



Aspire Achieve Thrive

**Summer Term**  
**Term 3**  
**Sociology**  
**Year 10**

**Name:** \_\_\_\_\_

**Tutor:** \_\_\_\_\_

### Year 10 Homework Timetable

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

**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
Music
Sport
IT
Childcare
Triple Science
Travel and Tourism

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

Half Term 5 (6 weeks) - Year 10

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
<b>Week 1</b> 15th April 2024	<b>Cornell Notes on: What is social stratification?</b>	<b>Question:</b> Describe what is meant by Social Stratification (3 marks)
<b>Week 2</b> 22nd April 2024	<b>Cornell Notes on: Life Chances</b>	<b>Question:</b> Identify and explain one reason why your gender impacts upon your life chances (4 marks)
<b>Week 3</b> 29th April 2024	<b>Cornell Notes on: Meritocratic Society</b>	<b>Question:</b> Describe Davis and Moore's theory on meritocracy (3 marks)
<b>Week 4</b> 6th May 2024	<b>Cornell Notes on: Measuring Poverty</b>	<b>Question:</b> Identify and explain one way of measuring poverty (4 marks)
<b>Week 5</b> 13th May 2024	<b>Cornell Notes on: Poverty and Charles Murray</b>	<b>Question:</b> Identify and explain one reason why Murray thinks the welfare system is bad for society. (4 marks)
<b>Week 6</b> 20th May 2024	<b>Cornell Notes on: Authority and Power</b>	<b>Question:</b> Identify and explain one reason why age impacts on how much power you have. (4 marks)

**Half Term 6 (7 weeks) - Year 10**

<b>Week / Date</b>	<b>Homework task 1 Cornell Notes</b>	<b>Homework task 2 Exam Question</b>
<b>Week 7</b> 3rd June 2024	<b>Cornell Notes on: Patriarchy</b>	<b>Question:</b> Identify and explain one reason why Walby believes society is patriarchal. (4 marks)
<b>Week 8</b> 10th June 2024	<b>Cornell Notes on: Recapping Education- Functionalist Views</b>	<b>Question:</b> Describe one functionalist view on education (3 marks)
<b>Week 9</b> 17th June 2024	<b>Cornell Notes on: Recapping Research Methods</b>	<b>Question:</b> Identify and explain one disadvantage of using overt observations to research school subcultures. (4 marks)
<b>Week 10</b> 24th June 2024	<b>Mock Exams Cornell Notes on: Recapping Education- Marxist Views</b>	<b>Question:</b> Describe one Marxist view on education (3 marks)
<b>Week 11</b> 1st July 2024	<b>Mock Exams Cornell Notes on: Recapping Research Methods</b>	<b>Question:</b> Identify and explain one practical disadvantage of using longitudinal studies to research the impact of educational achievements (4 marks)
<b>Week 12</b> 8th July 2024	<b>Cornell Notes on: Recapping Family- Functionalist Views</b>	<b>Mock Exams</b> Describe one Functionalist view on the family (3 marks)
<b>Week 13</b> 15th July 2024	<b>Cornell Notes on: Recapping Family- Feminist Views</b>	<b>Question:</b> Describe one Feminist view on the family (3 marks)

### Week One: What is social stratification?

**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.

#### Examples of Stratification in society

1. **Social Class- Working class-** A social class made up of people engaged in manual occupations **Middle class-** A social class made up of people who work in non-manual, managerial and professional occupations. **Upper class-** a social class made up of the rich and powerful. Associated with inherited wealth.
2. **Caste-** Stratification system linked to Hinduism and operating in India.
3. **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.

### Week Two: Life Chances

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

#### **Your life chances are impacted by:**

1. **Social Class-** The lower your class the less opportunities available
2. **Gender-** Women getting more employment opportunities, more part-time females workers, feminisation of poverty
3. **Ethnicity-** Chinese/Indian students perform best educationally. Black Caribbean men are often labelled negatively in society.
4. **Sexuality-** Prejudice/Discrimination faced
5. **Age-** Younger/Elderly lack of power/rights
6. **Disability-** Prejudice/Discrimination faced
7. **Religion-** Prejudice/Discrimination faced

### Week Three: Meritocratic Society

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

#### Davis and Moore (1945)- Functionalists- Benefits of Stratification in a meritocratic society

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.

### Week Four: Measuring 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.

### Week Five: The 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. **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.
4. **Culture of dependency**- A way of life that is centred on reliance on welfare benefits.

#### 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. 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.

### Week Six: Authority and Power

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.

#### **Power relationships are impacted by:**

1. Social Class
2. Gender
3. Ethnicity
4. Sexuality
5. Age
6. Disability
7. Religion and Belief

### Week Seven: Patriarchy

**Patriarchy**- Male power, authority and dominance over women.

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

#### 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.

### Week Eight: Recapping Education- Functionalist Views

#### 1. Schools socialise students to ensure that they no the norms and values of society:

- A. **Secondary socialisation**- A process of social learning that takes place outside of the home. Agencies of secondary socialisation include peer groups, schools, religions and the mass media.
- B. **Social Cohesion**- A sense of belonging to the wider society.
- C. **Hidden curriculum**- Things learnt indirectly in school that are not formally taught, such as valuing punctuality or conformity and obedience.

#### 2. Schools teach standards that the family can't teach:

- A. **Particularistic Standards**- In the family children are judged against the standards and rules of their particular family and its values.
- B. **Universalistic Standards**- Where people are judged by the standards of the wider society, which are applied in the same way to everyone. This is done in schools.

#### 3. Schools provide students with specific skills based on their talents and abilities:

- A. **Universal Skills**- Skills that everyone has.
- B. **Specialist Skill**- A skill that you are really good at.

#### 4. School prepares students for the work place ensuring that the right people go into the right jobs in the future:

- A. **Meritocracy**- A social system that is supposed to reward merit rather than inherited status.
- B. **Role Allocation**- Sifting and sorting people into the roles that they will go on to perform in life.

### Week Nine: Recapping Research Methods

**1. Structured Interviews**- Interviews with specific questions. The same questions are asked to each person. This mainly produces quantitative data as it doesn't allow for expansion/development of answers.

**2. Unstructured Interviews**- Interviews with non-specific questions. The interviewer will ask individual questions based on the responses given. This produces qualitative data as it allows the person to develop/expand on their answers.

**3. Open Questions**- Where people can expand on their answers by giving reasons.

**4. Closed Questions**- No ability to expand on answers. Tends to be yes/no questions or one word answers.

**5. 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)

**6. Census**- A questionnaire survey conducted every 10 years in the UK to collect information on the whole population.

**7. Ethnography**- The study of people's cultures and practices in everyday settings. Usually based on qualitative methods including participant observations and unstructured interviews.

**8. Focus group**- Group interview that focuses on one particular topic.

**9. 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.

**10. Covert Observation**- Observations carried out when people don't know they are occurring

**11. Overt Observations**- Observations carried out when people do know they are occurring

### Week Ten: Recapping Education- Marxist Views

#### 1. It serves the needs of the ruling class

- A. Passes on ideas and beliefs that help the ruling class.
- B. **Hidden curriculum**- Things learnt indirectly in school that are not formally taught, such as valuing punctuality or conformity and obedience.

#### 2. Reproduces the class structure

- A. Education favours pupils with a more privileged background.
- B. **Cultural Capital**- The knowledge, attitudes and values that the middle class provide for their children that gives them an advantage in the education system.
- C. **Cultural deprivation**- A theory that suggests that some working-class and minority ethnic students lack the 'correct' values, behaviours and attitudes from socialisation to succeed in education.
- D. **Material Deprivation**- Students from working class backgrounds lack the money to invest in tutors, revision guides etc to support their education.

### 3. Breeds competition

- A. Exams and sport help to encourage competition which is an important part of capitalism.
- B. **League tables in education**- Tables of school and college results published annually to allow parents and others to make comparisons based on achievement levels.

### 4. Secondary socialisation

- A. Schools teach us hierarchy and to accept our position in society.
- B. **Ascribed Status**- Status you are born with depending on the class you are born into.

### 5. Reproduce a workforce with the necessary skills to support a capitalist economy.

- A. **Correspondence principle**- What is learnt in school through the hidden curriculum mirrors what is required when in the workplace.
- B. Hidden curriculum

#### Week Eleven: Recapping Research Methods

#### 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. This is mainly quantitative data.

**2. Validity**- Research findings are valid if they truly measure what society is really like today. This is mainly qualitative data.

#### 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.

#### Practical Considerations

**1. Time**- How long will it take to carry out the research.

**2. Money**- How much will it cost? Who will fund the research?

**3. Logistics/Access**- How can you gain access to the people/resources you need.

#### Week Twelve: Recapping Family- Functionalist Views

#### Functionalist Theories

1. **Agency of socialisation**- A social group/institution responsible for undertaking socialisation, e.g the family.

A. **Norms**- refers to behaviour and attitudes which are considered normal

B. **Values**- are those things that people consider important to them.

2. **Primary socialisation**- the process of early childhood learning, usually in families, during which babies and children acquire the basic behaviour patterns, language and skills they need later on in life.

3. **Expressive role**- The caring, emotional and nurturing role in the family. Parsons sees this as the women's natural role in the family.

4. **Instrumental role**- The breadwinner role in the family. Parsons sees this as the male's role in the family.

5. **Economic function (of families)**-Functionalist theory that the family carries out an economic function- providing its members with financial support, food and shelter.

6. **Parsons Theory**- Warm Bath Theory- Family destresses you after a day at work. Emotional support and security within the family

7. **Murdock's Theory**- 4 Functions of the family; Economic, Socialisation, Reproduction, Sexual

#### Week Thirteen: Recapping Family- Feminist Views

**1. Power Function**- Main function of the family is to oppress women. Nuclear families are patriarchal. **Patriarchal family**- Families in which men hold authority and power

**2. Dark Side of the Family**- Men may benefit from the family to relieve them of stress- women take on this stress.

**3. Domestic Labour**- Childcare, Housework etc. Women take on the burden of the home.

**4. Dual Burden/Dual Shift**- Women doing paid employment and domestic labour

**5. Triple Shift**- Women doing paid employment, domestic labour and taking on the emotional needs of the family



## 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)

<b>Date</b> 15/04/24	<b>Topic:</b> What is social stratification?	Revision Guide Page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



## WEEK 2: Cornell Notes (Homework task 1)

<b>Date</b> 22 /04/ 24	<b>Topic: Life Chances</b>	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 3: Cornell Notes (Homework task 1)

Date    29 /04 / 24	Topic: Meritocratic Society	Revision guide page
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links	Notes
Questions	

**Summary**



# Week 4: Cornell Notes (Homework task 1)

<b>Date</b> 06/05/24	<b>Topic: Measuring Poverty</b>	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**





# WEEK 5: Cornell Notes (Homework task 1)

<b>Date</b> 13/05/24	<b>Topic: Poverty and Charles Murray</b>	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 6: Cornell Notes (Homework task 1)

<b>Date</b> 20/05/24	<b>Topic:</b> Authority and Power	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 7: Cornell Notes (Homework task 1)

<b>Date</b> 03/06/24	<b>Topic:</b> Patriarchy	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 8: Cornell Notes (Homework task 1)

<b>Date</b> 10/06/24	<b>Topic: Recapping Education- Functionalist Views</b>	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**





# WEEK 9: Cornell Notes (Homework task 1)

<b>Date</b> 17/06/24	<b>Topic: Recapping Research Methods</b>	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



# WEEK 10: Cornell Notes (Homework task 1)

Date 24/06/24	Topic:Recapping Education- Marxist Views	Revision guide page
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# WEEK 11: Cornell Notes (Homework task 1)

Date      01/07/24	Topic: Recapping Research Methods	Revision guide page
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# WEEK 12: Cornell Notes (Homework task 1)

<b>Date</b> 08/07/24	<b>Topic: Recapping Family- Functionalist Views</b>	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**





# WEEK 13: Cornell Notes (Homework task 1)

<b>Date</b> 15/07/24	<b>Topic: Recapping Family- Feminist Views</b>	Revision guide page
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<b>links</b>	<b>Notes</b>
<b>Questions</b>	

**Summary**



Aspire  
ACHIEVE  
Thrive

Develop your character



Aspire | Achieve | Thrive