STOKE DAMEREL

Aspire Achieve Thrive

Cycle 4

SOCIOLOGY

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	Bedrock Learning	Ebacc Option D	Option C	Modern Britain
Tuesday	English	Tassomai	Option B	Option A
Wednesday	Hegarty	Science	Modern Britain	Option C
Thursday	Ebacc Option D	Tassomai	Bedrock Learning	Option B
Friday	Hegarty	Science	English	Option A

Tassomai - 2 Daily Goals per week
Hegarty - 4 tasks of Hegarty per week

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

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GREENSHAW LEARNING TRUST

Year 10 - Homework plan Sociology

Week/Date	Homework Task	Examination Question
Week 1 25th April	**Cornell Notes** Stratification	Identify and describe one method of closed stratification (4)
Week 2 2nd May	**Revision Cards** **Social class**	Identify and explain one method of measuring social class (4)
Week 3 9th May	**Cornell Notes** Life Chances and social mobility	Explain with an example what sociologists mean by life chances (3) Explain with an example what sociologists mean by meritocracy (3)
Week 4 16th May	**Revision Cards** Poverty	Identify and explain one reason why women are more likely to be in poverty (4)
Week 5 23rd May	**Cornell Notes** Authority	Identify and explain what is meant by Rational legal authority (4)
Week 6 6th June	**Revision Cards** Inequality	Identify and explain why ethnic minority groups are more likely to be in poverty (4)
Week 7 13th June	**Cornell Notes** Inequality	Why would sociologists disagree about women being equal in society today (6)
Week 8 20th June	**Revision** (any method)	
Week 9	**Plug the gap**	

Sociology Year 10 , Cycle 4 – Stratification

Week 1 - Stratification - Layers in society

Key Words

Caste system- Used in India based on the Hindu religion. A child is born into a caste based on their Parents occupation (ascribed status) you stay in that Caste all your life.
Your Caste is based on your behaviour in your last life.
People of low Castes are there because they did wrong in their previous life. This rebirth is known as reincarnation.
Individuals at the bottom are called Untouchables.
The aim is to live a good life - work your way up the caste system to the top.

Apartheid

South Africa 1948 -1994.
It was a racially based stratification.
People were classified black, white or coloured.
Depending on your racial classification- depended on where you could go , work, live, swim or shop.
Based on the idea of white superiority.
Both of these are closed systems of stratification.

Sociologists views

Weber's View. He said social classes are formed when one group employs another. The second group sells their labour - Weber saw the process of hiring labour and the rewards that arose from this as vital in explaining class.
Weber said "class is a group of people with similar access to life chances (the ability to be successful) in life and opportunities in education, health."

He found 4 main social classes:-

- Property owners
- The working class
- Professionals
- The petty bourgeoisie (shop keepers)

These different class situations reflected different market situations in the labour market.

Sociologists views

Functionalist's View - Davis and Moore

They argued that social stratification was a 'universal necessity'. It was needed for society to survive so that the following could happen:-
All roles in society can be filled.
Rules are filled by the best person for the best job.
Necessary training can take place.
Everyone performs their role to the best of their ability.
These roles will only be all filled if social stratification attaches unequal rewards and privileges to different positions in society. You need to attach the best rewards to the most skilled and difficult jobs to attract the most talented to them. Society is a meritocracy so the most talented will receive the best rewards and everyone has an equal chance of getting these.

Key words

Achieved Status - status gained through your own efforts.
Ascribed status - status of the group you were born into.
Hierarchy-The way society is structured or divided into layers with least favourable at the bottom.
Social class,A form stratification based on economic factors.
Social inequality-some people have more power and status in society.
Social mobility,-The ability to move up and down the social scale.
Income- The flow of resources into your household.
Wealth-Ownership of assets like property, land or other valuable things.
Open system - ability to move up and down the layers in society.

Week 2 - Social class

The classes

Upper Class - the elite in society no more than 10% of the population. Including the owners of big business, top professionals and senior politicians and royalty. They have a high level of income and a large share of the nation's wealth. This gives them status and access to power.
Middle class - over 50% of the population. This is a very diverse group - they have a good education and a better life expectancy than the working class.
Working Class - manual workers including those who work in the service industry.
Underclass - group identified by Charles Murray - they live off benefits and have no intention of working.

Studies in Social class

Goldthorpe 1969 - He wanted to find out if when the working class get more income do they become like the Middle class. (Embourgeoisement). He also wanted to find out if the working class were likely to rise up against the rich. He studied car workers and their wives in Luton. He found that while workers' income and standard of living was good and they were keen to have as many consumer goods as possible they had not become middle class.
Devine 1992 repeated the study and found little had changed. She found that Privatised instrumentalism had developed. This meant social relationships are centred on the home with work as a means to an end. Workers together try to improve their wages, not part of collective solidarity.

Measuring social Class - this is based on the occupation (job) you have.
Registrar General Social Class scale - this measure was used until 1998. It involved deciding on class based on whether you did manual or non- manual work. This method was abandoned because it left many groups unclassified.
National Statistics Socio-Economic Classification (NS-SEC) it is based on income but allows greater classification by taking into account wages (rewards), employment status and levels of authority.

Week 3 - Life chances and social mobility	
Social mobility **Social mobility-** the ability to move up and down the social scale. **Intergenerational social mobility** - moving into a different social class from your parents. **Intragenerational** - moving into different classes in your own lifetime. **Social mobility** Routes to social mobility come from Education - Marriage- windfalls like the lottery These routes can be blocked by Unemployment - discrimination - Divorce Social mobility in the UK **Does social class still matter?** Class is less relevant and class differences are less obvious. The working class has shrunk due to a decline in industries like shipbuilding. Voting is less class based than before called class dealignment. However a survey conducted in 2016 found 60% of people still identified as working class. Anyone who did not go to university identified themselves as working class. Decisions on class were based on parents, school attended and conditions at home. Britain is more meritocratic with motivation more important than class in determining occupations.	Life chances - people's opportunities of achieving a positive or negative outcome in many aspects of their lives like education, health and occupation. Health is a social construct. Deciding on what is healthy or unhealthy varies from society to society and over different time periods. Until the 19th Century diseases were just a collection of symptoms . Only after germs were discovered did they come to mean anything else. Death at an early age was common and life expectancy low. Improvements in public health have done a lot to improve people's health and life expectancy. Fresh water in every house, inside toilets and damp proof houses have made the difference. Killer diseases like Cholera, Typhoid and TB are now less frequent. In the 21st Century the main killers are cancer, heart disease and stroke - diseases caused by too much food . Early death is less frequent and life expectancy longer. Although health was improving there were great differences between the middle and working class. This occurred from birth until old age, it affected:- - Your chance of falling ill - Ability to survive an illness - Chances of experiencing an early death Working class had a higher risk of all of the above.
Life chances - Education - the theory of meritocracy is the idea that social selection is based on ability not inherited privilege. However, studies have found that those from a middle class background are more likely to be successful in education and therefore get the best paid jobs. Education can make a difference and is still the best method of social mobility but class background plays an important role. Life chances - other - groups such as ethnic minorities, religious faiths, disabled and the old still suffer as a result of deeply embeeded prejudice and discrimination in society.	

Week 4 - Poverty	
Types and measuring poverty Absolute - you do not even have the basics to survive. Relative - have the basics but do not have the general standard of living of the rest of society. Subjective - you feel poor compared to others. Environmental - the area in which you live lacks facilities and may have few green spaces. Hidden - where the income of the household is good but the breadwinner does not share that wealth. Rowntree - used the poverty line (where income and outgoings are the same) as a measure of wealth. Townsend - survey of poverty using questionnaires and an essential items list to find out the number in poverty.	Causes **Culture of poverty** - used in the 1950s/ 60s. Poverty was explained in terms of those in it who had been socialised into different ways of thinking which prevented them from getting out of poverty. They had beliefs like fatalism, present day orientation and instant gratification. This theory was criticised for being victim blaming. **Cycle of deprivation** - 1970s - this is the idea that if you are born into poverty you have less life chances because you miss out on education and therefore get a low paid job which means as an adult you are still in poverty and your own children will be born into poverty. This theory is criticised for not explaining how the poverty began in the first place. Poverty Trap - the 1942 Beveridge Report introduced the Welfare state to look after people from the cradle to the grave. The means tested benefits which have removed absolute poverty form UK trap people in a low standard of living = **Poverty Trap**

Sociologists views

Functionalism

Davis and Moore's explanation of stratification suggests that social inequality is necessary so that functionally important positions can be filled. Others concentrate on the positive functions of poverty for example it helps make sure the menial, dirty and dangerous work gets done. Poverty creates jobs for people dealing with the poor. The poor also have a function in reinforcing mainstream norms by providing examples of deviance - eg laziness.

Marxism

This approach argues that poverty results from class based inequalities caused by capitalism. To make a profit the bourgeoisie need to exploit the proletariat by keeping their wages low. Fear of poverty makes them accept low wages

Feminism

Women are at a greater risk of poverty than men - this female poverty may be hidden. Women often go without to provide for their children.

Week 5 - Authority

Types of authority/power

Power is the social relationship between individuals - who is most likely to gain the outcome they desire.

Weber believed power was based on coercion (force) or authority (when people willingly accept the decisions). He identified three main types of authority.

Rational (legal) - based on people accepting a set of laws or rules because of the status of the person issuing them eg. Prime Minister.

Traditional - based on the customs and expectations we have in our society. These people have always had authority like teachers.

Charismatic - a certain quality in a person makes us want to do what they ask us to.

Marx - believed authority was closely linked to class.

Feminists see authority as part of pattriarchy - men dominate society and so have more authority than women.

Political

Political power = one group in society have more power to make decisions

In the UK we have a democracy. People vote regularly for who they want to rule them. Free elections and a choice of parties.

Voting is influenced by parents, class, peers and events.

There are two main views on who holds power in society and how it is distributed:

1. Pluralism

Political power is shared between groups.

No single group dominates.

The state acts as a referee between the groups and serves the needs of all society

Pressure (interest) groups , new social movements are crucial to democracy.

2. Conflict

Other countries like North Korea have a dictatorship.

Dictatorships use censorship, propaganda and military force to keep control.

Nation state shown by things like flags, anthems like Nazi Germany.

Elected political power is affected by:

Turn out - the number of people voting in an election.

Voter apathy - lack of interest in the outcome of elections.

Pressure groups (Interest)

These are groups of like minded people who join together to put forward their views. They aim to put pressure on the government to make changes that will benefit their cause. These pressure groups are concerned with many things some of these are, environment, racism, feminism and civil rights. Protest movements organise direct action in the form of protests, demonstrations, marches or climbing onto public buildings to promote their cause.

Week 6 - Inequality	
Gender **Gender** Attempts to improve women's rights:- 1944 - Education Act - allowed married women to stay in teaching. 1960s-70s - Women's Liberation Movement - campaigning for women's rights. 1970 - Equal Pay Act - same pay for men and women. 1975 - Sex Discrimination Act - men and women have same opportunities in work/ education/ society. 1988 - Education Act girls and boys to study English, Maths and science to 16. This would suggest that things are more equal now, However:- Fire fighting is male dominated. 82% of workers in care and leisure industry are female. 10% of workers in skilled trades like plumbing are female. Glass ceiling even when men and women are employed in the same jobs there is an invisible barrier which stops people getting the best paid jobs. Women earn about ⅕ less than men per hour (gender pay gap). Women's improved education means the pay gap has narrowed but this increases again when they have children.	Ethnicity Ethnicity and inequality The UK is culturally diverse - has lots of different ethnic groups in it like Polish, Afro Caribbean and Indian. Sociologists do not divide people by race, instead they use ethnicity. They do accept that minority ethnic groups will suffer prejudice and racism 13% of the UK population are from ethnic minorities. However they are under represented in political and decision making positions they make up:- - 6.3% of MPs - 3.4 % of senior police officers - 5% of court judges - 40% of NHS doctors This is despite the: Attempts to redress the problem:- Equality an anti- discrimination legislation - acts since 1975 have tried to stop minority ethnic groups being unfairly treated. The Equality Act 2010 combines over 100 laws into one act. Its aim was to protect people from unfair treatment and to promote a fair and more equal society.

WEEK 1

Date: 25th April

Identify and describe one method of closed stratification (4)

Answer:-

WEEK 2

Date: 2nd May

Identify and explain one method of measuring social class (4)

Answer:-

WEEK 3

Date: 9th May

Explain with an example what sociologists mean by life chances (3)

Explain with an example what sociologists mean by meritocracy(3)

Answer:-

WEEK 4

Date: 16th May

Identify and explain one reason why women are more likely to be in poverty (4)

Answer:-

WEEK 5

Date: 23rd May

Identify and explain what is meant by Rational legal authority (4)

Answer:-

WEEK 6

Date: 6th June

Identify and explain why ethnic minority groups are more likely to be in poverty (4)

WEEK 7

Date: 13th June

Why would sociologists disagree about women being equal in society today (6):-

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.

Date / / Topic: Stratification **WEEK 1**

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / /

Topic: Social Mobility and Life chances

WEEK 3

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / Topic: Authority

WEEK 5

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / Topic Inequality

WEEK 7

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Card: Social Class	Answers
1. What % of people are from the Middle Class? 2. Who identified the Underclass? 3. Where did Goldthorpe do his research? 4. What is embourgeoisement? 5. What is private instrumentalism? 6. What is social class?	

Revision Card: Poverty	Answers
1. What type of poverty means you just have the basics? 2. Who discovered the poverty line? 3. What is the poverty line? 4. What did Townsend use to measure poverty? 5. What characteristics are linked to the culture of poverty? 6. Who do the Feminists blame for poverty?	

Revision Card: Inequality	Answers
1. When were married women allowed to stay in teaching? 2. When was the Equal Pay Act? 3. What did the Sex Discrimination Act say? 4. What is the glass ceiling? 5. What % of MPs are from ethnic minority groups? 6. What % of the population are from ethnic minority groups?	