



## TARGETS

Aspirational  
Target Grade:

\_\_\_\_\_

# Sociology Year 1

## A Level Sociology – AQA



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





# Grobby Sociology

## Targets

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

Target Grade:

Class Teacher: \_\_\_\_\_

Study Buddy's Name: \_\_\_\_\_

Assignment	Title	What you/your teacher/peer said you did well	What your you/your teacher/peer said you needed to improve	Your mark/out of	Grade	Over/o under targe grade
1				/		
2				/		
3				/		
4				/		

## How is Sociology assessed?

The course will be studied over two years with examinations at the end of the second year of the course. The examinations will be structured in the following way:

<b>Paper 1: Education with Theory and Methods</b> <ul style="list-style-type: none"><li>• 2 hour written exam</li><li>• 80 marks</li><li>• 33.3% of A-level</li></ul> Questions: Education: short answer and extended writing - 50 marks Methods in Context: extended writing -20 marks Theory and Methods: extended writing -10 marks.	<b>Paper 2: Topics in Sociology</b> <ul style="list-style-type: none"><li>• 2 hour written exam</li><li>• 80 marks</li><li>• 33.3% of A-level</li></ul> Questions: Section A: extended writing - 40 marks Section B: extended writing - 40 marks	<b>Paper 3: Crime and Deviance with Theory and Methods</b> <ul style="list-style-type: none"><li>• 2 hour written exam</li><li>• 80 marks</li><li>• 33.3% of A-level</li></ul> Questions: Crime and Deviance: short answer and extended writing —50 marks Theory and Methods: extended
--	--	--

## **Introduction**

We will be working through this booklet in lesson time; it can also be used as a revision aid nearer to the exam. Inside this booklet are resources that have been designed to help you to understand and revise. The following areas will be covered:

- Themes and Perspectives in Sociology
- Families and Households
- Education
- Research Methods in Sociology

Students are to:

- Complete all key term glossaries
- Complete all homework tasks set (including structured revision)
- Complete at least 4 hours independent work a week.

The booklet also contains a list of the specification requirements which you can use as a checklist to monitor your progress. Past exam questions have also been included so you know what to expect, some of these will be completed during lesson time.

These are useful sites which may help you with your revision; some of them have been used within the booklet.

- 1 <http://www.aqa.org.uk>
- 2 <https://revisesociology.wordpress.com/>
- 3 <http://www.s-cool.co.uk/a-level/sociology>

When preparing resources, the following textbooks have been used:

- Sociology for AQA: Volume 1: AS and 1st-Year A Level (As & 1st Year a Level) by Ken Browne
- AQA A-level Sociology - Student Book 1: 4th Edition by Steve Chapman

## **This Booklet covers**

### **Themes and Perspectives in Sociology (pages 7 - 17)**

- Consensus, conflict, structural and social action theories
  - Socialisation, culture and identity
- Social differentiation, power and stratification.

### **Topic 1: Families and Households (pages 18 - 55)**

- The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies
- Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures
  - Gender roles, domestic labour and power relationships within the family in contemporary society
    - The nature of childhood, and changes in the status of children in the family and society
- Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.

### **Topic 2: Education (pages 56 - 85)**

- The role and functions of the education system, including its relationship to the economy and to class structure
- Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.

### **Topic 3: Research Methods (pages 86 - 90)**

- Quantitative and qualitative methods of research; research design
- Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics.
  - The distinction between primary and secondary data, and between quantitative and qualitative data
  - The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

## **How is your work assessed?**

AO1: Demonstrate knowledge and understanding of: sociological theories, concepts and evidence

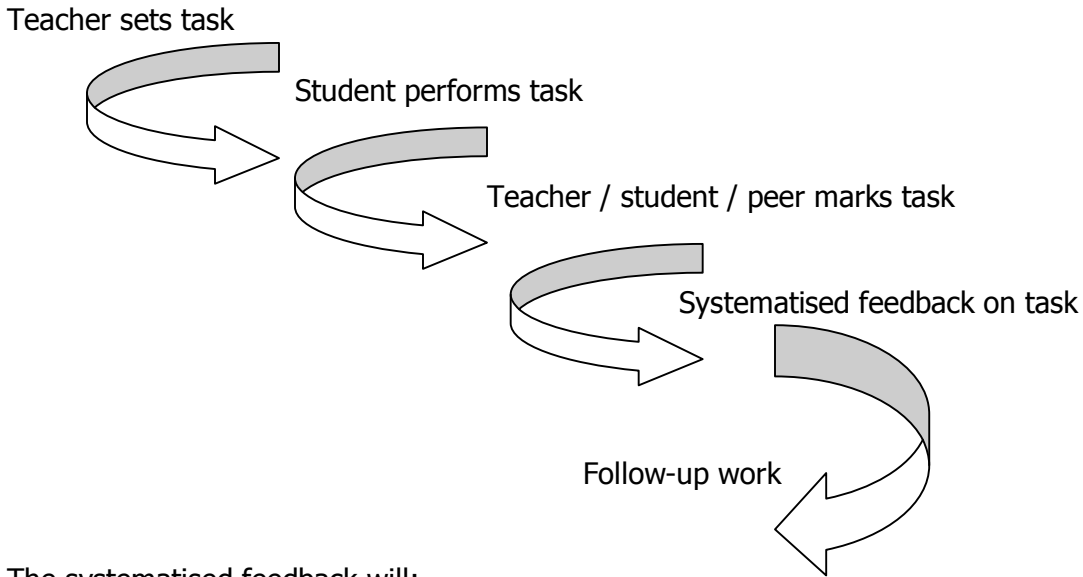
AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues

AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:

- Present arguments
- Make judgements
- Draw conclusions.

ASSESSMENT OBJECTIVES	PAPER 1 WEIGHTING (%)	PAPER 2 WEIGHTING (%)	OVERALL WEIGHTING (%)
AO1	22	24	46
AO2	18	13	31
AO3	10	13	23
Overall weighting of components	50	50	100

## The assessment for learning cycle



The systematised feedback will:

- ✓ Relate to how your work will be marked in the external examinations
- ✓ Be a system that you can understand
- ✓ Provide feedback that is developmental

### Key Feedback terms

#### Whole School

**Sp-** Spelling

**Gr-** Grammar

**Pn-** Punctuation

**Cp-** Capital letter

**^-** Word omitted/ incomplete answer

**NP//**- New paragraph

#### Sociology

**C-** Key concept used

**K-** Clear knowledge

**U-** Clear understanding

**App-** Application (to the question)

**An-** Analysis (method/theory)

**Ev-** Evaluation (study/ perspective)

**It-** Reference made to the source material or item.



Strength



Target



Student Response Required



## Year 1 Calendar

	Key dates	Topic		Assessment/Homework
24 - 28 Aug - Aug	Teacher Days (26.08.15 – 27.08.15)			*** Revision cards should be created each week ***
31 - 04 Aug - Sep	Bank Holiday	<b>No Year 12 lessons this week</b>		
07 - 11 Sep - Sep	Yr 12 start	Culture and Identity (x2 introduction)	Consensus & Social Facts- Functionalism	
14 - 18 Sep - Sep		Stratification & Differentiation- Marxism/ Feminism	Social Action Theory- Labelling and Interactionism	<b>TEST &amp; REVIEW:</b> Key Term quiz: Marxism & Functionalism
21 - 25 Sep - Sep	UNIT 2 TOPIC 1	Families and Households- Defining the family & Changing patterns of the family	Families and Households- Functions of the family	<b>TEST &amp; REVIEW:</b> Key Term quiz: Feminism & Labelling
28 - 02 Sep - Oct		Families and Households- Functions of the family	Families and Households- Functions of the family evaluation- Marxism & Feminism	
05 - 09 Oct - Oct	UNIT 2 TOPIC 2	Sociology and Politics- The New Right	Families and Households- Social Policy timeline	<b>TEST:</b> Functions of the Family
12 - 16 Oct - Oct	Teacher Day (18.10.15)	Families and Households- Social Policy & The New Right/ Functionalism	Families and Households- Social Policy & Liberal Feminism/ Marxism	<b>REVIEW:</b> Functions of the Family
19 - 23 Oct - Oct	<b>Mid Term Break</b>			
26 - 30 Oct - Nov	UNIT 2 TOPIC 3	Families and Households- Demography Birth and Death	Families and Households- Demography Ageing Population and Family size	<b>TEST:</b> Social Policy and the Family
02 - 06 Nov - Nov		Families and Households- Demography Migration and Globalisation	Families and Households- Demography Evaluation with links to sexual diversity	
09 - 13 Nov - Nov	UNIT 2 TOPIC 4	Families and Households- Marriage and Cohabitation	Families and Households- Marital Breakdown and divorce	<b>REVIEW:</b> Social Policy and the Family
16 - 20 Nov - Nov		Families and Households- Contemporary Family Diversity	Families and Households- The Sociology of Personal life and Postmodern views	<b>TEST:</b> Demography
23 - 27 Nov - Nov	UNIT 2 TOPIC 5	Families and Households- Gender roles in the Family (contemporary society)	Families and Households- Gender roles in the Family evaluation- Liberal Feminism	
31 - 04 Nov - Dec		Families and Households- Power and Control in the Family	Families and Households- Power and Control in the Family evaluation- Radical Feminism/ Marxist Feminism	<b>REVIEW:</b> Demography
07 - 11 Dec - Dec	UNIT 2 TOPIC 6	Families and Households- The Nature of Childhood	Families and Households- Changes in the status of children	<b>TEST:</b> Marriage and Divorce
14 - 18 Dec - Dec		Families and Households- Views on contemporary Childhood (Functionalism and the New Right)	Families and Households- Views on contemporary Childhood (Late Modernism)	<b>REVIEW:</b> Divorce
21 - 25 Dec - Dec	<b>Christmas and New Year Break</b>			
28 - 01 Dec - Jan				
4 Jan - 08 Jan - Jan	UNIT 1 RESEARCH METHODS	Research Methods- Positivism, Interpretivism & Theoretical Issues	Research Methods- Quantitative and Qualitative Design & Practical Issues	<b>TEST:</b> Childhood/ Unit 2 Mock for AS
11 - 15 Jan - Jan		Research Methods- Quantitative and Qualitative methods	Research Methods- Primary and Secondary sources	
18 - 22 Jan - Jan	UNIT 1 TOPIC 1	Education- The functions and role of education	Education- The functions and role of education	<b>REVIEW:</b> Childhood
25 - 29 Jan - Jan		Education- The functions and role of education evaluation- Marxism	Education- The functions and role of education evaluation- Marxism	
01 - 05 Feb - Feb	UNIT 1 TOPIC 2	Education- Class and education out of school factors	Education- Class and education out of school factors	<b>TEST:</b> The Functions of education
08 - 12 Feb - Feb		Education- Class and education in school factors	Education- Class and education in school factors & Evaluation	<b>REVIEW:</b> The functions of education
15 - 19 Feb - Feb	<b>Mid Term Break</b>			
22 - 26 Feb - Feb	UNIT 1 TOPIC 3	Education- Ethnicity statistics (contemporary)	Education- Ethnicity out of school factors	<b>TEST:</b> Class and education
29 - 04 Feb - Mar		Education- Ethnicity in school factors	Education- Ethnicity evaluation strat & diff/ methodological issues	
07 - 11 Mar - Mar	UNIT 1 TOPIC 4	Education- Gender statistics (contemporary)	Education-Gender out of school factors	<b>REVIEW:</b> Class and education

Mar	Mar						
14	-	18	25	Education-Gender in school factors	Education-Gender evaluation Feminism/Functionalism	<b>TEST:</b> Ethnicity and education	
Mar	-	Mar					
21	-	25	26	<b>UNIT 1 RESEARCH METHODS</b>	Research Methods in Context- Gender	Research Methods in Context- Ethnicity	<b>REVIEW:</b> Ethnicity and education
Mar	-	Mar					
28	-	01		<b>Easter Break</b>			
Mar	-	Apr					
04	-	08					
Apr	-	Apr					
11	-	15	27	<b>UNIT 1 TOPIC 5</b>	Education- Relationships and Processes- Hidden Curriculum	Education- Relationships and Processes- Pupil subcultures	<b>TEST:</b> Gender and education
Apr	-	Apr					
18	-	22	28		Education- Relationships and Processes- Teacher pupil relationships	Education- Relationships and Processes- The organisation of T&L	
Apr	-	Apr					
25	-	29	29	<b>UNIT 1 TOPIC 6</b>	Education- Social Policy and privatisation	Education- Social Policy and marketisation	<b>REVIEW:</b> Gender and education
Apr	-	Apr					
02	-	06	30	Bank Holiday – May Day 02.05.16	Education- Social Policy and selection	Education- Social Policy and equality/ comprehensivisation	<b>TEST:</b> Relationships and Processes/ Unit 1 Mock for AS
May	-	May					
09	-	13	31	<b>UNIT 1 RESEARCH METHODS</b>	Research Methods- Ethics	Research Methods- Ethics	
May	-	May					
16	-	20	32	<b>Component 1 (7191/1) Exam (am) (17.05.16)</b>	REVISION UNIT 1	REVISION UNIT 1	<b>TEST:</b> Unit 1 Mock for A LEVEL
May	-	May					
23	-	27	33	<b>Component 2 Exam (am) (24.05.16)</b>	REVISION UNIT 2	REVISION UNIT 2	
May	-	May					
30	-	03		<b>Mid Term Break</b>			
May	-	Jun					
06	-	10	34	<b>UNIT 3 THEORY &amp; METHODS</b>	Secondary data: Extraction techniques	Secondary data: Extraction techniques	<b>REVIEW:</b> Unit 1 Mock for A LEVEL
Jun	-	Jun					
13	-	17	35		Secondary data: Types of secondary data	Secondary data: Types of secondary data	<b>TEST:</b> Unit 2 Part Mock for A LEVEL
Jun	-	Jun					
20	-	24	36		Application of secondary data to strat & diff in Crime and Deviance	Application of secondary data to strat & diff in Crime and Deviance	
Jun	-	Jun					
27	-	01	37		Data Collection & Review	Data Collection & Review	
Jun	-	Jul					
04	-	08	38		Data Analysis & Write up	Data Analysis & Write up	<b>REVIEW:</b> Unit 2 Part Mock for A LEVEL
Jul	-	Jul					
11	-	15	39		Evaluation	Hand in	<b>PROJECT DUE</b>
Jul	-	Jul					



# Themes and Perspectives In Sociology



## Introducing Sociology





## **Key Term Glossary**

*After completing a topic, you need to fill in the definitions for the following terms, these will prove essential in the build up to the exam.*

Identity	
Norms	
Socialisation	
Role conflict	
Achieved status	
Ascribed status	
Ethnicity	
Value consensus	
Structuralism	
Bourgeoisie	
Proletariat	
False consciousness	
Liberal Feminism	
Marxist Feminism	
Patriarchy	
Social Action	
Labelling	
Structuration	

## Socialisation, Culture and Identity

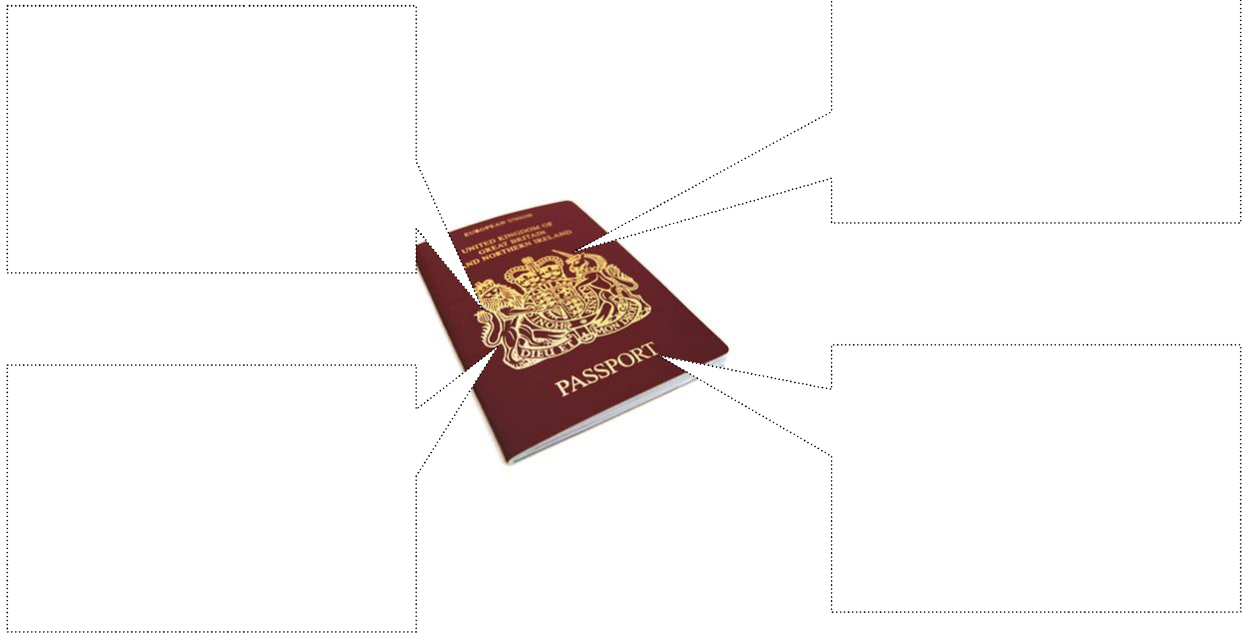
**Socialisation** is the lifelong process by which people learn the culture of the society in which they live. Socialisation is carried out by the agencies of socialisation such as the family, the education system, religious institutions or the media. Culture is socially transmitted from one generation to the next.

### Activity 1.1

Label the following diagram using with the social factors that have helped to shape your identity.

**Challenge** Try to use the following key terms:

- Socialisation
- Culture
- Norms
- Values



**Norms, Values and Customs** Help to form our social and cultural identities. These provide us with general guidelines for the society that we live in. Norms tend to be much more precise than values: they put values into practice in particular situations. Customs tend to be norms that have lasted for a long time and have become a part of society's traditions-kissing under the mistletoe at Christmas.

### Activity 1.2

-Go to the following links to four videos on YouTube which illustrate some cultural differences.

- 1) <http://youtu.be/WcEfzHB08QE>
- 2) [http://youtu.be/JK\\_NinOmFWw](http://youtu.be/JK_NinOmFWw)
- 3) <http://youtu.be/8jrbu0lCWjk>
- 4) <http://youtu.be/v1vvLQd53Ps>

-Identify four differences in social norms, customs and traditions either between the different countries in the UK or between the UK and other cultures.

### HOMEWORK

Create a revision card for socialisation, culture and identity. Afterwards, answer the Following: Outline 3 advantages of cultural norms and values in modern society [6 marks]



## Social control

Social control is the name given to the various methods used to persuade or force individuals to conform to the dominant social norms and values of a society, and to prevent *deviance*- a failure to conform to social norms.

Sanctions are the rewards and punishments by which social control is achieved and conformity to norms and values is enforced. These may either be positive or negative sanctions.

### Activity 2.1

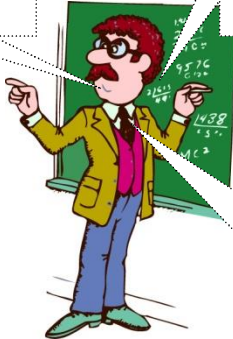
Complete the following table using the definitions of sanctions on the Power Point and/or in the textbook.

Description of sanction	Examples of sanction
<b>Positive sanctions</b>	
<b>Negative sanctions</b>	


Social control can also be seen as formal and informal. Formal agencies of social control are those whose specific duty or job is to enforce society's norms or laws. Informal agencies of social control enforce these norms and laws indirectly.

### Activity 2.2

Label the pictures below with ways in which teachers and parents help to enforce society's expectations. **Challenge:** Is this process the same for everyone? I.e. Are girls and boys treated the same by both parents and teachers?



Challenge:

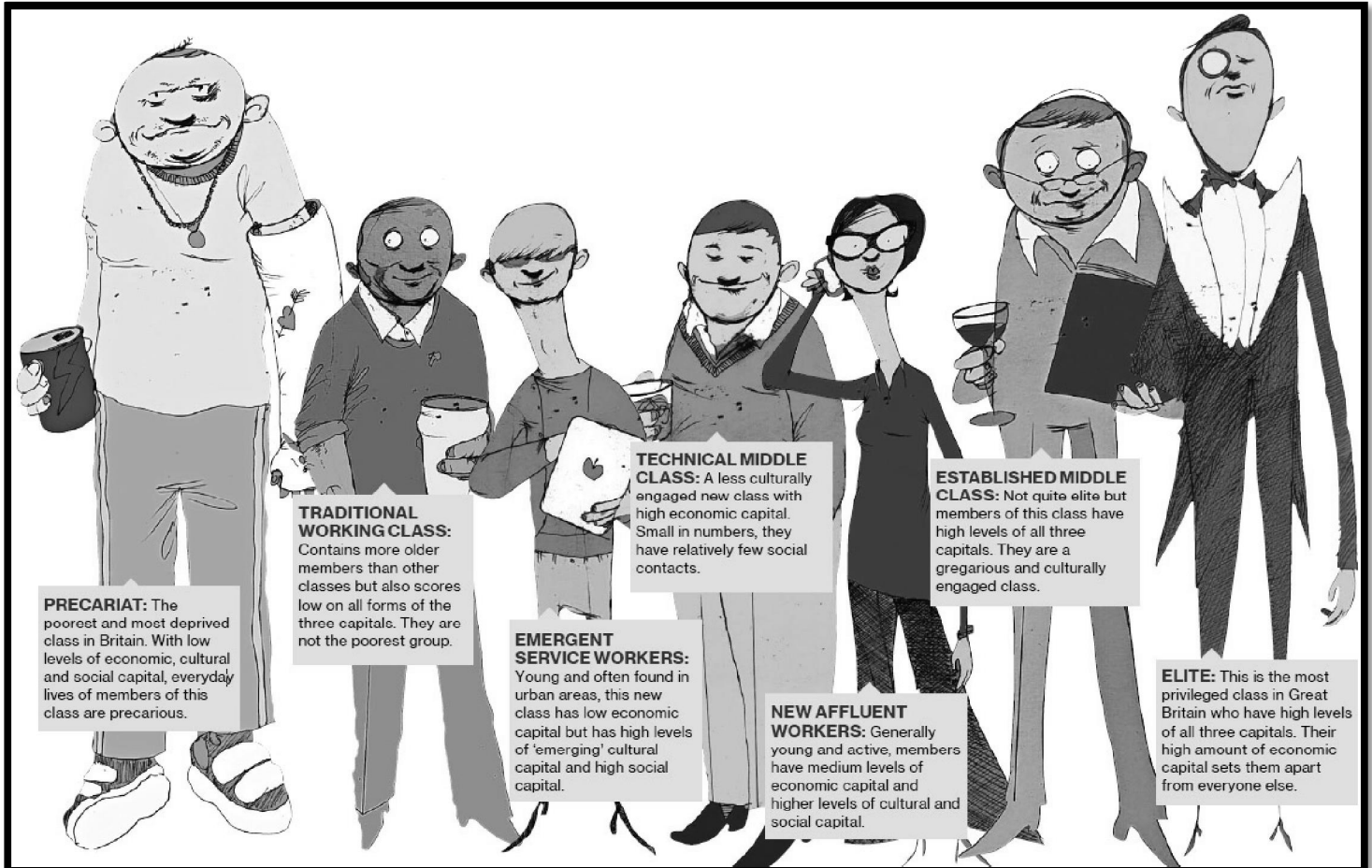


## Social Class, Mobility and Status

Social class is generally associated with inequality in industrial societies. It is often used in a very broad and imprecise way, but generally refers to a group of people sharing a similar economic situation, such as occupation, income and ownership of wealth. Traditionally there were 3 major class types in the UK:

1. The working class
2. The middle class
3. The upper class

However, it can be argued that there are 7 class types in the UK today.



### Activity 3.1

*To what extent does our class affect our life chances [10 marks]*

Answer the above question using the following key terms:

- 1) Income
- 2) Wealth
- 3) Social mobility
- 4) Ascribed status
- 5) Achieved status

### HOMEWORK

Create a revision card on social class that includes all of the above key terms



## Sociological Perspectives: Functionalism



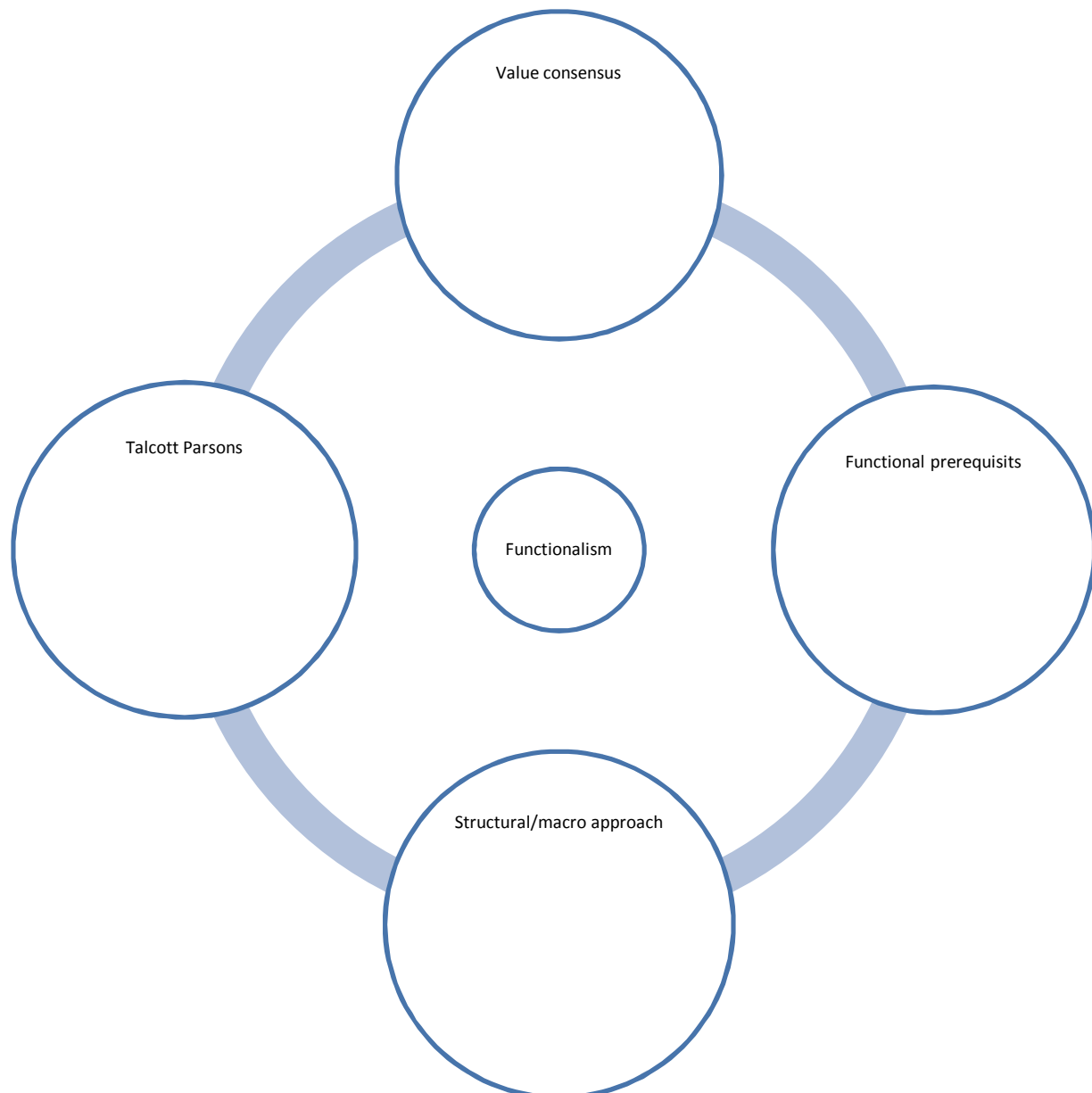
Key functionalist: Emile Durkheim

According to the functionalist perspective of sociology, each aspect of society is *interdependent* and contributes to society's stability and functioning as a whole. For example, the government provides education for the children of the family, which in turn pays taxes on which the state depends to keep itself running. That is, the family is dependent upon the school to help children grow up to have good jobs so that they can raise and support their own families. In the process, the children become law-abiding, taxpaying citizens, who in turn support the state.

Functionalists believe that society is held together by *social consensus*, in which members of the society agree upon, and work together to achieve, what is best for society as a whole.

### Activity 4.1

Complete the following spider diagram on functionalism using the knowledge gained from lessons and the above information.



Activity 4.2



**EVALUATING THE FUNCTIONALIST APPROACH**

- 1) Visit the Weebly site <http://socialsci-groby.weebly.com/-sociology-unit-1.html>
- 2) Download the document named 'Functionalism Analysis'.
- 3) Based on the information, fill in the table below and create a revision card on criticisms of the functionalist approach.

Criticism of Functionalism	Explanation
1.	
2.	
3.	
4.	
5.	
6.	

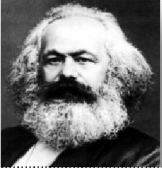


**CHALLENGE:**

In the article, there is a criticism relating to crime and deviance. You could argue, however, that crime does have positive functions. What functions could they be?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Sociological Perspectives: Marxism



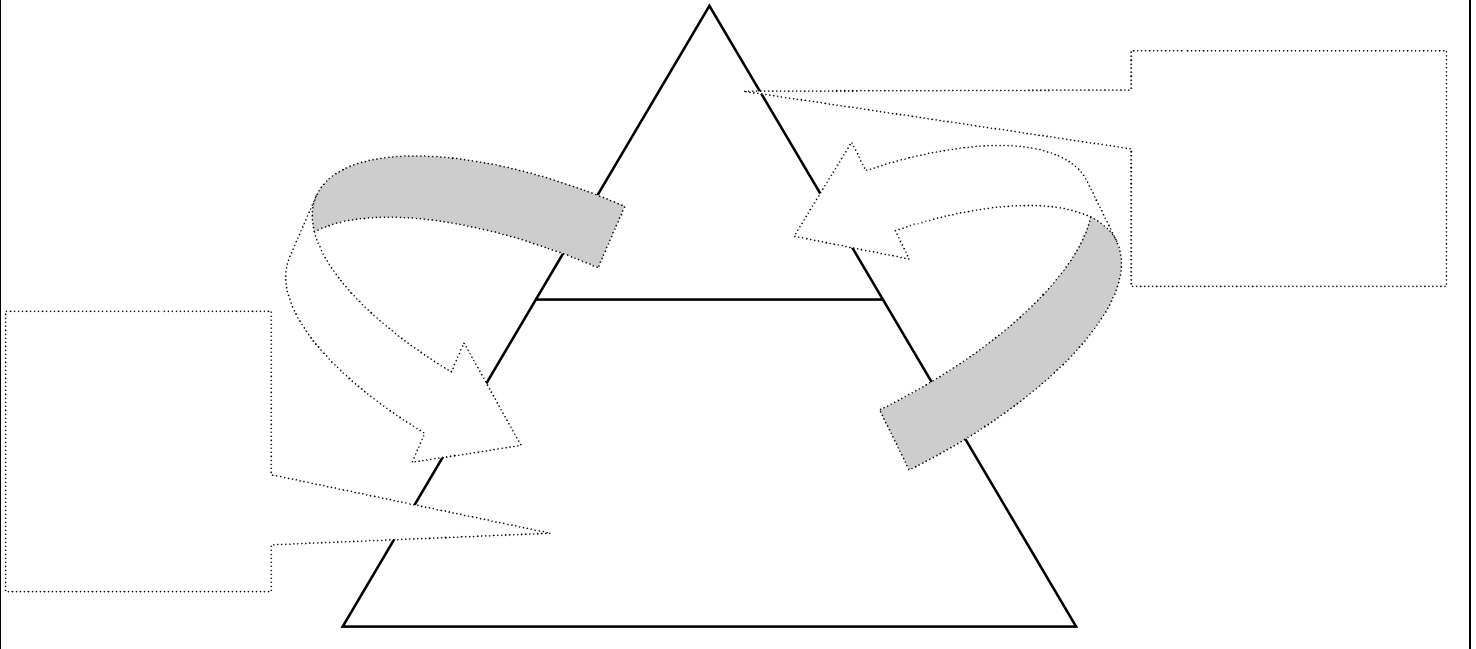
Karl Marx

The term Marxism comes from the work of Karl Marx, who lived from 1818-1883. Marx believed that the economy was the driving force in society, and it was this that determined the nature of social institutions, people's values and beliefs. Marxism sees the structure of society divided into two main parts; *the means and relations of production*.

Marx argued that there were two basic social classes in capitalist society; a small wealthy powerful class of owners of the means of production (known as the **bourgeoisie**) and a much larger, poorer class of non-owners (which he called the **proletariat**).

### Activity 5.1

Label and explain the roles within the following diagram that shows the basic structure of society.



### Class Conflict

Marx believed that the exploitation of the proletariat by the bourgeoisie created major differences in interest between the two classes, and this created conflict. For example, the workers' interests lay in higher wages to achieve a better lifestyle, but these would be at the expense of bosses' profits. The bosses wanted higher profits to expand their business and wealth, but this could only be achieved by keeping wages as low as possible and/or by making the workers produce more by working harder.

### Activity 5.2

Read and highlight the information Ppt 'Hegemony: Avoiding class conflict' found on the site below. You will be expected to discuss this and answer questions on it during the next lesson.

<http://socialsci-groby.weebly.com/-sociology-unit-1.html>



### CHALLENGE

Read slides 11-14 for a more in-depth idea of Hegemony and think how you would link hegemony to the education system in the UK





**Activity 5.3**

**EVALUATING THE MARXIST APPROACH**

a) Using the discussion and information given in class, complete the following table emphasising the main criticisms of the Marxist approach.

<b>The gap between rich and poor</b>	
<b>Subjective interpretations</b>	
<b>Faith Vs Science</b>	

b) Comparing the views of functionalists and Marxists, which view of society do you think provides the most accurate and useful insights into the way British society is currently organised? Is it mainly based on consensus or conflict? Give reasons for your answer, with examples to illustrate the points you make [8 marks]

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Sociological Perspectives: Feminism



Ann Oakley: A key liberal feminist

Feminism examines society particularly from the point of view and interests of women. Feminists argue that a lot of mainstream sociology has been focused on the concerns of men- '**malestream sociology**' and has failed to deal with the concerns and interests of women and the unequal position they have traditionally occupied in society. There are a number of strands within feminist approaches, but three of the main ones are Marxist feminism, radical feminism and liberal feminism.

### Activity 6.1

Complete the following spider diagram with explanations of the main strands of modern feminism.

Marxist feminism

Radical feminism

Liberal feminism

### Activity 6.2



#### CHALLENGE

Watch the following TED talk. Use the video to help argue for discrimination against women in the media.

<https://youtu.be/KTvSfeCRxe8>

## Sociological Perspectives: Interactionism



Key Interactionist  
Howard Becker

Individual behaviour in everyday social situations is the main focus of this approach. These theories are concerned with discovering and thereby understanding the processes by which interactions between individuals or small groups take place, how people come to interpret and see things as they do, how they define their identities, and how the reactions of others can affect their views and their sense of identity.

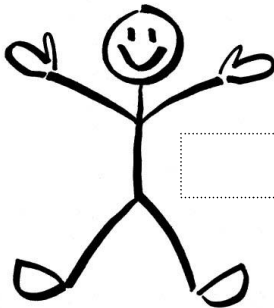
### Activity 7.1

Complete the following table to emphasize the main features of interactionism.

Society and social structures/institutions are seen as the creation of individuals

An emphasis is placed on the individual and everyday behaviour rather than the overall structure of society.

People's behaviour is viewed as being driven by the meanings they give to situations



## Component Checklist

Use this checklist to ensure that you have covered all the areas needed for success in your exams. The following topics will be covered in class.

However, it will be your responsibility to catch up with any topics you miss and to actively revise the different areas.

Topic Area	Covered in Class	Revised ✓

# Families and Households



## Topic 1 Component 2



## **Key Term Glossary**

*After completing a topic, you need to fill in the definitions for the following terms, these will prove essential in the build up to the exam.*

Family	
Household	
Nuclear family	
Communes	
Primary socialisation	
Sexual division of labour	
Expressive leader	
Instrumental leader	
The classic extended family	
The modified extended family	
Meritocracy	
The underclass	
Monogamy	
Serial monogamy	
The symmetrical family	
Social Action	
'cereal packet' family	
Marriage and divorce rate	

Secularisation	
Moral Panic	
Beanpole families	
Arranged marriages	
Conjugal roles	
The triple shift	
Social construction	
Demography	
Birth rate	
Net migration	
Infant mortality rate	
An ageing population	
The dependency ratio	
Marxist Feminism	
Total fertility rate	
Polygamy	



## Introduction: Defining the family

Defining the family is difficult, a traditional view involves monogamous marriage between a man and a woman, plus their child(ren), all sharing the same residence. This is known as a **nuclear family**. However, this definition rules out groups that many people see as families.

Many argue that the definition of family is **subjective** and that it includes any set of arrangements as long as it is defined as a family by the members involved. This has the advantage that people's lifestyles are not judged in the same way (if you define your own personal set-up as a family, sociologists have no right to disagree).

Others state that the above definition is too broad and argue that some arrangements such as gay relationships does not constitute as a proper family.

### Activity 8.1

Use the information you have been given during the lesson to define the following family types



**The Nayar**

**Communes**



**The Kibbutz**

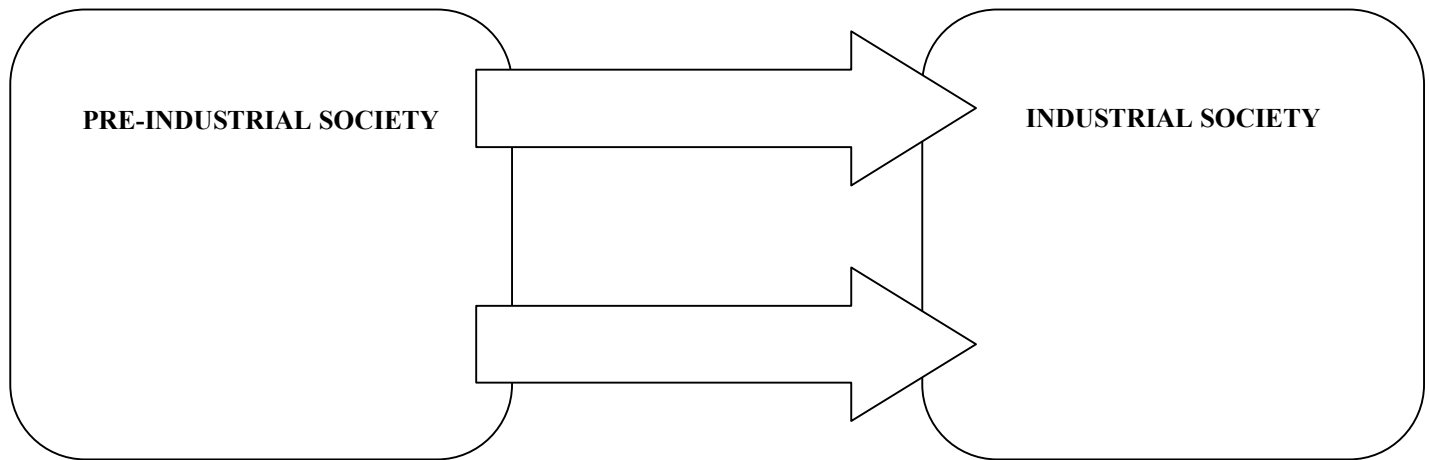


## Perspectives on the Family: Functionalism

What is the role of the family in society? The consensus approach of functionalist writers sees the family as a beneficial institution, contributing to social stability and the creation of a harmonious society, and providing a source of practical and emotional support for individuals. With regard to the family, functionalists see the family as a vital organ in maintaining the body of society, just as the heart is a vital organ in maintaining the human body.

### Activity 9.1

Talcott Parsons (1965) believed that the nuclear family had evolved due to industrialisation. Label the following diagram with the features of pre-industrial and industrial society.



### Activity 9.2

Using the document on the weebly site below, complete the following table on the effects of industrialisation on the family.

<http://socialsci-groby.weebly.com/-sociology-unit-1.html>

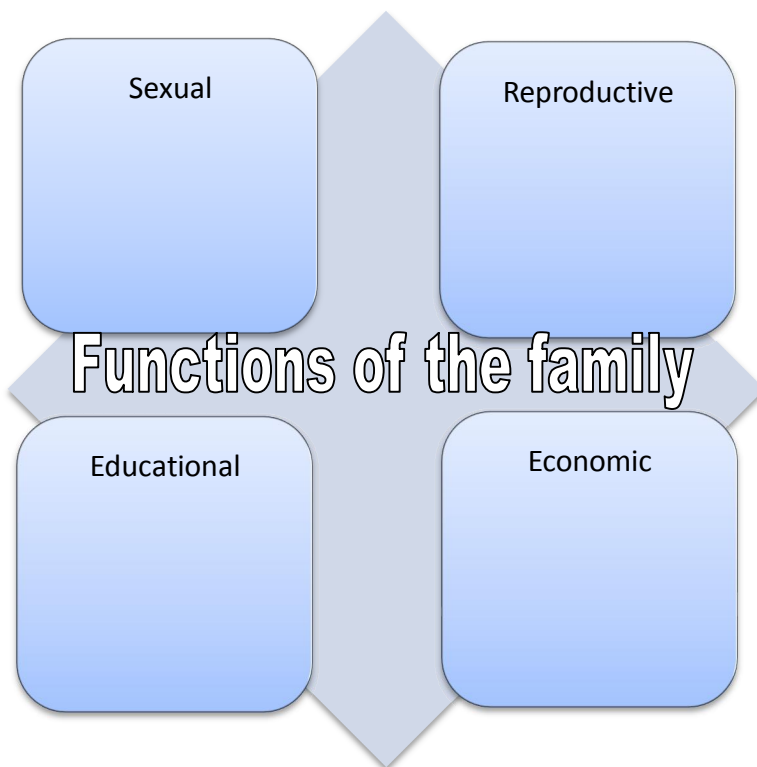


1.	
2.	
3.	
4.	

**Murdock (1949)** claimed that the nuclear family existed in some form in every society. He believed that all nuclear families contain the same four essential functions.

Activity 9.3

Complete the following diagram using the information in the lesson.



Can you think of any key criticisms that can be levelled at Murdock's functions of the family? Complete the grid below.

1.	
2.	
3.	



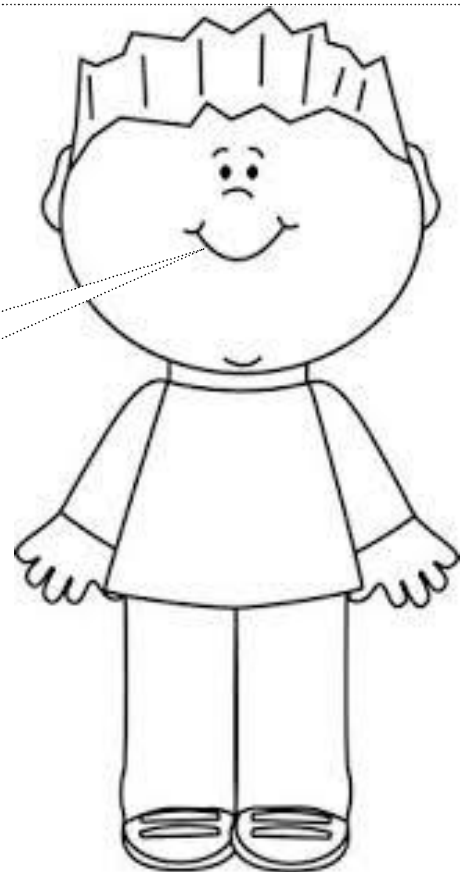
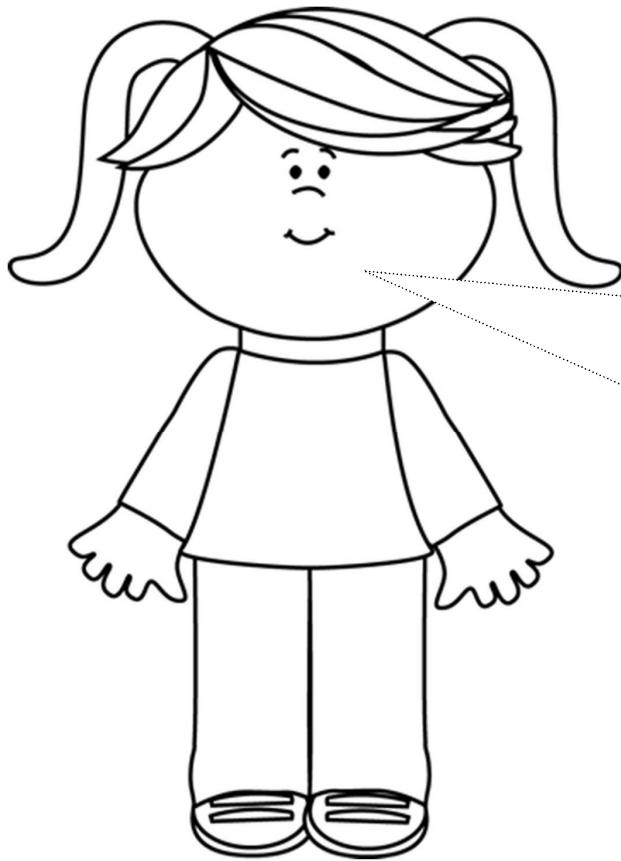
**CHALLENGE**

Link some of the criticisms in the table to other key perspectives in sociology (e.g. Feminism or Marxism).

Parsons (1951) sees **primary socialisation** as involving the learning and internalisation of society's culture, such as the language, history and values of a society. He argues that society would cease to exist if the new generation were not socialised into accepting society's basic norms and values. In his view, this socialisation in the family is so powerful that society's culture actually becomes part of the individual's personality. **Chapman (2002)** takes the idea of socialisation and applies it to gender.

Activity 9.4

Using information gathered during class discussions and/or notes, label the following diagram explaining how boys and girls are socialised differently.



In industrial societies, the need for work and money, the lack of power and independence combined with boredom at work, the pressure to achieve success and support the family all threaten to destabilize personalities. Parsons suggests the family helps to stabilize personalities through the sexual division of labour. This is known as **warm bath theory**.

**Activity 9.5 Evaluating the Functionalist approach**

Functionalists have often been criticised for their simplistic and overly positive views on the family.

1. **Ulrich Beck (1992)**, a postmodernist, argues that there is no such thing as the family today; instead people can make a range of decisions about the kinds of relationships and family structures that they prefer as individuals. They claim that there is less social pressure on people to conform to expected norms of what is considered appropriate or acceptable. Postmodernists do not regard the modern day family as positive or negative; rather, they reflect on some of the changes that have occurred.

2. An alternative way of understanding family life, known as **Life Course Analysis**, has emerged recently and focuses on the meanings given to particular life choices, events and decisions. **Hareven (1978)** argues that by understanding what family members see as important, sociologists avoid imposing their own bias on what issues are relevant when studying the family.

Based on the above information, write down some real-life facts or examples that help to support the above criticisms of the functionalist approach to the family.

1.

---

---

---

---

---

---

---

---

---

---

2.

---

---

---

---

---

---

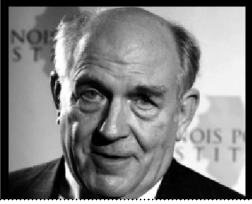
---

---

---

---

## Perspectives on the Family: The New Right



Charles Murray

*The New Right* (1979-1997) is a group led by Functionalists and Conservative leaders and thinkers, like **Charles Murray**. The 1950's are considered the 'Golden Age' of family, where every family was a traditional, nuclear family. This idea was broken in the 60's and 70's by a permissive society, which 'attacked' family values.

Hippies and mini-skirts and pot-smoking was rife, and this permissive society abolished previous norms and values that society had put on a pedestal for so long; ideals that the Conservative party still hold onto today.

Because of new laws, things started to change in society. New families were born and new ideas were unleashed. It happened way back when...

Around the 60's:

- Abortions were legalized
- The contraceptive pill became free
- Homosexuality was decriminalized
- The homosexual age of consent was lowered

The first two points gave women the freedom to control their bodies and their fertility. Also, there were Acts brought in to give women more freedom and the opportunity to be more equal with men. Some example of these Acts are:

- Sex Discrimination Act 1975
- Equal Pay Act 1970
- Equal Opportunities Act 1995
- Divorce Reform Act 1969

*New Right* says that these Laws and Acts took women away from their natural roles, e.g. housewife and mother. Also, because of these Acts and Laws, there are a lot higher divorce rates and a lot more lone-parents families around today.

Because there exists lone-parent families, *New Right* and Functionalists believe that they are to blame for society's negatives. They believe lone-parent families are incredibly bad for the individual, and cause problematic areas in society such as:

- They cause social problems
- Children lack both role models
- They have financial problems and therefore live off Government Benefits
- They are responsible for crime
- They underachieve
- They're more susceptible to drug and alcohol abuse
- They're more likely to live in poverty

*New Right* and Functionalists do not like them because they believe that lone-parent families are responsible for all that is wrong for their precious sociological theory that society is an absolute positive thing.

### **New Right and Functionalists - Their Familial Ideology**

New Right and Functionalists believe that the best and only type of family is the traditional, nuclear family. This is a family of two heterosexual adults, who are married and in a sexual relationship, producing children and teaching them the same norms and values that they were taught when they were children.

George Murdock defined the family as:

*"A social group characterized by common residence, economic cooperation, and reproduction. It includes adults of both sexes, at least two of whom maintain a socially approved relationship, and one or more children, own or adopted, of the sexually cohabiting adults."*

The *New Right* Familial Ideology:

- Is patriarchal - the family is male dominant. Feminists argue that this is negative for women
- Ignores the dark side of the family e.g. domestic abuse, poverty, conflict
- Is harmful, calling other family-types 'inadequate' - schools, advertisements and television reinforce this idea
- Is anti-social - it stereotypes, labels and discriminates against other family-types; 'inadequate'

- Has a 'Them and Us' theory - Nuclear families are the only family type, other family types aren't families  
In fact, there are **many** types of families, and they are just as adequate as the nuclear family. Sometimes, nuclear families are really bad to be part of, especially if there is domestic abuse, child abuse, drug abuse and constant arguments. A lot of the time, they are unequal, as the man has the instrumental role of the breadwinner (the person bringing home the money), whereas women have to have the emotional role of the domestics, such as housewife and mother. So, I shall list the other family types, and try to outline positives and negatives (if any) of them.

### **Lone-Parent Family**

<b>Advantages</b>	<b>Disadvantages</b>
<ol style="list-style-type: none"> <li>1) The parent works harder to provide for his/her children</li> <li>2) It encourages males to be more domestic and emotional, and women to be more financially wise and occupationally driven</li> <li>3) Children may be freed of parental arguments and get the brunt of both lone-parents/ the single parents' happiness</li> </ol>	<ol style="list-style-type: none"> <li>1) This type of family is increasing, and some lone-parents don't bother with work and feed off of benefits</li> <li>2) Parent may get stressed with doing everything him/herself and take it out on their children</li> <li>3) There may be a chance of poverty with a single wage</li> <li>4) Custody battles</li> </ol>

### **Extended Family**

<b>Advantages</b>	<b>Disadvantages</b>
<ol style="list-style-type: none"> <li>1) Automatic baby-sitter for parents' going out nights</li> <li>2) Family are closer to grandparents/members of family living with them</li> </ol>	<ol style="list-style-type: none"> <li>1) More mouths to feed, more people to cloth, so less money for luxuries</li> <li>2) More painful if a member passes away, as everyone is close</li> <li>3) Could get heated arguments due to monetary problems</li> </ol>

### **Reformed Family**

<b>Advantages</b>	<b>Disadvantages</b>
<ol style="list-style-type: none"> <li>1) Children have more companions to socialize with</li> <li>2) More money coming in than lone-parent family, possibly, due to two parents</li> </ol>	<ol style="list-style-type: none"> <li>1) Children may not get on with step-families</li> <li>2) May be a lot of people to feed and clothe; monetary problems</li> </ol>

### **Homosexual Family**

<b>Advantages</b>	<b>Disadvantages</b>
<ol style="list-style-type: none"> <li>1. Homosexuals get the same rights as heterosexual families</li> <li>2. Homosexual parents may try harder to provide for the child to prove they deserve their opportunity</li> <li>3. There has to be no gender inequality; partners get to decide their roles</li> </ol>	<ol style="list-style-type: none"> <li>1. Children may be bullied at school</li> <li>2. Arguments about roles</li> </ol>



## The New Right: Key Research

### Activity 9.6

Using the information that you have been given during the lesson and the resources to complete the following table:

NEW RIGHT THEORIST	FINDINGS/ CONCLUSIONS
Murray (1990)	
Morgan (2000)	
Allan (1985)	

As the Functionalist and New Right perspectives are similar in terms of ideology, so are the criticisms of them. However, the New Right are a political movement and so therefore have specific views on certain social policy.



### Activity 9.7

Complete the following table, stating the views that the New Right would have on the following social policies and why.

Law or Policy	Effect on the family and the view of the New Right
Sex Discrimination Act (1975)	
Equal Pay Act (1970)	
Marital Rape Act (1991)	
Civil Partnership Act (2004) & Gay Marriage Act (2014)	

## Perspectives on the Family: Feminism

Feminists argue that the UK is a patriarchal (male-dominated) society. They **reject** the 'March of Progress' view and emphasise the (still existent) gap in economic power between men and women. Feminists believe that sexual discrimination is still a problem today and they argue that women still need to achieve financial, educational, domestic and legal equality. Feminist views on the family differ depending on the type of feminism

Marxist feminists	Radical feminists	Difference feminism	Liberal feminists
<p>Women are dually oppressed by patriarchy and capitalist ideology. Both systems oppress women for the benefit of men. Families within capitalism require women to be a source of unpaid domestic work to ensure that the man can go to work. Women are also exploited in that they are expected to provide outlets for all the frustration and anger that their husbands experience at work and therefore prevent them from rebelling against their employers. Silvia Federici (2012) argues that many women are now forced into productive and reproductive labour, resulting in a 'double day'.</p>	<p>Radical feminists such as Christine Delphy and Diana Leonard (1992) argued that inequalities in the home are the result of the way that relationships in families allow men to control women. These inequalities in power relations relate to decision making and also control of finances, both of which advantage men. As well as this, radical feminists claim that men benefit from women taking responsibility for the mundane and repetitive tasks such as housework as well as emotional work (where women care for family members and put other people's feelings before their own). This suggests that women experience subordination and oppression while they cater to the needs of their husband – emotionally, sexually, physically – and spend their time raising the children at whatever cost to their own paid work or interests. Radical feminists suggest that major changes are needed in society to improve the position of women.</p>	<p>Offers an interesting, more recent interpretation of the experiences of women in the family. Difference feminists, such as Linda Nicholson (1997) and Cheshire Calhoun (1997), have criticised the other types of feminists for failing to take into consideration the fact that women in different types of households experience family life differently. They claim that it is wrong to claim that all women are exploited in the same way in all types of families. Difference feminists argue that many factors shape the experience that women have of family life. Such factors are social class, race, sexual orientation (lesbian or heterosexual couples) and family structure (nuclear family, extended family, single-parent families and so on).</p>	<p>Liberal feminists such as Ann Oakley are optimistic about greater equality between men and women within the family. They claim that equality between men and women is slowly occurring through a shift in attitudes along with legal changes. Liberal feminists stress the importance of women being socialised and educated so that they have the right and freedom to choose a career, a family role or a combination of the two.</p>

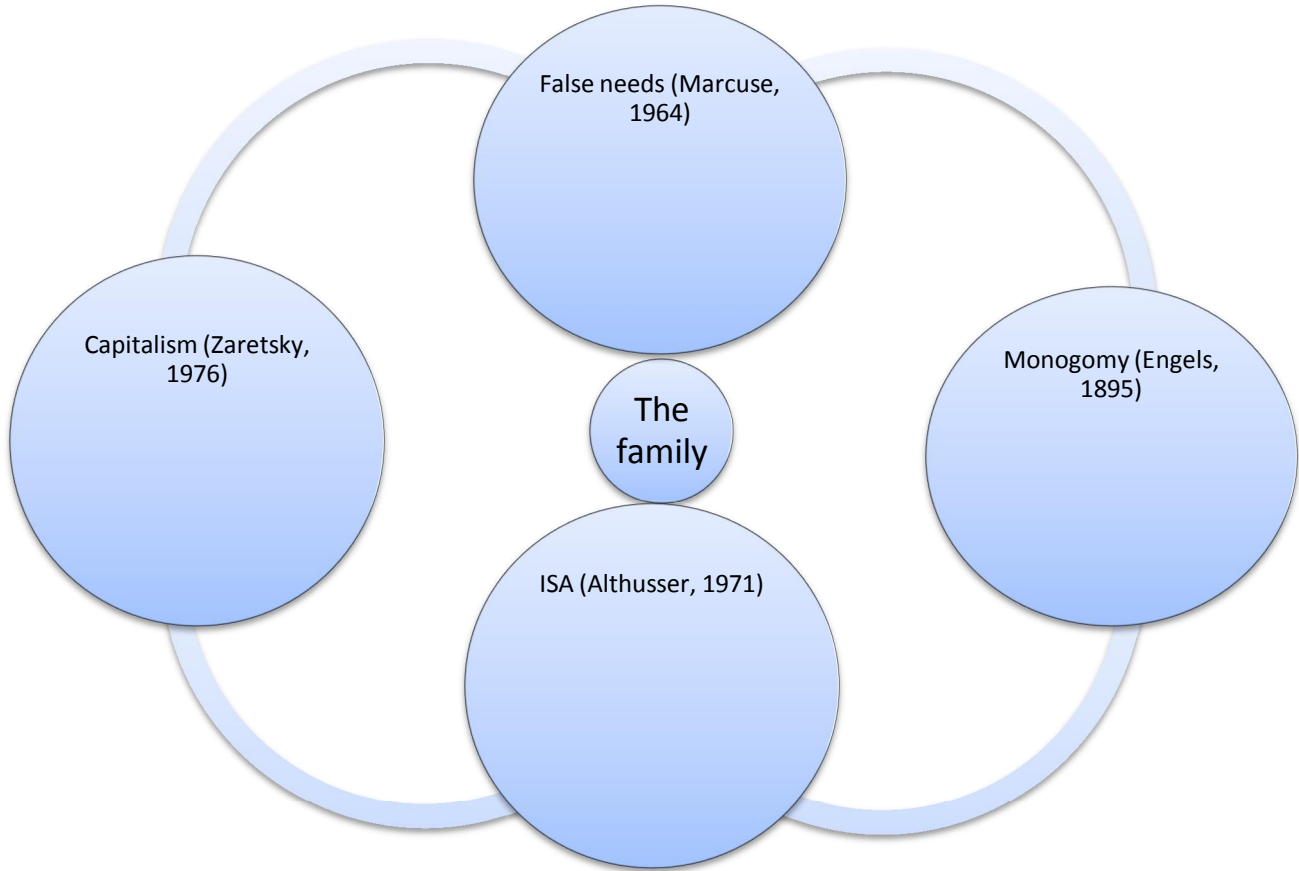
in question.

# Perspectives on the Family: Marxism

Like functionalists, Marxists adopt a structural perspective on the family, looking at how the family contributes to the maintenance of society’s structure. However, unlike functionalists, Marxists do not regard the nuclear family as functionally necessary institution. Instead, Marxists see the family within the context of a capitalist framework.

### Activity 9.8

Using the information given to you during the lesson, complete the following diagram:



### **EVALUATION**

Using the information gathered from this topic, evaluate the Marxist approach to the family using other perspectives.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

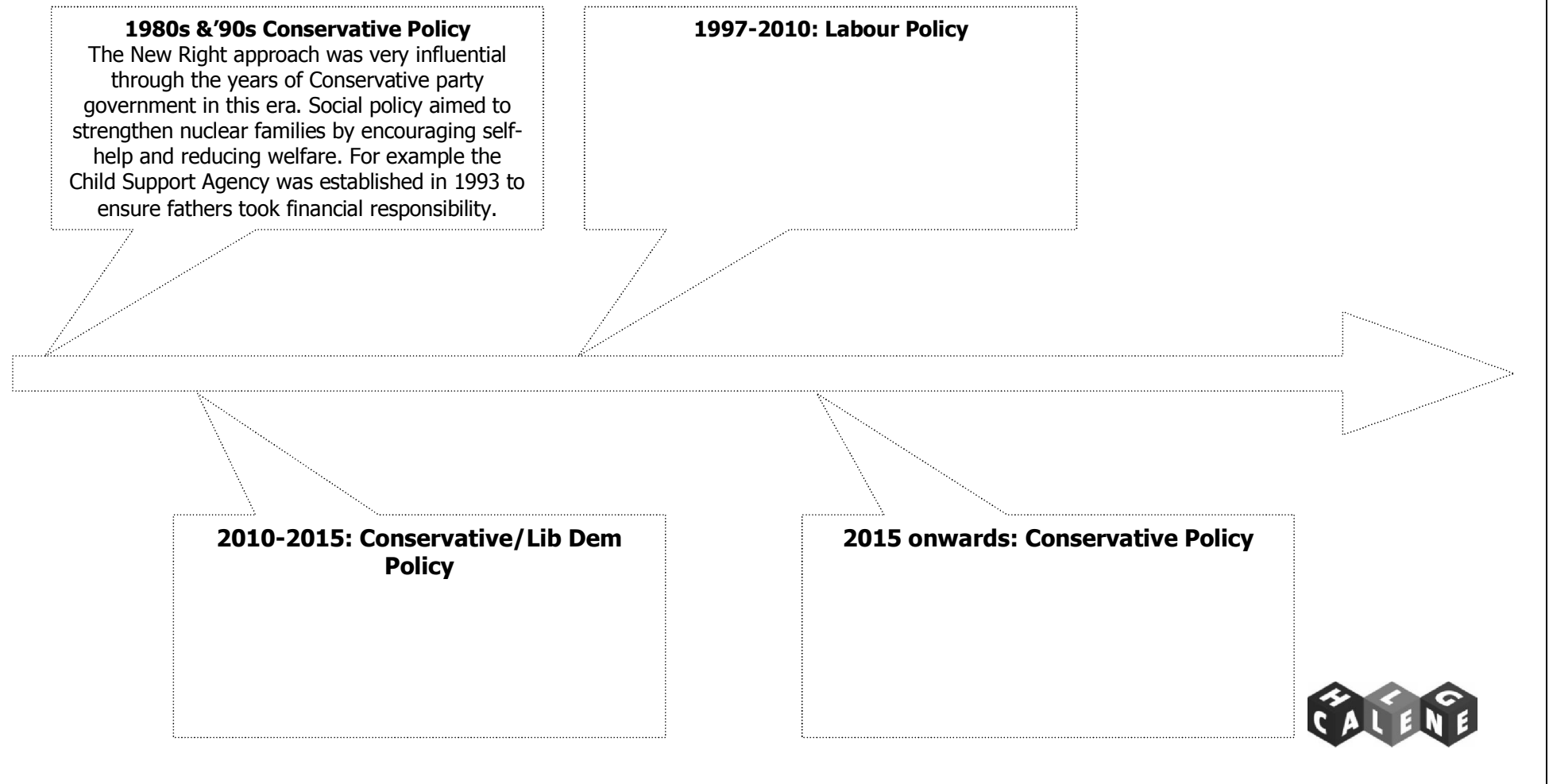
---

# Politics, Social Policy and the Family

Given the political importance attached to the family, and the dominance of the family ideology, it is perhaps not surprising that there are a huge number of laws and policies influencing families and households.

## Activity 9.9

Complete the following timeline using the information given to you during the lesson.



## Activity 10.1- Computer Activity

1 Listed below are a range of issues, social policies and laws that might be considered to have an effect on families and households. Take two of them (or suggest alternatives in the light of recent developments), explain what social policies or laws there are on these issues, and describe how these policies work, and how they might affect families, households and relationships within them. You can probably find a lot of references to these issues by searching on the internet, but the following sites might be useful:

- [www.gov.uk/government/organisations/department-for-work-pensions](http://www.gov.uk/government/organisations/department-for-work-pensions) (Department for Work and Pensions)
- [www.familyandchildcaretrust.org](http://www.familyandchildcaretrust.org) (The Family and Childcare Trust)
- [www.gingerbread.org.uk](http://www.gingerbread.org.uk) (issues around lone parenthood)
- [www.crae.org.uk](http://www.crae.org.uk) (Children's Rights Alliance for England)
- [www.gov.uk/government/organisations/home-office](http://www.gov.uk/government/organisations/home-office) (the Home Office – useful for investigating family or child-related crimes, including forced marriage)
- [www.cmoptions.org](http://www.cmoptions.org) (information about child maintenance options, including the Child Maintenance Service and the former Child Support Agency)
- [www.ondivorce.co.uk](http://www.ondivorce.co.uk) (providing advice and support for those getting divorced)
- [www.childrenscommissioner.gov.uk/](http://www.childrenscommissioner.gov.uk/) (the Children's Commissioner)
- [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education) (Department for Education)
- [www.gov.uk](http://www.gov.uk) (access to information about all aspects of government services – search for parents, children or families)

Abortion law	Eradicating child poverty
Child benefit	Early years education for all 3- and 4-year-olds
Child protection policies	Free NHS healthcare
Child Support Agency (now the Child Maintenance Service)	Laws and policies on adoption and fostering of children
Children Act (2004)	Maternity and paternity leave
Civil Partnership Act 2005	National Minimum Wage
Compulsory education	Support for lone parents
Divorce laws (including custody of and access to children)	Sure Start programmes
Domestic violence laws/policies	
Equality laws to improve the rights and position of women	

- 2 Take any one trend in families in Britain today, such as rising births outside marriage, rising levels of cohabitation, divorce or lone parenthood, and suggest: (a) two social policies feminists might adopt to support people through these changes; (b) two social policies the New Right or functionalists might adopt to try to stop or reverse these changes.
- 3 What are the main political parties currently saying about family roles and relationships? Go to the websites of the political parties below, and briefly outline two policies on the family and family relationships. Identify any differences you can between them. Look for a 'policy' heading or button, but be prepared to search (try 'policy', 'manifesto' or 'family' first).
- [www.labour.org.uk](http://www.labour.org.uk) (the Labour Party)
  - [www.libdems.org.uk](http://www.libdems.org.uk) (the Liberal Democrats)
  - [www.conservatives.com](http://www.conservatives.com) (the Conservative Party)
- ... have a look at what the smaller parties have to

**Activity 10.2**

Using the information from the last few lessons, apply your knowledge of Sociological perspectives to the following table:

Policy	What did the Policy aim to do?	Perspectives and how they would view the policy				
		Functionalists	Marxists	Feminists	New Right	Postmodernists
The Welfare State (1942)						
Legalisation of contraceptive pill (1961 for married women, 1967 for all)						
Abortion Legalisation (1967)						
Divorce Reform Act (1969)						
Children Act (1989)						
Marital Rape Act (1991)						
Child Support Agency (1993)						
Civil Partnerships (2004) and homosexuality legalisation (1967)						
Additional Paternity Pay (2011)						

## Demographic Trends and Family Life

Over four in every ten children are now born outside marriage: five times more than in 1971. However, nearly all these births are jointly registered by both parents. In most cases the parents are cohabitating. Women are having children later: between 1971 and 2005, their average age at the birth of their first child rose by more than 3 years to 27.3 years.

Women are having fewer children than in the 20th century, though the number increased slightly in the early 21st century. The average number of children per woman fell from a peak of 2.95 in 1964 to a record low of 1.63 in 2001, rising somewhat to 1.84 by 2006.

More women are remaining childless: it is predicted that a quarter of those born in 1973 will be childless when they reach the age of 45.

### Reasons

Reasons for the increase in births outside marriage include a decline in stigma and increase in cohabitation. For example, only one-third of 18-24 year olds now think that marriage should come before parenthood. The rise is largely the result of an increase in births to cohabitating couples rather than to women living alone.

The later age at which women are having children, smaller family sizes and the fact that more women are remaining childless, all reflect the fact that women have more options than just motherhood. Many are seeking to establish themselves in a career before starting a family, or instead of having children at all.

### Activity 10.3

Using the information above, discuss the implications of this research from a New Right perspective. Record your results as a podcast (remember to export the file as an MP3)

In the UK, the overall number of deaths has remained fairly stable since 1900, at round about 600,000- although in 1900, this number of deaths was out of a much smaller population than today.

There have been some important fluctuations. For example, the two world wars (1914-18 and 1939-45) brought a rise in the number of deaths, while the influenza epidemic of 1918 brought deaths to a record 690,000.

However, the death **rate** has fallen since 1900. The death rate is the number of deaths per thousand of the population per year. In 1900, the death rate stood at 19, whereas by 2007 it had almost halved, to 10.

The death rate had already begun falling from about 1870 and continued to do so until the 1930s and 1940s- the period of great economic depression, followed by World War II- but since the 1950s it has declined slightly.

Reasons for a declining death rate

According to N.L Tranter (1996), over three-quarters of the decline in the death rate from about 1850-1970 was due to a fall in the number of deaths from infectious diseases such as diphtheria, influenza, scarlet fever, measles, smallpox and tuberculosis (TB).

Since deaths from infectious disease were most common in the young it is not surprising that most of the decline in the death rate occurred among infants, children and young adults.

By the 1950s, so-called 'diseases of affluence' (wealth) such as heart disease and cancers had replaced infectious diseases as the main cause of death. These degenerative diseases affect the middle-aged and old more than the young.



## Key Studies on Demography

### Activity 10.4

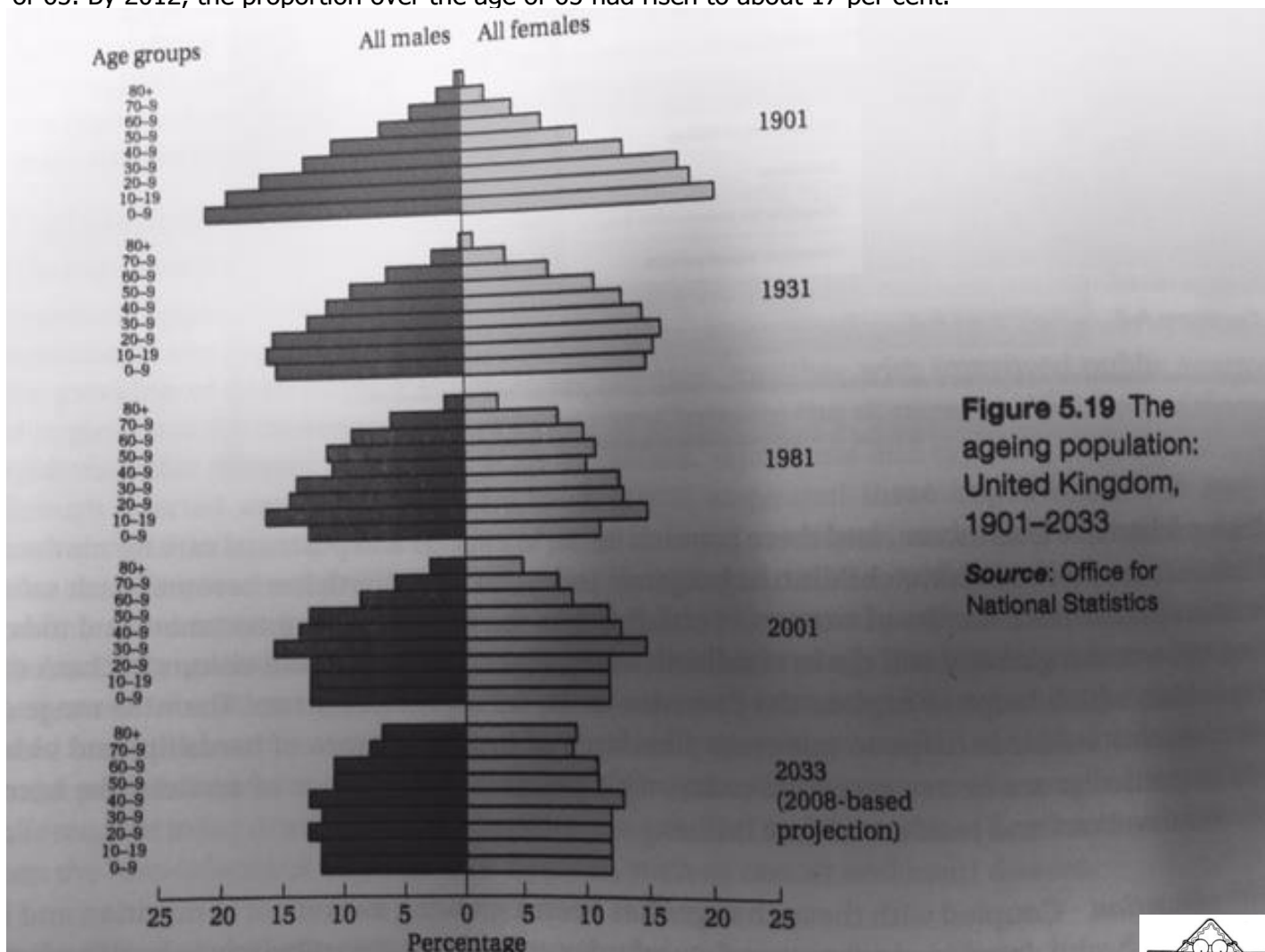
On the next spread outline the following studies looking at demographic trends and the family (the first one has been done for you).

<b><u>Study Name</u></b>	<b><u>Findings</u></b>
McAllister (1998)	Found that the Family Policy Studies Centre estimates that one woman in five will choose to remain childless, and this figure is expected to double in the next 20 years.
Foster (1990)	
Phillipson & Downs (1999)	
Ross et al. (2006)	
Brannen (2003)	

## The Ageing Population

The decline in the death rate and increased life expectancy have meant that more people are living longer. Britain, like most Western industrialised countries, today has an ageing population. This means that the average age of the population is getting higher, with a greater proportion of the population over retirement age, and a smaller proportion of young people.

However, the decline in the birth rate has meant that fewer children are being born as well, and this has changed the overall age structure of the population. For example, in 1901, about 33 per cent of the population were under age 15, 63 per cent between the ages of 15 and 65, and only about 4 per cent were over the age of 65. By 2012, the proportion over the age of 65 had risen to about 17 per cent.



**Figure 5.19** The ageing population: United Kingdom, 1901–2033

Source: Office for National Statistics

### Activity 10.4

- Referring to the above figure, identify three pieces of data that show an ageing population between 1901 and 2033. Explain why they show this.
- What evidence is there that women, in general, live longer than men? Identify data from the figure to back up your view.
- CHALLENGE:** Identify the largest group in 1931, 2001 and 2033, and suggest two reasons for any differences you identify.



## The influence of Culture on Demography and the Family

Migration trends in the UK have changed dramatically. Recent years have seen increasing levels of both immigration and emigration. Between 1994 and 2004, immigration rose from 314,000 to 582,000 annually, while emigration rose from 238,000 to 360,000.

The key reason for the increase was the expansion of the European Union in 2004 to include 10 new member states, mostly in Eastern Europe, giving their citizens the right to live and work in the UK. Four fifths of the increase in net migration in 2004 came from these 10 states, with Poland accounting for the biggest share.

### Activity 10.5



Using the cultural diversity resource on the Weebly site <http://socialsci-groby.weebly.com/sociology-unit-2.html> , complete the following grid:

	<b>African-Caribbean</b>	<b>Asian</b>
<b>Research</b>		
<b>Effects on family life</b>		



## Recent Trends in Family Life in the UK

One of the key concerns when looking at the family in the UK is to consider the key trends (that is changes over time) in some of the key ways in which families are formed and changed. This also links into a consideration of the diversity of family structure in the contemporary UK.

### Activity 10.7

In pairs try to think of some of the key possible biological and legal processes which may affect family.

Biological Factors	Legal Factors

Some of the key ways in which families are formed can be divided into biological processes and legal processes

These factors will enable us to consider and focus on some of the key trends. These could include: Marriage rates, Divorce Rates, Birth Rates, Death rates, Cohabitation Rates, Births outside marriage.

Can you think of any more possible statistics on family structure we might wish to gather?

Statistics on Family Structure are compiled by the Office for National Statistics ([www.statistics.gov.uk](http://www.statistics.gov.uk)) and you will be expected to consult their website for the latest statistics.

Number of families with dependent children	2006		2007		2008		2009		2010	
	Estimate	CI+/-	Estimate	CI+/-	Estimate	CI+/-	Estimate	CI+/-	Estimate	CI+/-
Married couple family	4,666	59	4,654	60	4,596	61	4,647	62	4,628	64
One child	1,827	54	1,847	55	1,839	55	1,902	57	1,869	58
Two children	2,052	51	2,042	51	1,973	51	2,006	52	2,010	53
Three or more children	786	31	765	30	784	31	740	31	749	32
Civil partner couple family	..	..	4	3	3	2	4	3	2	2
Opposite sex cohabiting couple family	947	40	964	40	1,030	42	1,016	43	1,071	44
One child	492	30	496	31	556	33	533	33	561	35
Two children	337	24	339	24	347	25	352	26	366	27
Three or more children	118	14	129	14	126	14	132	15	144	16
Same sex cohabiting couple family	3	2	4	3	3	2	3	2	2	2
Lone parent family	1,855	50	1,855	50	1,870	51	1,952	53	1,953	54
One child	1,023	41	1,031	41	1,026	42	1,100	45	1,115	45
Two children	582	30	567	29	599	30	602	31	601	31
Three or more children	249	19	257	19	245	19	249	19	237	19
All families	7,471	48	7,480	49	7,501	50	7,622	51	7,657	52
One child	3,345	69	3,379	70	3,424	71	3,540	74	3,548	75
Two children	2,972	56	2,951	55	2,921	56	2,962	57	2,979	58
Three or more children	1,154	32	1,151	32	1,156	33	1,121	33	1,130	34

This table provides us with some information about families in the UK by considering both the nature of relationship between adults (eg) married, cohabiting or lone parent and also the number of children. It is therefore a very good starting point for trying to consider the relative size of different types of family and also since it provides data for more than one year we can also look at the trends (changes over time). For this table we might want to note that the total number of families has risen from 7.5m to 7.7m in the 4 year period quoted. In all four years the most popular family form was a married couple family which comprised 4.6m of the total of 7.7m in 2010, so approx 60% of families. Lone Parent families were the next most popular comprising 1.9m in 2010, so 25% of families. Least popular were cohabiting couple families which comprised 1.07m in 2010.

### Reasons for the increase in Divorce

There are two broad groups of reasons for the increase in the divorce rate:

**1) Changes in the law** which have gradually made divorce cheaper and easier to get.

Changes in the law over the last century have made divorce easier and cheaper to get, and have given men and women equal rights in divorce. This partly accounts for the steep rise in divorce rate over the last 50 years, particularly in the 1970s and 80s. These laws are shown below:

#### A brief history of the divorce laws

In the nineteenth century, divorce could only be obtained by the rich. As a result, there were very few divorces, and in 1911, there were only about 600 divorces a year. Men also had more rights in divorce than women until 1923, when equal rights in divorce were established. Since 1971, changes in the law have made it easier to get a divorce.

- *The Divorce Law Reform Act of 1969*, which came into effect in 1971, was a major change. Before the 1969 Act, a person wanting a divorce had to prove before a court that his or her spouse had committed a 'matrimonial offence', such as adultery, cruelty, desertion or unreasonable behaviour. This frequently led to major public scandals, as all the details of unhappy marriages were aired in a public lawcourt. This may have deterred many people whose marriage had broken down from seeking a divorce. Also, marriages may have broken down – become empty shell marriages – without any matrimonial offence being committed. The 1969 Act changed all this, and made 'irretrievable breakdown' of a marriage the only grounds for divorce. It is now no longer necessary to prove one partner guilty of a matrimonial offence or at fault in some way: it simply has to be demonstrated that a marriage has broken down beyond repair. After 1971, one new way of demonstrating irretrievable breakdown of a marriage was by two years of separation (with both partners consenting) or five years without both partners consenting, in addition to existing grounds of adultery, unreasonable behaviour or desertion. This change in the law led to a massive increase in the number of divorces after 1971.

- *The Matrimonial and Family Proceedings Act of 1984* allowed couples to petition for divorce after only one year of marriage, whereas previously couples could normally divorce only after three years of marriage. This led to a record increase in the number of divorces in 1984 and 1985.

*The Family Law Act of 1996* came into effect in 1999. This increased the amount of time a couple had to be married before a divorce could be granted from twelve to eighteen months, introduced compulsory marriage counselling for a 'period of reflection and consideration', and required children's wishes and financial arrangements for children to be agreed before a divorce was granted. This was an attempt to stem the rising number of divorces by increasing the time for 'cooling off'. These compulsory counselling sessions were later abandoned because it was found they were more likely to encourage people to go through with a divorce, even when they were initially uncertain.

In 2011, the government decided that, as a quicker and cheaper alternative to resorting to the over-worked family courts, disputes between divorcing couples (over things like money and custody of children) should be referred to mediation to be sorted out before couples are allowed to resort to the courts.



## Divorce: Key Studies

### Activity 10.9

Based on the information and resources given to you during the lesson, complete the following key study grid:

Beck & Beck-Gernstein (1995)

Hart

Thornes & Collard

Gibson (1994)

### Activity 11.1

1. Suggest reasons why the following groups might be more at risk of divorce than other groups in the population:

a) Teenage marriage

---

---

---

---

b) Childless couples

---

---

---

---

c) Couples where each partner is from a different social class or background

---

---

---

---

2. Suggest reasons why women are more likely to apply for divorce than men

---

---

---

---

---

---



## Changing Patterns of Marriage: Cohabitation

Although cohabitation is rapidly becoming the norm rather than the exception, it can have different meanings for different couples involved:

1. As a fairly temporary, informal arrangement.
2. As an alternative substitute to marriage
3. As a preparation for or a trial marriage.

### Activity 11.1

Read the following extract:

#### **'Cohabitation: Testing the water' Smart & Stevens (2000)**

*Smart & Stevens carried out interviews with 20 mothers and 20 fathers who were separated from cohabiting partners with whom they had a child. They found that most of the sample were either indifferent to marriage or had been unsure about marrying the person with whom they had had a child.*

*Many of the female respondents had wanted their partners to become more 'marriage-worthy', especially in terms of expressing emotional commitment and helping more with children. Cohabitation, then, was generally a test of their own and their partner's commitment.*

*Many felt that their level of commitment to each other was the same as married couples but they believed that it was easier to leave a cohabiting relationship than it was to leave a marriage.*

1. What does this research tell us about the meaning of cohabitation?

---

---

---

---

---

---

2. What effect might the choice of sample had on the findings?



---

---

---

---

---

---

3. What conclusions have the following studies drawn about cohabiting couples?

Morgan (2000)	
Kiernan (2007)	

## Changing Patterns of Marriage: LATs

**Levin (2004)** has identified what she regards as a new family form called Living Apart Together or LAT relationships: the individuals concerned are in long-term committed, intimate relationships, define themselves as a couple and are seen as such by others yet do not share a common home and choose to live in separate households from their 'apartners' (couples who live apart).

The rising number of LAT relationships reflects the growing ways in which the concept of 'family' and definitions of family norms are increasingly challenged by a range of personal living arrangements. Levin sees LATs as a clear alternative to marriage or cohabitation, and not in most cases a preliminary stage preceding them.

### Activity 11.2

Read the following extract and answer the question underneath:

#### THE GROWTH OF LATs

Levin sees the growth of LATs arising from similar social changes and changing norms to those identified earlier for the rise in divorce, the decline of marriage and the increase in cohabitation. The widespread acceptance of divorce and cohabitation itself contributes to the growth in LATs, as people have become more open to new styles of relationships, and Duncan and Phillips (2010) found that LATs are increasingly understood and accepted by the wider public as an approved alternative to marriage and cohabitation.

Haskey (2005) estimated there were 2 million couples in 2002–3 in Britain in LATs – around 30 per cent of all men and women aged from 16 to 59 who were not married or cohabiting, and it is reasonable to assume this has grown substantially over the past ten years. This is because, as Levin suggests:

- divorce and separation rates have continued to increase, and the LAT relationship has become a more common and socially acceptable way of dealing with the fall-out from previously broken relationships
- with growing individualization and choice in relationships, and as people live longer and healthier lives, they may become more prone to seeking out new partners
- changes in the labour market have meant it is more difficult for partners to find or retain their existing jobs and incomes in other areas
- modern technology, like video links, mobiles and email, easier and faster travel, mean close contact can be maintained between 'apartners'. The internet can also create LATs as people may form virtual relationships which may turn into long-distance LATs.

Using information from the last two pages, explain the fall in the birth rate over the last 20 years or so

---

---

---

---

---

---

---

---

---

---

## Power & Control in the Family

In this unit we will be discussing gender roles in the division of labour within families, power relationships between couples and how these factors have changed over time.

In your experience....

### Activity 11.3

How are tasks split up between couples and/or families in the home. Use the table below to state whether you believe men or women complete most of the housework in an average couple with suggestions why that might be as well as ideas on how it should be changed.

Who carries out most of the housework?	Why do you think that is?	Should the divide change?

Young and Willmott (1973) argued that the modern family is what they called 'symmetrical'. This is a family that has strong bonds between married or cohabiting partners, with the relationship becoming more symmetrical- less patriarchal and much more equally balanced. Both partners share household chores, childcare and decision making, and both partners are more likely to be involved in paid employment. The assumption has been that there has been a change in the domestic division of labour from **segregated conjugal roles** to **joint conjugal roles**.

### Activity 11.4

How have the following factors caused the more symmetrical family to appear?

Improved living standards in the home	
The decline of the extended family	
Improved rights and status of women	
Increase of women in paid employment	
The commercialisation of housework	
Weaker gender identities	

### Criticisms of the symmetrical family

The view that there is more equality in modern family relationships has been subject to very strong criticism, particularly by feminist writers, and there is not really that much evidence that the family is now typically 'symmetrical'. While there does seem to be some evidence of more role integration in leisure activities and decision-making, housework and childcare remain predominantly women's work. While men are perhaps more involved in childcare than they used to be, this would appear to be in the more enjoyable activities like playing with children and taking them out. The more routine jobs such as bathing, feeding and taking children to the doctor are still done predominantly by women, and it is still mostly women who get the blame if the house is untidy or children are dirty or badly dressed.

Activity 11.5 Complete the following grid containing studies on housework and childcare:	
Dryden (1999)	
Sclater (2000)	
Green (1996)	
Dennis & Erdos (2000)	

# Domestic Violence

## General

- 2 women are killed each week by a current or former partner (Homicide Statistics, 1998) – 1 woman killed every 3 days.
- An analysis of 10 separate domestic violence prevalence studies by the Council of Europe showed consistent findings: 1 in 4 women experience domestic violence over their lifetimes and between 6-10% of women suffer domestic violence in a given year. (Council of Europe, 2002)
- 1 woman in 9 is severely beaten by her male partner each year. (Stanko et al, 1998)
- Domestic violence has a higher rate of repeat victimisation than any other crime. (Home Office, July 2002)
- Every minute police in the UK receive a domestic assistance call – yet only 35% of domestic violence incidents are reported to the police. (Stanko 2000 & Home Office 2002)
- The 2001/02 British Crime Survey (BCS) found that there were an estimated 635,000 incidents of domestic violence in England and Wales. 81% of the victims were women and 19% were men. Domestic violence incidents also made up nearly 22% of all violent incidents reported by participants in the BCS. (Home Office, July 2002)
- On average, a woman is assaulted 35 times before her first call to the police. (Jaffe 1982)

## Children

- In 90% of domestic violence incidents, children were in the same or the next room. (Hughes, 1992)
- In over 50% of known domestic violence cases, children were also directly abused – NSPCC (1997) found a 55% overlap; Farmer & Owen (1995) found 52% overlap.

## Health

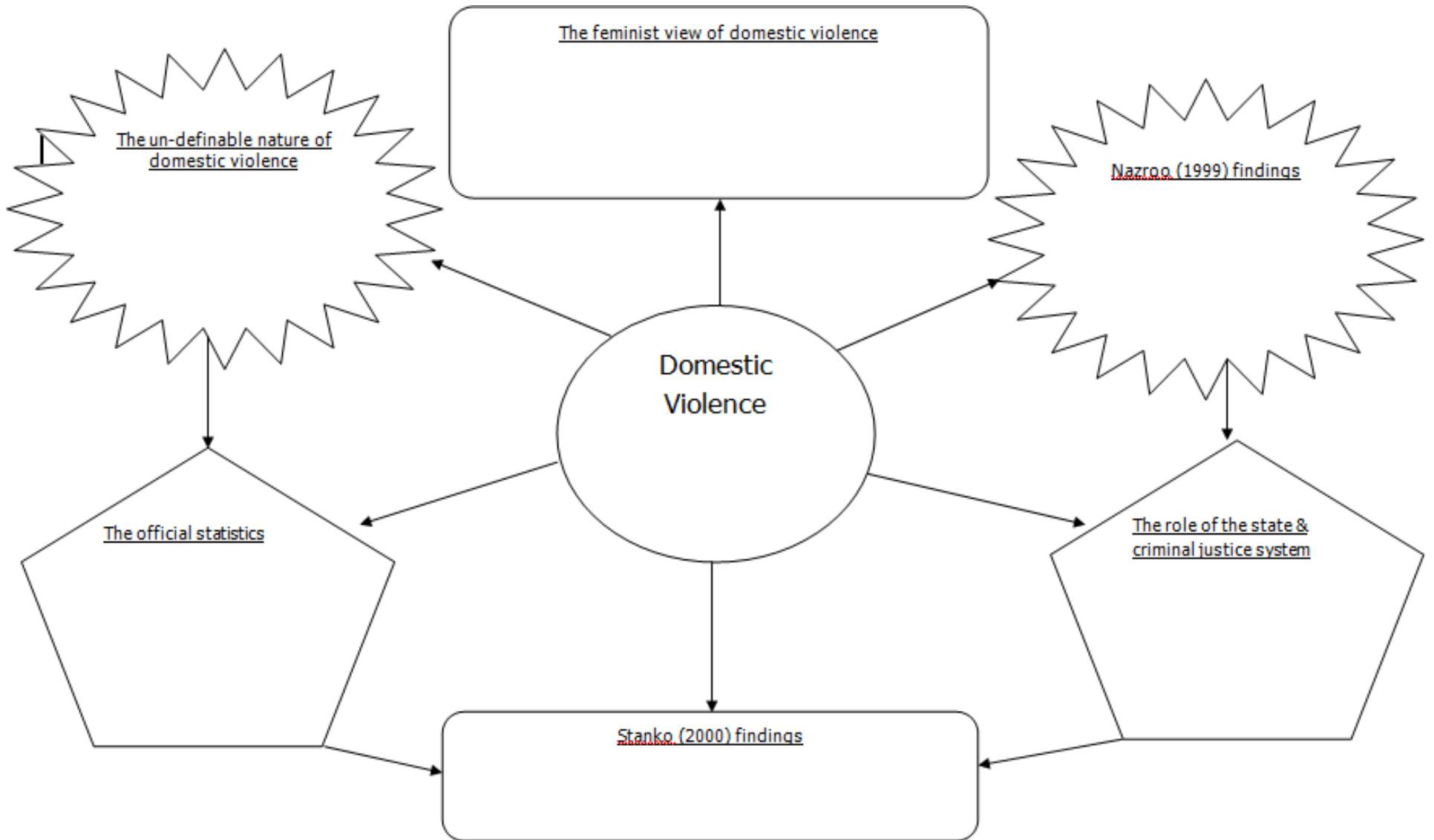
- 30% of domestic violence either starts or will intensify during pregnancy (Department of Health report October 2004)
- Foetal morbidity from violence is more prevalent than gestational diabetes or pre-eclampsia. (Friend 1998)

## Cost to society

- In September 2004, Sylvia Walby of the University of Leeds estimated the total cost of domestic violence to services (Criminal Justice System, health, social services, housing, civil legal amounts to 3.1 billion every year, while the loss to the economy is 2.7 billion. This amounts to over 5.7 billion a year.
- Professor Elizabeth Stanko estimated the cost in 1996 of providing services to women and children facing domestic violence in one London Borough to be about 90 per year per household & the total cost for Greater London to be 276 million per year.
- Sylvia Walby also cites the human and emotional cost: domestic violence leads to pain and suffering that is not counted in the cost of services. This amounts to over 17 billion a year.

Activity 11.6

Complete the following spider-diagram, using information from the Collins textbook p111.



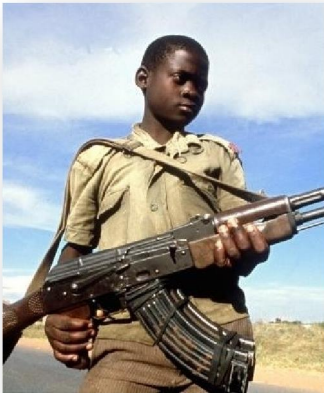
## The Nature of Childhood

In contemporary Britain, and in most Western societies, many people take it for granted that children are fundamentally different from adults. Children are seen as innocent and vulnerable, and as needing protection from the dangers lurking in the adult world. We tend to think of children as clear and separate from the world of adults, with a long period of support and socialisation by adults, usually in the family, necessary before they are themselves able to take on the responsibilities of adults.

In many ways, childhood today in Britain has become quite a privileged time of life compared to that of adults. For example, children are protected by laws to protect them from being exploited, neglected or abused. To be a child is about taking on a specific social role. This is established by the social structure, including the dominant social norms and traditions, and is imposed on children by those who have more power than them, such as parents and teachers. In short, sociologists argue that childhood is a **social construction**.

### Activity 11.7

What do the following images tell us about the nature of childhood?



---

---

---

---

---

---

---

---

How do the above images show that childhood is a social construction?



---

---

---

---

---

---

---

---



## Childhood through time

The position of children differs over time as well as between societies. Many sociologists and historians argue that childhood as we understand it today is a relatively recent 'invention'. The historian Philippe Ariès (1960) argues that in the middle ages (from about the 10<sup>th</sup> to the 13<sup>th</sup> centuries), 'the idea that childhood did not exist'.

### Activity 11.8

Use the picture below to help explain that adulthood and childhood were the same thing during the 16<sup>th</sup> Century.



---

---

---

---

---

---

## Children and the state

From the start of the 20<sup>th</sup> Century Britain became a far more child-centred society and laws within the UK changed to reflect that. For example, the education act was brought in to make sure that children had at least 11 years of full-time education which helped to stop the use of child labour in this country.





---

---

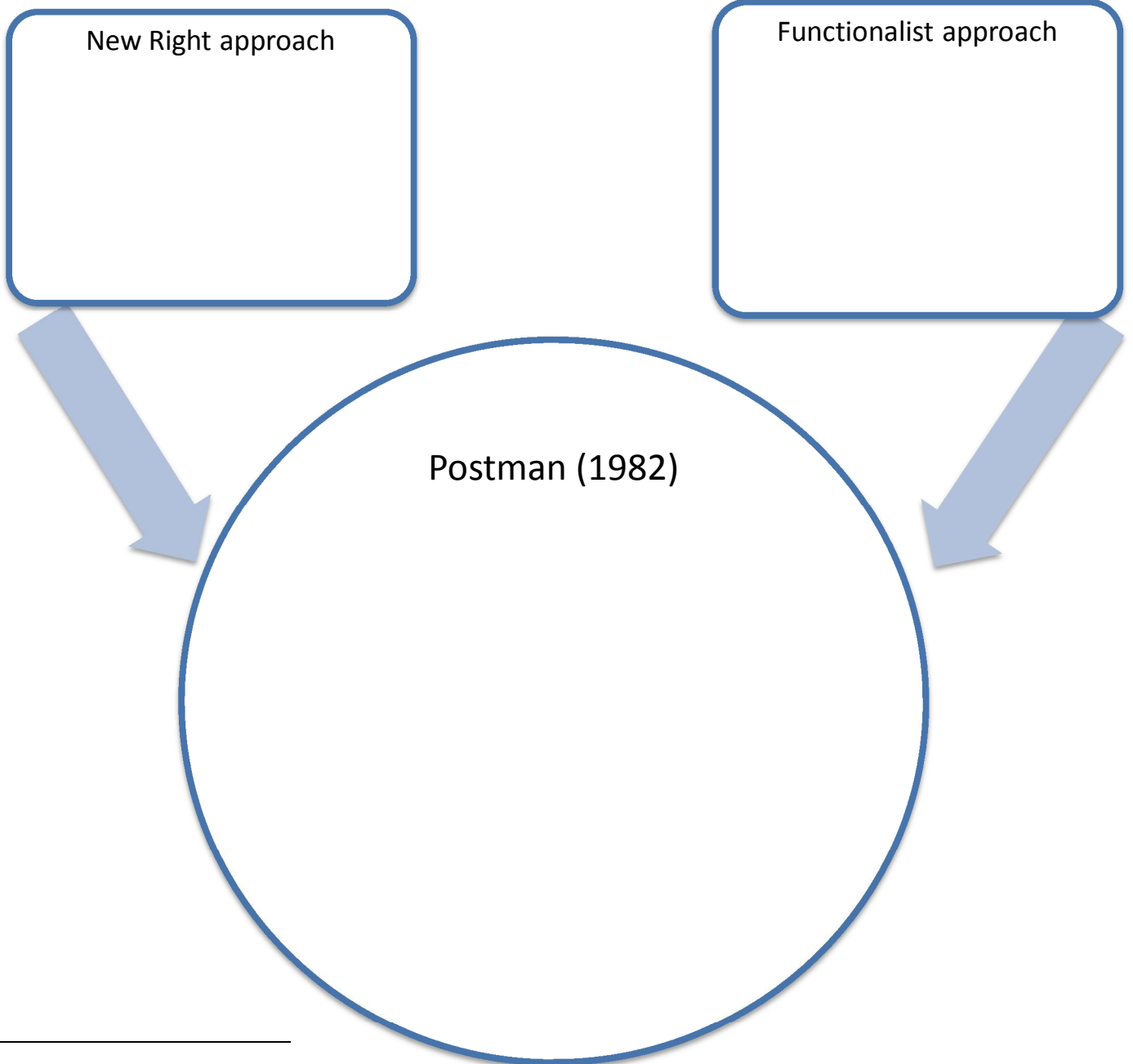
---

### The conventional approach to childhood

The conventional approach to childhood is usually taken by **functionalist** and **New Right** thinkers. This approach tells us that childhood is under threat from modern parenting and that children need protection from modern-day threats.

#### Activity 12.1

*Using the space below, outline Postman's (1982) view of childhood and relate it to the New Right and functionalist approach.*



### **Challenging the conventional approach to childhood**

Some Sociologists such as Marxists and feminists challenge the conventional view of childhood and believe that society is based on a conflict between different social groups such as social classes or genders. In this conflict, some groups have more power, status or wealth than others. Other Sociologists believe that the New Right and functionalists do not look at childhood from the child's point of view.

#### Activity 12.2

Fill in the following template to outline the findings of Evans & Chandler (2006)

#### Aims:

---

---

---

---

---

---

---

---

#### Procedure:

---

---

---

---

---

---

---

---

#### Findings:

---

---

---

---

---

---

---

---

#### Support/ Criticisms:

---

---

---

---

---

---

---

---

## Component Checklist

Use this checklist to ensure that you have covered all the areas needed for success in your exams. The following topics will be covered in class.

However, it will be your responsibility to catch up with any topics you miss and to actively revise the different areas.

Topic Area	Covered in Class	Revised ✓

# Education & Research Methods



## Topic 2 Component 1



### **Key Term Glossary**

*After completing a topic, you need to fill in the definitions for the following terms, these will prove essential in the build up to the exam.*

Capitalism	
Capitalist relations of production	
Correspondence theory	
Cultural capital	
Equality of opportunity	
Hidden curriculum	
Ideology	
Ideological control	
Individualism	
Liberals	
Meritocracy	
Myth of meritocracy	
Particularistic standards	

Schooling	
Secondary education	
Specialist schools	
State education	
Unrealistic standards	
Compensatory education	
Cultural disadvantage	
Differential educational attainment	
Educational Maintenance Allowance (EMA)	
Material deprivation	
Positive discrimination	
Self-fulfilling prophecy	
Tripartite system	
Anomaly	

Discourse	
Ethnocentric	
Institutional racism	
Multicultural racism	
Service sector	
Coping strategies	
Manufacturing industry	
Peer-group status	
PSHE	
Adaptations	
League tables	
Remasculinisation of the vocational curriculum	
Marketisation	
Parity of esteem	



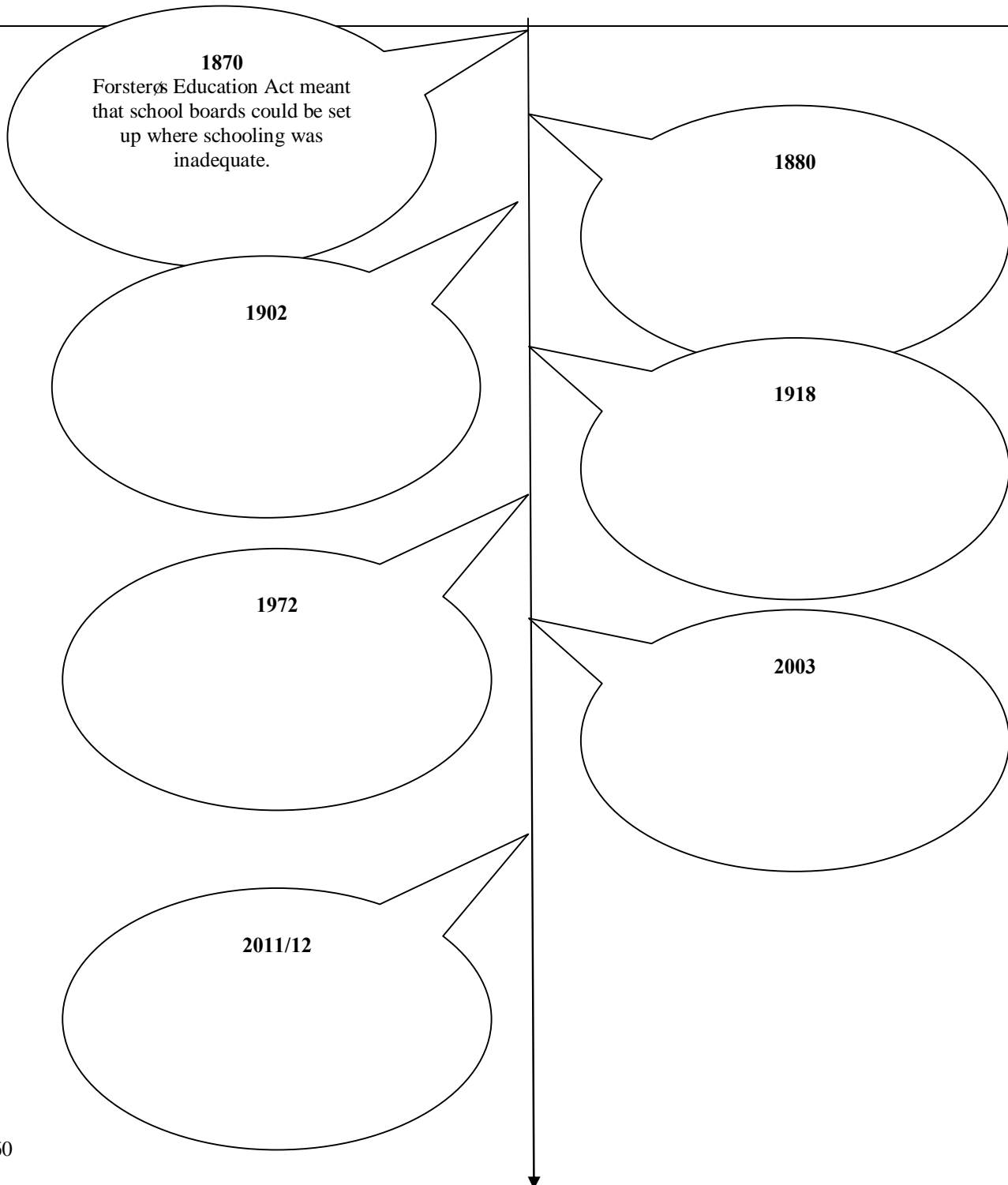
## The role and purpose of Education.

This topic looks at education, socialisation and citizenship. It explores ways in which education teaches children to behave in certain ways. There are perspectives which argue this has positive and negative functions. They look at how the role of education has influenced social policy of governments to "raise standards". At the broadest level, Structuralist sociologists are interested in why education is important and the functions it performs for both the individual and society.

### Activity 12.3

#### Compulsory education

Using the information in the Collins textbook, complete the following timeline on the effects of compulsory education



## The functionalist approach to education

We have already looked briefly at the functionalist approach to sociology. The approach tells us that every part of society has a specific function that enables it to contribute to society in a specific way. In the case of education, schooling has three major functions:

1. Secondary socialisation
2. Skills provision
3. Role allocation

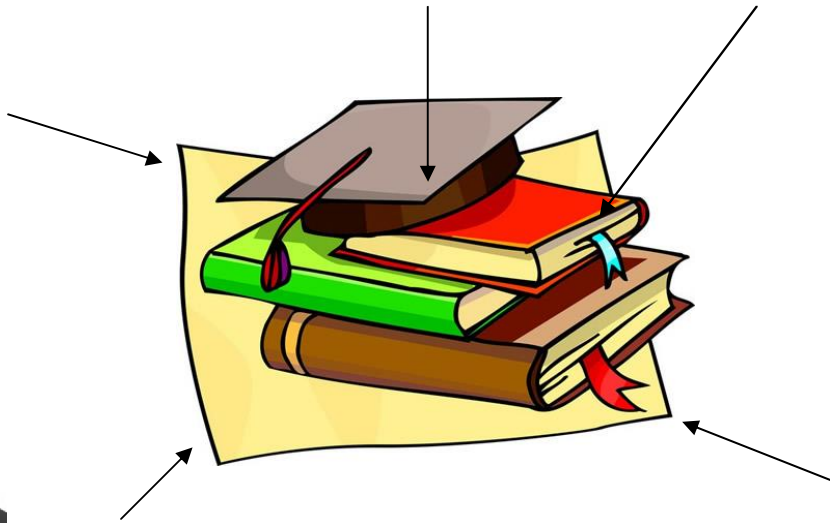
### Activity 12.4



### Secondary socialisation

Using the key terms below, label the following diagram to explain how education provides secondary socialisation.

Equality of opportunity  
Individualism  
Meritocratic  
Particularistic standards  
Universalistic standards



Decide what skills education provides us with (try to think beyond academic capabilities!)

---

---

---

---

---

---

---

---

---

---

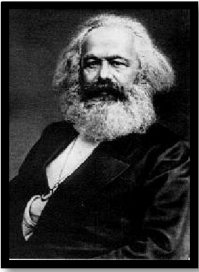
## Role allocation

### Activity 12.5

Debate the following statement: Education allows all students to be allocated with a job that suits their ability

<b>FOR</b>	<b>AGAINST</b>

## The Marxist approach to Education



In Marx's words "the ruling class rule as thinkers, as producers of ideas". Marxists stress the negative role education plays. They argue that school makes working class children passive and resigned to their fate and crushes any rebellious instinct. Education reproduces inequality – "locking in" individuals into existing positions in the STRATIFICATION system, maintaining exploitation and privilege. They argue that not ability but social class filters working class people into jobs of low status and pay. For Marx, education is seen as an important part of the **superstructure** of society.

### Activity 12.6

Label the following diagram according to Marx's idea of superstructure and Althusser's Ideological State Apparatus



## Correspondence theory

Bowles and Gintis (1976) argue that education acts to reproduce the world of work and instil the values of the ruling classes upon students at the same time. Students are the workers and teachers the bosses. Students work for rewards (grades instead of wages) while at the same time upholding the ethos and values set by the school (dress code, breaks etc). The further up the 'educational ladder' the student climbs, the more freedom and responsibility they are afforded (matching the world of work).

### Activity 12.7

Based on your knowledge from the lesson, complete the following

Factors that allow students to succeed:

---

---

---

---

---

---

### Criticisms of Bowles and Gintis

**Reynolds (1984)**

Claims that the current curriculum does not seem to be designed to teach the basic skills and attitude needed in the world of work and the survival of subjects such as Sociology is due to that lack of correspondence.

**Brown (1997)**

**Willis (1977)**

## Class and Educational Achievement

Look at the pictures below and write any stereotypes that you might associate with them as well as any differences in educational achievement



---

---

---

---

### Activity 12.8

Patterns of achievement are studied by sociologists as a result of certain groups of students achieving significantly better results at school. These differences are found in race, gender and class. For example, Butler and Hammetta (2007) has shown that a school's performance directly corresponds to the number of middle-class pupils that attend it, as evidenced by their postcode.

Explanations of class differences in educational attainment

Smith and Noble (1995) look at material deprivation and look at the 'barriers to learning' which can result from low income. Using page 209 from the textbook, label the following:



SCHOOL UNIFORM

COMPUTER ACCESS



CHOICE OF SCHOOLING

**CHALLENGE** **HALENE**

Explain, in detail how each of the above factors could affect achievement in school.

---

---

---

---

---

---





*Using your knowledge of the new right perspective and the information on page 210 of the textbooks, complete the following debate.*

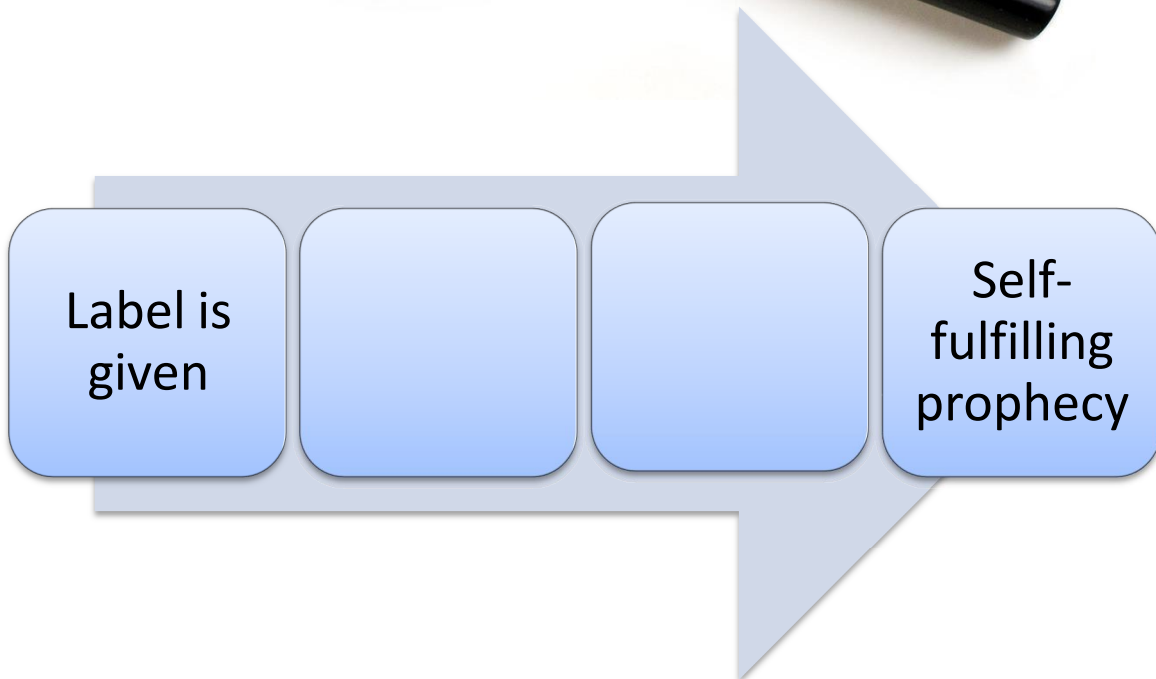


## The influence of the school: Interactionism

Sometimes referred to as a magnifying glass approach as it looks at the detail in society.



*Based on the interactionist view of labelling, fill in the following diagram.*



### ***TASK BOX***

*Using the information on pages 211-212 of the textbook, create a talk show script on the impact of the curriculum on class disadvantage in education*

---

---

---

---

---

---

---

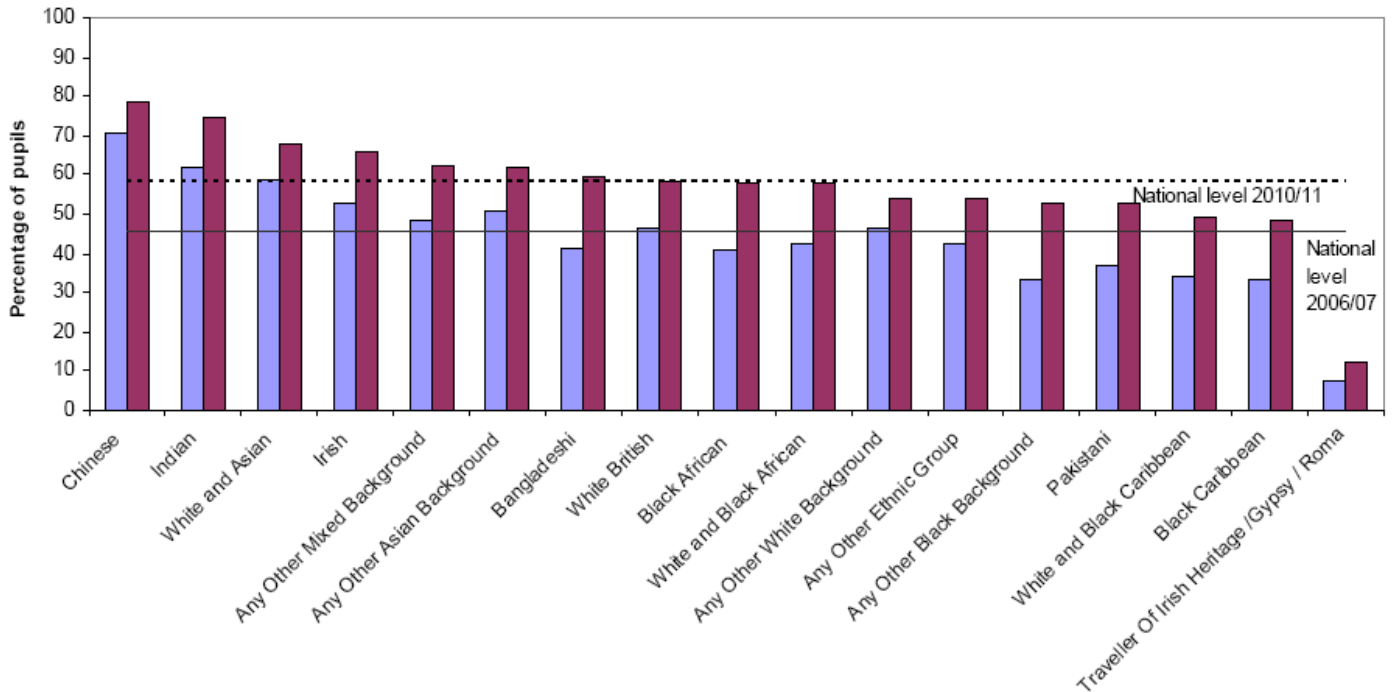
---

---

---

## Ethnicity and educational achievement

**Fig. 2. Key Stage 4: Proportion of pupils achieving 5 or more A\*-C grades at GCSE or equivalent including English and mathematics GCSEs by ethnic group, 2006/07 and 2010/11\***



*Using the information from the above table, write down 4 major conclusions:*

**1.**

**2.**

**3.**

**4.**

## Material and cultural factors

The 'gaps' associated with ethnicity in national tests at the end of Key Stage 3 (KS3) (age 14) are large. Pakistani, Bangladeshi, Black Caribbean and Black African groups achieve a KS3 average points score around 3.0 points less than White British pupils. This is equivalent to around a whole year of progress in terms of National Curriculum levels.

This ethnic gap should be interpreted in terms of the size of other 'gaps'. The social class gap was largest with a 10 point gap between pupils from higher managerial and professional families and those where the main parent was long term unemployed. The maternal education gap was also large with a nine point gap between pupils with mothers qualified to degree level or higher and those with mothers with no educational qualifications. These compare to an ethnic gap of three points. The gender gap was just 0.8 points, with boys scoring lower than girls.

### Contextualising attainment gaps for minority ethnic groups

Statistical control for social class, maternal education, family poverty as indicated by entitlement to a Free School Meal (FSM), home ownership and family composition (single parent households), substantially reduced

<sup>1</sup> On the 28<sup>th</sup> June 2007, the Department for Education and Skills became the Department for Children, Schools and Families.

the attainment gaps for minority ethnic pupils, relative to White British pupils. Indian and Bangladeshi groups achieved higher results than would be expected given the extent of their disadvantage, the gap for Pakistani pupils relative to White British pupils was reduced by four-fifths and the Black African pupils gap by two-thirds.

However the low attainment of the Black Caribbean group was not accounted for by such controls, remaining 2.5 points below the White British pupils' average. A wide range of further variables including parental involvement in school, parents' educational aspirations for their children, pupils' academic self concept, homework completion, attitudes to school, educational aspirations, educational risk (special educational needs, absence, truancy, exclusion, involvement with police or social services) and school and neighbourhood characteristics were added to create a 'full context' model. While this model could account for the low attainment of Bangladeshi pupils, and around half of the low attainment of Pakistani pupils, it could not account for the low attainment of Black Caribbean and Black African groups whose scores were 2.5 points below what would be expected given their personal, family, school and neighbourhood characteristics. Ethnicity and pupil progress

Much of the difference between ethnic groups at age 14 can be accounted for by prior attainment at the end of KS2 (age 11). After controlling for prior attainment and all pupil, family and school factors, Pakistani and Black African gaps at KS3 reflect earlier gaps at KS2, indicating a need to focus on processes occurring during primary school for a full understanding of the gaps. However Indian pupils and Bangladeshi girls made more progress than White British pupils over the course of KS3, pulling even further ahead than they were at KS2. Conversely, Black Caribbean pupils and

Bangladeshi boys made less progress than their White British peers, and they were the only groups where underachievement relative to White British pupils increased significantly over the course of KS3. In-school factors and teacher expectations Black Caribbean pupils were found to be underrepresented in entry to the higher tiers of the KS3 tests, even after adjusting for prior attainment and all other pupil, family, school and neighbourhood factors. All other things being equal, for every three White British pupils entered to the higher tiers only two Black Caribbean pupils were entered both for mathematics and science. Black Caribbean pupils were the only ethnic group to be under-represented in this way.

### TASK

Read the above information on ethnicity and come to four conclusions based on what you have read.

---

---

---

---

---

---

---

---



## Other factors

*Label the following to outline the effect that the curriculum and institutional racism has on ethnic differences.*

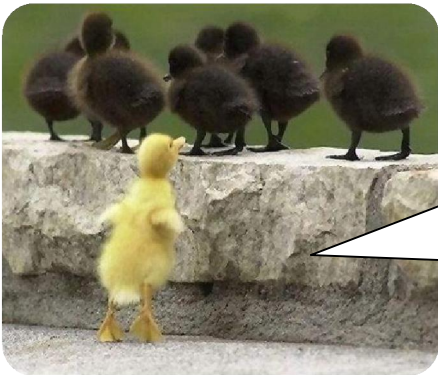


INSTITUTIONAL RACISM

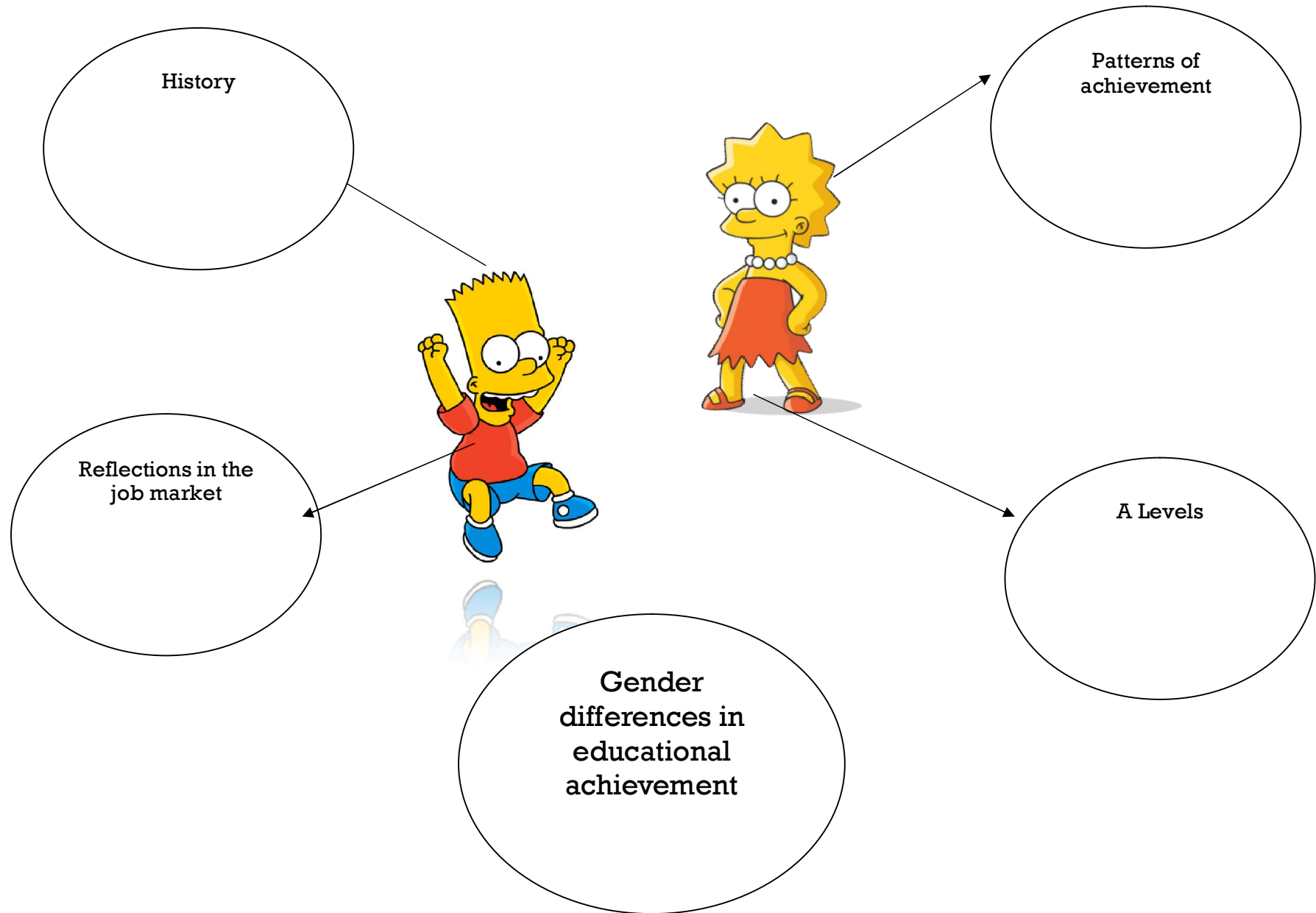


THE CURRICULUM

CATEGORISATION



## Gender and educational achievement



## Reasons for an increase in achievement in girls

The job market



There are increasing job opportunities for women in the job market. However, the need for male manual labour has decreased significantly. In 2006, three-quarters of women were in full time employment compared to about half in 1960.

Female expectations



Feminism



Behaviour



Changes in the organisation of education



Better socialisation for schooling





**Study watch:** Francis, (2005) '*The Impact of Gender Constructions on Pupil's Learning*'

Read the above study on page 223 of the textbook, and answer the following questions:

1. What was the aims of the Becky Francis study on learning?

---

---

---

---

---

---

2. What types of research methods did she use?

---

---

---

---

---

Describe the procedure of the study

---

---

---

---

3. What were the main findings of the study?

---

---

---

4. What suggestions can you make on improving boys' performance at school based on this study?

---

---

---

---

## Concerns over boys' achievement

### FACTS

- Boys are behind girls at reading and writing by the age of 6.
- At age 11, the average boy is nine months behind the average girl in development of speaking skills, 12 months behind in literacy and six months behind in numeracy.
- Traditionally, boys have matured later than girls, who have always been ahead in language at primary level, but boys no longer appear able to catch up, remaining 15 % behind at GCSE in English with half the number choosing the subject at A-Level.
- White working-class boys are, for the first time, the lowest achieving group.
- There is a view that less-able boys are virtually unemployable because they lack interest, drive, enthusiasm and social-skills.

### Activity 13.1



*Create a podcast on the reasons why boys are being outperformed by girls at school. This should be in the style of the radio programme. Below, complete the radio script below:*

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

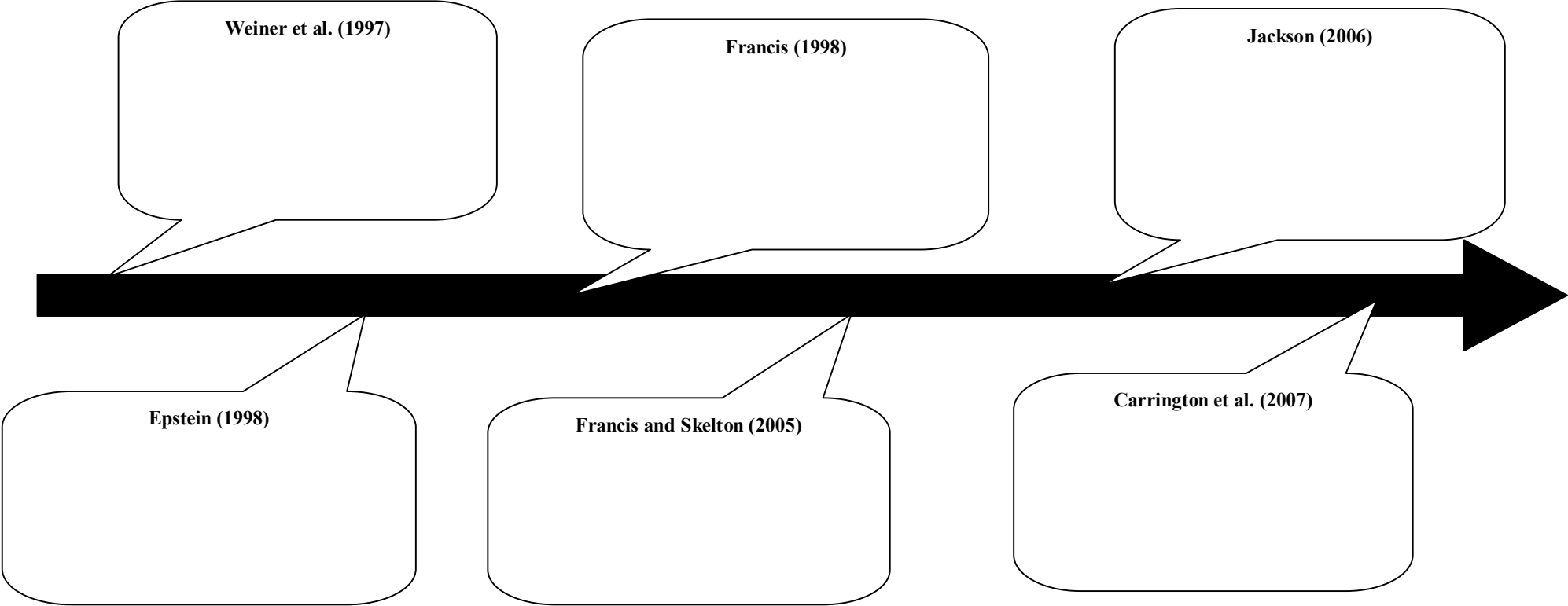
---

---

---

---

# The future of progress



## Relationships and processes in schools

*In pairs, think of what school means to you. What do you learn? What experiences to you gain? What aspects of school life are different for different people and what are different for everyone?*

### The hidden curriculum

The term 'Hidden Curriculum' was first used by sociologist Philip Jackson in 1968, although the concept has been around longer. Jackson argues that what is taught in schools is more than the sum total of the curriculum. He thought that school should be understood as a socialisation process where students pick up messages through the experience of being in school, not just from things that they are explicitly taught.

A recent definition of a hidden curriculum was given by Meighan ("A Sociology of Education", 1981):  
**The hidden curriculum is taught by the school, not by any teacher...something is coming across to the pupils which may never be spoken in the English lesson or prayed about in assembly. They are picking-up an approach to living and an attitude to learning.**

#### Activity 13.2

Using the above information and write your own definition of the hidden curriculum below.

---

---

---

---

---

---

---

---

---

---

### Pupil Subcultures



**Paul Willis**

Valerie Hey (1997) examined the sociology of school girl's resistance to school authority using analysis of friendships. She used overt participation observation, unstructured interviews and analysis of notes in two schools where girls used classroom interaction within cliques and note passing as a response to being in bottom sets. She uncovered a complex dynamic in these mechanisms of social control, including "bitching", falling out and rituals of exclusion, where girls re-inscribe a socially constructed female stereotype for working class girls. They used their attractiveness to manipulate boys and male teachers. **She may have broken ethical codes in looking at notes from bins and letting girls have notes from her to avoid classes.**



### Student Subcultures.

Relationships between students are also important for sociologists to study, particularly those of anti-school subcultures. These students oppose the authority of teachers and the school. Hargreaves study (1973) shows anti-school subcultures form as a response to negative labelling, which allows those labelled access only to the lowest academic status in school. As a result they attach prestige to being disruptive in the classroom to gain status from peers. Hargreaves used interviews with boys in inner city secondary modern schools (*not grammar schools but working class schools without a 6<sup>th</sup> form*).

**Research Study:** Mac en Ghail (1988)– Young, Gifted and Black. Read and complete the task below.

The Warriors were seen as the best organised and toughest Asian gang in the school. They claimed they were all conformists at first but by the third year, attitudes towards the school changed. They wanted to challenge the "passive Asian" stereotype and became respected and feared. They shared a view that school was a system of hostile authority and meaningless work demands.

1. What factors can lead to the emergence of anti school subcultures?
2. Why have groups of working class boys attracted more attention than girls and middle class boys? In what ways might Asian or black anti-school groups be different to white ones?
3. Why do you think the Warriors stopped being conformist (obedient) when they did?



A series of horizontal lines for writing, consisting of 30 evenly spaced lines filling the page.

## Social policy and education

*In Sociology, it is important to focus on how secondary socialisation has changed over the last 140 years.*

### 1944-1965

Up until the end of the Second World War, those with the opportunity and money got the education that was lacking in other areas. Social democratic thinkers attempted to provide a more holistic approach by introducing the \_\_\_\_\_ system. This system proposed three different types of school to suit all abilities: \_\_\_\_\_, \_\_\_\_\_ & \_\_\_\_\_. Every student would have to undergo an IQ or \_\_\_\_\_ test to decide on the schooling most appropriate for them.

### 1965-1979

After the failure of the tripartite system in creating equality for students, the Labour government instructed local councils to put plans in place for a \_\_\_\_\_ schooling system. The curriculum was \_\_\_\_\_ which allowed for more inclusion of all abilities. This required facilities to be \_\_\_\_\_. This also allowed schools to promote more \_\_\_\_\_ and recreational subjects.

### 1979-1997

New \_\_\_\_\_ policies became more and more influential due to the policies of a \_\_\_\_\_ government. Schools were now treated more like private businesses and used \_\_\_\_\_ to drive up standards in schools. During this time the 1988 \_\_\_\_\_ was introduced which involved a national \_\_\_\_\_ meaning that all schools could be judged on the same criteria.

*Evaluation of the changes to the educational system*

Problems with the tripartite system

Problems with comprehensive schooling

Problems with vocational education

Problems with the 1988 Education Reform Act



## 1997 onwards

*Even though New Labour were in power, New Right policies continued to influence schooling and school policies with the example of specialist schools encouraging competition within education. The New Labour government also continued the Conservative idea of work based learning by providing vocational learning options such as BTECs to all school.*

### EMA article

The Education Maintenance Allowance (EMA) is a conditional cash transfer, the aim of which is to decrease dropout rates in the transition from compulsory to post-compulsory education in the UK. As such, it is targeted at individuals who have completed their GCSEs. If they choose to undertake any academic or vocational course that involves at least 12 hours of guided learning per week, and if their household income is below £30,000 per year, they are eligible for the programme. The payments consist of a weekly allowance (tapered by household income) during term time and termly retention bonuses, both obtainable for up to two years. It has been on offer nationwide since September 2004.

Prior to its national rolling out, it was piloted in ten Local Education Authorities in England in September 1999, with the piloting further extended in September of the following year. This provided the basis for a large-scale evaluation at the Institute, in collaboration with the Centre for Research in Social Policy (CRSP). As the programme was not randomised, the evaluation has been based on a comparison of education enrolment amongst individuals who are eligible for the programme (pilots) and carefully chosen controls, using propensity score matching. The evaluation, now in its closing stages, has pointed to the subsidy having increased participation in post-compulsory education, particularly amongst males. The increase in post-compulsory stay-on rates is in the region of 6 percentage points.

*Read the above article and describe the introduction of EMA and its impact on schools below:*

---

---

---

---

---

---

---

### TASK

*Complete a table or summary sheet analysing all other New Labour educational policies and staple them to this sheet.*

# Component Checklist

Use this checklist to ensure that you have covered all the areas needed for success in your exams. The following topics will be covered in class.

However, it will be your responsibility to catch up with any topics you miss and to actively revise the different areas.

Topic Area	Covered in Class	Revised ✓

## Research Methods

In this section we will examine some of the methods used by sociologists when studying education.

### • SURVEYS.

This is a broad name for any type of research that seeks to study a large and representative sample. They can use a range of methods, including most commonly questionnaires and structured interviews. Surveys are used to discover patterns and extents of achievement, beliefs, actions and opinions. Surveys can be cross sectional or longitudinal – meaning a snap shot across a population, or following a sample cohort for a number of years to show change across time.

These approaches tend to be QUANTITATIVE, a more practical approach when dealing with large amounts of data in an OBJECTIVE way. These forms of method are used to show broad overviews of **what** is happening in education – whilst other methods are used to try to explain **why**.

☞ *Quantitative data has limitation, most notably lack depth and detailed insight.*

Questionnaires.

Many surveys are based on a questionnaire. As they can be given out and analysed with relative ease, they offer a way of measuring actions, beliefs and opinions amongst teachers, parents and students. Postal or e-mail questionnaires offer anonymity and can promote more honest replies.

☞ *Questionnaires have problems – if people cannot read or write well then research into education may be limited.*

*They also suffer from low response rates which makes data less representative of the sample population.*



Interviews.

These are face to face “question asking”. The amount of structure (wording, open questions etc) varies. As a result interviews can generate QUANTITATIVE or QUALITATIVE data. They are a powerful research tool, giving the means of understanding how people may think. They are flexible and can take research in unforeseen but often crucial directions.

☞ *However respondents in interviews may say they do certain things but actually not. Researchers must be careful not to lead people into giving particular answers, either by body language, leading questions and tone of voice.*

☞

### • ETHNOGRAPHIC METHODS.

These tend to focus of giving a focussed insight into a particular group or their way of life. (Ethno – culture/graphy – writing about). They are the choice of interpretivist sociologists to produce rich and detailed QUALITATIVE DATA, helping to understand the reasons behind people’s behaviour. The data is seen from the standpoint of the “actors” involved

However these methods suffer from accusations of subjectivity as they rely heavily on the interpretations of the researchers. Subjectivity means the values and ideas of the researchers affect the way they see data. These methods take lots of time and can cost more than questionnaires for example. These data lack breadth and representativeness so only generalisations to the whole population cannot be drawn.

- **Observation.**

This approach has been used to observe behaviour in schools, especially in differential treatment of students by teachers.

↳ *However, people may not act "normally" when observers are present (The Hawthorne and Halo effects). Also the researcher has to interpret the reasons in most observations so interviews are used to triangulate the findings.*

Participant Observation.

Some researchers have been able to join groups of students in a number of roles (youth worker etc – see Sewell's study into Afro-Caribbean boys.) This gives rich insiders understandings of the focus of the study and allows the researcher to have some insight into what it must be like to be a member of the group. Generally this approach tends to be OVERT (not hidden), due to the distinct ethical and practical problems of joining groups in educational contexts.

↳ *Therefore members of the group will know they are being observed and not act naturally. Plus all observations have to be made sense of by an outsider or researcher.*

Non-participant Observation.

Given the problems above, it is more common for researchers to use non-participant observation, which improves **validity** by offering some distance from the group.

↳ *However the researcher sacrifices some of the insider closeness and detail of participant observation.*

## **RESEARCHING EDUCATION.**

There are five characteristics of education as an area for research. These are:

- ❖ Pupils.
- ❖ Teachers.
- ❖ Parents.
- ❖ Classrooms
- ❖ Schools.

We need to examine each of these in turn for the problems and opportunities they offer sociologists especially in choosing an appropriate method. It must be remembered that sociologists own experience of schooling, usually positive, affect the ability of researchers to avoid "taken for granted" assumptions. The place seems "natural" to them. The sociologist may find it difficult to empathise with anti-school cultures when their own experience has been successful.

## Researching Pupils and Students.

<b>Power and Status</b>	<b>Ability &amp; maturity</b>	<b>Vulnerability &amp; Ethics.</b>
<p>Children and young adults have less power than adults, especially in school hierarchies.</p> <p>Group interviews may be better for minimising these differences.</p> <p>Even so, the power and status differences remain.</p>	<p>Pupil's vocabulary and cognitive development are more limited than those of adults.</p> <p>Abstract concepts that sociologists use mean question wording must be very clear. Informed consent may be difficult with very young children.</p>	<p>Child protection issues are very important – so personal data must not be kept unless it is vital to the research.</p> <p>The researcher must keep stress levels to a minimum and not question for too long.</p> <p>Children may take longer to understand questions so time is an issue</p> <p>Given children's vulnerability, it is even more important to establish rapport.</p> <p>Therefore the gender and ethnicity of the researcher must match.</p>

### Researching Teachers.

Teachers have more power than pupils. They also have a legal duty of care towards their classes. Teachers may be overworked and have little time for extra work like answering questionnaires, so questions must be kept short and therefore data may be limited. Teachers are used to being scrutinised and good at "putting on a show". Researchers could be seen as trespassers in a classroom, and teachers are under constraint by parents, heads and pupils.

### Researching Classrooms.

The classroom is a highly controlled, closed social setting. In classroom interactions, teachers and students are very experienced at hiding their real thoughts and feelings from each other, they may do this with the researcher also. Pupils may be sensitive to peer pressure and the need to conform, this may affect the way they respond to being researched. It may be necessary to supervise filling in questionnaires – this in turn may affect confidentiality issues. Students may lie on questionnaires, sometimes phoney questions are added to check whether students may be exaggerating.

### Researching Schools.

Students may see researchers as if they are teachers in the school hierarchy, while teachers may see them as Ofsted inspectors. Headteachers have the power to stop access to the school and may not want students to give their opinions on teachers. Researchers may not have access to all data held on students to safeguard the students. However there is now a huge amount of secondary data on schools held publicly. Certain areas are totally off limits, such as Head's meetings with parents. School day and annual patterns mean research timing is limited. Most school populations are "captive" and must be in school not by choice offers advantages and disadvantages to the sociologist.

### Researching Parents.

Parents influence what goes on in education and marketisation has made some feel like consumers with "rights" over what happens in school. Parents are unusual in that they are physically outside the building. This makes them difficult to contact and research, it will be difficult to see parents bringing up their children or helping with homework. The class and ethnicity of parents is very important, unfortunately these can also be barriers to communication with the researcher. Middle class parents may return more questionnaires and so the findings become unrepresentative.

Activity 14.1

Review the ideas in this section, answer the following questions.

1. Suggest two ways that the classroom may be a closed social setting.

---

---

---

---

---

---

---

---

2. Identify 3 characteristics of pupils that may make them more difficult to study.

a.....

b.....

c.....

3. Suggest two barriers that sociologists face when researching in schools.

A .....

B .....

4. School records are confidential. Suggest two types of school records that you would not be allowed to access. Why is this so?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

5. In order to access the views of parents, you decide to give out a questionnaire at a Parents Evening for Year 10. Would this give you a clear idea of all parents' views? Explain your answer.

---

---

---

---

---

---

---

---

---

---

6. Why might it be difficult to measure the extent of parental influence on pupils' progress at school?

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---