MOJZA

O-Level

SOCIOLOGY
Paper 2: Past Papers
2251

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BY TEAM MOJZA

Paper 1(22)- Past Papers

[M/J/22/18]
Section A: Family

Sociologists have very different views of the family and whether it is beneficial for its members. For example, some sociologists view the family as a form of patriarchy, whilst others view it as more 1 symmetrical. Rising divorce rates and changing attitudes to marriage means family life today is very diverse.

(c) Explain how Marxists view the functions of the family.   [6]

(e) To what extent is marriage still the norm in modern industrial societies? [15]

(c)
-Possible answers:
   ➔ Marxists agree with functionalists that nuclear families perform functions that are vital for society and the individual and so are an important institution.
   ➔ The nuclear family supports the capitalist system by socialising its members to believe in and accept unquestioningly capitalist norms and values. This function makes people believe the system is fair and just.
   ➔ A function is that the nuclear family brings up children to be the next generation of proletariat workers meaning profits continue to be made for the bourgeoisie.
   ➔ Women in the nuclear family care for and support their husbands meaning that because of this function, the workforce is kept fit and healthy, thus benefiting capitalism.
   ➔ Alienation felt by male workers in the workplace can be compensated for in the nuclear family. This function allows men to take their anger and frustrations out at home rather than at work so benefits capitalism.
   ➔ Being part of a nuclear family makes it hard for men to go on strike and protest at their working conditions as they need the money from their wages to support their family – a key function, they are effectively wage slaves

(e)
-Arguments for:
   ➔ Socialisation through most agencies still promotes marriage as something to be valued and as a social norm e.g. the media's 'cereal packet family'.
   ➔ Whilst divorce rates may be high, so are rates of remarriage – illustrating that marriage is still the norm.
   ➔ Serial monogamy (a series of marriages and divorces in a person's lifetime) is increasingly common, indicating that marriage is still the norm.

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- In religious/traditional societies and communities marriage is still expected and highly valued.
- Minority groups have pushed for changing legislation as regards marriage i.e. homosexual marriages are now legal in many societies – this illustrates the continued importance of marriage.
- In many societies, the legal frameworks support and encourage marriage

-Arguments against:
- High divorce rates and levels of separation in relationships illustrate how marriage is no longer considered as important or the norm.
- High numbers of people choose not to get married – civil partnerships, cohabitation, single parents, etc. – this all indicates how marriage is no longer seen as the norm.
- Secularisation – the decline of the importance of religion in many societies means that there is less pressure to get married and thus it becomes less of a norm.
- Feminists see marriage as a patriarchal institution therefore with the rise of equality and women's rights marriage has become less popular and so less of a norm.
- Heterosexuality is not the only socially approved type of relationship anymore and so with increased diversity in society comes similar diversity in terms of relationships – marriage is just one such choice.

[M/J/22/18]
<u>Section D: Media</u>

Pluralists and Marxists have very different views about the role and influence of media in society. Some sociologists believe the media directly affects how the audience thinks and behaves. Others 4 believe it depends on who is using the media and how it is being used. However, the media can still be very influential in spreading propaganda.

(c) Explain how sociologists criticise the stereotypical representations of some social groups in the media. [6]

(d) Explain why the hypodermic syringe model can be criticised. [8]

(e) To what extent are patterns of media use determined by the social class of the audience?[15]

(c)
- Possible answers:
- Stereotyping may invisibilise some social groups through such means as tokenism and under-representation.
- Stereotypical representations in the media are typically negative which can influence people to believe they are true in social life as well.

- → Stereotypical representations of women as sex objects can lead to the formation of the 'male gaze' whereby men are almost encouraged to objectify women.
- → Stereotypes tend to work through the idea of binary opposites that encourage people to think of some social groups as 'good' and some as 'bad' – this is very simplistic and often inaccurate.
- → According to models of media effects in which the audience are passive consumers, media stereotypes will be believed and acted upon in society.
- → Stereotypical representations in the media can lead to racism/sexism/ageism and discrimination in society.
- → Media representations may be the only knowledge of some social groups that the audience have therefore if they are portrayed stereotypically the audience will believe this to be true.

(d)
- **Possible answers:**
    - → This model of media effects is very outdated and ignores the interactive nature of digital media today (postmodernism).
    - → This model of media effects says that the audience are directly influenced by the media, it is more likely that media effects are indirect (two step flow model).
    - → This model of media effects says that media influence is immediate, it is more likely that there is a 'drip-drip' cumulative effect on the audience (cultural effects).
    - → This model fails to recognise that the audience are not passive and actively choose how they are affected by the media e.g. uses and gratifications model.
    - → Pluralists believe that the audience affect the media more than the media affects the audience.
    - → Much of the methodology used to evidence the hypodermic syringe model is thought to be flawed e.g. the bobo doll experiment lacking ecological validity.

(e)
-Arguments for:
    - → The newspaper industry has been frequently linked with particular social classes. In the UK, for example, tabloids are linked with the lower social classes and broadsheets with the higher classes.
    - → TV channels are said to produce mainstream, prime time shows such as soaps that appeal to the lower classes whereas more 'arty', niche programming appeals more to the higher classes.
    - → Many members of the working class subscribe to sports channels which provide football – a traditionally working class interest.
    - → A digital divide may exist in many countries based on how much it costs to access and use new media – this is linked to social class.
    - → Cultural capital – the higher social classes are likely to use the media for different cultural pursuits i.e. arts, literature than the lower social classes (uses and gratifications – information/education rather than entertainment).
    - → The middle class are often associated with consuming media products about current affairs (linked to their value of education), finance and politics.
    - → The lower social classes are more likely in many countries to consume media products that support left wing political opinions, more right wing for the higher social classes.

- ➔ The higher social classes are more likely to want 'hard news' and the lower social classes, 'soft'.
- ➔ 'Pay-for' media may be more heavily consumed by the higher social classes because of the economic capital needed to afford it.

-Arguments against:
- ➔ Postmodernists believe that class is 'dead' therefore cannot affect consumption; new media consumption is unlikely to be defined by social class as content and access is often free therefore available to all social classes.
- ➔ As social classes converge, so do the media products that they consume i.e. all social classes may now watch the soaps.
- ➔ It is personal taste, not social class, that determines the media a person consumes;
- ➔ It is gender not social class that determines media consumption.
- ➔ It is age not social class that determines the media that is consumed.
- ➔ It is ethnicity not social class that determines the media that a person consumes.

[O/N/22/18]

Section B: Education

Different social groups vary in their educational achievement. Whilst there are policies and initiatives to promote equality and social mobility, they do not help everybody. For some, education does not improve a person's life chances.

(e)To what extent do social factors, such as gender, determine an individual's educational achievement? [15]

(e)
-Arguments for:
- ➔ Gender – in some developing countries and in some cultures boys may be more likely to attend school than girls and so achieve better.
- ➔ In most industrial societies girls perform better than boys in their examinations – the culture of masculinity and pressure to be a 'lad' may be a reason to explain this.
- ➔ Boys are more likely to join an anti-school subculture than girls which may negatively affect their achievement.
- ➔ Negative peer pressure is thought to affect boys more than girls and the fear of informal sanctions from their peers discourages boys from studying and working hard.
- ➔ More positive role models in education for girls may be one of the reasons for their improved performance.
- ➔ Positive discrimination policies regarding gender e.g. girls into STEM can affect achievement.

- ➔ Pupils from ethnic minorities tend to do less well in education – cultural factors such as language barriers may be one reason for this.
- ➔ Prejudice, discrimination and racism may explain why some ethnic minorities do not do well in education.
- ➔ The ethnocentric curriculum may be a factor to explain why ethnic minorities do not do well in education.
- ➔ Some ethnic groups e.g. Chinese do well in education due to parental expectations and the value placed on educational success.
- ➔ Higher class students are more likely to attend private schools and so are more likely to do well in education.
- ➔ Bourdieu – lack of capital (e.g. cultural) may be a reason to explain different attainment levels by students from different social classes.
- ➔ Material deprivation is more likely to be relevant for those in the lower social classes and may affect how well an individual does in education.
- ➔ Immediate gratification may be a cultural norm for the lower social classes, whereas deferred gratification is linked with those from the higher social groups.
- ➔ Teacher labelling (either positive or negative) regarding gender/class/ethnicity may lead to a self-fulfilling prophecy and thus affect educational achievement.

-Arguments against:
- ➔ Nothing to do with social factors but with genetic differences in intelligence.
- ➔ This approach is too deterministic – every individual is different, you cannot generalise about all members of a social group being the same in terms of educational achievement.
- ➔ Functionalism – educational success depends upon how hard you work and the efforts you make.
- ➔ Education today is based on equal opportunities (functionalism and meritocracy) therefore social factors are no longer relevant.
- ➔ Educational success is not determined by your social group but by school factors e.g. culture of learning/setting/teacher labelling/curriculum options/fee paying schools, etc.
- ➔ Educational success is not determined by your social group but by the value placed upon education in the home and how much parental encouragement a child receives.
- ➔ Educational success is closely linked to location (this could be on a global, national or local scale) and funding not on social factors.
- ➔ Educational success is determined by the teacher and the school structures and expectations, not on social factors.
- ➔ Peer group factors – it is the peer group that the student associates with that determines educational achievement, not social factors.
- ➔ Positive discrimination and equal rights legislation means that previous barriers faced by some social groups in education are no longer relevant.

[O/N/22/18]

<u>Section D: Media</u>

The media is a secondary agent of socialisation and an agent of social control. Gate-keeping and the roles of owners, editors and journalists are all issues that sociologists such as Marxists consider. Sociologists are also interested in the difference between traditional and new media.

(d) Explain why Marxists criticise media content. [8]

(e) To what extent are media representations of minority ethnic groups stereotypical?[15]

(d)
-Possible answers:
- ➔ The media are biassed – stories and representations favour the ruling class (propaganda).
- ➔ Media are thought to be an ideological tool of oppression used to control and suppress the working classes (avoiding revolution) – a dominant ideology.
- ➔ Capitalism is seen as normal, inevitable and fair in the media creating a false class consciousness.
- ➔ The media encourages consumption through advertising – helping to support capitalism through the creation of false needs.
- ➔ The voice of the working class is rarely seen or heard in the media, they are under-represented.
- ➔ Media owners and professionals are from the higher classes and thus the working classes are not accurately or fairly represented.
- ➔ Views and opinions that oppose capitalism are unlikely to be given a voice in the media – invisibility of working class values and ideas.
- ➔ News values and agenda setting are commonplace in the media and favour the ruling class elite.
- ➔ GUMG (Glasgow University Media Group) research shows that the lower classes are not given the same airtime as the higher classes and that when they do feature this is often as objects of ridicule or not to be taken seriously.
- ➔ Trivial media content e.g. soap operas and celeb gossip act as a distraction for the working class – diverting attention from serious issues in society.

(e)
-Arguments for:
- ➔ Invisibility – minority ethnic groups are under-represented in the media, particularly in high status and powerful positions, stereotypically in the lower classes.
- ➔ Tokenism – in order to counter accusations of being racist or unfair, representations of minority ethnic groups may be seen as merely being a token gesture – this becomes a stereotype

- ➔ White gaze – it is thought that the media sees and represents content through white eyes, marginalising and inaccurately representing minority ethnic groups stereotypically.
- ➔ Binary opposites – we frequently see and hear ideas of 'black vs white' in the media – presenting the ethnic groups as completely different and not in harmony
- ➔ The savage – research shows minority ethnic groups to be presented as people who want to harm the ethnic majority e.g. reporting of Muslim extremist terrorism could be viewed in this way.
- ➔ The entertainer – some minority ethnic groups are frequently seen in comedy roles or linked to sport, dance or music – not serious roles or representations.
- ➔ Women from minority ethnic groups are often shown to be sexually exotic – differences are exaggerated.
- ➔ Asian women may be shown to be timid, passive and controlled by men;
- ➔ The tyrant – non-white world leaders are often shown to be corrupt despots, politically corrupt and power hungry.
- ➔ Villains and tricksters – Chinese masterminds are often portrayed to be using their intelligence in evil ways against the ethnic majority.
- ➔ Black male youths are often shown as violent gang members and criminals.
- ➔ Asians may be shown to have large extended families and strong, unusual accents in a very stereotypical way.

-Arguments against:
- ➔ New media is much more democratic therefore minority ethnic groups are able to create their own representations.
- ➔ New media can preserve local culture and traditions and present minority ethnic groups in terms of this.
- ➔ Equal opportunities legislation means that the media cannot afford to be prejudiced or stereotypical in its coverage of minority ethnic groups for fear of prosecution.
- ➔ Role models from minority ethnic groups are now more prolific in the media and move away from stereotypical representations.
- ➔ The interactive nature of new media gives minority ethnic groups the possibility to use forums, comments and blogs to criticise and challenge stereotypical representations.
- ➔ Programming and media content is now frequently targeted at specific minority ethnic groups, reflecting their lives and interests in a non-stereotypical way.
- ➔ Minority ethnic groups now hold positions of power in the media and are thus able to influence media content and representations.
- ➔ Representation cannot be generalised – they depend upon the context, the country and the interpretation by the audience
- ➔ Media representations of minority ethnic groups merely reflect their roles and positions in society – thus they are not stereotypical.

[M/J/22/19]

Section A: Family

Family life is not always a positive experience for individuals. The dark side of family life and empty-shell marriages are two good examples of this. Family life can be made more positive by changes to maternal and paternal roles as well as to family structures.

(e) To what extent are families functional for individuals and society? [15]

-Arguments for:
- ➜ Reproduction – societies must produce new generations of children in order to survive, family life encourages children.
- ➜ Socialisation – children need to learn the norms and values of their society through the family.
- ➜ Social control – how the behaviour of children is controlled by the family so that they conform to the norms.
- ➜ Care of children – children need to be fed, clothed and nurtured by families;
- ➜ Status – families provide status for children and involve them in a variety of different relationships
- ➜ Regulation of sexual behaviour – encouraging children to be born in a socially approved sexual relationship
- ➜ Nuclear families perform family functions best through clear gender roles.
- ➜ Marxists believe the family is functional for capitalist society through the transmission of pro-capitalist norms and values.
- ➜ Feminists believe the nuclear family is functional for patriarchal society by giving men a powerful role.

-Arguments against:
- ➜ Leach – demands on nuclear families are too great which leads to conflict within the family and so it is not functional.
- ➜ Dark side of the family – abuse and neglect demonstrate that family life may not always be functional.
- ➜ Barrett and McIntosh – the 'anti-social family' – the nuclear family does not work for many people.
- ➜ Feminists criticise the segregated gender roles in the family (triple shift) and therefore do not see it as functional for individuals (patriarchal).
- ➜ Family diversity means that the nuclear family has declined in numbers and importance meaning that the functions may have also declined.
- ➜ Alternatives to the family such as one-person households and communes challenge the argument that families are functional.

➔ Other institutions are now performing the functions once performed by the family (e.g. healthcare in the medical system, education at school etc) so reducing the family's functions

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[M/J/22/19]
Section C: Crime, deviance and social control

Crime remains a big problem in society with many people believing that crime rates are rising. Formal and informal agencies of social control are used to try and stop deviant behaviour and make 3 individuals conform. Prisons, fines and community sentencing are all used to try and solve the crime problem. This is not always successful and for some individuals the label 'criminal' affects their master status.

(d) Explain why labelling an individual as 'criminal' can affect their master status. [8]

(e) To what extent can agencies of social control prevent crime? [15]

(d)
-Possible answers:
➔ Feminists believe that schools benefit males more than females.
➔ Marxists believe that schools benefit the higher classes rather than the lower classes.
➔ Setting and streaming means that the experience of schooling for students can be very different with those in the lower sets often experiencing low teacher expectations.
➔ The ethnocentric curriculum may mean that schools are not perceived to address the needs of ethnic minority students.
➔ Schools have been accused of institutional racism and so may not be functional for ethnic minority students.
➔ Anti-school subcultures evidence the fact that not all students engage well with schools and value education – students rebel against social control.
➔ Teacher stereotyping and labelling means that some students may not be well thought of and may suffer from a self-fulfilling prophecy.

(e)
-Arguments for:
➔ Material factors – children living in poverty are likely to be educationally disadvantaged i.e. overcrowded accommodation, part-time jobs, few resources to support education at home etc
➔ Cultural factors – members of the working class are thought to want immediate rather than deferred gratification and therefore value education less than middle class parents.
➔ There may be an absence of successful role models in the family who have done well in education and therefore this route is not seen as an option for many children.

- ➔ Bourdieu – cultural capital – familiarity with literature, visits to museums and galleries and knowledge of how the education system works are seen to advantage some children in education
- ➔ Gender roles – girls may be socialised to see their future roles in terms of marriage and children and not in terms of educational success.
- ➔ Bernstein – believes the working class use a restricted code and the higher classes an elaborated code at home which makes the 'world' of education far easier to access and be successful in.
- ➔ Minority students may be taught in a language that is not their home language and so may face problems of understanding and of written / verbal expression.

-Arguments against:
- ➔ Pupil subcultures may be influential over educational achievement (pro or anti-school subcultures); the set / stream a pupil is in may be a very important factor in determining educational achievement.
- ➔ Teacher expectations may affect educational achievement through labelling and the self-fulfilling prophecy or the halo effect.
- ➔ Students in private schools typically achieve better educational qualifications than those in state schools, perhaps due to smaller class sizes, better resources and better teachers.
- ➔ The ethnocentric curriculum may be a reason why ethnic minority students do less well in education than others.
- ➔ Schools can be seen as institutions that reinforce traditional gender roles through careers advice, subject choice etc and this can affect educational achievement.
- ➔ A culture of masculinity is encouraged in many peer groups and this makes it very difficult for males to be hardworking and studious in school.
- ➔ Government / school policy may influence educational achievement more than family background e.g. girls aren't always sent to school / compensatory education etc

[M/J/22/19]

<u>Section D: Media</u>

Young people are not always presented fairly in the media. Many sociologists believe that they are represented stereotypically and can sometimes be shown as scapegoats. The audience now has more power to influence media content and therefore many sociologists believe that representations of age will start to change.

(e) To what extent are representations of age in the media stereotypical? [15]

-Arguments for:
- ➔ Stereotypes of age are frequently used in the media to attract a mass audience as they are easy to understand and so are used regularly.
- ➔ Children – typically represented as innocent and vulnerable e.g. in advertising.

- ➔ Teenagers are typically shown as rebellious and irresponsible e.g. the coverage of the Mods and the Rockers (Cohen).
- ➔ Teenagers are often shown as folk devils in a moral panic e.g. Fawbert's 'hoodies' study saw teenagers as a threat to society.
- ➔ Middle aged people are often shown as responsible and law-abiding figures of authority;
- ➔ Middle aged people are often shown as being boring with no sense of fun.
- ➔ Older people may be stereotyped as vulnerable, weak and a burden to society.

-Arguments against:
- ➔ New media starts to challenge traditional stereotypes and introduces newer and less rigid representations of age.
- ➔ Social media allows people to create their own identities and representations through user generated content and citizen journalism.
- ➔ Children can also be represented as having greater wisdom than adults, dealing with complex and sensitive issues themselves.
- ➔ Children / teens today may be sexualized in the media e.g. Postman's study on childhood;
- ➔ Teenagers can also be represented positively e.g. in the Harry Potter films.
- ➔ Middle aged people can be shown to be throwing off their air of respectability e.g. a mid-life crisis, having an affair, selling their material assets and going travelling etc;
- ➔ Older people can be shown positively as wise and caring characters.
- ➔ Older actors / actresses are challenging their representations of being 'past it' e.g. Helen Mirren.
- ➔ The spending power of the older generation means that representations of this age group in advertising are changing in order to maximise profits (the grey pound).
- ➔ Postmodernists believe that in the 'mix and match' society we now live in, age is just a number and therefore representations of age are diverse and fluid.

[O/N/22/19]
Section A: Family

As the world and societies change, so do the institutions of marriage and the family. Some sociologists claim that gender inequality has been reduced in the family and that matriarchy is now a more relevant term in modern industrial societies.

(e) To what extent can living in a single parent family have a negative effect on family life? [15]

-Arguments for:
- ➔ New Right thinkers believe that the lack of a father figure in single parent families leads to inadequate socialisation/lack of discipline for children, particularly boys.
- ➔ Functionalists believe that a family needs two adults to be most effective, one as breadwinner and one in the nurturing role, therefore single parent families are seen to be 'broken' and likely to create problems for both children and society.

- ➜ Single parent families are associated by New Right thinkers such as Charles Murray with a child's underachievement at school, criminal and anti-social behaviour – negative effects on family life.
- ➜ The media and some political thinkers may demonise single parents, as welfare scroungers who are only interested in benefits not raising a child thus negatively affecting family life;
- ➜ Single parent families are more likely to suffer from poverty and can thus be seen to be a burden on the state.
- ➜ Many functionalist writers believe that single parent families have become an underclass in society who reproduce without thought for the consequences, without a moral framework and then inadequately socialise their children.
- ➜ Single parent families are often the result of divorce and thus all the negatives that this brings, e.g. short term distress for children, financial insecurity.
- ➜ Children may be split between two homes, due to a relationship breakdown, and thus lack a clear sense of security and belonging.

-Arguments against:

- ➜ Are functionalists correct to say that two parents are essential? Lots of single parents have family and friendship networks that enable them to support their children both financially and emotionally
- ➜ Being in a single parent family is likely to be far better for the child/children than living in an unhappy home or an empty-shell relationship characterised by arguments and sadness.
- ➜ Many children brought up by single parents experience no issues or problems whatsoever – it is not negative
- ➜ Children brought up by two parents do not always experience no problems and can also be dysfunctional as adults despite having two parents – here a single parent family is preferable.
- ➜ Single parent families may be the result of escaping from domestic violence, threatening behaviour or abuse. Being in a single parent family situation is preferable to this and not negative.
- ➜ Increasing support from the state via welfare benefits, child policies, education and key professionals means that bringing up children as a single parent need not be problematic or negative and is increasingly seen as 'normal'
- ➜ Reasons/effects may be nothing to do with family type and structure but to do with social factors such as class and poverty instead
- ➜ Feminists believe that women have the right to choose how they wish to raise children and if they decide to do so alone they should be praised and supported.
- ➜ Feminists see single parent families as a means for women and children to escape from patriarchy and/or the dark side of family life and therefore view them as a good thing.
- ➜ Many children in single parent families have regular contact with both parents and are not affected by their family structure.
- ➜ Being a single parent family is often a temporary stage in life as many lone parents go on to remarry or begin another relationship.
- ➜ Other types of families may affect family life negatively more than a single parent family, e.g. reconstituted, single-sex etc.

[O/N/22/19]

<u>Section B: Education</u>

Sociologists view education in different ways. Some sociologists believe that education is important for society to function well. Others claim education is a source of inequality. For example, the culture of masculinity found in some schools is blamed by many sociologists for gender inequality.

(d) Explain why vocationalism is a feature of the education system today. [8]

(e) To what extent does the education system help males to maintain their powerful position in society?   [15]

(d)
-Possible answers:
- ➔ For functionalists education needs to be selective and to prepare individuals for particular roles and jobs – vocationalism helps with this.
- ➔ Some jobs are better prepared for through vocational rather than academic education, e.g. manual labour, a trade.
- ➔ Marxists believe vocational education is seen as having less status and worth and is a way of channelling working class students into typical working class jobs.
- ➔ Employers have complained about students not being adequately prepared for the workplace through a traditional academic education – vocationalism has therefore been introduced in order to fill this gap.
- ➔ For feminists vocational education allows for the continuation of a patriarchal system that sees males and females working in very different roles, e.g. brick laying for boys and childcare for girls.
- ➔ Not everyone can be successful through a solely academic educational route therefore vocational education provides a different pathway for students to learn new skills and knowledge.
- ➔ Vocational education provides students with valuable work experience, helping to prepare them for the world of work.
- ➔ Vocational education is more flexible than traditional education allowing part academic and part work based timetables to be followed, e.g. apprenticeships.
- ➔ Vocational education can provide cheap labour for employers with low pay for the young person and no guarantee of a job at the end.

(e)
-Arguments for:
- ➔ The hidden curriculum reinforces traditional gender roles and stereotypes that may translate to society.

- ➔ The hierarchy of schools is typically male dominated with males occupying the highest status positions and females dominating the more caring and low status jobs – role modelling/vertical segregation.
- ➔ Subject choice – significantly more males than females take maths, technology, engineering and physics qualifications (STEM subjects) – often a route into the best paid jobs in society.
- ➔ Representations in textbooks may still be quite stereotypical and subconsciously influence girls into lowering their aspirations and expectations for life.
- ➔ On a global scale, there are far more girls that do not attend schools than boys, particularly in developing countries, – this is likely to negatively impact upon life chances.
- ➔ Teacher expectations/labelling of girls and boys can be very different, e.g. with girls being seen as future housewives and males as the breadwinner, for example.
- ➔ Feminists believe the education system mirrors the patriarchal structures and norms of wider society, therefore helping males to maintain their powerful positions.
- ➔ Male pupils are thought to dominate classroom space and teacher attention in schools, this helps them to learn their higher status and importance than females which can then also translate to wider society.

-Arguments against:
- ➔ Girls often achieve higher than boys in education today meaning they are now challenging for the most powerful positions in society.
- ➔ Equal opportunities in education means that social mobility is a possibility for many young women who do well in education
- ➔ Positive discrimination has been used in some schools to encourage girls to aim higher, through STEM (science, technology and engineering) initiatives for example.
- ➔ Positive female role models are now available for girls, both in education and in society.
- ➔ The UN has made the education of girls a worldwide priority and a basic human right, so encouraging possibilities for female success.
- ➔ Careers advisors and teachers now encourage girls to be ambitious and to push themselves for the top jobs in society.
- ➔ Girls are more likely than boys to be placed in the higher sets and streams and so to have the best chances of success in society.
- ➔ It is not the education system but other agents of social control or socialisation that cause gender inequalities in society.
- ➔ Many sociologists would now question whether males do have such powerful positions in society, e.g. female representation and successes in politics, business, the entertainment industry, etc.
- ➔ Functionalism – education is meritocratic therefore both genders can be successful and powerful.

[O/N/22/20]
<u>Section C: Crime, deviance and social control</u>

Why do some peer groups and individuals not conform to social norms and laws? There is no simple answer to this question. Some factors which sociologists have identified as being relevant 3 include a lack of opportunity and inadequate socialisation. As a response to the problem of crime, policing strategies aim to reduce the crime rate to keep individuals and society safe.

(c) Explain how white-collar crime is treated differently to other crimes. [6]

(e) To what extent can inadequate socialisation explain criminal behaviour? [15]

(c)
Possible answers:
- ➜ Marxists believe there is a large dark figure of white-collar crime in the OCS because middle class crime is less likely to be recorded than working class crime.
- ➜ White-collar crimes are often not perceived as criminal or serious therefore it is more likely for them not to be reported to the authorities than non-white-collar crimes.
- ➜ White-collar crimes committed in the workplace are often dealt with by the company rather than making it a police matter like with other types of crimes.
- ➜ Marxists believe that white-collar criminals are more likely to get away with their crimes than other working-class criminals.
- ➜ Marxists believe that the judiciary are more lenient with white-collar criminals than they are with 'regular' crimes and criminals as white collar criminals do not fit the 'typical delinquent' stereotype.
- ➜ White-collar crimes may not be recorded in the OCS because companies prefer to avoid the negative publicity brought about by a public case so an employee caught committing fraud may just be dismissed – this is unlikely to happen with non-white-collar crimes;
- ➜ White-collar, higher class criminals are often more skilled at negotiating the criminal justice system than the working class, knowing their rights and having the money and connections to employ a good legal team.
- ➜ Research, e.g. by Tombs and White shows that few cases of serious white-collar crimes are investigated by the police – only 5% of major (often fatal) workplace accidents for example – this is not the case for other types of crimes.
- ➜ Large global multinationals are difficult to deal with if they commit a criminal offence because they can use their size, power and connections to evade the law, e.g. by transferring money within their companies to avoid taxes – this is very different to street crimes, for example.
- ➜ Media reporting – the media tends to focus on more sensationalist, newsworthy crimes meaning that white-collar crimes are frequently under-reported and thus not perceived as a social problem.

(d)

-Arguments for:

→ Feral children – demonstrate that without adequate socialisation children cannot fit into society and therefore can often turn to crime.

→ Research shows that victims of abuse go on to be abusers themselves – inadequate socialisation here has led to crime.

→ In families and communities where crime is seen to be normal, role models are often criminals themselves – without proper socialisation others in the family or community are likely to become criminals themselves.

→ Gangs – gangs socialise their members into an alternative set of norms and values to mainstream society – this inadequate socialisation often leads to criminal behaviour;

→ Functionalists believe that through proper socialisation people develop a collective conscience which integrates them into society and prevents them from committing crime – without this socialisation crime may occur.

→ Hirschi – bonds of attachment – this theory says that if someone has strong feelings of belonging created through the socialisation process then they are unlikely to commit crime.

→ Cloward and Ohlin – illegitimate opportunity structure – these career opportunities exist in many lower-class communities and teach youngsters that they can be successful through being criminal – they are inadequately socialised to conform to the law.

→ The New Right (Murray) see the underclass and single parent families as inadequately socialising their children, e.g. no male role model for boys, feckless behaviour and the desire for instant gratification – this can all lead to crime.

-Arguments against:

→ Functionalist and New Right arguments may be seen as too deterministic.

→ Not all lower-class individuals who have been poorly socialised turn to crime.

→ Explanations focusing on inadequate socialisation in the lower classes forget the amount of middle class and upper-class crime that is committed, e.g. white-collar crime.

→ Many crimes are motivated by financial gain, e.g. fraud, money laundering, theft – these have nothing to do with the socialisation process of the criminal.

→ Many sociologists believe that social characteristics such as age, ethnicity and gender may be far more relevant factors in explaining crime than a focus on socialisation.

→ Crime is not only caused by cultural factors such as socialisation – structural factors, e.g. the inequalities inherent in capitalist societies, may be just as influential (Marxism)

→ Crime may be caused by peer pressure and a desire to fit in rather than inadequate socialisation.

→ Crime may be caused due to a lack of money or status, nothing to do with inadequate socialisation – 'status frustration' (Cohen).

→ Crime may be caused by a desire to have excitement and fun, e.g. postmodern research on edgework (Katz, Lyng).

→ Crime may be caused by the labelling process (Becker) when some people live up to the negative labels they have been given and self fulfil to become criminals.

[M/J/22/21]

Section B: Education

Patterns of educational achievement vary across social groups. This has led some sociologists to question how fair the education system is and to investigate the reasons for inequalities within 2 education. In their research sociologists consider factors such as the culture of masculinity, type of school attended and the importance of social conformity.

(d) Explain why there are different types of schools. [8]

(e) To what extent is the education system fair? [15]

(d)
-Possible answers:
- ➔ Marketisation of education – means there needs to be choice in place for parents and students to decide which school a child attends.
- ➔ Single sex schools – proven to get higher results than mixed sex schools so feminists may say this is empowering for females.
- ➔ Faith schools – in a secular society little religious education may be taught at schools, therefore faith schools allow for the teaching of particular religious beliefs, norms and values.
- ➔ Private schools – typically produce the best results in the education system so allow parents who can afford the tuition fees to send their children there (selective education)
- ➔ Comprehensive education – based on principles of equality (meritocracy) and allows any student to attend, so giving equal opportunities to all.
- ➔ Special schools – allow students with additional needs e.g. learning disabilities, to be specifically supported and catered for in their education.
- ➔ Primary schools – allows for a more generic curriculum to be taught to students that inculcates them with society's norms and values.
- ➔ Secondary schools – allows for a more specialist and academic curriculum to be followed, building upon the foundations taught at the primary level.
- ➔ Technical schools – allows students to be best prepared for the world of work through vocational courses and qualifications.
- ➔ Marxism – private schools maintain social inequalities through the creation of an elite education for the rich – needed to support capitalism and elitism.
- ➔ Choice – different types of schools mean that everyone's needs are catered for (postmodernism) in a diverse society.
- ➔ Parental attitudes and beliefs – Montessori schools are thought by some to be a more natural and enjoyable way for children to learn that help students develop the social, emotional, and intellectual skills they need for long-term success in school and in life;
- ➔ IQ – different types of schools exist in order to cater for different ability levels of students e.g. the tripartite system, academic vs vocational schools etc

(e)

-Arguments for

➔ Functionalism – the education system is meritocratic; everyone has the same opportunities to be successful.

➔ Equality legislation – this ensures that all social groups are given the right to education and that they cannot be discriminated against by teachers.

➔ Option subjects – these allow students to choose their own curriculum path that best suits their own talents and interests – this is clearly fair.

➔ National curriculum – this ensures that all students study the same core subjects so that everyone has the same basic grounding.

➔ Setting and streaming – students are put into classes that best suit their needs and abilities – this gives everyone the best chance of being educationally successful.

➔ Both vocational and academic educational qualifications are available to students – this allows them to make the best choice for themselves.

➔ Scholarships – fee paying schools offer scholarships and bursaries to ensure that money does not prevent bright students from receiving a top education.

➔ Selective role – education acts as a filtering system (functionalism) to ensure that the brightest students are stretched and challenged to achieve highly and the weaker students are offered courses and levels that better suit their needs.

➔ Comprehensive schools – anyone can attend this type of school, regardless of educational ability or social factors, so making the system fair.

➔ Parental choice – in a lot of countries, parents have free choice to decide where to apply for their child's schooling, making the system fair.

-Arguments against

➔ Private education (Marxism) – fee paying private schools get better exam results on average than state schools, meaning that those students who can afford to attend are likely to do better due to factors such as higher expectations, smaller class sizes and better school resources.

➔ Ethnocentric curriculum – if the curriculum is biassed towards the majority group in society and marginalises other ethnic and cultural experiences then this cannot be fair.

➔ Gendered subject choice – feminists believe that students' subject choices remain gendered and that this is often encouraged by teachers and careers advisors – this can limit certain fields of high status/high paying employment later in life.

➔ Role modelling – positions of authority in schools are said to be dominated by white males – this implies that other social groups are less likely to be successful which is not fair.

➔ Cultural capital (Bourdieu) – middle class children arrive at school with the norms and values that are inherent in an academic education, this makes school an easier and more enjoyable experience for them.

➔ Material deprivation – those students across all schools who can afford private tutoring, revision resources and study support are likely to do better than those who cannot – this isn't fair.

➔ Funding – schools in different areas, even within the same country, are funded at different levels per pupil meaning that some schools have more opportunities than others to offer more extra-curricular activities, smaller teacher-pupil ratios and more specialist equipment and teachers.

➔ Teacher labelling – this has been proven to disadvantage certain groups of students in schools who are stereotyped to be 'troublemakers' or 'less bright' – this is not fair.

[M/J/22/21]

<u>Section D: Media</u>

Some sociologists argue that globalisation has improved equality in the media. Other sociologists believe there is now a digital divide and that moral panics and stereotypical representations still 4 exist. However, whether media content affects the audience is a debate within sociology. Despite this most sociologists agree that not everybody uses the media in the same way due to social factors such as gender and ethnicity.

(d)Explain why some sociologists criticise stereotypical gender representations in the media. [8]

(e) To what extent is the hypodermic-syringe model an accurate explanation of how the media affects audiences? [15]

(d)
-Possible answers:
➔ Binary opposition – the media typically shows males and females as opposites e.g. strong males and weak females – this is overly simplistic and untrue.
➔ Under-representation – females are said to be under-represented in most areas of the media e.g. main characters are still males, implying that males are more important than females (feminism).
➔ Roles – both males and females are shown in a narrow range of roles which can limit their aspirations and opportunities in society.
➔ Physical appearance – there remains a focus upon how females look within the media reinforcing stereotypical expectations e.g. McRobbie's 'slim blondeness'
➔ Digital manipulation – males and females seen in today's media are so digitally altered that real people are unable to attain these looks. This leads to people feeling inadequate and unable to reach these levels of perfection and has been linked to rising eating disorders.
➔ Passive females – this representation leads to women being perceived as weak as incapable and thus reinforces their subordinate positions in society (feminism).
➔ Aggressive males – this representation leads to men being perceived as more dangerous, threatening and criminal than women and may explain the manifold moral panics concerning males and the police targeting of males.
➔ Sexualisation of females – feminists are critical of the sexualised representations in the media that have become normalised of women e.g. Mulvey's male gaze theory;

➜ Mental health – gender representations have been criticised for being dangerous to those consuming them e.g. very thin models on the catwalk have been blamed for rises in eating disorders.
➜ Hegemonic masculinity (Connell) – the media's dominant representation of males in this stereotyped way makes it hard for men to show their emotions, take responsibility for childcare and to enter the caring professions.

(e)
-Arguments for:

➜ Passive audience – if the audience are using the media as a form of entertainment/escapism then they may be more likely to accept the content without question;
➜ 24/7 media – the media is so pervasive in society today that it is difficult to escape it and thus it may be more likely to affect the audience (media culture);
➜ Advertising – this industry is based upon the principles from the hypodermic model – that the audience are influenced and persuaded by the media they consume;
➜ Propaganda – the media has frequently been used as a source of propaganda throughout history e.g. Nazi Germany, therefore it must be able to influence the audience;
➜ Media violence – there have been several instances of the audience copying what they have seen in the media e.g. video games, video 'nasties', horror films etc. – this shows the power of the media to influence the audience;
➜ Voting – biassed coverage of politics and elections in the media demonstrates how the media can influence the audience, e.g. The Sun newspaper in the UK's influence over election results.
➜ Stereotyping – stereotypes are regularly criticised in the media (e.g. gender, ethnic, age etc) as being potentially harmful to people in society and contributing to social inequalities – gender stereotyping in advertising has now been banned, indicating the harmful influence that it must have had upon the audience.
➜ Censorship – if there wasn't truth to the hypodermic model's claims about the power of the media then there would be no need for censorship in the media.

-Arguments against

➜ It is unlikely that the media has direct and immediate effects upon the audience, any effects that it does have are more likely to be built up over time (cultural effects theory);
➜ The hypodermic model's methodology (Bandura's experiment) is heavily flawed therefore what credible evidence exists to support this model of media effects?
➜ The hypodermic model has morphed into the two-step flow model today whereby the role of an 'opinion leader' in influencing the audience is thought to be crucial – no mention was made of this in the original hypodermic model.
➜ It is now thought that the effects of the media cannot be generalised in the way that the hypodermic model did – factors such as age, intelligence, gender etc all influence how much we are affected by different forms and content of media.
➜ Audience selection – we do not have to believe everything that we consume in the media, different audiences encode the media differently (Hall's reception theory).
➜ Active audience – the audience today are not passive consumers, we choose from a plethora of media options, personalise our consumption, stream, use on-demand services and even create our own media.

- ➔ Glasgow University Media Group – their research showed that the audience can distinguish between fact and fiction and therefore are not simply soaking up what the media tells them.
- ➔ Uses and gratifications – audiences are in control of what they consume and how it affects them – we choose different forms and varieties of media to serve different need and purposes;
- ➔ New media – blogs, vlogs, forums, uploads, social media platforms, citizen journalism etc. all mean that the audience is today creating and shaping the media – the very opposite of the claims made by the hypodermic model.

[O/N/22/21]

Section C: Crime, deviance and social control

Some social groups are more likely than others to feature in the official crime statistics such as, the young, the working class and males. These social groups are also over-represented in the 3 penal system and can be the focus of a moral panic. However, some sociologists are critical of the accuracy of the official measurements of crime, as many crimes are under-reported to the police.

(d) Explain why juvenile delinquency occurs. [8]

(e) To what extent is social class the best explanation of crime? [15]

(d)
-Possible answers:
- ➔ Peer pressure – young people are thought to be under a lot of pressure to conform to peer group norms – if these involve criminality then this will lead to juvenile delinquency.
- ➔ Gangs – young people make up the vast majority of gang members – gangs are based on criminal and deviant behaviour e.g. drug dealing, initiation rites etc
- ➔ Postmodernism – thrills and excitement – many sociologists believe that young people commit crime because it gives them a 'buzz' and is exciting.
- ➔ Edgework – young people are more likely to take risks than older people who will have more to lose e.g. work, family etc. – this can often result in juvenile delinquency.
- ➔ Matza 'drift' – he believes that it is normal for young people to engage in criminal and deviant behaviour as it is part of their adolescent life stage, a deviant phase.
- ➔ Functionalism – extended period of youth – juvenile delinquency is seen to be 'part of growing up' when adolescents are searching for their identity (not yet an adult, no longer a child) – transition stage.
- ➔ Imitation and role models – young people are more likely to be influenced by the actions of others than the older generation therefore media representations of 'gangsta's' and criminality as glamorous may affect the younger generation.

- ➔ Marxism – juvenile delinquency occurs as a form of resistance to the inequalities of capitalism e.g. protest groups, activism, subcultures.
- ➔ Boys are more likely to offend than girls – this may be due to pressures to appear masculine by being aggressive and competitive which can lead to criminality e.g. joining deviant subcultures; • advertising/consumer culture – young people are subjected to a constant stream of adverts for consumer items and lifestyles that they are unlikely to be able to afford; this may be another reason for them to turn to juvenile delinquency.
- ➔ Lack of education – poverty/material deprivation may ensue for young people who are unable to find a job/high paying job.
- ➔ Discrimination – juvenile delinquency can occur due to societal discrimination e.g. of ethnic minority youths who then feel anger towards an unfair society e.g. BLM.
- ➔ In-school deviance – students may join anti-school subcultures and engage in deviant behaviour due to being labelled unfairly by teachers, resulting in a self-fulfilling prophecy and a deviant master status.

(e)
-Arguments for:
- ➔ Official crime statistics show that most crimes are committed by members of the working/under class, therefore social class must be an explanation for why crime is committed; • socialisation – the lower classes may have been socialised into a different set of values than the higher classes e.g. immediate gratification – this may lead them into crime (Miller focal concerns).
- ➔ Merton's strain theory – Western societies socialise individuals to believe in the American Dream but in reality these levels of success are not available to everyone and are harder to achieve for the lower social classes, who may then turn to crime in order to gain the things they desire.
- ➔ Relative deprivation – members of the lower classes may be more likely to steal goods that they see the higher classes enjoying but that they cannot afford legitimately, thus leading to crime.
- ➔ Marxism – some actions of the lower classes are criminalised and the law is selectively enforced so that the powerful are less likely to have their actions defined as criminal. This makes it seem as though being from a lower social class is part of the explanation for crime.
- ➔ Cohen status frustration – the lower social classes are likely to have a low status in society and thus may turn to crime in order to improve this through illegitimate means e.g. gangs.
- ➔ Cicourel 'typical delinquent' – his study showed that the law enforcement agencies have a stereotype of who the typical criminal is and that being working class is part of this – this means those in the working class are more likely to be stopped and searched and arrested than other classes.
- ➔ Education – the lower classes are less likely to have a good education which then impedes upon their job prospects, perhaps making crime an attractive 'career choice' where rewards can be high (illegitimate opportunity structure).
- ➔ White-collar/corporate crime – these types of crime demonstrate links between crime and the higher social classes through the workplace.

-Arguments against:
   ➔ Age – young people commit a lot more crime than other age groups, therefore maybe it is age that is the best explanation;
   ➔ Gender – males commit a lot more crime than females, therefore maybe it is gender (masculinity) that is the best explanation;
   ➔ Ethnicity – some ethnic groups commit more crimes than others, therefore perhaps it is ethnicity that is the best explanation;
   ➔ OCS validity – sociologists recognise that the official crime statistics do not give us a true picture of crime therefore the assumption that crime is committed largely by the lower classes (based on OCS data) could be misplaced;
   ➔ Dark figure of crime – a significant number of crimes never feature in the OCS and therefore any trends in criminality (e.g. that crime is committed mainly by the lower class) should be treated with caution;
   ➔ Is the criminal's social class position really the best explanation for middle class crimes such as fraud or is it more to do with greed?;
   ➔ Expressive crimes – it is difficult to align social class with sensible explanations for expressive crimes such as murder and assault;
   ➔ Feminism – feminists believe that the criminal justice system is patriarchal and that men are the problem when it comes to crime – low rates of conviction for sexual assault, rape, domestic violence against women etc; this all leads them to believe that the best explanation for crime is not class based, but gender.

[M/J/22/22]

<u>Section B: Education</u>

Marxist, feminist and functionalist sociologists believe that schools have different functions. These include teaching social expectations, social control and socialisation. However, not all students 2 conform to school rules and some join anti-school subcultures. Factors such as social class, gender and ethnicity can also affect educational achievement.

(d) Explain why Marxist sociologists believe education is a form of social control. [8]

(e) To what extent is ethnicity the main factor influencing educational achievement? [15]

(d)
Possible answers:
   ➔ Common value system education controls people to believe the ideologies of the ruling class through the indoctrination of the working classes that will ensure they are good workers for the capitalist system.

- → False consciousness: the working classes are so controlled within and by education that they do not realise they are being used and exploited in preparation for the wider world.
- → Hidden curriculum this teaches us to be obedient, submissive, do as we are told by those in positions of authority thus preparing us for future roles as 'wage slaves' for the ruling class; unquestioning it's not just our actions but also our thoughts that are controlled within education we are discouraged from questioning or criticising and taught that there is one, dominant understanding of the world that is correct (and of course supports capitalism).
- → Types of school attended the ruling and the working class sent their children to different types of schools where different values are taught. Private education teaches the bourgeoisie that they are elite and helps them enter the 'best' universities. Working class children in state education are not so privileged.
- → The myth of meritocracy Marxists believe education controls us into conformity as we are taught that society is fair and we will get what we deserve therefore we don't rebel or resist. They say this is untrue and that society is riddled with inequalities

(e)
- Arguments for:

- → Patterns of achievement in many countries pupils from minority ethnic groups as a whole do not do as well as the average for the country.
- → American concern has been expressed and interventions implemented to try and improve the performance of African-American pupils.
- → UK pupils from Pakistani, Bangladeshi, Roma and Afro-Caribbean backgrounds do less well than the country's average whereas Indian and Chinese pupils typically do better.
- → Social class links children from the minority ethnic groups that tend to do least well in education are often from working class backgrounds and live in poorer households.
- → Gender links girls from some Asian backgrounds may be socialised into more traditional female roles and thus may have limited educational and workplace aspirations.
- → Racism and discrimination if racism still exists in wider society then some minority ethnic pupils may be aware that their families are facing this and so 'resist' and rebel against the school's authority.
- → Setting and streaming evidence shows that minority ethnic group pupils are disproportionately found in the lower sets and streams within a school which then negatively impacts upon their educational achievement.
- → Teacher stereotypes Becker 'labelling' theory teachers may make assumptions about some minority ethnic groups and not expect them to achieve well, perhaps labelling them as 'trouble-makers'.
- → Ethnocentric curriculum that is taught in schools may treat the culture of the majority as more important than the minority e.g. in history lessons this can cause minority ethnic group students to lose interest.
- → Peer group if racism is not tackled efficiently within schools then there may be a culture of bullying and intimidation which is likely to negatively impact upon minority ethnic group students.
- → Lack of role models education is traditionally perceived as a 'white' institution based on 'white' values; there are typically few minority ethnic group role models in positions of power within the educational system and this may de-motivate those students.

➔ Cultural differences if the values at home clash with those of the school this may hamper pupil progress e.g. dress, appearance, diet, religion, values, customs etc; language barriers English may not be the first language for some minority ethnic group pupils they may be code switching at home and thus find it harder to access the school's curriculum.

Arguments against:

➔ Gender is a better explanation for differences in a student's educational achievement (and all the arguments to support this).

➔ Social class and material factors offer better explanations for differences in student's educational achievement (and all the arguments to support this)

➔ Cultural deprivation offers a better explanation for differences in student's educational achievement (and all the arguments to support this).

➔ Type of school attended this has more influence over a student's educational achievement than their ethnicity e.g. results are better in private than state education regardless of the ethnicity of the student.

➔ Home and community factors are thought by many sociologists to be more important in explaining differences in educational achievement than a student's ethnicity e.g. language, capital (Bourdieu) etc.

➔ Peer group the peer group a student is a member of is shown by research to be vital in influencing educational achievement e.g. anti school subcultures (Willis) and pro-school subcultures.

➔ Individual differences – interpretivist sociologists would argue that we cannot generalise reasons for patterns of educational achievement into a broad social factor such as ethnicity it is the individual circumstances and context of each student that needs to be considered

➔ Pluralist approach no one social factor can ever explain a person's educational achievement e.g. ethnicity may well be important but needs to be combined with the gender and social class of the student i.e. lower class, male, Afro-Caribbeans in the UK do not typically do well in terms of educational achievement.

[M/J/22/22]

<u>Section C: Crime, deviance and social control</u>

There are many explanations for crime such as labelling theory and Marxism, as well as explanations which consider age, ethnicity and gender. For example, the media often represents males as more than 3 criminals. In reality not all males have the same chance of being arrested. Due to the negative effects of crime, society focuses on different forms of crime prevention.

(e) To what extent is labelling theory the best explanation for crime and deviance? [15]

Possible answers:

Arguments for:

➔ Labelling theory Becker everyone does things that could be labelled criminal but only a small number of people actually get labelled and this then leads to us forming stereotypes of who the criminals are; self-fulfilling prophecy being labelled as criminal or deviant causes people to live up to the label and act accordingly.

➔ Deviancy amplification police and other formal agents' labels can actually cause more crime and deviance in society e.g. Young 'The Drugtakers' and Cohen 'Mods and Rockers'.

➔ Police targeting the police target certain social groups e.g. stop and search rates for some social groups are far higher than for others which explains their distrust of the police and their criminality; deviant career when a labelled person's self-identity starts to change (due to the labelling process) then they may adopt a deviant career and join an organised deviant group e.g. a gang, that justifies and normalises their offending; Cicourel typical delinquent this study shows that courts and police have a picture of who typically commits crime and those individuals that fit this picture are more likely to be thought of as criminals.

➔ Master status this status overrides all others and becomes the way an individual sees themselves as well as how others see them if this is as a criminal then it is not surprising that criminal behaviour continues

➔ Secondary and primary deviance Lemert primary deviance refers to acts that are not labelled as criminal, secondary to those that are.

➔ Power labels have such an influence on people because they are given by those in positions of power such as the police, the courts and teachers. This makes the criminal label stick and hard to get rid of thus a life of crime becomes the only option; any other reasonable response.

Arguments against:

➔ Functionalism some crime and deviance is necessary in society as it reminds people of the boundaries between acceptable and unacceptable behaviour thus promoting social order;

➔ Merton's strain theory crime occurs when there is a mismatch between individuals' goals and their ability to achieve these legitimately;

➔ Cohen status frustration crime is committed because some people feel anger and frustration about their position in society and inability to gain status legitimately.

➔ Relative deprivation in a consumer society many people feel it is unjust that they do not have what others do which may lead some to crime.

➔ Marxism material deprivation those in poverty are more likely to turn to crime because they need money to survive; feminism domestic abuse and sexual assault this is committed due to patriarchal structures in society and a male need to prove their power and dominance, keeping women 'in their place'.

➔ Messerschmidt masculinity males feel a lot of pressure to be the provider and to act tough this can sometimes lead to criminal behaviour.

➔ Postmodern crime is committed because it is thrilling and exciting; Miller focuses on crime and deviance because many of the norms and values of the working class are similar to crime and deviance.

➔ Self-negating prophecy labels do not have to be lived up to, they can be resisted instead.

[O/N/22/22]

<u>Section A: Family</u>

In a globalised world there are many different types of families and marriages. Some of these family relationships may be more equal than others, such as conjugal roles and the roles of children. 1 Various factors such as being a step-parent, the influence of ethnicity and urbanisation add to this family diversity.

(d) Explain why contemporary families are not all symmetrical. [8]

(e) To what extent are all families child-centred?[15]

(d)
-Possible responses:
  - ➔ Functionalism – Parsons believed that the nuclear family was the best fit for society with men performing the instrumental and women the expressive roles. This structure is still seen in many families worldwide and is not symmetrical.
  - ➔ Gender role socialisation – Oakley – believes that processes such as canalisation and manipulation mean that male and female children are brought up very differently, with females being seen as domestic workers who care for others and males as breadwinners.
  - ➔ Feminism – believes that the family remains patriarchal and mimics the gender inequalities found in wider society, so is not symmetrical.
  - ➔ Dual burden/triple shift – even in families where women do seem to have more power as they go to work, they are still the ones to be responsible for the majority of domestic and emotional work which is not symmetrical.
  - ➔ Dark side of the family – feminists point out that power relations in the family are not equal and that women are often the victims of fear, coercion, manipulation and abuse in the family.
  - ➔ Decision making – research indicates that men still make the most important decisions in the household e.g. moving house, whereas women take charge on more trivial things such as the shopping list.
  - ➔ Task division – research shows that whilst men are taking a more active role in family life, they are still selecting what they do and don't want to do – they typically choose the more 'fun' tasks such as preparing a special dinner for guests or playing in the park with the children.
  - ➔ Social class – research indicates that women in the lower social classes do not experience as much symmetry as those in the higher social classes.
  - ➔ Ethnicity/culture – in some cultures and religions women are still expected to be responsible for the home and to accept their husband's superiority and power – this is not symmetrical.

(e)

Arguments for:

➜ Legislation – this protects children in many ways, putting their needs and wants at the heart of family life e.g. UN 'Rights of the Child', NSPCC etc.

➜ Socialisation – parents socialise and socially control children to teach them how to fit into society, demonstrating love and care for the children.

➜ Pester power – advertisers see children now as consumers and thus target the child market specifically. Families are then put under pressure by the child to buy the latest material items and their consumer needs become central to the family.

➜ Innocence – childhood is now seen as a period of innocence whereby children should not have to work or experience other aspects of the adult world – they are protected and shielded by the family as they are thought to be so important and precious.

➜ Corporal punishment – families are no longer allowed to smack their children in many societies, symbolising the greater power and status that children now have.

➜ Decision making – children in a family are now frequently asked their opinion on decisions such as where to holiday, whether to move house, living arrangements after divorce etc., demonstrating the shifting nature of children's roles in the family – they have more power than previously.

➜ Bedrooms/technology – in many societies children's bedrooms are filled with technology and home comforts e.g. TV, laptop, gaming station.

➜ Family size – contemporary families are often small meaning that the lone child or small number of children receive a lot of love, attention and affection from the family, meaning it is child-centred.

- Arguments against:

➜ Social control – despite having more freedom generally in society children are still subject to adult control in the family and ultimately have to obey someone else's orders and instructions.

➜ Child abuse – the family is not a loving place of safety for all children, for some it is dangerous and exploitative

➜ Child carers – in many families children are performing the role of carer for other family members which sees them placed under pressure and having to take on many adult responsibilities.

➜ Poverty/child workers – many children grow up in poverty and in some countries children get little if no access to education, demonstrating that child-centredness is not universal;

➜ Child soldiers – in some countries children, like adults, are expected to fight on the frontline in times of war, facing danger and the threat of death.

➜ Fear and restrictions – children in many societies are subject to restricted freedom and movement, particularly in the public sphere, due to heightened parental concerns about external and 'stranger danger' (Furedi).

➜ Sexualisation of children – Postman talked about the loss of innocence of contemporary children who, with increased access to technology and social media within the family situation, were increasingly exposed to adult materials such as violence, drug taking and pornography.

➜ DINK families – contemporary families are often childless through choice which contradicts the notion of child-centredness.

- → New Right (Murray)/lone parents – their discussion of unsocialised or feral children, neglected and left to fend for themselves does not support the idea of all families being child-centred

A Note from Mojza

These notes for Sociology(2251) have been prepared by Team Mojza, covering the content for O Level 2022-24 syllabus. The content of these notes has been prepared with utmost care. We apologise for any issues overlooked; factual, grammatical or otherwise. We hope that you benefit from these and find them useful towards achieving your goals for your Cambridge examinations.

If you find any issues within these notes or have any feedback, please contact us at support@mojza.org.

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