"The strongest predictor of criminality is age."
Do you agree with this view? (15 Marks)

Official statistics show that the number of people arrested each year differs depending on age; in Britain the peak age of offending is 17. This suggests that age is a strong predictor of crime. However, other Sociologists might put forward other factors that might be stronger predictors.

One reason a sociologist might agree that the strongest predictor of criminality is age is because of labelling. Becker argued that labelling can cause 'self-fulfilling prophecies' in relation to young people: police prejudice and stereotypes about young people lead to labels that have long term impacts on their interactions with authorities. The sorts of crime younger people might commit (e.g. graffiti/anti-social behaviour) tend to be more visible crimes. Younger people also have less to lose (in terms of not being parents/home owners) and so might be less risk averse when it comes to deciding whether to commit crime. Therefore some sociologists would agree that the younger you are, the more likely to commit crime, so agreeing with the statement.

However, Marxist sociologists would argue that class is a bigger predictor of criminality than age. A person born into privileges of the bourgeoisie has less pressure to commit crime, less need, and a smaller chance of being around gang-cultures associated with crime. On the other hand, those born into the working class, might be more likely to commit crime regardless of their age, because they might have a need to or be caught up in an area with lots of gang crime. Therefore, Marxists would disagree with the statement and argue that it is actually class that is the biggest predictor of criminality.

Feminist sociologists might argue that gender, not age, predicts criminality the best. Heidensohn argues for 'Control Theory' and states that women are less likely to commit crimes because they face more social control than men. For example, parents of girls might be less likely to let them out on their own in an evening, which means they wouldn't have as much opportunity as boys to commit crime. This is also reflected in the prison population, around 80% of prisoners in the UK are male. Therefore Feminists would argue that it is gender, not age which is the biggest predictor of crime.

In conclusion, although statistics do show that younger people commit more crime, they also highlight patterns of social class and gender too. Therefore, while some sociologists might agree that age is the biggest predictor of crime, it is clear that this is not a universally acknowledged view.

Social construction of crime	Social control	Sources of data	Theories of crime	Patterns of crime
Describe what is meant by crime (2) Describe what is meant by deviance (2)	Describe what is meant by formal social control (2) Describe what is meant by informal social control (2)	Describe one way statistics on crime are collected (2) Describe the meaning of victim study (2)	Describe the meaning of labelling in relation to crime (2) Describe what is meant by anomie (2) Describe what is meant by differential enforcement (2) Describe what is meant by a criminal subculture (2)	Describe the meaning of chivalry thesis (2) Describe the meaning of institutional racism (2)
Outline how crime can be seen as a social construct (5) Outline how crime and deviance have differed historically (5) Outline what is meant by deviance (5)	Outline how informal agents of social control can control behaviour (5) Outline how a formal agent of social control can control behaviour (5)	Outline why official statistics do not show an accurate reflection of crime levels (5)	Outline how labelling a person a criminal may cause them to commit more crime (5) Outline how belonging to a deviant subculture may lead to crime (5) Outline why functionalists believe that some crime is useful for society (5) Outline what is meant by corporate crime (5)	Outline how too much crime can be damaging (5) Outline how the police have treated ethnic minorities in the past (5) Explain what is meant by institutional racism (5)
Explain how crime and deviance can differ (8)	Explain two ways social control can influence our behaviour (8)	Explain why official criminal statistics may be unreliable (8) Explain why sociologists are cautious about the use of official statistics on crime (8)	Explain how class and crime are related (8) Explain why males commit more crime than women (8) Explain why young people are more likely to commit crime than elderly people (8)	Explain why females appear to commit less crime than males (8) Explain why middle class people appear to commit less crime than working class people (8) Explain why ethnic minorities have higher conviction rates (8)
Discuss how far sociologists would agree that what is seen as deviant arises from labelling by society (15)	'The most important form of social control is formal – in particular, the police are the most important.' Do you agree with this view? (15) Discuss whether social control is a positive part of society (15)	'Criminal statistics are not an accurate reflection of actual crime and criminals.' Do you agree with this view? (15)	'Women are just as likely as men to commit crime nowadays.' Do you agree with this view? (15) 'Gender socialisation is the main reason women do not commit as much crime as men.' Do you agree with this view? (15) 'The working class are more likely to commit crime than the middle class.' Do you agree with this view? (15) 'Most anti-social behaviour is carried out by young men.' Do you agree with this view? (15) 'An important cause of crime is labelling.' Do you agree with this view? (15) Discuss the main causes of crime in 21st century UK (15)	'The main reason why young people may commit crime is the formation of subcultures.' Do you agree with this view? (15) 'The main reason people commit crime is due to consumerism.' Do you agree with this view? (15) 'Racism is the main reason for the differences in the crime rates between different ethnic groups.' Do you agree with this view? (15) 'Females are treated less harshly by the police and courts.' Do you agree with this view? (15)

Role of education	Processes inside school	Class and achievement	Gender and achievement	Ethnicity and achievement
Describe what is meant by correspondence theory (2) Describe what is meant by the hidden curriculum (2) Describe what is meant by meritocracy (2) Describe what is meant by role allocation (2) Describe what is meant by social solidarity (2)	Describe one way in which labelling can affect children in schools (2) Describe one way in which streaming can affect children in schools (2)	Describe what is meant by selection by mortgage (2) Describe what is meant by social capital (2) Describe what is meant by cultural capital (2) Describe what is meant by immediate gratification (2)	Describe one way gendering of subjects can occur (2) Describe one way boys dominate space (2) Describe what is meant by crisis of masculinity (2) Describe what is meant by laddish subcultures (2)	Describe what is meant by institutional racism (2) Describe what is meant by ethnocentric curriculum (2)
Outline how the correspondence theory works (5) Outline ways in which Marxists criticise schools (5) Outline how education can be seen as meritocratic (5)	Outline how labelling can affect children in schools (5) Outline how subcultures affect children's achievements (5) Explain two ways in which a pupil's home background could influence their achievement at school (5)	Outline ways material deprivation can impact working class children (5) Outline ways cultural deprivation can impact working class children (5)	Outline the feminist view of the hidden curriculum (5) Outline how laddish subcultures can impact on boys achievement (5) Explain how schools have become feminised (5) Outline how schools may socialise children into their gender roles (5)	Outline how the ethnocentric curriculum affects the achievements of some ethnic minority pupils (5) Outline how institutional racism can impact on some ethnic minority pupils (5)
Explain the functions of education (8)	Explain, using examples, why some students may not achieve as well as other groups in schools (8) Explain, using examples, why some pupils form anti-school subcultures (8)	Explain, using examples, why working class students may not achieve as well as middle class students in schools (8) Explain, using examples, why middle class students achieve better results than working class students in schools (8)	Explain, using examples, why males may not achieve as well as females in schools (8) Explain, using examples, why females achieve more highly than males in schools (8)	Explain, using examples, why some ethnic minority pupils may not achieve as well as other groups in schools (8)
'The main function of education is to transmit norms and values of society.' Do you agree with this view? (15) 'The main function of education is to allocate people to appropriate job roles.' Do you agree with this view? (15)	'Some groups of pupils underachieve mainly due to material factors.' Do you agree with this view? (15) 'Some groups of pupils underachieve mainly due to cultural factors.' Do you agree with this view? (15) 'Some groups of pupils underachieve due to factors inside schools.' Do you agree with this view? (15) 'Some groups of pupils underachieve due to factors outside of schools.' Do you agree with this view? (15) 'Parental attitudes have the biggest impact on a pupil's achievement.' Do you agree with this view? (15)	Discuss reasons why working class children underachieve in school (15) Discuss reasons why middle class children achieve in school (15) 'Working class pupils tend to underachieve in education mainly because of material factors.' Do you agree with this view? (15) 'Working class pupils tend to underachieve in education mainly because of cultural factors.' Do you agree with this view? (15) 'A pupil's social class is the main factor impacting on achievement.' Do you agree with this view? (15)	Discuss how far sociologists would agree that gender differences in educational achievement are due to factors inside schools (15) 'A pupil's gender is the main factor impacting on achievement.' Do you agree with this view? (15)	'Some ethnic minority groups underachieve mainly due to cultural factors.' Do you agree with this view? (15) 'Some ethnic minority groups underachieve mainly due to material factors.' Do you agree with this view? (15) 'A pupil's ethnicity is the main factor impacting on achievement.' Do you agree with this view? (15)

	'Labelling a pupil negatively will always lead to underachievement.' Do you agree with this view? (15)		

"The primary function of the education system is to serve the needs and demands of the capitalist economy in which it exists." Do you agree with this view? (15 marks)

Marxist sociologists would agree with the statement and argue that the education system serves capitalism by keeping the bourgeoisie in power, and the proletariat in the place. However, other sociologists would argue that the education system performs other functions for society.

A Marxist sociologist would argue that the British education system is mainly a product of capitalism. Bowles and Gintis argue that the major role of education in capitalist societies is the reproduction of labour power. For example, much of what students do at school and much of the hidden curriculum is geared towards creating obedient, skilled, workers – such as a focus on punctuality. The fact that students work so hard without pay may be a part of the hidden curriculum that prepares people for later exploitation within capitalism. Therefore, Marxist sociologists would argue that the primary function of the education system is to serve capitalism.

However, Durkheim, a functionalist sociologist, argued that the main function of education is the transmission of norms and values, and that the education system served as a link between individual students and the wider society. For example, schools teach the essential skills required for people to function in a society (such as cooperation). Functionalists argue that the education system plays a positive role in society, and enables society to keep going. Therefore, Functionalists sociologists would disagree with the statement and would argue that education's primary function is a positive one.

Feminist sociologists criticize the education system and focus on the existence of a gendered hidden curriculum that socialised patriarchal norms and values into the minds of young people. A feminist might disagree with the statement and argue the primary function of the education system is to socialise gender-roles into young and perpetuate patriarchy, for example through different subject choices. Therefore, feminist sociologists see the primary role of education as to reinforce gender roles.

In conclusion, there is a lot of disagreement around the main role of the education system. It would be fair to conclude that the majority of sociologists would not agree with the statement that the main role is to service capitalism; with other functions being put forward instead.

Family diversity	Social changes	Theories of the family	Criticisms of the family
Describe what is meant by a lone-parent family (2) Describe what is meant by the one-child policy (2) Describe what is meant by boomerang children (2) Describe what is meant by cohabitation (2) Describe what is meant by the traditional nuclear family (2)	Describe what is meant by secularisation (2) Describe what is meant by the sandwich generation (2) Describe what is meant by singlehood (2)	Describe what is meant by the dual burden (2) Describe what is meant by the triple shift (2) Describe what is meant by primary socialisation (2) Describe what is meant by consumerism (2) Describe what is meant by a symmetrical family (2)	Describe what is meant by domestic violence (2) Describe what is meant by a child-centred family (2)
Explain what sociologists mean by family diversity (4) Explain why there has been an increase in civil partnerships (4) Outline two ways in which family life may vary between ethnic groups (4)	Explain why some sociologists believe that marriage is no longer important (4) Identify two ways that secularisation may have led to a decline in marriage in Britain today (4) Outline the feminist view for the reasons for the change in the divorce rate (4)	Explain why feminists criticise the nuclear family (4) Explain why Marxists criticise the nuclear family (4) Explain why functionalists support the nuclear family (4) Explain why the New Right support the nuclear family (4) Outline the functionalist view on the nuclear family (4) Outline the New Right view on the nuclear family (4)	Explain how the extended family can be seen to have declined (4) Explain what sociologists mean by a 'Toxic Childhood' (4)
Explain the increase in cohabiting couples in the contemporary UK (8) Explain the increase in family diversity in the contemporary UK (8) Explain the increase in lone-parent families in Britain today (8)	Explain why marriage has decreased (8) Explain why divorce has increased (8) Explain two reasons for the increase in singlehood in the UK (8) Explain how the relationship between parents and children has changed in the last 50 years (8)	Explain two reasons gender roles are more equal in the family (8) Explain the functions of the family (8) Explain two ways the family supports capitalism (8)	
Evaluate the view that changing norms and values have contributed to growing family diversity in family life today (15)	'The decline in religion is mainly responsible for changes in the divorce rate since the 1970s.' Do you agree with this view? (15) 'The rise in feminism is mainly responsible for changes in the marriage rate since the 1960s.' Do you agree with this view? (15) 'Marriage is no longer important.' Do you agree? (15) Discuss reasons for changes in divorce rates in the UK (15) Discuss reasons for changes in marriage rates in the UK (15)	'Gender roles are more equal in families now in the contemporary UK.' Do you agree with this view? (15) 'The family is still patriarchal.' Do you agree with this view? (15) 'The family is good for its members and for society.' Do you agree with this view?(15) 'The main purpose of the family is to reinforce and maintain capitalism.' Do you agree with this view? (15)	'The family is in crisis.' Do you agree with this view? (15)

KEY WORDS	DATE	LAWS
FAMILY – A group of people related by blood, marriage and adoption.		
HOUSEHOLD – A group who live at the same address.	1967	**Sexual Offences Act-** Decriminalisation of homosexuality (age of 21).
KINSHIP – Sense of duty and feelings towards family members		
CONJUGAL ROLE – Marital roles- Segregated (Split) Joint (Shared)		
FUNCTIONS OF THE FAMILY (George Murdoch)	1969	**Divorce Reform Act-** Divorce became easier – no longer have to prove it was someone fault, it can end for just not working out/broken down.
REPRODUCTION – Create new human life		
SOCIALISTION – Teach norms and values	1970	**Equal Pay Act-** Right for men and women to be paid the same for the same work.
ECONOMIC- Support children with food and shelter and support		
SEXUAL – Stable sexual relationships for adults	1975	**Child Benefits Act-** Money given from the government to families to support having children (more support for lone parent families).
FAMILY TYPES IN MODERN BRITIAIN		
NUCLEAR – Married couple and their biological, dependent children.		
SAME-SEX – Gay or Lesbian parents with children.	1999	**Protection of Children Act** – Children protected from toxic influences – criminal checks on people who work with children.
COHABITING – A couple who live together but are not married.		
LONE-PARENT – One parent (usually the mother) with dependent children.	2002	**Adoption Act-** Unmarried couples and gay couples have the right to adopt children.
BEANPOLE- Family which includes grandparents, parents and children.		
RECONSITUTED – A step family – merged together from divorced families.	2004	**Children Act** – Policy to ensure all children have the best start in life and have positive outcomes.
SINGLE PERSON – Someone who lives alone.		
CHILDLESS COUPLES – Couples who do not have any children.	2010	**Paternity Act** – Fathers have similar rights to mothers – can be the stay at home parent with a new born.
SOCIOLOGICAL PERSPECTIVES		
	2013	**Gay Marriage Act** – Legalisation of Gay Marriage in the UK.

Functionalist	Feminist	New Right	Post Modernist
As long as families are fulfilling the four **main functions** of the family, functionalists are okay with changes. However, the nuclear family is best for ensuring **adequate socialisation** do there being both gender **role models.**	Changes in the family are positive for women. Marriage and the nuclear family is **patriarchal** and **oppressive** to women e.g. it can lead to domestic violence/ control of women. **Equality** is essential, but we haven't reached it yet.	Changes to the family are negative because there is a decline in **family values**. **Tradition** is essential for society to be successful. Children form lone-parent families can become criminal.	The family isn't dying out – it is just changing. People now **have Pure Relationships** – which last as long as both couples are happy. Marriage is less important in comparison to **cohabitation and serial monogamy.**

HOW HAVE FAMILIES CHANGED? (Remember to… be SMARDD!)
S- SMALLER (Size of family significantly reduced: Average children 1.8)
M- MARRIAGE (Less likely leading to cohabitation or unmarried parents)
A – AGE (Parents are older than they used to be – fertility rates lower in older age)
R- ROLES (Male and Female roles more equal – joint conjugal roles)
D- DIVERSITY (A lot of choice of family types – nuclear not a 'given')
D – DIVORCE (Increase in divorce leading to single parent and reconstituted families)

WHY HAVE FAMILIES CHANGED? (Remember… Little Fluffy Dogs Trash Nolan's Shoes)
L- LAWS (Made other family types easier/legal e.g. divorce and gay marriage)
F – FEMINISM (Role of women at home and in workplace changing – career comes first)
D – DIVERSITY (Various family types – people no longer conforming to nuclear family)
T – TECHNOLOGY (Contraception developments and role of technology in relationships)
N – NORMS AND VALUES (Norms and values changing – more things are accepted)
S- SECULARISATION (Society is less religious influencing; marriage, divorce, women)

"Gender is the biggest predictor of criminality."
How far do you agree with this view?

Official statistics show that men commit far more crimes than women, and that they also commit different types of crime. Some Sociologists would argue that gender is the biggest predictor or criminality, however other sociologists would put forward other suggestions.

Heidensohn argues that women are subject to far more and far stronger social controls than men. This is called 'control theory': women commit fewer crimes than men because the lives of women are subject to more social control than the lives of men. If this is true, in a patriarchal society, crime-rates will always be lower for women than men. Therefore, it could be argued that gender is the biggest predictor of criminality.

There are other reasons to think that men are more likely to commit crimes: gang cultures are heavily male dominated. Likewise, all large organised crime syndicates are both patriarchal in nature and almost exclusively male. Perhaps this can be explained by the social-pressures men face to earn money and gain social status symbols in order to feel "successful in life." Therefore, the socialisation of men could also point toward gender being the biggest predictor of criminality.

However, maybe there are other factors that serve as stronger predictors of criminality: Marxist sociologists would argue that class, poverty, inequality and the pressures of capitalism are the biggest drivers of crime in society. For example, there is more crime among working class people than in middle/upper class people. This shows that it could be wealth, and not gender that is the biggest predictor of crime. However, it could be argued that the middle/upper classes do commit white collar crimes that are harder to report/record.

In conclusion, gender is a significant, if not the most significant, factor in predicting criminality. Regardless of theory: the statistics are fairly clear on the matter. Heidensohn's theory and a study of how males are socialised in our society show that there are good sociological reasons for differences in male and female crime-rates.

"The decline in traditional family life and family values has been bad for society." Do you agree with this view? (15 Marks)

Statistics show that the traditional Nuclear family of a married Mum and Dad with their children has been declining in society. We now have more diverse family forms such as single parent families and same sex families. Some sociologists would argue that this change has been bad for society, however others would disagree and see the changes positively.

Functionalist Sociologists such as Parsons, have argued that families serve important functions in society and that if the traditional Nuclear family breaks-down it is bad for society, since only the Nuclear family can complete these functions. For example, primary socialisation with both a male and female role model. Functionalists would argue other family types cannot complete these functions effectively, and therefore would agree with the statement that the decline in traditional family life has been bad for society.

New Right Sociologists, such as Murray would also agree with the statement. For example, he claims that there is a growing underclass in Britain caused by the decline in 'family values'; people who are living on benefits and lots of single parent families. The New Right think this is bad for society, as you end up with people who are 'lazy' and lots of boys without strong male role models. Therefore, the New Right would also agree with the statements and say the change in families have been bas for society.

Feminist sociologists, such as Oakley, might view these changes in terms of progress and claim that they have been good for society. These trends are the result of women becoming more independent and powerful: women are less reliant on men and are no longer defined merely in terms of being a mother and a wife. So-called "traditional" values are patriarchal values: they designed to give men power over women and the fact they continue to decline is good for all women and, therefore, good for society. This shows that Feminists would disagree with the statement and would argue that the changes have been positive in society.

In conclusion, while some groups of sociologists highlight the negatives that have come from the decline in traditional family values, there are also positives that can be highlighted. Britain still seems to be functioning as a society, and also seems to be more respectful and tolerant. This goes against the claim in the title.

| polygamy | culture | Durkheim | values | quantitative | Marx |

(a) .... refers to a shared, learned way of life of a society or group. [1]

(b) Data in the form of numbers is referred to as .... data. [1]

(c) .... refers to a marriage where a partner is allowed by law to marry more than one partner at the same time. [1]

(d) .... argues that one of the purposes of education is to pass on the norms and values of society. [1]

| conflict theory | bourgeoisie | labelling | Weber | corporate crime | Durkheim |

(a) The term used by Marx to describe the ruling class is [1]

....

(b) One of the founding fathers who developed Functionalism was [1]

....

(c) A view of society that sees different groups struggling for control is [1]

....

(d) Crime committed by big businesses is [1]

....

| Meritocracy | Patriarchy | Parsons | Values | Qualitative | Willis |

(a) .... refers to data in the form of words. [1]

(b) .... refers to a system where achievement is based on merit. [1]

(c) .... refer to what are considered worthwhile and worth working for in society. [1]

(d) .... argues that one of the family's functions is primary socialisation. [1]

| victim study | ethnicity | Oakley | Townsend | sexism | sampling |

(a) A Feminist Sociologist. [1]

....

(b) A process where people are selected to take part in research. [1]

....

(c) A term used to describe a person's cultural background. [1]

....

(d) A sociologist famous for studying poverty. [1]

....

| Socialisation | Willmott and Young | New Right | Validity | Bowles and Gintis |

(a) .... refers to the process of learning the culture of society.

[1]

(b) .... refers to how close research is to the truth. [1]

(c) .... is a theory that argues a family should have two parents of opposite sexes. [1]

(d) .... argue that schools are organised to benefit the upper class. [1]

| meritocracy | chivalry thesis | random sample | Walby | prejudice | Chambliss |

(a) A term used to describe the idea that men are punished more harshly for crimes than women. [1]

....

(b) A Marxist writer who studied organised crime. [1]

....

(c) A Feminist Sociologist. [1]

....

(d) A group of people selected for study by chance. [1]

....

| Sampling | Willis | Ethics | Symmetrical | Francis | Cultural diversity |

(a) .... refers to whether research is morally right or wrong. [1]

(b) .... did research on 'the lads' and anti-school sub-cultures.
[1]

(c) .... refers to a family system where male and female roles
are similar. [1]

(d) .... refers to differences in ways of life between societies.
[1]

| Carlen | deprivation | scapegoat |
| social inclusion | white collar crime | Murray |

(a) A term which means efforts are made to ensure all groups feel part of society. [1]

....

(b) A sociologist who studied female crime. [1]

....

(c) A term used to describe crime committed by middle class people. [1]

....

(d) A term used to describe a process where a group is unfairly blamed for society's
problems. [1]

....

Cohabitation	Status	Hargreaves	Values	Parsons	Beanpole

(a) .... refer to that which is considered worthwhile and worth striving for in society. [1]

(b) .... refers to a family form that is vertically extended with up to four generations. [1]

(c) .... refers to living together as partners without getting married. [1]

(d) .... studied anti-school cultures in a boys' secondary school in the 1960s. [1]

self-fulfilling prophecy	stereotyping	Albert Cohen
Fiona Devine	glass ceiling	chivalry thesis

(a) A term which means that the labels people are given may often come true. [1]

....

(b) A sociologist who studied delinquent subcultures. [1]

....

(c) A term used to describe the idea that women are treated more favourably by the police and courts. [1]

....

(d) A term used to describe an invisible barrier that prevents women from reaching the top jobs. [1]

....

Key terms in Crime and Deviance and the sociologists they are associated with

Key term	Definition/more information	Sociologist/theory
Anomie	A state of 'normlessness' in society where people can feel detached from the society and its norms and values. If anomie exists in society, crime rates will be higher.	Durkheim and Merton – Functionalist
Strain theory	Anomie is created through a strain – between people's goals and means of achieving them. They respond in 5 ways to strain (3 of which can be criminal – innovation, retreatism and rebellion)	Merton - Functionalism
Delinquency	Anti-social behaviour and petty crime associated with young people.	Albert Cohen – Subcultural theory
Status frustration	Delinquent subcultures are made up of deprived young people who lack legitimate opportunities in society (e.g. poor grades, no work) and are frustrated with their situation so turn to crime to get what they want.	Albert Cohen – Subcultural Theory
Moral panic	The way that certain crimes are reported on in an exaggerated and disproportionate way. May create scapegoats (folk devils) of those involved.	Stan Cohen – Subcultural Theory
Labelling	How people are categorised by others – often due to stereotypes. Labels can have powerful consequences, such as the self-fulfilling prophecy where people may 'live up' to the labels attached to them.	Becker - Interactionism
Master status	The most powerful form of label – the key thing associated with someone or that makes up their identity – e.g. criminal.	Becker - Interactionism
Deviant career	Some criminals find that their master status prevents them from legitimate work, so may turn to criminal ways to make a living. Can be chosen or forced into this deviant career lifestyle.	Becker - Interactionism
Typical offender	Stereotypes and labels create an image of a typical criminal. However, interactionists say no such thing exists in reality.	Becker - Interactionism
White collar crime	Crimes committed by those in powerful positions, e.g. MPs expenses scandal. Only associated with the middle class. Chambliss conducted a study on white collar crime in USA.	Chambliss - Marxism
Differential enforcement of the law	The way police focus more attention on the crimes committed by the working class (which tend to be more visible) than they do for middle class, white collar crime (which can be easily hidden).	Chambliss - Marxism
Female conformity	All through their lives, women are socialised to 'do what they're told'. This is a result of patriarchy and limits female freedom/opportunities to commit crime – particularly occupational crime.	Heidensohn - Feminism
Crimes of the powerless	Female crime linked to poverty and desperation – women who commit crime have weak bonds with society and nothing to lose. Study on 39 women with criminal convictions.	Carlen – Feminism
Chivalry thesis	Women get treated more leniently by agents of social control. Male police officers may see female criminals as damsels in distress.	Feminists generally (no specifics)

Key terms in Stratification and the sociologists they are associated with

Key term	Definition/more information	Sociologist/theory
Absolute Poverty	The situation where a person does not have basic needs such as food, water, shelter, clothing and other essentials.	Townsend
Authority	Three types: Charismatic (followed and respected because of personality), Rational-Legal (based on logical and well-organised systems) and Traditional (based on long-established customs).	Weber
Power	The ability of a person or group to get what they want and influence decisions.	
Patriarchy	Men are able to control women in several different ways. Men dominate paid work and women are paid less. They dominate the home even though divorce has meant that women can break free. There are double standards in society around women.	Walby - Feminism
Role Allocation	Education is used to allocate people to jobs/roles that are best suited to their abilities.	Davis and Moore - Functionalism
Underclass	A group that is lower in status than the working class, for example homeless people and other disadvantaged groups. The underclass receives too much help from the state through benefits and do not want to work. Benefits should be removed.	Murray – New Right

Key terms in Family and the sociologists they are associated with

Key term	Definition/more information	Sociologist/theory
Symmetrical Family	Where a husband and wife share similar roles within the family including work, housework and childcare. Decision making is also shared and this family appears much more equal with less clear gender roles.	Young and Wilmott - Functionalism
Dual Burden	The idea that since the rise of feminism, women's work has increased rather than men sharing the work. Women now are expected to do paid and unpaid work whilst men cherry pick easier roles in the house.	Oakley - Feminism
Consumerism	The family helps capitalism by buying products aimed towards the family such as Peppa Pig yoghurts or family passes to theme parks. These all make more money for the bourgeoisie.	Zaretsky - Marxism
Patriarchy	Men benefit the most from exploiting women. Men still make the majority of decisions and women have a dual burden.	Delphy and Leonard - Feminism

Key terms in Education and the sociologists they are associated with

Key term	Definition/more information	Sociologist/theory
Social Solidarity	Education socialises us into shared values as a community which means crime occurs less as there is order. For example, we're taught to value British history.	Durkheim - Functionalism
Meritocracy	Education is meritocratic in that it is based on the idea that if a person works hard they will achieve. Everyone has the same opportunity to do well in society.	Parsons - Functionalism
Role Allocation	Education is used to allocate people to jobs/roles that are best suited to their abilities.	Davis and Moore – Functionalism
Correspondence Principle Hidden Curriculum	Schools are designed by the bourgeoisie to mirror the workplace. This is so they teach the proletariat the appropriate norms, values and skills needed to ensure they do not rebel and continue being exploited in the workplace.	Bowles and Gintis - Marxism
Cultural Capital	Middle and upper class parents have the right attitudes, value and knowledge of the education system to help their children to do well in education.	Bourdieu - Marxism
Feminine Identities	Where girls learn to be quiet, orderly and mature in order to succeed at school. This is because teachers will label behaviour which is loud, unorderly and immature (typically associated with boys) negatively.	Francis – Feminism
Setting and Streaming	Setting is the idea of placing students in groups based upon their abilities in different subjects. Streaming places students in groups based upon their overall ability for all subjects.	Ball - Interactionism
Labelling	Teachers make quick speculative judgements of pupils based upon characteristics such as appearance, gender, social class and ethnicity.	Hargreaves
Material Deprivation	Material factors such as money, diet, health and housing are more important than cultural factors such as attitudes and values, language and parental involvement in a child deciding to stay on at school.	Halsey

Achieved Status	A position earned or merited, for example, doctor
Agencies/agents of social control	Institutions that help to keep individuals in order, according to society, for example, family, schools an police
Agencies/agents of socialisation	Institutions that pass on the culture of a society to its members, such as the family and education system
Ascribed status	A position born into, not achieved or earned, such as son or daughter
Closed questions	Questions that only allow fixed responses such as Yes or No
Covert observation	A study where a researcher is secretly watching a group
Cross-sectional study	A study or collection of data which captures a moment in time
Cultural transmission	The passing on of a society's culture to its members
Culture	A shared, learned way of life. This includes language, customs, beliefs, norms, values and traditions
Ethics	Principles around whether an activity, such as research, is morally right or wrong
Evidence	The available facts or information indicating whether a belief is true or valid

Feral child	A human child who has lived isolated from humans from a very young age and has had little/no experience of human behaviour and languages
Formal sources of control/power	Power that is given to individuals and groups allowing them to use sanctions to keep social control
Gatekeepers	People that allow researchers access to a sample of people who would otherwise be difficult to study
Gender	A role, with norms and expectations of how to act, linked to whether you are male or female. Gender is not the same as biological sex
Gender roles	The expected ways of behaving based on whether someone is male or female
Hypothesis	A statement or theory that can be tested
Identity	The idea you have about who you are. Class, gender, ethnicity, nationality and sexuality might be important parts of a person's identity
Informal sources of control/power	Those are sanctions that people use in everyday life to control others and encourage them to follow social norms
Institution	An organisation set up for a particular purpose, for example, schools
Judiciary	The legal organisations that enforce the law
Longitudinal study	Research which follows a group of people over a long period of time

Nationality	Belonging to a particular nation or one ethnic group that forms part of a nation
Norms	The expectations or unwritten formal rules surrounding how someone should behave in a particular situation
Open questions	Questions that allow the respondent to answer in detail and as fully as they wish
Opportunity sample	A study group of people who happen to be available
Overt observation	Research whether the observer is known, by the group, to be watching the group
Participant observation	Research observation conducted from within the group being studied
Pilot study	A trial run before full research is carried out
Primary data	Information that the researcher has collected themselves
Primary socialisation	The first stage of socialisation that takes place in infancy. The family is the most important agent of primary socialisation
Qualitative data	Research data that is in words and has lots of detail, helping to give context
Quantitative data	Statistical data that is in numbers and can be presented as graphs and percentages

Quota sample	A sampling method where the researcher looks for a certain number of people from particular groups
Reliable data	Research results that can be repeated and compared in other contexts
Representative sample	A sample that aims to have the same mix of people as the large population
Respondent	A person who completes a questionnaire
Role	The function assumed or part played by someone or something in a particular situation
Role allocation	The way in which jobs are given to people in our society.
Role conflict	A situation in which a person has to play two different roles with competing expectations
Role model	A person whose behaviour or success is or can be copied by others
Sampling frame	The list where a sample is selected from
Sanctions	Positive or negative actions taken to encourage people to follow social norms, rules and laws
Secondary data	Information used in research that was originally used or collected by somebody else for another purpose

Secondary socialisation	The second stage of the socialisation process after early childhood
Social class	A way of dividing people into groups. Usually based on their occupation
Socialisation	The process by which individuals learn the culture of their society
Society	A group of people who share a common territory and culture and who interact with each other as a more or less orderly community
Status	The level of importance within society that a person or occupation is seen to have
Stereotype	An exaggerated simplified view of a group of people that can cause prejudice and discrimination
Stratified random sample	A sample chosen by chance, but making sure that important groups are included
Subculture	A small group within society with its own norms and values
Systematic sample	Sampling using a system where, for example, every tenth name on a list is chosen
Unstructured interview	Where an interview is more free-flowing like a normal conversation
Valid data	Research results that get close to the truth of what is happening, and are useful and trustworthy

| Values | The beliefs and ways of conduct that people and societies see as important and worth striving for and holding onto |

Arranged marriage	A marriage in which the bride and groom are chosen for each other by their families.
Beanpole family	A particular type of vertically extended family with up to four generations living together or nearby, but with few children.
Blended/ reconstituted /step family	A family made up of one or both partners with children from a previous marriage or relationship living with them.
Boomerang children	Grown-up children who return to live with their parents as a result of a breakup or because they can't afford to rent/buy a house.
Breadwinner	The person who earns money to support the family, often the only earner.
Canalisation	The channelling of children towards toys and activities seen as appropriate for their sex.
Civil partnership	A legal relationship for same-sex couples, distinct from marriage but with similar rights and benefits.
Cohabitation	A domestic arrangement in which a couple are living together in a relationship as partners, but are unmarried.
Conjugal roles	The roles of men and women or same-sex partners in a marriage or other partnership in the home.
Consumerism	The preoccupation of people ad society with the acquisition of goods.
Divorce rate	The number of divorces per 1000 marriages.

Domestic abuse	Controlling or threatening behaviour, violence or abuse between people who are or have been partners or family members. The abuse can be physical, sexual, psychological, emotional or financial.
Dual burden	The situation for women in which they go out to work and still take on the main responsibility for the housekeeping and childcare.
Extended family	A family that consists of relatives in addition to the immediate family, who live together or nearby.
Household	The house and its occupants as a unit. A person living on their own or with friends or flatmates is considered to be living in a household rather than a family.
Integrated roles	The situation in which the roles between adult partners are similar and duties and responsibilities are similar.
Irreducible functions	Talcott Parson's theory that the family is left with two functions: the primary socialisation of children and the stabilisation of adult personalities.
Kinship	People who have ties of blood or marriage.
Liberal feminism	A branch of feminism that wants to improve things for women but without making drastic changes in society.
Lone-parent family	A family arrangement consisting of one parent (mother or father) with their dependent children.
Monogamy	The marriage practice where, in terms of the law, men and women can only have one marriage partner at a time.
New man	A new set of ideas about being masculine which appeared in the 80s and 90s. New men were seen to be more emotionally aware and could be involved in childcare, for example.

New Right	A theory closely linked to functionalism. The New Right are concerned that society has lost traditional values and think that individuals should take responsibility for themselves.
Nuclear family	A family type consisting of two parents and their children.
Polygamy	A marriage where one partner is legally allowed to marry several partners at the same time. (Polyandry is the custom where a woman may marry several men at the same time; polygyny is the custom where a man may have several wives at the same time).
Privatised nuclear family	A family structure where the nuclear family is separated from its wider kin and has become home centred and inward looking.
Radical feminism	A more extreme branch of feminism that believes extensive change is necessary to set women free from patriarchy.
Sandwich generation	Middle-aged or older people (usually women) who act as carers for their elderly parents while at the same time providing help and support to their children.
Secularisation	The decline in the importance of religion.
Segregated roles	The situation in which the roles between adult partners are different and there is a division between men's and women's jobs.
Symmetrical family	A family where male and female roles are similar but not identical. Both partners contribute to the home and both partners are committed to the family.
Triple shift	The term used to refer to a situation where women go out to work and do most of the housework and emotion work.

Academies	State schools in England that receive funding from central government and are independent of local authorities.
Correspondence theory	The theory of Bowles and Gintis that school mirrors work and prepares pupils to work in unfulfilling jobs without rebelling.
Crisis of masculinity	Male insecurity regarding their identity, believed to be caused by the dwindling of traditional male jobs and the appearance of more independent women.
Cultural capital	Advantages that parents can pass on to their children in the form of knowledge, resources and lifestyle choices which help their children to be successful.
Cultural deprivation	Being without the experiences or support needed to develop into a successful adult.
Formal curriculum	The prescribed set of subjects taught in a school, such as history, sociology and PE.
Free schools	A new type of state school, set up by an organisation or group. They receive some funding from central government and are independent of local authorities.
Gendering (of subjects)	The presentation of some subjects as either more suitable for girls or for boys. Physics, for example, used to be presented as a boy's subject.
Hidden curriculum	The messages and ideas pupils pick up at school throughout the day that are not taught as part of the official curriculum.
Independent schools	Schools that are independent from government control and finance, pupils pay to attend. Private and public schools are independent.
Institutional racism	Where an organisation's culture and methods of operating are found to be racist throughout.

Labelling	Often done by a person of higher status and power, attaching a tag to a person. It can have a powerful effect and the label might become accurate.
Market principles	Treating schools, for example, like businesses where schools have to compete for pupils and parents 'go shopping' for the best school.
Material deprivation	Being without goods that you would expect to have in your house, for example, a television or your own bedroom.
Meritocracy	A system in which people are rewarded for their ability and hard work by gaining the best jobs, wealth and/or status. The New Right believes that the UK is a meritocracy.
Parental aspirations	Parents' hopes and ambitions for their children's future.
Peer group	A group of people who are of similar age and usually have similar interests.
Private school	An independent, fee-paying school.
Public school	A high-status private school whose head teacher has been invited to join the Headmasters' and Headmistresses' Conference.
Racism	The belief that one racial group is superior to others, treating other groups discriminately because of that belief.
Role model	A person whose behaviour or success is or can be copied by others, especially by children or younger people.
Selection by mortgage	The practice where schools take mainly middle-class pupils whose families can afford to buy a house in the school catchment area. It is claimed that this has replaced selection by ability.

Self-fulfilling prophecy	The idea that the labels people are given, often erroneously, will become true.
Social capital	The advantages that middle-class parents have, such as knowledge of the school system and the ability to negotiate with teachers.
Subculture	A small group within society with its own norms and values.

Age Crime Curve	A graphic representation of statistics that suggest people commit less crime as they get older.
Agencies/Agents of Social Control	Institutions that help to keep individuals in order, according to society; for example, family, schools and police.
Anomie	A situation when social norms have broken down.
Anti-Social Behaviour	Actions that are not necessarily against the law but break social norms and rules and are a nuisance to other people.
Bribery	Giving people money in return for them breaking the rules when they are in a position of trust.
Chivalry Thesis	The idea that women are treated more favourably by the police and other people in authority.
Community Policing	A style of policing in which police officers are highly visible and interactive in an attempt to build good relationships with the community as well as providing a visible deterrent to crime.
Conformity	When people behave as they are expected to by social norms.
Consumerism	The preoccupation of people and society with the acquisition of goods.
Conviction Rates	The number of people from certain groups charged and found guilty of crime.
Corporate Crime	Crime committed by big businesses.

Criminology	The scientific study of crime and criminal behaviour.
Crisis of Masculinity	Male insecurity regarding their identity, believed to be caused by the dwindling of traditional male jobs and the appearance of more independent women.
Cybercrime	Crime committed using computer technology.
Delinquency	Anti-social behaviour by young people.
Demonisation of Women	The idea that women are treated more harshly by the media when they have committed certain crimes that go against the ideas of femininity.
Deprivation	Being without the things that are expected in society.
Deviancy Amplification	The media making a problem worse through the style of reporting.
Deviant Career	The path that a person labelled a criminal follows.
Differential Enforcement of Law	The view that the police and courts do not implement laws fairly.
Embezzlement	A form of theft in which workers take money from their employers or money that has been given to someone to take care of.
Formal Sources of Control/Power	Power that is given to individuals and groups allowing them to use sanctions to keep social control.

Fraud	Crime involving telling lies or giving false information.
Globalisation	The process whereby different parts of the world are being brought closer together by the exchange of goods, services and communication. This is made possible by new technology.
Hate crime	An offence committed against certain people or groups because of ethnicity, religion, disability or sexuality.
Hidden Figure of Crime	All the crime that is not known about by the police and government.
Informal Sources of Control	These are sanctions that people use in everyday life to control others and encourage them to follow social norms.
Institutional Racism	Where an organisation's culture and methods of operating are found to be racist throughout.
Invisible Crime	Crime that is not known about by most people.
Judiciary	The legal organisations that enforce the law.
Labelling	Often done by a person of higher status and power, attaching a category, type or image to a person. It can have a powerful effect and the label might become accurate.
Master Status	A label that is the most important fact that people notice about a person.
Moral Panic	The media exaggerating a problem to make it appear as a threat to the whole of society. People or groups affected by moral panics might become 'folk devils' feared by society.

Negligence	In business, this is when a company does not keep the public or its workers safe through a lack of care.
Occupational Crime	A crime connected to your job.
Recorded Crime	Crime that has been officially logged by the police.
Reported Crime	Crime that the police have been told about.
Sanctions (Formal and Informal)	Positive or negative sanctions taken to encourage people to follow social norms, rules and laws.
Scapegoat	A person or group blames for society's problems. Scapegoating diverts attention from real causes.
Selective Law Enforcement	Bias in the police against some social groups.
Self-Fulfilling Prophecy	The idea that the labels people are given, often erroneously, will become true.
Self-Report Study	Research that asks people about the crimes they have committed.
Social Control	The means by which order is kept in society.
Status Frustration	A person's anger or dissatisfaction at their position in society.

Stigma	A very powerful form of label that is a mark of social shame.
Strain Theory	The idea that the pressure to succeed leads people to turn to crime.
Street Crime	Crime committed in public places.
Subculture	A small group within society with its own norms and values.
Typical Offender	The image of a certain type of person who commits crime.
Unreported Crime	Crime that the police have not been made aware of.
Victim Study	Research that finds out about crimes from the victims.
White-Collar Crime	Offences committed by the middle classes, usually linked to their jobs.
Zero-Tolerance Policing	A style of policing which is severe on the smallest crimes to prevent bigger ones happening.

Absolute Poverty	The situation when a person does not have basic needs such as food, water, shelter, clothing and other essentials.
Achieved Status	A position earned or merited such as captain of a team or doctor.
Ageism	Prejudice and/or discrimination based on a person's age.
Ascribed Status	A position born into, not achieved or earned, such as son-daughter.
Capitalism	Societies such as the USA and the UK where businesses are owned by individuals. People are paid wages to work for other people.
Charismatic Authority	Where a person is followed and respected because of their personality.
Communism	An idea of running a society with greater equality where wealth and possessions are shared. Businesses are owned by the community.
Conflict Theory	A view of society that sees a struggle between different groups for control. Marxism and Feminism are two of the best examples of this.
Consensus Theory	The idea that the people in society share a set of beliefs and aims. Functionalists believe that the parts of society can work together in harmony.
Cultural Deprivation	Being without the experiences or support needed to develop into a successful adult.
Culture of Poverty	The way of life of the poor. New Right sociologists blame this culture for the poverty of the underclass.

Demonisation of Women	The idea that women are treated more harshly by the media when they have committed certain crimes that go against ideas of femininity.
Deprivation	Being without the things that are expected in society.
Disability/ Disabled	A person is classed as disabled when they are unable long term to do everyday tasks as well as other people, due to a physical or mental impairment.
Disability Pay Gap	The difference between what disabled people earn on average compared with non-disabled people.
Discrimination	Treating people unfavourably usually based on prejudice because of their appearance or a social group they belong to.
Double Standard	A rule or principle that is unfairly applied to different people or groups.
Equal Opportunities	The idea that everyone should have the same chances of health, wealth and success.
Equality	Fairness in society. This could mean equal opportunities or the way that wealth is shared out.
Equality of Outcome	The situation where everyone has the same amount of wealth and opportunities.
Ethnic Minorities	Groups within society who have different national or cultural traditions from the main population, for example Asian, Indian, Caribbean or Polish.
Ethnicity	The cultural group a person belongs to. It might come from their nationality, religion, language and/or way of life.

Ethnicity Pay Gap	The difference between the average wages of ethnic minority people and white British people.
Feminism	A conflict theory which sees society as male dominated and wants to change this. There are many types of feminists.
Gender	A role, with norms and expectations of how to act, linked to whether you are male or female. Gender is not the same as biological sex.
Gender Pay Gap	An unfair pay difference in which women on average are paid less than men.
Glass Ceiling	An invisible barrier preventing women from reaching the top positions in life. It is in fact discrimination in the form of sexism holding women back, according to feminists.
Globalisation	The process whereby different parts of the world are being brought closer together by the exchange of goods, services and communication. This is made possible by new technology.
Hate Crime	An offence committed against certain people or groups because of ethnicity, religion or sexuality.
Homophobia	Being prejudiced and discriminatory to people because of their sexuality.
Identity	The idea you have about who you are: the characteristics of 'self'. Class, gender, ethnicity, nationality and sexuality might be important parts of a person's identity.
Inequality	The situation where some people have more wealth and better opportunities and might be seen as more important than others.
Institutional Racism	Where an organisation's culture and methods of operating are found to be racist throughout.

Legislation	Laws that are passed by the government.
LGBT	Lesbian, gay, bisexual or transgender.
Liberal Feminism	A branch of feminism that wants to improve things for women but without making drastic changes in society.
Life-Chances	The opportunities people have of enjoying the good things in life and avoiding the unpleasant things.
Lifestyle	The quality of life and way of life that people have including housing, work, leisure and possessions.
Marginalisation	The non-inclusive positioning of some groups on the edge of society. This could be due to poverty and/or prejudice.
Material Deprivation	Being without goods that you would expect to have in your house, for example, a television, your own bedroom.
Medical Model	A view of disability as a problem with the disabled person that needs to be 'fixed', for example through surgery, medication or the use of a wheelchair.
Meritocracy	A system in which people are rewarded for their ability and hard work by gaining the best jobs, wealth and/or status. The New Right believes that the UK is a meritocracy.
Nationality	Belonging to a particular nation or one ethnic group that forms part of a nation.
Patriarchy	A male-dominated society: men are in charge and expected to be in charge of important institutions.

Power	The ability of a person or group to get what they want and influence decisions.
Prejudice	A view of a person based on their physical characteristics rather than knowing them as an individual. An example would be expecting a young person wearing a hoodie to be a trouble-maker.
Privilege	Special advantages that some individuals or groups gain. Attending private school might bring privileges. Feminists say that being male brings privilege.
Quality of Life	The standard of a person's life in terms of health, happiness and lifestyle.
Racism	The belief that one racial group is superior to others; treating other groups discriminately because of that belief.
Radical Feminism	A more extreme branch of feminism that believes extensive change is needed to set women free from patriarchy.
Rational-Legal Authority	The right to make decisions based on logical and well-organised systems, for example general elections in the UK.
Reasonable Adjustments	The changes workplaces, schools and public places are expected to make to allow disabled people opportunities to take a full part in society.
Relative Poverty	Being poor compared with other people. For example, families without television or internet access could be seen as living in relative poverty.
Scapegoat	A person or group blamed for society's problems. Scapegoating diverts attention from real causes.
Sexism	The belief that males or females are superior to each other.

Social Class	A way of dividing people into groups. This is usually based on their occupation. In the UK there are three main social classes: upper, middle and working class.
Social Differentiation	The distinctions between different groups in society, for example, class, gender, ethnicity and age.
Social Exclusion	Where a group is not able to take full part in society. They are left out of important aspects of life.
Social Inclusion	The attempt to include all people fully in society.
Social Mobility	The movement of individuals up and down the stratification system.
Social Model of Disability	A view of disability which sees it as the responsibility of society to include disabled people.
Standard of Living	The level of wealth and comfort someone has.
Stigma	A very powerful form of label that is a mark of social shame and disgrace.
Stratification	Seeing the inequalities in society as different layers, like the different layers of rock or those in trifle.
Stratified Diffusion	The process whereby the way of life of those at the top of the class structure filters down to those below.
Traditional Authority	A person's right to rule or make decisions based on long-established customs.

Transgender	A term used to describe people who are uncomfortable with the gender that they were born with.
Underclass	A group that is lower in status than the working class, for example homeless people and other disadvantaged groups.
Welfare State	The idea that the government should look after its people in terms of education, health and wellbeing.

Stratification| Year 11 | Term 1

Key Sociologists

1	Davis and Moore	Social stratification was a 'universal necessity' for all societies.
2	Tumin	Criticises Davis and Moore and argues that inequality and stratification isn't a good thing as not everyone is born with equal chance to see success
3	Marx	Argued that nequality and stratification is caused by Capitalism. The ruling class exploit the working class
4	Weber	Similar to Marxists. Weber argued that stratification (inequality) isn't just based on class but also on social power, status and market position.
5	Oakley	The family and education system also expected boys and girls to behave in traditional ways and choose traditional roles in life. Teachers, parents and employers all expected boys and girls to follow predictable gender choices. This causes inequality.
6	Murray	Studied the underclass. Believed that this group have become so reliant on benefits that they no-longer try to better themselves.

Core Concepts

1	Functionalism	Stratification is good for society as it means all of the roles are filled best suited to fill them. Inequality is good as it motivates people to try harder.
2	Marxism	Stratification is a bad thing and is caused by Capitalism. The ruling class own the means of production and so they exploit the working class. They can do this by spreading false class consciousness
3	Feminism	Feminists argue that women are not equal today and that in fact, inequality is based not on class but on gender
4	Weberism	Market position (how much you are able to earn) also has an impact on inequality and stratification as it decides your position in the hierarchy of society
5	New Right	Believe that behaviours cause inequality and that traditional values such as hard work help people do well in life. Those who rely on benefits will remain at the bottom of the heirarchy- the Underclass

Vocabulary

1	Stratification	The different layers or hierarchy within society caused by inequality
2	Inequality	The concept that people within society have unequal chances
3	Open society	A society where people can move up and down through the hierarchy
4	Closed society	A society where people are stuck in their position in the heirarchy e.g. the caste system
5	Social mobility	Moving through social classes
6	False class consciousness	The ideas spread by the ruling class according to Marxists. This makes the working class think their lives are fair when really they are being exploited.
7	Means of production	Factories and farms owned by the ruling class which give them power and wealth
8	Social Differentiation	The differences between groups of people based on appearance, gender, wealth, lifestyle and culture.
9	Life chances	The term used to describe the differing opportunities that people have in life
10	The underclass	The term used to describe a group of people who are long term unemployed who survive on benefits.
11	Meritocracy	The term used to describe the idea that the people who work hard and have the most ability should get the best positions in society.
12	Embourgeoisement Theory	That the working class are becoming more middle class as they improve their standard of living and move up through society
13	Ascribed status	The level of power and status we inherit due to our position in society at birth e.g the queen
14	Achieved Status	The power and status we gain through our hard work and achievements
15	Patriarchy	The idea that society is male dominated and that men use their power to oppress women.

Important Information

1	Equal Pay Act	Equal Pay Act 1970 was a law passed to prevent discrimination, as regards terms and conditions of employment, between men and women.
2	Feminism Statistic	In 70% of heterosexual couples where both partners work full-time, the woman does most of the housework.
3	Caste system	An example of a closed society where people can't move through the hierarchy
4		

Types of social differentiation

1	Class	The differences between working class and middle class people and the inequality between these two groups
2	Gender	The inequality between men and women in the family and workplace
3	Ethnicity	The inequality experienced by some ethnic minority groups compared to others
4	Age	The ageism experienced by young or old people in terms of discrimination in the workplace and society
5	Sexuality	The inequality suffered by people who identify as being of a different sexuality. The discrimination this may result in.
6	Disability	The unequal life chances experienced by those who have physical, developmental or mental disabilities
7	Nationality	The inequality suffered by people of the non-dominant nationality which reduces their life chances

Power | Year 11| Term 1/2

Key Sociologists

1	Saunders	A New Right thinker who said that class is no-longer important as the working class have become middle class
2	Goldthorpe and Lockwood and Devine	Studied highly paid manual workers in Luton car factories. They argued that if working class people were becoming middle class it would most likely to be the best paid people it would happen to first. They found that the working class was not disappearing, it was changing.
3	Bordieu	Devised the idea of cultural capital and argued that this benefits the ruling and middle classes.
4	Saunders	New Right - Middle class children work harder and have more ability. Working class people are to blame for their situation
5	Walby	Feminist - argued that there are double standards with women expected to behave one way and men being allowed to behave another
6	Mac an Ghaill	Crisis in Masculinity / Feminisation of the labour market- the idea that men are now disadvantaged as there are fewer manufacturing jobs. At the same time there are more service jobs which are seen as being suited to women
7	Marc Oliver	The problem isn't the disability but the barriers the person faces in society. Society should look at the needs of the person, not what is 'wrong' with them.

Types of authority

1	Charismatic	This is the authority which comes from a persons personality and the characteristics that make people want to follow them. For example, Martin Luther King.
2	Rational- Legal	The most common in modern societies. Here, leaders are followed because they have been chosen according to a system which has clear and logical rules for choosing the best qualified and most capable leader. The prime minister in the UK becomes this type of leader following the process of a general election.
3	Traditional	This is the authority that comes from tradition. For example, the queen has traditional authority because her family has ruled the country for several hundred years

Core Concepts

1	Functionalism	Power is something that people earn through their hard work- meritocracy. It is good that people have different levels of power as it helps society to function and decisions to nee made
2	Marxism	Argue that workers have too little power when compared to bosses. Trade Unions have tried to fight against this by joining workers together to produce a united front. In recent years, the power of trade unions has been reduced by new laws, particularly those that restrict workers ability to go on strike.
3	Feminism	In the past, women had much less power in the family than today. Feminism has challenged that and women have more power now. However, these changes have taken a long time and in some countries women still have very little power.
4	New Right	Don't see differences in power as b being a problem. The very rich and powerful create jobs for everyone else. They deserve their wealth and power for contributing to society and working hard

Issues impacting on life chances

1	Class	The higher social classes have connections which gives their children greater life chances. They may inherit wealth and be able to pay for private education. Upper class people are more likely to know people who can help their children get jobs in difficult industries
2	Gender - women	Women are often still expected to be the main carers, even when they work, which often means they might work shorter hours and have lower earnings and chances of promotion. This situation is known as the dual burden. The gender pay gap – means women being paid less than men and is a form of discrimination.
3	Gender- men	Men can be seen has having fewer life chances due to the crisis in masculinity which has seen fewer traditional male jobs due to the decline in the manufacturing industry. Men are also expected to be emotional, masculine and take care of their appearance which puts extra pressure on them.
4	Age	Marxists argue that old people have less status as they are not as useful as workers in a Capitalist society. They also have less money to spend. Old and young people often have fewer life chances in terms of employment as they are seen as being less useful or able.
5	Ethnicity	Ethnic minority groups are often denied life chances in terms of promotion, pay and access to education due to discrimination and institutional racism. Some ethnic minority groups are significantly more likely to be stopped, searched, arrested or convicted. Many sociologists argue that this is due to labelling.
6	Disability	Disabled people face reduced life chances due to a lack of status caused by the moral panic on people claiming benefits. Prejudice has also lead to hate crimes making some disabled people fearful of leaving their homes. Disabled people also face discrimination in employment are less likely to be given a promotion They may also face social exclusion due to their needs.
7	Sexuality	LGBTQ people face discrimination in employment and access to services. They may face reduced life chances due to hate crimes. The media has been partly blamed for the moral panic around homosexuality and a lack of traditional values

Vocabulary

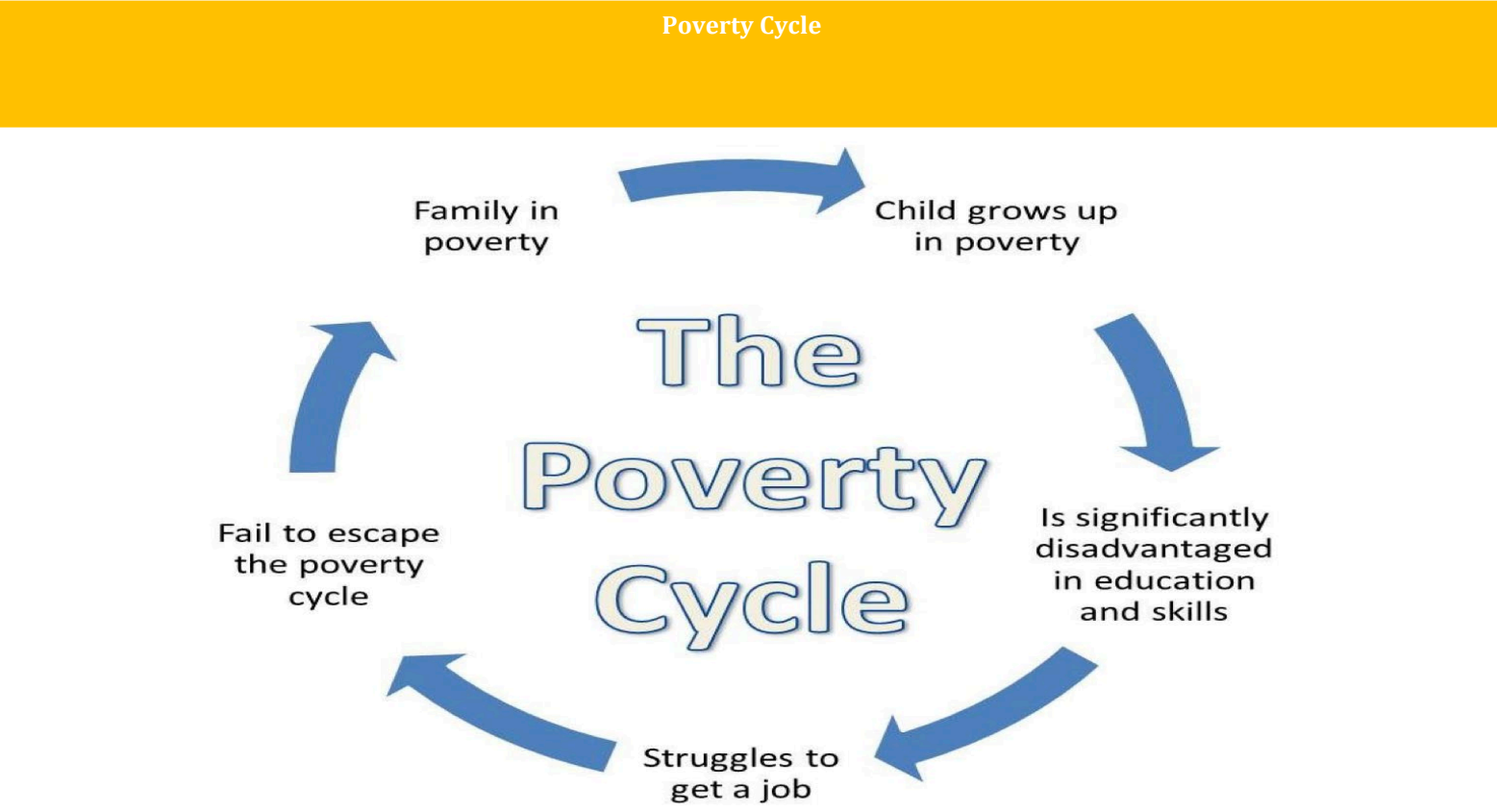|		
1	Power	The ability of a person or group to get what they want and to influence decisions.
2	Formal sources of power	These agencies include the police, courts, prisons and social services. They deal with those who break the law
3	Informal sources of power	These are the groups in society who have limited power and can only give informal sanctions e.g schools, the family
4	Authority	The word authority means having the power or the right to give orders or make decisions.
5	Cultural capital	The idea that the ruling and middle class have skills and knowledge which help them to be successful
6	Old boys network	The network of connections those who attended elite private schools have which means they can treat each other favourably when it comes to jobs etc.
7	The gender pay gap	On average, women's wages have been lower than men's. One reason for this has been that work linked to traditional female roles, such as childcare, domestic work, caring professions and beauty, have received low pay.
8	Ageism	Discriminating against someone due to their age
9	Institutional Racism	The racism which exists within large organisations or institutions. For example, the police were found to have been institutionally racist following the murder of Stephen Lawrence
10	Social exclusion	Being unable to take part in activities that other people take for granted

Legislation and statistics

1	Equal Pay Act	Introduced in 1970, a report published in 2016 showed that the pay gap was still there, with women earning 18% less per hour on average.
2	Sex Discrimination Act	Introduced to prevent employers from discriminating against either gender when recruiting for jobs. Employers were no longer allowed to advertise jobs as either male or female alone.
3	Youth unemployment	In 2016 60,000 16-24 year olds were unemployed
4	Equality Act 2010	Made it illegal to discriminate due to age
5	Race Relations Amedment Act	Aimed to improve practices in areas such as policing, healthcare, education etc in order to improve life chances for ethnic minority groups.
6	Disability Pay Gap	11% for men and 22% for women
7	Same sex marriage Act	2014- Same sex marriage is made legal

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Poverty| Year 11 | Term 3

Key Sociologists

1	Townsend	Created a deprivation index of things people would find essential in the UK in the 1970s.
2	Murray	New Right - Murray blames the culture of the underclass as he thinks that giving people benefits has caused dependency so they don't bother trying to get out of poverty
3	Marx	The rich cause poverty by exploiting the working class and making them work for minimum wage whilst keeping the profits

Theories

1	Marxism	Believe that the rich don't care about poverty unless it impacts on someones ability to work. They will only care for the poor to ensure they continue working to make the rich richer still
2	Functionalsim	Deprivation is caused by people not trying. Some people will always have to do the basic jobs as they need doing.
3	New Right	Believes that benefits help keep people poor as they have no incentive to work - Murray

Vocabulary

1	Absolute Poverty	means that you do not have your basic needs met – shelter, food, clothing
2	Relative Poverty	This is where you don't have the ability to buy the things that we can reasonably expect to have. Your basic needs are met but you cannot afford anything above the basics
3	Deprivation	This means going without things that are expected for people in your society
4	Material deprivation	Not having access to recourses such as food, shelter etc
5	Cultural deprivation	Not having the skills and knowledge to see success in society
6	Culture of poverty	The idea that the culture of poor people keeps them poor.
7	Social exclusion	Being excluded from taking part in society due to poverty
8	Globalisation	The process whereby different parts of the world are being brought together by the exchange of goods, services and communication. This is made possible by new technology.

Poverty Cycle

The Poverty Cycle: Family in poverty → Child grows up in poverty → Is significantly disadvantaged in education and skills → Struggles to get a job → Fail to escape the poverty cycle →

Culture of poverty

Culture of poverty:
- Welfare dependency
- Fatalism – they don't think they can succeed so don't try
- Immediate Gratification
- No point saving for the future
- Education
- Way of life – may include crime
- Socialisation
- Chaotic Family life

Crime| Year 11 | Term 4

Crime statistics

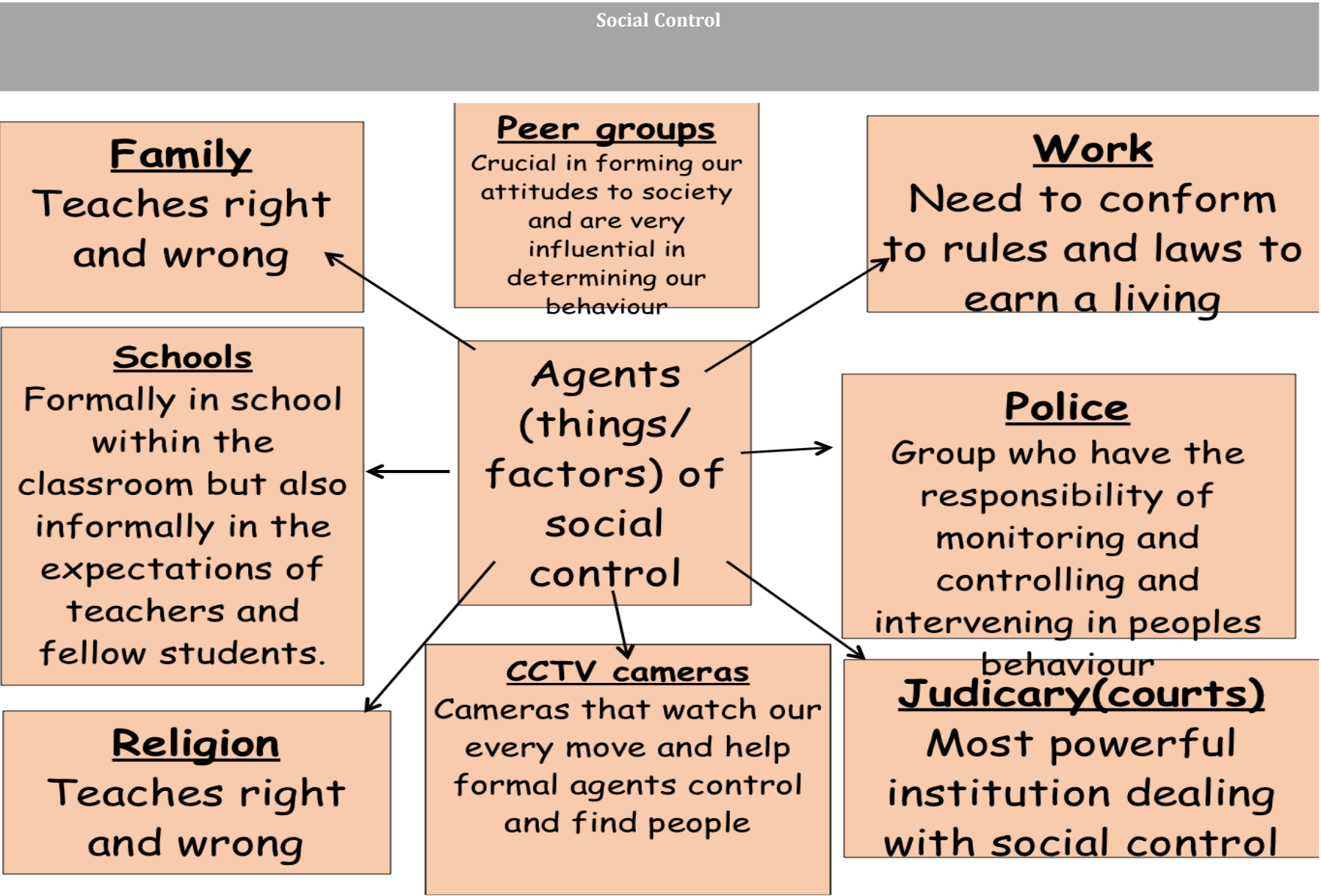|		
1	Victim Studies	Crime Survey for England and Wales which asks people which crimes they have been the victim of
2	Self-Report Studies	Asks you which crimes you have committed
3	Official statistics	From the Police and courts. Explain the number of arrests, convictions etc

Trends

1	Patterns of criminality	Statistically you are more likely to be criminal if you are male, from a Black background and young. This is from official statistics which may be incorrect for a range of reasons.
2	Patterns of victimisation	Men and women are equally likely to be victims of crime. However, the types of crime are different - women are more likely to be the victim of sex crimes, men are more likely to be the victim of murder and violent crime.

Key Sociologists

1	Heindonsohn	Females are less likely to commit crime as they are under more control- informal sanctions keep women 'in line'.
2	Carlen	Linked female criminality to poverty and being working class.
3	Pollak	Women are good at hiding their crimes – they are naturally more deceptive and so are less likely to get caught
4	Pollak	Chivalry Thesis - male police and judges are socialised to protect women and so are less likely to arrest them or give them harsh sentences
5	Gilroy	Argued that the perception that Black people were more criminal than White people was a racist myth. He thought the police stereotyped Black people and so they were more likely to be arrested
6	Hall	Looked at how Black people were used as scapegoats in mugging cases in the 1970s

Social Control

Family
Teaches right and wrong

Peer groups
Crucial in forming our attitudes to society and are very influential in determining our behaviour

Work
Need to conform to rules and laws to earn a living

Schools
Formally in school within the classroom but also informally in the expectations of teachers and fellow students.

Agents (things/ factors) of social control

Police
Group who have the responsibility of monitoring and controlling and intervening in peoples behaviour

Religion
Teaches right and wrong

CCTV cameras
Cameras that watch our every move and help formal agents control and find people

Judicary(courts)
Most powerful institution dealing with social control

Views on the police

1	Functionalists	Functionalist sociologists see the police as coming from and working on behalf of the community that they police. The police maintain social solidarity
2	Marxists	Marxist perspective views the police not as a part of the community but as a hostile outside force who are there to control the working class on behalf of the ruling class

Views on the the courts

1	Functionalists	Courts are positive for society. Role in protecting social order. Courts use sanctions to discourage crime. Courts remind people of the boundaries of behaviour
2	Marxists	Criticise the courts for favouring the rich and powerful. They believe that the courts are unfair. Laws are enforced to protect the needs of the rich at the expense of the poor.

Vocabulary

1	Crime	An act which is against the law
2	Deviance	Actions that go against norms and values of society
3	Social construct of crime	What are considered crimes and deviant acts are made up and decided by people in society – they are social constructs.
4	Social control	Making people follow the norms and values of society
5	Social solidarity	The idea that society works and gets along as everyone shares norms and values
6	Double deviance	Women are punished for the crime and for not behaving as a woman should. This is often the case in crimes involving children
7	Scapegoats	Blaming a group of people for a crime to draw attention away from other issues

Female Crime

1	Why do women commit less crime? -	The way boys and girls and socialised makes boys more prone to crime and girls less likely to be criminals
2	Why do some women commit crime? -	Some women suffer from poverty and so are forced to commit crimes.
3	Why are women less likely to be convicted?	Women are good at hiding their crimes – they are naturally more deceptive - Pollak Chivalry thesis - men are socialised to protect women
4	Why do some women get harsh sentences?	Due to double deviance- they are punished for the crime and for not behaving as a woman should. This is often the case in crimes involving children

Ethnicity and Crime

1	Institutional Racism	Some ethnic minority groups are more likely to be stopped and searched, arrested and convicted due to stereotypes and racism
2	Scapegoating	Ethnic minority groups are sometimes blamed for crime as a whole. This is a form of stereotyping.

Crime 2| Year 11 | Term 5

Key Sociologists

1	Durkheim	Some crime is necessary for society
2	Merton	Strain Theory
3	Cohen	Status frustration
4	Matza	Criticised Cohen and said that it isn't only subcultures or working class people who commit crime
5	Sutherland	Focused on crimes that people with high status carry out Corruption Breaking health and safety laws Fraud
6	Slapper and Tombs	Argued that corporate crime is different as it is carried out to benefit large companies not the individual
7	Becker	Master status
8	Cohen	Mods and Rockers- example of a moral panic

Functionalism and causes of crime

1	Functional	Some crime is necessary for society - not reminds people of their values, creates jobs and brings people together
2	Strain Theory	Crime occurs when there's a strain between the goals of society (money and success) and peoples means of meeting them. People can't meet the goals legitimately due to poverty etc and so turn to crime to meet them
3	Status Frustration	As some working class children can't do well in society or see success, compared to their middle class friends they create their own subcultures where they can do well – youth gangs with their own norms and values This often leads to crime

Marxism and causes of Crime

1	Capitalism	Capitalism causes crime as it makes people greedy. If people can't afford to buy what they want they will turn to crime.
2	Unfair treatment	The police and courts protect the rich and so the working class are more likely to be convicted of a crime as the police target them
3	Unfair laws	Marxists argue that even the laws are set up to protect the ruling class- they focus on protecting property Laws which might harm the ruling class are never passed
4	Corporate crime is ingnored	There is a focus on working class crimes but companies are ignored . This is because the ruling class make the laws so can make their behaviour legal

Interactionism and causes of crime

1	Stereotypes	The stereotype of a typical offender is young, male and working class The media plays a role in this because of the way they represent criminals
2	Labelling	The main difference between an ordinary person and a criminal is labelling.
3	Master status	If the label is powerful enough it is referred to as a MASTER STATUS It is seen as the main aspect of the person and effects how people see them

Vocabulary

1	Anomie	Whilst some crime is good, too much causes chaos- anomie
2	Capitalism	A social system based on profit
3	Communism	A social system based on equality
4	Crime	An act which is against the law
5	Deviance	Actions that go against norms and values of society
6	White collar crime	These are crimes caused by someone with a high social status
7	Corporate crime	These are crimes caused by people working for large corporations. The crimes benefit the company and are usually not for individuals but to help the company as a whole
8	Hypodermic syringe model	People are influence by what they see and this can lead to copy cat crimes
9	Moral panic	When a crime is shown in the media creating the illusion that it is more common than it actually is. This leads to the police focussing on it more, more people getting involved and the crime actually becoming more common

"Marxist critiques of family life in modern capitalist societies are correct." Do you agree with this view? (15 marks)

The Marxist perspective argues that the family is used to support capitalism; that the bourgeoisie use the family for their own gain in order to keep themselves rich and the proletariat poor. However, other sociological perspectives would disagree with their view on the family.

Marxist sociologists such as Zaretsky claim that the nature of modern family life is shaped by the demands of capitalism. For example, one argument is that the family is used to shield its members from the negative impacts of capitalism (e.g. stress, loss of free-time) whilst serving capitalism through the production of future workers. Marxists argue that the Nuclear family functions to benefit capitalism by ensuring that the proletariat keep coming to work; this is the argument that Marxists put forward.

A functionalist sociologist might respond that family life serves important functions within society. One of the main functions of the family is primary socialisation: instilling functional norms and values in children, for example respect. Functionalists would argue that the Nuclear family is very positive within society, and they would argue that the Marxist critique is ignoring all the positive roles that family plays in society. Therefore, Functionalists would disagree with the statement.

A feminist sociologist might agree with Marxism that the family is negative, however they would put forward their own critique. For example, sociologist Oakley suggested that women in the family complete a 'Triple Shift' of housework, paid work, and emotional labour. Rather than capitalism being the issue, feminists would argue it's the result of living in a patriarchal society where men have power over women, especially within the Nuclear family. Therefore, Feminists would put forward their own critique of the family, not just agree with Marxists.

In conclusion, it seems there are different views on the Marxist critique of the family. However, overall while Functionalists see the family as positive, both Marxists and Feminists highlight the issues that can be found within the family unit. The extent to which you agree with the statement would depend on which theoretical perspective you are coming from.

QUESTIONNAIRES

Questionnaire	A method which involves asking questions, usually in a written format.
Survey	A type of questionnaire used for large scale research.
Self-Report	The type of questionnaire where the respondent fills it out by themselves. It is normally posted to them.
Response rate	The amount of responses you get back from participants.
Open Questions	Questions where participants can write a free response.
Closed Questions	Questions which have a set response, perhaps a YES or NO, a number or a position on a Likert scale.

INTERVIEWS

Interview Schedule	The list of questions a researcher asks their participants.
Structured Interviews	Interviews where the interviewer sticks to the questions on the interview schedule only. A bit like a questionnaire.
Unstructured Interviews	Interviews where the researcher has an idea of what they want to find out a bit, but not set questions. More like a conversation.
Semi-Structured Interviews	The interviewer has a list of questions, but can go off topic if required to allow the participants to elaborate on points made.
Interviewer Bias	When the characteristics of the researcher impact the answers given my participants.
Rapport	Having/building a good relationship with participants.
Standardised	Is the same for every single participant. This helps reliability.

OBSERVATIONS

Observation	A research method which involves watching social life as it happens in social groups' natural environment and everyday life.
Overt Observation	When you are honest with your participants and let them know you are watching them.
Covert Observation	Observation where you go undercover, and participants are unaware you are watching them.
Participant Observation	When you join in a groups life, and take part in activities as if you were one of them.
Non Participant Observation	When you sit back and watch a group from a distance without getting involved.
Outsider groups	Groups which are on the outside of society, like criminal groups.

Key Terms

Participant: Someone who takes part in research.
Quantitative Data: Data which has a numerical value and can be turned into statistics or put into graphs.
Qualitative Data: Data which is written in words. These may be attitudes, opinions or experiences expressed in a written format.

Evaluation Points

Strengths and Weaknesses

✓	✗
Practical Reliable Generalisable	**Validity Rapport Response Rate**
Can gain response from a large number of participants. Data easy to analyse.	Can't use with ppts who are illiterate or may not understand questions. It is easy to lie.
Ethical Response Rate Valid (If unstructured)	**Time consuming Unreliable Biased**
Participants can open up if they want to and will give consent otherwise they wouldn't be taking part.	The transcription of interview data takes a significant amount of time.
Validity Rapport Triangulation	**Unethical Biased Unreliable**
When used with the other methods you can get brilliant data.	Practically and ethically very difficult. Problems with subjectivity and 'going native'.

Ethical Issues

Right to Withdraw
The participants must be able to drop out at any time.
☺ Can be overcome by researcher telling participants that they can leave research at any time.

Informed Consent
The participants must be told about the research before they take part and give permission to take part
☺ Participants can sign a consent form at the start of research to say they are happy to take part and understand the conditions of the research.

Vulnerable Groups
You have to protect vulnerable people such as children or the disabled.
☺ Gain consent from parents or guardians of vulnerable people, as well as the individuals themselves.

Protection from Harm
Participants must not be harmed in anyway during research.
☺ Ensure participants leave the research in the same physical and psychological state they entered in

Confidentiality and Anonymity
You have to ensure that when research is published you have kept people confidential and not used their real names to protect them.
☺Ensure that when research is published names are changed and data is kept on a password protected computer.

Process of Research

- Aim
- Hypothesis
- Research existing material
- Method Plan
- Sample
- Pilot Study
- Carry out method
- Gather results
- Analysis
- Evaluate
- Publish Research
- COMPLETE

Sampling

Random Sample	Like picking names out of a hat, you have a sample made up of people who are chosen at random. All participants have an equal chance of being selected.
Systematic Sample	A sample which has a system. For example, you pick every 4th person on the sampling frame.
Quota Sample	Like stratified sampling, that representative individuals are chosen out of a specific subgroup to be in the sample.
Snowball Sample	The method where you find one participant, and they bring along other participants with them who are of the characteristics you need for your sample.
Opportunity Sample	The sample where you use the people who are available at the time.

Key sociological concepts	Debates over the acquisition of identity	The process of socialisation
Describe what is meant by culture (2) Describe what is meant by norms (2) Describe what is meant by the term values (2) Describe what is meant by roles (2) Describe what is meant by status (2) Explain what is meant by identity (2) Describe what is meant by sanctions (2) Explain why societies have sanctions (2)	Describe what is meant by a feral child (2) Explain why some children are feral (2) Describe what is meant by cultural diversity (2) Describe what is meant by nurture (2) Describe what is meant by nature (2) Describe what is meant by identity (2)	Describe what is meant by primary socialisation (2) Describe what is meant by secondary socialisation (2) Describe what is meant by canalisation (2) Identify two agencies of secondary socialisation (2) Describe what is meant by gender (2) Describe what is meant by gender roles (2) Describe what is meant by social control (2) Identify two agencies of social control (2) Explain why socialisation by the family is important (2) Explain why socialisation by the media is important (2) Explain why socialisation by schools is important (2)
Explain, using examples, the difference between formal and informal sanctions (4) Explain, using examples, the difference between norms and values (4) Explain, using examples, two ways the family teaches children the culture of their society (4)	Explain two reasons why sociologists believe in the nurture theory (4) Explain two reasons why feral children may have difficulty fitting into society (4) Explain how the study of feral children helps us to understand nurture theory (4) Identify and explain two ways in which schools pass on gender identities (4) Explain two aspects of identity other than gender (4) Identify and explain two ways in which agents of socialisation pass on identity to children. (4)	Explain how norms are learnt through primary socialisation (4) Explain how status can be achieved (4) Explain why socialisation by the family is important (4) Identify and explain two ways in which children are socialised into gender roles (4) Describe how schools can encourage a feeling of national identity (4) Describe the difference between race and ethnicity (4) Explain, using examples, the difference between primary and secondary socialisation (4) Explain, using examples, the difference between formal and informal agencies of social control (4) Identify and explain two ways in which children are socialised into gender roles in the family.(4) Explain why socialisation by the media is important (4) Identify and explain two ways in which agents of socialisation pass on identity to children (4)

Usefulness of different types of data	Methods of research		Sampling processes	Practical issues affecting research	Ethical issues affecting research
Describe what is meant by primary data (2) Describe what is meant by secondary data (2) Describe what is meant by quantitative data (2) Describe what is meant by qualitative data (2)	Describe what is meant by a pilot study (2) Describe what is meant by a questionnaire (2) Identify two types of questionnaire (2) Identify two types of interviews (2) Describe what is meant by a structured interview (2) Describe what is meant by an unstructured interview (2) Describe what is meant by a semi structures (2) Describe what is meant by overt observation (2) Describe what is meant by covert observation (2) Describe what is meant by reliability (2) Describe what is meant by validity (2) Describe what is meant by representativeness (2) Describe what is meant by a mixed methods approach (2)		Describe what is meant by the term sampling (2) Identify two types of sampling methods. (2) Identify which sampling technique you would choose for a study of secondary school teachers in the UK (2)	Describe what is meant by the term gatekeeper (2) Identify two practical issues affecting research (2)	Describe what is meant by ethics (2) Describe what is meant by informed consent (2) Describe what is meant by confidentiality (2) Describe what is meant by deception (2) Explain what is meant by harm to participants when studying society (2) Identify two ethical issues in the use of unstructured interviews (2)

Explain two reasons why secondary data is useful for sociologists (4)	Explain two reasons why questionnaires may lack validity (4) Explain two reasons why a mixed methods approach is useful for sociologists (4) Explain two reasons why participant observation is used by some sociologists (4) Explain two reasons why interviews are useful for sociologists (4)		Explain two ways in which practical issues may influence the research of sociologists (4)	Discuss ethical concerns with the use of observation by sociologists in research (4)
Discuss the usefulness of primary data/methods of collecting data (12) Discuss the usefulness of secondary data/methods of collecting data (12) Discuss the usefulness of diaries and journals (12) Discuss the usefulness of official statistics (12)	Discuss the usefulness of questionnaires (12) Discuss the usefulness of quantitative data (12) Discuss the usefulness of unstructured interviews (12) Discuss the strengths and weaknesses of the interview method (12) Discuss the usefulness of observations (12)			

Theories of stratification	Power and authority	Equality/Inequality	Poverty
Describe what is meant by stratification (2) Define what is meant by meritocracy (2) Explain what is meant by role allocation (2) Describe what is meant by bourgeoisie (2) Describe what is meant by proletariat (2) Explain what Marx meant by false class consciousness (2)	Identify two different sources of authority (2) Identify two different sources of power (2)	Outline what is meant by social class (2) Explain what is meant by gender (2) Describe what is meant by prejudice (2) Describe what is meant by discrimination (2) Describe what is meant by stereotype (2) Identify what is meant by ageism (2) Outline what is meant by ethnicity (2) Describe what is meant by life chances (2) Describe what is meant by homophobia (2) Explain what is meant by a crisis of masculinity (2) Define what is meant by gender discrimination (2)	Describe what is meant by absolute poverty (2) Describe what is meant by relative poverty (2) Describe what is meant by the underclass (2)
Outline the functionalist view on stratification (4) Outline the Marxist view on stratification (4) Outline the feminist view on stratification (4) Explain what is meant by social stratification (4) Explain two ways the bourgeoisie are able to run society for their own benefit and keep themselves rich and powerful (4)	Outline two different sources of authority (4) Explain two different sources of power (4) Explain why some individuals have greater authority than others (4) Describe two types of authority identified by Weber (4)	Explain two reasons why feminists say that women are not equal in society (4) Explain two reasons why women may still be paid less than men (4) Explain two reasons why more women are in top paid jobs in the UK today than in the 1950s (4) Identify and explain two ways social class can affect life-chances (4) Explain why some sociologists say social class is no longer important (4) Explain what is meant by a crisis of masculinity (4) Identify and explain two stereotypes about age (4) Define what is meant by the 'social construction of age' (4) Explain why stereotypes of age can be bad for society (4) Identify and explain two ways that stereotyping can affect life-chances (4) Explain why ethnic minority groups may be less equal in terms of wealth (4) Explain two areas of life where some ethnic minority groups experience inequality in the UK today (4) Explain why sexuality may affect life-chances (4) Explain why disability may affect life-chances (4) Explain why disabled groups may be less equal in terms of wealth (4)	Explain why it may be hard to escape poverty (4) Explain what is meant by the culture of poverty (4) Explain what is meant by the cycle of poverty (4) Explain why some groups may be socially excluded (4) Using examples, explain the difference between absolute and relative power (4) Explain two reasons why elderly people may be living in relative poverty (4) Explain two reasons why disabled people may be living in relative poverty (4) Explain two reasons why women may be more likely to live in relative poverty (4) Explain two reasons why ethnic minorities may be more likely to live in relative poverty (4)
Discuss whether inequality is necessary for society (9) Discuss the functionalist view of stratification (9) Discuss the Marxist view of stratification (9) Functionalists disagree with Marx, arguing that inequality is needed for society to work properly. Do you agree? (9)	Discuss the importance of differences in power in society (9)	'Working class people have different life-chances compared to others.' Do you agree? (9) 'Social class no longer has an impact on life-chances.' Do you agree? (9) 'Social class still has a significant effect on peoples' lives in the UK.' Do you agree? (9) 'The life-chances of women are improving.' Do you agree? (9) Assess whether the position of men in the UK has changed significantly over the last 50 years (9) Assess whether the position of women has improved in contemporary UK (9) Discuss the importance of age and inequality (9) 'Ethnicity does not affect life-chances.' Do you agree? (9)	'Poverty is one of the great social issues in the UK today.' Do you agree? (9) Some sociologists argue that the poor are to blame for their poverty because of their culture. Do you agree? (9)

| | | Discuss reasons why some ethnic minority groups may face discrimination in the UK today (9)
Assess whether the position of ethnic minorities has improved in contemporary UK (9)
'Sexuality is one of the main causes of inequality in the UK today.' Do you agree? (9)
'Disability is one of the main causes of inequality in the UK today.' Do you agree? (9) | |

Concepts and Processes| Year 10| Term 1

Vocabulary

1	Culture	The whole way of life of a group of people
2	Cultural Transmission	Passing on culture from one generation to the next
3	Cultural Diversity	The idea that culture varies over time and between places. This is because we learn our own cultures when norms and values are passed on.
4	Subcultures	Smaller groups within the dominant culture which differ due to ethnicity, age, interest or hobby
5	Norms	Unwritten rules which govern how we act and our behaviour in different social settings.
6	Values	Things in society that people see as important . Our values influence how we behave and they differ between different cultures
7	Sanctions	These can be positive or negative. Rewards or punishments to encourage people to follow the norms of society
8	Roles	The parts we play within our lives. For example, as a teacher, a daughter, a wife or a friend
9	Role Conflict	This is when it is difficult to carry out two or more of our roles as they are in conflict. For example, you may want to have a role as a good student and as a good friend but it is difficult to be both at once
10	Status	The amount of respect we get due to the position we hold in society or our role.
11	Achieved status	This is the status we earn through our actions or merits such as qualifications or being good at a sport
12	Ascribed status	This is the status we are born with. This depends on your gender, position in your family or your families position in society.
13	Identity	This is your view of who you are
14	Socialisation	This is the process by which we learn the culture, norms and values of the society we are born in to.
15	Primary socialisation	This is how we learn norms and values as children. It occurs in the family.
16	Secondary Socialisation	This is how we are taught norms and values after childhood. This is a lifelong process.
17	Feral Children	Children who are raised without human socialisation and who have no norms or values.
18	Social control	This is the process whereby society tries to ensure that members follow the norms, values and correct ways of behaving that society all agree on
19	Informal social control	Agencies such as school and the family have some control over our lives. They pressure you to stick to the rules and behave appropriately.
20	Formal social control	If informal control cannot make someone behave then formal agents of control take over. These are usually government agencies that make people obey the law
21	Manipulation	he ways that parents will encourage certain behaviour seen as normal for either a boy or girl or discourage any behaviour associated with the opposite sex.
22	Canalisation	This is when parents push their children into either male or female roles. This is usually done through toys.
23	Verbal Appellation	This means labelling children and speaking to them a certain way according to their gender.
24	Nationality	The country of your birth.
25	Prejudice	Pre judgement of an individual or group
26	Discrimination	The unjust or prejudicial treatment of different categories of people.
27	Stereotype –	A statement which may be based in truth but is a generalisation rather than fact.

Key ideas and examples

1	7 Aspects of culture	The 7 elements which make up culture - norms, values, roles , education, food, language, religion
2	British Values	Democracy Rule of law Individual liberty Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
3	Agencies of socialisation	Families, schools, peers and the media
4	Ways we are socialised	Given instructions, copying role models, receiving sanctions
5	Oxana Malaya	An example of a feral child who was discovered without human socialisation, norms or values
6	Elements which create our identity	Gender Family Class Background Culture Religion Nationality
7	Types of discrimination	Racism Sexism Gender Disability Sexual orientation Age
8	Elements which create our class identity	Language Attitudes Work ethic-gratification Values
9	Elements which create our ethnic identity	Dress Language spoken Festivals and traditions Food

Key Sociologists

1	Oakley	Found that children were clearly being taught how to be boys and girls by their parents through a number of different means, manipulation and canalisation

Important debates

1	Nature V Nurture	This is the debate about whether you learn how to behave or if you are born a certain way.
2	Nature	The belief that our personality is determined by our genes and biology. Twins separated at birth who behave in similar ways is evidence of this
3	Nurture	The belief that our behaviour is determined by our upbringing and socialisation/ Feral children are evidence of this.

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Research Methods| Year 10 | Term 2

Vocabulary

1	Primary Data	This is research that the sociologist has collected themselves
2	Secondary Data	Information that has been collected for another purpose by someone else
3	Qualitative	This means the sociologist gets their data in the form of words
4	Quantitative	This means the sociologist gets their data in the form of numbers
5	Validity	Will the data show a true picture of what is happening?
6	Reliability	If you do the research again you will get similar results- you can replicate it easily
7	Representativeness	Is your sample a true representation of the population as a whole- doe it have the same number of males and female etc?
8	Structured interviews	This is where a sociologist plans the questions and the order they will ask them in
9	Unstructured interviews	Unstructured interviews are like conversations and do not have strictly pre-planned questions. The researcher adapts the questions as the interview develops.
10	Semi-structured interview	Falls somewhere in-between structured and unstructured. Questions are pre-set but there is flexibility to skip questions or ask new questions.
11	Overt	Participation which is out in the open and people are aware that you are carrying out research
12	Covert	Undercover observation
13	Going native	When a researcher becomes too involved with the group they are studying and begins to act like one of them
14	Hawthorne Effect/ Observer Effect	When someone changes their behaviour as they know they are being observed- lowers validity
15	Official Statistics	Produced by the government, universities and other official bodies. Sociologists may use them in their research
16	Participants	Those who take part in the research
17	Research population	The group of people from whom the sample is drawn

Strengths and weaknesses

1	Questionnaires	Strengths- Quick, cheap, easy to analyse, reliable, ethical as people can choose to be involved Weaknesses- Low validity as people lie, low return rate so not representative
2	Interviews	Strengths- Qualitative data so valid and more in depth Weaknesses- Less reliable as it is hard to replicate, expensive, need to ensure consent and safety to make it ethical
3	Observation (Participant)	Strengths - Allows the researcher to study a group in their natural setting so more valid Weaknesses- time consuming, hard to gain trust, hard to gain entry, not ethical if covert as people cannot give consent, hard to record data if covert, there is a danger that the researcher may become too involved with the group- going native, not reliable as hard to replicate
4	Observation (non- participant)	Strength- High validity as you can find out a true picture of what you are studying, you are able to get consent from participants, Easier to gain access as you can tell people what you are doing, can easily record what you see Weakness - Low reliability as it is difficult to replicate, observer effect - People may behave differently if they know they are being watched lowering validity, low validity as people may lie or only return them if they have a strong view, expensive and time consuming, could put the researcher in danger
5	Secondary Data	Strengths- Cheap, easy to access, Personal documents may provide in-depth data, fills in any gaps from primary research Weaknesses - May be biased, may not be valid, researchers may interpret data differently, no way of knowing if the quality of the source is good

Sampling Types

1	Random	This is a sampling technique which is defined as a sample in which every member of the population has an equal chance of being chosen. This involves identifying everyone in the target population and then selecting the number of participants you need in a way that gives everyone in the population an equal chance of being picked.
2	Systematic	Is when a researcher numbers the participants in a sampling frame (e.g. 1,2,3), and then picks their participants at a set interval, for example picking every participant given a number 1
3	Stratified random	Stratified sampling involves classifying the population into categories and then choosing a sample which consists of participants from each category in the same proportions as they are in the population.
4	Quota	Classifying the population into categories and then asking people who fit into those categories to be in to those categories to be participants. When you have the right proportion of each, you stop recruiting for that category
5	Opportunity	This consists of taking the sample from people who are available at the time the study is carried out and fit the criteria you are looking for – they're 'already there'
6	Snowball	Often used when you want to find a group of people who have something in common, but might not want to be found/the information isn't in a clear place. It consists of finding one member of the group, and asking them if they know anyone else who could take part
7	Volunteer	Participants becoming part of a study because they volunteer when asked or in response to an advert.

Methods

1	Questionnaires	A list of questions. Normally provide quantitative data from closed questions but can have open answers
2	Interviews	In an interview, the interviewer asks questions and the respondent replies. Answers must be recorded, either in writing or electronically.
3	Participant observation	With the participant observation (PO), the researcher studies a group by becoming a full member of the group and participating in its daily life.
4	Non-participant observation	When the researcher observes a group from a distance. This can be overt or covert
5	Secondary Data	Research collected by someone else for another person that a sociologist can use to support their research e.g official statistics, unofficial statistics, historical documents

Key issues to consider for each method - PET issues

1	Practical Issues	Cost, Time etc
2	Ethical issues	Can people consent? does it put anyone in danger?
3	Theoretical issues	Is it valid? Is it reliable?

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Family Diversity| Year 10 | Term 3

Vocabulary

1	Polygamy	The practice of marrying multiple spouses
2	Arranged marriage	A marriage which is decided by people other than the couple- often parents
3	One-Child policy	A Chinese policy whereby families can only have one child without incurring penalties
4	Marriage rate	The number of marriages per 1000 people
5	Serial Monogamy	More people are now divorcing and remarrying multiple times.
6	Singlehood	Refers to a group of people who are not married and or in a relationship. Instead they remain single.
7	Divorce	The4 legal ending of a marriage
8	Divorce rate	How many people are divorcing per 1,000 of the married population.
9	Remarriage	Getting married again to another person following divorce
10	The dark side of the family	The idea that the family is sometimes a dangerous place due to domestic abuse and child abuse
11	Conjugal roles	Refers to the parts men and women play in a partnership and in the family
12	Segregated roles	Where the roles of men and women are different and they divide duties
13	Integrated roles	Where the roles and duties of men and women are similar
14	Stratified Diffusion	The way of life of those at the top of the class structure (upper class) will filter down to those below them (middle class then working class)
15	New Man	A man who takes equal responsibility for things traditionally seen as part of a woman's role such as childcare and housework
16	Role strain	The idea that men now have conflicting roles as masculine provider and sensitive carer
17	Crisis in masculinity	Men are losing their traditional roles and authority and are left unsure about their identities
18	Social construction of childhood	How children are viewed and treated varies between societies.
19	Child centred society	The idea that society now runs around children and their needs

Family Types

1	Nuclear	Two generations. A male parent, a female parent and their children. Sometimes called a cereal box family
2	Reconstituted	
3	Extended	Several generations live together
4	Symmetrical	A family where the man and woman share the roles equally
5	Lone parent	A single parent and their child or children
7	Same sex	A family with parents of the same gender
8	Cohabiting	A couple who live together but are not married
9	Horizontally extended	Two generations with relatives that are not immediate family living together.
10	Beanpole	Up to four generations living together. Children, parents and grandparents
11	Modified extended	A family who do not live with grandparents etc but maintain close contact via phone, email etc

Reasons for family diversity

1	Stigma	Less stigma or judgement of different family types
2	Secularisation-	Fewer people are religious so there is less judgement of people who have non-traditional families, are divorced or children outside of marriage
3	Economic Changes	Women can be financially independent and have a career so don't need to marry to be 'looked after'
4	Feminism	When have different priorities including education which means they may not choose traditional roles as wife or mother
5	Changes in the law	The Divorce Reform Act and Adoption Act means that people can choose to live in different family types
6	Cost	Some people may choose to not get married or have children due to the cost. Some people may wait to get married until they have a career and money
7	Technology	New reproductive technology has made it easier for women to have children without a partner or to have children later
8	Immigration	People of different cultures moving to the UK may bring different family types and create more diversity
8	Welfare	Provided by the government and fathers are required to pay child maintenance to support their children. This allows people to live in different family types
9	Changes on norms	People no longer believe that people should have set roles or that one family type os normal
10	Contraception	Contraception means that people can have sex without having children. This means different family types such as single people etc

Sociologists

1	The Rappoports	Believe that family diversity is a good thing as it gives people choice in how they live
2	Chester	Disagreed with the idea that families are now more diverse and argued that the nuclear family was still the main family type
3	Sue Sharpe	Found that women today prioritised career and education compared to wanting to have a family and be married in the 1970s
4	Postmodernists	See family diversity as a good thing as it gives people choice and means they are not forced to live a certain way
5	Charles Murray	A New Right sociologist who believed that the nuclear family was the best and most stable family type as it allowed role models of different genders, better socialisation for children and financial stability
6	Feminists	Feel diversity is a good thing as it gives women the chance to leave dangerous or abusive relationships
7	Wilmott and Young	Believed that a new form of conjugal role emerged where roles of men and women were equal but not identical
8	Postman	Argued that childhood is a social construct which emerged when children were seen as a separate group once they were no longer needed to work due to industrialisation.
9	Aries	Sees childhood as a social construct and argues that childhood didn't used to exist as children were seen as identical to adults
10	Palmer	Toxic Childhood- argued that childhood is under threat as children are exposed to sex and violence from a young age

Theories of the Family| Year 10 | Term 4

Sociologists

1	Durkheim	Founder of Functionalism. Believed the clear family is the best family type
2	Murdock	Believed the nuclear family has 4 functions
3	Parsons	Warm bath theory
4	Marx	Founder of Marxism
5	Zaretsky	Marxist who believed that the nuclear family was a bad thing as it supports Capitalism in 4 ways
6	Delphy and Leonard	Radical Feminists who argue that the family helps to maintain men's' power over women.
7	Oakley	Suggests that from being children we are taught that men and women have different places in the world and that this pushes us in to our roles within the family
8	Walby	Argued that domestic abuse is both the consequence and cause of women's inequality.
9	Jewson	New Right- the nuclear family provides family values

Vocabulary

1	Stabilisation of adult personalities	Functionalist idea that the nuclear family provides emotional support to its members so that they can function in society
2	Capitalism	A model based on supply and demand. Based on profit
3	Bourgoisie	The ruling class
4	Proletariat	The working class
5	Communism	A social system based on 'equality'
6	Organic Analogy	Functionalist idea that society can be compared to the human body with the organs being institutions. They all need to work together for society/the body to function.
7	Patriarchy	The idea that society is run by, and for the benefit of men

Feminism- the nuclear family is better for men than women

1	Emotional support	The nuclear family means women provide emotional support to the members
2	Domestic Lasbour	In nuclear families women do the majority of housework and childcare allowing men freedom
3	Power	In nuclear families men have the power to make significant decisions
4	Social contro	Girls and women are pushed in to certain roles by the nuclear family which allows them to be controlled

New Right- the nuclear family is food as it provides family values

1	Provides socialisation and financial support	Supporters of the family values believe that the woman should be the carer and nurturer within the family, while the man should be the breadwinner (the one who goes out and works) and protector.
2	Provides protection for the vulnerable	Family members have a duty to provide for each other and to look after older, sick, unemployed or homeless members of the family.

Functionalism: The nuclear family provides important functions

1	Function 1 - Reproduction	The nuclear family has an important role in this through procreation and childbearing
2	Function 2 -Socialisation	The nuclear family teaches us norms, values and culture
3	Function 3 - Expressive role	The nuclear family provides us with emotional and psychological support and comfort.
4	Function 4 - Economic	The nuclear family provides food and shelter for its members
5	Warm Bath Theory - Parsons	Family life provides adults with the release from the strains and stresses of everyday life – like a warm bath.

Marxism - The nuclear family supports Capitalism

1	Emotional	The nuclear family is bad as it provides emotional support for workers. This means they can continue going to work and being exploited
2	Reproduction	The nuclear family simply creates more workers
3	Creates Consumers	The nuclear family creates consumers who buy things and make more money for the rich
4	Socialisation	The nuclear family socialises children to accept inequality and to be obedient workers

Theories of Education| Year 10 | Term 5

Vocabulary

1	Secondary socialisation	Passing on universalistic norms and values
2	Universalistic norms	Beliefs and behaviours that everyone agrees on- eating with a knife and fork
3	Meritocracy	The idea that you are rewarded based on your talents and how hard you work
4	Role allocation	Functionalist idea that the education system pushes you in to a certain job
5	Social solidarity	The Functionalist idea that society gets on as everyone shares the same norms and values
6	Hidden curriculum	The idea that schools teach norms and values . This is not done overtly but is done through how schools are run. Functionalists believe universalistic values are taught, Marxists believe Capitalist values are taught
7	Correspondance Theory	The idea that schools are run like workplaces to prepare young people to be obedient workers.
8	Labelling	When we interact with others we begin to judge or label them. This means we classify them as 'funny', 'clever' or 'boring' for example
9	Self-fulfilling prophecy	When someone lives up to their label
10	Streaming	Where students are separated into different ability groups and are then taught in these separate groups for all or some of their subjects.
11	Anti-school subculture	A group of students who are against school following being negatively labelled

Sociologists

1	Durkheim	Functionalist who believed that education was important for society to function correctly as it provides secondary socialisation. Schools are like society in miniature
2	Parsons	Functionalist whom believed that education is meritocratic and provides role allocation based o how hard you work
3	Davis and Moore	Functionalists who believed you got a job depending on how hard you work at school
4	Bowles and Gintis	Marxists- education reproduces and obedient workforce. Schools are run like businesses to prepare children for work
5	Francis	Feminist - found that boys dominate the classroom and get more teacher attention .
6	Lees	Found that there is a double standard of morality. Behaviour that is acceptable for boys is not for girls
7	Ray Rist	Found that teachers label students within the first 8 days
8	Hargreaves	Found that teachers made quick judgements about their teachers based on certain characteristics
9	Becker	Agreed with this idea and found that teachers have an idea of what the 'ideal pupil' is like and label students according to how closely they resemble this idea
10	Ball	Studied a school where students were placed in 3 groups. He found that students in the top band did well and were well-behaved and hard working. Those in the bottom band were lazy and soon fell behind
11	Willis	Found an anti-school subculture in a school he studied in 1977. He followed a group of 12 boys in yr 10 who called themselves 'the lads'. They deliberately missed lessons, messed about and were only interested in having a 'laff' as they called it.

Labelling Theory- Teacher label students which impacts on attainment

1	Labeling	R=Teachers make judgements about their students ability based on appearance, perceived class etc
2	Self-fulfilling prophecy	Where students live up to their label

Functionalism - schools provide a function for society

1	Secondary socialisation	Schools teach universalistic norms and values. Thisis done through the hidden curriculum
2	Role allocation	Schools prepare students for particular jobs based on meritocracy

Marxism - schools support Capitalism

1	Correspondance Theory	Schools are run like workplaces to train children to be obedient workers- teachers as bosses, deadlines etc
2	Hidden Curriculum	This is used to secretly teach children Capitalist values such as that it is ok to work for minimum wage etc

Feminism- Even though girls outperform boys, things could still be better

1	Hidden curriculum	Teaches girls that they should behave a certain way- dress codes, subject choices etc make girls conform to gender roles
2	Social control	Girls are more likely to have their behaviour controlled in school- for example, there are more restrictions on how girls dress.

Differential Educational Attainment| Year 10 | Term 6

Vocabulary

1	Feminisation of the about market	There are more service jobs which are seen as being suited to girls
2	Crisis in masculinity	The decline in manufacturing means there are less traditionally male jobs
3	Restricted language code	Used by the working class- includes slang
4	Elaborate language code	Good grammar, more sophisticated vocabulary
5	Cultural Capital	Skills and knowledge which helps you to see success in life
6	Social Capital	Knowing people who can help you be successful
7	Material deprivation	Not having access to material resources compared to other people
8	Institutional r4acism	When the policies and practices of an institution are racist

Attainment themes

1	Gender	During the 1990s, girls overtook boys in all areas and at all levels in the education system.
2	Class	A government report in 2014 revealed that social class was the biggest factor affecting how children do at school
3	Ethnicity	Chinese students continue to be the highest achieving ethnic group. Pupils with Pakistani and Caribbean backgrounds continued to have lower levels of attainment at GCSE than other pupils in 2013, Black Caribbean pupils have the lowest attainment of all ethnic groups apart from Gypsies, Roman people and traveller families.

Gender- Why do girls outperform boys?

1	Changes in employment	Feminisation of the labour market means there are more jobs available for girls so they try harder to achieve the grades these jobs require - mac an Ghaill
2	Changes to norms	Girls now expect to work as well as care for a family- Sue Sharpe
3	Changes in law	The National Curriculum means that both genders are taught the same subjects
4	Laddish subcultures	Boys are more likely to form anti-school subcultures which means they do less well in school
5	Feminisation in schools	Schools are seen as female spaces with more female teachers etc who act as role models and encourage girls

Sociologists

1	Mac and Ghaill	Feminisation of the labour market and Crisis in Masculinity
2	Sue Sharpe	Like a Girl- the expectations of girls have changed- they expect to work
3	Bernstein	Language codes
4	Bordieu	Cultural Capital
5	Douglas	Douglas stated that middle class parents encourage their children to do well in education.
6	Reay	Social Capital

Class

1	Cultural- Language codes	Working class students speak with a restricted code which means they find it harder to understand teachers
2	Cultural- Cultural Capital	Middle class students have more of the skills and knowledge which helps them do well
3	Cultural - Parental values	Middle class parents are more Riley to encourage their children to do well and play an active role in their education
4	Social- social capital	Middle class parents are more likely to know people who can help their children see success. For example, to get tutoring or work experience
5	Material - resources	Some students don't do as well as they don't have access to recourses such as textbooks, internet etc
6	Material- housing	Some students may live in poor housing which is damp. This means they have time off school through illness. It may also mean that they have nowhere quiet to study
7	Material- nutrition	Some working class students may not eat breakfast or be able to afford nutritious food. This makes it more difficult for them to concentrate in school

Ethnicity

1	Material deprivation	Some families from ethnic groups are more likely to be unemployed or in jobs with low wages compared with white families. This makes it difficult to afford school resources
2	Cultural- Language	Some children may not speak English as a first language which is a barrier to doing well at school
3	Cultural- parental aspirations	Some ethnic minority groups may not value education for some children and see it all less important for their futures
	In school- Labelling	Some ethnic minority students are more likely to be negatively labelled which can lead to a self- fulfilling prophecy.
	In school- Institutional racism	Schools may be unconsciously or consciously racist which makes children feel negatively about education. For example, Black boys are more likely to be seen as disruptive.
	Ethnocentric curriculum	Schools teach a white British curriculum which ignores other cultures. This may put some groups off education