

## Candidate 2 evidence

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
	Human Society
1a)	One feature of common-sense approaches to understanding human society is, it is based off of <del>the</del> a personal experience or what the person has heard from others.
	- Another feature of common-sense approaches is it is bias <del>to</del> for the persons point of view as has no real evidence toward it however the person often doesn't have an open-mind to the real reason.
b)	One feature of questionnaires is they are often closed question which only let <del>the</del> respondent answer with yes/no/i don't know. <del>I don't take</del>
	- Another feature is they can be done <del>to</del> face to face or through the internet (like email) & <sup>often</sup> produce quantitative data (as there is only a couple responses available).

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN

c) One advantage of unstructured interviews is the interviewee can get into depth on what their being asked meaning the interviewer can receive full answers.

Another advantage of unstructured interviews is there is no set questions so the interviewer can ask the respondent follow up questions for indepth answers for their research.

d) One advantage of participant observation is the researcher is present during everything so they can experience what the subjects experience. This means they can hear everything said & see what fully goes on & gets true insight on what their researching.

One disadvantage of participant observation is if done overtly the subjects might be different-behave differently-knowing they are being observed & would create the research to be invalid (wrong).

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
e)	<p>One feature of structural perspectives is they look at laws &amp; the government then look at individuals - look at the bigger picture -.</p>
	<p>- Another feature is they use a 'top-down' approach &amp; <del>use</del> are 'macro' sociology.</p>
	<p>- Another feature is the often <sup>use</sup> <del>receive</del> quantitative data in their research.</p>
f)	<p>action perspective explains relationships among individuals, groups &amp; institutions in society.</p> <p>They believe language &amp; shared understanding between people &amp; <del>the</del> is very important in society.</p> <p>- They their focus is on individuals &amp; small groups first &amp; how people themselves effect society.</p> <p>- They believe individuals &amp; their relationship is much more important <del>to the world</del></p> <p>- They believe individuals can help change the world by themselves or <del>in</del> small groups &amp; individuals themselves can help the world &amp; do what they want to do.</p>

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THE MARGIN
	<u>Culture &amp; Identity</u>	
2a)	<p>Values <del>norms</del> are often told/taught by guardians, family, friends &amp; schools (teachers) &amp; most people share the value <del>norm</del> through their cultures/countries/towns &amp; teach each other through socialisation.</p> <p>- norms are often passed through by parent/guardians to their children in primary socialisation. However not all parent teach their kids these norms so they get taught through secondary socialisation. In most countries the norms are the same.</p> <p>- rules are often passed down by parents, teachers, friends, media &amp; the government they are often re-told very often as they are important. Most people brake rules set by these people &amp; some braking of the rules are more consequential <del>consequential</del> than other. like if.. a <del>parent</del> <sup>child</sup> brakes a rule <del>be</del> put in place by their parent they might get told of however if someone brakes a rule set by the government they would have to pay fines or get jail time.</p>	

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
b)	One feature of <del>a</del> <sup>rocker</sup> <del>subcultures</del> subcultures is they often wear hard boots, black 2nd hand clothes, big belts, have <sup>tattoos</sup> <del>tattoos</del> , messy hair.
	- <del>They</del> Another feature of rocker subculture is they ride red, black or blue (dark coloured) big motorbikes that often brake the speed limits.
	- Another feature is they often listen to hard <del>rock</del> <del>rock</del> <del>rock</del> <del>rock</del> <del>rock</del> <del>rock</del> rock & roll music with loud beats.
e)	<del>sociologists</del>
c)	by using the term diversity sociologists mean the difference different people in society. - how different certain <del>societies</del> societies are specifically to other societies. - & even though <del>ex</del> everyone in a society is unique & different they still live in the same society with each other.

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	<u>Social Issues</u>	1
3a)	The role of research evidence in sociology is to support what the researcher is saying. If the research had no evidence behind what it was saying the research would be invalid as there is nothing to back up what the research is saying.	
b)	Structural theory <sup>would</sup> <del>was</del> look at the <del>gender</del> <del>of</del> <del>the</del> <del>children</del> children in the school/class their <del>use</del> using for their research & look at the highest bracket of kids & the lowest, & look at the genders of them & use the answer they received to explain the role that gender plays in differential achievement in education.	
c)	<del>Generationalism - This is when someone believes</del> <del>that you should be judged by your parents</del> <del>and not by your own work</del> <del>you should be judged by your parents</del>	
-		

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
c)	
i -	<p><del>When</del> when if a teacher tells a student you will do well in life they will do better than a student that was told they would do awful as they will likely live to this expectation as they feel that what they should be doing.</p>
ii -	<p>One finding from research evidence is that if someone was to walk in a class &amp; tell the teacher that a certain handful of children will do great in the class &amp; another handful will do bad &amp; come back a year later the kids that were said would do great would be at that expectation &amp; the kids told that would do bad who be at that expectation. This is because the teacher payed more attention to the students that would do 'great in the class'.</p>
	<p>Another finding is if the teacher has as &amp; believes a stereotype about a certain pupil &amp; say it was bad the teacher is likely to - without even possibly noticing -</p>

ENTER NUMBER OF QUESTION		DO NOT WRITE IN THIS MARGIN
	treat the student different to someone they	
	believe - stereotyped - to do better.	

ENTER NUMBER OF QUESTION	DO NOT WRITE IN THIS MARGIN
ii)	<p>One finding of research regarding crime is that people of colour get stopped and searched four times as often as their white counterparts. This shows that the police force is structurally racist, which causes crime to be a social issue.</p>
	<p>Another finding of research regarding crime is that boys simply have more opportunities to do crime. This means that when girls are driven to places, for example a shop, boys will walk there <del>at</del> instead, giving them an opportunity to commit crime.</p>