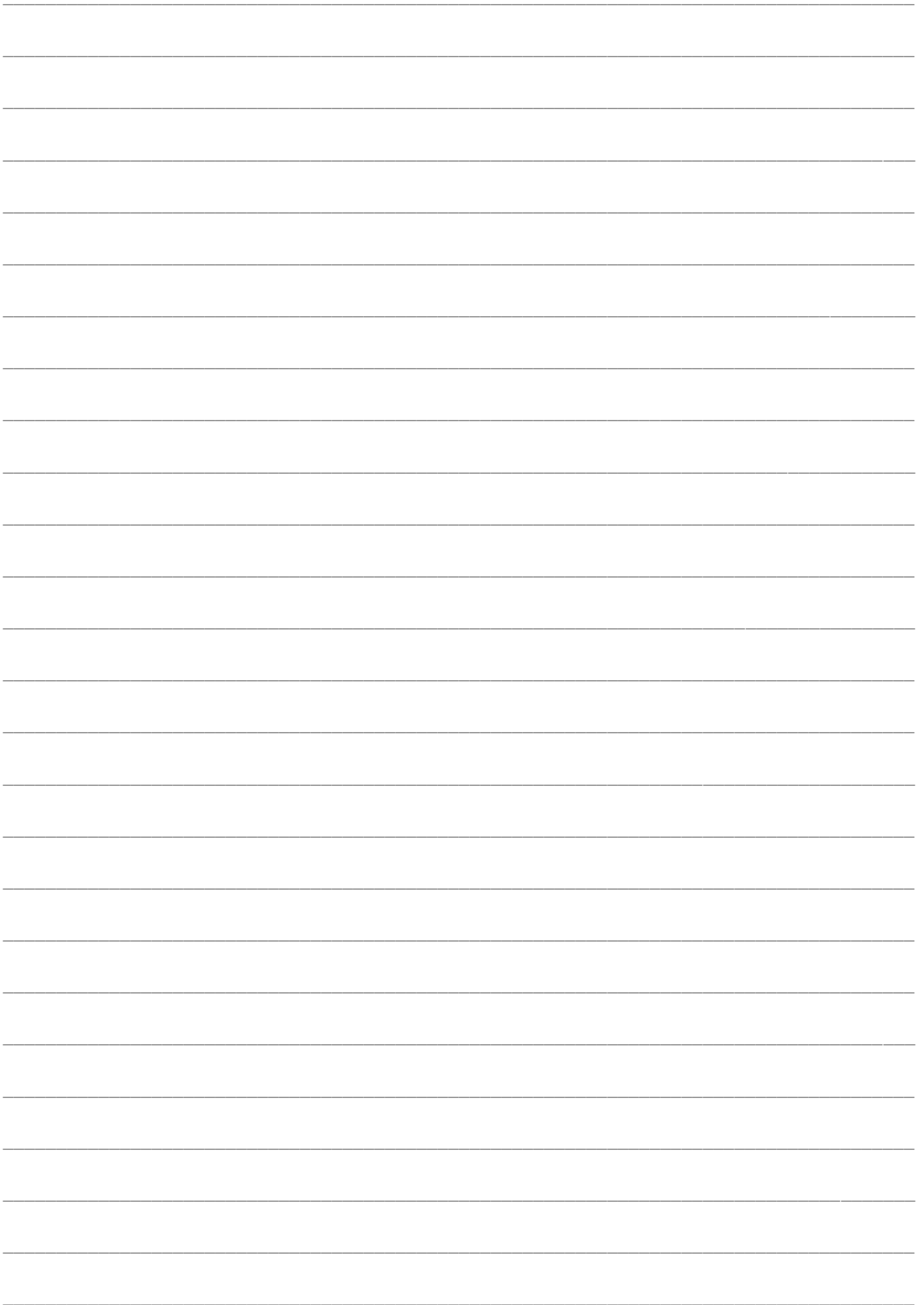| Paper	Education: 4 Markers
SAM 1	• Identify and explain **one alternative factor** that may have led to the relatively poor performance of working class pupils referred to as a concern in **Item C.** • Identify and explain one **disadvantage of using questionnaires** to investigate the literacy skills of parents. • From **Item D**, identify and describe the **research method used by Willis** including what you know of his perspective on education. • Identify **one** possible **label that might be attached to students who fail to conform** and explain the possible impact that label might have on their school career.
SAM 2	• Identify and explain **one advantage of using a longitudinal study** to investigate the relationship between social class and educational achievement as referred to in **Item C**. • Identify and explain one **advantage of using group interviews** to investigate school subcultures. • From **Item D**, identify and describe the **research method used by Ball** including what you know about his perspective on education. • Identify and explain **one possible effect on students of setting** in schools.
2019	• Identify and explain **one out-of-school factor** which might account for the differences in educational achievement shown in **Item C**. • Identify and explain one **disadvantage of using non-participant observation** to investigate student behaviour. • From **Item D**, identify and describe **one** impact of the marketization of schools, including what you know of **Ball, Bowe and Gerwirtz's** perspective on education. • Identify and explain **one possible disadvantage of mixed ability teaching**.
2020	• Identify and explain **one in-school factor** which might account for the differences in educational achievement between ethnic groups shown in **Item C**. • Identify and explain one **advantage of using covert observation** to investigate the extent of sexism in schools. • From **Item D**, identify and describe **one** example of how the correspondence principle works according to **Bowles and Gintis**, including what you know of their perspective on education. • Identify and explain **one advantage of using a longitudinal study** to investigate the effects of streaming students in schools.
2021	• Identify and explain **one factor, other than debt,** that may discourage students from poorer backgrounds from applying to university, raised as a concern in **Item C.** • Identify and explain one **disadvantage of using a snowball sample** to investigate attitudes of students towards higher education. • From **Item D**, identify and describe **one** way in which **Parsons saw the education system as important**, including what you know of their perspective. • Identify and explain one **advantage of using unstructured interviews** to investigate setting in schools.
2022	• Identify and explain **one factor**, which might account for the gender differences in subject choice shown in **Item C.** • Identify and explain one **disadvantage of using group interviews** to investigate gender-based subject choices in schools. • From **Item D**, identify and describe **one** way in which **Durkheim believed education to be important to society**, including what you know of his perspective on education. • Identify and explain **one** possible **disadvantage of using a longitudinal study** to investigate the effects of home-schooling on students.

My Exam Practice: Education 4 Markers

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Education - Practice 12 Markers

Paper	Education: 12 Markers
SAM 1	• Discuss how far sociologists agree that the main function of the education system is to serve the needs of the economy. • Discuss how far sociologists agree that a student's socialisation experiences in the home are the main reason for differences in their educational achievement.
SAM 2	• Discuss how far sociologists would agree that gender differences in educational achievement are mainly due to factors inside schools. • Discuss how far sociologists would agree that the main function of today's education system is to transmit the norms and values of society.
2019	• Discuss how far sociologists would agree that a student's social class is the main factor affecting their educational achievement. • Discuss how far sociologists would agree that the education system prepares students for capitalist society.
2020	• Discuss how far sociologists would agree that gender differences in educational achievement are mainly due to factors outside schools. • Discuss how far sociologists would agree that the education system enables upward social mobility.
2021	• Discuss how far sociologists would agree that family background is the most important factor in explaining differences in students' educational achievement. • Discuss how far sociologists would agree that in-school factors are the main reasons for gender-based differences in subject options and career choices.
2022	• Discuss how far sociologists would agree that the way in which students are grouped together within the school can have a significant effect on their educational performance. • Discuss how far sociologists would agree that the main function of the education system is to teach children how to become part of society.

My Exam Practice: Education 12 Markers

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Practice 2 _____

Extra Space

Crime and Deviance - Items Exam Questions

Paper	Item A	Item B
SAM 1	**Item A** **Crime Survey England & Wales** From **Item A**, examine **one** strength of research using official statistics on crime. **[2 marks]**	**Item B** This extract is adapted from a book by the sociologist Frances Heidensohn: 'I first knew Rosa when she was an art student. She discussed her life with me and gave me this account of her career. I have added a few explanations.' "I was born working class. On a big estate – slum clearance – in the North. It was pretty rough and my mum watched us. Well, I was watched more. She wouldn't let me play out. My brother was allowed out. He'd cycle round and round the estate on his bike and I'd stay in. So of course I'd do my homework, nothing else to do. I wasn't clever. [Rosa had passed her 11+ and gone to grammar school]. I was a big girl and I could fight, the boys were scared. They were all too small. I knew some rotten men but Steve was marvellous." [Rosa worked for several years as a graphic artist and met Steve, a younger man who depended on her a good deal. Her flat was raided during a party and marijuana was found. Rosa was charged with illegal possession and threatened with possible drug dealing charges.] "It wasn't even my party. Boring people, I think I had gone to bed. Well it was my flat and I was older." 'But it was what counted later. It was really the start [of her involvement with crime].' From **Item B**, identify and describe the **method used by Frances Heidensohn** including what you know of her perspective on female criminal behaviour. **[4 marks]**
SAM 2	**Item A** **Police recorded crime 1981 - 2018** Data from the Office of National Statistics. From **Item A**, examine **one** weakness of using police recorded crime statistics in research. **[2 marks]**	**Item B** The American sociologist Albert Cohen described crimes committed by the members of delinquent subcultures as typically: • **Non-utilitarian** – these crimes were *not* committed because the individuals involved had a *need* for something. • **Malicious** – these crimes were committed in order to cause discomfort to others. • **Negativistic** – the members of delinquent subcultures took the norms of society and turned them on their head. **Source:** Cohen (1955). From **Item B**, identify and describe **one example of a criminal act which Cohen believed was typical of delinquent subcultures**, including what you know of his sociological perspective. **[4 marks]**
2019	**Item A** Anne Campbell studied the role of girls in street gangs in New York in the 1970s and 1980s. Up to this point, research only focused on male gangs. To understand female members more clearly, Campbell selected three gangs. She spent six months with each gang, focusing on a particular girl in each gang. She used a range of methods, such as unstructured interviews and overt observation. Campbell found that the girls in the gangs did not have a different set of norms and values to the rest of society. In fact, they had the same goals in life as most other women – financial security, freedom, stable relationships and a family, meaning that they were not so different from women in wider society. Source: Girl Delinquents (1981) From **Item C**, examine **one** weakness in the research. **[2 marks]**	**Item B** Becker believed that all social groups make rules and attempt to enforce them. Becker wrote that social rules 'define situations and all kinds of behaviour ... specifying some actions as right and forbidding others as wrong'. Becker was interested in the way in which society 'created' deviancy, and labelled individuals as criminals. He suggested that no act is deviant in itself, but the act becomes so when society reacts against it. If the actions of a group or an individual are considered to be deviant, the agencies of social control, including the police and the courts, have the power to make this label stick. This label can become a 'master status', which will affect how others see them and respond to them. Source: Outsiders (1963) From **Item B**, identify and describe the **one** way in which **Becker argued that behaviour can be labelled as deviant**, including what you know of his perspective on deviance. **[4 marks]**

2020	**Item A** A hate crime is when an individual commits a crime against another person because of a perceived difference, eg disability, gender, ethnicity, religion or sexual orientation. In recent years there has been some concern that this type of crime has significantly increased. In 2018, the Inspectorate of Police commissioned a report into how victims of hate crime believed that they had been treated by the police. 26 recent victims of hate crime, who were of mixed ages and gender were interviewed, from all over the UK. Some of those interviewed were victims of hate crime because of more than one characteristic, eg their ethnicity and their sexual orientation. Source: Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services, Understanding the Difference: the initial police response to hate crime (2018) From **Item A**, examine **one** weakness of the research. **[2 marks]**	**Item B** Robert Merton wrote about deviance and how it related to the culture and structure of society. He believed that in society, all groups shared the same goals, but were prepared to use different and sometimes illegitimate means to achieve them. The working of this process can be seen through some sporting examples where players use illegitimate but efficient means to win the game. For example, the star footballer who fakes injury in order to win a penalty, or the athlete who uses performance enhancing drugs. Winning the game becomes more important than playing by the rules. Source: Robert Merton, Social Theory and Social Structure, New York Press (1968) From **Item B**, identify and explain **one** factor which may explain why some people use illegitimate means of achieving their goals, including what you know of **Merton's perspective**. **[4 marks]**
2021	**Item A** In 2018, the Ministry of Justice published a report entitled 'Statistics on Women and the Criminal Justice System 2017'. This report presented information on offending and victimisation according to gender. The report used information from a wide range of sources, such as national statistics and the Crime Survey for England and Wales (CSEW). The report stated the following: - 85% of arrests are men - 74% of offenders prosecuted were men - 95% of the prison population was male - women are more likely to experience domestic abuse than men - women were most likely to be prosecuted for TV Licence fee evasion, truancy of their children from school, and shoplifting. Source: Ministry of Justice, 2018 From **Item A**, examine **one** strength of the research. **[2 marks]**	**Item B** Albert Cohen was interested in the reasons why boys committed crime. He argued that working-class boys were not just judged harshly by middle-class adults, but also by middle-class children – working-class boys were more likely to be seen as 'failures' by their peers. The standards that these middle-class children applied in terms of language, values and ambitions were likely to make their working-class peers feel inferior and inadequate. This led to status frustration for some working-class boys and they sought to gain status through deviant behaviour and breaking rules. Source: Cohen, A, Delinquent Boys, (1955) From **Item B**, identify and describe **one** reason **why working-class boys develop status frustration according to Cohen**, including what you know of his sociological perspective. **[4 marks]**
2022	**Item A** There are concerns from some social commentators about the relatively high level of youth crime in society. The Ministry of Justice produced a report entitled 'Youth Justice Statistics: 2018 to 2019', in which they presented the national statistics on recorded criminal behaviour amongst young people (below the age of 18). The report stated that there were 21 700 children either cautioned or sentenced in that time. Of this group: - 85% were male - 15% were female - 73% were White - 27% were Black, Asian and Minority Ethnic - 23% were aged 10–14 - 77% were aged 15–17. Source: Ministry of Justice, 2020 From **Item A**, examine **one** weakness of using government-reported statistics to research youth crime. **[2 marks]**	**Item B** Carlen was interested in explaining female criminality, and conducted ground-breaking research. She conducted her research using unstructured interviews with 39 women between the ages of 15 and 46, all of whom had been convicted of one or more crimes. According to Carlen, four major reasons were given by the women as to the cause of their criminality: poverty; being in residential care; drug and alcohol addiction; and the quest for excitement. Although all the women had committed at least one crime for financial gain, most of them agreed that it was one of these four factors which led them to develop criminal careers. Source: Carlen, P, Women, Crime and Poverty, (1988) From **Item B**, identify and describe **the research method used by Carlen**, including what you know of her perspective on female criminality. **[4 marks]**

My Exam Practice: Crime and Deviance 'Item A' 2 Markers

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My Exam Practice: Crime and Deviance 'Item B' 4 Markers

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Practice 1 _____

Crime and Deviance - Practice 3 Markers

Paper	Crime and Deviance: 3 Markers
SAM 1	● Describe one example of a criminal subculture. ● Identify and describe one informal agency of social control
SAM 2	● Describe one factor that determines whether an act is considered to be a crime. ● Identify and describe one formal agency of social control.
2019	● Describe one example of white collar crime. ● Identify and describe one source of data on crime.
2020	● Describe one example of a crime that has high news value. ● Identify and describe one factor that might lead to criminal behaviour.
2021	● Describe one example of a moral panic. ● Identify and describe one example of deviant behaviour that is not criminal.
2022	● Describe one way in which deviance can be seen to be socially constructed. ● Identify and describe one example of corporate crime.

My Exam Practice: Crime and Deviance 3 Markers

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Practice 2 _____

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Crime and Deviance - Practice 4 Markers

*Note: the third question in each section below is a repeat of the 'Item B' questions above.

Paper	Crime and Deviance: 4 Markers
SAM 1	• Describe the type of crime survey in **Item A**. Identify the trend shown by the data and explain **one factor** which may account for this trend. • Identify and explain **one advantage of using observation** to investigate policing in urban areas. • From **Item B**, identify and describe the **method used by Frances Heidensohn** including what you know of her perspective on female criminal behaviour. • Identify **one ethical issue** that you would need to consider when investigating anti-social behaviour in a community and explain **how you would deal with this issue in your investigation**.
SAM 2	• Describe the type of statistical data shown in **Item A**. Identify the trend shown by the data and explain **one factor** which may account for this trend. • Identify and explain **one advantage of using victim surveys** to research the level of crime in society. • From **Item B**, identify and describe **one example of a criminal act which Cohen believed was typical of delinquent subcultures**, including what you know of his sociological perspective. • Identify and explain **one disadvantage of using self-report studies** to investigate crime.
2019	• Identify and explain **one reason** why the life goals of the girls did not differ from those in mainstream society, as referred to in **Item A.** • Identify and explain **one disadvantage of using unstructured interviews** to investigate delinquent behaviour. • From **Item B**, identify and describe the **one** way in which **Becker argued that behaviour can be labelled as deviant**, including what you know of his perspective on deviance. • Identify and explain **one issue for sociologists when attempting to define deviance**.
2020	• Describe the type of data shown in **Item A**. Identify and explain **one factor** that may explain an increase in police-recorded hate crime. • Identify and explain **one disadvantage of using group interviews** to research the experience of prisoners. • From **Item B**, identify and explain **one** factor which may explain why some people use illegitimate means of achieving their goals, including what you know of **Merton's perspective**. • Identify and explain **why not all crime is included in official statistics**.
2021	• Identify and explain **one reason** for the differences in male and female criminal activity, as referred to in **Item A.** • Identify and explain **one ethical issue you may need to consider** when investigating anti-social behaviour by teenagers. • From **Item B**, identify and describe **one** reason **why working-class boys develop status frustration according to Cohen**, including what you know of his sociological perspective. • Identify and explain **one advantage of using official crime statistics** to investigate inner-city crime.
2022	• Identify and explain **one factor** which may account for the relatively high level of crime that is committed by young people, according to **Item A.** • Identify and explain **one disadvantage of using overt observation** to study anti-social behaviour amongst young people. • From **Item B**, identify and describe **the research method used by Carlen**, including what you know of her perspective on female criminality. • Identify **one** disadvantage of using a **qualitative method** to investigate criminal behaviour and explain how you would deal with this in your investigation.

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Crime and Deviance - Practice 12 Markers

Paper	Crime and Deviance: 12 Markers
SAM 1	• Discuss how far sociologists agree that official statistics of crime do **not** accurately reflect the true level of middle class criminal behaviour. • Discuss how far sociologists agree that the level of youth crime reflects how well parents control their children.
SAM 2	• Discuss how far sociologists agree that crimes are more likely to be committed by members of the working class rather than members of the middle class. • Discuss how far sociologists would agree that the mass media can affect people's awareness of how much crime there is in society.
2019	• Discuss how far sociologists would agree that institutional racism remains an issue in the criminal justice system. • Discuss how far sociologists would agree that inadequate socialisation is the main cause of criminal and deviant behaviour.
2020	• Discuss how far sociologists would agree that women are less likely to commit crime than men. • Discuss how far sociologists would agree that deviant behaviour may have an important function in society.
2021	• Discuss how far sociologists would agree that members of some ethnic groups who are convicted of crimes are more likely to receive a prison sentence. • Discuss how far sociologists would agree that social inequality is the main cause of criminal behaviour.
2022	• Discuss how far sociologists would agree that prison is an effective form of social control. • Discuss how far sociologists would agree that youth crime can be explained by negative labelling.

My Exam Practice: Crime and Deviance 12 Markers

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Practice 2 _____

Extra Space

Social Stratification - Items Exam Questions

Paper	Item C	Item D
SAM 1	**Item C** The sociologist Steve Craine studied the lives of 39 unqualified urban school leavers, 19 males and 20 females, over a ten year period between 1980 and 1990. As a youth worker he was familiar with the area in which these young people lived and he used both his own observations and interviews in his research. Craine looked at how these young people's lives developed and how they made choices about what to do next. Many of the members of this group failed to secure long-term employment. They experienced regular cycles of unemployment, government schemes and work in the informal economy. Some individuals became involved in criminal activities. Only those who received appropriate support from professionals or family members were able to escape this cycle. From **Item C**, examine **one strength** of the research. **[2 marks]**	**Item D** In countries where modern civilization has become fully developed, a new class of petty bourgeois has been formed, fluctuating between proletariat and bourgeoisie. The individual members of this class, however, are being constantly hurled down into the proletariat by the action of competition. As modern industry develops, they even see the moment approaching when they will completely disappear as an independent section of modern society. Karl Marx (writing during the nineteenth century). From **Item D**, identify and describe **one group that Marx believed had failed to benefit from the development of industry**, including what you know of his perspective on these events. **[4 marks]**
SAM 2	**Item C** Based on data from a number of secondary sources a report from the Boston Consulting Group and the Sutton Trust identified the following obstacles to social mobility: • Limited prospects for the future. The report concluded that individuals who become adults in the early 21st century are likely to be the first generation in modern times to earn less than their parents. • Attendance at University. The report concluded that students from lower socio-economic backgrounds are still far less likely to attend university than students from higher socio-economic backgrounds. • Graduate earning potential. The report concluded that even when less well-off students have attended the same university and studied the same subject as their wealthier peers they earn over 10% less per year. Source: 'The State of Social Mobility in the UK', Boston Consulting Group and the Sutton Trust (2017). From **Item C**, examine **one weakness** of the research. **[2 marks]**	**Item D** American sociologists Davis and Moore (1945) believed that social stratification was a 'universal necessity' for all human societies. They argued that social stratification matched the most able people to the most important positions in society. By attaching the highest reward to these important positions, people with the necessary drive and ambition would be encouraged to compete for them. They believed that human society was basically meritocratic and that the most talented individuals would always achieve the greatest rewards. From **Item D**, identify and describe one group that would benefit from social stratification, including what you know of **Davies and Moore's sociological perspective**.**[4 marks]**
2019	**Item C** Peter Townsend developed a new way of looking at poverty by measuring relative deprivation. His research was largely based on detailed questionnaires issued to over 2000 households and over 6000 individuals. He used a 39-page questionnaire which included questions on housing and employment, cash income, assets and savings, health and disability, access to services and style of living. Townsend developed a 'deprivation index' based on the responses to his questionnaire. The higher an individual scored on this index the more deprived (relatively poor) he concluded they were. The table shows the percentage of men and women who said that they belonged to a particular social class and who had either very high or very low deprivation scores: |	Middle class men	Working class men	Middle class women	Working class women
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Highly deprived (Deprivation index 7+)	13%	84%	21%	77%
Number in each category	102		170	
Not deprived (Deprivation index 0)	67%	29%	68%	29%
Number in each category	69		62	| Source: Poverty in the United Kingdom (1979) From **Item C**, examine **one weakness** of the research. **[2 marks]**	**Item D** Devine looked at social class and noted that it had not really changed as much as Goldthorpe and Lockwood had suggested. She rejected the idea of the 'new working class' and denied that more well-off workers accepted capitalism without criticism – many of those she interviewed continued to resent the privileges of inherited wealth – they thought that class inequality was deeply unfair. Source: Affluent Workers Revisited (1992) From **Item D**, identify and describe the **one** way **Devine suggests that class attitudes have not changed significantly**, including what you know of her perspective on this issue. **[4 marks]**

2020

Item C

In 2017 the BBC published a breakdown of the gender of Members of Parliament (MPs). The data was provided by the House of Commons Library.

Number of female MPs elected to Parliament, 1979–2017

Source: House of Commons Library, BBC (2017)

From **Item C**, examine **one** strength of the research. **[2 marks]**

Item D

Charles Murray wrote about social welfare policies in America in the second half of the 20th century. He argued that these policies had not worked. In his view it had become too easy for some people to claim welfare support and as a consequence they failed to take responsibility for their own lives. At the same time others who deserved help were not given the support that they needed.

He proposed that national welfare programmes for those of working age should be replaced by locally managed systems. He believed this would lead to people changing their behaviour. For instance, unemployed young people would have to rely on support from their parents with whom they would probably continue to live. Many parents would not want their adult children living off their income and would encourage their children to learn skills and get a job.

Murray believed that when it was no longer considered socially acceptable for individuals to be dependent on welfare payments, people would be forced to become more independent and self-sufficient.

Source: Charles Murray, Losing Ground, Basic Books (1984)

From **Item D**, identify and explain **one** reason why **Murray believed that welfare reform was needed**, including what you know of his perspective on this issue. **[4 marks]**

2021

Item C

Food banks are run by charities and give food away for free to those in need of emergency food supplies. In recent years, there has been a sharp increase in the use of food banks. In particular, there have been more people using them who are in employment, but in low-paid jobs (the 'working poor'). Some would argue that this is an indicator of an increase in poverty in the UK, as people cannot afford to buy the basic necessities to survive. This increased usage accounts for those both in and out of work. The Trussell Trust is a charity which runs food banks in the UK. In 2019, they released statistics showing the increase in usage of food banks over a five-year period.

Number of emergency food supplies handed out by Trussell Trust food banks

From **Item C**, examine **one** weakness of using non-official statistics to investigate poverty. **[2 marks]**

Item D

Max Weber was interested in social stratification, and how different groups of people came together to form classes. He believed the term social status could be applied in a positive or negative sense. His idea rested on the following important factors:

- mode of living (lifestyle)
- level of education or training
- prestige (social importance of the family).

Because of this range of factors, he believed that classes were not necessarily made up of people who were all the same, but groups who shared similar positions in the market economy – they shared similar earnings, interests and lifestyles.

Source: Weber, M, The Theory and Social and Economic Organisations, (1947)

From **Item D**, identify and describe **one** factor that **Weber believed to be important when deciding on an individual's social status**, including what you know of his perspective on this issue. **[4 marks]**

2022

Item C

The Higher Education Statistics Agency (HESA) produced a report on university enrolment by personal characteristics from 2014/15 to 2018/19. This report found that the vast majority of students that attend university are from white backgrounds, although the number of students from minority ethnic backgrounds is increasing year on year.

Source: HESA 2020

From **Item C**, examine **one** strength of the research. **[2 marks]**

Item D

Walby believed that the key to understanding patriarchy was to appreciate how ideas of femininity and masculinity have changed. It was her view that despite some changes over time, masculinity has always been valued more than femininity. This is not just in one area of life, but in a whole range of patriarchal structures:

- the household
- paid work
- the state
- sexuality
- male violence towards women
- cultural institutions.

Walby believed these patriarchal structures restricted women and helped to maintain male dominance in society.

Source: Walby, S, Theorizing Patriarchy, (1990)

From **Item D**, identify and describe **one** patriarchal structure as identified by Walby, including what you know of her perspective of gender inequality. **[4 marks]**

My Exam Practice: Social Stratification 'Item C' 2 Markers

Practice 1 _____

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Practice 2 _____

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Practice 3 _____

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Practice 4 _____

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My Exam Practice: Social Stratification 'Item D' 4 Markers

Practice 1 _____

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Practice 2 _____

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Social Stratification - Practice 3 Markers

Paper	Social Stratification: 3 Markers
SAM 1	● Describe **one** example of ascribed status. ● Identify and describe **one** example of how the traditional role of women in society may make them more likely to experience poverty.
SAM 2	● Describe **one** example of achieved status. ● Identify and describe **one** example of social mobility.
2019	● Describe **one** example of a barrier that may limit or prevent social mobility. ● Identify and describe **one** form of authority according to Weber.
2020	● Describe **one** way society may exploit women. ● Identify and describe **one** type of social inequality.
2021	● Describe **one** type of poverty. ● Identify and describe **one** factor that might affect an individual's life chances.
2021	● Describe **one** example of stratification. ● Identify and describe **one** example of a social group who are more likely to experience poverty.

My Exam Practice: Social Stratification 3 Markers

Practice 1 _____

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Practice 2 _____

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Social Stratification - Practice 4 Markers

*Note: the third question in each section below is a repeat of the 'Item D' questions above.

Paper	Social Stratification: 4 Markers
SAM 1	● Identify and explain **one factor** which might limit a young person's opportunities to find secure long-term employment as experienced by many of the young people referred to in **Item C** ● Identify and explain **one disadvantage of using structured interviews** to research young people's experience of unemployment. ● From **Item D**, identify and describe **one group that Marx believed had failed to benefit from the development of industry**, including what you know of his perspective on these events. ● Identify and explain **one feature of British society which led the sociologist Charles Murray to conclude that there was a growing underclass in Britain**.
SAM 2	● Identify and explain **one factor** which might account for less well-off students earning less than their wealthier peers as referred to in **Item C**. ● Identify and explain **one disadvantage of using official statistics** to measure social mobility. ● From **Item D**, identify and describe **one** group that would benefit from social stratification, including what you know of **Davies and Moore's sociological perspective**. ● Identify **one reason why individuals might experience poverty** and explain **how you would investigate poverty using interviews**.
2019	● Identify and explain **one factor** that may lead to a person experiencing poverty as referred to in **Item C**. ● Identify and explain **one disadvantage of using relative measurements of poverty**. ● From **Item D**, identify and describe the **one** way **Devine suggests that class attitudes have not changed significantly**, including what you know of her perspective on this issue. **[4 marks]** ● Identify and explain **one way in which age continues to divide British society**.
2020	● Identify and explain **one factor** that may have led to an increase in the number of female MPs being elected, as shown in **Item C**. ● Identify and explain **one way in which sociologists might determine an individual's social class**. ● From **Item D**, identify and explain **one** reason why **Murray believed that welfare reform was needed**, including what you know of his perspective on this issue. **[4 marks]** ● Identify and explain **one factor** that can lead to an individual becoming dependent on the welfare system.
2021	● Identify and explain **one factor** which may account for the increased use of food banks as referred to in **Item C.** ● Identify and explain **one advantage of using questionnaires** to investigate an individual's experience of poverty. ● From **Item D**, identify and describe **one** factor that **Weber believed to be important when deciding on an individual's social status**, including what you know of his perspective on this issue. ● Identify and explain **one factor** affecting power relationships.
2022	● Identify and explain **one factor** which may account for the relatively low numbers of students from some ethnic minority backgrounds attending university, as referred to in **Item C.** ● Identify and explain **one advantage of using ethnography** as a research method to investigate life chances.. ● From **Item D**, identify and describe **one patriarchal structure as identified by Walby**, including what you know of her perspective of gender inequality. ● Identify and explain **one way** in which social class at birth can influences an individual's future life chances.

My Exam Practice: Social Stratification 4 Markers

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Practice 2 _____

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Practice 1 _____

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Social Stratification - Practice 12 Markers

Paper	Social Stratification: 12 Markers
SAM 1	● Discuss how far sociologists agree that social class rather than gender or ethnicity is the most important division in British society. ● Discuss how far sociologists agree that a breakdown of the traditional family is one of the most important reasons that child poverty exists in modern British society.
SAM 2	● Discuss how far sociologists agree that official statistics underestimate the actual level of poverty in society. ● Discuss how far sociologists agree that Britain is a meritocratic society in which everyone has equal opportunities to succeed.
2019	● Discuss how far sociologists would agree that a glass ceiling for women still exists in British society. ● Discuss how far sociologists would agree that the welfare state has helped to create a culture of dependency amongst some groups in Britain.
2020	● Discuss how far sociologists would agree that society will always be unequal. ● Discuss how far sociologists would agree that poverty remains an issue in Britain today.
2021	● Discuss how far sociologists would agree that social class is the most important factor affecting an individual's life chances. ● Discuss how far sociologists would agree that capitalism exploits certain groups in society.
2022	● Discuss how far sociologists would agree that Britain today is a meritocracy. ● Discuss how far sociologists would agree that the welfare state has been successful in reducing poverty.

My Exam Practice: Social Stratification 12 Markers

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Practice 2 _____

Extra Space

'Identify and Explain' 4 Markers – Sentence Starters for 4 Markers

1 mark for…	Up to 3 marks for…
Identifying a relevant, accurate and precise point	**Quality of your explanation (including reference to evidence and link to the context)**
- One factor… - One function of … is … - One way that … - Item A states that… - One advantage/disadvantage - One norm / value - Marxists / Functionalists / Feminists would - One type of - Item A / Source A shows that…	- One example of this is… - The study…shows that… - This is an advantage/disadvantage because… - Functionalists / Marxists / Feminists would explain this by… - This means that… - This demonstrates the idea… - Sociologists think this is because… - The reason for this is… - It would have an affect on the reliability/validity of the data because…

Model 4 Markers

Identify and explain **one** advantage of using covert observation to investigate the extent of sexism in schools. **[4 marks]**

MODEL ANSWER: One advantage of observing students covertly is that it reduces the hawthorne effect. Students and teachers are less likely to change their behaviour as they are unaware they are being watched. This means that students and teachers will interact as they normally do. As a result, the findings are more valid as the research paints a true picture of sexism in schools.

From **Item** B, identify and explain **one** example of how the correspondence principle works according to Bowles and Gintis, including what you know of their perspective on education. **[4 marks]**

MODEL ANSWER: One example of how the correspondence principle works is that through sanctions and rewards students are taught to be obedient to authority figures. As Marxists, Bowles and Gintis argue that school mirrors the workplace especially in creating an obedient workforce of people who are able to follow orders. Schools will reward good behaviour through merits and students may get GCSE results as rewards for their hard work showing that following orders and working hard leads to positive results. This is reinforced in the workplace where people may receive promotions and bonuses for hard work.

Identify one aspect of family diversity and explain how you would investigate this aspect using unstructured interviews. [4 marks]

MODEL ANSWER: One aspect of family diversity that Rapoport and Rapoport 1982 identified is life-course Diversity. An unstructured interview is a qualitative method preferred by interpretivists where questions are asked by a trained interviewer who can ask follow-up questions and conduct the interview in an unstructured way. This aspect of family diversity can be investigated by using unstructured interviews by selecting a range of participants at different life stages such as newly weds or a couple with young children. They would then be interviewed by a trained interviewer asking a range of questions. I would then analyse this qualitative data to gain in-depth insight

'Discuss how far sociologists agree...' – Sentence Starters for 12 Markers

Point	● On the one hand [Marxists] might argue… ● On the other hand [interactionists] might think… ● [Feminists] would agree with the idea that… ● Some sociologists would support this idea because… ● One argument in favour of…is… ● Another point linked to this issue is… ● Alternatively, other sociologists
Evidence	● One example of this is… ● The study by…shows that… ● The sociologist [name] argued that… ● For example, in this study [name] it was found that… ● For example [describe a situation] ● This is evidenced by… ● [Marxist] sociologist … said that… ● [Feminist] sociologists would refer to / use the example of … to…
Explanation	● The data shows that… ● This means that… ● This evidence demonstrates ● This study shows that… ● The consequence of this is… ● This links to the idea that…because… ● This evidence helps show that… ● This supports/criticises the idea that…because…
Linking	● Therefore... ● As a result, it is clear to say that sociologists do/do not agree that... ● This would clearly support/challenge the idea that… ● Sociologists therefore may think that … ● Consequently, this means that sociologists are likely to agree that...
Evaluation	● However, one clear problem with this study is... ● However, one criticism of this theoretical approach is... ● One challenge to this is… ● There is a problem with this view because… ● Some sociologists [such as…] would disagree with this view because...
Writing Conclusions	This is where you need to make an argument which has clear reasons and is justified. This means that you are forming an overall judgement which directly responds to the question. *It is clear that there are a range of sociological perspectives on the issue. Whilst it might make sense to argue...it is much more likely that...because of [reason] and [reason] and therefore [use language from statement here].* This should be short but it does need to be a well-constructed argument which is based on evidence. Just repeating the statement will not gain you credit. It is also ok to indicate that there may be a lack of agreement but it is better to choose which side of the debate you think has better evidence.

Model PEELE Paragraphs for 12 Markers (Education)

Discuss how far sociologists would agree that there are benefits of the independent sector. **[12 marks]**

Model PEELE Paragraph (In support of the statement)

Some sociologists would agree that there are benefits of the independent sector. One reason for this is that many independent schools have an academic culture. For example, public school Eton, prides itself on its 600 year history of offering high quality and wide ranging subjects which are designed to give the boys who attend the best opportunities in their future lives. A consequence of an academic culture is that students who attend Eton are amongst the highest performing students compared to all other schools with high proportions of Etonians going onto some of the highest paid jobs. Therefore, this would clearly support the idea that independent schools can benefit young people because it is preparing them to be successful adults which in turn benefits society more broadly. However, it could be argued that many comprehensive schools offer a wide range of subjects and also promote an academic culture. Therefore, this is not just a benefit of the independent sector but also of the state sector.

Key sociological concepts / phrases / key words are highlighted and sentence starters are in **bold*

Discuss how far sociologists would agree that differences in educational achievement by ethnicity are mainly due to factors outside schools. **[12 marks]**

Model PEELE Paragraph (In support of the statement)

Some sociologists would agree that differences in educational achievement by ethnicity are due to external factors. One reason for this is due to social class and material factors. For example, research has shown that young people from some minority ethnic backgrounds have faced a series of disadvantages in social conditions such as poor quality housing and overcrowding. In fact, BAME groups are twice as likely to live in poverty as White British and in 2017-18, 18% of white people lived in the poorest fifth of the population compared to 40% of black people. This evidence demonstrates that material deprivation is disproportionately affecting some ethnic groups. A lack of access to a safe, warm, space could have a significant impact on a child's ability to concentrate on homework or class work and they may not do as well as other students. Therefore, this would clearly support the idea that if you are BAME then you are more likely face material deprivation and be disadvantaged in school. This might explain why ethnic groups like Pakistani and Black Caribbean tend to underachieve educationally. However, it could be argued that lack of materials is more of a class based explanation.

Key sociological concepts / phrases / key words are highlighted and sentence starters are in **bold*

12 Mark Sociology Essay Question Planning Sheet

Discuss how far sociologists would agree

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PEELE PARAGRAPH 1 – ONE THEORY / EXPLANATION THAT SUPPORTS THE QUESTION

Point *(this is the main idea you want to make in support of the question – you could begin by referring to a theory here)*

Evidence *(how can you back up your point? Use contemporary examples, studies, theories and named sociologists)*

Explanation *(you need to say how that evidence supports the first point you made: link it to the context of question)*

Link *(say how the material in this paragraph links to the specific essay question)*

Evaluation *(provide a direct criticism of the idea you have been discussing in this paragraph)*

PEELE PARAGRAPH 2 – ONE ALTERNATIVE THEORY / EXPLANATION

Point *(this is the main idea you want to make in support of the question – you could begin by referring to a theory here)*

Evidence *(how can you back up your point? Use contemporary examples, studies, theories and named sociologists)*

Explanation *(you need to say how that evidence supports the first point you made: link it to the context of question)*

Link *(say how the material in this paragraph links to the specific essay question)*

Evaluation *(provide a direct criticism of the idea you have been discussing in this paragraph)*

Brief Conclusion *(choose the side which puts forward the best idea and give a brief reason for your choice)*

It is clear that there are different sociological perspectives on...

However, the best sociological explanation is… because...

12 Mark Evaluative Essay Mark Scheme

Level	Marks	Description
4	10-12	**AO1 Knowledge and Understanding** ● Detailed knowledge and understanding of relevant theories, concepts, evidence and methods presented in a well-developed answer. A wide range of specialist terms used with precision. **AO2 Application** ● Sustained application of relevant theories, concepts, evidence and methods to the issues raised by the question. Few, if any inaccuracies or omissions. **AO3 Analysis and Evaluation** ● Developed critical analysis and evaluation of relevant theories, concepts, evidence and methods. Well-constructed arguments with supported judgements and evidence based conclusions.
3	7-9	**AO1 Knowledge and Understanding** ● Good evidence of relevant knowledge and understanding of relevant theories, concepts, evidence and methods but elements lacking detail or development. A good range of specialist terms used appropriately. **AO2 Application** ● Good application of relevant theories, concepts, evidence and methods to the issues raised by the question. Some inaccuracies or omissions. **AO3 Analysis and Evaluation** ● Good evidence of analysis and evaluation of relevant theories, concepts, evidence and methods. A logical argument, but judgements and conclusions may be indistinct and/or lacking in appropriate development.
2	4-6	**AO1 Knowledge and Understanding** ● Limited evidence of relevant knowledge and understanding of relevant theories, concepts, evidence and methods. A limited range of specialist terms used appropriately. **AO2 Application** ● Limited application of relevant theories, concepts, evidence and methods to the issues raised by the question. Significant inaccuracies or omissions. **AO3 Analysis and Evaluation** ● Limited attempt at analysis and evaluation of relevant theories, concepts, evidence and methods but lacking in appropriate development. There may be inconsistencies in the argument made and reasoning may be inaccurate leading to false or contradictory judgements and conclusions.
1	1-3	**AO1 Knowledge and Understanding** ● Fragments of basic knowledge and understanding of theories, concepts, evidence and methods relevant to the topic. Specialist terms generally used inappropriately, if at all. **AO2 Application** ● Little or no application of relevant theories, concepts, evidence and methods to the issues raised by the question. **AO3 Analysis and Evaluation** ● Little or no analysis of the relevant theories, concepts, evidence and methods, assertion rather than evaluation, poorly constructed arguments with little or no evidence of substantiated judgements and only cursory conclusions.

My Score   /12