

# Consolidation Booklet

## GCSE Sociology

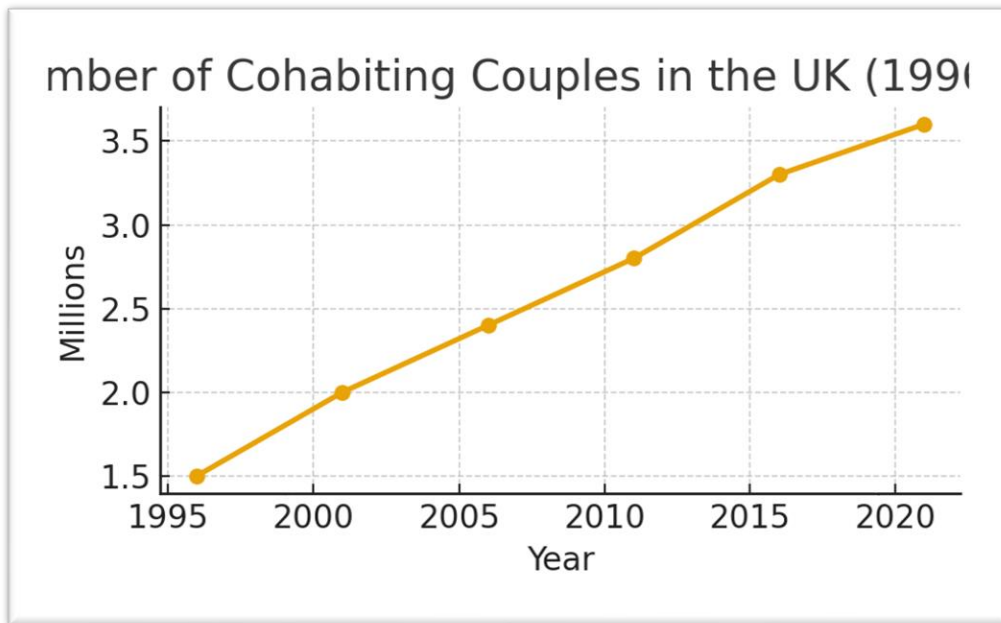
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Page 3	2-mark questions
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Page 27	Key Thinkers – Education
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Page 63	12-marker questions

Item A



1. From Item A, identify one strength of the research

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Item B

The **British Household Panel Survey** (2019) carried out **structured interviews** with 500 parents, asking: "Who usually does most of the childcare in your household?" Parents were given three options: **mother**, **father**, or **shared equally**. It was found that most parents identified that mothers do most of the childcare in the household

2. From Item B, identify one weakness of the research

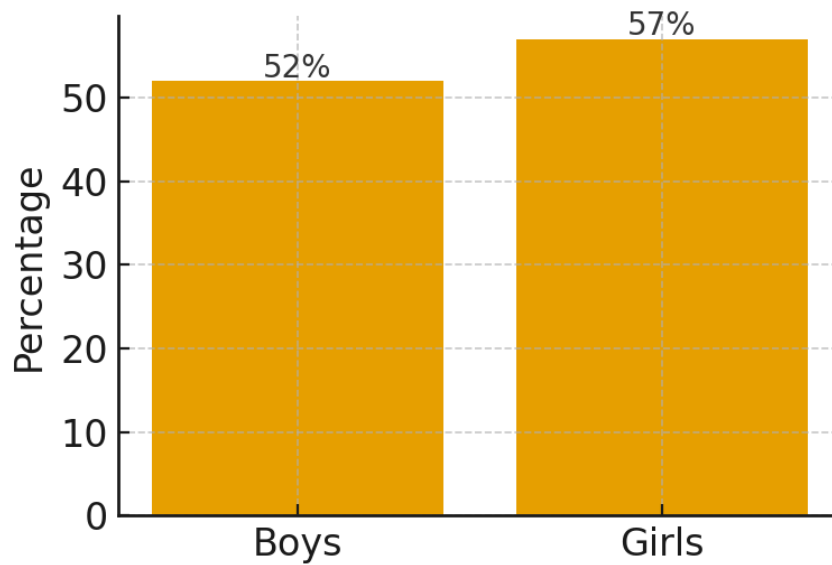
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Item C

Percentage of students achieving 5+ in maths



3. From Item C, identify one weakness of the research

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Item D

**Diane Reay (2006)** conducted **unstructured interviews** with working-class students to explore their feelings about schoolwork. Many students reported that homework was stressful because of overcrowded homes and lack of quiet study space.

4. From Item D, identify one strength of the research

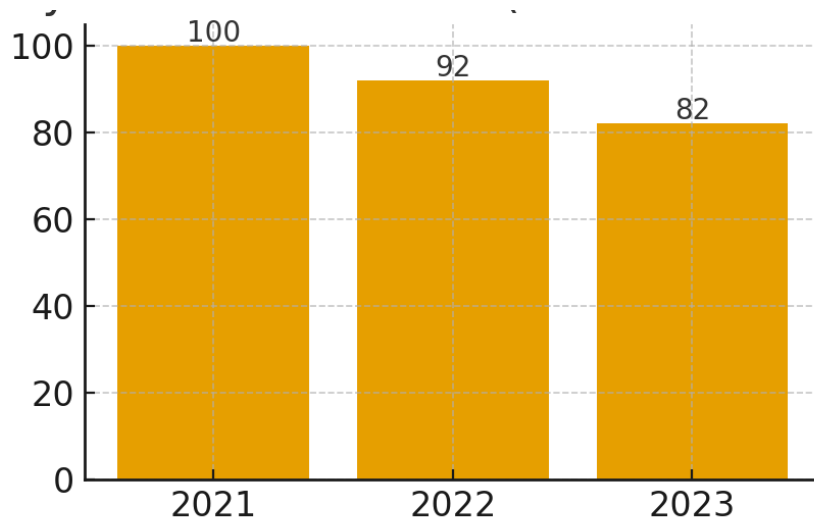
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Item E

### Bicycle theft incidents



5. From Item E, identify one strength of the research

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Item F

**Diane Reay (2006)** conducted **unstructured interviews** with working-class students to explore their feelings about schoolwork. Many students reported that homework was stressful because of overcrowded homes and lack of quiet study space.

1. From Item F, identify one strength of the research

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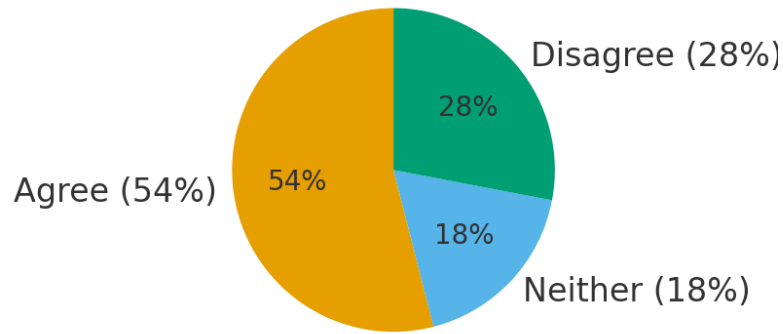
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### Item G

The **British Social Attitudes Survey** (2022) asked a nationally representative sample of 1,200 people whether they agreed with the statement:

"People can improve their social position through hard work in the UK today."

Responses were collected using **self-completion questionnaires**.



6. From Item G, identify one weakness of the research

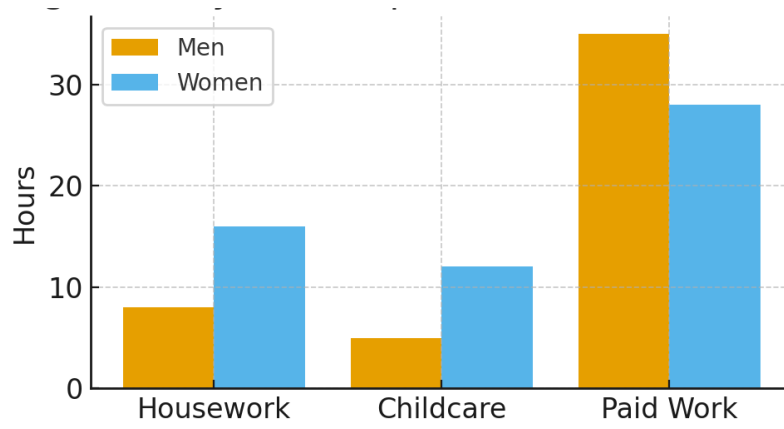
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Item H

**Average hours a week spent on tasks**



7. From Item G, identify one weakness of the research

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**3.**

Identify and explain **one disadvantage** of using **participant observation** to investigate truancy.  
[4 marks]

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**4.**

Identify and explain **one advantage** of using **questionnaires** to investigate public attitudes to same-sex marriage.  
[4 marks]

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5.

Identify and explain **one disadvantage** of using **non-participant observation** to investigate gender differences in classroom behaviour.

[4 marks]

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6.

Identify and explain **one advantage** of using **official statistics** to investigate divorce rates over time.

[4 marks]

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**7.**

Identify and explain **one disadvantage** of using **official statistics** to investigate domestic abuse.  
[4 marks]

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**8.**

Identify and explain **one advantage** of using **time-use diaries** to investigate how parents and children spend time together.  
[4 marks]

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**13.**

Identify and explain **one disadvantage** of using **experiments** to investigate teacher labelling.  
[4 marks]

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**14.**

Identify and explain **one advantage** of using **structured interviews** to investigate experiences of poverty.  
[4 marks]

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**15.**

Identify and explain **one disadvantage** of using **case studies** to investigate lone-parent families.  
[4 marks]

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**16.**

Identify and explain **one disadvantage** of using **questionnaires** to investigate people's experiences of social mobility. [4 marks]

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## **KEY THINKERS - FAMILY**

### **Talcott Parsons "The Social Structure of the Family" 1959**

Parsons suggests that there are two irreducible functions of the family: 1) primary socialisation and 2) the stabilisation of adult personalities.

Parents teach children the norms and values of society, through pre-school education and by example. For Parsons this also strongly involves learning our gender roles. Parsons argued that men were the instrumental leader while women were the expressive leader and that both were necessary. So men carried out discipline and earned money, while women cared and nurtured and raised children. Boys saw the example from their fathers, and girls saw the example from their mothers, and ensured they continued to behave in the same way and give the same example to the next generation.

Parsons argued that families performed an important role for individuals and society in keeping people stable. Life is difficult and challenging and frustrating: the family can help to deal with this. Family members give each other care and support and help each other through difficult times. Parsons particularly described this in terms of a man coming home from a difficult day at work and relaxing into his family, like a warm bath.

**How does the family socialise children into their norms and values?**

**Which standards are children taught in the home?**

**Who does the warm bath benefit?**

**Who also agrees that the family stabilises adult personalities?**



## **Delphy & Leonard "Familiar Exploitation" 1992**

Delphy and Leonard took a feminist look at the family and particularly at the work of women in the home. Some existing sociology - particularly Marxist and Marxist-feminist - looked at how women's work benefited capitalism: the bosses had their workers clothed and fed and looked after for free. But Delphy and Leonard argued that the people who most benefited from women's work were not the ruling class but men. Housework benefited the patriarchy. Patriarchy means a male-dominated society. Indeed they saw the main role of the family as maintaining patriarchy: keeping men in charge.

Delphy and Leonard looked at the family as an economic system: who did the work and who benefited from it? It was clear to them that it was women who were exploited in this system. They did the bulk of the domestic labour - regardless of whether they also went out and did paid work outside the home too. Time at home for men was leisure time, whereas time at home for women was also work time.

**What is patriarchy?**

**How is the family patriarchal?**

**Which concept from Ann Oakley would Delphy and Leonard agree with?**

**Why is women's unpaid work seen as exploitation?**



## **Ann Oakley "Conventional Families" 1982**

Ann Oakley defined the conventional family as "nuclear families composed of legally married couples, voluntarily choosing parenthood of one or more children". This is otherwise known as the cereal packet family: the image of a normal family that was portrayed in television advertisements and soap operas at the time when she was writing. Oakley critically examines this idea. She looks at the work of other sociologists and considers where the idea that this was the "normal" way to live came from, and the influence it has over society and individuals. She considered the way the conventional family worked as a form of social control: people were expected to live in these families, and this controlled them by making it harder to live alternative lives. As people got older - especially women - they would be regularly asked when they were going to get married and have children, as though alternatives to this life plan were unthinkable.

Oakley noted that, even in the early 1980s, the conventional family was being challenged. People were exploring different ways of living and different arrangements that worked for them and did not conform to convention. She noted that people increasingly saw the conventional family as a stereotype and an archaic one. Instead some groups understood that they could organise their families differently and, indeed, that they did not have to live in a family at all, but could choose some other form of household or living arrangement.

**What is the 'conventional family'?**

**Where do we see images of the conventional family?**

**Why is Ann Oakley critical of using the term 'conventional'?**

**What changes are we seeing to the idea of the conventional family?**



## **Rapoport & Rapoport "British Families in Transition" 1982**

The Rapoport's carried out groundbreaking research into family life. They identified a number of ways in which family life was diverse, in contrast to the idea that the nuclear family was the clear norm. They identified 5 clear types of family diversity.

The 5 types of family diversity they identified were:

- 1) Organisational
- 2) Cultural
- 3) Class
- 4) Life course
- 5) Cohort

**What is Organisational diversity?**

**What is Cultural diversity?**

**What is Class diversity?**

**What is Life course diversity?**

**What is Cohort diversity?**



## **Willmott and Young "The Symmetrical Family", 1973**

Willmott and Young argued that in 1973, families had become symmetrical - that is, that men and women performed similar roles. Rather than the traditional nuclear family described by Parsons where men and women had very separate roles in the family (segregated gender roles) Willmott and Young argued that in modern families men and women both did paid work and both did work around the house, including childcare. They did not find that men and women did exactly the same type of jobs - whether in the workplace or at home - but (compared with earlier periods) family life was becoming more shared and equal. Part of this was also that men and women and children spent more time together in the home rather than separately outside the home (e.g. men going to the pub).

Another important concept for Willmott & Young was stratified diffusion. They argued that changes in norms and values tend to start among the wealthier in society and then others start to behave in the same way (the behaviour is "diffused" from one strata - class - to another).

This led them to a perhaps surprising conclusion that they predicted that the next stage of the family would be the asymmetric family. They found that richer families spend more time apart and had more segregated roles, with wives not needing to work, and men spending time on the golf course rather than at home. This prediction has clearly not turned out to be accurate, with - if anything - family life becoming more symmetrical since 1973.

**What is the symmetrical family?**

**Give two examples of symmetry**

**Define stratified diffusion**

**What is an asymmetric family?**

**How would feminists like Ann Oakley criticise Willmott and Young?**



## **Eli Zaretsky "Capitalism, the Family & Personal Life" 1976**

Zaretsky argues that in society today, there is an illusion that the family is a private space, separate from economics and capitalism. Zaretsky argues that the nature of capitalist society means that this is not really true: in fact it helps to keep capitalism going.

The working class were exploited at work. Traditional Marxists argue that the working class needs to have a revolution and overturn capitalism and establish a socialist system. However, Zaretsky says that one of the things that stops them doing this is the family! Parsons argued that the family helps relieve the stress of the working day and prepare an individual to function the next day and Zaretsky agrees. However, Zaretsky sees this as a negative thing: people need to recognise that they are being exploited in order to be able to do something about it. The family doesn't really compensate for the bad effects of capitalism, it just seems to. It also helps support capitalism in other ways too: it provides lots of free labour. Women (housewives) work for the capitalist system for free, keeping the workers fed and clothed and reproducing the next generation of exploited workers by having children. Also, workers who have families are less likely to rebel against their bosses (e.g. go on strike) because loss of earnings does not only effect them, but also their dependents.

**How are Parsons and Zaretsky similar in their ideas of the role of the family?**

**Outline the three ways in which Zaretsky argues the family benefits capitalism**

**How would feminists agree with Zaretsky?**

**How would feminists disagree with Zaretsky?**



## **KEY THINKERS – EDUCATION**

### **Ball 'Beachside Comprehensive' (1981)**

Ball spent three years in Beachside Comprehensive, carrying out a participant observation. He particularly focused on two groups of students, one who had been banded or streamed by ability, and another that was taught in mixed-ability classes. Ball found that banding tended to have a negative impact on working-class pupils.

He found that pupils who started school with similar attitudes to study began to diverge when they were banded/streamed. That is when they were put in classes supposedly based on their ability. Streaming is when pupils of a similar ability are in the same, streamed class for all subjects whereas with setting pupils could be in a high set for Maths and a low set for English (for example).

Working-class pupils gravitated towards the lower bands and then became increasingly disinterested in education and "anti-school". The net effect of this was that children from lower-income families left school with fewer qualifications, therefore reproducing class inequalities, apparently by accident. He describes a downward mobility - quite the opposite of what Parsons or Davis and Moore imagined - where attempts at differentiation damage working-class pupils' education and life chances.

**What is streaming?**

**What is setting?**

**What was the impact of streaming/setting on students?**

**Why did working class pupils leave school with fewer qualifications?**



Ball, Bowe & Gerwitz identified a number of problems with introducing league tables. First, they identified the pressure that league tables, and the associated formula funding, put on schools and how that pressure impacted on children's education. Some schools responded to the pressure by focusing their attention on the most able children, which arguably disadvantaged lower-ability pupils. Many schools reintroduced policies of banding or streaming in order to best identify the pupils who would achieve and help the league table positions. Ball, in his earlier research about Beachside Comprehensive, had concluded that streaming had a negative effect on working-class pupils.

The researchers concluded that marketisation benefited middle-class children, whose parents took advantage of the system to reinforce their advantages. They found that schools contributed to this situation as they felt that becoming an increasingly middle-school would help them move up the league tables. Schools would also engage in cream skimming and silt shifting to try and get the best pupils in their school and pass on lower ability pupils elsewhere. As such, working-class pupils and some minority-ethnic groups found themselves in the undersubscribed and under-funded schools lower down the league tables. The class divide that existed under the old grammar school system was recreated in the comprehensive system.

**What are league tables?**

**Why would league tables make schools focus on the most able students?**

**Why would middle class students benefit from this?**

**How did this replicate the traditional class divide in society?**

**The marketization of schools**

Between 1991 and 1994, Stephen Ball, Richard Bowe and Sharon Gerwitz conducted a study of 15 schools in three neighbouring local education authorities. They visited the schools, attended meetings, examined documents and interviewed a sample of teachers.

The study examined how competition between schools influenced school performance. Ball, Bowe and Gerwitz found that the publication of league tables led schools to focus on the introduction of various measures to improve their ranking in these tables.

Source: Educational Reform and its Consequences (1994)

From **Item D**, identify and describe **one** impact of the marketization of schools, including what you know of Ball, Bowe and Gerwitz's perspective on education.

**[4 marks]**

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## **Bowles & Gintis "Schooling in Capitalist America" 1976**

A key aspect of Bowles & Gintis' famous study was the correspondence principle. That is, that school is deliberately made to be similar to work. Like in the workplace, school has a clear hierarchy (including some hierarchy among the pupils/workers to keep them divided). School work is fragmented into different subjects and disciplines, just as people have separate tasks on a production line. People work for extrinsic rewards (i.e. pay for workers in the capitalist system; grades and house points, etc. in school) rather than getting satisfaction from doing the work itself.

Bowles & Gintis argue that the aim of this is to create obedient, docile workers, who will not question how things are arranged and will not work together to change things. Separately, the children of the ruling class are taught in private schools or similar, to be confident and to expect to run things and be in charge. As such, for Bowles & Gintis the schooling system performs a vital function for capitalism: it keeps the children of working-class parents working class, and ensures the children of bourgeois parents remain bourgeois. And it ensure that those working-class children will continue to work hard and put up with low pay and poor conditions. It is the opposite of a meritocratic system. Bowles & Gintis talk about the myth of meritocracy.

**What is the correspondence principle?**

**Give two examples of the correspondence principle**

**What are the two functions of the myth of meritocracy?**

**Describe how functionalists and Marxists agree on the hidden curriculum**



## **Emile Durkheim "Moral Education" 1925**

Durkheim argued that, for society to work, there had to be a value consensus. People in society had to agree about what was important and how to behave. That way society functions (works) without everything having to be controlled and managed all the time. Education is a crucial agent of socialisation.

Durkheim saw the teaching of History - in particular - as a key part of this socialisation process. He argued that, through learning the history of their country, people learnt to feel part of something bigger than themselves: part of a community. This helps to encourage children to understand that society is important: that they should be interested in other people, not just themselves.

Also, outside the classroom, school encourages children to work together with all sorts of people - not just people they are related to or are particularly close friends with. Again, as with teaching history, this helps children learn to be a part of wider society.

**How does education teach value consensus?**

**Why is teaching history so important to socialisation?**

**What are specialist skills?**

**How do schools teach these?**



## **Halsey, Heath & Ridge "Origins & Destinations" 1980**

Halsey, Heath and Ridge surveyed a large sample of 8000 men, to look at the extent to which social class had impacted their experience of education. He divided people up into three social classes:

1. The service class
2. The intermediate class
3. The working class

The service class were professionals and managers, the intermediate class other "white-collar" workers and the working class included manual labourers.

They found that the children born into the service class did much better at school than those from the intermediate class, and both did better than the working class.

For example, people from the service class were 11 times more likely to attend university as those from the working class. The differences between the sons of service-class families and those from working-class families was found to be very great throughout, with service-class children four times more likely to still be at school at 16, eight times and 17 and ten times at 18. (The school leaving age was raised to 16 in 1972).

**What aspect of stratification did Halsey Heath and Ridge study?**

**Which functionalist theory are they criticising?**

**Why might working class students be less likely to continue their education?**

**What is a key criticism of their study?**

## **Talcott Parsons "The School Class as a Social System" 1961**

Parsons argues that school acts as an agent of secondary socialisation. It is in school that children learn not just the particularistic values of their own family, but also the universalistic values of the whole of society. At home, children are only judged by the standards of that household, but at school they begin to be judged by standards that apply to everyone and to learn the norms and values of society.

One of the important values of contemporary society, according to Parsons, is meritocracy. He argues that in our society, there is equality of opportunity, and people reach their position in life through hard work, rather than through privilege. School both teaches this (through both the formal and hidden curriculum) and is part of the process that makes it happen. In school, hard work and natural ability are rewarded, rather than titles or rich parents. And this continues in society as a whole, with children who achieve well at school going on to get the highest paid and most responsible jobs.

**How is the school meritocratic?**

**Give an example of a universalistic standard**

**How does school act as a bridge between home and wider society?**

**Why is meritocracy essential for achieved status?**



## **Paul Willis "Learning to Labour" 1977**

Willis' study of working-class boys in a Midlands school has become a classic. His study focused on "the lads" - a group of working-class boys who were disruptive, misbehaved and had a very negative attitude to education. They had formed what Willis called an anti-school subculture. Within this subculture it was "cool" to "mess about" and to fail. It really turned the values of the school on their head. From the perspective of this subculture, children who the school viewed positively were the "ear'oles" ("swots"). The last thing you wanted was praise from a teacher. Instead, children could get praise within the group for truancy, bad behaviour and discriminatory attitudes (there was a lot of racism, sexism and homophobia within the group).

With these findings, Willis does not only undermine the arguments of Parsons or Durkheim, but also of his fellow Marxists, Bowles & Gintis. First, he concluded that school was not working very well as an agent of socialisation: there was no value consensus here: pupils were actively rejecting the norms and values of society. As such, they were a long way from the hard-working, docile, obedience workers suggested by Bowles & Gintis! And yet the outcome was much the same: the children of working-class parents going on to do working-class jobs. In this study they played an active role in this: they thought school was boring and pointless and was something they had to endure until they could go to work. They had a similar attitude to work, and got through it using similar techniques: "messaging about" and "having a laff".

**How does Willis criticise Bowles and Gintis?**

**How does Willis criticise Parsons and Durkheim?**

**Why did the lads mess about?**

**What was the outcome for the lads?**

**What does this tell us about the nature of capitalism?**



## **KEY THINKERS – CRIME AND DEVIANCE**

### **Merton 'Social Theory and Social Structure' (1938)**

Robert Merton took a functionalist view that there was a value consensus: we all share the same norms and values and life goals. He set out to try and explain why some people committed crimes, applying this to the American society he was living in. Merton argued that people were encouraged to believe in the American Dream: through hard work everyone can have a comfortable life with their own home and access to consumer goods. However, Merton noted that achieving this was much easier for some people than others. He found there was a strain between what people wanted in life and the socially-acceptable way of getting it (hard work, qualifications, etc.) Merton argued there were 5 reactions to strain:

Conformity – accepting society's goals and finding legitimate ways to achieve them

Innovation – accepting society's goals, but achieving them through illegitimate ways

Ritualism – realising that you would never achieve society's goals, but conforming to society's norms and values

Retreatism – rejecting society's goals as unachievable and rejecting social norms and values  
Rebellion – suggesting that there is an alternative goal and adopting radical means to achieve that.

**Describe value consensus**

**Why do functionalists believe there is value consensus in society?**

**Give some examples of socially-accepted goals**

**Who is more likely to experience strain and why?**

**Outline two criticisms of Merton's strain theory**



### **Albert Cohen “Delinquent Boys” 1955**

As a functionalist, Cohen thinks that everyone learns the same values and goals through socialisation, part of creating a value consensus. In that way, working-class boys have the same life goals as middle-class boys. However, Cohen notes that working-class boys are much less likely to achieve at school than middle-class children. For Cohen this is down to cultural deprivation - working-class attitudes to school and education. Because pupils don't get the status they crave, they instead form delinquent subcultures. For Cohen, it was not that the members had not been socialised into mainstream values - they had - but to gain status they turned them on their head. So things that would be viewed as bad in mainstream society - like vandalism and truancy - are viewed as good within the subculture.

Cohen's theory is often referred to as status frustration and is used to explain why young working-class males are more likely to commit crimes than other people, why they do it in groups, and why it includes crimes that do not materially benefit them (i.e. why they might commit vandalism or fight). It was inspired by Merton's strain theory but developed it further to explain crime by groups.

**Why does Cohen believe that the boys had been socialised into mainstream norms and values?**

**What caused these boys to invert (turn upside down) these values?**

**Why are young working class boys more likely to experience status frustration?**

**Why does status frustration lead to people committing crimes that don't materially benefit them?**

**What are the similarities between Merton's strain theory and Cohen's subculture theory?**

**What are the differences between Merton's strain theory and Cohen's subculture theory?**



## **White-collar crimes**

Sutherland (1949): Defined white-collar crime as “*crime committed by the more affluent in society, who abused their positions within their middle-class occupations for criminal activity for personal benefit*” and tried to show that crime was not simply a working-class phenomenon, but was widespread throughout all sections of society. White-collar crime includes offences such as bribery and corruption in government and business, fiddling expenses, professional misconduct, fraud and embezzlement.

White-collar crimes are substantially under-represented in official statistics, including both police-recorded crime and the British Crime Survey, giving the misleading impression that most crime is committed by the working class, and that the middle class commit fewer offences. However, there may be many white-collar criminals who simply don't get caught or ever have their crimes detected.

There are several reasons why white-collar crimes are under-represented in official statistics:

1. They are hard to detect
2. They are often without personal or individual victims.
3. The crime may benefit both the parties concerned.
4. They are hard to investigate.
5. There is often a lack of awareness that a crime has been committed.
6. Institutional protection means they are often not reported and prosecuted.
7. Even if reported, offenders have a better chance of being found not guilty.

**Describe and give an example of white collar crime**

**Describe and give an example of occupational crime**

**Describe and give an example of corporate crime**

**Why do white collar crimes often go undetected?**

**Why do white-collar criminals often escape prosecution?**

## Howard Becker "Outsiders" 1963

Becker, writing from an interactionist perspective, argued that an act only becomes deviant when others label it as such. Whether the label is applied depends on who commits the act, when and where it happens, and who observes it. Agents of social control (like police and courts) have the power to make the label stick. Once labelled, this becomes a **master status**, shaping how others see the person and how the person sees themselves, which can lead to a **self-fulfilling prophecy**. Being rejected from normal social groups can encourage further deviance, leading to what Becker calls a **deviant career**. Eventually, individuals may join deviant subcultures where deviance is normalised and justified.

Explain what Becker meant when he said deviance is created by labelling.

What is a master status and how does it affect an individual?

How can labelling lead to a self-fulfilling prophecy?

What is meant by a deviant career and how can it develop?

Give one criticism of Becker's labelling theory.



## **Pat Carlen "Women, Crime & Poverty" 1988**

This feminist study, based on interviews with 39 women, looks at why some women commit crimes. Most sociologists who have considered the issue of gender and crime have focused on why women commit far fewer crimes than men - after all, that is what the crime statistics show us. However, some women do commit crimes, and Carlen looked into that question. She concluded that working-class women made a class deal and a gender deal that generally kept them under control. The class deal was that they would work hard in exchange for pay which they could then use to pay for consumer goods. The gender deal was that they should do domestic labour and give love and companionship to their husbands, in exchange for love and financial support. Both these deals keep working-class women respectable. It was, Carlen suggested, when these deals broke down that working class women were then more likely to commit crimes, as a rational choice. For Carlen both these "deals" were really exploitative. As a feminist she believed that women were exploited in families, and she also believed that the working class was exploited by employers in the capitalist system (agreeing with Marxists). However, there was an illusion of fairness and respectability about these deals that, most of the time, kept women under control.

**What is the 'class deal'?**

**What is the 'gender deal'?**

**Why does Carlen think these are exploitative?**

**What does she mean when she says working class women make a rational choice to deviate?**

**Why are working class women more likely to have the class and gender deal broken?**



Feminist Frances Heidensohn outlined an argument for why women are less likely to commit crime than men, in her classic book from the 1980s. Statistics show that men are much more likely to commit crimes than women. Heidensohn seeks to explain it in terms of the way girls and women are controlled by men, leaving them with fewer opportunities to commit crime. This is known as control theory. According to Heidensohn, girls are controlled by fathers and male siblings. They have to be home earlier than their brothers, and have less time when they are unsupervised. While boys were out playing together out of the home, girls had a “bedroom culture” in the home. She also said that there was more informal control of girls than boys in society more generally. (To be “respectable” girls had less freedom than boys). Heidensohn argued that this control, both by family members and social expectations, continues for women in adulthood. They go from being controlled by fathers to being controlled by husbands. While working men would socialise with their fellow workers at pubs or sport, working women would return home to carry out housework and childcare. Heidensohn suggests that it is patriarchy - the male-dominated society - which accounts for women committing fewer crimes than men.

**Why is Heidensohn’s work often known as ‘Patriarchal control’?**

**In what three areas of society does Heidensohn argue women are controlled?**

**Give one example of how women are controlled in each area.**

**Why does this patriarchal control prevent women from deviating?**

**Give one criticism of Heidensohn’s theory**

## **KEY THINKERS – SOCIAL STRATIFICATION**

## **Davis & Moore – *Some Principles of Stratification* (1945/1967)**

Davis and Moore, writing as functionalists, argued that social stratification is a “universal necessity” for society. They believed that all roles must be filled, filled by the most able people, that training must occur, and roles must be performed conscientiously. The way this happens is through a system of unequal rewards and privileges that encourages the most talented people to compete for the most important roles.

**1. Why did Davis and Moore believe stratification was necessary for society?**

**2. How does unequal reward encourage people to take on important roles?**

**3. Give one criticism of the idea that high rewards always go to the most important jobs.**

**4. Why might pay differences reflect power rather than functional importance?**

**5. Why is it difficult to measure talent or ability for important roles?**



### **Devine – *Affluent Workers Revisited* (1992)**

Devine revisited Goldthorpe and Lockwood's 1960s study of affluent workers at the Vauxhall car plant. She tested whether working-class people had become "privatised instrumentalists" – home-centred and uninterested in collective solidarity. She found this was not the case: they still resented class inequality, though they no longer had much faith in the Labour Party to deliver equality.

**1. What is meant by "privatised instrumentalism"?**

**2. What did Devine find about the lifestyle of the affluent workers she studied?**

**3. Did Devine find evidence that workers had accepted capitalism uncritically?**

**4. What did Devine's study suggest about working-class views of inequality?**

**5. Why had her respondents lost faith in the Labour Party?**



### **Marx – *Selected Writings* (1857–1867)**

Marx saw stratification as a way for a ruling class to exploit the working class. He argued class divisions come from ownership of the means of production. Capitalism creates conflict between workers (who sell labour) and capitalists (who profit from it). He believed this would eventually lead to class polarisation and revolution.

**1. How did Marx explain the origin of class divisions?**

**2. What did Marx mean by “false class consciousness”?**

**3. Why did Marx think class conflict was inevitable under capitalism?**

**4. What did Marx predict would happen as capitalism developed?**

**5. Give one criticism of Marx's prediction of a proletarian revolution.**





**3. What social problems did he link to the underclass?**

**4. Give one criticism of Murray's work.**

**5. Why might members of the underclass be seen as victims rather than causes of social problems?**

Charles Murray wrote about social welfare policies in America in the second half of the 20th century. He argued that these policies had not worked. In his view it had become too easy for some people to claim welfare support and as a consequence they failed to take responsibility for their own lives. At the same time others who deserved help were not given the support that they needed.

He proposed that national welfare programmes for those of working age should be replaced by locally managed systems. He believed this would lead to people changing their behaviour. For instance, unemployed young people would have to rely on support from their parents with whom they would probably continue to live. Many parents would not want their adult children living off their income and would encourage their children to learn skills and get a job.

Murray believed that when it was no longer considered socially acceptable for individuals to be dependent on welfare payments, people would be forced to become more independent and self-sufficient.

Source: Charles Murray, *Losing Ground*, Basic Books (1984)

From **Item D**, identify and explain **one** reason why Murray believed that welfare reform was needed, including what you know of his perspective on this issue.

**[4 marks]**

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## **Townsend – *Poverty in the United Kingdom* (1979)**

Townsend developed the concept of relative deprivation: people are in poverty if they lack the resources to live the lifestyle considered normal in their society. He created a deprivation index to measure this and concluded over 22% of the UK population lived in poverty in 1968–69.

**1. What is meant by “relative deprivation”?**

**2. How did Townsend measure poverty in the UK?**

**3. Why did he believe official poverty statistics were inadequate?**

4. What proportion of the UK population did Townsend find were living in poverty?

5. Give one criticism of Townsend's deprivation index.

**Walby – *Theorizing Patriarchy* (1990)**

Walby argued that patriarchy (male domination) shapes society. She identified six structures that restrict women: paid work, relations of production, culture, sexuality, male violence, and the state. She argued that patriarchy has shifted from private control (fathers/husbands) to public control (workplace segregation).

**1. What does Walby mean by patriarchy?**

**2. Name two of Walby's six patriarchal structures.**

**3. What is meant by "public patriarchy"?**

**4. Give an example of how women are restricted in paid work.**

**5. Why is Walby's theory important for understanding gender inequality?**



## **Weber – *The Theory of Economic and Social Organizations* (1947/2012)**

Weber offered a more complex view of stratification than Marx. He defined class by market situation and saw life chances as connected to class. He argued there were three sources of power: class, status, and party. Weber did not believe in class polarisation and thought the middle class would grow.

**1. How did Weber define class?**

**2. What three sources of power did Weber identify?**

**3. What did Weber mean by “life chances”?**

**4. What is meant by social closure?**

**5. How does Weber's view of class differ from Marx's?**



12-mark questions

**Discuss the view that the nuclear family is the most important family type in society. (12 marks)**

***Paragraph one***

*Outline the functionalist view of the family.*

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*AO3 - how can we criticise this viewpoint?*

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***Paragraph two***

*Explain the postmodernist view of family diversity*

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*A03 – how can we criticise this viewpoint?*

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**Paragraph three**

*Explain the radical feminist view of the family*

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*A03 – how can we criticise this viewpoint?*

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**Conclusion**

*Is the family equal nowadays?*

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**Discuss the view that education creates equal opportunities for all (12 marks)**

***Paragraph one***

*Outline the functionalist view of the role of education*

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*AO3 – how can we criticise this viewpoint?*

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**Conclusion**

*Is the education system fair for all?*

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**Discuss how far sociologists would agree that education prepares people for the workplace (12 marks)**

**Paragraph one**

*Outline the functionalist view*

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*AO3 - how can we criticise this viewpoint?*

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**Paragraph two**

*Outline the Marxist view*

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*AO3 - how can we criticise this viewpoint?*

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**Paragraph three**

*Describe the feminist view*

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*AO3 - how can we criticise this viewpoint?*

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**Conclusion**

*Does the education system prepare everyone for work?*

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**Discuss the view that crime is a result of social inequality (12 marks)**

***Paragraph one***

*Outline Merton's strain theory*

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*AO3 - how can we criticise this viewpoint?*

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***Paragraph two***

*Explain labelling theory*

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*A03 - how can we criticise this viewpoint?*

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**Paragraph three**

*Describe the Marxist view*

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*A03 - how can we criticise this viewpoint?*

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**Conclusion**

*Is crime always a result of social inequality?*

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**Discuss how far sociologists would agree that the criminal justice system is fair (12 marks)**

***Paragraph one***

*Outline the interactionist view*

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*A03 - how can we criticise this viewpoint?*

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**Paragraph two**

*Explain evidence that the justice system disproportionately targets certain groups*

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*A03 - how can we criticise this viewpoint?*

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**Paragraph three**

*Describe the functionalist view*

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*A03 - how can we criticise this viewpoint?*

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**Conclusion**

*Is the criminal justice system always fair?*

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**Discuss how far sociologists would agree that inequality is fair (12 marks)**

***Paragraph one***

*Explain the functionalist view*

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*A03 - how can we criticise this viewpoint?*

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***Paragraph two***

*Explain the Marxist view*

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*Explain how gender also creates inequality*

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*A03 - how can we criticise this viewpoint?*

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**Paragraph three**

*Explain how ethnicity also creates inequality*

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*A03 - how can we criticise this viewpoint?*

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**Conclusion**

*Is class the only form of inequality in society?*

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