

Sociology Revision Booklet

Eduqas GCSE Sociology

Paper 1: Understanding social
processes

Unit 1 - Key Concepts

Key Concepts in Sociology Topics

Topic	RAG
What is Sociology?	
Culture, norms and values	
Status (Ascribed vs Achieved)	
Socialisation (Primary vs Secondary)	
Family	
Education	
Peer Groups	
Media	
Religion	
Work	
Gender Identity	
Social class identity	
Ethnic identity	
National Identity	
Nature vs Nurture	
Cultural Diversity	
Formal and Informal social control	

Component 1: Understanding Social Processes

- Written examination: 1 hour 45 minutes
- 50% of the qualification

This component covers the following topic areas:

- Key Concepts in Sociology
- Families and Households
- Education
- Research Methods

There will be a written assessment with a mix of compulsory short answer, structured questions and extended response questions. The extended response questions will require candidates to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content.

Below are the assessment objectives for this specification. Learners must:

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

AO2: Apply knowledge and understanding of sociological theories, concepts, evidence and methods.

AO3: Analyse and evaluate sociological theories, concepts, evidence and methods to construct arguments, make judgements and draw conclusions.

The table below shows the weighting of each assessment objective for each component and for the qualification.

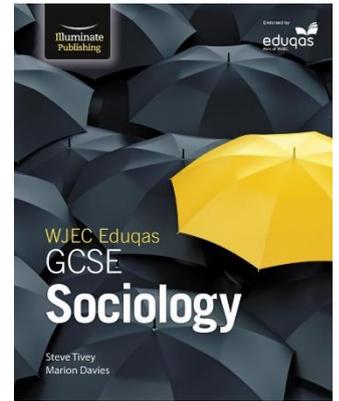
	AO1	AO2	AO3	Total
Component 1	20%	20%	10%	50%
Component 2	20%	20%	10%	50%
Total	40%	40%	20%	100%

In each examination series, a minimum of 15% of the available marks will be awarded for learners' knowledge and understanding in relation to *Research Methods*.

Component 1 Grade Boundaries									
GRADE	9	8	7	6	5	4	3	2	1
RAW	87	81	75	67	59	51	38	25	13
Component 2 Grade Boundaries									
GRADE	9	8	7	6	5	4	3	2	1
RAW	83	77	71	63	55	48	36	25	13
Combined Grades (C1+C2)									
GRADE	9	8	7	6	5	4	3	2	1
RAW	170	158	146	130	114	99	74	50	26

What is Sociology?

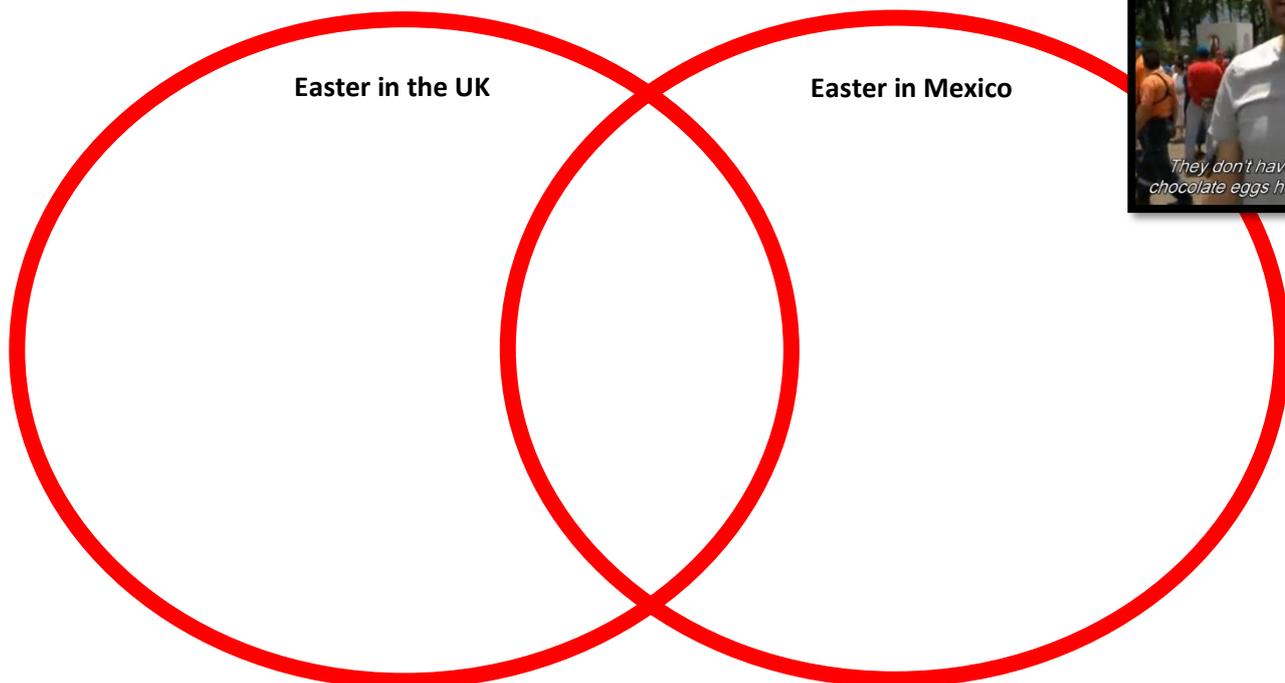
- Sociology is about studying society and social behaviour
- Sociology is about analysing groups of people based on commonality. For example studying people in terms of culture, common territory, gender, race, disability, ethnicity and age.
- Sociology is the study of structures, hierarchy and power in society.
- Sociologists study society to find and resolve social problems.



Culture and Norms

Culture refers to the **whole way of life** of a particular society or social group. Culture includes the **values, norms, customs, beliefs, knowledge, skills and language** of the society or group.

Task: Cross Cultural Analysis



1. Think about your own cultural experience of Easter. How is Easter celebrated in the UK? How do we learn about Easter?
2. Watch the brief clip with Karl Pilkington, concerning his Easter experience in Mexico. Identify the Easter similarities and differences between the UK and Mexico in the Venn diagram above.

<http://www.youtube.com/watch?v=gq3AKAP-bbl>

Norms

Norms are expected behaviours in different contexts (situations) such as classrooms, cinemas, restaurants and aeroplanes. Norms are part of culture.

Task

Look at the item to the right. What 'normal' behaviour do you see? Label the item.

What normal behaviours do you do? List your suggestions below:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....

Task

Pick **one** of the following settings below.

- A cinema
- An aeroplane
- Classroom

- 1. Identify normal behaviours in your chosen setting.
For example, how you expect people to behave.
- 2. Identify abnormal behaviours in your chosen setting.
For example how people **should not** behave.

Write your answers in the space below.

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Uh Oh! That's not normal behaviour in British culture. Abnormal behaviour is sometimes referred to as **'deviant'**.

Values

Values: Refer to what is considered worthwhile and worth working for in society. Like norms, values are learned and shared.

- Our values will *influence the way we behave*.
- A culture will also have norms that indicate acceptable ways to achieve the values.

Many British people value family and success. Two important values you must remember for your exam are 1. Health and 2. Wealth.

Value: Wealth

An important value in our society is acquiring wealth. This means to acquire money, land, property etc... and to live a comfortable life.

Task

How do different areas of society teach you to value wealth and money? Bullet point ideas in the table below. Consider language, role models, activities etc... Use the items below to help you.

Family	Education (school)	Media



Value: Health

Another important value in our society is to maintain good health. This means we value good physical and mental wellbeing. We tend to take care of our bodies physically, intellectually, socially and emotionally.

Task

How do different areas of society teach you to value good health and wellbeing? Bullet point ideas in the table below. Consider language, role models, activities etc... Use the items below to help you.

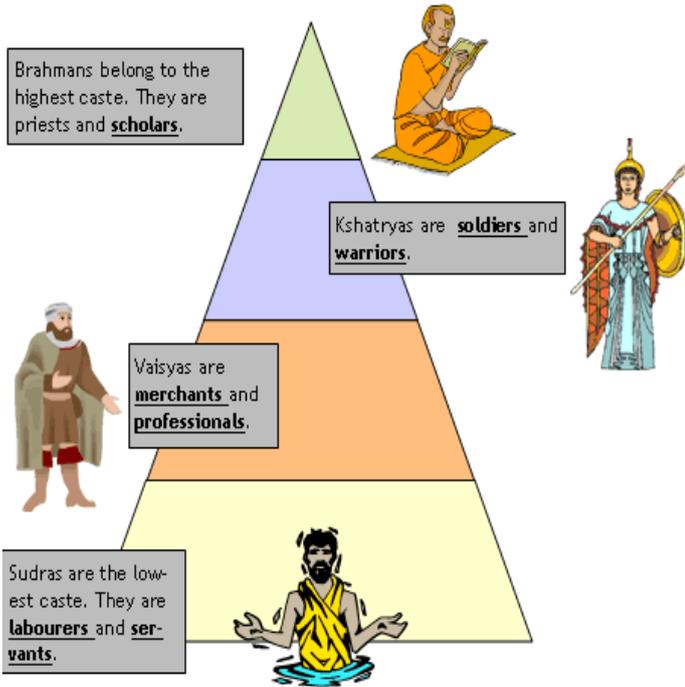
Family	Education (school)	Media



Examples of values in a global context

- In your exam you will be required to reference lots of examples in to achieve top marks! Let's learn examples of different values from around the world...
- Remember: Cultural Values change from **time to time** and **place to place**.
 - A value in **India** is to respect ancestors and Gods. In India, Hindus tend to view and value the 'cow' as a sacred object.
 - Many Native American Indian tribes such as the Sioux, value bravery. To have courage and protect was of great importance. See *Chief Sitting Bull to the right*.





Ascribed vs Achieved status

There are two different types of status you need to be aware of for the exam, ascribed and achieved.

Ascribed Status

Ascribed status refers to the status you have at birth. Ascribed status is usually fixed for example gender and race. For example, being a son is an example of ascribed status.



Cross Cultural Example

Task: Ascribed Status: Gender <https://www.bbc.co.uk/newsround/41412980>

Watch the short clip and answer the questions below.

1. How many years have women in Saudi Arabia campaigned to change the laws on driving.
.....
2. What happened to women who were caught driving in Saudi Arabia?
.....
3. What else cant women do in Saudi Arabia?
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4. Girls could not participate in which school subject until recently?
.....
5. What must a woman do if she wishes to go out?
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6. How does this example support the ideas that status is ascribed?
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Achieved Status

Achieved status refers to status which is earned and is based on merit. People work hard to achieve their status. This could include achieving qualifications. Achieved status is common in the western world (Europe and America). All of you here aim to achieve your status through passing your exams and achieving high results. For example, a teacher or a doctor is an example of achieved status.

Task: Think like a Sociologist

If you work hard, can you always achieve status? What can prevent you from achieving status?

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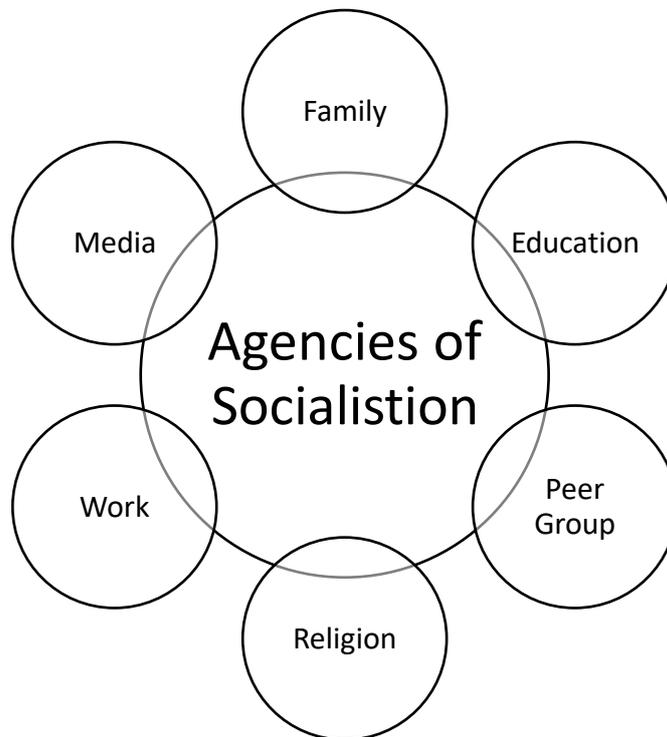
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Socialisation

Socialisation refers to the process (the way) by which individuals learn their culture of their society. Socialisation is the way we learn our norms and values of the society we are born into.

Socialisation is carried out by the agencies of socialisation. Agencies of socialisation are the institutions and people that influence and pass on the norms and values of society.



Primary Socialisation

Primary socialisation refers to the first stage of socialisation. This takes place during the early years of life. The family teach children their norms and values and what is needed in society such as what is needed to live in that society such as how to eat, walk, and dress themselves and to communicate with others. Without primary socialisation, the child would be unable to function in society!



- Parents use sanctions. Sanctions encourage or discourage a certain behaviour.
- Parents act as role models. Children will imitate or copy their behaviour.
- Parents will ***instruct*** and ***demonstrate*** to their child how to behave.

Task

Super Nanny and the use of informal sanctions

Watch the Super Nanny clip and answer the questions that follow.

<https://www.youtube.com/watch?v=SwC2MtVRbWY>

- | |
|---|
| <p>1. How do the parents teach (socialise) Erica about acceptable behaviour? Think about positive and negative sanctions.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2. How does Erica display <i>'deviant'</i> behaviour?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>3. Does Erica learn her lesson?</p> <p>.....</p> <p>.....</p> <p>.....</p> |
|---|



Exam Practice

Describe what is meant by primary socialisation. (2 marks)

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO1 marks =2 • The examiner is testing your knowledge and understanding of the key term. • You will be awarded <i>one mark</i> for a basic explanation of primary socialisation. • You will be rewarded the <i>second mark</i> for a developed answer with an example. Remember to reference where primary socialisation happens! 	<ul style="list-style-type: none"> • Primary socialisation refers to..... • Primary socialisation happens within • For example.....

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Section 1 consists of fill in the blank sentences. You will be given a word bank to help you identify the missing term.

<i>Family</i>	<i>Imitate</i>	<i>Agencies</i>	<i>Secondary</i>
<i>Negative</i>	<i>Positive</i>	<i>Role</i>	<i>Socialise</i>

1. Primary socialisation occurs in the
2. A sanction could be praise.
3. A Sanction could be to place a child on the naughty step.
4. Socialisation is carried out by specific
5. Children will their parents behaviour because parents are models.

Secondary socialisation

This refers to the second stage of the socialisation process after early childhood. Socialisation is a **lifelong process**. Institutions rather than family become increasingly important (agencies of socialisation).

1. Peer Groups
2. Education
3. Media
4. Religion
5. Work

Secondary Agent: Peer Groups

A peer group is a group of people who are of similar age. Children and young people tend to be particularly influenced by their peers. Children and youths tend to want to fit in with each other and take each other's opinions very seriously.

- **Role models:** Some members of the group are likely to have more power and influence. Others may follow them.
- Peer groups may pressure members to follow its norms and values such as joining in group activities of following a dress code - **PEER PRESSURE!**
- Peer groups may use **informal sanctions**. If an individual does not conform to the group norms, they might be ignored or left out. If they follow group norms, this might lead to invitations to events!

Task

Watch the short clips from Mean Girls.

<https://www.youtube.com/watch?v=WM2W5xQk8ag>

https://www.youtube.com/watch?v=akbCmxb_w8s

Find evidence to support the following:

Role Model	
Peer Pressure	
Informal Sanctions	



Describe what is meant by peer group. (2 marks).

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none">• AO1 marks =2• The examiner is testing your knowledge and understanding of the key term.• You will be awarded <u>one mark</u> for a basic definition of peer group.• You will be rewarded the <u>second mark</u> for a developed answer with an example. Try and mention peer pressure.	<ul style="list-style-type: none">• A peer group refers to.....• This is a secondary.....• To fit into a peer group....

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Secondary Agent: Education

Schools socialise children in more than one way.

Formal Curriculum	Hidden Curriculum
<ul style="list-style-type: none"> • National Curriculum (1988) • Structured and set lessons. • Fully aware of this. 	<ul style="list-style-type: none"> • Messages, norms and values passed on to children without them realising.

The Hidden Curriculum

The school covertly teaches children about some of the following:

- To accept sexism
- To accept inequality
- To be obey the powerful
- To value hard work

Possible answers:

- Sexism in text books.
- Different treatment of boys and girls.
- A clear hierarchy.
- Sanctions
- Certificates
- Trips



**WORK
HARD
BE
KIND**




Secondary Agent of Socialisation

Describe what is meant by the Hidden curriculum. (2 marks).

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO1 marks =2 • The examiner is testing your knowledge and understanding of the key term. • You will be awarded <i>one mark</i> for a basic explanation of Hidden Curriculum.. • You will be rewarded the <i>second mark</i> for a developed answer with an example. 	<ul style="list-style-type: none"> • The hidden curriculum refers to..... • This is a secondary..... • An example could be.....

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Secondary Agent: Media

Task

What do we mean by media? List examples in the space provided.

Children, particularly, might be influenced by role models followed in the media. Disney has been scrutinised by Sociologists and Psychologists as children copy the behaviour of the protagonists as well as it reinforcing gender stereotypes.

Media Violence



It has been argued that violence on television or in films and video games might lead impressionable children or young people to copy the violence in real life. Albert Bandura found evidence of this in his experiment with the Bobo Doll.

Task

Watch the clip and make notes in the space below.

<https://www.youtube.com/watch?v=zerCK0IRjp8>

Task: Use your notes to complete the next section. Summarise in your own words Bandura’s experiment. Suggest how the media socialises people. Use key terms where appropriate. Critique Bandura’s experiment.

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Exam Practice

Explain why socialisation by the media can be negative. (2 marks).

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none">• AO2 marks =2• The examiner is testing your knowledge and ability to apply examples.• You will be awarded <u>one mark</u> for a basic explanation of why socialisation by the media is negative.• You will be rewarded the <u>second mark</u> for a developed answer with an example.	<ul style="list-style-type: none">• Socialisation by the media can be negative because....• The media can encourage• An example could be.....

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Secondary Agent: Religion

Religion teaches individuals what to believe and how to live their lives. In Christianity, this is reinforced through the 10 commandments. These are rules or guidelines which outline how individuals should conduct themselves in everyday life.

Task

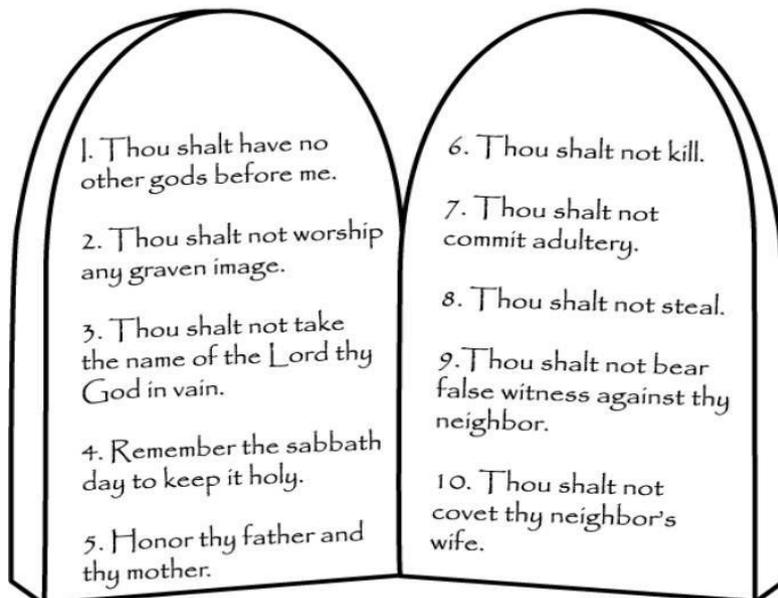
Read the 10 commandments. Do we learn about these rules and guidelines through other agencies? Write a few sentences to explain.

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Different religions have different norms and values....



- Muslims practise 'Salah' or prayer 5 times a day.
- Jewish men and boys wear kippahs (skullcaps). In Orthodox Jewish communities, women cover their heads after they are married.
- The Amish value patience, community and traditional ideas.
- The Church of Latter Day Saints (Mormons) do not drink coffee or alcohol.

Religions and Sanctions

- Negative sanctions for disobeying the rules might be extreme in some cases.
- Positive sanctions could be the promise of future happiness in the next life.
- Jehovah's Witnesses believe in Armageddon. God will destroy all wickedness on the earth.
- BUT those who obey Jehovah will be rewarded with a paradise on earth.

Secularisation: According to Brian Wilson, this term refers to the decline in religious thinking, practise and institutions.

Task

How influential is the religion agency today?

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Explain why religious socialisation is important. (2 marks).

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO2 marks =2 • The examiner is testing your knowledge and ability to apply examples. • You will be awarded <i>one mark</i> for a basic explanation of why religious socialisation is important. • You will be rewarded the <i>second mark</i> for a developed answer with an example. 	<ul style="list-style-type: none"> • Religious socialisation is important because.... • Religion provides.... • Religion teaches us..... • An example could be..... • This helps create..

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Secondary Agent: The Work Place

When you begin work, you will need to learn new norms and practises to fit in. This refers to canteen culture. **Canteen culture** exists in all work places. This is when workers understand the practise of employees and their beliefs, and how to deal with certain problems using the company rules.

Sanctions at work

The work place will use both negative sanctions, such as written warnings for a serious offence, and positive sanctions, such as an ‘employee of the month’ recognition or bonus, to keep social control. Examples include:

- Hollyoaks actress Stephanie Davis was sacked on the spot, after coming to work drunk!
- Employee of the month at Matalan
- JK Rowling was dismissed from her job at London office of Amnesty International, as she spent time at work writing short stories on her work computer.

Task: Higher thinking question

Why is it important to have positive and negative sanctions at work? Refer to examples and sociological language to support your ideas.

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Nature vs Nurture

The debate: Do we act and behave the way we do because we are born to do so (nature) or do we act the way we do because we have been taught to do so by the agents of socialisation (nurture).

Nature

- Behaviour is mostly determined by our genetics.
- Scientists suggest we inherit behaviour traits from our parents, just like we would eye colour.
- Scientists argue that sexuality, intelligence and maternal instinct are all coded in the genes.
- Use the example of the Jim Twins to support this view.



Task

Watch the clip entitled 'Robert Winston – Jim Twins' and complete the table below. <https://www.youtube.com/watch?v=qw3S35wGgT8>

Evidence to support the Nature debate

Nurture

- Sociologists tend to argue that nurture is more significant and that human behaviour is mostly learned.
- Individuals are socialised into the culture of their family and society and taught how to live in society by the agencies of socialisation.
- Intelligence and maternal instinct are a result of nurture.
- Cultural diversity: All societies and cultures would be similar if behaviour was natural.

The case of 'Feral Children'

Feral means 'wild' or 'unsocialised'. Feral children have been removed from normal human contact and have missed normal processes of human socialisation. They have not learned social behaviour and are unable to participate as humans within their society. This proves human behaviour is learned

Task

Watch the Documentary entitled feral children and complete the table on the next page.

<https://www.youtube.com/watch?v=cymZq1VbIU0>

Case study 1: Oxana Malaya	Case study 2: France Victor	Case study 3: Animal experiments	Case Study 4: Genie	Case Study 5: Edik from The Ukraine 1999
<p>Who is Oxana? Describe her family background.</p> 	<p>What sort of animal behaviour did Victor learn?</p> 	<p>What were the findings of the Kellogg's experiment?</p>	<p>How was Genie treated by her 'family'? What human behaviour did Genie not learn?</p> 	<p>Who is Edik? Describe Edik's 'family background'.</p> 
<p>What sort of animal behaviour did she display? How did the dogs treat her?</p>	<p>What human behaviour and emotion did Victor not have?</p>	<p>What were the findings of the Harry Harlow experiment?</p>	<p>What happened during the resocialisation period? What was successful and unsuccessful?</p>	<p>What sort of animal behaviour did Edik learn?</p>
<p>What sort of human behaviour did she not learn?</p>	<p>What did Victor learn through the 'resocialisation' period. Is there anything Victor did not learn?</p>			<p>What did Edik learn through the resocialisation period?</p>

Task

Read the item below and answer the questions that follow.

Feral children and the lack of socialisation

A feral child (also known as a wild child) is a human child who has been isolated from human contact from a very young age and has had little or no experience of human care and behavior or of human languages.

There are examples of children who have been helped to survive by animals such as wolves, bears, apes, ostriches, monkeys and dogs. There are also examples of feral children who have been brought up by members of their family but have been almost totally neglected and denied any other human contact. These examples can be used to argue for the nurture point of view of human behavior.

Amala and Kamala

A well-known example of the interest around feral children is the case of Amala and Kamala. These children were supposedly brought up by wolves in India in the 1920s and were eventually found and taken to an orphanage. However, it is now thought that the story was a hoax to raise money for the orphanage.

All the cases of true feral children show their inability to fit into society at first. They have not been taught the skills that would normally be picked up in the process of socialisation such as how to use a toilet, how to talk or even to walk upright. Many of the children have had to copy the behavior of the animals they grew up with, such as walking on all fours rather than upright and barking. They often see themselves as a version of the animal they lived with, rather than as a person.

Oxana

One famous story is that of Oxana who was found in Ukraine in the 1990s. Oxana's parents were alcoholics and totally neglected their daughter. Until the age of 8, Oxana lived with dogs. They provided her with love and affection and she copied their behavior and identified with them. She was unable to talk or walk and ran around on all fours, barking like a dog. She imitated the dogs in the way they ate and in their toilet habits and slept on the floor. When taken into human care, Oxana did learn to speak and allow 'normal' human behavior such as using the toilet and eating cooked food, but she was regarded as intellectually damaged, which made learning new skills difficult. She was put into a home for the mentally impaired and was eventually able to work on a farm milking cows.

Case studies of feral children are interesting because they show how nature alone does not equip a child to function in society and therefore offer some support for the nurture argument for human ways of behavior.

Genie

Another famous feral child was called Genie. Born in 1957 in the USA, she was unwanted by her father because he thought she was mentally impaired. He hid her away from the age of 20 months until she was 13 years old, and kept her in a locked room. She was not fed properly and was either bound, naked, to a child's toilet or strapped to a crib, virtually unable to move. No one was allowed into the room to talk to or to play with Genie, so she was unable to speak. The father rarely interacted with her, and never positively, and even beat her if she made noises. Eventually, both Genie's parents (her mother was also kept captive by her father) were arrested and charged with abuse. Her father committed suicide on the day of the trial.

Genie's case attracted considerable interest from scientists who wanted to see if she was able to learn skills after being deprived of socialisation. She was tested at 13 and her mental ability was assessed as that of a one year old. However, she began to make progress in some areas and learned how to dress herself, use the toilet properly, draw and sew. She was able to learn individual words and after a year could put together three words, but did not really progress past this stage in language development and was unable to communicate verbally. Genie's story continued to be a sad one because the researchers soon lost interest with her when she could not learn language, and she ended up in a series of foster and children's homes.

Questions

1. What do sociologists mean by the term feral child?

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2. Summarise **one example** of a 'feral child' case study.

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3. Referring to examples from the item, explain why primary socialisation in the family is important.

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Cultural Diversity

Cultural diversity refers to difference in culture. Cultural diversity is *evidence* of the *nurture debate*. Norms, values and customs vary considerable between different cultures. They change over time, between groups within a society and between countries

Task

How has British culture changed over time? Complete the table below. Consider some of the following: Clothes, language, laws, customs, trends, food

British Culture in the Past	British Culture today

Cultural Diversity between groups

We share a culture within the UK **BUT** within our culture, there are lots of other norms, values and customs within different groups in the same country. Different cultural practices can be found in different *religious groups, social class groups and age groups*. For example...



Sikh culture

Men are required to wear a turban. Initially this caused a clash of cultural practice in Britain of wearing a crash helmet when riding a motorbike until a law was passed allowing Sikhs to ride without a helmet.

Regional culture

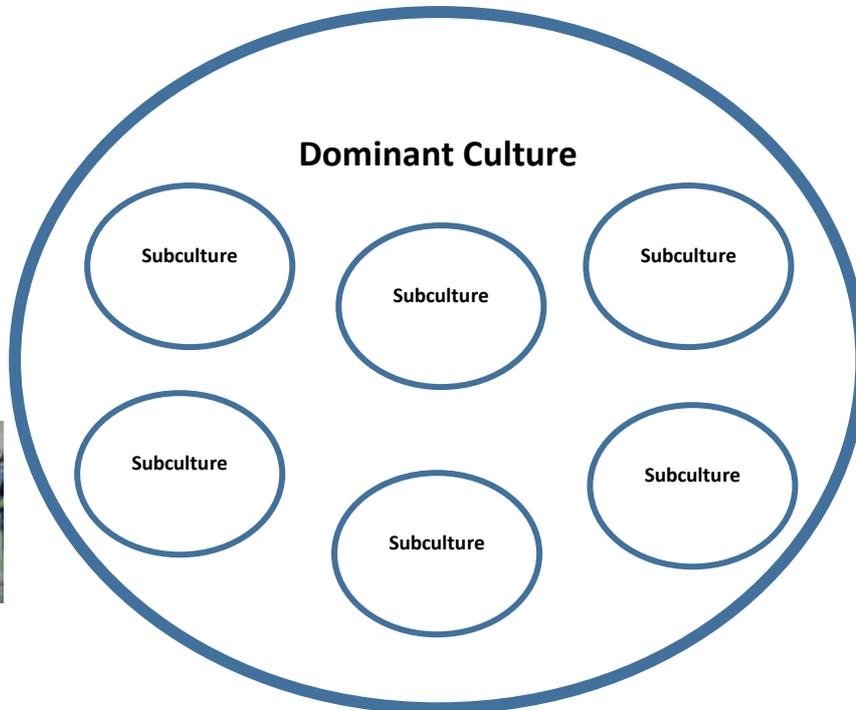
Different regions in the UK speak in their own unique dialect and have their own traditions.

Subcultures

If the culture of a group is distinct and different from the culture of the majority population in terms of its values or norms, it is known as a subculture. Subcultures could have a very different tastes in fashion and music.



Skinheads (1980s)



Emos (1980s)



Goths (1980s)



Hippies (1970s)

Cultural diversity across the world

There is a vast array of cultural differences in dress, food, customs, beliefs, families and ways of doing just about everything from bringing up children to how to eat food across the world.

In Britain it is the custom to say 'thank you' after a meal, whereas Inuit's from Canada break wind!

- In India and Japan, all food on a plate should be finished to show the meal was enjoyed.
- In China clearing your plate is considered rude- not enough food.
- Slurping soup in Japan is socially acceptable, but regarded as rude in Britain.

Task

Watch the HSBC clips and complete the table below.

- https://www.youtube.com/watch?v=6_WAmt3cMdk
- <https://www.youtube.com/watch?v=w-KYll-qLXY&list=PLAEKUX2eV4jJEqwQnxjXjiz09G7GGk7f&index=7>

Country/ Culture	What cultural norms do you observe?	How do British norms differ?

To reiterate....

Cultural diversity supports the nurture theory. Human behaviour is mostly learned. If it were completely natural, we would have no cultural diversity. We would all think, eat, dress, and speak etc in a relatively similar manner across the world.



Exam Practice

Describe what is meant by cultural diversity. (2 marks).

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none">• AO1 marks =2 The examiner is testing your knowledge and understanding of the key term.• You will be awarded one mark for a basic explanation of cultural diversity.• You will be rewarded the second mark for a developed answer with an example. Try and reference the words norms, values, practise.	<ul style="list-style-type: none">• Cultural diversity refers to.....• Within the UK• Across the globe....• Evidence can be found.....• For example.....

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Social Control

Refers to the process whereby society tries to ensure its members keeps to the laws, norms and values of that society and the approved ways of behaving. This is achieved through socialisation and the use of sanctions.

Agents of social control

This refers to our agencies; Family, Media, Education, Religion, Peer groups and work. All agents try to make people conform to acceptable behaviour. All agents of social control use sanctions, either positive or negative, as a way of making people conform.

Key term: Sanction refers to a penalty used to reinforce conformity, socially approved standards or norms. This can be achieved positively or negatively.

Informal vs Formal Social control

Informal Control

- Refers to the influence of socialisation on us and the sanctions used by informal agents of socialisation such as the **family, peer groups, media and school.**
- Can be positive OR negative.



Examples:

- Families** could reward children when they are well behaved and successful.
- Families** could ground a child, or withhold pocket money for unacceptable behaviour.
- At school** a teacher may praise a child for good work.
- A disruptive child could be removed.



Formal control

- Refers to the control enforced by the government to make people obey its laws and the organisations that carry this out, such as the **police and law courts and sometimes the army.**
- Usually negative!



Examples:

- If an individual breaks the law the police have many formal sanctions such as cautions, arrests, charging
- The courts can impose punishments such as fines and imprisonments.



Task

Read column 1 below.. Suggest an appropriate positive or negative sanction for each example.

Example	Informal sanction	Formal sanction
Adult speeding in car		
Child picking nose		
Truantiing lesson		

CCTV- Protection or Surveillance to control behaviour?

Task

Watch the clip filmed by Southampton University and make notes of key facts and information in the box below. <https://www.youtube.com/watch?v=LlybDgEa8vk>

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Gender Identity

Task

- List the similarities and differences between boys and girls.
- Using two different colours identify which factors are social (nurture) and biological (nature).

Families help socially construct gender roles through primary socialisation.

Study the images to the right.

1. Referring to the images, identify the norms and values children learn about their gender. How do children learn norms and values regarding their gender? Write your comments in the space provided below.



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Liberal Feminist **Anne Oakley** suggests families socialise their children into a particular gender....

Gender Socialisation according to Oakley	
Manipulation	Parents encourage their children to behave in certain ways and discourage others, on the basis of what they consider normal (and correct) for a male or female child. This is normally done subtly. I.e. its ok for boys to play in the mud and play fight but not girls.
Canalisation	Parents push their children to act in certain ways. This is the more obvious of the two, there is no false pretence. This is normally done in ways such as buying certain toys, or painting bedroom walls certain colours.
Verbal Appellation	The use of language to label children in a way that reinforces appropriate gender identification. For instance, nicknames applied to children. I.e. little princess
Different activities	Children are encouraged to join activities that are deemed appropriate for their gender by their parents

Task: The Gender Socialisation of me

Applying Oakley's concepts think about the way you were socialised by your family. Consider manipulation, canalisation, verbal appellation and different activities.



I was MANIPULATED	FULL NAME	I was CANNALISED ...
My family used VERBAL APPELLATION		I participated in DIFFERENT ACTIVITIES such as....

Education and Gender Identity

The Hidden Curriculum

Schools covertly transmit messages about gender through what goes on in lesson.

Task

Read how children learn about gender identity in column one. Justify each suggestion with examples from your own experiences at school.

Hidden Curriculum at school	Examples
Important characters/ figures in books tend to be men.	
Teachers can speak to boys and girls differently.	
Different jobs are assigned to each gender.	
Gendered subjects	

Peer Groups

Boys tend to dominate classes.

In the playground boys dominate by spreading out and playing ball games such as football, whereas girls are more often to be found on and around the edges, chatting or skipping (primary school!).

Task

Watch the two clips from Secret Life of 5 year olds, and answer the question in the table below.

- Easter Egg Competition <https://www.youtube.com/watch?v=tXWzwtwtdlg>
- Playground <https://www.youtube.com/watch?v=R-sv5mtcKMM>

Secret Life of 5 year olds	How did each gender behave? Consider language, attitude, body language, positioning etc.	
Easter Egg Competition		
Playground		

Peer groups tend to be very important during teenage years in particular and can have a powerful influence over its members. A boy playing with dolls or tea sets is likely to be ridiculed by his friends and might even find he faces sanctions, such as being teased or excluded from the group.

Task

Watch the Butterkeks advert and answer the in the space below.

<https://www.youtube.com/watch?v=eI3LizDWPWw>

You will write your own answer in the space provided

1. Why was the young boy teased?

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2. What sanctions did the boy face? Is this an example of formal or informal control?

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3. How did this TV advert conform to gender norms and expectations?

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Double Standards

Some peer groups might encourage double standards of **sexual morality**. Boys might be encouraged to be sexually promiscuous and see it as a means of gaining status in the male peer group whereas they will condemn girls.

Sue Lee found that its acceptable for boys to be sexually promiscuous and that such boys were regarded as a 'bit of a lad' by their peer groups. A different standard was applied to girls, and girls who were sexually promiscuous were likely to be heavily disapproved of and called 'slags' or 'sluts'.

Lee saw this as a way by the peer group of controlling the behaviour of girls.

Task

With reference to item A, explain Sue Lee's concept of double standards. You should refer to key sociological language and examples.



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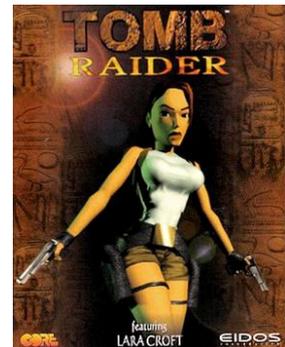
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Video games are often accused of gender stereotyping and showing women either as helpless and or as sex objects. The first video game to use a female lead was tomb raider in 1996.

The use of Lara Croft as the character the game player 'enacted' answered criticisms that women were always played as damsels in distress and that a brave , capable, clever action hero was always male. But she still conformed to other stereotypes of women.

- Sex objects, as her female physical features were emphasised and she was dressed in tight (figure hugging) clothing.



Task

Read the key examples below. Consider how your family transmit norms and values relating to your ethnic identity. Answer in the space below.

			
<i>Sikh families teach their children to value 'seva', meaning 'selfless service', and charity.</i>	<i>Polish Easter breakfast</i>	<i>Parents may teach their children their native language. For example many Pakistani households speak Urdu as well as English.</i>	<i>Jewish Sunday School. Practising for Bar mitzvah</i>
Answer the questions in the space below			
What is your race and ethnicity?	What language is spoken in your home?	Which religious group do your family belong to?	What traditions do you practise at home?
Can you suggest other examples? Diet, music, dress etc...			



Exam Practice

Identify and explain two ways in which children are socialised into their ethnicity in the family.

(4 marks)

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO1= 2 marks and AO2 marks =2 • The examiner is testing your knowledge and ability to apply examples. • 1 mark for <u>each</u> 'way'. This should be identified in a clear sentence. Use words such as: <i>Norms, Values, language, dress, tradition</i> • You will be awarded another mark for an explanation and example for each 'way'. 	<ul style="list-style-type: none"> • One way individuals are socialised into their ethnicity could be... • Another way could be..... • British families tend to.... • For example Polish families....

Some sociologists think there is racism in the education system

- Some teachers could ignore students from different ethnic backgrounds, particularly pupils with English as an additional language (EAL).
- Some ethnic students can be viewed as a problem.
- Some teachers are '***colour blind***'. This means some people deny that racism exists, and therefore ignore the issue.

While some schools might reinforce positive images of ethnicity, others might give some ethnic groups a negative identity by having low expectations of how they will do in school and putting them in lower ability groups.

Streaming refers to putting students into similar ability groups for all lessons.

Setting refers to putting students into similar ability groups for some lessons. For example top set maths, but a mixed ability group in Sociology.



Exam Practice

Identify and explain two ways in which children are socialised into their ethnicity through Education.

(4 marks)

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO1= 2 marks and AO2 marks =2 • The examiner is testing your knowledge and ability to apply examples. • 1 mark for <u>each</u> 'way'. This should be identified in a clear sentence. Use words such as: • <i>Norms, Values, language, heritage, ethnocentric, teacher attitudes</i> • You will be awarded another mark for an explanation and example for each 'way'. 	<ul style="list-style-type: none"> • One way individuals are socialised into their ethnicity could be... • Another way could be..... • Teachers at school.... • For example the ethnocentric curriculum....

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Peer Groups

Some sociologists suggest that peer groups are very important in the lives of young black people to protect them against racism. Peer groups might give their members a collective identity and might be important shaping norms and values.

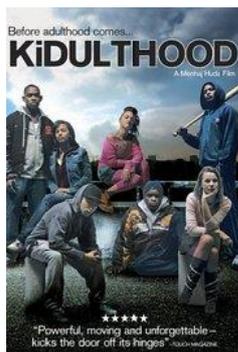
Media

Some ethnic groups might be presented negatively by the media and even shown as causing problems for the rest of the population. Ethnic groups such as young blacks, Muslims and migrants from eastern Europe have all been portrayed as ‘problems’ and blamed for unemployment, crime and shortages in the NHS.

Task

Analyse and annotate the media texts below and consider the following questions:

- How are ethnic groups represented in the media?
- How can the media impact self-image and ethnic identity?



National Identity

Key Term Bank

1. **Nation:** A particular geographical area with which a group of people identify, sharing among themselves a sense of belonging based on a common sense of culture, history and usually language.
2. **Nationalism:** A sense of pride and commitment to a nation, and a very strong sense of national identity.
3. **Nationality:** Having citizenship of a nation state, including things like voting rights, a passport and the right of residence.

* Note: Whilst people are born in the UK, there are those who feel themselves to have a particular loyalty to specific areas such as Wales, Newcastle, Bournemouth, Scotland etc...

Family and National Identity

Families might support Great Britain at the Olympics Games, BUT there is national rivalry within Britain between England, Ireland and Wales and Scotland, particular in sports such as rugby and football. Children might be encouraged to support a parent's national team and encourage a national identity.

Task

Watch the clip concerning the Jubilee Street party and complete the following:

<https://www.youtube.com/watch?v=DUFPU9pB4Dg>

1. List examples of British National identity.

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2. How do children learn about their national identity?

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3. What do we learn about nationality and social groups? I.e. age, gender, class, race.

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Education

Schools might teach national identity by teaching the national language and religion, celebrating national festivals and singing anthems and learning folk stories about the history of the country.

- In Northumberland, some schools teach children about local traditions and try to preserve the Northumbrian dialect.
- In the USA, children pledge allegiance to the flag every day.

Task

St David’s Day in Wales

<https://www.youtube.com/watch?v=1G9gtSBAJII>

Watch the clip concerning St David’s Day preparations in Wales. Referring to the clip and your own experiences at school, list ways Education can transmit ideas about national identity.

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Media

The media can promote national identity by encouraging an anti- immigration stand or encouraging people to make Britain great again as in the Brexit campaign. The media have helped to create an ‘Us vs Them’ culture.



Peer groups

Some peer groups promote national identity by encouraging members to be racist towards other nationalities, or an ethnic identity by racist behaviour towards all people of a different ethnic background. This could happen at school, but more recently political groups have been formed i.e. English Defence league.



Social class

Social class refers to a group who share a similar economic and social situation. This includes;

- People who have similar experiences (or perhaps a shared culture)
- People who earn a similar amount of money.

A National Statistics Socio-economic classification

NS-SEC group	Examples of jobs
1.1 Employers and managers in larger organisations	company directors, senior company managers, senior civil servants, senior officers in police and armed forces
1.2 Higher professionals	doctors, lawyers, clergy, teachers and social workers
2 Lower managerial and professional occupations	nurses and midwives, journalists, actors, musicians, prison officers, lower ranks of police and armed forces
3 Intermediate occupations	clerks, secretaries, driving instructors, computer operators
4 Small employers and own account workers	publicans, farmers, taxi drivers, window cleaners, painters and decorators
5 Lower supervisory, craft and related occupations	printers, plumbers, television engineers, train drivers, butchers
6 Semi-routine occupations	shop assistants, hairdressers, bus drivers, cooks
7 Routine occupations	cleaners, labourers, waiters and refuse collectors
8 Never had paid work and the long term unemployed	

Task

Analyse and annotate the National Statistics Socio- Economic Classification scale above.

- Where do you fit in this scale?
- What are the strengths and weaknesses to the NS-SEC?

Strengths to NS-SEC	Weakness to NS-SEC

Family and Social Class

Families will influence their children's identities by the way they are socialised.

- Upper and middle class families are more likely to have a form of language, attitudes, and values that will help their children to succeed at school.
- They pass their way of living on to their children.
- Working class parents do not always have the appropriate culture to transmit to their children. Their children are more likely to underachieve at school.

Task

Watch Holiday Show Down – Menorca vs Jamaica. Make notes at home and complete the table.

<https://www.youtube.com/watch?v=M2vCH173rmU>

Questions	Plummer Family	Docherty Family
Which social class group do each family belong to? How do you know this? Check the NS-SEC.		
What do you notice about class culture? Think about home environment, diet, dress, language, body shape, norms, values, attitude, hobbies, habits, leisure activities etc.		



Exam Practice

Identify and explain two ways in which children are socialised into their social class in the family.

(4 marks)

What is the examiner looking for?	Sentence starters
<ul style="list-style-type: none"> • AO1= 2 marks and AO2 marks =2 • The examiner is testing your knowledge and ability to apply examples. • 1 mark for <u>each</u> 'way'. This should be identified in a clear sentence. Use words such as: • <i>Norms, Values, language, dress</i> • You will be awarded another mark for an explanation and example for each 'way'. 	<ul style="list-style-type: none"> • One way individuals are socialised into theory social class role could be... • Another way could be..... • Working class families for example... • Middle class families are likely to....

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Education

Role of peer groups in creating class identities

A peer group might be made up of members of the same social class. Peer groups might put pressure on its members to do certain things and behave in ways seen as inappropriate. For example encouraging each other to mess about at school and to have fun by disobeying teachers and school rules.

Media

Task

How do the media represent social class groups? Watch the short lecture and complete the table with key information

<https://www.youtube.com/watch?v=0Czk-O2Ok2E>

Representations of class in media	Upper Class	Middle Class	Working class
Occupations			
Stereotypes			
TV shows			
Key Sociological names and views			



2 MARKS EXAM QUESTIONS

1. Describe what is meant by values.
2. Describe what is meant by norms.
3. Describe what is meant by socialisation.
4. Describe what is meant by primary socialisation.
5. Describe what is meant by secondary socialisation.
6. Describe what is meant by collective sentiments.
7. Describe what is meant by feral children.
8. Describe what is meant by race.
9. Describe what is meant by ethnicity.
10. Describe what is meant by gender.
11. Describe what is meant by social construct.
12. Describe what is meant by social class.
13. Describe what is meant by sanctions.
14. Describe what is meant by formal social control.

15. Describe what is meant by informal social control.
16. Describe what is meant by agencies of socialisation.
17. Describe what is meant by media.
18. Describe what is meant by the hidden curriculum.
19. Describe what is meant by the formal curriculum.
20. Describe what is meant by hypodermic syringe.
21. Describe what is meant by identity.
22. Describe what is meant by role model.
23. Describe what is meant by cultural diversity.
24. Describe what is meant by the nurture debate.
25. Describe what is meant by the nature debate.
26. Describe what is meant by secularisation.

1. Explain why some children are feral.
2. Explain how norms are learned through primary socialisation.
3. Explain how norms are learned through secondary socialisation.
4. Explain how cultural diversity supports the nurture debate.
5. Explain why the media is an important agency of socialisation.
6. Explain why the religion is an important agency of socialisation.
7. Explain why religion is a less important agent of socialisation.
8. Explain why the media can be a dangerous agent of socialisation.
9. Explain how children learn their ethnic identity in the family.
10. Explain how children learn their social class identity in the family.

4 MARKS EXAM QUESTIONS

1. Identify and explain two ways in which children are socialised into gender roles in the family.
2. Identify and explain two ways in which children learn their national identity in education.
3. Identify and explain two ways children learn their gender roles in religion.
4. Identify and explain two ways children learn their gender roles in school.
5. Identify and explain two ways children learn their gender roles in peer groups.
6. Identify and explain two ways children learn their gender roles in the media.
7. Identify and explain two ways people are controlled.
8. Identify and explain two methods of informal social control.
9. Identify and explain two methods of formal social control.
10. Identify and explain two agents of informal social control.

4 MARKS EXAM QUESTIONS

1. Explain two reasons why sociologists believe in the nurture theory of behaviour.
2. Explain two reasons why feral children may have difficulty fitting into society.
3. Explain two features of the nature debate.
4. Explain two features of the nurture debate.
5. Explain two reasons why socialisation in the family is important.

Key Concepts in Sociology Glossary

Key Term	Definition
Achieved Status	A position earned or merited, such as captain of a group team or doctor.
Agencies of socialisation	Institutions that pass on the culture of a society, for example, family, religion and media.
Ascribed status	A position born into not achieved or earned, such as the Royal Family.
Canalisation	The channelling of children towards toys and activities seen as inappropriate for their sex.
Caste system	A system of inequality used in India dividing people at birth into different groups.
Collective sentiments	The feelings of society as a whole.
Conformity	When people behave as they are expected to by social norms.
Double standard	A rule of principal that is unfairly applied to different people or groups.
Ethnic minorities	Groups within society who have different national or cultural traditions from the main population, for example Asian, Indian or Polish.
Ethnicity	The cultural group a person belongs to. It might come from their nationality, religion, language and/or way of life.
Feral children	Wild child. A human child who has lived isolated from human contact from a very young age and has had little or no experience of human care, behaviour and languages.
Formal Curriculum	The prescribed set of subjects taught in a school, such as history, sociology or PE.
Formal sources of control/ power	Power that is given to individuals and groups allowing the to use sanctions to keep social control.
Gender	A role, with norms and expectations of how to act, linked to whether you are male or female. Gender is not the same as biological sex.
Hidden Curriculum	The messages and ideas pupils pick up at school throughout the days that are not taught as part of the official curriculum.
Hypodermic syringe model	The view that the media has a direct effect on how people behave. It injects ideas into an audience.
Identity	The idea you have about who you are. A sense of self i.e. class, gender, ethnicity, sexuality and nationality can be party of identity.
Informal sources of control/power	These are sanctions that people use in everyday life to control others and encourage them to follow social norms.
Media	An agent of socialisation. It includes TV, Newspapers, magazines, websites, social media, radio and anything that sends messages to a mass audience.
Media representation	The way that groups are shown by newspapers, television and other media.
Norms	The expectations or in written informal rules surrounding how someone should behave in a particular situation.
Peer group	A group of people who are of similar age and usually have similar interest.
Role	The part played by someone or something in a particular situation.
Role conflict	A situation in which a person has to play two different roles with competing expectations. A football coach for example might suffer role conflict if forced to drop his son or daughter from the team.
Role model	A person whose behaviour or success is or can be copied by others, especially by children or younger people.
Sanctions	Positive or negative actions taken to encourage people to follow social norms, rules and laws.
Social class	A way of dividing people into groups. This is usually based on occupation.
Social cohesion	The situation in which there are strong, tight bonds and sense of agreement between members of society.

Social construction	Something that is shaped and created by society. I.e. gender, childhood and crime.
Social control	The means by which social order is kept in society.
Socialisation	The process of learning norms and values.
Social inclusion	The attempt to include all people fully in society.
Stereotype	An exaggerated simplified view of a group of people that can cause prejudice and discrimination.
Subculture	A small group within society with its own norms and values.
Values	The beliefs and ways of conduct that people and societies see as important and worth striving for and holding on to.
Wealth	The amount of possessions a person has which they do not need in their daily lives, such as savings, stocks and shares, property and expensive jewellery.