

Education – Topic 1 – External factors

Cultural deprivation

<u>Language</u>	<u>Parents education</u>
<u>Subcultures</u>	<u>Compensatory education</u>

AO3 Keddie

AO3: Blackstone and Mortimore

Materialdeprivation

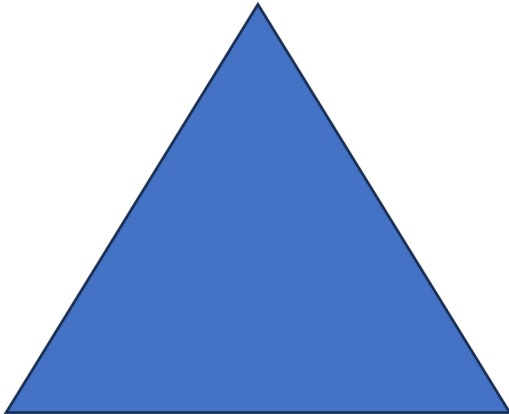
<u>Housing</u>	<u>Diet and health</u>
<u>Cost of education</u>	<u>Fear of debt</u>

AO3: Material or cultural factors?

Cultural capital

Cultural Capital:

Habitus



Sullivan:

Summarise external factors affecting educational achievement:

Question practice

Outline two factors external to schools that may affect social class differences in educational achievement. (4 MARKS)

Outline three ways in which housing may affect achievements. (6 MARKS)

- 1.
- 2.
- 3.

Working class children already lag behind middle class children in their intellectual development. Many of these children have parents who also underachieved at school.

Factors outside of school can contribute to underachievement.

Applying material from item A, analyse two factors outside school that contribute to underachievement. [10 marks]

Item B

There are major social class differences in educational achievement and some sociologists argue that these are the result of internal factors and processes within schools. These include teacher labelling, the self-fulfilling prophecy, streaming and the creation of pupil subcultures. However, other sociologists claim that factors outside of school, such as parental attitudes and parental income, are the main causes of working-class underachievement.

Applying material from Item B and your knowledge, evaluate the claim that factors outside the school are the main causes of working class underachievement. (30 MARKS)

Sociologist	Key Concept
Bernstein	
Douglas	
Feinstein	
Sugarman	
Keddie	
Blackstone and Mortimore	
Howard	
Tanner	
Flaherty	
Callendar and Jackson	
Bourdieu	
Sullivan	

Education – Topic 2 – Internal factors

Labelling:

AO

<u>Becker</u>	<u>Rist</u>
<u>AO3</u>	<u>AO3</u>

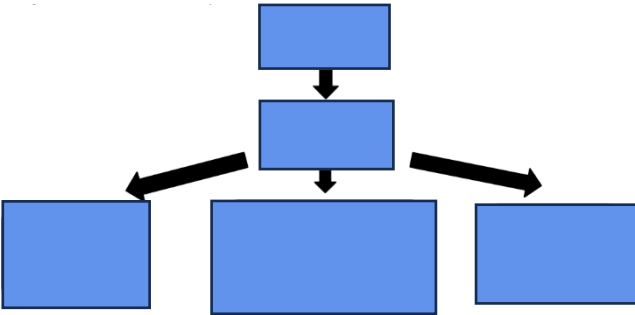
Self-fulfilling prophecy:

The process:

Rosenthal and Jacobson:

AO3:

Streaming



Pupil subcultures:

Pupil subcultures

AO3:

Pupil identities

Nike Identities

Pupil identities AO3:



Summarise internal factors affecting educational achievement:

Habitus

Symbolic capital

Symbolic violence



Question practice

Outline two processes within schools that may lead to working class pupils underachieving. (4 MARKS)

Outline three factors inside schools that may affect the educational progress that pupils make (6 marks)

- 1.
- 2.
- 3.

Item A

Teachers may label and treat some groups of pupils differently from others. Schools and staff will have views about appropriate pupil behaviour and attitudes to school. Relationships and processes within schools may lead to anti-school subcultures.

Applying material from Item A, analyse two ways in which relationships and processes within schools may lead to anti-school subcultures. (10 MARKS)

Item B

Social class differences in achievement are found at all stages of the education system and sociologists have put forward several explanations for these differences. Some sociologists focus on factors outside school, such as the material circumstances of pupils' families or the ways in which parents socialise their children. Other sociologists see factors internal to the education system itself as responsible. However, it can be argued that it is the interaction between these external and internal factors that produces class differences in educational achievement.

Applying material from Item B and your knowledge, evaluate sociological explanations of social class differences in educational achievement. (30 MARKS)

Sociologist	Key Concept
Becker	
Rist	
Rosenthal and Jacobsen	
Fuller	
Gillborn and Youdell	
Lacey	
Ball	
Woods	
Archer et al	
Ingram	
Evans	

Education – Topic 3 – Ethnicity

Cultural deprivation		
Intellectual and linguistic skills	Attitudes and values	Family structure and parental support
		Black students:
		Asian students:
		White students:
AO3	AO3	AO3

Internal factors – Labelling and teacher racism (1)

Individual racism:	Institutional racism:	Critical race theory

Marketisation and segregation

Internal factors – Pupil identities (2)

Ethnocentric curriculum

Material deprivation

Impact:

Assessment

Access to opportunity

Racism in wider society

Impact:

Internal factors – Pupil responses and subcultures (3)

New IQism

Sociologist	Key Concept	Sociologist	Key Concept
Bereiter and Englemann		Archer	
Moynihan		Shain	
Pryce		Fuller	
Sewell		Mac and Ghail	
Gillborn		Sewell (responses)	
Lupton		Troyna and Williams	
McCulloch		Moore and Davenport	
Evans		David	
Driver		Ball	
Lawrence		Coard	
Keddie		Gillborn (Assessment)	
Palmer		Tikley et al	
Madood		Gillborn (new IQism)	
Woods et al		Evans (intersectionality)	
Gillborn and Youdell		Connolly	
Wright			

Question practice

Outline two cultural factors that may affect ethnic differences in educational achievement. (4 MARKS)

Outline three ways in which factors in school can lead to some ethnic minorities to underachieve in school. (6 MARKS)

Item A

Chinese and Indian pupils generally out-perform white pupils at GCSE. Some ethnic groups however feel that the school focuses on white culture and history and this can lead to them feeling excluded.

Some minority ethnic groups achieve

Applying material from Item A, ~~analyse~~ **analyse** two reasons for differences in ethnic minority and school achievement (10 MARKS)

Item B

According to figures from the Department for education, pupils from Chinese and Indian backgrounds constantly perform better than white, Pakistani, Bangladeshi and black pupils at all stages of education.

Some sociologists argue that such differences can be explained by factors that are in school such as teacher racism and issues in the school curriculum, However other sociologists argue that factors outside the school are more important.

Applying material from item B and your own knowledge, evaluate the view that ethnic differences in educational achievement are primarily the result of actors inside of school [30 marks]

Education – Topic 4 – Gender – Girls

External factors			
The impact of feminism	Changes in the family	Changes in women's employment	Girl's changing attitudes
AO3			

Internal factors					
Equal opportunities policies	Positive role models in school	GCSE and coursework	Teacher attention	Challenging stereotypes in curriculum	Selection and league tables
AO3					

Liberal feminist	Radical feminist

Identities, class and girls achievement:

Symbolical capital =

Ways to create sense of self (Archer)		
Hyper-heterosexual feminine identity	Having a boyfriend	Being loud

Successful working class girls:

Evans =

Archer =

Girls and subject choice

Byrne:

Murphy and Elwood

Browne and Ross

Paechter

Dewar

Girls pupil and sexual identities

Double standards:

Male Gaze

Verbal abuse

Teachers and discipline

Female peer groups

Education – Topic 4 – Gender – Boys

External factors	
Boys and literacy	Globalisation and decline of traditional men’s jobs
Government policies to help deal with underachievement (Boys)	

Internal factors		
Feminisation of Education	Shortage of male primary school teachers	Laddish subcultures

Intersectionality

Boys and subject choice

Byrne:

Murphy and Elwood

Browne and Ross

Paechter

Dewar

Boys pupil and sexual identities

Verbal abuse:

Teachers and discipline

Male peer groups

Question practice

1. Outline two ways education reinforces traditional gender identities [4 marks]

2. Outline three reasons why boys generally underachieve in education (6 marks)

- a)
- b)
- c)

Item A

The impact of feminism has widely been acknowledged as a key factor in the improved achievement of girls. Since the 1980s there has been a growing gender gap in achievement. In almost all subjects at GCSE level females have consistently outperformed males.

Applying material from Item A, analyse two reasons for gender differences in achievement. (10 MARKS)

ITEM

When children start school, girls are already ahead of boys. This trend continues throughout school life, including at GCSE and A-level.

Some sociologists see factors within schools as the main cause of gender differences in educational achievement. One such factor is the increasing number of female head teachers in both primary and secondary schools.

Other sociologists suggest that out-of-school factors may have a greater impact on gender differences in achievement, such as men and women’s changing positions in society.

Applying material from Item A and your knowledge, evaluate the view that gender differences in educational achievement are the result of factors within schools.

Sociologist	Key concept	Sociologist	Key concept	Sociologist	Key concept
McRobbie		DCSF		Leonard	
Sharpe		Mitsos and Browne		Fuller (intersectionality)	
Fuller (girls)		Sewell		Lees	
Reay (AO3)		Francis		Connell	
Gorard		Read		Lees	
Elwood (AO3)		Epstein		Paechter (names)	
Francis		Francis (subcultures)		Mac and Ghail (male gaze)	
Swann		Osler		Haywood (teacher discipline)	
Weiner		Ringrose (moral panic)		Askew and Ross	
Jackson		Byrne		Mac and Ghail (male peer groups)	
Slee		Myrphy and Elwood		Ringrose (female peer groups)	
Archer (identities)		Browne and Ross			
Evans		Kelly			
Archer (w/c girls)		Paechter			

Education – Topic 5 – Social Policy

1997 – 2010 – New labour

1880 – Compulsory schooling

What was it? Who was it for?

Imapact?

AO3?

Selective schooling

Types of selection:

- 1. Selection by ability
- 2. Selection by aptitude
- 3. Selection by faith

Covert selection:

AO3: Selection by ability



What policies did New Labour introduce to reduce inequality?

AO3: New labour paradox

1944 – Tripartite System

What was it?

Imapact?

AO3?

1979-1997 – Conservative government – The new vocationalism

What was it?

Imapact?

AO3?

2010 – 2015 – Cons and Lib Dem

What was the impact of reforming the national curriculum?

What sociological theories influenced the coalition government's policies?

Academies:

1965 – Comprehensive system

What was it?

Imapact?

AO3?

1988 – Education reform act

What is marketisation?

Which governments pushed marketisation policies?

How does it create an education market?

What policies promoted marketisation?

What is parentocracy? LINK DAVID AND GEWIRTZ

What is the myth of partocracy?

AO3: Reproduction of inequality

Cream skimming

Silt shifting

Funding formula

Free schools:

AO3: Fragemented centralisation

What policies were introduced to reduce inequalities?

AO3 of pupil premiums

2015+ – Conservative government What policies were introduced? Impact?	Globalisation What is globalisation? What are some ways in which education has become globalised? What impact has globalisation had on education? How has globalisation led to privatisation and marketisation of education? How has globalisation led to international comparisons?	AO3: policies impact on ETHNICITY - Assimilation policies – 60s & 70s: - Multicultural education – 80s and 90s: - Social inclusive and raise achievements – late 90s																																																
AO3 of globalisation Strengths Weaknesses																																																		
AO3: Policies impact on GENDER 1800s: 1944: (TRIPARTITE SYSTEM) 1970s: National curriculum reforms (impact on boys)	<table><tr><th>Sociologist</th><th>Key concept</th><th>Sociologist</th><th>Key concept</th><th>Sociologist</th><th>Key concept</th></tr><tr><td>Ford (AO3 of comprehensive)</td><td></td><td>Ball</td><td></td><td>Ofsted (pupil premium)</td><td></td></tr><tr><td>Tough and Brooks (covert selection)</td><td></td><td>Leech and Campos</td><td></td><td>Ball (ESI)</td><td></td></tr><tr><td>Cohen (New vocationalism)</td><td></td><td>Benn</td><td></td><td>Pollack</td><td></td></tr><tr><td>David (Pantocracy)</td><td></td><td>Allen</td><td></td><td>Molnar</td><td></td></tr><tr><td>Bartlett</td><td></td><td>DoE (2012 – Free schools)</td><td></td><td>Ball</td><td></td></tr><tr><td>Gewirtz</td><td></td><td>Ball (Fragmented centralisation)</td><td></td><td>Hall</td><td></td></tr><tr><td>Ball (Globalisation)</td><td></td><td>Hancock</td><td></td><td>Gillborn</td><td></td></tr></table>	Sociologist	Key concept	Sociologist	Key concept	Sociologist	Key concept	Ford (AO3 of comprehensive)		Ball		Ofsted (pupil premium)		Tough and Brooks (covert selection)		Leech and Campos		Ball (ESI)		Cohen (New vocationalism)		Benn		Pollack		David (Pantocracy)		Allen		Molnar		Bartlett		DoE (2012 – Free schools)		Ball		Gewirtz		Ball (Fragmented centralisation)		Hall		Ball (Globalisation)		Hancock		Gillborn		
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Question practice

Outline two criticism of marketisation policies. (4 MARKS)

Outline three ways in which government educational policies have attempted to reduce inequality in achievement between social classes (6 marks)

- 1.
- 2.
- 3.

Item A

The process of globalisation has led to many improvements in the education system over the past 20 years. The impact of migration and a greater awareness of overseas cultures and ideas on education have led to increased choice in schools and educational provision. Furthermore, the introduction of international rankings for schools has led to changes in the structure of the education system.

Applying material from Item A, analyse **TWO** ways in which the process of globalisation has led to an increase in educational achievement.

30 marks

Since the 1980s successive governments have implemented a range of policies including introducing market forces into the state education system. It is claimed that marketization policies, such as league tables and increasing diversity in the types of schools that parents can send their children to, this would increase competition and so raise standards. However, some sociologists have been critical of such policies and have argued that the education market favours middle class parents.

Applying material from Item B7 and your own knowledge, evaluate the claim that marketisation policies in education have increased inequality between social classes.

Education – Topic 6 – Roles of education

Functionalism

What is the core belief of Functionalists?
Society is made up of a series of interdependant parts held together by a shared culture or value consensus.

Define value consensus
Shared values, beliefs or norms that exist within society.

Define organic analogy
The body is society and the organs are the institutions in society such as family and education. The body needs the organs to function

Define ‘anomie’
A state in which expectations are unclear and the values that hold society together have broken down.

What is the role of education according to Functionalists?
Creating social solidarity and teaching specialist skills, to help met societies needs.

Durkheim : identified two main functions of the education system

Social solidarity
Members of society must feel part of a single 'body, or community. Without it, cooperation would be impossible. The education system is designed to create social solidarity by transmitting societys culture. School therefore acts as a "society on miniture"

Teaching specialist skills

In the same way that the skin holds the human body,so too do norms and values bind society together



Neoliberalism and the New Right

What are their core beliefs?

What is the New Right?

How are they similar to functionalists?

AO3 of functionalism according to NR?

What is the solution?

Chubb and Moe – explain their key findings

Two key roles of state education:

How are pupils socialised into a single cultural heritage?

AO3:



Parsons

Focal socialising agency

Particularistic standards

Universalistic standards

Meritocracy

Davis and Moore

Role allocation

Human capital

AO3 – criticisms of functionalists

Marxism

What two classes are in conflict?

What will eventually happen between the classes?

What are the two functions of education?

Bowels and Gintis

What did they find from their study?

What is the correspondence principle?

What is the hidden curriculum?

How does school prepare w/c for role of exploited workers?

Althusser

Ideological state apparatus

Repressive state apparatus

Myth of meritocracy: How is the education system a giant myth making machine?

Willis learning to labour - explain

AO3:

Postmodernism

What is individualism?

How does Postmodernism differ from modernist theories?

How has Postmodernism influenced our education system?

How do globalisation and postmodernism link?

AO3:

Question practice

Outline two ways in which postmodernist ideas are reflected in education. [4 marks]

Outline three ways in which Marxists see school as being similar to the workplace (6 marks)

- 1.
- 2.
- 3.

Item A

Some sociologists argue that a major role of the education system is that it should provide equal opportunities for all pupils to succeed so that they can be allocated to the most appropriate role in the economy. However, statistics on achievement suggest that school systemically fail the majority of working class pupils. Sociologists critical of this view have put forward a number of reasons why working class students end up in working class jobs.

Applying material from item A2, analyse two ways in which the education system legitimate or reproduces social inequalities. (10 MARKS)

Item B

Some sociologists, such as functionalists, claim that the education system is based on meritocratic principles and provides all pupils with the opportunity to succeed. Pupils, whatever their background, are objectively assessed through the examination process.

Other sociologists may claim that meritocracy is a myth. The education system ensures that existing social inequalities are reproduced in each generation.

Applying material from item B and your own knowledge, evaluate the view that the education system is meritocratic [30 marks]

Sociologist	Key Concept
Durkheim	
Parsons	
Davis and Moore	
Wolfe report	
Tumin	
Chubb and Moe	
Gewirtz and Ball	
Althusser	
Bowels and Gintis	
Cohen	
Willis	

F&H – T1 – CHILDHOOD

Define: Social construction

Western Notion of Childhood (Pilcher)

AO3: Wagg

Cross cultural differences in childhood

AO3: Globalisation

Historical differences (Aries)

AO3: Pollock

The position of children has improved

AO3: Toxic childhood

The position of children has not improved

Inequalities between children

Inequalities between children and adults

Why has childhood changed?

Habitus

Disappearance of childhood

AO3:

Childhood in Postmodernity

AO3:

The new sociology of childhood

AO3:

Sociologist	Key Concept
Pilcher	
Wagg	
Benedict	
Punch	
Holmes	

Sociologist	Key Concept
Firth	
Malinowski	
Aries	
Pollock	
Maus	
Palmer	
Hillman	
Bonke	
Brannen	
Bhatti	
Firestone and Holt	
Gittins	
Humphreys & Thiara	
Hockey and James	
Postman	

Outline and explain 2 reasons why the position of children might be changing in the UK. (10 MARKS)

Item A9

A popular view is that childhood is a fixed, universal, biological stage of physical and psychological immaturity that is common to all human beings. Everyone will pass through it on the way to biological maturity and adulthood. However, evidence shows that what counts as childhood, what experiences children undergo and what roles they play, are far from universal.

Applying material from item A9, analyse two arguments against the view that childhood is a fixed, universal stage. (10 MARKS)

Item D

Some sociologists argue that UK society has become more child-centred. Children today are more privileged than they have ever been. There are a large range of laws and policies in place to protect them and there is an increasing emphasis now placed on children’s rights. However, other sociologists argue that the extent of child-centredness is exaggerated, and that childhood can be a negative experience for some children.

Applying material from Item D and your knowledge, evaluate the view that UK society has become more child-centred. (20 MARKS)

Sociologist	Key Concept
Opie	
Jenks	
Mayall	
Smart	
Mason & Tipper	
Smart et al	

F&H – Topic 2 – FAMILY PATTERNS

Divorce

Trends

Reasons

Theorists view s

Marriage

Trends

Reasons

Same sex couples

Trends

Sociological explanations

Cohabitation

Trends

Reasons for the changes

One person households

Trends

Reasons for the changes

Living apart together

Trends

Reasons for the changes

Relationship between marriage and cohabitation

Childbearing

Trends

Reasons for the changes

Stepfamilies

Trends

Reasons for the changes

Lone parent families

Trends

Reasons for the changes

Extended families:

The ‘beanpole’ family

Obligations to relatives

Sociologist	Key Concept
Mitchell and Goody	
Fletcher	
Allan & Crow	
Hochschild	
Sigle-Rushton	
Bernard	
Beck & Giddens	
Smart	
Chester	
Coast	
Bejin	
Stonewall	
Weeks	
Weston	
Allan & Crow	

Murray and NR perspective

Ethnic differences: Black families

Ethnic differences: Asian families

Outline and explain 2 changes in society which have contributed to the increase in single person households (10 marks)

Item A2

Marriage, as an institution in the UK, remains strong however, there have been many changes. Most marriages are now civil ceremonies, and for many they are remarriages for at least one of the partners. The average age for those getting married has also risen.

Applying material from item A2, two changes in patterns of marriage over the past 70 years. (10 MARKS)

Item B5

There has been a significant increase in the number of divorces since 1970. One important factor behind the increase has been the changes in the law relating to divorce. However, legal changes alone might not be enough to explain the trend and sociologists have suggested a number of possible causes of a higher divorce rate. One of these is a decline in the influence of traditional norms about marriage that used to stigmatise divorce.

Applying material from item B5 and your own knowledge, evaluate sociological contributions to our understanding of the trends in divorce in the UK since 1970. (20 MARKS)

Sociologist	Key Concept
Einasdottir	
Duncan & Phillips	
Renvoize	
Murray	
Ferri & Smith	
Allan & Crow	
McCarthy et al	
Mirzas	
Reynolds	
Ballard	
Charles	
Willmott	
Brannen	
Finch & Mason	
Cheal	

F&H – Topic 4 – SOCIAL POLICY

Comparative approach			
China's one child policy	Communist Russia	Nazi Germany	Democratic societies

Functionalism
AO3:

Donzelot

Marxists

New Right & influence on government policy			
NR key views	Lone parents, welfare and dependency culture	NR solution	AO3 of NR:
Conservative Gov 1979-97	New Labour governments 1997-2010	Coalition government 2010-2015	Conservative gov 2015 – 2024

Feminism			
Key views of feminists	Policies supporting the patriarchal family	AO3 of feminism – not all policies are discriminate	Gender regimes

Outline and explain 2 ways in which government families may affect family structures (10 MARKS)

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Item C

In the UK today, there are a range of social policies aimed at protecting vulnerable groups. There are also social policies which impose age restrictions on certain activities, such as paid employment.

It can be argued that social policies may have affected the status of children.

Applying material from ITEM C, analyse TWO ways that social policies may have affected the status of children. (10 marks)

Item B7

According to feminist sociologists, the main function of laws and policies on family and households is to support the conventional heterosexual nuclear family and reproduce patriarchy. For example, policies concerning the care of children or the old often make the assumption that these are women’s responsibility. Even policies seemingly designed to benefit women, such as paying child benefit to the mother, may have the effect of reinforcing their gender roles. By contrast, New Right thinkers argue that many policies offer ‘perverse incentives’ that actually undermine rather than support the conventional family.

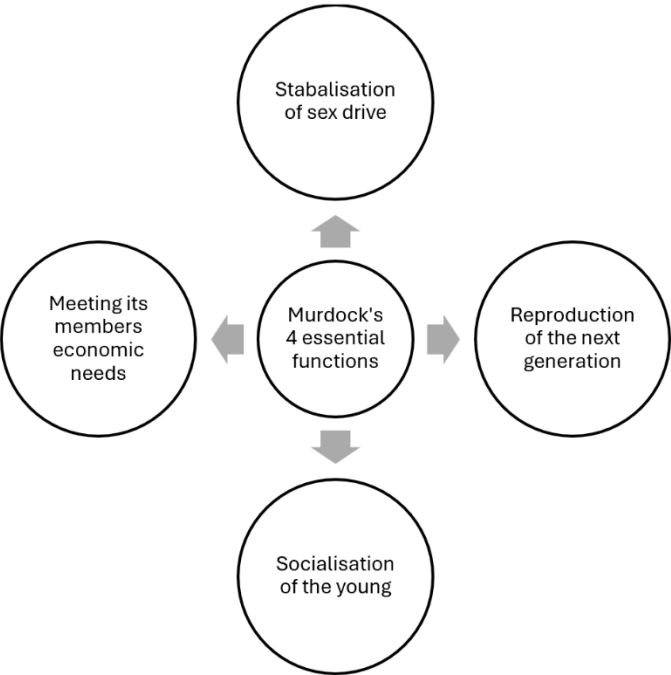
Applying material from item B7 and your own knowledge, evaluate the view that the main function of laws and policies on families and households is to reproduce patriarchy. (20 MARKS)

Sociologist	Key Concept
Fletcher	
Donzelot	
Murray	
Land	
Drew	

F&H – Topic 5 – Role of the family

Functionalism – consensus perspective

Organic analogy



AO3 of Murdock

Parson's functional fit

Pre-industrial societies

Industrial society families

AO3 of Parsons:

Marxism – class conflict perspective

Key Marxist beliefs

3 key functions of the family (Marxists)

Inheritance of property

Ideological function

A unit of consumption

AO3 of Marxism

Feminist perspective

Key beliefs

<u>Liberal feminists</u>	<u>Marxist feminists</u>
<u>AO3</u>	<u>AO3</u>
<u>Radical feminists</u>	<u>Difference feminists</u>
<u>AO3</u>	<u>AO3</u>

Personal life perspective

Key beliefs

Sociology of personal life

Beyond ties of blood and marriage

Nordqvist & Smart (2014) – Donor conceived children

AO3:

<u>Outline and explain 2 functions of the family according to functionalist theorists (10 MARKS)</u>	

Item A10

Capitalist Society is based on a wealthy capitalist class exploiting the labour of the propertyless working class in order to extract a profit. However, to obtain the profit, capitalists must sell what has been produced and this requires people who are willing to buy it. For capitalism to continue, the proletariat must be persuaded to accept their exploitation. Capitalists also need to retain control of their wealth in order to maintain the privileged position.

Applying material from item A10, analyse two functions that the family may perform for capitalism. (10 MARKS)

Item B3

Despite their disagreements, functionalists, Marxist and Feminists approaches to the family share certain similarities. They are all structural approaches: they see the family as a structure that performs certain functions – although they disagree about what these functions are and who benefits from them. Similarly they all assume that by ‘family’ we mean the conventional nuclear family. Other sociologists reject this structural approach. For example, the personal life perspective takes a bottom up view that focuses on people’s meanings and how they themselves define what counts as ‘family’.

Applying material from item B3 and your own knowledge, evaluate the usefulness of structural approaches to our understanding of families and households. (20 MARKS)

Sociologist	Key Concept
Murdock	
Parsons	
Laslett	
Engels	
Zaretsky	
Ansley	
Greer	
Somerville	
Tipper	
Nordqvist & Smart	

3. Domestic violence		
Domestic violence – key details	Radical feminist explanation	Materialist – Marxist feminist explanation

Item A8

Domestic violence accounts for up to a quarter of all recorded violent crime. Victims are more likely to be female and offenders male: domestic violence is linked to gender roles in patriarchal Society. However, not all women are equally likely to suffer domestic violence. Victims - both male and female - are more likely to belong to disadvantaged social groups and live under difficult circumstances.

Applying material from item A8, analyse two reasons for the patterns of domestic violence. (10 MARKS)

Outline and explain two changes in society that have contributed to women’s changing roles in the family [10 marks]	

Item B1

March of progress sociologists argue that the family is becoming more equal. Increasingly today, both partners are likely to have jobs outside the home and they both carry out household chores and provide childcare. However, feminist sociologists reject this claim. They argue that the family is still patriarchal and that women today carry a dual burden.

Applying material from item B1 and your own knowledge, evaluate the view that the division of labour in couples is equal. (20 MARKS)

Sociologist	Key Concept	Sociologist	Key Concept	Sociologist	Key concept
Parsons		Crompton & Lyonette		Crime survey 2013	
Bott		Gershuny (cultural explanation)		Dobash & Dobash	
Young & Willmott		Man Yee Kan		Cheal	
Oakley (criticism of Y&W)		Dunne		Firestone & Millet	
Boulton		Kan		Elliot	
Warde & Hetherington		Ramos		Office for National statistics (2014)	
Gershuny		Sullivan		Wilkinson & Pickett	
Sullivan		Crompton (AO3)		Ansley	
Schor & Silver		Phal & Vogler			
British attitudes survey 2013		Hardhill			
Dex & Warde		Edgell			
Hoschschild		Nyman			
Duncombe & Marsden		Smart			
Southerton					

F&H – Topic 3 – FAMILY DIVERSITY

Modern theory	
Functionalism	New Right
<u>Functional fit:</u>	<u>Key views on family diversity</u>
<u>Division of labour:</u> 1. <u>Expressive role</u>	
2. <u>Instrumental role</u>	
<u>Family performs 2 key functions:</u> 1. <u>Primary socialisation of children</u>	
2. <u>Stabilisation of adult personalities</u>	<u>Cohabitation v marriage</u>

Key criticisms of the NR’s view on family diversity (5)		
1. Oakley:	3. Lone parent families:	5. Smart:
2. Feminists:	4. Cohabitation:	

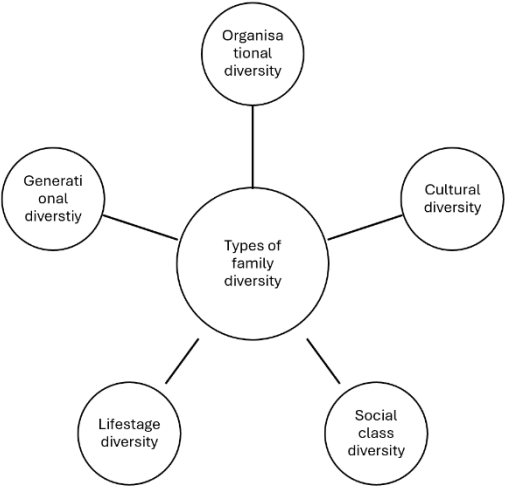
Midway theory: Chester & exaggeration of family diversity

Key views on family diversity:

5 reasons why family diversity has been exaggerated:

The Rapoport's: 5 types of family diversity

Key views on family diversity:



Key views on family diversity:

Postmodernists

Individualisation thesis:

The pure relationship

The negotiated family

The connectedness thesis

AQ3:

Stacey:

Outline and explain 2 reasons for the increase in family diversity. (10 MARKS)	

Item A12

According to the individualisation thesis, greater individual choice has transformed family and intimate relationships. Unlike in the past when individual’s lives were governed by tradition, today both men and women are free to make their own choices about relationships, sexuality and so on, following their own self-interest. Class, gender and family structure no longer limit our choices.

Applying material from item A12, analyse two criticisms of the individualisation thesis. (10 MARKS)

Item B6

Recent decades have seen a move to a more diverse range of family arrangements. Whilst some sociologists see this as harmful for society, others welcome it because they see it as bringing greater individual choice about relationships. However, some sociologists argue that the extent of the change should not be exaggerated: most people live in something resembling a conventional family, and many individuals still find their choices limited. For example, while being gay or lesbian is less stigmatised than in the past, it is not always easy for people to ‘come out.’

Applying material from item B6 and your own knowledge, evaluate sociological contributions to our understanding of family diversity. (20 MARKS)

Sociologist	Key Concept
Parsons	
Benson (2006)	
Oakley (1997)	
Smart (2011)	
Chester (1985)	
Cheal	
Stacey	
Morgan	
Giddens (1992)	
Weston (1992)	
Beck (1992)	
Smart & May (AO3)	
Smart (connectedness thesis)	

F&H – Topic 6 – COUPLES

1. Domestic division of labour		
Parsons – traditional roles	Conjugal roles	Symmetrical family
AO3:		AO3:

1. Impact of paid work	
March of progress	Feminists

1. Explaining the gendered division of labour	
Cultural explanation	Material explanation

2. Resources and decision making in households		
Finances	Decision making	Personal life perspective on money

Births =

F&H – T7 – DEMOGRAPHY

Deaths =

Birth rate trends:

Reasons for decline in birth rate	
<u>Changing position of women</u>	<u>Decline in infant mortality rate</u>
<u>Children are now an economic liability</u>	<u>Child centredness</u>

Future trends in birth rate:

AO3 impact - family:

AO3 impact – dependency ratio:

AO3 impact – public services:

Death rate trends:

Reasons for declining death rates		
<u>Improved nutrition</u>	<u>Medical improvements</u>	<u>Smoking and diet</u>
<u>Public health measures</u>	<u>Other social changes</u>	

Ageing population:

Effects of the ageing population	
<u>Public services</u>	<u>One person pensioner households</u>
<u>Dependency ratio</u>	<u>Ageism, modernity and postmodernity</u>

Policy implications of ageing population:

Globalisation:

Immigration:

Emigration

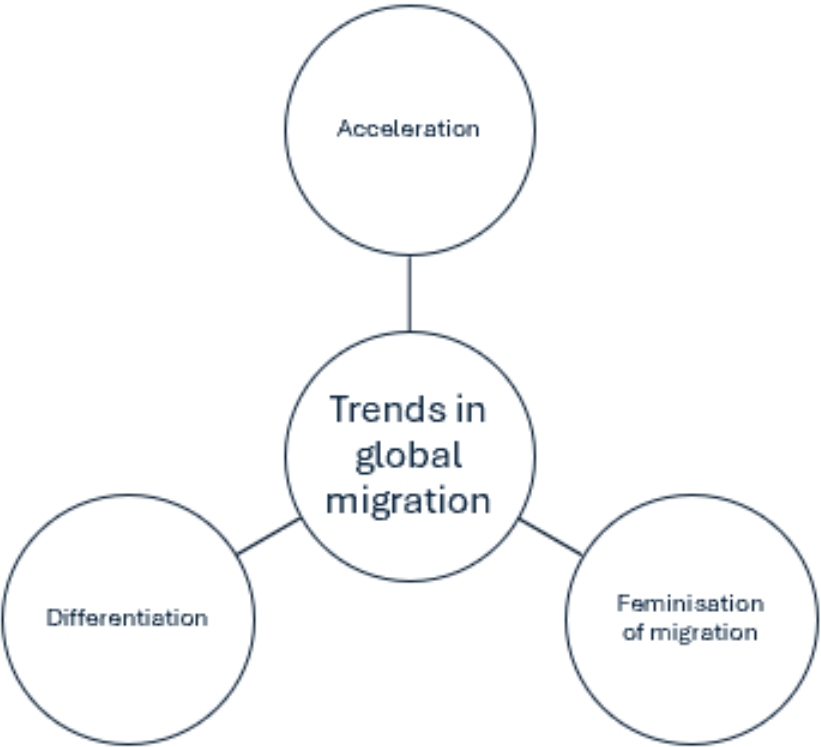
Push factors:

Pull factors:

AO3 impact of migration on UK population structure:

Age structure:

Dependency ratio



Migration identities:

Transnational identities

The politicisation of migration:

Assimilation:

Multiculturalism:

AO3:

Outline and explain 2 ways in which an ageing population may have led to policies that affect families and households today [10 marks]

Sociologist	Key Concept
Harper	
Brass & Kabir	
Tranter	
Harper (death trends)	
Harper (radical longevity)	

Item C

Globalisation involves the growing interconnectedness between countries through increased travel opportunities. It enables more freedom of choice in terms of lifestyles and personal relationships. Globalisation may influence families and households.

Applying material from Item C, analyse two ways in which globalisation may influence families and households. (10 MARKS)

Item B20

Recent demographic changes in the UK include a declining birth rate, increased immigration and an ageing population. Some sociologists, such as the New Right, argue that these changes may have a negative impact on families and households as they undermine the traditional nuclear family. However, other sociologists, such as postmodernists, argue that these changes have had a range of different impacts on families and households in the UK.

Applying material from Item D and your knowledge, evaluate sociological views on the impact of demographic changes on families and households in the UK.

Sociologist	Key Concept
Walker	
Phillipson (Marxist)	
Age concern (2004)	
Hirsch (2005)	
United Nations (2013)	
Vertovec	
Cohen	
Ehrenreich & Hochschild	
Shutes	
Eade	
Eriksen	
Castles	
Castles & Kosack	

Research methods – Topic 1- Intro to Research methods

	Sources of data	
	Primary	Secondary
Definition		
Advantages		
Disadvantages		

	Factors influencing choice of method		
	Practical	Ethical	Theoretical
1			
2			
3			
4			
5			

Factors influencing choice of topic	
1	
2	
3	
4	
5	

	Types of data	
	Qualitative	Quantitative
Definition		
Advantages		
Disadvantages		

Methodological perspective	
Positivists	Interpretivists

Sampling

1. Random sampling
2. Quasi random/systematic sampling
3. Stratified sampling
4. Quota sampling
5. Snowball sampling
6. Opportunity sampling

Outline and explain two reasons why sociologists' research may not always be objective. (10 MARKS)

Outline and explain two ethical problems that sociologists may experience when conducting research. (10 MARKS)

Outline and explain two reasons why interpretivists prefer to use qualitative methods of research.

Research methods – Topic 2- Experiments

Laboratory experiments:

Field experiments:

Comparative experiments:

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

Outline and explain two disadvantages of using laboratory experiments in sociological research. (10 MARKS)

Experiments case studies		
Labaratory experiments	Field experiments	Comparative experiments
Milgram (1963) – Obedience to authority	Rosenhan (1973) – “being sane in insane places”	Durkheim (1897) – study of suicide
Zimbardo – Stanford prison experiment	Elton Mayo (1927) = Hawthorne plant	

Item C

Investigating the effects of teachers’ labelling of pupils

Labelling is the process of defining a group or person positively or negatively, based on perceived characteristics. For example, in the course of their classroom interactions, teachers make judgements based on stereotypical assumptions about pupils’ social class, gender or ethnicity. However, teachers may be unaware that they are doing so. Teachers label pupils in different ways, and this may lead to a variety of responses, such as misbehaviour or truancy. One way of studying the effects of teachers’ labelling of pupils is to use field experiments. One advantage is that these can be conducted in a natural setting. However, field experiments tend to be small in scale. Furthermore, for a variety of reasons, some pupils, teachers and parents may refuse to participate in a field experiment.

Applying material from Item C and your knowledge of research methods, evaluate the strengths and limitations of using field experiments to investigate the effects of teachers’ labelling of pupils. (20 MARKS)

Questionnaires

Open questionnaires

Closed questionnaires

Postal questionnaires

Written questionnaires

Case studies	Explanation
Connor and Dewson	
Schofield (1965)	
Tarki (2007)	
Shere Hite (1991)	

Outline and explain two practical problems of using postal questionnaires in sociological research. (10 MARKS)

Item C

Investigating the role of parents in pupils' achievement

Sociological research has shown how much parents can contribute, materially and culturally, to their children's achievement in education. For example, parents can support their children by having regular contact with schools and teachers, and by helping them with their homework. However, parents' own education and their attitudes to school may affect their ability or willingness to help. One way of studying the role of parents in their children's achievement is to use written questionnaires. One advantage of these is that they can be completed outside the school setting. However, operationalising concepts in questionnaires can be difficult. Furthermore, for a variety of reasons, some questionnaires may not be returned.

Applying material from Item C and your knowledge of research methods, evaluate the strengths and limitations of using written questionnaires to investigate the role of parents in their children's achievement in school. (20 MARKS)

Research methods – Topic 4 - Interviews

Structured interviews

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

Unstructured interviews

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

Group interviews/ focus groups

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

Interviews as social interaction	
1. Interviewer bias	
2. Artificiality	
3. Status and power inequalities	
4. Cultural differences	
5. Social desirability effect	
6. Ethical issues	

Outline and explain two theoretical disadvantages of using interviews in sociological research. (10 MARKS)

How can researchers improve the validity of their interviews?	
1. Fast paced questions	
2. Matching characteristic	
3. Playing ‘dumb’	

ITEM C

Supporters of marketisation policies claim that an education market gives parents greater choice over which school their children can attend. Sociologists are interested in investigating just how much parental choice there actually is in this education market. Some parents are much more aware than others of how to ‘work’ the system’, even to the extent of manipulating the rules in their favour.

Sociologists may use structured interviews to investigate the extent of parental choice in education. However, although structured interviews are useful for gathering factual information, they are probably less effective when it comes to finding out parents’ attitudes and feelings. Also, how far parents are likely to give honest answers to the questions put to them in a structured interview may depend on whether they feel their role as a parent is being challenged by the questions asked.

Applying material from item C and your knowledge of research methods, evaluate the strengths and limitations of structured interviews for the study of the extent of parental choice in education. (20 marks)

Research methods – Topic 5 – Observations

Participant observations

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

Covert observations

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

Overt observations

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

Non-Participant observations

Stages of participant observations	
1. Getting in	
2. Staying in	
3. Getting out	

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

Outline and explain two ethical advantages of using observations in sociological research. (10 MARKS)

Item C

Pupils behave in many different ways in schools. Some pupils conform to school rules, for example by wearing the correct uniform and completing tasks set, whilst others break school rules. Interactions between teachers and pupils, and between peers, are likely to influence behaviour. Sociologists are interested in researching patterns of pupil behaviour, particularly disruptive behaviour. One way of studying pupil behaviour in schools is to use non-participant observation. Pupils are often observed during the course of a school day. One advantage of non-participant observation is that the sociologist can observe behaviour both inside and outside classrooms. Non-participant observation allows behaviour categories to be decided before the observation begins. However behaviour may not be classified in the same way by different researchers.

Applying material from Item C and your knowledge of research methods, evaluate the strengths and limitations of using non-participant observation to investigate pupil behaviour in schools. (20 MARKS)

Research methods – Topic 6 – Secondary data

Secondary data:

Examples:

Content analysis

Case studies

1. Durkheim	
2. Atkinson	
3. Thomas and Znaniecki	
4. Laslett	
5. Aries	

Official statistics

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

Documents

	Advantages	Disadvantages
Practical		
Ethical		
Theoretical		

Outline and explain two advantages of using personal documents in sociological research. (10 MARKS)

Item C

There has been a growing concern since the 1980's over the increasing gender gap in achievement. As well as knowing the nature and extent of patterns of gender achievement, sociologists have examined various changes both in society and in school that may account for these differences. Sociologists have also been interested in patterns of subject choice and why it is that certain subjects are chosen more by girls than boys. Sociologists may use official statistics to study differences in gender achievement and subject choice. The government collects educational statistics from every school in the country. Statistics on both subject choice and achievement could be used to examine the impact of Educational policies in these areas. However, whilst official statistics show patterns in gender achievement and subject choice, they do not offer an explanation as to why they occur.

Applying material from Item C and your knowledge of research methods, evaluate the strengths and limitations of using official statistics to investigate differences in gender achievement and subject choice. (20 MARKS)