



Aspire Achieve Thrive

Autumn Term
Term 1
Sociology
Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	Science Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Sparx Science	Option B Task 1	Modern Britain Task 1
Wednesday	English Task 1	Science Task 2	Option C Task 2
Thursday	Ebacc Option A Task 2	Option B Task 2	Sparx Catch Up
Friday	Modern Britain Task 2	English Task 2	Sparx Maths

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Childcare
Triple Science
Travel and Tourism
Music
Sport
IT

Option C
Business Studies
Catering
Computer Science
Drama
Health & Social Care
Media Studies
Photography
Sport
Sociology

Half Term 1 (8 weeks) - Year 11

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 2nd September 2024	Cornell Notes Key Terms and Concepts linked to Crime	Question 1- Identify and describe one form of informal social control (3)
Week 2 9th September 2024	Revision Cards on: Key Terms and Concepts linked to Research	Question 2- Identify and explain ONE disadvantage of using longitudinal studies to research the experience of prisoners. (4)
Week 3 16th September 2024	Cornell Notes on: Merton's Strain Theory	Question 3- Identify and explain one reason why Merton's Strain Theory leads to crime occurring. (4)
Week 4 23rd September 2024	Revision Cards on: Cohen and Status Frustration	Question 4- Describe the theory of 'Status Frustration' (3)
Week 5 30th September 2024	Cornell Notes on: Heidensohn and the Gender Control Theory Carlen and the Gender/Class Deal	Question 5- Identify and explain one reason why Heidensohn's Gender control theory leads to females committing less crimes. (4)
Week 6 7th October 2024	Revision Cards on: Becker and the Labelling Theory	Question 6- Identify and explain one reason why Becker's labelling theory leads to crime occurring. (4)
Week 7 14th October 2024	Cornell Notes on: Key Terms and Concepts linked to Research	Question 7- Identify and explain ONE disadvantage of using overt observations to research the experience of subcultures and why they turn to crime. (4)
Week 8 21st October 2024	Revision Cards on: Key Terms and Concepts linked to Research	Question 8: Identify and explain ONE advantage of using covert observations to research the experience of subcultures and why they turn to crime. (4)

Half Term 2 (7 weeks) - Year 11		
Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 9 4th November 2024	Cornell Notes on: Key Terms and Concepts linked to Stratification	Question 1- Identify and <u>describe</u> one way that poverty is measured in society (3)
Week 10 11th November 2024	Revision Cards on: Key Terms and Concepts linked to Stratification	Question 2- Identify and <u>explain</u> one reason why people might suggest that the proletariat exploited by the bourgeoisie. (4)
Week 11 18th November 2024	Cornell Notes on: Davis and Moore- Benefits of stratification Walby- Patriarchy	Question 3- Identify and <u>explain</u> one reason why Davis and Moore believe that stratification benefits society. (4)
Week 12 25th November 2024	Mock Exams	Mock Exams
Week 13 2nd December 2024	Mock Exams	Mock Exams
Week 14 9th December 2024	Cornell Notes on: Social Class Marx, Weber and Devine	Question 4- Identify and <u>explain</u> one <u>criticism</u> of Marx's research into class.
Week 15 16th December 2024	Revision Cards on: Poverty and the Welfare System Murray and Townsend	Question 5- Identify and <u>explain</u> one reason why Murray believes the welfare system does not benefit society. (4)

Exam Question Structures:

1. Identify and describe one...(3 marks)

- A. Identify one thing relevant to the question... (1 mark)
- B. Use sociological theory and contextual knowledge to support your answer (1/2 marks)

2. Identify and explain one... (4 marks)

- A. Identify one thing relevant to the question... (1 mark)
- B. Use sociological theory and contextual knowledge to support your answer (1/2 marks)
- C. Explain why it causes the issue in the question to occur. (1/2 marks)

Half Term 1- Crime

Week One: Key Terms and Concepts linked to Crime

Social Construct- This means it has been created by society. It is not natural

Functionalism and Crime

1. **Anomie-** State of normlessness.
2. **Social Cohesion-** functionalists believe that crime helps to achieve social cohesion. This is the idea that the community comes together and people feel like they belong.

Social Control and Crime

Social Control (formal and informal)- How society is controlled and people are persuaded to conform to the rules of that society.

1. **Formal Control**= Police, Courts
2. **Institutional Racism-** is a form of racism that is embedded in the laws and regulations of a society or an organisation. (e.g. the police)
3. **Informal Social Control**= Parents, Teachers, Peers, Media.
4. **Agent of Social Control-** those whose role it is to prevent people from carrying out deviant or criminal acts (e.g. families, schools, police)

Marxism and Crime- White Collar Crime- Criminal activity of a financial nature. e.g. fraud, embezzlement. This type of crime is often associated with middle/upper-class people and Marxists argue that it is a crime that is often ignored by the agents of formal control.

Gender and Crime- Chivalry Thesis- Male dominated police-force treats women more lenient because of their gender.

Interactionism and Crime

1. **Self-fulfilling Prophecy-** Where people live up to their label.
2. **Deviancy Amplification-** levels of deviance or crime can be increased by the societal reaction to deviance itself.
3. **Deviant Career-** The process in which an individual comes to accept a deviant 'self-identity', and, often, to identify with a deviant subculture.
4. **Master Status-** Your main status- e.g. you now become known as a criminal.

Media and Crime

1. **Moral Panic-** The media creates a panic. 2. **Folk Devils-** a person or thing held to be a bad influence on society. 3. **Media Amplification-** When the media exaggerates something and makes it worse. 4. **Gatekeepers-** Media professionals (journalists etc) and owners who decide what gets covered and how it is edited and presented.

Crime Statistics

1. **Official Crime Statistics-** Crimes that have been reported and then recorded by the Police. 3. **Dark figure of Crime-** Crime that is unknown. These are crimes that are not reported/recorded.
3. **Victim Survey-** People are asked about their experiences of crime and whether they have been victims, despite whether these crimes have been recorded/reported or not.
4. **Self-report Study-** A survey that asks people to identify crimes they have committed, but for which they have not been caught.

Week Two: Research- Key Terms

1. **Attitude survey**- A social survey that measures respondent's (people taking part in the survey) views and thoughts on particular issues.
2. **Case study**- A detailed study of a particular institution (school/hospital etc) or a series of related events (e.g. moral panics surrounding mods and rockers)
3. **Census**- A questionnaire survey conducted every 10 years in the UK to collect information on the whole population.
4. **Ethnography**- The study of people's cultures and practices in everyday settings. Usually based on qualitative methods including participant observations and unstructured interviews.
5. **Focus group**- Group interview that focuses on one particular topic.
6. **Longitudinal study**- A study of the same group of people conducted over a period of time. Research is carried out at intervals over a number of years.
7. **Covert Observation**- Observations carried out when people don't know they are occurring
8. **Overt Observations**- Observations carried out when people do know they are occurring

Week Three: Key Crime Sociologists- Functionalists- Merton

Merton- Functionalist (1938) Strain Theory

1. Deviance results from the culture and structure of society.
2. He starts from the standard functionalist position of value consensus – all members of society hold the same values.
3. However, because members of society have different positions in the social structure, for example in terms of social class, Merton believed that they did not have the same opportunity to realise their shared goals.
4. He also believed that American society was unbalanced because greater importance was attached to success, than to the ways in which that success was achieved. In the search for success by almost any means the danger is that the usual rules governing behaviour in society are abandoned, a situation of anomie results, where 'anything goes' in pursuit of wealth and material success.
5. He described five possible ways in which individuals could respond to success goals in American society.
 - a. **Conformity**: this describes individuals who work towards achieving success by conventionally accepted means, e.g. by gaining educational qualifications which in turn give them access to secure, well paid employment. Other conventional routes to success include talent, hard work and ambition.
 - b. **Innovation**: this describes individuals who are unable to succeed using conventionally accepted routes and turn to deviant means, usually crime. Merton believed that this route was most likely to be taken by individuals who came from the lower levels of society and who are denied the usual routes to success because they are, for example, less likely to gain the necessary educational qualifications.
 - c. **Ritualism**: this describes middle class individuals who are deviant because they abandon conventional success goals. They are unable to innovate because they have been strongly socialised to conform, but they have little opportunity for advancement and remain stuck in low paid, low status 'respectable' jobs where they may exhibit an enthusiasm for rules and petty bureaucracy.
 - d. **Retreatism**: this describes individuals from any social class position who are deviant because they abandon both success goals and any means of achieving them. They 'drop out' of society; this response can be applied to explain the behaviour of social outcasts of all kinds including vagrants and drug addicts.
 - e. **Rebellion**: this describes those individuals who reject success goals and the usual means of achieving them, but then replace those that they have rejected with different goals and means. They are deviant because they wish to create a new society, in Merton's view they are typically members of a 'rising' social class who may well attempt to organise a revolution.
6. Merton has been criticised for not taking into account power relations in society, for example by failing to consider who makes the laws and who benefits from them.
7. He has also been criticised for his assumption that there is such a thing as a 'value consensus' in American society.
8. Furthermore, it has been suggested that his 'deterministic' view fails to adequately explain why only some individuals who experience anomie become criminals and that his theory exaggerates working class crime and underestimates middle class, 'white collar' crime.

Week Four: Key Crime Sociologists- Functionalist- Cohen

Cohen- Functionalist (1955) Status Frustration

1. Working class boys hold the same success goals as the wider society, but that as a consequence of educational failure and poor employment prospects, they have little or no opportunity to realise those goals.
2. Cohen holds the view that cultural deprivation accounts for working class boys' lack of educational success. They become stuck at the lowest level of the stratification system and as a consequence of their lack of opportunity, they suffer from status frustration.
3. They turn to criminality as an alternative route to success, becoming members of a criminal subculture which values activities such as stealing, vandalism and truancy.
4. Those who perform well, in terms of the values of the subculture (the successful thief for example), are rewarded by recognition and prestige in the eyes of their peers.
5. Cohen's ideas have been criticised by, for example, those who hold the view that working class youths do not necessarily accept mainstream success goals, but rather that they exhibit delinquent behaviour out of resentment against those whose values they do not share eg teachers and successful middle class students.

Week Five: Key Crime Sociologists- Feminists- Heidensohn

Heidensohn- Feminist (1985) Control Theory

1. Uses **control theory** as the basis for her explanation of why **women commit fewer crimes than men**.
2. She argues that **male-dominated patriarchal societies control women more effectively than men**, making it difficult for women to break the law.
 - a. Women in such societies are closely controlled in the home, where they are expected to spend the majority of their time on housework and childcare.
 - b. Women who challenge these assumptions risk male violence as an assertion of patriarchal authority.
 - c. Men as the main or sole breadwinner also have financial power over their wives.
 - d. Daughters are more closely controlled than sons, they have more limits on when they may leave the home and they are expected to contribute more time to domestic tasks.
 - e. In public, women are controlled by the threat of male sexual violence and by the idea that inappropriate behaviour may bring loss of reputation and shame upon their families.
 - f. The idea of separate spheres emphasises women's place as being in the home, those who attempt to raise concerns in public are subject to ridicule and told to return to where they belong.
 - g. At work women are controlled by male-dominated hierarchies and workers organisations. They are subject to intimidation by various forms of sexual harassment.
3. Heidensohn has been **criticised for making generalisations that do not apply to all women** and for not always supporting her claims with strong research-based evidence.
alternative.

Carlen- Feminist (1988)

1. Studied a group of mostly working class women aged between 15 and 46 who had been convicted of one or more crimes.
2. She carried out in-depth, unstructured interviews with each of the women, a number of whom were in prison or youth custody at the time.
3. Carlen uses control theory as the basis for her approach, this starts from the assumption that human beings are neither naturally good nor bad but will make a **rational decision to turn to crime when the advantages outweigh the disadvantages**.
4. In Carlen's view, **working-class women have been controlled through the promise of rewards**.
 - a. They make a **class deal** which offers respectable working class women consumer goods in return for their wage.
 - b. They make a **gender deal** for the psychological and material rewards offered by male breadwinners in return for their love and domestic labour.
5. When these rewards are not available or prove to be illusory, then criminality becomes a viable alternative.
6. Carlen's work was based on a relatively small sample (39 women) but it supports the view that criminal behaviour becomes more likely when social control breaks down.
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Week Six: Key Crime Sociologists- Interactionists- Becker

Becker- Interactionist- Labelling Theory (1963)

1. An **act only becomes deviant when others define it as such.**
2. Whether the 'label' of deviancy is applied depends on:
 - a. who commits the act
 - b. When and where it is committed
 - c. Who observes the act
 - d. The negotiations that take place between the various actors involved in the interaction.
3. The **agents of social control**, for example the police and the courts, have the power to make the label stick.
4. The label applied to the individual becomes a **master status**; the young people have become criminals and this label will affect how others see them and respond to them. Assumptions will be made that the individuals concerned have the negative characteristics normally associated with the label.
5. As a consequence the individuals will begin to see themselves in terms of the label, producing a **self-fulfilling prophecy.**
6. The individual who has been publicly labelled as deviant is rejected from certain social groups on the basis of various negative assumptions about their future behaviour; this may well encourage further deviance, which in turn begins what Becker describes as the **deviant career.**
7. This career is completed when the individual joins an organised deviant group which develops a **deviant subculture**, this subculture develops beliefs and values which rationalise, justify and support deviant identities and behaviours.

Week Seven and Eight: Research Key Terms

Reliability/Validity

1. **Reliability-** Means data is consistent. This means that after research is conducted it can be carried out again, using the same methods, and the results will be consistent with the first time it was carried out.
2. **Validity-** Research findings are valid if they truly measure or capture what they are supposed to be studying.

Ethical Considerations

1. **Confidentiality-** An agreement that all information found out through research will only be accessed by those who have the authority to access it.
2. **Data protection-** If you have been used in research then you have the right to see the data that has been written about you.
3. **Informed consent-** Before research is carried out, the researchers need to get consent from the participants. the participants have to be told exactly what will happen in the research and with the research.

Conducting Research

1. **Hypothesis-** An informed guess/prediction, usually written as a statement, that can be tested and either supported by the evidence or proved wrong.
2. **Mixed methods research-** The use of different methods within one project to generate both quantitative and qualitative data.

Analysing Research

1. **Content analysis-** The analysis of documents and images by constructing a set of categories. The documents are then looked at for these categories, and then you count the number of times a theme occurs.
2. **Data analysis-** Interpreting or making sense of the information collected during research and summarising the main findings or results.
3. **Triangulation** (in relation to social research)- Cross checking the findings from a qualitative method against the findings from a quantitative method.

Data Types

1. **Primary data-** Information that is generated and collected at first hand by doing research techniques such as questionnaires, interviews or observations.
2. **Secondary data-** Information that already exists and has previously been generated or collected by other people.
3. **Qualitative data-** Information presented as words or quotations.
4. **Quantitative data-** Information presented in numerical form (graphs, charts, statistics etc)

Samples

- 1. Sample-** A smaller section of the population that is selected for research purposes- trying to collect data from the entire population would be unmanageable.
- 2. Sampling frame-** A complete list of all members of the population from which a sample is drawn.
- 3. Representative sample-** Generalised- wide range of characteristics- can apply to the whole population.
- 4. Unrepresentative sample-** non generalised- results won't apply to the whole population.
- 5. Quota sample-** A sampling technique in which an interviewer must question an exact quota (number) of people from categories such as females or teenagers, in proportion to their numbers in the wider population.
- 6. Random sample-** Every person on the sampling frame has an equal chance of being selected for the research. Names might be drawn from a hat or allocated by a random number generator.
- 7. Snowball sample-** One person who meets the criteria for the research is approached by the researcher. This person then introduces the researcher to other people who have similar experiences. These additional participants then introduce the researcher to further participants.
- 8. Stratified Sampling-** Here the sampler divides or 'stratifies' the target group into sections, each showing a key characteristic which should be present in the final sample. Then each of those sections is sampled individually. The sample thus created should contain members from each key characteristic in a proportion representative of the target population.
- 9. Systematic sample-** Involves choosing every nth name from a list. Creates an unbiased sample to take part in the research. E.g. Taking the name of every third student on a register.

Week 9 and 10: Key Terms and Concepts Stratification

Stratification, Social Class and Status

- 1. Social stratification-** The way that society is structured or divided into hierarchical strata (layers). The most privileged are at the top and the least favoured are at the bottom.
- 2. Achieved status-** Social positions that are earned based on talents, skills and efforts. **3. Ascribed status-** Social positions that are fixed at birth that are unchanging over time.
- 4. Working class-** A social class made up of people engaged in manual occupations. **5. Middle class-** A social class made up of people who work in non-manual, managerial and professional occupations. **6. Upper class-** a social class made up of the rich and powerful. Associated with inherited wealth. **7. Subjective class-** How people see themselves in social class terms.
- 8. Affluence-** Having a lot of money and material possessions. **9. Aristocracy-** A class of privileged people who have hereditary titles such as Duke or Lady. They are usually wealthy landowners.
- 10. Elite-** A group that has the most power in a society based on wealth or privilege.
- 11. Caste-** Stratification system linked to Hinduism and operating in India.
- 12. Feudalism-** A stratification system in Medieval Europe with the king at the top, then the lords, then the knights and then the peasants at the bottom.
- 13. Classless society-** A society where there is no private ownership of property= no clearly structured social classes. **14. Egalitarian-** Based on the idea that people are equal.

Proletariat and the Bourgeoisie.

- 1. Market situation** (in relation to Weber on class)- People's position (e.g. skills) in relation to the labour market. Weber saw class situations in terms of market situation.
- 2. Proletariat-** Labourers who do not own any means of production. They live by selling their labour to the bourgeoisie for wages.
- 3. Proletarianisation-** The idea that clerical workers (office workers) have experienced downward mobility into the working class as their work has become less skilled and more routine.
- 4. Industrial dispute-** A disagreement or conflict between employers and employees over issues such as pay, hours and work conditions.
- 5. Trade union-** An organisation of employees or workers that protects and promotes its members' interests in the workplace.
- 6. Under-employment-** Where employees are employed at less than full time but are willing and able to work more hours than they currently do.
- 7. Lumpenproletariat-** A social class made up of the 'drop-outs' and criminals of society.
- 8. Bourgeoisie-** The ruling class who own the means of production (factories, land owners, big businesses) and exploit the proletariat in order to make huge profits.
- 9. Petty Bourgeoisie-** A social class made up of owners of small businesses. **10. Capitalism-** An economic system that generates extreme wealth for the bourgeoisie.
- 10. Means of production-** The raw materials and tools used in the production process. Under Capitalism these include property, factories and machines

11. Embourgeoisement- A hypothesis suggesting that working-class families are becoming middle class in their norms and values as their incomes and standards of living improve.

12. Class struggle- Competing interests between the bourgeoisie and the proletariat in capitalist society.

13. Ruling class ideology- A set of dominant ideas in society that distort reality and serve the interests of the bourgeoisie.

14. False class consciousness- Groups like the proletariat don't realise that they are being exploited by the bourgeoisie.

Life Chances

1. Life chances- An individual's chances of achieving positive or negative outcomes as they progress through life.

2. Meritocracy- A system in which individuals' achievements are based on their own talents and efforts rather than their social origins and backgrounds.

Poverty

1. Absolute poverty- People whose incomes are not enough to have the minimum needed to survive- shelter, food etc

2. Environmental poverty- A way of measuring deprivation in terms of conditions (e.g. inadequate housing, lack of garden, air pollution etc)

3. Relative income standard of poverty- a measure of poverty based on how much income a household has compared to other households.

4. Relative poverty- People who cannot afford to meet the general standard of living of most other people in society.

5. State standard of poverty- A measure of poverty based on the rates paid by the state. The level at which people are entitled to claim state benefits.

6. Subjective poverty- When people see themselves as being poor. **7. Relative deprivation-** Lacking material resources compared to others in society.

8. Cycle of deprivation- The idea that deprivation and poverty are passed on from parents to their children.

9. Poverty trap- People can become trapped in poverty if an increase in income reduces the benefits they are entitled to.

Welfare System

1. Welfare state- A system in which the state takes responsibility for protecting the health and welfare of its citizens and meeting their social needs. (e.g. the NHS, the welfare system)

2. Welfare benefits- financial support such as Universal Credit provided by the state to help those in need.

3. Universal benefits- Benefits that everyone is entitled to from the state, regardless of their income and savings.

4. Means testing- A test to establish that a claimant (person asking for money) is in financial need before they receive financial help from the state.

5. Welfare reform- Changes to how the welfare system operates, e.g. increasing or cutting benefits.

6. New Right- A political perspective that believes that the influence of the state in society should be reduced, the market should have more of a role, there should be self-reliance rather than relying on the welfare state and a return to traditional values.

7. Underclass- the segment of the population that occupies the lowest possible position in a class hierarchy, below the working class.

8. Culture of dependency- A way of life that is centred on reliance on welfare benefits.

9. Welfare scrounger/benefit cheat- A negative term for people who are seen as taking advantage of welfare system benefits.

Power and Authority

1. Bureaucratic authority- Authority based on a set of rules that operate within a bureaucracy (An organisation that operates as a hierarchy with a clear set of rules e.g. the government)

2. Charismatic authority- Obedience based on a person's charisma/exceptional personality qualities **3. Traditional authority-** Obedience is based on customs and tradition.

4. Rational legal authority- Obedience is based on the operation of a set of rules or laws.

5. Ageism- Discrimination based on age. **6. Patriarchy-** Male power, authority and dominance over women.

7. Glass ceiling (in relation to women in employment)- an invisible barrier to promotion at work faced by some groups including women.

8. Constituency- An area that MP is elected for **9. Class alignment-** Strong links between class and voting behaviour (e.g. middle-class people vote Conservative)

- 10. Class dealignment-** Weakening of the links between social class and voting behaviour.
- 11. First past the post (electoral system)-** The candidate with the highest number of votes wins the seat in parliament.
- 12. Proportional representation-** Seats as a result of an election are allocated according to the total number of votes. (e.g. % of votes=% of seats)
- 13. Left and right wing-** A term used to describe political parties, ideas and movements. (Left wing=Communist Right Wing= Fascists)
- 14. Communism-** A system involving communal ownership rather than individual ownership of private property.
- 15. Socialism-**A system in which capital, land, factories etc are not owned and controlled by a few private individuals but by the community as a whole.
- 16. Fascism-** Used to describe right wing political ideas or a right wing political system based on racism and nationalism.
- 17. Oligarchy-** A small group of powerful individuals who control an organisation or country usually to further their own interests.
- 18. Neo-conservatism-** a political perspective linked to the New Right that believes in traditional values and aims to change the moral and cultural fabric of society.
- 19. Neo-liberalism-** A political perspective linked to the New Right that believes competition, choice and privatisation are the most effective ways to run aspects of a country
- 20. Direct action-**A campaign to raise awareness. **21. New social movement-** Loosely organised groups that aim to bring about social change (e.g. animal rights activists)
- 22. Political socialisation-** The process by which people acquire their political beliefs, values and preferences. **23. Popular press-** The daily tabloid newspapers that get large readerships.
- 24. Pressure group-** A group of people who share an interest and try to persuade the government to adopt a particular policy.

Week 11 - Key Sociologists Stratification

Davis and Moore (1945)- Functionalists- Benefits of Stratification

1. Writing from a functionalist perspective, Davis and Moore argued that social stratification was a 'universal necessity' for every known human society.
2. They believed that for any society to survive and operate efficiently it was necessary for the following to happen:
 - a. All roles must be filled
 - b. They must be filled by those best able to perform them
 - c. Necessary training must take place
 - d. Roles must be performed conscientiously.
3. The 'mechanism' that allows these things to take place was, in their view, a system of social stratification that attached unequal rewards and privileges to the different positions in society.
4. They believed that this system served to match the most able people with the functionally most important positions in society, those that required the highest levels of skill and/or the greatest responsibility to direct and organise others.
5. By attaching the high rewards to those functionally important positions, those with ambition will be encouraged to compete for them with the most talented achieving success.
6. The theory is open to a number of criticisms, for example, occupations which carry less prestige or lower economic rewards can also be seen as functionally important to society (are lawyers more important than nurses?).
7. Differences in status and pay between different occupational groups may be due to differences in their power (are Members of Parliament worth more than nurses?).
8. Furthermore there is no proof that exceptional talent is required for important positions in society, nor for that matter is there an agreed method of measuring talent and ability, for example there is no formal educational requirement for Government ministers. The number of talented individuals in society may be far greater than Davis and Moore suggest and unequal rewards may not be the best method of harnessing that talent. The Prime Minister, for example, is paid far less than the chief executive of a typical major corporation.

Walby S (1990)- Feminist- Patriarchy

1. Writing from a feminist perspective Walby argued that the concept of patriarchy is central to our understanding of society.
2. She described six patriarchal structures which restrict women and help to maintain male domination of society:
 - a. **Paid work:** whilst in theory the state supports equality between men and women (the *Equal Pay and Sex Discrimination Acts*) women continue to be disadvantaged in the labour market with their opportunities restricted by cultural values (eg expectations regarding the roles of wives and mothers).
 - b. **Patriarchal relations of production:** men exploit women by gaining benefit from their unpaid labour in the home.
 - c. **Patriarchal culture:** whilst women have gained more freedom they continue to be subject to social expectations which apply different standards to the behaviour of men and women.
 - d. **Sexuality:** whilst women have greater freedom to express their sexuality they do so whilst subject to double standards (for example men with multiple partners are often admired by other men whilst women with multiple partners are frequently condemned).
 - e. **Male violence towards women:** the use or threat of violence discourages women from challenging patriarchal authority.
 - f. **The state:** whilst the state is not as patriarchal as it used to be it continues to do relatively little to protect women from patriarchal power in society e.g. women still generally receive lower wages than men and equal opportunities laws are seldom enforced.
3. Walby argued that the nature of patriarchy in Western society has changed, in the past private patriarchy involved the direct control of women by their fathers or husbands. Whilst in contemporary Western society a form of public patriarchy exists, women have access to public life but they are generally segregated into low paid, low status jobs where they are collectively exploited by male-dominated society.

Week 14 - Key Sociologists Stratification

Marx (selected writings 1857–1867) Exploitation of the Proletariat by the Bourgeoisie

1. Marx saw social stratification as a mechanism which allows a privileged few to exploit the many.
2. Marx believed that systems of stratification arose from the relationships of social groups to the means of production (land, capital, labour power, buildings and machinery).
3. His theory of history described Western society as developing through four main epochs: primitive communism, ancient society, feudal society and capitalism.
4. Marx believed that as agriculture developed it produced surplus wealth and the accumulation of private property, the precondition for the emergence of a class of non-producers (a ruling class) who gained control of the means of production thereby obliging others to work for them (a subject class).
5. Marx held the view that political power came from economic power, the power of the ruling class is rooted in its ownership and control of the means of production.
6. Ruling class ideology seeks to justify ruling class domination through the use of ideas such as 'the free market' which distorts reality to create a positive image of capitalism as normal and natural.
7. To a Marxist those members of the subject class who accept this status quo are victims of false class consciousness.
8. Marx believed that class struggle was the driving force for social change.
9. Furthermore he believed that capitalist society was by its very nature unstable, as at its heart lay a basic conflict of interest between the workers whose labour is exploited and the capitalists who exploit that labour.
10. Marx believed that as a consequence of the natural development of capitalism, the gap between the workers (the proletariat) and the capitalist class (the bourgeoisie) would become greater and the differences more extreme (polarisation).
11. Writing in 19th-century Britain, Marx hoped that this process would produce a proletarian revolution and an ideal communist society.
12. Some sociologists believe that his theories still provide the best explanation of the nature of capitalist society.
13. Alternatively New Right theorists are critical of Marxist theory and emphasise, for example, the benefits of capitalism and the opportunities for social mobility.

Weber (1900s)- How class is linked to your market position

1. Weber provides a more complex picture of social stratification than Marx.
2. Weber argued that classes develop in market economies in which individuals compete for economic gain.
3. He defined a class as a group of individuals who share a similar position in a market economy (their market situation) and he believed that those who share a similar class situation also share similar life chances.
4. Like Marx, Weber argued that the major class division lay between those who owned the forces of production and those who did not.
5. However, Weber also saw important differences between the various groups who lacked control of the forces of production, for example professionals who received higher salaries because of the demand for their services.
6. He also differed from Marx in that he saw no evidence to support the polarisation of classes; he argued that the middle class expands rather than contracts as capitalism develops.
7. He rejected the view that a proletarian revolution was inevitable and that political power derives only from economic power.
8. Weber distinguished between three different sources of power: charismatic (devotion to a leader who has exceptional qualities), traditional (based on established customs and inherited status) and rational legal (based on the acceptance of shared impersonal rules).
9. Collective action, Weber argued, was not only possible as a consequence of class but could also result from a shared status situation (level of prestige or esteem) resulting from individuals' shared occupations, ethnicity, religion or lifestyles.
10. Weber also described the process of social closure whereby some individuals can be excluded from membership of a status group (e.g. the caste system).
11. When groups are specifically concerned with the acquisition of political or social power Weber defined them as parties (he used this term to include groups who could be defined as pressure or interest groups as well as political parties). He did not see the relationship between political groups and class and status as simple and clear cut, party membership he believed could cut across and divide classes and status groups.
12. There is a longstanding debate between those sociologists who adopt a Marxist perspective on class and those who follow Weber. Both groups have been criticised by New Right theorists who accuse them of bias, ignoring the social mobility and opportunities created by capitalist societies.

Devine (1992)- Affluent Workers

1. Devine tested Lockwood's idea that 'privatised instrumentalism' would become typical amongst the working class.
2. This term refers to **social relationships centred on the home** with **work only as a means to an end**, when affluent workers joined with their workmates Lockwood believed that they did so as self-interested individuals to improve their wages and working conditions rather than as an act of collective solidarity.
3. During the late 1980s Devine interviewed a sample of male manual workers employed at the Vauxhall car plant in Luton and their wives. By returning to Luton she was able to make a direct comparison with the work of Goldthorpe and Lockwood in the 1960s (*The Affluent Worker in the Class Structure*, 1969).
4. She did not find evidence to support the idea of 'privatised instrumentalism', whilst the lifestyle of her sample was not as communal as that of the traditional working class neither was it as home centred and privatised as had been predicted.
5. She also rejected the idea of the 'new working class' and denied that affluent workers had been persuaded to accept capitalism uncritically.
6. Amongst her sample she found evidence of rising living standards and of aspirations as consumers, but many of those she interviewed continued to resent the privileges of inherited wealth and held a sense of injustice at the existence of extreme class inequalities.
7. However, whilst they retained many of the values of the traditional working class, her respondents had generally lost faith in the ability of the Labour Party to deliver a more just and equal society.

Week 15 - Key Sociologists Stratification

Murray (1984)- New Right- The Welfare System and the Development of the Underclass

1. Murray argued that American society had a growing underclass.
2. He believed that government policies have encouraged the members of this underclass to become dependent on benefits.
3. In his view American welfare reforms which resulted in increased levels of benefit, discouraged self-sufficiency and led a growing number of single parents and young people to lose interest in getting jobs.
4. According to Murray the growing membership of the underclass posed a threat to the economic and social fabric of American society because its members were a burden on taxpayers and responsible for a rising crime rate.
5. Murray visited Britain at the end of the 1980s (after the publication of this book) and argued that Britain too was developing an underclass.
6. He identified rising rates of illegitimacy, a rising crime rate and an apparent unwillingness amongst some of Britain's youth to seek employment as signs of the development of an underclass.
7. He believed that traditional values such as honesty, family life and hard work were being undermined by the members of the underclass, to be replaced by an alternative value system that tolerated crime and various forms of anti-social behaviour.
8. Murray's cultural definition of the underclass (in terms of their behaviour) largely ignores any economic reasons that may create such a class.
9. His work has been criticised for its poor evidence base, for example, much of the research evidence suggests that the benefit system does not have the effect that he claims and that many of the so-called underclass actually have conventional attitudes and want stable relationships and paid employment.
10. Viewed more sympathetically, members of the underclass can be seen as the victims of social inequality rather than the cause of social problems.
11. Murray's analysis of the underclass is closely associated with New Right theories which also blame the benefits system for producing groups who are unable or unwilling to earn their own living.

Townsend (1979)- Measuring Poverty- Relative Deprivation

1. Townsend identified three ways of defining poverty:
 - a. **The state's standard of poverty on which official statistics are based**. This was calculated on the basis of an individual entitlement to claim certain benefits and Townsend believed this to be arbitrarily determined by the government of the day.

b. **The relative income standard of poverty based on identifying those households whose income falls below the average for similar households.** Again he believed this measure to be arbitrary, potentially misleading (it did not account for the level of welfare payments available) and inadequate (it did not account for the lifestyles available to those who are relatively materially disadvantaged).

c. **Relative deprivation**, his preferred measure. Townsend believed that individuals, families and groups fall into relative poverty when they lack the resources to obtain the types of diet, participate in activities and have the living conditions that are widely available in the society in which they live.

2. Townsend used his preferred definition, relative deprivation, to measure the extent of poverty in the UK.

3. His research was based on questionnaires issued to over 2,000 households and more than 6,000 individuals located in various geographical areas in the UK.

4. He devised a deprivation index covering a large number of variables including diet, fuel, clothing, housing conditions, working conditions, health, education and social activities.

5. Each household was given a score on this deprivation index and Townsend then calculated a threshold for levels of income below which the amount of deprivation rapidly increased.

6. On this basis he believed more than 22% of the population to be living in poverty in 1968–69, this compared to just over 6% using the state standard and a little over 9% using relative income.

7. Townsend's methods and conclusions have been criticised by those who argue that his index was inadequate and produced potentially misleading results, for example the absence of fresh meat and cooked meals might not be an indicator of poverty but of individual choice.

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.

What: At the end of the class lecture, discussion, or reading session.

How: In complete sentences, write down the conclusions that can be made from the information in your notes.

Why: Summarising the information after it's learned improves long-term retention.

WEEK 1: Cornell Notes (Homework task 1)

Date: 2nd September 2024	Topic Key Terms and Concepts linked to Crime	Revision guide page:
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links	Notes
Questions	

Summary

WEEK 3: Cornell Notes (Homework task 1)

Date: 16th September 2024	Topic: Merton's Strain Theory	Revision guide page
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links	Notes
Questions	

Summary

WEEK 5: Cornell Notes (Homework task 1)

Date: 30th September 2024	Topic: Heidensohn and the Gender Control Theory Carlen and the Gender/Class Deal	Revision guide page
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links	Notes
Questions	

Summary

WEEK 7: Cornell Notes (Homework task 1)

Date: 14th October 2024	Topic: Key Terms and Concepts linked to Research	Revision guide page
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links	Notes
Questions	

Summary

WEEK 9: Cornell Notes (Homework task 1)

Date: 4th November 2024	Topic: Key Terms and Concepts linked to Stratification	Revision guide page
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links	Notes
Questions	

Summary

WEEK 11: Cornell Notes (Homework task 1)

Date: 18th November 2024	Topic: Davis and Moore- Benefits of stratification Walby- Patriarchy	Revision guide page:
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links	Notes
Questions	

Summary

WEEK 14: Cornell Notes (Homework task 1)

Date: 9th December 2024	Topic: Social Class Marx, Weber and Devine	Revision guide page
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links	Notes
Questions	

Summary

Week 2

<p>Revision Card on Key Terms and Concepts linked to Research</p> <p>1. Summarise Heidensohn's Gender Control Theory</p> <p>2. Summarise Carlen's Gender/Class Deal Theory</p>	<p>Answers</p>
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Week 4

<p>Revision Card on Merton and Cohen</p> <p>1. Summarise Merton's Strain Theory</p> <p>2. Summarise Cohen's Status Frustration Theory</p>	<p>Answers</p>
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Week 6

<p>Revision Card on Becker and the Labelling Theory</p> <p>Summarise Becker's Labelling Theory</p>	<p>Answers</p>
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Week 8

Revision Card on Key Terms and Concepts linked to Research	Answers
What does the term reliability mean?	
What does the term validity mean?	
Name the 4 types of data	
What are the 3 main ethical considerations?	
What is a sample?	
What is a sampling frame?	
What is a snowball sample?	



Week 10

Revision Card on Key Terms and Concepts linked to Stratification	Answers
1. Summarise Marx's theory on class	
2. Summarise Weber's theory on class	
3. Summarise Devine's findings on class.	



Week 15

Revision Card on Poverty and the Welfare System - Murray and Townsend

1. Summarise Townsend's Theory on poverty

2. Summarise Murray's theory on the welfare system

Answers

Aspire
ACHIEVE
Thrive

Develop your character



Aspire | Achieve | Thrive