

Candidate 2 evidence

ENTER NUMBER OF QUESTION	Section 7- Human Society	DO NOT WRITE IN THIS MARGIN
1.	The common-sense approach is individualistic. This means it looks at the	
	individual and the single situation s to	
	explain things. For example it would look	
	at an individual's under-attainment and	
	say it is due to that individual's actions.	
	Whereas the sociological approach looks	
	at the wider social context. This means	
	it looks at multiple factors out with an	
	individual's controls s to explain an inequality.	
	For example educational attainment	
	inequalities could be caused by material	
	and cultural deprivation, & school	
	quality and inequality from race,	
	gender, ethnicity or class.	
	The common-sense approach is naturalist	
	ic. This means it believes some things	
	are just normal and natural for people to	

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	<p>want. For example it would say its normal and natural for women to want to be 'skinny and pretty'. Whereas sociologists reject this claim. This means it believe things aren't normal and natural to want, the society socialises people into believing they have to act certain ways. For example not all woman want to wear lots of make-up but society tells them they have to in order to be pretty.</p>
2.	<p>One similarity is they are both structural & theories. This means they are top-down, they claim people are controlled and shaped by the institutions. For example the institution of law controls people by telling them what they can and can't do.</p>

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One difference is consensus theories believe inequality is functional. This means it believes that institutions controlling people creates an inequality but society needs the inequality to function properly. For example we need educational attainment inequalities to ~~to~~ 'filter' people into jobs suitable for their level. Whereas conflict theories believes the inequality is bad. This means it believes that the top down arrangement of society creates a group in power that oppress a 'weaker' group. They object to this. For example feminist theories claim its the men that are in power and they oppress the women.

3. a) One strength of a focus group is the answers build on others. This means someone can give an answer and

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	Others can join in and add their opinion
	that they might not ^{not} of thought of if it
	hadn't been brought up. This is a strength
	as it allows the researcher to gain a
	better understanding of the entire situation
	Another strength is its not time consuming.
	This means the researcher quickly gathers
	the views of multiple people. This is a
	strength as it would allow the interviewer
	to have a larger sample size which would
	mean the results can be generalised.
	A One weakness is group think. This means
	that some more quiet and shy people in
	the group may be scared to speak up and
	give their opinion, especially if it opposes
	others views. This is a weakness because
	it would make the data inaccurate as you

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don't get their true opinion.

3. b) Social media has a negative impact on teenagers mental health.

3. c) The first sub-stage of ~~op~~ operationalisation is definition of terms. This means the researcher has to define any terms in their hypothesis that could have different meanings. For example they could define teenagers as 12-16 yr olds.

Another stage is selecting a sample. This means the researcher has to select the participants, the sample should be representative of the population for the results to be generalised. For example, if there are 20% more men in the total population then the sample should have

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	20% more men than women.
4.	One key feature of Weberian theory is
	social class by economic position,
	party/power and status. This means it
	believes your social class is determined
	by how much money you earn, the power
	you have or how many powerful people you
	know and what value your job has in
	society. It claims social class is like a
	ladder and you can move up or down it
	depending on those 3 factors. For example
	a defence lawyer may get lots of money
	and have lots of power/powerful associates
	but have a lower social class because
	society doesn't see the job as valuable.
	Another key feature is Weber claimed
	capitalism would be embraced. This means

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Weber rejected the Marxist claim and
said there wouldn't be a revolt and
countries would turn capitalist. For example
Poland turned from ~~capitalism~~ communism to
capitalism.

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5.	<p>One finding from the 2012 "Just the Women Study" was over 1300 of the newspapers (from 11 papers over 2 weeks) contained sexist content. This highlights the scale and extent of sexism in the media.</p>	
	<p>Another finding was the reporting of rape and violence ^{↙ against women} in the media after glorified and eroticized it. This creates creates a rape culture. This impacts women's confidence in the justice system, they become scared to speak out about rape and violence to them because of questions like "What were you wearing?" or things like "she asked for it".</p>	
	<p>Another finding was content and coverage about women ^{↙ often} focussed on their appearance and/or how if their behaviour conforms to femininity. This</p>	

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	Objectifies women, tells them they must look a certain way to be attractive.
	This also shapes women's identity as it teaches them they have to act a certain way.
6.	Power links more to the physical authority you have. For example a judge and jury have the power to send someone to jail. Whereas Status links more to the value and respect those around you give you. The influence you have over people. For example celebrities have status as many people look up to them. High Culture holds lots of status. It is given value, it is seen as a trustful expert authoritative Whereas popular culture is more mass produced. It is more made accessible to the lower classes.

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7.	<p>Feminism would say men shape women's gender identity for their benefit. This means it claims men that control the media use it for secondary socialisation of women's gender identity to their benefit. For example men want women to have a small waist, big boobs etc. so they use the media to socialise women into thinking they have to look like that. It creates a social construct of beauty that that women try to fit into for the men's benefit.</p> <p>Whereas Marxism would say the the bourgeoisie manipulate gender identity to increase profit. This means it claims the bourgeoisie that own the media superstructure, use it to create a gender identity that pretty much no-one fits in to. They then advertise their their products,</p>

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	<p>and lead us to believe that buy buying these products will make us fit the mould they created. People go and buy these products therefore increasing the bourgeoisie's profit. For example the media teaches men they must have a six-pack to be attractive, men then buy gym memberships to achieve this beauty standard and increases the bourgeoisie owner of the gyms profit.</p>
	<p>Labelling theory claims our gender identity is shaped by significant others. Example This means there are people in our lives that we value and respect, and our identity is shaped by looking up to them and their reactions to things we do. For example, if a young boy fell and cut his knee and his father (a significant</p>

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other) told ~~him~~ him to "be manly,
big boys don't cry", this would shape
his gender identity as its teaching
him he has to act a certain way to
be a real man.

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Section 3 - Social Issues

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8. Educational Attainment Inequalities.

→ The common-sense approach is to believe the inequalities were caused by biological or psychological reasons. They claimed some people were just naturally smarter than others. Sociologists reject this claim. They believe that the wider social context (material and cultural deprivation, school quality and existing inequality from race, gender, ethnicity or class) can all result in an individual's under-achievement.

Labelling theory claims they are caused by interactions. This means it claims teacher-pupil interactions and actions influence a pupil's attainment. For example, positive interactions can 'warm up' a pupil so they try hard and enjoy school

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	resulting in better attainment.
	Labelling theory also claims there is a self-fulfilling prophecy. This means it claims teacher label pupils and the pupils internalise their labels and live up to them. For example if a pupil is labelled as disruptive they will internalise the label and start to misbehave and disrupt the class.
	Labelling theory also claims a process called typing occurs. This means it claims teachers make assumptions about pupils to form a working hypothesis that is stabilised with time. For example if a 'poor and dishevelled' looking child joins the class the teacher might wrongly assume that they will be disruptive and a low

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Cultuiner	
One strength of these claims is it	
recognise the significance of small-scale	
interactions. This means its good at	
explaining how different interactions and	
experiences in the class room can lead to	
different levels of attainment.	
One weakness is not all pupils will	
internalize their labels. This means some	
pupils will reject their label, maybe even	
use it as motivation to prove them wrong.	
This disproves labelling theories claim of a	
self-fulfilling prophecy.	
Marxism claims there are 2 social	
classes. This means it claims there are	
the bourgeoisie owners of the means of	

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	<p>production (m.o.p) and the proletarian workers for the m.o.p, and everything in society is organised for the benefit of the bourgeoisie. For example it would claim that private schools or schools in more affluent areas would have better attainment.</p> <p>Marxism also claims there is a hidden curriculum. This means the bourgeoisie use use education to socialise the lower classes, they use it to teach us traits that make us a desirable work force. For example, there is no class for punctuality but we are all taught the importance of turning up on time, this benefits the bourgeoisie because then they have a workforce that turns up on time. This idea was introduced by Bowles and Gintis.</p>

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	<p>One strength of marxists claims is there is a hidden curriculum. This means we are subtly conditioned into having desirable traits and quality for working later in life. For example we are taught taught to obey authority which benefits the bourgeoisie as they have an obedient workforce. This is a strength because it proves the marxist claim.</p>
	<p>One weakness is feminism would criticise criticise it for not acknowledging gender. This means feminism would say there is a gender attainment gap as well and marxism doesn't recognise this. This is a weakness because it shows that marxism is not fully explaining the inequality.</p>
	<p>Another strength is private schools can</p>

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claim this is caused by teachers assuming that the boys are going to mess around, be disruptive and not try.

Another finding was most low-attainers came from deprived backgrounds. This shows that material deprivation impacts attainment. This supports the marxist claim.

It also found that Indian and Asian students often achieved highly. This ~~shows~~ suggests that cultural differences can cause class inequalities. Indian and Asian cultures value education highly and support their children, this allows the children to attain higher than if their parents weren't supportive. Labelling theory would claim it is because teachers label

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pupils ~~of~~ ^{of} that race as high achievers
and they internalise it.

One strength of Kingdon and Cassens
study is it is up to date. This means it
was conducted recently (2007) therefore
the findings and conclusion are still valid.

One weakness was 13% of the base line
data was missing. This means they
were drawing conclusions from missing data.
This is a weakness as it makes the results
inaccurate.

Another weakness was it was only
conducted in England. This means we can
only assume its the same in Scotland. This
is a weakness as it makes the results
less reliable ~~and~~

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Another strength was it was a robust and reliable study. This means attainment was measured over four subjects, this discounts for any variation in pupils preference (i.e. some people are better at math than english or vice versa). This is a strength as it makes the results more reliable.

In conclusion there are multiple ~~reason~~ factors that influence a child's attainment. According to BBC statistics released in Dec. 2018 it will take 50 yrs for poor kids to close the attainment gap. I believe it is unfair that a child's learning should suffer from factors outwith their control like a parents income. I think the government should do more schemes like P.E.F (pupil equity fund) and S.A.A.S to help close

