

Sociology Revision Guide

'Bridging the gap'



Education



Cultural deprivation

Q) What is the elaborated speech code?

Ans: Wide vocabulary, complex sentences. This is the language code used by the middle class families, textbooks and in exams.

Q) What is the restricted speech code?

Ans: Limited vocabulary, simple sentences. This is the language code used by the working class families.

Q) Who distinguished between the elaborated speech code and the restricted speech codes?

Ans: Basil Bernstein

Cultural deprivation

Q) Why do middle class pupils achieve more educational success than working class pupils?

Ans: Schools use the elaborated speech code. The working class are less successful in schools because they are not comfortable using the elaborated speech code since they use the restricted speech code at home.

Q) What is meant by compensatory education?

Ans: This aims to tackle the effects of cultural deprivation by providing extra resources to schools to develop skills and instil achievement and motivation.

Q) What is meant by immediate gratification?

Ans: This refers to wanting rewards now rather than working hard for future rewards.

Social class differences in education

Labelling/ Streaming

Q) What is meant by labelling?

Ans: This is the process of attaching a definition or meaning to an individual, e.g. teachers may label an individual as a trouble maker. This is often a stereotype that defines all members of a group in the same way.

Q) Where did Ray Rist's research take place?

Ans: In an American kindergarten.

Q) What were the findings of Ray Rist's research?

Ans: Middle class children were labelled as tigers and were seated near the front. Working class children were labelled as clowns and were seated further away.

Q) What are the names of the researchers that looked into the effects of self fulfilling prophecy?

Ans: Rosenthal and Jacobson

Labelling/ Streaming

Q) What percentage of the children were randomly identified as 'spurters'?

Ans: 20%

Q) What do Gillborn and Youdell mean by the A-C economy?

Ans: Teachers support students that they think are likely to achieve between A to C.

Q) The A-C economy produces educational triage. Describe the three categories that schools place pupils into.

Ans: Category 1— those who will pass anyway and can be left to get on with it. Category 2— those with potential, who will be helped to get a grade C or better. Category 3— hopeless cases, who are expected to fail.



Cultural capital

Q) What is meant by a cultural capital?

Ans: This refers to the knowledge and values of the middle class.

Q) What is meant by educational capital?

Ans: Refers to knowledge of the national curriculum and of the school and exam system.

Q) what is meant by an economic capital?

Ans: Refers to how wealthy a student's family background is.

Cultural capital

Q) What is the name of the theorist that argues that middle class are more successful because they have cultural, educational and economic capital?

Ans: Bourdieu.

Q) Explain how each of these capitals lead to more success in education.

Ans: Cultural capital leads to more educational success because pupils have greater cultural knowledge that can be applied to their work. Educational capital leads to more success because knowledge of the education system allows students to understand the exam requirements better and parents with this knowledge can offer more support to their children. Economic capital leads to more educational success because students will be able to afford better educational resources and/or private tuition. Wealthy parents can afford to move to the same area as an outstanding school.

Social class differences in education

Class identities

Q) What is meant by habitus?

Ans: Refers to the tastes and preferences about lifestyles and consumption shared by a particular social class.

Q) Schools have a middle class habitus. What is meant by this?

Ans: They de-value the working class culture.

Q) What is meant by a Nike identity?

Ans: Wearing Nike branded sportswear to adopt a new identity.

Q) Which social class is associated with Nike identities?

Ans: Working class

Class identities

Q) Why do the working class adopt a Nike identity?

Ans: The working class students feel excluded and isolated at school and so they adopt Nike identities to construct their own identities.

Q) How do the middle class students view Nike identities?

Ans: They view it as tasteless and as not suitable for university and professional careers.

Q) What is meant by symbolic violence?

Ans: This refers to the clash between working class pupils' habitus and the school's middle class habitus.



Institutional racism

Q) What is meant by the ethnocentric curriculum?

Ans: Refers to a curriculum that prioritises the culture of one ethnic group while disregarding or downgrading others.

Q) According to Ball, how is the history curriculum ethnocentric?

Ans: The history curriculum in British schools emphasise on the British empire and past glories, ignoring the history of black and Asian people.

Q) What has the Commission for Racial Equality report (1993) revealed about racism in schools?

Ans: That there is racist bias in interviews for school places and lack of information and application forms in minority languages.

Institutional racism

Q) What is the critical race theory?

Ans: The critical race theory sees racism as a deeply impressed feature of society resulting from institutional racism. This theory identifies several ways in which the education system is institutionally racist including selection processes and the delivery of an ethnocentric curriculum.

Q) According to the critical race theory, how could racism be removed?

Ans: Through direct action taken by oppressed groups instead of passing laws.

Ethnic differences in education

Cultural deprivation

Q) Which speech code is used by ethnic minority groups?

Ans: The restricted speech code

Q) How does Tony Sewell explain ethnic differences in education?

Ans: Teenage boys from ethnic minority backgrounds lack fatherly nurturing love. For this reason they experience more emotional and behavioural issues, which hinders their learning.

Q) Why do black children lack motivation and desire to achieve?

Ans: They are socialised into accepting fatalism.

Q) What is meant by multicultural education?

Ans: A policy that recognises and values minority cultures and includes them in the curriculum.

Cultural deprivation

Q) Why are Asian students considered to be educationally successful than other ethnic minority groups?

Ans: Indian and Chinese pupils benefit from supportive families that have an Asian work ethic and place a high value on education.

Q) Why do white working class pupils often underachieve?

Ans: They have lower aspirations. It was found that ethnic minority pupils are more likely to aspire to go to university than white British pupils.

Q) What is the main policy that has been adopted to tackle cultural deprivation in ethnic minority groups?

Ans: Compensatory education. For example, Operation Head Start.



Labelling

Q) What are the names of the sociologists that have claimed that black boys are labelled as trouble makers?

Ans: Gillborn and Youdell

Q) Why does negative labelling lead to poorer achievement?

Ans: Negative labelling leads to being placed into a lower set, and this in turn may lead to a self-fulfilling prophecy.

Q) What is meant by the self fulfilling prophecy effect?

Ans: Where a prediction made about a person comes true simply because it has been made. For example, when a teacher is predicting that some pupils will do badly, this will discourage students from trying and make the prediction come true.

Labelling

Q) Which year group of students did Mary Fuller study?

Ans: year 11 black girls

Q) What did Mary Fuller find?

Ans: It was found that despite the negative labels attached to them, the group of year 11 black girls being studied worked very hard to prove their teachers wrong. This shows that negative labelling does not always lead to failure- self-fulfilling prophecy.

Q) According to Archer, what are the three different stereotypes of ethnic identities?

Ans: The ideal pupil identity, the pathologised pupil identity and the demonised pupil identity.

Ethnic Differences

Pupil responses

Q) What is the name of the sociologist that claims that teacher labelling can lead to the development of sub-groups?

Ans: Tony Sewell

Q) Describe the innovators

Ans: This refers to students who are pro-school (value the importance of their education) but anti- school (rejected school rules).

Q) Describe the rebels

Ans: This refers to students who reject school rules and are interested in expressing black masculinity.

Q) Describe the conformists

Ans: This refers to a group of boys who are keen to work hard and accept school's rules.

Pupil responses

Q) According to Mirza, what are the three types of teacher racism?

Ans: The colour blind, the liberal chauvinists, and the overt racists.

Q) Describe colour blind racism

Ans: This refers to teachers who believe all pupils are equal but in practice allow racism to go unchallenged.

Q) Describe the liberal chauvinists

Ans: This refers to teachers who believe black pupils are culturally deprived and who have low expectations of them

Q) Describe the overt racists

Ans: This refers to teachers who believe blacks are inferior and actively discriminate against them.

External factors

Q) What are the major changes in the family since 1970s?

Ans: An increase in the divorce rate, a decrease in the number of first marriages, an increase in the number of lone parent families and smaller families.

Q) How could these changes explain girls success in education?

Ans: These changes are affecting girls attitudes towards education. For example the increase in lone parent households encourages women to see the importance of having a successful career and begin independent.

Q) What have been important changes in women's employment?

Ans: The 1970 Equal Pay Act and the 1975 Sex Discrimination Act.

External factors

Q) How have changes in women's employment affected educational attitudes in girls?

Ans: These changes encourage girls to see their future in terms of paid work rather than full time housewives.

Q) In what way has this view been criticised?

Ans: There are class differences in how far girls' ambitions have changed. Some working class girls continue to have gender-stereotyped aspirations for marriage and children and expect to go into traditional low paid women's work.



Gender Differences

External factors

Q) Describe Sue Sharpe's research into changes in girls attitudes and ambitions?

Ans: Sue Sharpe found that in 1974 girls had low aspirations such as for educational success. Their priorities were love and marriage. By the 1990s girls ambitions had changed and girls placed more importance on careers and educational success.

Q) what can explain these changes in girls attitudes?

Ans: changes in the family, changes in employment and the impact of feminist movements since the 1960s.



Internal factors

Q) give examples of equal opportunities policies that have led to improvements in girls education

Ans: GIST (Girls Into Science and Technology) and WISE (Women into Science and Engineering).

Q) How does Gorard explain girls success in education?

Ans: Gorard argues that a gender gap in achievement started with the introduction of GCSE and coursework. Girls do better in coursework and therefore are more successful.

Q) Why do girls do better than boys in coursework?

Ans: Girls spend more time on their work, take more care with the way it is presented, are better at meeting deadlines and bring the right resources to lessons.

Internal factors

Q) How do liberal feminists views girls' achievement?

Ans: They are pleased with the progress made and believe that further progress will be made by the continuing development of equal opportunities policies and encouraging positive role models.

Q) How do radical feminists view girls' achievement?

Ans: They recognise that girls are achieving more but they feel that the system remains patriarchal.

Q) Why do radical feminists think this way?

Ans: Male teachers are still more likely to become headteachers of secondary schools. Women are under represented in many areas of the curriculum such as in their contribution to history.

Internal factors

Q) How does teacher attention explain gender differences?

Ans: When teachers pay attention to boys in the classroom it is mainly to address behavioural issues whereas when teachers pay attention to girls it is mainly for academic reasons, such as on how to improve their work.

Q) How has the introduction of exam league tables improved opportunities for girls?

Ans: High achieving girls are attractive to schools and so they are seen as desirable recruits whereas low achieving boys are not.

Gender Differences



Subject choice

Q) Why do girls and boys choose different subjects to study?

Ans:

- A) Gender role socialisation— from an early age girls and boys are socialised differently, they are given different toys and are encouraged to take part in different activities. As a result they develop different tastes in reading.
- B) Gendered subject images— the gender image of a subject affects who will want to choose it, for example, science teachers are more likely to be men.
- C) Peer pressure— peers may apply pressure to an individual if they disapprove of his or her choice, for example, boys tend to opt out of music and dance because such activities are viewed as being feminine and boys who may choose such subjects will receive negative responses from their peers.

Gender identities

Q) What is meant by a double standard?

Ans: When we apply one set of moral standards to one group but a different set to another group.

Q) What is meant by hegemonic masculinity?

Ans: The dominance of heterosexual masculine identity and the subordination of female and gay identities.

Q) What has Mac an Ghaill (1996) find about the development of gender identities in schools?

Ans: Teachers play a key role in reinforcing dominant definitions of gender identity. For example, male teachers told boys off for behaving like girls and teased them when they gained lower marks in tests than girls.

Functionalism

Q) What is meant by social solidarity?

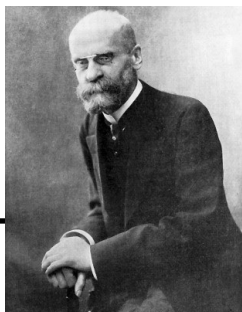
Ans: Individual members of society feel themselves to be part of the community.

Q) How does the education system create social solidarity?

Ans: By teaching students society's culture— its shared beliefs and values from one generation to the next.

Q) According to the Durkheim, what is the role of the education system (apart from creating social solidarity)?

Ans: To equip students with specialist skills. The education system teaches individuals the specialist knowledge and skills that they will need for work later on in life.



Functionalism

Q) What is meant by meritocracy?

Ans: Status achieved through own merit/efforts and hard-work

Q) What is meant by universalistic standards?

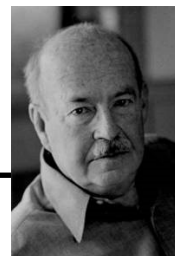
Ans: The same laws apply to everyone in society. In school each pupil is judged against the same standards.

Q) What is meant by particularistic standards?

Ans: Rules that apply only to that particular child

Q) Which functionalist suggests that the education system helps to act as a bridge between particularistic standards and universalistic standards?

Ans: Talcott Parsons



Role of education

Functionalism

Q) How do Davis and Moore view the education system?

Ans: By assessing individuals abilities, schools help to match students to the jobs they are suited to through streaming and differentiation.

Q) Why do they believe that inequality is necessary in schools?

Ans: Inequality is necessary to ensure that the most important roles in society are filled by the most talented people. For example, through streaming in schools. Higher ability students are placed in higher sets and lower ability students are placed in lower sets.

Neoliberalism

Q) What is neoliberalism?

Ans: An economic doctrine that has had a major influence on education policy. It is based on the idea that the state must interfere less and that the government should allow for marketization/ competition between schools to increase standard of education.

Q) Which governments have been influenced by neoliberalism?

Ans: All governments since 1979— Conservative, Labour & Coalition.

New Right

Q) What are the similarities between the new right and the functionalist view?

Ans: Both favour an education system run on meritocratic principles and one that serves the needs of the economy by preparing young people for work. Both believe that education should socialise pupils into shared values, such as competition and instil a sense of national identity.

Q) What is the difference between new right and functionalism?

Ans: The new right do not believe that the current education system is providing a good standard of education.

Q) What do Chubb and Moe suggest as a way of improving the education system?

Ans: They recommend the introduction of a market system to put control in the hands of parents– the consumers. They propose a vouchers system in which each family would be given a voucher to spend on buying education from a school of their own choice.

Marxism

Q) Describe the capitalist class?

Ans: Employers who own means of production (land, factories etc).

Q) What is another name for the capitalist class?

Ans: Bourgeoisie

Q) Describe the working class?

Ans: The working class sell their labour power to the capitalists as they own no means of production.

Q) What is another name for the working class?

Ans: Proletariat.

Role of education

Marxism

Q) What is meant by the repressive state apparatus?

Ans: This refers to the capitalist class maintaining power through force, e.g. using the police, courts and army.

Q) What is meant by an ideological state apparatus?

Ans: This refers to the capitalist class maintaining power and rule through controlling people's ideas and beliefs through the education system, the media and religion.

Q) Who argues that the education system is used as an important ideological state apparatus?

Ans: Althusser

Q) Explain Althusser's argument

Ans: Education reproduces class inequality by failing each successive generation of working class pupils in turn.

Marxism

Q) What do Bowles and Gintis think of the education system?

Ans: Schools reward the kind of personality traits that make for a submissive, obedient, compliant worker. They conclude that schooling helps to produce the obedient workers that capitalism needs.

Q) Where did Bowles and Gintis carry out their research?

Ans: New York

Q) What is meant by the correspondence principle?

Ans: The parallels between the school and workplace.

Conservative-Liberal Democrat coalition

Q) Describe some of the policies introduced by the Conservative– Liberal Democrat coalition.

Ans: The EMA was abolished. Pupil premium payments to schools were made. More academies were built. University tuition fees were increased and the New progress 8- new way of grading was introduced.

Q) In what ways have these policies discouraged working class pupils from applying to higher education.

Ans: Cutting EMA has reduced opportunities for working class pupils because students struggle financially. Increased university fees has meant that working class pupils lack opportunities to enter university.

New Labour

Q) Describe some of the changes brought in by the new Labour government in the period 1997 to 2010.

Ans: The introduction of EMA, smaller primary school classes to increase standard of education and level of support that can be offered by the teacher. They have introduced the Aim Higher programme and have built academies.

Q) What have critiques said about the Labour party?

Ans: Critics have said that the Labour government say they aimed to help the working class get into university but they introduced tuition fees for higher education in 1998. This contradiction in their views is known as the New Labour paradox. Also, despite being against private schools, the Labour government did not abolish fee paying private schools.

Educational Policy

Marketisation

Q) What is meant by marketisation?

Ans: Refers to schools competing with each other to attract customers. It reduces state control.

Q) How is marketisation promoted?

Ans: Through the publication of exam league tables and formula funding

Q) Why does Gewirtz criticise marketisation?

Ans: Gewirtz says that middle class parents (privileged skilled choosers) are confident, well educated, know more about how school admissions systems work. They are able to afford to move their children around the education system to get the best for them. Working class parents (disconnected local choosers) find it difficult to understand school admissions procedures and distance & cost of travel are major restrictions on their choice of school. Marketisation benefits the middle class parents more because they are able to take better advantage of the choices available.

Comprehensive school system

Q) When did the comprehensive school system come into place?

Ans: 1965

Q) What change was brought in with the comprehensive school system?

Ans: The 11+ test was abolished.

Q) What is the functionalist view of the comprehensive system?

Ans: Functionalists see the comprehensive system as promoting social solidarity, bringing together children of different social classes.

Q) What is a criticism of the comprehensive system?

Ans: Streaming- The middle classes were placed in higher streams. The working classes were placed in lower sets.

Families & Households



March of progress view

Q) What is the march of progress view?

Ans: The view that the position of children in western societies has been steadily improving and today is better than it has ever been.

Q) Name theorists that hold a march of progress view

Ans: Aries and Shorter

Q) In what ways has the position of children improved in western societies?

Ans: Children are more valued, better cared for, better educated and have more rights than those of previous generation.

March of progress view

Q) What was the infant mortality rate in 1900 and what is it now?

Ans: 154 per 1000 births in 1900 and today it is 4 per 1000.

Q) What factors can explain the reduction in the infant mortality rate?

Ans: Better healthcare and higher standards of living mean that babies have a much better chance of survival now than a century ago.



Childhood

Conflict view

Q) Why do conflict sociologists disagree with the march of progress view?

Ans: They argue that the march of progress ignores important inequalities.

Q) What factors may lead to inequalities among children?

Ans: Different nationalities, different life chances, gender differences, ethnic differences.

Q) In what ways are their inequalities of power between children and adults?

Ans: Neglect and abuse, control over children's space, control over children's time, control over what children wear and control over children's access to resources such as child benefit.

Disappearance of childhood

Q) What is the name of the theorist that argues childhood is disappearing?

Ans: Neil Postman

Q) Why does Postman think that childhood is disappearing?

Ans: He points to the trend towards giving children the same rights as adults, the disappearance of children's traditional games, the growing similarity of adults' and children's clothing and even to cases of children committing adult crimes such as murder.

Q) Why does Iona Opie oppose Postman's view?

Ans: Opie argues that childhood is not disappearing as there is strong evidence of the continued existence of a separate children's culture over many years such as compulsory schooling.

Functionalism

Q) How do functionalists view society?

Ans: Society is built on harmony and value consensus.

Q) How do functionalists view family policies?

Ans: As helping families to perform their functions better and make life easier for their members.

Q) How does the NHS help the family?

Ans: The NHS enables the family to take care of its members when they sick through educating people of symptoms to look out for and through providing 24 hours care.

Q) What is the name of the sociologist that claims the welfare system has supported the family to function better?

Ans: Ronald Fletcher

Donzelot

Q) How does Donzelot view family policy?

Ans: As a form of state power and control over families.

Q) What does Donzelot mean by policing of families?

Ans: Donzelot argues that social workers, health visitors and doctors use their knowledge to control and change families.

Q) Why does Donzelot not agree with the Functionalist view?

Ans: Donzelot rejects the Functionalist view that the social policy creates a better humane society because Donzelot believes that social policy is a form of too much control of the family.

Q) Why do Marxists and Feminists criticise Donzelot's view?

Ans: They argue that Donzelot fails to identify clearly who benefits from family policy.

Family policy

The New Right

Q) How do the New Right view welfare benefits?

Ans: Welfare benefits are too generous and they encourage single parent households.

Q) What is the name of the New Right theorist who is particularly critical of welfare policy?

Ans: Charles Murray

Q) What is the new right solution to reduce single parent households?

Ans: Family policy must be changed, with cuts in welfare spending and tighter restrictions on who is eligible for benefits.

Q) What is meant by a dependency culture?

Ans: Individuals come to depend on the state to support them and their children rather than being self reliant.

Feminism

Q) How do feminists view family policy?

Ans: Family policies help maintain the patriarchal nuclear family and reinforce women's economic dependence

Q) Why are feminists critical of tax and benefits policies?

Ans: These policies assume that husbands are the main wage earners and that wives are the financial dependents.

Q) Why are feminists critical of school timetables and holidays?

Ans: They make it hard for parents, usually the mothers to work full time unless they can afford extra childcare.

Q) Why are feminists critical of policies that relate to care for the sick and the elderly?

Ans: There are not enough government policies on this because it is assumed that women will do the caring in the family.

Births

Q) What are the reasons for the decline in the birth rate?

Ans: Changes in women's position such as the increase in the number of working women, decline in the infant mortality rate and children are now an economic liability.

Q) What is meant by the infant mortality rate?

Ans: The number of infants who die before their first birthday, per thousand babies born alive, per year.

Q) What are the reasons for the fall in the infant mortality rate?

Ans: Improved housing, better sanitation, better nutrition, better knowledge of hygiene and improved services for mothers and children such as antenatal clinics.

Births

Q) Why have children gradually become an economic liability?

Ans: Until the 19th century children could be sent out to work from an early age. Now there are laws banning child labour meaning that children cannot be sent out to work from an early age. There is compulsory schooling meaning that pupils do not have a choice to leave their education from a young age and there are norms about what children have a right to expect from their parents. There are support organisations such as Childcare that children can turn to if they are experiencing issues in their relationship with their parents.

Demography

Deaths

Q) Define death rate

Ans: The number of deaths per thousand of the population per year.

Q) What are the reasons for the decline in the death rate?

Ans: Improved nutrition, medical improvements, reduction in the number of people smoking, public health measures and other social changes such as the decline of dangerous manual jobs such as mining.

Q) Give specific examples of medical improvements that have led to a decline in the death rate?

Ans: introduction of antibiotics, immunisation, blood transfusion and improved maternity services as well as the setting up of the NHS in 1948.

Deaths

Q) What was life expectancy for males and females born in England in 1900?

Ans: 50 for males and 57 for females

Q) What was life expectancy for males and females born in 2013?

Ans: 91 for males and 94 for females.

Q) Give one reason for lower average life expectancy in 1900

Ans: So many infants and children did not survive beyond the early years of life and/ or lack of public health measures.

Ageing population

Q) What are the reasons for an ageing population?

Ans: Increasing life expectancy, declining infant mortality, and declining fertility.

Q) What are the effects of an ageing population?

Ans: Older people consume a larger proportion of services such as health and social care than other age groups and the non-working old are economically dependent on the working population, for example through taxation to pay for pensions and health care.

Q) What difficulties do the ageing population face?

Ans: Negative stereotyping, discrimination in employment and unequal treatment in health care.

Ageing population

Q) Pilcher (1995) argues that inequalities such as gender and class remain important in old age. Describe what he means by this.

Ans: The middle class have better occupational pensions and greater savings from higher salaries. Poorer old people have a shorter life expectancy. Women's lower earnings and career breaks as carers mean lower pensions. They are also subject to sexist as well as ageist stereotyping.

Q) Hirsch suggests that housing policy should be changed to tackle the new problems posed by an ageing population. Describe what he proposes

Ans: Older people should be encouraged to trade down into smaller accommodation. This would release wealth to improve their standard of living and free up housing for younger people.



Demography

Migration

Q) What is meant by immigration?

Ans: Refers to movement into a society

Q) What is meant by emigration?

Ans: Refers to movement out.

Q) What is meant by net migration?

Ans: The difference between the numbers of immigrants and the numbers of emigrants.

Q) What is the impact of migration on the UK population?

Ans: The UK population size is increasing. Immigration lowers the average age of the population and immigrants are generally younger.

Migration

Q) What is a consequence of immigration on family?

Ans: One consequence is a more ethnically diverse society. By 2011, ethnic minority groups accounted for 14% of the population. This has meant a greater diversity of family patterns.

Q) What are the main reasons for emigration?

Ans: Push factors such as economic recession and unemployment at home and pull factors such as higher wages or better opportunities abroad.

Q) What is meant by transnational identities?

Ans: This refers to migrants not being able to see themselves as belonging completely to one culture or country. Instead they develop 'neither/ nor' identities and loyalties.

Domestic division of labour

Q) What is the difference between the instrumental role and the expressive role?

Ans: The husband has the instrumental role and this means that the husband is the breadwinner, he provides for the family financially. The wife has an expressive role which means that she is responsible for the primary socialisation of the children and meeting the family's emotional needs. She is the homemaker.

Q) What is the difference between segregated and joint conjugal roles?

Ans: Segregated conjugal roles is where the couple have separate roles. This typically means that the husband is the breadwinner and the wife is the homemaker and carer. Joint conjugal roles is where the couple share tasks such as housework and childcare. There is no distinct separation of what the husband is responsible for and what the wife is responsible for.

Couples becoming more equal?

Q) What does the march of progress view suggest about equality in relationships?

Ans: This is the view that there is now more equality in relationships. Evidence from this comes from statistics that show that there is an increase in the number of working women.

Q) What does Jonathon Gershuny's 1994 study suggest about division of labour?

Ans: Gershuny found that women working full time is leading to a more equal division of labour in the home because these women have reported that they do less housework than other women.

Q) Why do feminists criticise the march of progress view?

Ans: They suggest that women going into paid work had not led to greater equality in the division of labour. Women going into work have a dual burden meaning that they work, and also housework/ childcare.

Couples

Resources and decision making

Q) What is meant by the allowance system?

Ans: Men give their wives an allowance out of which they have to budget to meet the family's needs.

Q) What is meant by pooling?

Ans: Where both partners have access to income and joint responsibility for expenditure, e.g. joint bank account.

Q) What has Pahl and Vogler (2007) found out about decision making in married couples?

Ans: That even where there was pooling, the men usually make the major financial decisions.

Q) What did Stephen Edgell's (1980) study show about decision making in married couples?

Ans: That the husband had the final say on very important decisions. Less important decisions such as food purchases, were made by the wife,

Domestic violence

Q) How does the Home Office (2013) define domestic violence?

Ans: Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members.

Q) What is the radical feminist explanation of domestic violence?

Ans: The radical feminists blame patriarchal ideas and cultural values for the occurrence of domestic violence.

Q) What is the materialistic explanation?

Ans: This view blames economic factors such as lack of resources for domestic violence. They believe that wives experience more domestic violence because they are in a financially poorer position.

Functionalist perspective

Q) According to George Murdock the family performs four main functions. What are these functions?

Ans: Stable satisfaction of the sex drive, reproduction of the next generation, socialisation of the young into society's shared norms and values and meeting each member's economic needs.

Q) Who proposed the functional fit theory?

Ans: Talcott Parsons

Q) What is the functional fit theory?

Ans: Parsons says that the functions of the family will depend on the kind of society in which it is found. For example, the nuclear family fits the needs of industrial society whereas the extended family fits the needs of pre-industrial society. From the late 18th century onwards the extended family began to give way to the nuclear family because the merging industrial society had different needs from pre-industrial society and family had to adapt to meet these needs.

Marxist perspective

Q) What are the functions of the family, as identified by Marxists?

Ans: Family functions to ensure the inheritance of property. Family also performs key ideological functions for capitalism. It does this by socialising children into the idea that capitalism and inequality are inevitable. Parental power over children prepares them for the idea that there always has to be someone in charge and this prepares them for a working life in which they will accept orders from their capitalist employers. The family plays a major role in generating profits for capitalists as an important market for the sale of consumer goods.

Q) Why is the family seen as a unit of consumption?

Ans: Advertisers urge families to consume all the latest products. The media target children who use peer power to persuade parents to spend more. Children who lack the latest clothes or must have gadgets are mocked and stigmatised by their peers.

Theories of the family

Feminist perspectives

Q) How do Liberal feminists view the family?

Ans: Women's oppression in families is being gradually overcome through changing people's attitudes and through changes in the law such as the Sex Discrimination Act (1975). We are moving towards greater equality in families.

Q) What is the Marxist feminist view of the family?

Ans: Women are exploited because of capitalism. Women reproduce the labour force through their unpaid domestic work by socialising the next generation of workers and they are a reserve army of cheap labour.

Q) What is the radical feminist view of the family?

Ans: They say that the family and marriage are key institutions in patriarchal society. Men benefit from women's unpaid domestic labour and from their sexual services.

Q) What is the difference feminist view?

Ans: Women have different experiences of the family based on their social class and ethnicity.

Personal Life perspective

Q) Why does the personal life perspective criticise the other perspectives?

Ans: The personal life perspective argues that they all assume that the traditional nuclear family is the dominant family type and they all assume that families are manipulated by the structure of society to perform certain functions.

Q) What is the personal life perspective?

Ans: This argues that we must focus on the meanings people give to relationships and on how they define what counts as family.

Divorce

Q) What are the explanations for the increase in divorce?

Ans:

A) changes in the law. When the grounds were equalised for men and women in 1923, this was followed by a sharp increase in divorce rates. Similarly, the introduction of legal aid for divorce cases in 1949 lowered the cost of divorcing which led to an increase in divorce rate.

B) declining stigma and changing attitudes meant that divorce became more socially acceptable. Couples have become more willing to resort to divorce as a means of solving their marital problems.

C) secularisation— this refers to the decline in the influence of religion in society. As a result the traditional opposition of the churches to divorce carries less weight in society and people are less likely to be influenced by religious teachings.

D) rising expectations of marriage— higher expectations of romantic love puts pressure on marriages. These higher expectations make couples less willing to tolerate an unhappy marriage.

Partnerships

Q) Why is there a decrease in the rate of marriage?

Ans: Changing attitudes to marriage means less pressure on people to get married, changes in the position of women mean that with better educational and economic prospects women are now less economically dependent on men which gives them greater freedom not to marry and there is a declining stigma attached to alternatives to marriage.

Q) What are the reasons for the increase in cohabitation?

Ans: Cohabitation is now more widely accepted. Increased career opportunities for women may mean they have less need for the financial security of marriage and are freer to opt for cohabitation and young people with no religion are more likely to cohabit than those with a religion and some people see cohabitation as a trial marriage and intend to marry if it goes well.

Changing family patterns

Parents and children

Q) What are the reasons for the increase in births outside marriage?

Ans: Decline in stigma and increase in cohabitation.

Q) Why are women having children at a later age?

Ans: Women now have more options than just motherhood. Better education opportunities means that many are seeking to establish themselves in a career before starting a family.

Q) Why is there an increase in lone parent families?

Ans: Increase in divorce and separation and an increase in the number of never-married women having children. This is linked to the decline in stigma attached to births outside marriage.

Q) How does Charles Murray view lone parent families?

Ans: He sees the growth of lone-parent families as resulting from an over generous welfare state providing benefits for unmarried mothers and their children.

Extended family

Q) What are Nickie Charles' findings on the extended family?

Ans: In the study of Swansea, it was found that the classic three generation family all living together under one roof is now all but extinct. The only significant exceptions were among the city's Bangladeshi community.

Q) What is the meant by the beanpole family?

Ans: This is a particular type of extended family It includes three or more generations such as grandparents, parents and children but it does not involve aunts, uncles or cousins. In the case of brothers and sisters there is a sharp decline in both support and contact.

Q) What are the explanations for the increase in the beanpole family?

Ans: Increased life expectancy means more surviving grandparents and smaller family sizes means people have fewer siblings.

Modernism

Q) How do the functionalists view family diversity?

Ans: Functionalists are opposed to family diversity. Functionalists see the nuclear family as the best family type. Parsons sees the nuclear family as uniquely suited to meeting the needs of modern society for a geographically and socially mobile workforce. The family helps to ensure primary socialisation of the children and the stabilisation of adult personalities. Other family types are considered to be dysfunctional and abnormal.

Q) What is the new right view on family diversity?

Ans: They are opposed to family diversity. They think that there is only one normal family type— the conventional nuclear family. They see this family type as natural.

Q) Why are the new right so critical of lone parent households?

Ans: Lone parent families cannot discipline their children.

Modernism

Q) What is Chester's view on family diversity?

Ans: Chester believes there has been a move from the conventional nuclear family to the neo-conventional nuclear family.

Q) What is meant by the neo-conventional nuclear family?

Ans: A dual earner family in which both partners go out to work.

Q) According to the Rapoport's what are the five types of family diversity?

Ans: Organisational diversity, cultural diversity, social class diversity, life stage diversity and generational diversity.

Family diversity

Postmodernism

Q) What is the difference between modernist theories and postmodernist theories of family?

Ans: Modernist theories such as functionalism place importance on the dominance of one family type— the nuclear family. Postmodernist theories start from the view that individuals now have much more choice in their personal relationships and family arrangements. There is no longer just one dominant family type.

Q) How does Judith Stacey (1998) view postmodern families?

Ans: Greater freedom and choice has benefitted women because it has enabled them to free themselves from patriarchal control and to shape their family arrangements to meet their needs.

Postmodernism

Q) What is the individualisation thesis?

Ans: The individualisation thesis argues that traditional social structures such as class, gender and family have lost much of their influence over us. In the past people's lives were defined by fixed roles that largely prevented from choosing their own life course. For example, everyone was expected to marry and take up their appropriate gender role. In today's society we have become freed from traditional roles and structures leaving us with more freedom to choose how we lead our lives.

Q) What is meant by life course analysis?

Ans: This is a method of research that uses in-depth, unstructured interviews to explore the meanings that individual family members give to the relationships they have and the choices they make at various turning points in their lives such as the decision to have a baby.

Observations

Q) What is an observation?

Ans: The study of observed behaviour

Q) What is a structured observation?

Ans: Structured observations use a behavioural checklist to observe and record certain types of behaviour.

Q) What is the difference between an overt and a covert observation?

Ans: Overt means they know they are being observed whereas covert is when you observe in secret

Q) What is the difference between a participant and non-participant observation?

Ans: The researcher takes part in the activity in a participant observation whereas they don't in a non-participant observation

Observations

Q) What is a strength of using participant observation?

Ans: high in validity because the researcher can collect in-depth primary information at a close distance.

Q) What are the three stages of a participant observation?

Ans: Getting in, Staying in and getting out

Q) What is a problem that may be encountered in participant observation?

Ans: The researcher may go native, meaning that they may become too attached to the group they are observing

Q) What is inter-observer reliability?

Ans: When more than one person observes and they compare their results to check they are similar

Research methods

Self report techniques

Q) What are the two main self-report techniques?

Ans: Interviews and questionnaires

Q) What different types of questions do you get in a questionnaire and what is the difference?

Ans: Closed questions have a limited response and usually produce quantitative data whereas open questions have an unlimited response and usually produce qualitative data

Q) What are the 4 types of interview?

Ans: Structured, unstructured and semi-structured and group interview

Q) Explain the difference

Ans: Structured interviews have the questions set beforehand (predetermined). Unstructured do not have set questions, just an area to be discussed like a conversation. Semi-structured are a mix of the two. Group interviews involve up to a dozen participants being interviewed together in a group form— this usually involves a semi structured technique.

Self report techniques

Q) What are the different types of closed questions in a questionnaire?

Ans: Likert scale, rating scales & fixed choice option

Q) What is a leading question?

Ans: A question that is phrased in a particular way to elicit a certain response

Q) What is a pilot study?

Ans: A small-scale version of an investigation that takes place before the real study starts

Q) Why are pilot studies conducted?

Ans: To identify problems with the design of the study and materials that can be rectified before the actual study begins.

Q) Why are self report methods considered to be more useful than observations?

Ans: Self report methods allow an insight into people's thoughts and feelings about a subject matter whereas observations only look at behaviour.

Experiments

Q) What is an experiment?

Ans: The manipulation of an independent variable to measure the effects on a dependent variable

Q) What is an aim?

Ans: The purpose of the study. A general statement about what the research wants to investigate

Q) What is the comparative method?

Ans: A mind experiment that involves comparing sets of data with each other to establish significant patterns.

Q) Who carried out a comparative experiment into suicide and religion?

Ans: Durkheim

Q) What were Durkheim's findings on suicide?

Ans: He found a lower rate of suicide among Catholics than in Protestants.



Research Methods

Experiments

Q) What is the Hawthorne effect?

Ans: When participants are aware of being studied and behave in a way that fits in with social norms.

Q) What are investigator effects?

Ans: When the researcher wants the experiment to work and affects the results e.g. by giving better instructions to one group

Q) What does operationalised mean?

Ans: Clearly defined variables that can be measured

Q) Why is a lab experiment more likely to lead to the Hawthorne effect than a covert observation?

Ans: Because in a lab experiment participants are always aware of being part of a study.

Q) Why would a positivist prefer the use of a lab experiment?

Ans: Because the data collected from lab experiments is likely to be quantitative and this viewed as a social fact.

Sampling and ethics

Q) What is a sample?

Ans: A group of people selected to take part in your study that represent the population

Q) What are the different sampling methods?

Ans: random, systematic, opportunity & volunteer

Q) explain each technique

Ans: Random—a randomly selected sample from the target population e.g. names out of a hat. Systematic—every nth person is selected from the target population. Stratified—when the sample reflects the percentage of the different groups in the target population e.g. gender. Opportunity—whoever is about and willing to take part. Volunteer—self selected sample through advertising.

Q) What are the main ethical issues?

Ans: Informed consent, Deception, Anonymity, Right to withdraw, Confidentiality, Protection from harm,

Q) Who sets ethical guidelines?

Ans: British Sociological Association

Other methods

Q) What is meant by triangulation?

Ans: The use of three or more research methods in the same study.

Q) What is a case study?

Ans: A case study involves the detailed analysis of a single individual or a small group.

Q) What is meant by life histories?

Ans: They are a qualitative method used mainly by Interpretivist sociologists to understand how individuals construct and interpret their life worlds. They involve collecting and recording individual's experiences

Revision tips and guidance (how to support your child)

- Provide a suitable environment for study – a quiet area, preferably seated at a desk or table.
- Check up on them—make sure they are completing the 4 hours outside the classroom for each subject (sign their study card).
- Question them—ask them questions about a topic using this parent revision guide.
- Listen—allow them to explain what they have learnt in lesson to you.
- Answer their questions—let them check their understanding and yours by answering questions about what they have just explained to you
- Revise early—its never too early to revise. Check they are creating revision materials now. Remember the first round of exams are the PPE's in January.



Communicate with the Social Sciences Dept. about any concerns you have:

jawilliams@westhatch.essex.sch.uk

Our emails:

Psychology:

jawilliams@westhatch.essex.sch.uk

aaltinkaya@westhatch.essex.sch.uk

Sociology:

aaltinkaya@westhatch.essex.sch.uk

jvirdi@westhatch.essex.sch.uk