

# AQA GCSE Sociology 9-1

## 25 Core studies

### Paper 1: The sociology of families and education

#### What's assessed

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

#### Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.



### Paper 2: The sociology of crime and deviance and social stratification

#### What's assessed

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

#### Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

# Family Key Studies

	Perspective	Research method	Key findings	Connects to
<b>Parsons</b>	Functionalist	Work of other sociologists	Two key functions of the family: 1. Primary socialisation – children are taught the shared norms and values of society 2. Stabilisation of adult personality – family relieves stress of life, like a 'warm bath'	Functions of families; functionalist perspective
<b>Zaretsky</b>	Marxist	Work of other sociologists	The family serves capitalism through: 1. Women's unpaid labour 2. Passing on of advantage in families eg inheritance 3. Unit of consumption	Functions of families; Marxist perspective; economic function of families
<b>Delphy and Leonard</b>	Radical feminist	Work of other sociologists	Family is patriarchal because: 1. Women are exploited economically – labour is used by their husbands 2. Family is hierarchical – men at the top 3. Patriarchal family reflects patriarchal society	Functions of families; feminist perspective
<b>Oakley</b>	Feminist	Work of other sociologists	Analyses the 'conventional family' finding: 1. Women are expected to do unpaid work 2. IDEA of the conventional family is powerful 3. People expect happiness, but nuclear family can be stressful 4. Middle class – more family diversity	Nuclear families; conjugal roles; family diversity; feminist perspective on families
<b>Rapoport and Rapoport</b>	NA	Work of other sociologists	Pioneers in researching family diversity. 5 types: 1. Organisational – structure of families 2. Cultural – cultural/ religious differences 3. Social class – class differences 4. Cohort – historical differences 5. Life course – differences in life cycle of the family	Family diversity; changes in family structures
<b>Willmott and Young</b>	Functionalist	Survey; Face-to-face structures interviews	Found the family was becoming more symmetrical – similar but not identical roles, equal contribution to household work, and shared decision making and friends. Home-centred. Principle of stratified diffusion: changes in family life start with higher social classes and trickle down	Changes in family structures; conjugal roles

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# Education Key Studies

Study	Perspective	Research method	Key ideas	Connects with
<b>Parsons</b>	Functionalist	Work of other sociologists	<ul style="list-style-type: none"> <li>- Education teaches the difference between particularistic and universalistic values</li> <li>- Role allocation and meritocracy</li> </ul>	Functionalist view of education
<b>Durkheim</b>	Functionalist	Work of other sociologists	<ul style="list-style-type: none"> <li>- Education teaches shared norms and values and builds social solidarity</li> <li>- Teaches children specialised skills for work</li> </ul>	Functionalist view of education
<b>Bowles and Gintis</b>	Marxist	Interviews and secondary data	<ul style="list-style-type: none"> <li>- There is a correspondence or similarity between work and school</li> <li>- Education creates an obedient workforce to serve capitalism – hidden curriculum</li> </ul>	Marxist perspective on education
<b>Willis</b>	Marxist	Case study; Participant observation	<ul style="list-style-type: none"> <li>- Studied the lads – an anti-school subculture – for two years</li> <li>- Found they were not obedient but their subculture was similar to WC workplaces</li> </ul>	Marxist perspective on education; social class and education
<b>Ball</b>	NA	Case study; participant observation and interviews	<ul style="list-style-type: none"> <li>- Lower class students more likely to be in lower bands</li> <li>- Teachers had different expectations of different bands</li> <li>- Mixed ability classes – labelling still happened</li> </ul>	Social class and education; internal processes
<b>Ball, Bowe and Gewirtz</b>	NA	Interviews and secondary data	<ul style="list-style-type: none"> <li>- Parental choice and competition has increased inequalities in education</li> <li>- Middle class parents have more choice</li> <li>- Schools focus on image and results</li> </ul>	Social class and education; marketization
<b>Halsey, Heath and Ridge</b>	NA	Face to face survey	<ul style="list-style-type: none"> <li>- Survey of 8000 men</li> <li>- 3 social classes: service, intermediate, working</li> <li>- Service class boy 11 times more likely to go to university than working class</li> </ul>	Social class and education

# Crime and deviance Key Studies

	Perspective	Research method	Key findings	Connects to
Merton	Functionalist	Official statistics	<p>Five reactions to strain</p> <ol style="list-style-type: none"> <li>1. <b>Conformity</b> – where people follow the accepted means of success (ambition, job)</li> <li>2. <b>Innovation</b> – working class turn to new ways to achieve the goals of society</li> <li>3. <b>Ritualism</b> – m/class who go through the motions, stuck in low paid but respectable jobs</li> <li>4. <b>Retreatism</b> – any social class, people who ‘drop out’ of society</li> <li>5. <b>Rebellion</b>- reject means and goals of society and seek to create a new society</li> </ol>	<p><b>Education</b> – subculture</p> <p><b>Social stratification</b> – explanations of poverty</p>
Becker	Interactionism	Observations	<p>Ideas of crime and deviance change over time due to <b>labelling</b>. Example = Nudity.</p> <p>Naked in the shower = not illegal</p> <p>Naked in the street = arrested.</p> <p>Once labelled a criminal – can then turn into a <b>master status</b> leading them to have a deviant career.</p>	<p><b>Education</b> -Labelling and self fulfilling prophecy</p>
A. Cohen	Functionalist / subcultural	Questionnaire	<p>Looked at working class boys. Found the working class become <b>frustrated</b> as they can't achieve the means of society through legitimate</p> <p>Working class create their own deviant subculture which is different from mainstream culture. Criminal activities such as vandalism, stealing and truancy</p> <p>They can't achieve success through legal means so turn to turn crime instead</p>	<p><b>Education</b></p> <p>Teacher labelling and self fulfilling prophecy</p> <p><b>Social stratification</b> – explanations of poverty</p>
Pat Carlen	Feminist Control theory	Unstructured interviews	<p>Working class women are controlled by promising them rewards.</p> <ol style="list-style-type: none"> <li>1. <b>Class deal</b>- working class women can buy goods in return</li> <li>2. <b>Gender deal</b> – women make a deal that for their love and domestic labour they get material rewards from a male breadwinner</li> </ol> <p>When there's no rewards they may turn to crime</p>	<p><b>Family</b> – gendered socialisation, girls and boys</p> <p><b>Social stratification</b> – power,</p>
Heidensohn	Feminist Control theory	Work of other sociologists	<p>Theorising patriarchy – showed several ways patriarchy exists in society</p> <p><b>Private</b> and <b>public spheres</b>.</p> <p>Public = in society (this is seen as male dominated)</p> <p>Private = in the home (this is seen as where women belong)</p> <p>Men are main breadwinners – they use this to control women public spheres</p> <p>Daughter arte controlled more than sons.</p> <p>Women have less opportunity to commit crime than men due to control</p>	<p><b>Family</b> – gendered socialisation, girls and boys raised differently</p> <p><b>Social stratification</b> – power</p>

# Stratification Key Studies

	Perspective	Method	Key Findings	Connects to
Davis and Moore	Functionalist Consensus	Secondary data	<ul style="list-style-type: none"> <li>❖ <b>Social stratification</b> is a <b>universal necessity</b> for every human society. 4 requirements:</li> <li>1. <b>All roles must be filled</b></li> <li>2. <b>They must be filled by those best to perform them</b></li> <li>3. <b>Necessary training must take place</b></li> <li>4. <b>Roles must be formed diligently</b></li> </ul> Roles must be rewarded based on how important the role is	Theory of stratification Role allocation (education)
Marx	Marxist	Work of other sociologists	Capitalism stratifies into 2 groups: r/c = bourgeoisie, oppressors, own means of production w/c = proletariat, oppressed/exploited, own labour	Theory of stratification
Weber	Interactionist	Secondary data	Class is not based just on money but also power and status. Those who share a similar <b>class</b> background have similar <b>life chances</b> <ol style="list-style-type: none"> <li>1. <b>Charismatic</b> – special qualities of a leader – e.g. Nelson Mandela</li> <li>2. <b>Traditional</b> – inherited status – e.g. the Queen</li> <li>3. <b>Legal rational</b> – through established laws – e.g. Prime Minister</li> </ol>	Theory of stratification
Townsend	Social democratic (left wing, but not Marxist)	Questionnaires	<b>3 measurements of poverty</b> <ol style="list-style-type: none"> <li>1. <b>State's standard</b> - on which <b>official statistics</b> are based, based on individual entitlement to claim some benefits</li> <li>2. <b>Relative income</b> – identifying households whose income falls below the average for similar households</li> <li>3. <b>Relative deprivation</b> - lack the resources to obtain the types of diet, do activities and have living conditions that are widely available in the society they live – <b>Townsend's preferred measure</b></li> </ol> Devised a <b>deprivation index</b>	Poverty
Devine		Unstructured interviews	Retested embourgeoisement thesis after economic depression. <ul style="list-style-type: none"> <li>• Found no evidence of <b>privatised instrumentalist</b></li> <li>• She rejected the ideas of the <b>new working class</b> and did not believe that workers accepted capitalism unquestioningly</li> <li>• they retained values of the <b>traditional working class</b> many had lost faith in the ability of the <b>Labour Party</b> to provide a more equal society</li> </ul>	
Walby	Feminist	Work of other sociologists	<b>Six patriarchal structures:</b> <ol style="list-style-type: none"> <li style="width: 50%;">1) <b>Paid work</b></li> <li style="width: 50%;">2) <b>Patriarchal relations of production</b></li> <li style="width: 50%;">3) <b>Patriarchal culture</b></li> <li style="width: 50%;">4) <b>Sexuality</b></li> <li style="width: 50%;">5) <b>Male violence towards women</b></li> <li style="width: 50%;">6) <b>The state</b></li> </ol> Changed from <b>private patriarchy</b> to <b>public patriarchy</b>	Power relationships Feminist theory of patriarchy
Murray	New Right	Work of other sociologists	Government welfare reforms in American society led to a <b>dependency culture</b> and a growing <b>underclass</b> Increased benefits led to: <ol style="list-style-type: none"> <li>1. <b>Discouragement of self sufficiency</b></li> <li>2. <b>More single parents</b></li> <li>3. <b>Young people losing interest in getting a job</b></li> </ol>	Poverty Welfare state Education – parental expectations Explanations of crime LPFs

# Families

## KEY STUDIES

Paper 1 - There are SIX studies

# Talcott Parsons 1959

## Functionalist perspective – Consensus theory

- ❖ Focused on middle class nuclear family in USA
- ❖ Nuclear family performs two **basic and irreducible functions** – common to all societies:

### 1. Primary socialisation

### 2. Stabilisation of adult personalities

- ❖ **Warm bath** analogy – family seen as a place of refuge, created by the mother whereby being part of a family is like stepping into a warm bath
- ❖ Argues that father and mother's roles in the family are complimentary:
  - **Instrumental role** of the father – men are suited to this role as breadwinner and provider for family's physical needs
  - **Expressive role** of the mother – women are suited to this role as carer and nurturer, providing for emotional needs
- ❖ **Conflict theorists** - are critical as it presents an **idealised picture** of the nuclear family and ignores the **dark side of family life**



- ❖ **Capitalism** has created an illusion that the economy is separate from the 'private life' of the family
- ❖ The family is unable to provide psychological and social needs of the individual: *'it...cannot meet the pressures of being the only refuge in a brutal society because it perpetuates the capitalist system'*
- ❖ The family supports the capitalist economy:
  - ✓ **It relies on the housewife role as unpaid labour and reproducing the next generation of workers**
  - ✓ **It acts as an vital unit of consumption**
- ❖ Only socialism will end the artificial separation of family and public life, making personal fulfilment possible
- ❖ The family buys products which keeps businesses making money by making families consume and buy products



# Rapoport and Rapoport 1982 post modernists

❖ Highlighted 5 different aspects of family diversity:

**1. Cultural** – values and beliefs

**2. Life course** – stage in life cycle

**3. Organisational** – e.g. divisions of domestic labour

**4. Generational / Cohort** – period in history

**5. Social Class** – e.g. how social class affects resources etc

❖ Looked at secondary sources and argued that family diversity now exists in society and that there isn't one type of family anymore

❖ Life course analysis supports this research as they argue that over the course of an individual's life they will experience several family and household structures



# Ann Oakley 1982

Feminist perspective (liberal)– Conflict theory

- ❖ Addresses idea of **conventional families** – *‘nuclear families composed of legally married couples, voluntarily choosing the parenthood of one or more children’*
- ❖ Explores the power of this idea on gender inequalities
- ❖ Examines the strains of being conventional and social control
- ❖ Research was before civil partnerships and same sex marriage
- ❖ However, she notes that conventional family stereotypes are increasingly seen as dated and some groups are looking towards alternative ways of living
- ❖ **Radical feminists point out that women will always be expected to fulfil stereotypical roles due to the patriarchal nature of the family**
- ❖ **Supports the idea of symmetrical family where family roles are said to be more equal with the rise of the ‘new man’ and joint income households.**



# Delphy and Leonard 1992 – Feminist perspective (Radical) – Conflict theory

- ❖ Emphasise the importance that work plays in gender inequalities
- ❖ Men gain the most from the exploitation of women's labour, not **capitalism**
- ❖ The family plays a major role in maintaining and reinforcing **patriarchy**
- ❖ Family is an economic system involving a **division of labour** which exploits women but benefits men
- ❖ Women are oppressed as their work is adopted within the family
- ❖ For example, women may be employed outside the home but still expected to do domestic chores when they get home – work is not share equally with their male partners
- ❖ Parsons argues that men and women are suited to different roles
- ❖ Willmott and Young argue how roles in the family are becoming more equal with the rise of the symmetrical family
- ❖ Highlights how many families still reflect a stereotypical approach to  
The domestic division of labour



# Young and Willmott 1973

## Functionalist perspective- consensus theory

### ❖ Identified four stages of family life:

#### Stage 1: The pre-industrial family

#### Stage 2: Early industrial family

#### Stage 3: The symmetrical / privatised nuclear family

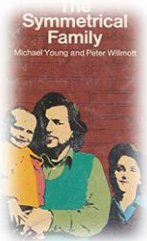
- ❖ Emerged in middle classes but spread into and common in working classes, reflecting the boring and repetitive nature of paid manual jobs leading to more focus on home life
- ❖ Nuclear family at the expense of extended family; home centred and privatised; more time spent with family
- ❖ **Symmetrical** roles – less **segregated**, more equal – household chores and decisions; not interchangeable but equally important

#### Reasons for rise in symmetrical family:

- Money – increase in male wages and employment in women; better living standards
- Decrease in male mortality and unemployment rate
- Increased geographic mobility
- Less children – enables wives to get work. Economic equality between spouses

#### Stage 4: The asymmetrical family

- ❖ **Principle of stratified diffusion** – what happens at the top of the stratification system today will diffuse down tomorrow
- ❖ Studied sample of managing directors' families; these were to become **work centred** rather than **home centred** with the wife responsible for domestic work
- ❖ **Feminists, including Oakley critical** – little evidence of symmetry or a move from working class towards stage four

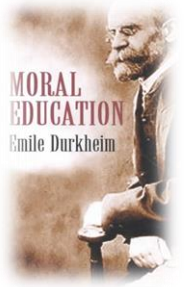


# Education

## KEY STUDIES

Paper 1 - There are SEVEN studies

- ❖ The main **function of education** is for the transmission of society's **norms and values** in order for people to become functioning members of society
- ❖ **Vital function of society** is to unite individuals – so the majority adhere to society's **norms and values** this also establishes a collective conscience between members in society
- ❖ Education, particularly History teaching, establishes a link between the **individual and society**
- ❖ Children will see themselves as something larger and therefore **develop as sense of commitment** to the social group and be less likely to act of individual means
- ❖ Through school children learn to **cooperate with others**
- ❖ They learn rules which should be strictly enforced for children to **learn self discipline** and see that **deviant actions can damage society as a whole**



# Parsons 1961

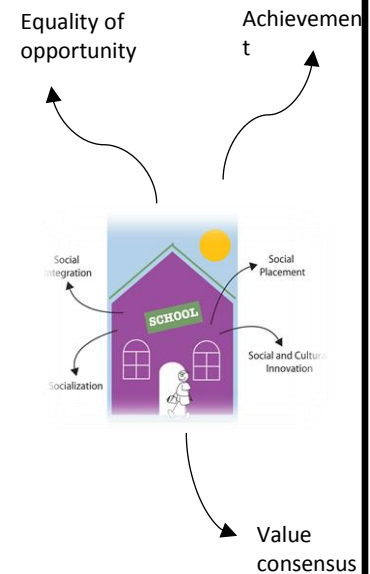
## Functionalist perspective – Consensus theory

- ❖ School acts as a **bridge** between the family and society
- ❖ It is the main **agency of socialisation** and preparing children for adult life
- ❖ Schools operate on **meritocratic** ideals, whereby everyone has the chance to achieve through hard work and ability
- ❖ An individual is judged on **universalistic standards**, which are applied to all members regardless of their family ties
- ❖ School socialises children into the basic values of society, maintaining a **value consensus** that emphasises equality of opportunity and achievement
- ❖ School are an important mechanism for the selection of individuals for their future roles in society

- ❖ **Marxists are critical:**

- ✓ values of the education system reflect values of the **ruling class**
- ✓ equality opportunity is and illusion in an unequal society- only the middle classes do well

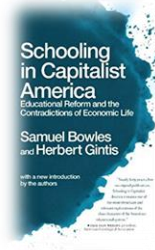
*The school as a social system*



# Bowles and Gintis 1976

Marxist perspective – Conflict perspective

- ❖ Major role of education in a **capitalist system** to **reproduce labour power**
- ❖ **Correspondence principle** – school mirrors the workforce so it prepares children for the workforce where they will be expected to follow the rules and do as they are told by their boss.
- ❖ The **hidden curriculum** teaches the working class to conform and obey the rules. The teacher and pupil relationship mirrors the boss and worker relationship.
- ❖ They reject **functionalist** view that societies and education is built on **meritocracy** – instead they argue that **meritocracy is a myth**. The working classes are never going to achieve as well as the middle class
- ❖ Class background is the most important factor in influencing educational achievement more so than gender or ethnicity





## ❖ *Beachside Comprehensive: A Case study of Secondary Schooling*

❖ **Participant observation** study over three years in a south coast school, investigating changing systems, selection and **socialisation** of two cohorts moving through the school:

- ✓ one banded by ability; other taught in mixed ability classes

Despite the comprehensive ethos of the school:

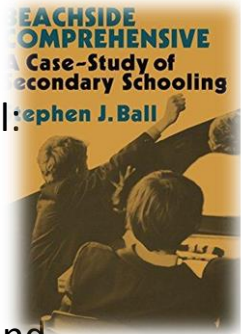
❖ Many students were allocated to bands often on the basis of their **social class** background rather than their **academic potential**

❖ Teachers used **positive** and **negative labels** in relation to students in high and low bands, provoking disruptive behaviour especially among middle band children

❖ **Ball** found that the replacement of the banding system by a system of **mixed ability** teaching would not effectively address all of the problems associated with **negative labelling**

❖ When banding was replaced partially by a system of apparently mixed ability teaching, **Ball** found:

- ✓ Evidence of improved behaviour as more difficult children were more dispersed rather than concentrated in lower band classes
- ✓ Evidence of informal ability groups - teachers often sub-divided their mixed ability classes into higher, middle and lower groupings in such a way that the negative consequences of banding were not removed



- ❖ Rejects the view that there is a direct relationship between the economy and the way the education system operates. Not a particularly successful **agency of socialisation**
- ❖ It can have consequences that are not beneficial to capitalism
- ❖ Researched 12 **lads** in a Midland school within a working class housing estate. **Research methods:** participant and non-participant observations, recording group discussions, informal interviews and diaries
- ❖ Attempted to understand school from the pupils' view and ***how working class kids get working class jobs.***
- ❖ Identified that there were two subcultures in school
- ❖ The 'lads' who were working class were part of an ***anti-school subculture***
- ❖ Members felt superior to teachers and **conformist** pupils –The **lads** main objective was to avoid attending lessons – these were the w/class . They resented the **social control** of school and rebelled against the school.
- ❖ They lacked respect and were challenging to authority. Their rejection of school made them suitable for unskilled or semi-skilled manual work (which was prolific in the 1970s)
- ❖ The second group were part of a **pro-school subculture** – these were made up of the m/class and were called the **ear-'oles.**

# Ball, Bowe and Gerwitz 1994



- ❖ *Market forces and parental choice*
- ❖ Studied 15 schools in neighbouring LEA with different pupil profiles – e.g. class and ethnicity differences
- ❖ They looked at the impact of parental choice and league tables. They found that middle class parents had more of a choice and focus when it came to selecting a school than working class parents
- ❖ Some schools focussed more on image and position in the league tables meaning that some schools wanted to attract certain pupils to their schools
- ❖ This resulted in some schools focussing on the more able as well as highlighting the pressures to reintroduce setting and streaming

# Halsey, Heath and Ridge 1980



- ❖ Study based on a **sample** of more than **8000 males** born between 1913 and 1952. Found evidence of clear class inequalities in education

- ❖ Sample was sub-divided into **3 key categories** based on father's occupation:

1. **Service class** – professionals, administrators and managers

2. **Intermediate class** – clerical or sales, self-employed and lower grade technicians and foremen

3. **Working class** – manual workers in industry and agriculture

Compared to an someone from a **working class** background, someone from **the service class** had:

- ❖ **4 times greater the chance of staying in school until 16**

- ❖ **8 times the chance of staying in school until 18**

- ❖ **10 times the chance of staying in school until 18**

- ❖ **11 times the chance of going on to university**

- ❖ **BUT study excluded females which may have made a significant difference to findings**

# Crime and deviance

## KEY STUDIES

Paper 2 - There are Five studies

# Merton 1938

## Functionalist perspective – Consensus theory

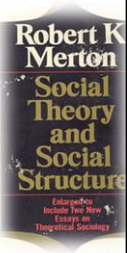
Deviance results from the culture and structure of society. Like other functionalists he believes in **value consensus**

BUT because members of society have different positions in the **social structure** they do not have the same opportunity to realise their shared goals. American society was unbalanced as too much importance was focused on success rather than the ways it may be achieved

Success by any means ignores the rules that govern behaviour, resulting in **anomie** – anything goes in the pursuit of material success. **Anomie – a disjunction between goals and means.** 5 ways in which individuals could respond to goals:

1. **Conformity** – adherence to conventional routes to achieving success
2. **Innovation** – those unable to conform so find other ways of achieving success – innovate e.g. entrepreneurs, criminals
3. **Ritualism** – those who conform but are in low status jobs with little enthusiasm for their work or advancement
4. **Retreatism** – abandon both goals and means – social outcasts that maybe drug/alcohol dependent
5. **Rebellion** – reject goals and means – they wish to create a new society based on different goals and means – e.g. communist revolution, terrorist groups proposing radical changes

- ❖ **Criticised for failing to consider who make the laws and who benefits from them (Marxist view)**
- ❖ **Criticised for assuming that there is value consensus in the first place**
- ❖ **Exaggerates working class crime and underestimates middle class crime**



❖ **An act only becomes deviant when others define it as such**

❖ The **label** of deviancy depend on:

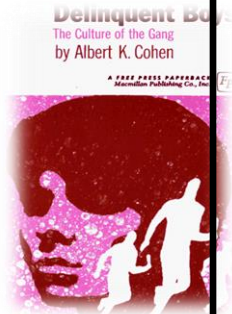
1. Who commits the act
2. When and where it was committed
3. Who observes the act
4. The negotiations that take place between the **actors** (individuals) involved in the **interaction**

❖ For example:

- A teenager is defined as being delinquent and is convicted for a crime – this person is then **labelled**
- Powerful **agents of social control**, such as police, courts, media, have the power to make the label stick
- This label then becomes a **master status** for the individual, which over-shadows other aspects of their identity and affects how other see and respond to them
- Individual may see themselves in terms of the **label**, producing a **self-fulfilling prophecy**
- Ultimately this may lead the individual into a **deviant career** because other law-abiding options appear closed to them
- This career is completed when the individual joins a deviant organised group – a **deviant subculture**



- ❖ Working class boys have same success goals as those of wider society
- ❖ But as a consequence of educational failure and lack of job prospects the chances of attaining these goals is minimal
- ❖ **Cultural deprivation** limits these boys' educational success
- ❖ As a consequence of their lack of opportunities, they suffer **status frustration**
- ❖ As an alternative route to success, they turn to crime, joining a **deviant subculture**, which values stealing, vandalism and truancy etc
- ❖ Reward of recognition and prestige are given by their peers
- ❖ **Criticised** because working class boys don't necessarily accept mainstream success goals, but **exhibit delinquent behaviour out of resentment against those values they don't share**





# Pat Carlen 1998

## Feminist perspective- Conflict theory

- ❖ Used research methods of **in-depth-unstructured interviews** on a group of mostly **working class women** – aged 15-46 – some of whom were in prison or youth custody
- ❖ These had been convicted of at least one crime
- ❖ Argues that human beings are not naturally good or bad but will make **rational decision** to turn to crime if the advantages outweigh the disadvantages
- ❖ Working class women have been controlled by promise of rewards
- ❖ They make a **class deal** which offers respectable working class women consumer goods in return for their wage
- ❖ They make a **gender deal** that in return for their love and domestic labour they get psychological and material rewards from a male **breadwinner**
- ❖ When rewards are not available or illusory, they may turn to crime as an alternative
- ❖ **Small sample** but supports view that when **social controls** breakdown criminal behaviour is more likely



❖ Uses **control theory** to explain why women commit less crimes than men. **Patriarchal societies** control women more effectively than men so it is more difficult for women to commit crime. This is done in various ways:

1. **At home** – women expected to spend time on housework and childcare
2. **Patriarchal authority** - women risk **domestic violence** if they challenge these expectations
3. Men as main **breadwinner** have control over financial decisions
4. **Closer controls of daughters than sons** – control over when they leave home and expected to do domestic tasks
5. **In public**, controlled by **threat of male sexual violence**
6. **In public**, women controlled by idea of inappropriate behaviour being bad for their reputation bringing shame on their families
7. Separate **public and private spheres** where by women are subject to ridicule if they attempt to raise concerns
8. **At work** - controlled by male dominated hierarchies and trade unions. Controlled by **intimidation** and various forms of **sexual harassment**

❖ **Heidensohn criticised for making generalisations that do not apply to all women** 26

# Social stratification

## KEY STUDIES

Paper 2 - There are Seven  
studies

# Davis and Moore 1945

## Functionalist perspective – Consensus theory

- ❖ **Social stratification** is a **universal necessity** for every human society
- ❖ For a society to and function successfully 4 things must happen:
  1. **All roles must be filled**
  2. **They must be filled by those best to perform them**
  3. **Necessary training must take place**
  4. **Roles must be formed diligently**
- ❖ **Unequal reward and privileges** attached to different positions in society was the **mechanism** to allow the above to take place
- ❖ This system allowed the most able people to be matched with the most **functionally important** positions in society – e.g. doctors paid highly
- ❖ Giving high rewards to these positions gives incentives for people to compete with the most talented achieving success



### Criticisms:

- ✓ Occupations with lower rewards can also be seen as **functionally important** e.g. nurses
- ✓ Differences in pay and status may be due to differences in power e.g. MPs versus nurses
- ✓ No proof that exceptional talent is always linked to the most important positions
- ✓ Unequal rewards may not be the best way of finding talent

# Karl Marx 1818-1883

## Marxist perspective – Conflict theory

❖ **Social stratification** – a mechanism to allow the privileged few to exploit the many. **Social stratification** came from the relationships of social groups to the **means of production** – those who owned the means of production and those that did not. His theory of history shows Western capitalist society developing through 4 epochs (periods of time):

1. Primitive communism 2. Ancient society 3. Feudal society

**Capitalism** – the most exploitative. Capitalism stratifies into 2 groups:

r/c = bourgeoisie, oppressors, own means of production

w/c = proletariat, oppressed/exploited, own labour

❖ As agriculture developed it produced **surplus wealth** and the accumulation of private property. The **ruling class** gained control of the means of production obliging others to work for them – **the subject class**. The power of the **ruling class** is rooted in its **ownership of the means of production**. **Ruling class** justify its position as being natural and normal – with ideas such as the **free market**

❖ **Capitalism** was very unstable as its conflict lay in the interest of the **subject class** whose labour was exploited and the **ruling class** who exploit that labour. Ultimately, classes would **polarise** as the gap between the subject class and ruling class work grow and differences be more extreme – revolution and **communism** would be the remedy

❖ **Criticism – New Right and functionalist** argue that capitalism is beneficial for society and creates opportunities for social mobility



- ❖ Government welfare reforms in American society led to a **dependency culture** and a growing **underclass**. Increased benefits leads to:
  1. **Discouragement of self sufficiency (people become dependent on benefits)**
  2. **More single parents and breakdown of traditional nuclear family**
  3. **Young people losing interest in getting a job as they can live off the state**
- ❖ **Underclass** threaten economic and social fabric of society as they are a burden on tax payers and responsible for rising crime rates
- ❖ Late 1980s Britain – Murray also found growing underclass
- ❖ Saw a **moral decline** in values such as honesty, family life and hard work being undermined by underclass. Whilst alternative **value system** of criminal and anti-social behaviour thrived

### Criticisms:

- ❖ Ignores economic reasons that may create such a class
- ❖ Many of the so-called **underclass** hold traditional values, want stable relationships and want to work
- ❖ **Marxists** and others argue that these people are victims of **social inequality** not the cause of social problems

- ❖ Defined class as a group of individuals who share a similar position in a market economy – **market situation**. Those who share a similar **class** background have similar **life chances**
- ❖ Viewed differences between the various groups that did not own the **means of production** e.g. highly skilled professionals who demand higher wages. He saw no evidence to support **polarisation** of classes – middle class expands as **capitalism** develops. Rejected the ideas of a **revolution** being inevitable and that political power only comes from economic power
- ❖ Distinguished between **3 different sources of power**:
  1. **Charismatic** – special qualities of a leader – e.g. Nelson Mandela
  2. **Traditional** – inherited status – e.g. the Queen
  3. **Legal rational** – through established laws – e.g. Prime Minister
- ❖ **Power** and **stratification** are not just based on the economic relationships people enter into (Marx) or their **market situation** but on two other key factors:
  1. **Status** - level of prestige from an individual's occupation, ethnicity, religion or lifestyle
  2. **Party** - including pressure groups, interest groups, such as trade unions – power through solidarity
- ❖ **New Right critical – Weber (and Marx) is bias, ignoring social mobility and opportunities created by capitalism**

- ❖ Tested **Lockwood's** the idea that **privatised instrumentalist** would become typical among **working classes**
- ❖ Social relationships centred on home with work as a means to an end
- ❖ **Lockwood** argued that when workmates joined together, e.g. industrial action, they did so out of self interest rather than collective solidarity
- ❖ **Devine** interviewed a sample of male manual workers at a Luton car plant and their wives
- ❖ She **did not** find evidence of **privatised instrumentalist**
- ❖ The lifestyle of her sample was not as communal as the **traditional working classes** but it was also not as home centred and privatised as **Lockwood** viewed
- ❖ She rejected the ideas of the **new working class** and did not believe that workers accepted capitalism unquestioningly
- ❖ Despite rising living standards many still resented the privileges of inherited wealth and were critical extreme class inequalities
- ❖ However, while they retained values of the **traditional working class** many had lost faith in the ability of the **Labour Party** to provide a more equal society



❖ Three ways of defining poverty:

1. **State's standard** - on which **official statistics** are based, based on individual entitlement to claim some benefits – determined by ideas of the government of the day
2. **Relative income** – identifying households whose income falls below the average for similar households – but misleading (no account for the level of welfare benefits available) and inadequate (no account for lifestyles available to those materially deprived)
3. **Relative deprivation** - lack the resources to obtain the types of diet, do activities and have living conditions that are widely available in the society they live – Townsend's preferred measure



- ❖ Used **relative deprivation** measure to investigate the extent of **poverty in the UK**
- ❖ **Questionnaires** to over 2000 households and over 6000 individuals around the UK
- ❖ Devised a **deprivation index** covering variables including diet, fuel, clothing, housing conditions, working conditions, health, education and social activities
- ❖ Found that over **22% of population lived in poverty in 1968-69**, compared to just 6% using state standard and 9% using relative income
- **BUT** some argue index was inadequate and produced misleading results – e.g. absence of fresh meat and cooked meals might be down to individual choice

- ❖ **Patriarchy** is central to an understanding gender inequality
- ❖ Identifies **six patriarchal structures** which allow men to dominate and oppress women:
  1. **Paid work** – despite legislation (Equal Pay & Sex Discrimination Acts) women continue to be disadvantaged, restricted by cultural values (e.g. expectation of mother/housewife role)
  2. **Patriarchal relations of production** – men benefit by women's unpaid domestic labour
  3. **Patriarchal culture** – women gained more freedom but still subject to social expectations in terms of standards of behaviour (e.g. deviant behaviour)
  4. **Sexuality** – greater freedom to express sexuality but subject to doubled standard of sexuality
  5. **Male violence towards women** – threat of violence discourages women from challenging patriarchal authority
  6. **The state** – now not as patriarchal but does relatively little to protect women from **patriarchal power** (e.g. gender pay gap, equal opp's laws are rarely enforced)
- ❖ **Patriarchy** has changed from **private patriarchy** where women were dominated in the home to **public patriarchy** which now dominates where women are mostly segregated into low paid, low status jobs and collectively exploited