

# Candidate 4 evidence

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1.	<p>one feature of symbolic interactionism is significant other. This means that it argues that our behaviours and attitudes are influenced by actions / interactions with significant other within our lives. Therefore we alter our behaviour, depending on the reactions of influential significant other, so <del>then</del> we lean more into the behaviour that significant other applaud and steer away from behaviour that significant other seem <del>to</del> to disapprove of. For example a toddler who is told off <del>for</del> by a parent for a particular action will be unlikely to carry out the behaviour again due to the disapproval of the significant other (the parent).</p> <p>Another feature of symbolic interactionism is the multiple role model. This means that symbolic interactionism argues that in society we take on multiple different roles depending on the situation we are in and that each person in society has multiple roles within their daily lives. <del>For</del> For example, a mother is not just a mother but a daughter, a sister, potentially a teacher, a friend and a wife and switches into these different roles depending on the situation she is in.</p>



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3.	<p>Both consensus theories (functionalism) and conflict theories (marxism and feminism) use their theories to describe and explain human behaviour within society. This means all of the key features of their theories are description into how and why humans act in the way they do and <del>how</del> <sup>why</sup> society acts in the way it does. For example functionalism argues social mobility is possible through meritocracy (hard work = high rewards), marxism argues that social mobility isn't possible and is 'social class' 'hardened and fixed' and feminism argues that social mobility is much more restricted for women within society due to patriarchal institutions.</p>	
	<p>Another similarity between consensus theory (functionalism) and conflict theory (marxism and feminism) is that they are all structural theories. This means that they are all top down theories that argue that institutions control, shape <del>or</del> individuals within society. For example functionalism argues that there are roles and inequality between roles in society that are in place in society for each person and that this is functional for the smooth running of society. Marxism argues that in</p>	

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3	<p>a capitalist society Bourgeoisie <del>have</del> own  <del>const.</del> of institutions have control over working class  proletariat and exploit them for profits. And  Feminism argues that patriarchal institutions  exploit and disadvantage women and advantage  men.</p>	
	<p>A difference between consensus theory (functionalism)  and conflict theory (feminism and marxism) is  that <del>the</del> consensus theory / functionalism argues that  institutions do control and shape and limit  individuals but that this has positive impacts  on society and is a positive thing eg <del>wealth</del>  <del>part</del> women as the role of mother / housewife  and men as the role of worker is functional  and positive for the running of society. Whereas  conflict theories (marxism and feminism) argue  that institutions control, shape and limit individuals  and that this is a negative thing that has  negative effects on individuals eg marxism argues  that proletariat are exploited negatively by bourgeois  institution owners and feminism argues women  are unfairly disadvantaged by patriarchal institutions.</p>	

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4.	<p>One stage of the research process is the Hypothesis stage. This is the second stage of the research process. This is when <del>the</del> the literature analysis compiled in the theory stage is reformed into one or more testable and accurate statements - hypotheses - that can be tested in the field work stage. An example of an hypothesis is - Social Media has a negative impact on teenage mental health.</p>	
	<p>Another stage of the research process is the fieldwork stage. This is the fourth stage. This is when the research is carried out using the measurements, research method and sample chosen in the operationalisation stage to gather quantitative or qualitative data (whatever was decided in operationalisation) to test the chosen hypothesis. For example the survey would be carried out on a class of school kids to gain quantitative data on the impact social media has on their mental health.</p>	

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5.	<p>One feature of focus groups is that interviews of the group are all done at the same time, where <del>the members of the group</del> <del>get</del> - This means the group is interviewed together and the members can discuss answers and build off each other's ideas, in order for the researcher to gather qualitative data. For example the members could all be asked the question of the impact of social media on teenagers and they can discuss opinions with each other while the researcher takes notes and gathers data.</p> <p>Another key feature of focus groups is that it is a primary, micro qualitative method. This means the research is carried out first hand by the researcher <sup>(primary)</sup> and a small (micro) group is interviewed. The group is asked a general topic / question which leads to discussion allowing the researcher to gather in depth (qualitative) data on the topic <del>in</del> <del>order</del> in order to develop conclusions. Eg a group of employees in a company asked in person about the topic of discrimination in the workplace.</p>

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5	Which is a primary, macro, qualitative way of research.
6	<p>One strength of participant observation as a research <del>method</del> method is that the researcher gets a true and accurate insight into human behaviour. This means that <del>if</del> the covert (undercover) participant observation allows the researcher to become part of the group he is researching to gain their trust and get a true and unfiltered representation of the group behaviour. Eg if a researcher goes undercover as a policeman in a police station where the group believes he is a real policeman he can gain their trust and <del>see</del> see first hand the real thoughts and moods and behaviour of the policeman. Where as if overt non participation observation was used the police may alter/better their behaviour as they know they are being observed so findings may be less accurate.</p>
	<p>One weakness of participant observation is that it is costly in terms of researcher time <del>and money</del>. This means that the researcher has to spend a lot</p>

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6. Conds	<p>time becoming ingrained in the group and observing them and then a lot of time after analysing their behaviour <del>eg the</del></p> <p>eg the secret policeman taking months and months to train in the police and become a policeman which is very time consuming. Where as a survey on behaviour of police would take much less researcher involvement and time.</p> <p>Another weakness of participant observation is that it is argued that it is unethical. This means it is unethical as the group that are being observed are unaware that they are as the research is covert. eg the policemen didn't know the secret policeman was filming them and observing them. Where as overt participant observation means the group know they are being watched so <del>behaviour</del> it is more ethical.</p>

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7.	<p>Socialisation impacts on the formation of identity in many ways. Primary socialisation is socialisation that happens within the family usually between the ages of 0-5. Family is the primary agent of socialisation.</p> <p>Family (primary agent of socialisation) impacts on the formation of age identity by giving children of different ages different levels of responsibility. Eg older children may be allowed to go out unaccompanied to see their friends, whereas younger children have to be with a parent when they go out. This therefore contributes to the formation of age identity.</p> <p>Family, the primary agent of socialisation also impact on the formation of gender identity by giving boys and girls different toys. One study found girls were encouraged to play with dolls to prepare them for role of housewife eg dolls, kitchen and boys were given toys to prepare them to be tough eg guns and swords. Therefore impacting on the formation of gender identity, by reinforcing gender roles.</p>



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8.	<p>one sociological theory that explains high culture and popular culture is Marxism.</p> <p>Marxism says that the owning class Bourgeoisie are part of High Culture and can prevent Proletariat working class from accessing High Culture. This means they can make high culture activities such as opera, game shooting, the ballet, golf unavailable to the proletariat class by making them expensive, ticketed exclusive events that the proletariat cannot access. Eg. By making opera tickets too expensive for proletariat class. Meaning High Culture is only accessible to Bourgeoisie.</p> <p>Marxism explains that the Bourgeoisie media often influence popular culture. This means they use their power and higher status within the media to advertise and promote certain things in the media eg singers, TV shows, products to make it gain popularity and make it a part of popular culture, which is culture that is accessible to the masses and is ever changing eg popular singers - Justin Bieber etc.</p>

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8.	For example Bourgeoisie media owners	
Cont.	influence popular culture by advertising and	
	upsetting on TV shows such as Iac Island,	
	making it grow in popularity and become a	
	part of popular culture.	
	Marxism explains that the Bourgeoisie media	
	owners can influence high and popular culture	
	by making parts of high culture a part of	
	popular culture. This means media owners	
	(Bourgeoisie) can advertise aspects of high	
	culture eg Golf within the media to	
	make it appealing to the proletariat class and	
	desire to the masses so it then becomes	
	popularised and a part of popular culture	
	For example this has happened with	
	the brand Burberry and the sport Golf.	

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9a)	<p>One finding of the Folk Devil and Moral Panic study by Cohen, is that the media painted exaggerated and distorted <del>then</del> pictures of the Mods and Rockers, labelling them as aggressive and suggesting full scale riots. This shows that the older generation media owners have power over the youth subculture groups to try and persuade them to conform again to society's cultural norms instead of the subculture norms of mods and rockers by showing them in the media.</p>
	<p>Another finding of the Folk Devil and Moral Panic study by Cohen is that the distorted portrayal of the Mods and Rockers within the media created a 'deviance amplification spiral' where the mods and rockers internalised the label of aggressive and acted into it and therefore police arrested anyone who even associated with mods and Rockers even if it was unfair to do so. This means that the youth subculture rebelled and rejected mainstream culture even more. And that the older media owners have power to influence the Police</p>

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9a)	and the Mods and Rockers view of themselves
(cont)	as internalising label took place. This also highlights
	that the older age identity groups (police +
	Media owners) have power over the youth
	subculture (younger age identity) groups.
9b)	one strength of the study is that it used
	face-to-face interviews as a research method.
	When Cohen interviewed the Mods and Rockers
	in person on their recollection of the event.
	This is a strength as it <del>gave</del> gave <del>it</del> a
	real life recollection of the events, <del>meaning</del>
	of people who were actually there, making the
	<del>data</del> data more reliable.
	Another strength of this study is that it
	used media analysis of newspapers as well as
	interviews as a research method. This allowed
	comparison between primary and secondary
	data which gave <del>more</del> highlighted the
	difference and showed <del>these</del> the exaggeration
	of the media articles. This is a strength as
	Cohen would otherwise not have been able
	to collate his findings and it also gave more
	in depth research.



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10.	<p>A social issue I have studied is Educational Attainment Inequality. Educational attainment inequality is unequal opportunities being presented to different subgroups of a population due to factors such as class/income, race, gender etc. This results in an attainment gap which is a differing level of achievement between different groups within the education system. Class/income is a large factor in Educational attainment inequality, this is shown in the statistic that predicts by the age of 16 low income kids will be around two years behind high income kids. This gap was widened in the pandemic as kids from a richer background had access to material that poorer background kids did not. It has been predicted that it could take up to a decade to close the gap between poorer background kids and richer background kids to what it was before.</p> <p>One study that explored Educational attainment inequality was Kingdon and Casen.</p> <p>One finding from Kingdon and Casen is that</p>

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10. Cont	<p>boys outnumbered girls as low achieved by 2 to 3. This means boys are more likely to achieve poorly. This shows that boys are likely to have lower grades than girls and that boys are more likely to be affected by outside factors that impact on attainment, meaning there is an educational attainment inequality between boys and girls.</p> <p>Another finding of Kingdon and Casien in relation to educational attainment inequality is that boys and girls claim an equal claiming free school meals is equal. Claiming free school meals is an indication of a low income background. This shows boys and girls from low income background is equal but the previous finding highlighted boys have a higher chance of attaining poorly. This shows that low income / low class has a greater impact on boys attainment than girls, contributing to educational attainment inequality.</p> <p>Another finding of Kingdon and Casien is that only 14% of the incidences of low attainment are to do with the school and the quality of the school. This shows that</p>

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10. (cont)	<p>most incidences of low attainment will be as a result of factors other than school quality, showing there are many influences that cause educational attainment inequality.</p> <p>one strength of this study in terms of its explanation of educational attainment inequality is that it used a large sample of over half a million students, from multiple different schools across multiple different local authority areas. This means findings can be generalised easily and that results are likely very reliable, and will perfectly explain reasons for the inequality.</p> <p>another strength of this study is that it is a longitudinal study - meaning it researched multiple different factors on attainment over a period of time. meaning that the results gathered will be more accurate in explaining <del>that</del> educational attainment inequality.</p> <p>Another strength of this study is that it is a robust sociological study as it explored not one but 4 different measures of attainment. This makes the findings of the level of attainment accurate and gives a clear picture of the attainment of the pupils to determine</p>

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10.	The inequality between them.
CONV.	A weakness of this study is that it
	was done over a decade ago so findings
	won't give a representation of educational
	attainment inequality in 2024, so should
	be repeated as potentially outdated.
	Another weakness of this study is that
	it was done in schools and England
	only so findings cannot be generalised
	and doesn't give an indication of educational
	attainment inequality in the rest of the UK.
	One structural theory that can be used
	to explain Educational attainment inequality
	is Marxism.
	One key feature of Marxism that explains
	educational attainment inequality is that
	<del>there</del> there are two social classes in a capitalist
	economy and this is what causes inequalities.
	This means that Marx argues you are either
	proletariat or Bourgeoisie and inequalities within
	society are a result of these social classes
	<del>This then that</del> This means that Marx argues

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10.	that poor attainment within school would be a
Conse	quent of being in the Proletariat class and
	vice versa; Showing that educational attainment
	inequality is a result of inequalities between
	Proletariat and Bourgeoisie in a capitalist economy.
	Another key feature of marxism is that
	social class is 'ascribed and fixed' this
	means that social mobility is not possible and
	that if you are a proletarian kid you will
	grow up to be the next generation of
	proletarian adults and vice versa. So proletarian
	kids will attain poorly in schools and
	therefore be left behind in <del>the attainment</del>
	low pay jobs and Bourgeoisie kids will
	get high paying jobs. This shows that marxism
	argues that, <sup>for example</sup> the kids claiming free school meals
	in Kingston and Gatten (proletarian kids)
	will attain more poorly, causing educational
	attainment inequality.
	Another key feature of marxism is that it
	argues that <del>social class</del> institutions reinforce
	class inequality and therefore cause attainment

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Cons.	<p><del>has</del> inequality. This means institutions such as schools reinforce inequality as poorer kids can't afford same opportunities as richer kids eg materials, private school and trips meaning they get a less fulfilled education leading to educational attainment inequality.</p>
	<p>A strength of marxism is that it correctly argues that social class in some cases is ascribed and fixed and that this results in poorer school attainment for poorer background kids and attainment inequality and therefore poorer jobs. eg. A study at columbia university showed that 5% of adults who were never poor in childhood were poor at 20 and 25 and 46% of 25 year olds and 40% of 20 year olds <del>were</del> who were poor for 8-14 years in childhood were poor in adulthood. - Showing social class is ascribed and fixed.</p>
	<p>Another strength of marxism is that as a structural conflict theory it correctly describes how institutions eg schools reinforce class inequality. Eg. Private schools (where richer Bourgeoisie kids</p>

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10.	<p>attend have more opportunities available and less than leading to higher attainment than public schools that proletarian poor kids attend, leading to educational attainment inequality.</p> <p>A weakness of Marxism is the functionalist criticism that it fails to recognize that educational attainment inequality is a result in different levels of effort as Meritocracy argues by higher effort = higher reward but Marx doesn't recognize this.</p> <p>Another weakness is that feminist criticizes Marx for failing to recognize that gender inequality as a result of patriarchal institutions is the cause of educational attainment inequality and that masculinity means boys get better opportunity than girls.</p>

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10	An action theory that explains educational attainment inequality is Labelling / Symbolic interactionism.
	<p>One key feature of labelling that explains educational attainment inequality is that pupils are labelled as low or high attainers and that those around them only see that label and therefore only interact with that label, making it become 'the pupil's marker status' and causing educational attainment inequality. eg teachers told that a pupil is low attainer will give the pupil lower work <sup>poorer grades</sup> <del>work</del> <del>in general</del>.</p> <p>Another key feature of labelling is that pupils internalise the label and believe it to be true, so act into it, creating a self fulfilling prophecy <del>for</del> for the pupil meaning their label from society determines attainment level eg those labelled high attainers will work extra hard to act into the label so will attain more highly.</p>
	A key feature of symbolic interactionism is that actions / interactions with significant others

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10.	<p>impact on pupils views on themselves and their action. Eg if a significant other like a teacher rewards a child for their work the child will want to work harder to get this reward again and will attain' more highs. which therefore explains educational attainment inequality.</p>
	<p>A strength of labelling is that it does take place and does affect how others view the pupil who was labelled, as shown in Rosenthal and Jacobson study where the teacher gave the pupils who were randomly labelled as high achievers more challenging work leading to them doing better in the next test. This shows that one of the factors in England and Wales that affected high attainment other than school quality was the labels pupils had.</p>
	<p>Another strength is that self fulfilling prophecy does take place. This means poor pupils do internalise and act into labels given to them, which does impact on levels</p>

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10.	<p>of attainment and attainment inequality as shown in the first study where teachers labelled pupils who were from lower income backgrounds as low achievers and the pupils began to believe this for themselves. Or in Rosenthal and Jacobson where the higher attainment results for the high attainer labelled kids proves that these kids internalised their labels causing attainment inequality.</p>
	<p>one weakness of labelling is that internalising the label doesn't always happen as some pupils will attain highly despite the label of low attainer as they will reject the label and aim to prove it wrong. Eg in Kingdon and Carter where even though equal boys and girls were <del>poor</del> poor and were expected to achieve more poorly, boys did worse than girls by 2 to 3, showing some girls rejected the label and worked hard to attain highly despite their background.</p>
	<p>another weakness of labelling is the functional criticism that despite the label given to a</p>

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16. pupils they should be able to work harder to achieve more highly through meritocracy and that labelling fails to recognize this functionalist argument.

Overall educational attainment inequality is an ongoing issue and government support should be in place to support kids who are disadvantaged so all kids can get a fulfilled education.