

Families knowledge Organiser

Functionalist

The family is a key social structure as it performs several essential functions for individuals and society. Murdock (1949) argues four vital functions:

1. Sexual Function: regulates sexual behaviour that is approved by society.
2. Reproductive function: New family members- procreation & childrearing.
3. Economic function: providing shelter, food & clothes. Economic cooperation between husband & wife.
4. Educational function: primary socialisation and discipling.

Segregated conjugal roles:
Clear division of tasks divided into male and female tasks. Husband & wife spend little time together.

Joint conjugal roles:
Do not have a rigid division of household tasks. Husband & wife spend time together.

Household:
Consists of one person who lives alone or a group of people living at the same address.

Reasons for increase in one-person households:

- Remain single and childless
- Divorced
- International migrants
- Living alone through choice
- Cohabiting (potentially before marriage)
- Choosing to live apart from partner.



Nuclear Family
(cereal packet)
Father, Mother & Children

Same-Sex Family
Gay or lesbian couple living in a house, possibly with children.

Extended family
Includes relatives beyond the nuclear family

Beanpole Families
Multiple generations of older people and few children

Lone-Parent Families
One parent and child(ren) who live together

Reconstituted Families
Sometimes referred to as a step family. Children from a previous relationship so one adult is a biological parent, the other is a step-parent.

Marxist

The family is one of the key institutions that social inequalities are passed on through the generations.

- The bourgeoisie pass on their wealth to family members
- Educational advantages are passed down as people from wealthy backgrounds can afford to send their children to private schools
- Through the socialisation process people learn to accept their position.

Families used to rely on children's income until the **Education Act of 1918** and childhood began

Parent & child relationship change

Boomerang children:
Young people who leave home (for university or travelling) & return to living with their parent(s)



Parents are now less **authoritarian**
Children are seen as important members of the family and their opinions are listened to.



Why have families changed?:

- Laws (gay rights, divorce is easier.)
- Rise of feminism
- Diversity
- Technology (contraception, fertility)
- Changing norms & values
- Secularisation- religion is less of an influence.

Contemporary social issues:

- The quality of parenting
- Relationships between teenagers & adults
- Care of the elderly.

Feminist

Families have a negative impact on the lives of women. Families socially construct gender differences- canalisation. Children also learn gender expectations through the division of domestic labour e.g. Mum cleaning up.

Patterns of marriage:

- Decline
- Later in life
- Civil partnership/same-sex
- Increase in cohabitation
- Increase in births outside of marriage



Patterns of divorce:

- Changes in the law
- Changing social attitudes & values
- Impact of secularisation
- Changes in the status of women
- Influence of media.

Consequences of divorce:

- Emotional distress
- Financial hardship
- Remarriage



keythinkers

Rapoport and Rapoport (1982)- Family Diversity	Young & Wilmott (1973) (Functionalist)	Talcott Parsons (1956) (Functionalist)	Eli Zaretsky (1976)- (Marxist)	Delphy & Leonard (Radical Feminists)	Ann Oakley (1974) (Feminist)
The family is going through a process of change. There is a wider range of options available & people value choice in their family pattern. No one dominant norm anymore. Five types of family diversity; Organisational, cultural, class, life course and cohort.	Suggested the 'Symmetrical family ' is typical-similar contributions made by each spouse to the running of the household e.g. shared chores and shared decisions. Conjugal roles are not interchangeable, but they are of equal importance.	The family has lost some of its functions, such as education. The family is almost functionless, but still has two important functions. Primary socialisation and the stabilisation of adult personalities e.g. to give and receive emotional support.	He believes that the family has become a prop to the capitalist economy (eg the system depends on the domestic labour of housewives who reproduce future generations of workers) whilst also serving as a vital unit of consumption.	Men are the prime beneficiaries of the exploitation of women's labour. They believe that the family has a central role in maintaining patriarchy. When wives have paid employment outside the home they still have to carry out household tasks which are not equally shared with their male partners.	Rejects the symmetrical family. The conventional family is no longer the norm. People expect a conventional family life to bring happiness, but there are strains e.g. depression, health problems, stress, from the conventional expectations.



Education knowledge organiser

The role of education in society.

1. The economic role- teaching skills for work.

Functionalists: Teaches skills and knowledge necessary for work. Preparation for real world.
Marxists: This is reinforcing the class system.

2. The selective role- Choosing the most able people for the most important jobs.

Functionalists: The system is a sieve. Meritocratic system, everyone has equal opportunities to succeed, those who work hard and achieve are rewarded with higher pay levels/status.
Marxists: Education does not provide equal opportunities. Designed to benefit the powerful. This is why working-class children underperform.



3. Social Control- teaching acceptance of rules and authority

Functionalists: Society must be regulated by rules. Schools are an agency of social control.
Marxists: Social control reflects social control in the wider society which benefits those in power.

4. The political role- teaching people to be effective citizens and creating social cohesion.

Functionalists: Acceptance of the political system and will exercise their rights wisely (voting).
Marxists: Only certain political opinions and ideas are tolerated, radical ideas are rejected.



The Hidden Curriculum:

- Hierarchy:** The hierarchy in school can be seen to reflect the structure of society and in the workplace.
- Competition:** School encourages competition between students e.g. sports, exam results.
- Social Control:** Rules, regulations, obedience and respect for authority.
- Gender role allocation:** teacher expectations and subject choice
- Lack of satisfaction:** Preparing students for boring, meaningless and repetitive jobs is a similar experience to employees at work.

Discipline, punishment, school rules.

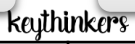
Social Control: Informal
Peer-group pressure, learning to live and work with others.

Pre-School (3-5 years). May be provided through the local authority or private.

Primary (5-11 years). Refers to both infant & junior schools.

Secondary (11-16 years). Most provided for by the state in comprehensive schools.

Further & Higher Education (16-18 years). Sixth Form, college or apprenticeships.



Talcott Parsons (Functionalist)

- Schools prepare children for the same **universalistic standards**- the opposite of the **particularistic standards** from homelife.
- Schools promote a **value consensus**: encouraged to achieve high and the rewards encourage them to maximise their potential. Students are also competing on equal terms in the classroom.
- Meritocracy**: students achievements are based on their abilities and efforts, not on social class, gender or ethnicity.
- Role allocation: matched to the correct job based on skill/knowledge.

Arguments for vocational education	Arguments against vocational education
<ul style="list-style-type: none"> It will lead to a more skilled, better-qualified workforce that will make Britain more competitive Functionalists believe it shows the importance the education system has to provide skills and expertise needed by industry & the economy. 	<ul style="list-style-type: none"> The emphasis on skills training disguises the fact that the problem is not that young people lack necessary skills for work it's that there is no work for skilled young people. Marxists argue it is viewed as lower status compared to purely academic qualifications. Seen as replicating the Tripartite system



De-schooling: Illich (1995) argues that schools repress children and promotes passive conformity rather than developing creative individuals. He argues for de-schooling. School should be abolished and people should pursue knowledge and skills with like-minded individuals

Home education (home schooling): Teaching children at home rather than in a state or independent school. Parents or tutors usually carry this out. It is a legal option for people who wish to provide a different learning environment or ethos to local schools. Recently raised issues around standards and impact on social development.



Why are independent schools favoured by some?

- Lower teacher-student ratio which means smaller classes so students receive more attention
- Resources/ facilities are better
- Academic culture
- Parental input, expectations and support tends to be higher

Why are state schools favoured by others?

- Free and not based on ability
- More socially mixed
- Upward social mobility
- Students do not have to travel far on a daily basis

Functionalist
Education is an important agency of socialisation, it maintains social stability and social cohesion. Prepares young people for working life and adulthood. Teaches specialist skills for work. Education is meritocratic.

Marxist
Prepares young people for a capitalist society. Education is not meritocratic. Encourages conformity and acceptance of social position. The hidden curriculum teaches young people the expectations of society.

Feminist
There are inequalities in the education system between boys and girls. It plays a role in socialisation of boys and girls. Even though girls are outperforming boys, education still reinforces patriarchal views.

Emile Durkheim (Functionalist)

The major function of education is learning society's norms and values. Education provides the link between the individual and society. He believed that the school provides a context in which children learn to cooperate with those who are neither their kin nor their friends. Rules should be strictly enforced in order for children to learn self-discipline and to see that misbehaviour damages society as a whole.

Bowles & Gintis (1976) (Marxist)

The major role of education is the reproduction of labour power. There is a close relationship between the rules which govern the work place and the education system e.g. the creation of a hardworking, docile, obedient. They reject the view that capitalist societies are meritocratic and believe that class background is the most important factor influencing levels of attainment.

Ball, Bowe & Gewirtz (1994)- Parental Choice & Competition

A study of fifteen schools in neighbouring LEAs with different population profiles (e.g. class and ethnicity). The study evaluates the impact of parental choice and the publication of league tables, e.g. the pressure to reintroduce streaming and setting and the tendency for some schools to focus on the more able.

Halsey, Heath & Ridge (1980)- Social Class Inequality

The authors found evidence of clear class inequalities in education. They found that an individual from the service class, as compared to one from the working class, had four times as great a chance of being at school at 16. Whilst the chance of an individual from the service class attending university was eleven times greater than one from the working class.

Ball (1981)- Banding & Teacher expectations

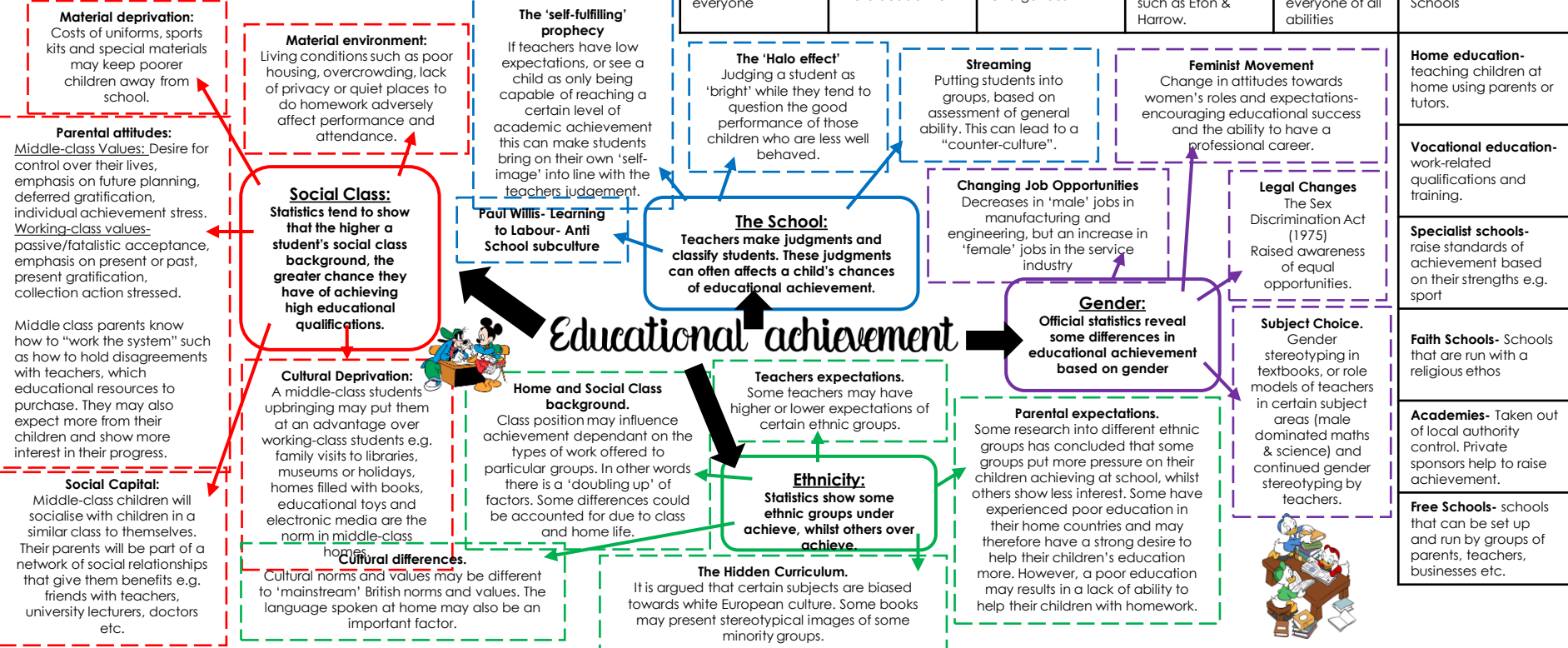
This is a participant observation study. The study describes a school in the process of change and raises questions about the selection and socialisation experienced by two cohorts moving through the school, one banded by ability and the other taught in mixed ability classes.

Willis (1977)- Learning to Labour (Marxist)

He believes that education is not a particularly successful agency of socialisation and that education can have unintended consequences that may not be beneficial to capitalism. He described the existence of a counter culture, which was opposed to the values of the school. He concluded their rejection of the school made them suitable candidates for male dominated, unskilled or semi-skilled manual work.

Education knowledge organiser

Comprehensive- One school for everyone	Grammar School- more academic	Private Schools- Charge fees	Public Schools- Older, more famous schools such as Eton & Harrow.	State Schools- Free schools available for everyone of all abilities	Independent Schools- Public & Private Schools
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1944 Butler Education Act

- Equal chance to develop talents, free state run education
- Introduction of a meritocratic system in which children received an education based on their academic ability rather than the ability of their parents to pay.
- Introduction of the 11+ exam and the Tripartite System:
 - Secondary Modern
 - Secondary Technical
 - Grammar

1965: The Comprehensive System

- One school for everyone- all abilities and social classes.
- No labelling as a failure, seen as fairer.
- Each school has a specific 'catchment'

1988 Education Act

- Introduction of the marketisation of education- consumer choice and competition. Focus on parental choice, funding based on student numbers and more freedom for schools.
- The introduction of the National Curriculum- core subjects for ages 5-16.
- Introduction of testing- GCSE examination.

1997 New Labour Educational Policy

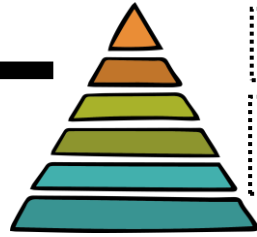
- Raising Standards: providing nursery places for 3-4 year olds, reducing class sizes, national literacy & numeracy schemes, 'special measures', 'value-added' feature on league tables.
- Reducing inequality: introduction of Educational Maintenance Allowance (EMA), Aim Higher Programme, The Sure Start programme and Connexions.
- Promoting Diversity & Choice- Introduction of specialist and faith schools.

Since 2010 educational policies.

- New style academies
- Free Schools
- Pupil Premium

- Home education-** teaching children at home using parents or tutors.
- Vocational education-** work-related qualifications and training.
- Specialist schools-** raise standards of achievement based on their strengths e.g. sport
- Faith Schools-** Schools that are run with a religious ethos
- Academies-** Taken out of local authority control. Private sponsors help to raise achievement.
- Free Schools-** schools that can be set up and run by groups of parents, teachers, businesses etc.

Social Stratification knowledge Organiser



Social Stratification:
Describes the way society is structured in a hierarchy, shaped like a pyramid. Each layer is smaller but more powerful than the one below it.

Social inequality: Refers to the uneven distribution of resources such as money & power, life chances or opportunities related to education, employment and health.

Ascribed status: social position is fixed at birth and unchanged over time.

Achieved status: social position is earned on merit e.g. education, promotion.

Karl Marx and social class (1818-1883)

- The bourgeoisie (the ruling class)- owned the means of production.
- The proletariat (working class) forced to sell their labour. Experience **alienation** and lack of control.
- The bourgeoisie exploit the proletariat.
- **Ruling- class ideology** and **false class consciousness**.

Social class is seen as the main source of stratification in Britain. Based on economic factors such as occupations and income. **Social mobility** is deemed to be possible.

Other forms of social stratification:

- **Feudalism:** ascribed, little to no chance of moving to the next strata.
- **The caste system in India:** ascribed, closed and little movement
- **Apartheid:** ascribed, little social mobility

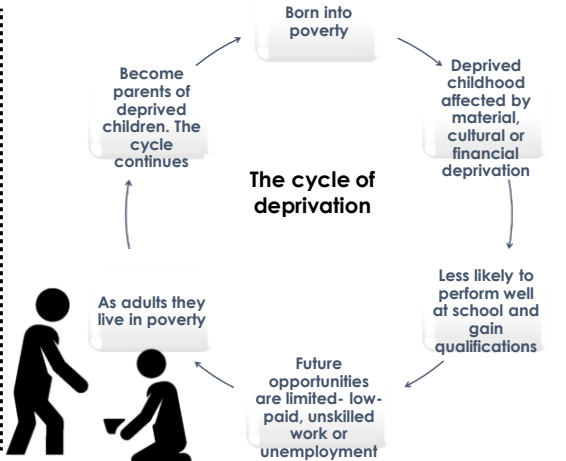
Distribution of wealth and income
Wealth refers to assets such as houses, land, art, jewellery. Income refers to wages, benefits etc. Wealth is usually distributed more unevenly than income.

Life chances:
Peoples chances of achieving positive or negative outcomes as they progress through life. These are not distributed equally between groups. Affected by factors such as: *religion, social class, gender, ethnicity, sexuality, age, disability*

The culture of poverty:
People from the poorest section of society are socialised within the subculture of poverty. As a result they are unable to break free from poverty.

The cycle of deprivation:
The policy to remove poverty involves employing social workers and using local authority provision to help break children out of the cycle of deprivation.

Material deprivation:
Having insufficient money to be able to afford goods and services. As a result people may not have a balance diet. Poverty may lead to ill health during childhood and inadequate housing.



Embourgeoisement thesis
Working-class families are becoming middle-class. Their norms and values are changing as their standards of living and income improves. Affluence has led to privatised lifestyles centred on the home and family- based on consumerism.

Social mobility: moving between social classes.

Intra-generational social mobility- movement of their lifetime e.g. promotion.

Inter-generational social mobility- movement between generations of a family e.g. when a child enters a different social from their parents.

Keythinkers

Davis & Moore (1945) (Functionalist)	Max Weber (1864-1920)	Fiona Devine (1992)	Charles Murray (1996)	Peter Townsend (1979)
Social stratification was a 'universal necessity' for every society. The system must match the most able people with the functionally most important positions in society. These high rewards would encourage ambitious people to compete for them, with the most talented achieving success.	Classes are formed in market places, such as the labour market. One class hire, the other sells their labour. A class is a group of people with similar life chances- being successful. Weber stressed the importance of status (prestige) and power in determining life chances and shaping patterns of stratification e.g. members of aristocracy may have no savings, but have a title that gives them status.	Devine tested Lockwood's idea that 'privatized instrumentalism' would become typical amongst the working class. This term refers to social relationships centred on the home with work only to an end, when affluent workers joined with their workmates. Paid work is a means to a comfortable lifestyle rather than having job satisfaction.	Society had a growing underclass. Government policies have encouraged the members of this underclass to become dependent on benefits. Traditional values such as honesty, family life and hard work were being undermined by the members of the underclass, to be replaced by an alternative value system that tolerated crime and various forms of anti-social behaviour.	Identified three ways of defining poverty: The state's standard of poverty on which official statistics are based, The relative income standard of poverty based on identifying those households whose income falls below the average for similar households. Relative deprivation, when families are unable to participate in activities and have the living conditions that are widely available in society

Social Stratification knowledge Organiser

Sex & Gender

Sex: Male or female (biology)
Gender: masculine or feminine.

Gender & power:

Feminists see gender inequality as the most important source of division in society. Society is mainly controlled by men who have considerable power within politics and the workplace.

The crisis of masculinity:

Men are currently experiencing this because of the underachievement of boys in school, the decline of paid work in manufacturing, women's increased participation in paid employment.

Inequalities:

- Gender dominated occupations e.g. fire-fighting, nursery worker.
- Glass ceiling for women- invisible barriers for promotion.
- Gender pay gap.
- Women's triple shift.
- Childcare provision- barrier preventing women from returning to work.



Age

Chronological, biological or a social category. When does 'youth' begin and end?

Childhood & Power

Families are agency of social control so they are expected to authorise discipline of their children. Parents exercise power when they try to influence their child's behaviour against their will.

Young People & Power

Authority from teachers over students based on their status in the school setting. Some students do not conform to this authority however. See Paul Willis.

Inequalities:

- Ageism- age discrimination. Younger or older people tend to be victim of this.
- Negative stereotyping
- Older people living in poverty.

Poverty

Absolute Poverty: Income is insufficient to have the minimum to survive. No access to the basic necessities in life e.g. shelter, food, clean water, heating & clothes.

Relative Poverty: Cannot afford the general standard of living of most people in their society. Income is much less than the average for that society.



Gender & Poverty:

- Women have longer life expectancy so more female pensioners living alone.
- Women more likely to head lone-parent families. Usually have a low income.
- Gender pay gap
- Women are more likely to be in part-time income than men.

Ethnicity & Poverty:

- Lower income families
- Generally disadvantaged in employment, pay and quality of job.

Child Poverty: More likely to live in poverty if:

- Household has four or more children.
- Where the head of the house is a lone parent or from an ethnic minority
- With no paid workers.

Ethnicity

A social group that share an identity based on their cultural traditions, religion or language

Ethnicity & Power:

Under-represented in political power/decision makers. Also under-represented in teaching, armed forces, police officers, particularly at high levels of the organisation. Although 40% of highest positions in the NHS are from ethnic minority groups

Inequalities:

- Unemployment
- Discrimination in the labour market
- Minority groups have become an underclass (see Charles Murray)
- Racism is built into the workings of capitalism.


The welfare state: (a system in which the state takes responsibility for protecting the health and welfare of its citizens and for meeting their social needs.)

- **The National Health Service (NHS):** Funded by central government from national taxation. Provided GPs, hospitals, opticians and dentists.

Welfare Benefits:

- **National Insurance Benefits:** If you have paid into the system (National Insurance Contributions) you are entitled to Jobseekers Allowance and the state retirement pension.
- **Income Support and Child Tax Credit**
- **Local Benefits** could include free school meals, educational subsidies, housing benefits.



	Poverty	Power
Functionalists	Focus on the positive functions of poverty for some groups e.g. knowing you could live in poverty means people will undertake undesirable jobs, creates jobs for groups who deal with the poor. The poor also reinforce mainstream norms and provide examples of deviance such as lazy and dishonest.	Government and politics serves a purpose to regulate main stream norms and values. 
Marxists	Poverty is the result from class-based inequalities. It is inevitable that some people will be poor in a capitalist society. Poverty serves the interests of the bourgeoisie who can hire and fire people e.g. if they demanded higher wages, the bourgeoisie could threaten to higher from the unemployed.	Weber- power is based on coercion or authority. The main sources of authority are traditional, rational legal and charismatic authority. Marxists argue the bourgeoisie use their power to exploit the proletariat. They have economic and political power.
Feminists	Women face the greatest risk of poverty than men, lone-mothers and the older women living alone in particular. The gender pay gap and the inequality of the division of caring responsibilities contribute to this.	Patriarchy- the system of our social structures and practices are male dominated and they use this power to oppress and exploit women.
New Right	Focus on individuals behaviour rather than structural causes of poverty. Stress the importance of traditional values and self-reliance. Welfare dependency and the underclass are key ideas in this approach.	The government does not meet it's peoples needs, and they believe their should be minimal government intervention from the welfare state.

Crime and Deviance Knowledge Organiser



Social Order: For people to live and work together a certain amount of order and predictability is needed.

Functionalists argue this is based on value consensus.
Marxists: Social order is maintained because of class conflict. The bourgeoisie have power and control to enforce order and influence the law.

Social Control: Much of our behaviour is socially controlled.

Formal Social Control: Based on written rules and laws.

- Agencies of formal social control:**
- Houses of Parliament
 - The police force
 - Judiciary
 - The prison service.

Informal Social Control: Based on unwritten rules and processes such as approval & disapproval

- Agencies of informal social control:**
- Family members
 - Peers
 - Teachers
 - Work colleagues

Functionalist: Crime is vital and necessary of all societies. It helps to remind people about boundaries of acceptable & unacceptable behaviour. When the public come together over a reaction to a major crime, it creates social cohesion. (Durkheim)

- Sources of data into crime:**
- Victim Surveys
 - Self-report studies
 - Crime Survey
 - National Statistics

How useful are statistics recorded by the police?

- If a crime isn't witnessed it won't be reported.
- Many crimes are witnessed and not reported.
- **The dark figure of crime**

The class deal & the gender deal.

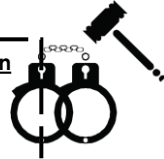
- Most people conform to the rules because of the 'deals' that offer them rewards.
- **Class Deal:** Material rewards if you work for your wage
- **Gender deal:** Material & emotional rewards if you live with a male breadwinner within the family.

Crime: An illegal act punishable by law.

Marxist: Because society is based on values such as materialism, consumerism and competition- an unequal society. Some people cannot earn enough to fit these norms & values, therefore they commit illegal activities to get them.

Mass Media & Deviancy Amplification (Stan Cohen 1972):

- The media creates **moral panics**- exaggerating the extent and significance of a social problem.
- A particular group is set as **folk devil**- a threat to society's values.
- The media distorts the events and incidents and create a false image of young people and their activities.
- This can encourage other young people to behave in the way the media portrays.
- Recent moral panics: school violence, bullying & shootouts, benefit cheats and single mothers, refugees & asylum seekers.



Deviance: Behaviour that does not conform to society's rules and norms.

Feminist: Women are treated and punished as double deviants- they have firstly broken the law and second the norms that govern their gender behaviour. Arguments around the 'chivalry thesis'

Refusing the class deal: Not found legitimate ways of earning a decent living. More to gain than to lose by offending.

Refusing the gender deal: Supposed to be rewarded with happiness & fulfilment from family life. Many women may be abused, no bonds with family & friends. Nothing to lose and everything to gain.

White Collar Crime: Crimes committed by people in relatively high-status positions. E.g. tax evasion, fraud, misuse of expense account


Interactionists: Labelling produces a self-fulfilling prophecy. Social groups create deviance by making rules and applying them to particular people and labelling them as 'outsiders'. Groups whose social position gives them power are able to label people. These people see this as a self-fulfilling prophecy.



Those at high risk from crime:

Class: The poor, living in private rented housing
Gender: Males
Age: The Young
Ethnicity: Minority ethnic groups.



Keythinkers

Albert Cohen (1955) (Functionalist)	Robert Merton (1938) (Functionalist)	Pat Carlen (1988) (Feminist)	Frances Heidensohn (1985, 1996) (Feminist)	Howard Becker (1997) (Interactionist)
Cultural deprivation accounts for working class boys' lack of educational success. They turn to criminality as an alternative route to success. 	Deviance results from the culture and structure of society. All members of society hold the same values. However, because members of society have different positions in the social structure, for example in terms of social class, Merton identified five possible ways that individuals will respond to the goals of success in society.	Control theory is the basis for her approach, this starts from the assumption that human beings are neither naturally good nor bad but will make a rational decision to turn to crime when the advantages outweigh the disadvantages. It supports the view that criminal behaviour becomes more likely when social control breaks down.	Control theory is the basis why women commit fewer crimes than men. She argues that male-dominated patriarchal societies control women more effectively than men, making it difficult for women to break the law.	Becker argued that an act only becomes deviant when others define it as such. Whether the 'label' of deviancy is applied depends on who commits the act, when and where it is committed, who observes the act, and the negotiations that take place between the various actors involved in the interaction.

Crime and Deviance Knowledge Organiser



Who commits crime? Why do differences occur?

Gender	Ethnicity	Class	Age
<p><u>Women committing less crime.</u></p> <ul style="list-style-type: none"> Gender socialisation Fewer opportunities More domestic responsibilities May be treated differently in the criminal justice system e.g. sad, rather than bad, given a lenient sentence. Chivalry thesis Others argue they are treated more harshly-double deviancy. Therefore do not commit crime. <p><u>Women's involvement in crime is increasing:</u></p> <ul style="list-style-type: none"> Lost a lot of their controls and restraints Women are not experiencing equality in the work place-gender pay gap. 	 <ul style="list-style-type: none"> Inaccurate statistics Labelling- racism and stereotyping within the police practice. More ethnic groups are stopped and searched. Institutional racism within the police- most police officers are white and may label particular groups (Stephen Lawrence murder) Linked to their social class, higher levels of crime in the ethnic minority groups could link to the fact they are also possibly experiencing poverty and this leads to crime. Media reinforcing views-reporting in the media on particular groups can generate mistrust and hostility. 	<ul style="list-style-type: none"> Inaccurate statistics- lower-class criminals may commit crimes that are more identifiable and more likely to be targeted by the police. Socialisation Material deprivation- may commit crime to obtain the things others have Education- W/C more likely to be in the bottom sets/streams so may look for other routes to get what they need e.g. crime. Anomie- mismatch between goals and the means to achieve the goals. Labelling. White collar crime is not as easily identifiable as crimes committed at lower levels. 	<ul style="list-style-type: none"> Status frustration- lack of independence and caught in transition. Lack of responsibilities can lead them to drift into deviant and criminal behaviour. Peer Pressure Edgework- thrill seeking and risk-taking. Getting a "buzz" from committing a crime or displaying deviant behaviour. Socialisation- Some young people are inadequately socialised and have learned criminal behaviour as a norm or value. Police stereotyping Media moral panic/folk devil. Subcultural theory 

Debate: Treatments of young offenders:
Should young people be sentenced for crimes or educated to prevent them committing crime in the future?

- Age of criminal responsibility is 10.
- They **should** be put in custody
- ✓ They must take the punishment
- ✓ If they are danger the public needs to be protected
- ✓ They need to learn societies norms & values

They **should not** be put in custody:

- x 73% reoffend within a year
- x Too much money is spent on youth offender institutes
- x Education would be more worthwhile

Debate: Punishment:
Should people be punished and sent to prison or rehabilitated?

They **should** be put in prison:

- ✓ Criminals deserve to be shamed and deprived of their liberty
- ✓ Prison is a deterrent
- ✓ Essential to keep others safe

They **should not** be put in custody:

- x Doesn't make people take responsibility for their actions
- x Reoffending rate is 57% of adults, 73% within young people.
- x Heavily structured regime can damage a prisoners abilities to think and act for themselves
- x They are ineffective- too easy.



Debate: The media:

- Are the media biased in their presentation of crime?**
- Does the media create crime in society?**

1. Are the media biased in their presentation of crime?

- When individuals do not have direct knowledge or experience of what is happening, they rely on the media to inform them.
- The media set the agenda in terms of what is considered to be important.
- The editors filter what they see as newsworthy (news value) they tend to include and emphasis elements of a story for their audience. Stories they are more likely to report (news value) are stories involving children, violence, celebrities, if the event has occurred locally, easy to understand and if graphic images are involved.
- 46% of media reports are about violence or sexual crimes, yet these only make up for 3% of crime recorded by the police (Ditton & Delphy 1983)
- Deviancy amplification is usually used to describe the impact of the media on the public perception of crime.

2. Does the media create crime?

- Media content can have a negative impact on the behaviour of young people, particularly children.
- It is suggested that some people may imitate violence and immoral or antisocial behaviour seen in media. The media are regarded as a powerful secondary agent of socialisation.
- Video games are often blamed as a link between increased aggressive behaviour and crime.



Research Methods knowledge Organiser

Postal / Email Questionnaires:

- ✓ Quick
- ✓ Easy to send to lots of people (representative & reliable).
- x Response rate is about 10%
- x Might not understand the questions (less valid).

Structured/ Semi-structured Interviews:

- ✓ All participants are asked the same questions (reliable)
- ✓ Can explain what questions mean (valid);
- ✓ Ability to explain answers further in a semi-structured interview (valid).
- x Interviewer bias

Informal (Unstructured) Interviews:

- ✓ Participants can talk about what is important to them (valid)
- ✓ The researcher can ask the participant what their answers mean (valid).
- x Every interview is different, hard to compare the results of all the interviews (less reliable)

Group interviews

- ✓ Access a wide range of views and experiences
- ✓ Participants may feel more at ease.
- ✓ Save time and money
- x Some may dominate discussion/everyone might not be heard
- x Cannot assure confidentiality

Participant observation

- ✓ Watch how participants behave (valid)
- ✓ Can see the world from participants' point of view (valid).
- x If participants know they are being observed, then they will not act naturally
- x The researcher might have to get involved in criminal behaviour (unethical)
- x If participants do not know they are being observed, then they can not give their permission (consent – unethical).

Official Statistics

- ✓ The data is usually based on the whole population (representative).
- ✓ May be the only source of data
- ✓ Can investigate trends over time
- x Cannot check the validity
- x Could be politically biased

Qualitative Data: data presented in words or visual form e.g. diary, photographs, mass media



Quantitative Data: data presented in numerical form presented in graphs, pie charts or tables of statistics e.g. official statistics



- ✓ Reliable
- ✓ Relevant
- ✓ Scientific
- ✓ Preferred by Positivists
- x Costly
- x Time consuming
- x Sampling needs to be generalisable

- ✓ Large Scale
- ✓ Cheap
- ✓ Quick
- ✓ Only way to study historical issues
- ✓ Preferred by Interpretivists
- x Reliability could be questioned
- x Interpretation issues

Primary Research
(data collected first hand.)



Secondary Research
(data from previously published sources.)

- Interviews
- Surveys
- Experiments
- Questionnaires
- Focus groups
- Case Studies
- Observations

- Census
- Website
- Journals
- Media
- Books
- Official statistics
- Primary data
- ANYTHING

Validity: Data is valid if it gives a true picture of social reality

Representativeness:
Sociologists want the sample they are studying to represent a large group of people

Generalisation: Assuming the results are valid, reliable and representative you should be able to generalise your findings



Reliability: Data is seen as reliable if other researchers using the same methods get the same results.

Ethics: Research must be carried out in a morally acceptable way

Closed (or fixed-choice) questions	<ul style="list-style-type: none"> ✓ Easy to process and present x Doesn't allow for the respondent to expand on their answer
Open-ended questions	<ul style="list-style-type: none"> ✓ Able to give a more detailed answer x Difficult to convert into statistics x More time consuming to process



A representative sample: typical of the wider population

An unrepresentative sample: difficult to generalise. Some Groups are overrepresented

Sampling Methods

Probability (or random) sampling

Non-probability sampling

Simple random sampling	Systematic random sampling	Stratified random sampling	Snowball sampling	Quota sampling	Purposive sampling
Use a computer to generate a random sample, everyone has as much chance as the other.	The researcher uses a system to pick the participants (eg. every 10th name on the register).	This involves picking people from different groups within the population	The researcher selects one person, then asks them to put them in touch with other people, etc.	Each interviewer has an exact number of people from categories that they need e.g. females, teenagers.	The sample is collected according to a known characteristic e.g. a teacher.

