

# Yr 10 Sociology KS4 Summer 1

## Blended Learning Booklet

### Social Stratification

Name:

Form:

*Aim to complete two lessons each week. Write out the title and LI and then complete the tasks.*

*All video links are online using the ClassCharts link.*

*The Knowledge Organiser on page 5 has all the key information and vocabulary to help you with this unit.*

*Upload all work onto ClassCharts for feedback.*



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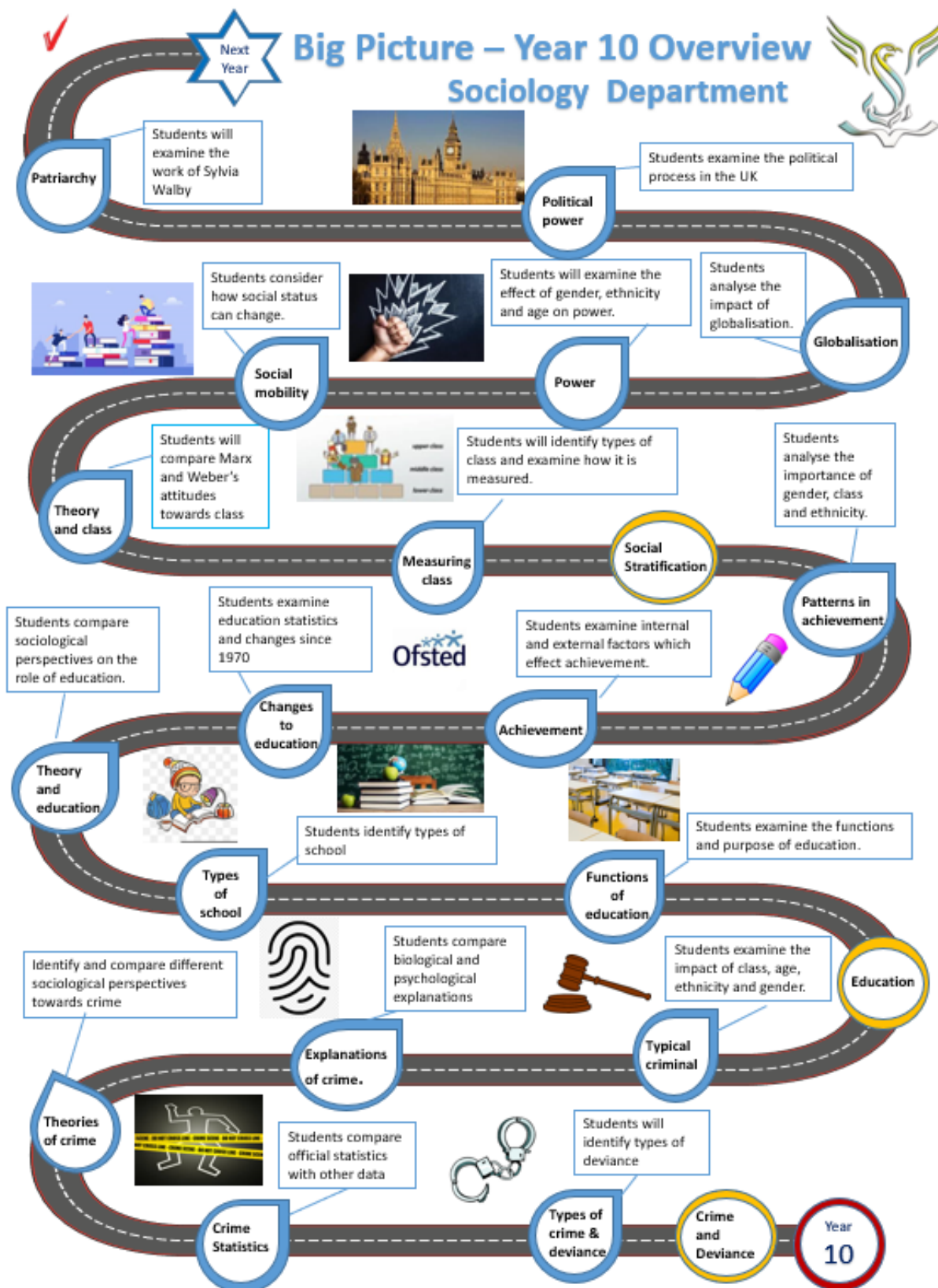
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## ZOOM IN... MY LEARNING JOURNEY:

Subject: *Sociology* Year: *10 Unit 3: Social Stratification*



### CAREERS

- Police Officer
- Probation Worker
- Journalist
- Lawyer/Solicitor/Barrister

### UP NEXT

- Revision in Year 11
- Retrieval of agents of Social Control and Socialisation.
- Links between units for revision

### AIMS

1. To explain a range of methods used to examine social class.
2. To identify functionalist attitudes about stratification.
3. To compare Marx and Weber's view about class.
4. To identify life chances
5. To examine the affluent worker study
6. To examine social mobility in the modern work.
7. To examine the link between gender, ethnicity and power.

### DEVELOPING COURAGE

- C .....
  - Opportunity to compare different political systems around the world
  - Unity: lots of opportunity to work with peers to examine social inequalities.
- R .....
- Appreciation of political freedoms
- G .....
- Enjoyment studying this unit, it is a favourite with GCSE Sociologists

### PREVIOUS LEARNING

- Official statistics as a source of secondary evidence.
- Police, Courts and Prison as examples of formal social control.
- Revision of key theory including Functionalism and Marxism.

### WHAT WE KNOW/REMEMBER

- .....
- .....
- .....
- .....
- .....

### RECOMMENDED READING

Devine F. *Affluent Workers*, 1992  
Townsend P. *Poverty in the United Kingdom*, 1979

### PERSONAL OBJECTIVES

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



Functional theory of class		Class divisions		Life chances	
Social stratification	Strata' means layers. So social stratification means layers in society.	Measuring class Problems:	1. Registrar General's classification -1998 <ul style="list-style-type: none"> <li>Doesn't include wealth, only jobs</li> <li>No category for unemployed/retired</li> </ul>	Life chances	Chances of achieving things throughout someone's life e.g. healthy life Marxists: they're not distributed equally
Social stratification based on social class	<ul style="list-style-type: none"> <li>The UK class system is based on 'achieved status'; a person's class is linked to social mobility, moving up or down the social ladder</li> </ul>	Measuring class Why it's better	2. The National Statistics Socio-economic Classification (NS-SEC) <ul style="list-style-type: none"> <li>Covers unemployed and students</li> <li>It covers status &amp; levels of authority</li> </ul>	Gender Feminists:	Feminists: inequalities exist in socialisation, wealth, political power & gender pay gap Persistence of inequalities due to: triple shift & child care provision However, crisis of male masculinity?
Other forms of social stratification	<ul style="list-style-type: none"> <li>UK feudal system of serfs, knights, lords was based on 'ascribed status' of being born into that 'estate'</li> <li>Indian caste system is also based on 'ascribed status'; being reborn into a higher caste</li> </ul>	Karl Marx	Ownership decides class divisions in society, and status' arise from these	Ethnicity	Inequalities exist in political power, racism, prejudice, BAME unemployment Persistence of inequalities: discrimination in jobs, underclass, capitalism (Marxism)
Davis and Moore Key points:	<ul style="list-style-type: none"> <li>All roles (jobs) in society must be filled, including the lower roles</li> <li>The 'functionally important roles' should be filled by the most able e.g. clever people</li> <li>This means costly education &amp; training and so deserves a higher salary</li> </ul> All societies must therefore treat people differently and accept it as fair	Karl Marx Key points:	<ul style="list-style-type: none"> <li>The bourgeoisie are 'owners of the means of production'</li> <li>Proletariat are forced to sell their labour to survive; leads to feeling alienated</li> <li>Bourgeoisie use ruling-class ideology (ideas) to distort reality about inequalities</li> <li>Leads to false class consciousness; w. class don't realise they're being exploited</li> </ul>	Age	How we see age is socially constructed – it changes depending on history & culture Inequalities exist in ageism, employment, youth subcultures, education (NEET's)
Criticisms		Criticisms	<ul style="list-style-type: none"> <li>Where is the revolution he describes?</li> <li>A large m. class does show social mobility</li> </ul>	Other factors	Sexuality – homophobia Disability – stereotyping disabilities Beliefs – prejudice and hate crime
		Max Weber	<ul style="list-style-type: none"> <li>A person's status may differ from their class e.g. nurse high status, low pay</li> </ul>	Initiatives	Equality Act 2010 based on previous policy
		Max Weber Key points:	<ul style="list-style-type: none"> <li>Class comes down to which people hire labour and which people sold their labour <ul style="list-style-type: none"> <li>Property owners</li> <li>Professionals petty</li> <li>Bourgeoisie e.g. shop keepers</li> <li>Working class</li> </ul> </li> <li>Each class reflected different market situations (life chances). However, non-economic factors e.g. status and power are also important in determining life chances</li> </ul>	Fiona Devine	Revisited Goldthorpe's affluent worker study in Luton. No embourgeoisement. <ul style="list-style-type: none"> <li>Found workers were not purely instrumental in their motives for geographical mobility</li> <li>Geographical mobility did not necessarily lead to separation from family &amp; family-centred lifestyles</li> <li>There was plenty of evidence of solidarity, not individualism</li> </ul>



Poverty as a social issue		Poverty as a social issue continued...		Power	
Wealth	Houses, land, art. Or savings and shares Passed down through generations Top 10% own 45% of UK wealth	Individual explanation of poverty	<ul style="list-style-type: none"> <li>The culture of poverty: being socialised into a subculture of poverty with values of fatalism &amp; present-time orientation.</li> <li>Cycle of deprivation: material and culture deprivation passed down through generations &amp; children unable to break free</li> </ul>	Max Weber 1947	Power is based on either: <ul style="list-style-type: none"> <li>Coercion; use of force</li> <li>Authority; when we willingly obey</li> </ul> Three types of authority: <ul style="list-style-type: none"> <li>Traditional authority: based on customs</li> <li>Rational legal authority: based on people accepting the rules or laws e.g. operates within a bureaucracy (an organisation with a clear set of rules)</li> <li>Charismatic authority: obeying a leader that inspires us e.g. Nelson Mandela</li> </ul>
Income	The money households receive e.g. wages, pensions or benefits Redistribution of income is done by tax	Criticism	<ul style="list-style-type: none"> <li>Blames the individual themselves</li> <li>Ignores structural issues e.g. recession</li> </ul>	Marxism	Bourgeoisie hold political power
What is poverty	Absolute poverty: do not have shelter, food etc. to survive Relative poverty: can't afford to meet general standard of living; poor compared to others	Structural explanation of poverty	<ul style="list-style-type: none"> <li>Functionalism: inequalities is good as boring, dirty jobs wouldn't get done.</li> <li>Marxism: poverty comes from inequalities of capitalism. 'Fear of poverty' is used</li> <li>Feminism: Lone mothers &amp; older women living alone are at most risk. Pay gap and care responsibilities. 'shock absorbers'</li> </ul>	Feminism	Patriarchy is a males in power over women
How to measure poverty	Official UK government measure is 60% of median (middle point of income)			Sylvia Walby 1990	Gender inequalities and women's subordination. Six patriarchal structures that oppress & exploit women: <ol style="list-style-type: none"> <li>1. Paid employment</li> <li>2. The household</li> <li>3. Culture</li> <li>4. Sexuality</li> <li>5. Male violence against women</li> <li>6. The state</li> </ol> Patriarchy is reducing but also changing from a private (home) to public form
Peter Townsend 1979	Townsend's Deprivation Index examined 12 items that measured relative deprivation & found 23% in poverty <ul style="list-style-type: none"> <li>Groups at risk using the index: unskilled elderly and children in unskilled one-parent families</li> <li>Compared to 6.1% of population that are poor enough to claim benefits</li> </ul>	New Right Charles Murray	Although structural, it focuses on the individuals' behaviour e.g. an underclass. He used official statistics to measure underclass e.g. rising crime rates, illegitimate births & labour drop-outs. He determined welfare created a 'culture of dependency'		
Criticism	Criteria used is inadequate e.g. not eating meat regularly. Vegetarians?	Criticisms	<ul style="list-style-type: none"> <li>Blames and stigmatizes victims</li> <li>Marxist: should focus on the rich 'overclass'</li> </ul>	Contrasting views on the role of state	<ul style="list-style-type: none"> <li>Pluralism: no single group dominate – power is shared &amp; state regulates this</li> <li>Conflict approach: Marxists see one powerful group in charge of the state</li> </ul>
Explaining increases in poverty	<ul style="list-style-type: none"> <li>An increase in unemployment</li> <li>An increase in the pay gap between low-skilled and high-skilled workers</li> <li>Reductions in income tax, which benefit the more well off</li> </ul>	Impact of globalization on poverty	<ul style="list-style-type: none"> <li>In 2008 a world financial crisis led to a recession in the UK. Resulted in job losses, unemployment, rising fuel and food costs</li> <li>Globalization has led to global inequality</li> </ul>	Contrasting views on the role of pressure groups	<ul style="list-style-type: none"> <li>Pluralists: pressure groups/trade unions are essential to democracy; providing opportunities to participate in politics</li> <li>Conflict: big business have too much influence &amp; dominate policy making</li> </ul>
Life cycle of poverty	Official statistics only give a snap-shop of a household but people might move in and out of poverty at different times	How have governments tried to help	<ul style="list-style-type: none"> <li>Means tested benefits those most in need. This can lead to a 'poverty trap' where a wage rise might make people lose benefits</li> <li>Universal benefits don't stigmatise people</li> <li>National minimum wage</li> </ul>		



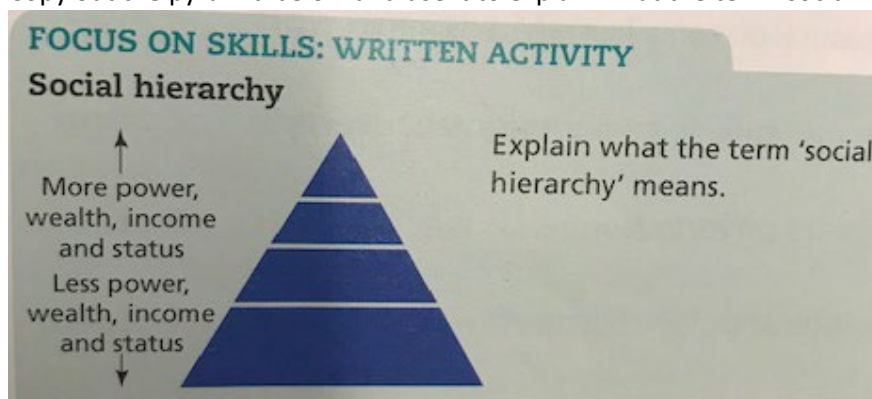
## Lesson One : What is Social Stratification?

- **LI: to explain social stratification based on Social Class.**

### Starter Key Questions:

- Is there inequality in society?
- What is inequality based on?
- Does society need inequality in order to function?
- How does inequality affect how people experience life?
- How would you describe British society in the 21<sup>st</sup> century?

Copy out the pyramid below and use it to explain what the term 'social hierarchy' means to you.



### DART: Social Stratification

Society is structured into a hierarchy of unequal layers. (Can you identify the layers we have in British society today?)

**Social inequality:** unequal distribution of resources, so that some have more money, power and status than others

Inequality is **NOT** the same as stratification.

Stratification is the structure

Inequality is the experience of that structure.

Piachaud (2009) argues that the causes of inequality within the UK include large differences between people in terms of inherited wealth, education and access to the labour market.

### Key Question:

What new layers have been created in the last 50 years?

What new layers have been created in the last 10 years?

Sociologists measure inequality by comparing the **life-chances** that different groups in society have – or don't have.

Life chances = **opportunities** people have to live the kind of life they want. They can include wealth, health and jobs.

### DART

#### Examples of social inequality:

People live on average, 3 years longer in the South of the UK compared to the North.

The richest are around 315 times richer than the poorest (in the UK)

Public state schools provides free education V private, fee-paying schools

Free NHS health care V fee-paying private health care

**Slavery:** People become the property of others e.g Greek and Roman Empire (in these classic forms of slavery, it was possible for former slaves to be granted freedom). The Transatlantic Slave Trade involved the removal of people from Africa permanently. Slaves were often treated with extreme brutality and came to be regarded as an 'inferior' race. Modern slavery can be seen in cases where individuals are exploited e.g. migrant workers trapped in employment.

**Caste System in India:** People are born into a particular castes and their social position is ascribed at birth. There is little movement between layers and each caste has set occupations available to members. This system is linked to the Hindu religion. Hindus believe the caste they are born into is linked to their behaviour in previous lives which justifies the inequality. By living according to the rules of their caste, they can insure that they will be reborn into a higher casts in their next life.

**Feudalism:** this system operated in Medieval Europe. Everyone swore allegiance to the king whose authority was God-given. The king rewarded nobles with land who in turn gave some of the land to knights in return for their allegiance to them. At the bottom were peasants who worked hard to produce goods an provide military service but received very little in return. Marriage between layers was unthinkable and there was little opportunity for social mobility.

**Apartheid:** this system was found in South Africa up until 1994 and was a form of racial segregation enforced by the government. The segregation was applied to all forms of society including education, housing, health and employment. A person's position was ascribed from birth based on their ethnicity with people denied citizenship rights due to their ethnicity.

Copy out and complete this table comparing forms of stratification:

	Caste	Apartheid	Feudalism
What is stratification based on?			
Is social position ascribed or achieved?			
Is the system open or closed?			
Is social mobility possible?			

**Key Question:** Why is ascribed status worse than achieved status?

**Exam style Question:** Identify and describe one example of social stratification (3 marks)

**SENECA: lesson what is social stratification?**

## Lesson Two Functionalist views on stratification

- **LI: To describe functionalist attitudes towards stratification**

DART: Functionalist views



- Optimistic about society
- Everything has a function or purpose
- Inequalities needed for society to work properly.
- Poverty encourages people to work hard.
- Rewards are necessary and encourage people to be successful.
- Functionalists look at roles we perform in society
- Stratification matches the right people to the right jobs.

## Davis and Moore study

In 1945, two American sociologists Kingsley Davis and Wilbert Moore argued from a functionalist perspective that social stratification was a 'universal necessity' for all known human societies. They argued that:

- All roles must be filled
- Those roles must be filled by those who are best able to perform them
- Necessary training must take place especially for functionally important roles.
- All roles must be performed conscientiously.
- The functionally important roles need status and high salary to attract the right people to perform them. They involve high levels of skill and responsibility.
- They believe in meritocracy.

Copy and complete the following table with the correct answers based on the functionalist approach to stratification.

Status	ascribed/achieved
Talent is distributed equally	Yes/No
Positions are earned on the basis of talent	Yes/No
Social mobility is possible and desirable	Yes/No
Social inequality is inevitable	Yes/No

## Criticisms of Davis and Moore (Melvin Tumin, American sociologist)

1. Identifying jobs which are functionally important is not easy. The engineers in a factory would argue that the workers who support them are just as important as they are.
2. Talent and ability are not always rewarded, sometimes someone will not be noticed for a particular skill/talent. Meritocracy does not exist due to a lack of opportunity for some.
3. Tumin argued that educational inequalities did not justify a lifetime of inequality, the possession of certain qualifications does not justify a lifetime of far greater material rewards.
4. Social stratification systems create feelings of 'hostility, suspicion and distrust.'
5. Many jobs that are vital to society have relatively low pay e.g. nurses or low status (refuse collectors. Pay can be seen as more connected to power rather than functional importance.

**Task:** Summarise the findings of Davis and Moore using the following structures and key words:

- Davis and Moore believe...
- Need for poverty
- Rewards for training/hard work
- Status/Salary
- Role Allocation
- Criticism of Davis and Moore (Tumin)

## Key Question:

1. Do you think that a system of social stratification is a 'universal necessity' for society?

**FOCUS ON SKILLS: DISCUSSION ACTIVITY**  
**Jobs, talent and pay**  
 In a small group, read through this list of jobs:



- city banker
- English teacher
- heart surgeon
- high court judge
- boy band member
- midwife
- member of parliament
- professional footballer
- reality TV star
- refuse collector
- vicar
- TV chat show host.

1 In your group, discuss and note down which three jobs fit each of the following criteria:

- require the highest levels of talent or education
- the most important in terms of the contribution they make to society
- deserve the highest earnings
- are usually very highly paid.

Did the same three jobs come up each time?

2 Write down the two most significant points that were made during your discussion.

How important is equal pay?

Inequalities in pay have increased significantly over the last 50 years. Data from the USA in 2016 shows

- The chief executive of Archer Daniels Midland earned 261 times as much as an average wage worker.
- The chief executive of Caterpillar earned 486 times as much.

**Exam style question:** Identify and explain what sociologists mean by functionally important roles (4 marks)

**Seneca Lesson: Functionalism**

**Lesson 3 and 4:** Does Social Class exist?

**LI: to review the three social classes and consider what makes them different?**

Socio-economic class is the type of social stratification most commonly found in urban industrial societies. It is based on economic inequality. The members of each social class share common characteristics based on wealth, status and power.

**Task: Describe the traditional working-class.**

- Jobs
- Clothes
- Past-times/interests
- Income
- Area lived in

The size of this group has fallen significantly over the last 50 years. Not all are now manual workers, many are now within the service sector e.g. call centres, these jobs are repetitive and require few skills. They are less likely to be members of trade unions which makes them powerless.

## Task: Describe the traditional middle-class

- University educated
- Professional 'careers' (lawyer) / Office
- Un-accented
- Own-home in 'greener' area
- Less community-focussed, more private
- Family not local – children move away
- More likely to vote Conservative

Probably the largest group in society, over 50%, a diverse group. It has since been split into higher and lower with those at the top significantly more likely to have a higher level of education and professional jobs.

## The Upper Class

- The Elite, about 10%
- Includes owners and directors of major companies, people with titles often known as the establishment.
- Access to power
- Income is likely to be 24X greater than the poorest 10% of society.

How is social class measured?

Occupation is often used to measure social class because of the links to pay, status and life chances.

- The Registrar General's classification: used by the UK government from 1911-1998. It splits manual (requires physical effort) and non-manual occupations.

The Registrar General's social class scale identifies five social classes. Classes I, II and III (Non-manual) were seen as middle class and III (Manual), IV and V were seen as working class.

I	Professional occupations such as solicitors and surgeons
II	Managerial and technical occupations such as teachers, nurses and aircraft pilots
III (N)	Skilled non-manual occupations such as clerical workers, secretaries and receptionists
III (M)	Skilled manual occupations such as bus drivers, electricians and hairdressers
IV	Partly skilled occupations such as postal delivery workers, bar tenders and caretakers
V	Unskilled occupations such as labourers and cleaners

Source: Office of Population, Censuses and Surveys (1980) *Classification of Occupations*. HMSO: London.

What problems can you see with using this?

The National statistics socio-economic classification replaced the previous scale. It is based on occupation but also includes unemployed people. It groups people together based on pay, status and levels of authority and control.

**The NS-SEC class scale**

1	Higher managerial, administrative and professional occupations: <ul style="list-style-type: none"> <li>1.1 Employers in large organisations and higher managerial and administrative occupations, e.g. senior sales managers</li> <li>1.2 Higher professional occupations, e.g. solicitors</li> </ul>
2	Lower managerial, administrative and professional occupations, e.g. social workers, teachers
3	Intermediate occupations, e.g. clerks, secretaries, computer operators
4	Employers in small businesses and own account workers (the self-employed), e.g. farmers
5	Lower supervisory and technical occupations, e.g. maintenance engineers, car mechanics
6	Semi-routine occupations, e.g. cooks, bus drivers, sales assistants, teaching assistants
7	Routine occupations, e.g. waiters, cleaners, labourers
8	Never worked and long-term unemployed

Source: SOC2010 vol. 3: The National Statistics Socio-economic Classification; adapted from Table 1.

Exam-style question:

Identify one way of measuring social class and explain why this measure might be used. (4 marks)

## DART

### Does Social Class still exist?

The New Right (Peter Saunders) claims that society has become increasingly 'classless' since the 1950's and 60's with more and more of the working class becoming middle class in their lifestyle, norms and values – 'embourgeoisement'. The Embourgeoisement thesis suggests that working-class values of solidarity and community have disappeared.

What has caused this?

- Decline of traditional manual work
- More available educational opportunities
- Higher pay
- Rise of *consumer culture* = working class more ambitious

The idea of the classless society is that the working class are *adopting aspects of middle class culture (stratified diffusion)* as they become more affluent (wealthy) than their parents.

- Greater access to University
- Greater access to better paid, non-manual and professional jobs
- Greater ambition



- Privatised: Lifestyle based on the nuclear family in the home - **not** part of community / extended family.
- Marxists disagree with this theory. They argue that social class is the most important factor explaining social inequality. The working class may have changed, but it is still recognisable as a social class that is different from the middle class.

The New Right perspective is that social class now has less of an effect on life-chances and inequality than before.

## The affluent worker study

Goldthorpe and his colleagues carried out a study to test the embourgeoisement thesis in the early 1960s. The study was carried out in Luton. The researchers used structured interviews to question affluent workers from 3 companies and their wives about work, lifestyles, aspirations and political views. (229 manual workers and 59 white-collar workers)

Based on their findings, Goldthorpe and his colleagues rejected the embourgeoisement thesis. They argued that affluent workers might be part of a new 'emerging' working class who were similar to the middle class in terms of privatised structure and collective action (unions) but only to further their own personal gain e.g. for personal pay increases. They used the term 'instrumentalism' to describe a means to an end e.g. paid work allows a comfortable lifestyle rather than reflecting job satisfaction.

## **Fiona Devine: Affluent workers revisited (1992)**

Devine revisited Luton 2 decades after the original Goldthorpe study to examine the effect of a recession. She interviewed 62 Luton residents. Overall, Devine argued that working-class lifestyles, norms and values have not changed as much as Goldthorpe suggested.

Goldthorpe and colleagues: the affluent worker	Devine: affluent workers revisited
Affluent workers were geographically mobile. They moved to Luton to find highly paid manual jobs and an improved standard of living. They had an <b>instrumental attitude to paid work</b> . In other words, their work was a means to an end rather than an end in itself. They worked to earn money to improve their standard of living rather than to get job satisfaction or to make friends.	The interviewees and their families were geographically mobile. However, there was little clear evidence that their move was motivated solely to improve their living standards. Many were forced to move to escape unemployment and job insecurity and to find affordable private housing. They were not purely instrumental in their motives for geographical mobility.
Affluent workers were like the traditional working class in that their friends were drawn from their working-class neighbours and kin. However, like the lower middle class, their lives and social relationships were <b>privatised and home-centred</b> . For example, they spent leisure time watching TV and socialising with immediate family members.	In general, families had not moved to Luton on their own but joined kin and friends there. They helped each other move by providing information on job opportunities and housing in Luton. Geographical mobility did not necessarily lead to separation from kin and a home-centred and family-centred lifestyle. They did not have purely privatised lifestyles.
Affluent workers had <b>individualistic</b> social and political attitudes. They supported the Labour Party for individual gain and their attitude to trade unions was instrumental. Unlike the traditional working class, these affluent workers were not motivated by working-class solidarity and the idea of 'sticking together'.	Their aspirations and their social and political values were not solely individualistic. There was plenty of evidence of <b>solidarity</b> among the interviewees rather than individualism.

**Key Question:** Do you think the traditional class structure still exists?

### LI: To identify and compare Marxist and Feminist views about Stratification.

Retrieval Starter:

	Davis and Moore study	Goldthorpe study	Ways to measure class
Fact 1			
Fact 2			
Fact 3			

#### DART

Marxists believe society is based on **inequality between social classes within capitalism**

Capitalist society = two basic classes:

- **Bourgeoisie (capitalists)** who own the means of production and effectively live off their investments, and the
- **Proletariat (workers)** – all those who have to work for a living.

**Exploitation** - the Bourgeoisie, who are the extreme minority, are wealthy because they exploit the proletariat. Social institutions maintain the power of ruling class elites and keep the system working for them at the expense of the working class. The **ruling-class ideology** disguise exploitation and causes a **false-class consciousness** where the proletariat are unaware of the exploitation.

**Conflict theory**- conflict of interests between the two classes places the workers and the ruling classes in a class-struggle. The conflict will end when the proletariat rise up to stop the exploitation and create a more equal society – **‘Communism.’**

**Inequality** = hard work will not be rewarded for the workers; they will not have the same opportunities or wealth enjoyed by the bourgeoisie

**Polarisation of social classes:** Marx believed the gaps between the proletariat and bourgeoisie would increase with new forms of technology replacing workers. He argued that small-scale owners, the petty bourgeoisie would be taken over by larger industries. This would shrink the bourgeoisie causing the growth of the proletariat.

The inequality would lead to social **alienation** with an unhappy proletariat treated like commodities feeling powerless.

#### Criticisms of Marxism:

- No social revolution has happened in the UK due to increased standards of living and the development of the welfare state.
- The Middle Class has grown as proof of social mobility which goes against the Marxist approach.
- Feminists argue that Marxists focus on class at the expense of gender.
- People have capacity to make their own decisions and change their destiny.

Modern Marxists have updated Marx's ideas. Graham Scambler (2016) argues we are in the era of financial capitalism where a tiny minority (1%) own the majority of wealth and power. They form a ruling oligarchy. Giant multinational corporations have too much power, they can influence governmental policies and avoid paying tax.



**Key Question:** Do you think that the idea of social alienation is relevant to life in Britain today?

Describe the experience of alienation at work (3 marks)

**Research** China, is the system truly communist? Is power shared?

**Feminists:** Feminism sees **divisions between men and women** as the most significant feature of society. Society is **patriarchal** – social institutions give power and influence mainly to men, excluding women = **gender inequalities**. Powerful social institutions such as religion and the media strengthen male dominance and put women in conflict with men.

**Conflict Theory** - Feminists argue that gender is socially constructed – the norms and values associated with masculinity and femininity are shaped by society, not by biology.

Cultural norms for women exclude them from opportunities and restrict their life chances.  
**Feminists would deny the idea of meritocracy.**

**Retrieval: Cornell note taking activity on Devine.**

### Lesson Seven Weber

#### LI: To explain Weber's ideas about class

##### DART: Max Weber

- German
- Writing at a similar time to Marx
- Interested in class but also in identity- saw how this could be different.
- For Weber- class was based on status and power and how skilled the worker is. More skills equals larger salary and job security.
- Your status depends on your MARKET position
- Lots of occupational classes all with their own life chances.
- Weber argues that we make judgements about people based on what they spend their money on (patterns of consumption).

##### Key Questions

1. What adverts suggest if you bought their product you would increase your status in society?
2. What else affects your social status?
3. Is celebrity status the most important type of status in society?

Also **Power** is important. What makes people powerful?

- How much influence you have
- Power in terms of politics
- Power in terms of influence
- Power in terms of bringing about social change

##### Weber's classes

- Property owning upper class (economic power)
- Professional middle class
- Petty bourgeoisie (lower middle-class owners of small businesses)

- Manual working class

What determines our class?

**FOCUS ON SKILLS: WRITTEN ACTIVITY**

**Determining someone's social class**

In 2014, a YouGov survey asked 3245 adults in Britain about the factors that determine social class. Respondents were asked: 'Which two or three of these, if any, do you regard as the most important in determining someone's social class?'

The survey results are listed below. Examine this information and answer the questions that follow.

How they look/the kind of clothes they wear	9%
How well off they are financially	30%
The kind of music, books and TV programmes they enjoy most	8%
The social class of their parents	22%
The sort of local area in which they live	24%
Their accent	9%
Their occupation	35%
Their views on politics and social issues	15%
Whether or not they went to university	6%
Whether they rent or own their home	8%
Whether they went to a state or private school	22%
None of these	18%
Don't know	10%

Source: adapted from YouGov/Prospect Survey Results, p. 1.

1 Which factor did the highest percentage of respondents see as most important in determining someone's social class?

2 Which factor did the lowest proportion see as most important?

3 What percentage saw parents' social class as most important?

4 What percentage of respondents did not know?

5 Explain one advantage of using a social survey to investigate people's views on social class.

6 Explain one disadvantage of using a social survey to investigate people's views on social class.

**Key points**

Weber argued that there was an expanding middle class. Do you agree?

He did not think that there was a polarisation of classes and did not agree with the Marxist prediction of the inevitable collapse of capitalism.

Rather than strict social classes, Weber argues that people make judgements about others based on patterns of consumption (what do people spend their money on?) e.g. cars, clothes, houses.

Party

- Weber uses this term not just to identify a political party but any organised group who try to exercise power e.g. trade union, Catholics etc.
- Weber does not believe that money matches power unlike MARX.

## FOCUS ON KEY THINKERS

### Weber writing on class in the late 19th and early 20th centuries

Max Weber (1864–1920) argued that classes were formed in marketplaces such as the labour market. In the labour market, one class of people hired labour and another class sold their labour. Weber (1947) saw the processes of hiring labour and the rewards (or life chances) that arose from this as crucial in explaining class.

Weber argued that a class is a group of people who have similar access to life chances; that is, chances of being successful (or otherwise) in life and opportunities in education, health and so on. Weber identified four main social classes:

- property owners
- professionals
- the petty bourgeoisie (for example, shopkeepers)
- the working class.

These different class situations reflected different market situations or different life chances in the labour market. Working-class people, for example, shared similar life chances in the labour market. However, they had different life chances from property owners.

Like Marx, Weber saw class as based on the distribution of economic resources such as wealth. However, Weber also stressed the importance of non-economic factors such as status (prestige) and power (political influence) in determining life chances and in shaping patterns of stratification.

Weber distinguished between class and status. While classes were formed in marketplaces, status groups could be identified by the prestige or honour attached to their styles of life. Weber argued that each of the four classes had a different amount of status, wealth and power.

In Marx's view, ownership was the most significant division in society. Other inequalities (such as status) arose from class divisions. Weber, however, saw class and status as two separate aspects of stratification. In Weber's view, a person's status may differ from their class (or economic) position. For instance:

- members of the aristocracy (such as a Lord or Lady) may have no savings but their title gives them status
- nurses or religious leaders may have relatively low incomes and no wealth but high status
- National Lottery millionaires may be very wealthy but lack status.

### Criticisms:

Marx argues that those who own the means of production are the most powerful thus linking social class and power.

### Summarise: How are Marx and Weber similar/different?

### Seneca: Socio-Economic Class and Socio-Economic Class 2

### Lesson Eight: Factors effecting Life Chances

#### LI: To explain the term 'life chances' and provide example

Copy the following definition:

Life chances: A life chance is an opportunity that someone has in life. Our life chances can be effected by the school we attend. Sociologists measure inequality by comparing the **life-chances** that different groups in society have – or don't have.

What other factors can effect our life chances?

List the characteristics of social groups in the UK with the best/worst life chances.

Education: 1980 a study called origins and destinations sampled 8,000 men born between 1913-1952. They found far more middle class males went to university than working class. This goes against the idea of a meritocratic society.

**Health:** There is a link between health and class. Babies born to working-class parents are more likely to have a low birth weight and later become obese and have dental issues.

Should people pay more tax to even the standard of healthcare? Do you think this would work?

## Factors Affecting life chances

There are many factors that influence the lives of individuals. After childhood and adolescence, people have a number of choices to make about their careers, education, (for instance whether or not to go to university), relationships, friendships, interests such as travel, and other goals and ambitions. Some people believe in the role of fate, luck or destiny, as well as the opportunities they happen to get and the choices they make.

However, the most significant of these factors is the 'birth lottery'. Using the four case studies, chart the potential life chances and likely pathways for each baby, born on the same day. Consider the following factors:

Social class, economic status, lifestyle (up to school age), school/college experience, leisure activities/holidays, social life, relationships, career aims/ambitions, general health and wellbeing.

### Luke (second child in family)

Parents: Keith, 29, a plumber and Michelle, 25 a mobile hairdresser. They live in an extended three bed roomed terraced house in a city centre street.

### James (first child in family)

Parents: Richard, 38 years old, an accountant and Jane, 34, a GP. They live in a five-bed roomed house with a large garden, in a village where properties are expensive.

### Javinder (fourth child in family)

Parents: Ali, 36, runs a general grocery store and Saleem, 28, helps in the store. They live in a large four bed roomed semi-detached house in a pleasant suburb.

### Karly (third child in family)

Single parent: Stacy, 22, unemployed and an alcoholic with depressive mental health problems. (father unknown) Stacey and Karly live in a two bed roomed flat on the sixth floor of a tower block in a run down area on the outskirts of the city

Complete **Seneca Quiz on Life Chances**.

**Lesson Nine:** The Affluent Worker (retrieval)

**LI: To understand the affluent worker study**

## Starter: Retrieval

The Affluent Worker Study by Goldthorpe

1. Where was the study based?
2. What method was used?
3. How big was the sample?
4. What % of manual worker had moved in search of work? (sign of privatised families)
5. What was instrumentalism?
6. How many years later did Devine repeat the study?
7. Did she agree with Goldthorpe's findings?
8. Was there more evidence of solidarity or individualism?

*In the late 1950s and early 1960s, some sociologists argued that a process of embourgeoisement was taking place. This means that some working-class families were becoming more middle class in their norms and values as their incomes and standards of living improved. Their increased wealth led to them adopting privatised lifestyles centered on the home and family and are motivated by material goods replacing the traditional value of community. They were called the new working class.*

DO YOU AGREE WITH THIS THEORY?

### Complete Cornell notes on Devine Study

This is an example of collective action with a strike in Dagenham:

<https://www.youtube.com/watch?v=3Vqq4LXaunQ>

Great British Crime Survey 2011:

<https://www.bbc.co.uk/news/magazine-22000973>

Plenary Recap:

1. What is social inequality?
2. What is achieved status?
3. What is often used to measure class?
4. What does alienation mean?
5. Give 2 factors that life chances are affected by
6. What does embourgeoisement mean?
- 7.

Complete **Seneca Quiz on the Affluent Worker**

### Lesson Ten: Social Mobility

**LI: To describe social mobility and explain why it has declined.**

#### DART

**Social Mobility:** Social mobility means the movement of an individual or group between different points on the social-economic scale.

Vertical social mobility describes upward and downward movements e.g. workers made redundant due to automation.

Intra-generational social mobility describes social mobility experiences during a lifetime.

Intergenerational social mobility describes mobility between generations e.g. son/daughter compared to their parents. Functionalists believe this is evidence of meritocracy.

What can result in Social Mobility?

- Educational achievements
- Marriage
- Windfalls e.g. inheritance/lottery
- Changes in occupational structure

Rates of Social Mobility

- A study by the sociologists Sorokin in America found that the American Dream was a myth. There is very little social mobility in reality. America is no more the 'land of opportunity,' than any other society.
- In the UK, since the end of WW2, jobs have less security, less pay and are often part-time.
- Due to the pyramid shape of British society, those at the top pass on their wealth, power and privilege to their relatives, this is even the case with inheritance tax despite efforts to ensure equality.

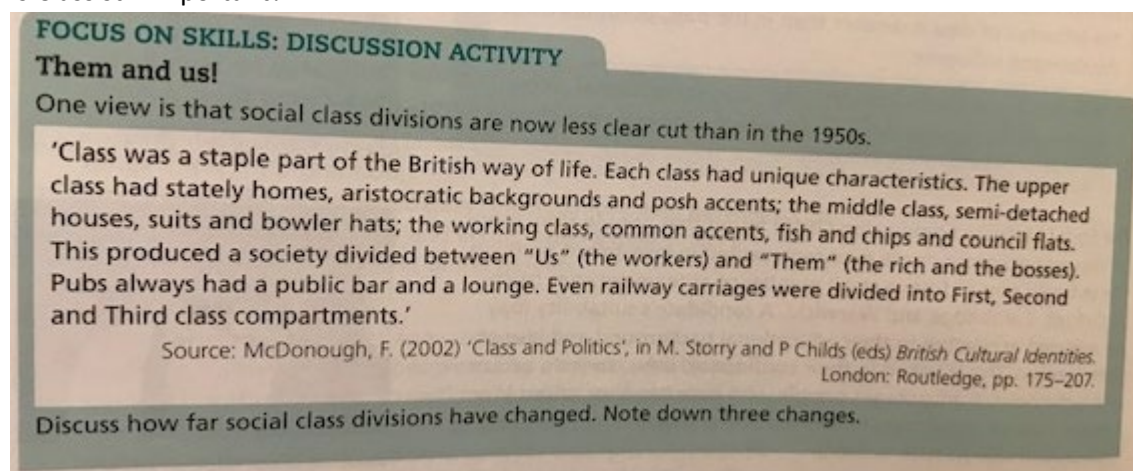


The report from 2015 showed high levels of social mobility with 80% of people born in the 1980s moving to a higher social class than their parents. However, most movement was short range. People from privileged backgrounds are over-represented in investment banking. Banks recruit from a small number of elite universities.

Problems measuring Social Mobility:

- Some studies of inter-generational mobility focus only on males.
- Studies that ask participants to remember their employment histories or those of their parents are likely to be unreliable.
- Mobility studies compare two points in time. This might not be representative of their employment history.

Is Class still important?



Class used to define political preference, working class used to vote Labour and middle class votes for Conservatives. This is no longer the case...class dealignment.

The working class has shrunk due to a decline in traditional manual jobs e.g. coal mining.

Membership of trade unions has also shrunk.

However, the 2016 British Social Attitudes survey found 60% people identified themselves as working class still!

Saunders (1996) argues that class origins and advantages associated (e.g. private school for middle class) are not particularly significant in shaping outcomes in modern Britain. He argues that the following combines to have an effect: parents (their social class, level of education and interest in their child's education), gender, type of school attended and conditions at home. He argues that an individual's ability and motivation is more important than social class and agrees with the concept of meritocracy.

Poor Kids documentary: <https://www.youtube.com/watch?v=i9aSp9bFmMg>

**Exam style question:** Identify and explain one reason why the importance of class may have declined over the last 50 years. (4 marks)



### LI: To identify and explain the link between gender and power

**Sex:** is someone is a male or female based on biological differences.

**Gender:** the social ideas associated with masculinity and femininity.

**Recap:** What is the name of the process which teaches us the norms associated with gender in societies?

Who teacher us our gender?

Feminists focus on gender inequality.

Holmes argues that we live in a patriarchal society. Society is controlled mainly by men, they have a bigger share of wealth and status.

Women are under-represented in power and decision-making positions e.g. MPs and Prime Ministers. There are also less women judges with women making up just 21% Court of Appeal judges and 21% High Court judges in 2016.

**Recap:** What is Patriarchy?

DART

Sylvia Walby defined patriarchy as ‘a system of social structures and practices in which men dominate, oppress and exploit women.’

She identified 6 patriarchal structures in society

The household

Paid work

The state ...disadvantage women who head lone—parent families due to poor welfare system

Male violence...lack of support from victim aid etc. Cases often unsuccessful at court

Sexuality; women feel expected to marry or cohabit with a man

Cultural institutions: the media still sexualise women.

The Crisis of Masculinity

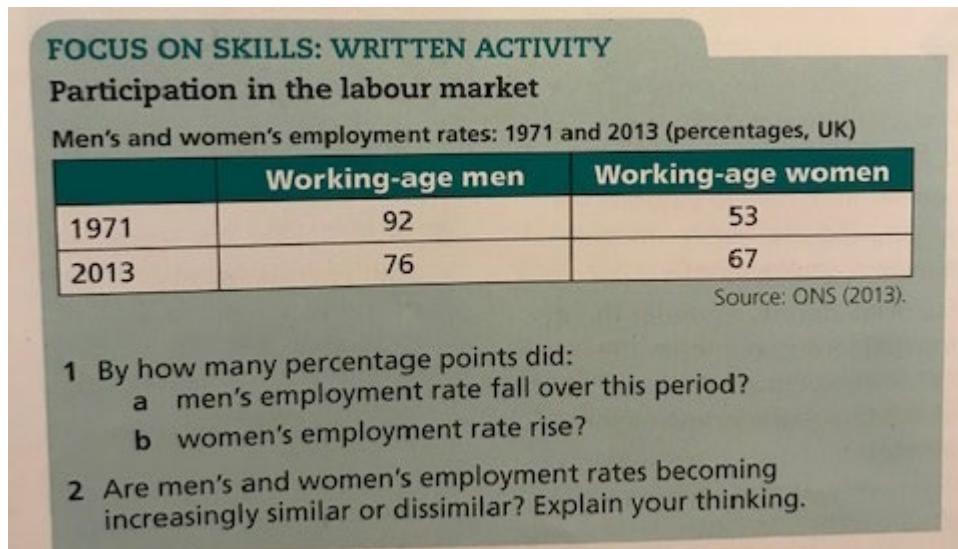
- Underachievement of boys compared to girls at school
- Decline of paid work in manufacturing and heavy industries
- Women’s increased participation in paid employment

**Exam style question:** Identify one way in which men have more power than women in society and explain why this situation continues today. (4 marks)

What’s changed?

Over the last 45 years there have been many changes to try to encourage equality. Women’s participation in the labour market has increased.

- Equal Pay Act 1970 means employers must pay men and women the same salary when they are doing the same work.
- Sex Discrimination Act 1975 illegal to treat someone less favourably because of their sex.



There are still gender dominated occupations e.g. fire fighting is male dominated.

Women are more likely to be in lower or middle level jobs.

Glass ceiling: invisible barrier which stops women earning as much as men. Data in 2015 shows women earning on average 1/5 less than men. The gap gets bigger at the end of worker's late 20's.

WHY DO YOU THINK THIS HAPPENS?

Who would be a powerful woman today?

<https://www.bbc.co.uk/programmes/articles/3J92brPmK0hskzhpTV3CrZ0/the-power-list-2013>

Why do inequalities still exist?

Continued sex discrimination within the workplace

Women's triple shift...Dunscombe and Marsden. **What responsibilities do women have?** Scott and Clery (2013) argue that gender inequalities in the home make it difficult to achieve equality in the workplace.

Childcare provision is so expensive that many females have to stay off work to bring up children.

**Exam style question:** Identify and explain one reason for the gender pay gap. (4 marks)

## Lesson Twelve: Ethnicity and Power

### LI: To identify and explain the link between ethnicity and power

When do you think the UK will have it's first black Prime Minister?

<https://www.independent.co.uk/news/world/americas/president-obama-absolutely-suffer-racism-us-president-a7465281.html>

### What is ethnicity?

An ethnic group is a social group whose members share an identity based on their cultural traditions, religion or language.

The term ethnic minority refers to a group of people who are from a different ethnic group to the general population.

### What is the difference between prejudice and discrimination?

## The Assimilation Model

This model originated from America and suggests that immigrants should abandon their own culture in favour of that of the majority.

### DO YOU AGREE WITH THIS?

#### Recap:

What examples of oppression by one race over another have you studied?

The term 'race' is used to refer to the idea that humankind could be divided into different 'racial groups' on the basis of natural, physical characteristics. Sociologists do not agree with this and instead argue that racial differences, like gender, are created by society rather than being rooted in biology. However, they recognise that prejudice and racism exist.

#### Power

There are very few MP's from minority ethnic backgrounds in the UK government. In 2015, approx. 13% British population were from ethnic minorities but only 6.3% MPS are.

Ethnic minorities are also underrepresented as senior police officers, teachers, judges and armed forces.

However, 40% NHS doctors are from minority ethnic backgrounds.

### WHAT HAS BEEN DONE TO TRY TO REMOVE INEQUALITIES?

Race Relations Act 1976 outlawed discrimination .

The Equality Act 2010 aims to protect people from unfair treatment and to promote a fair and more equal society.

The establishment of the Equality and Human Rights Commission.

The recognition of institutional racism in the Metropolitan Police (McPherson Report)

#### FOCUS ON SKILLS: WRITTEN ACTIVITY

##### Unemployment and ethnicity

The table below shows unemployment rates (the proportion of the economically active population who are unemployed) among different ethnic groups and by gender. Study this information and answer the questions that follow.

Unemployment rates by ethnicity and gender: UK, 2015. (percentages)

	Men	Women
White	4.9	4.5
Black	12.2	11.5
Asian	7.5	9.8
Other ethnic background	9.5	8.8
All ethnic backgrounds	5.4	5.1

Source: adapted from Delebarre, J. (2016) House of Commons Library Briefing Paper, no. 6385. 27 April, 'Unemployment by Ethnic Background', section 1.2, p. 4.

Unemployment rates in each ethnic group were higher among young people aged 16–24 years than in older age groups.

- 1 What percentage of black women was unemployed in 2015?
- 2 What percentage of white men was unemployed?
- 3 Among which ethnic group was male unemployment the highest?
- 4 Among which ethnic group was female unemployment the lowest?

Li and colleagues (2008) examined the position of different ethnic groups in relation to paid employment in 2004/5. They found that people from Indian and Chinese minority ethnic groups had the same chances of getting professional and managerial jobs as white British peers but men of black Caribbean ethnicity had lower chances. Weekly earnings were much lower for men of Pakistani and Bangladeshi ethnicity compared to their white peers.

Why does inequality still exist?

- Prejudice and discrimination still exist which can effect the chances of employment.
- Charles Murray (New Right) argues some members of minority ethnic groups form part of an underclass reliant on the welfare system.
- Marxists argue that those from minority ethnic groups and some women can be hired as a reserve army of labour in times of boom, they are often paid minimum wage and hired in zero hours contracts with no stability.

<https://www.theguardian.com/inequality/2018/jan/17/why-do-black-students-quit-university-more-often-than-white-peers>

**Exam-Style question:** Identify and explain one advantage of using group interviews to study minority ethnic groups' experiences of unemployment. (4 marks)

**Lesson Thirteen and Fourteen:** Age and Stratification

**LI: To identify and explain the link between age and power.**

**Starter:**

True or false. In the UK

1. You can legally get married at 16
2. You can get a credit card aged 18
3. You can leave home aged 15
4. You can buy cigarettes aged 18
5. You can buy energy drinks aged 12
6. You can get your provisional driving licence aged 17

**What stereotypes can you think of linked to age?**

Copy down these definitions:

**Chronological age:** Measuring age in terms of how long someone has been alive. This determines your rights and responsibilities.

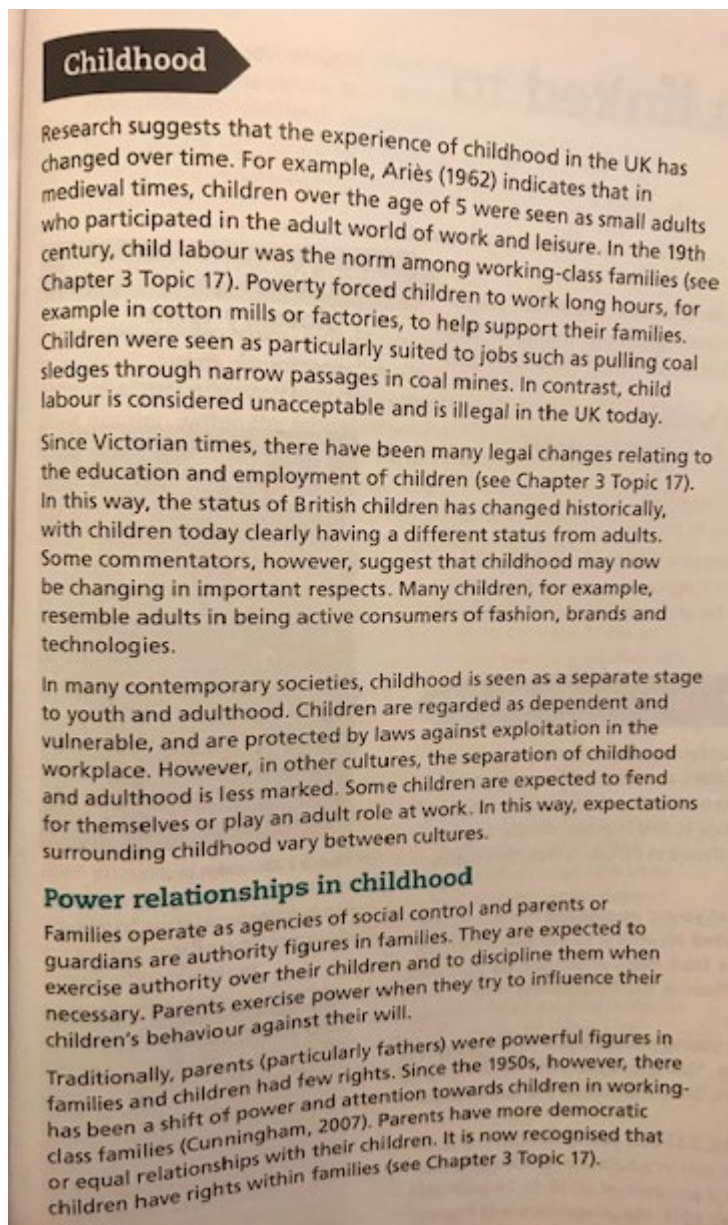
**Biological age:** where age is linked to someone's physical changes e.g. puberty.

**Age as a Social category:** the expectations we have of someone based on how old we think they are.

What do the following expressions tell us about society's attitudes to age? Are they offensive?

- Act your age!
- Mutton dressed as lamb
- You're as old as you feel
- Toy Boy
- Pester power
- You can't teach an old dog new tricks.





1. What did Ariès say about childhood during medieval times?
2. How were working class children treated in the 19<sup>th</sup> century?
3. How has modern childhood changed?
4. How is childhood protected in many contemporary societies?
5. How have power relationships within the family changed since the 1950s?

In contemporary Britain, youth is an important stage between childhood and adulthood. The transition can involve:

More independence from families

Moving out from the family household

Finishing full-time education

Moving into full-time paid employment

Gaining more power and status in society

Not all of these things are possible in modern society due to money issues. Unemployment is highest amongst 16-24 year olds.

### When does youth begin and end?

Mizen (2002) notes that there is no obvious agreement among politicians, policy makers and youth researchers about the age at which 'youth' begins or ends.

### WHAT DO YOU THINK?

**Young people and power**

The relationships between students and teachers has changed since the 1950s. In the past, teachers used physical punishment as agents of social control. This forced pupils to conform to the rules of the school. Education is now far more informal and democratic.

**HOW MIGHT THIS RELATIONSHIP CONTINUE TO CHANGE IN THE NEXT 50 YEARS?****Old people and power**

Before the introduction of a state pension in 1908, older people worked until they were physically unable to continue. Retirement is a new introduction to society.

In the UK, old age is feared, many people take steps to stop it e.g. botox, dying hair, plastic surgery.

**WHY DO YOU THINK THIS IS THE CASE?**

In other cultures, old age is valued and people enjoy a high status when they reach old age.

Ageism: a situation in which a person is treated differently and less favourably on the basis of their age. The Equality Act 2010 protects people from age discrimination. In the year ending March 2011, 6800 claims were filed for age discrimination.

**How does the media present different age groups?**

1. <https://www.youtube.com/watch?v=KMPzV2Ij2QA>
2. <https://www.youtube.com/watch?v=pN7ElpqrPw8>
3. <https://www.youtube.com/watch?v=inYaBPWdZIM&t=1s>

**Age, Gender and TV presenters:**

In 2013, Harriet Harman MP revealed research findings showing that the vast majority of TV presenters aged over 50 in the UK are men. Only 18% are female.

**Identify 2 possible reasons for this.**

The social position of older people varies between individuals. Some experience poverty whilst others enjoy an affluent lifestyle. Many pensioners are likely to live on a low income over time.

**Exam-style questions**

Identify and explain one way in which expectations surrounding childhood have changed in recent years. (4 marks)

Describe what is meant by age discrimination (3 marks)

**Revision of unit so far**



GCSE GRADE	Education Assessment Ladder		
	AO1	AO2	AO3
9	Candidates recall, select and communicate accurate and detailed knowledge and a comprehensive understanding of relevant social structures, processes and issues. Thorough answers demonstrating detailed, relevant knowledge and understanding of a range of factors. Evidence of appropriate and sustained sociological language, theories and concepts and these are described in detail. Excellent SPaG	They recognise issues and debates and deploy relevant evidence to reach valid and substantiated conclusions. They analyse links between structures, processes and issues to produce grounded and detailed analyses. The explanations will be fully developed and linked to current affairs and the wider world.	A fully developed analysis and evaluation of the relative importance of a range of factors linked to the topic. There is a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured to support judgements and original and thorough conclusions. They evaluate the use of a range of appropriate methods, sources, information, sociological theories and data to address a question or issue and reach substantiated conclusions.
8	Candidates recall, select and communicate detailed knowledge and thorough understanding of relevant social structures, processes and issues. Coherent answers demonstrating detailed, relevant knowledge and understanding of a range of factors. Evidence of appropriate and sustained sociological language, theories and concepts and these are described in detail. Excellent SPaG	They apply relevant concepts, terms and theories effectively in a range of contexts. They recognise issues and debates and deploy relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce detailed analysis. The explanation will be fully developed.	A developed analysis and evaluation of the relative importance of a range of factors linked to the topic. There is a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured to support judgements, and a conclusion linked to the specifics of the question. They identify, explain and evaluate the use of a range of appropriate methods, sources, information and data to address a question or issue.
7	Candidates recall, select and communicate detailed knowledge and understanding of relevant social structures, processes and issues. A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to the topic. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail. Very good SPaG	They apply relevant concepts, terms and theories effectively in a range of contexts. They include relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce analysis. The explanation will be fully developed.	They identify, explain and evaluate the use of appropriate methods, sources, information and data to address a question or issue. They interpret information and data presented in a variety of forms, evaluate its relevance in relation to the arguments, and reach substantiated conclusions. There is a sustained line of reasoning, which is coherent, relevant and logically structured to support judgements, and a conclusion linked to the specifics of the question.
6	Candidates recall, select and communicate detailed knowledge and understanding of relevant social structures, processes and issues. A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors, though some factors will be described in less detail than others will. There will be evidence of appropriate and sustained	They apply relevant concepts, terms and theories effectively in a range of contexts. They recognise issues and debates and deploy some relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce analyses. The explanation will be well developed.	Very detailed analysis and evaluation of the relative importance of relevant factors. They interpret information and data presented in a variety of forms, evaluate its relevance in relation to the arguments, and reach substantiated conclusions. They use concepts, terminology and conventions accurately and appropriately. Reasoned points may not be sustained throughout but are coherent and

	sociological language, and concepts are described in detail. Very good SPaG		relevant to support judgements and a conclusion linked to the question.
5	Coherent answers demonstrating detailed, relevant knowledge and understanding of relevant factors. Candidates recall, select and communicate sound knowledge and understanding of different social structures, processes and issues. There will be evidence of mostly appropriate sociological language and concepts, but these are not always in detail. Good SPaG	They apply appropriate concepts, terms and theories in a range of contexts. They analyse, in a limited way, the structures, processes and issues mentioned in the specification. They recognise and describe relevant issues, referring to appropriate arguments and evidence. They make straightforward links between structures, processes and issues. The explanations will be developed.	A well-balanced analysis or evaluation of relevant factors. Reasoning may not be sustained throughout. A relevant judgement or conclusion in relation to the specifics of the question. They identify and explain, in a limited way, the use of methods, sources, information and data to address a question or issue. They deploy a range of information and data as evidence for conclusions.
4	Answers has some coherence, demonstrating partial knowledge and understanding of factor(s), though lacking in detail and with inaccuracies. Candidates recall, select and communicate knowledge and understanding of different social structures, processes and issues. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	Explanation may be undeveloped and contain inaccuracies. They apply appropriate concepts, terms and theories in a range of contexts. They offer some analyses of the structures, processes and issues covered. They make very straightforward links between structures, processes and issues.	Some balanced analysis or evaluation. Some judgement or conclusion in relation to the specifics of the question. They identify and explain the use of methods, sources, information and data to address a question or issue. They use some information and data as evidence for conclusions.
3	Some knowledge and understanding of some factor(s). Candidates recall, select and communicate limited knowledge and understanding of some social structures, processes and issues. There will be limited evidence of sociological language and concepts.	Some explanations given will be undeveloped and contain inaccuracies. They identify and explain the use of methods, sources, information and data to address a question or issue largely using non-sociological language.	Limited analysis or evaluation only, with some judgement or conclusion in relation to the specifics of the question. They identify evidence in a very limited way, the use of methods, sources, information and data to address a question or issue. They present simple conclusions that are supported by evidence.
2	Basic knowledge and understanding of some aspects of social structures, processes, and issues. There will be very basic evidence of sociological language and concepts.	Very basic explanations will be undeveloped and contain inaccuracies. They identify and explain in a simple way the use of methods, sources, information and data to address a question or issue.	Very basic analysis or evaluation, if any. They identify evidence and relate it in a simple way to arguments. They present simple conclusions that are sometimes supported by basic evidence.
1	Very Basic knowledge and understanding of some aspects of social structures, processes, and issues. Little, if any, evidence of sociological language and concepts.	Any explanations will be undeveloped and/or inaccuracies. They identify and describe some of the use of methods, sources, information and data to address a question or issue.	Little analysis or evaluation, if any. They identify limited evidence and make basic links to the argument. They present simple conclusions.