

Candidate 3 evidence

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1.	
<p>a) One feature of the common-sense approach to understand human society is that it does not acknowledge bias. It can be either naturalistic or individualistic. This means that the common-sense view explains society in a manner that is either natural or god-given, or it explains society in a way that just uses personal views and experiences as the base line.</p>	
<p>Another feature of the common-sense approach to understanding human society is that it doesn't acknowledge bias. This means that the common-sense view is often biased and presents that bias as being factual.</p>	
<p>b) One feature of questionnaires is that they are quantitative. This means that the data recorded from these questionnaires can easily be turned into statistics and numbers.</p>	
<p>Another feature of questionnaires is that they are quantitative. They ask closed questions. This means that the questions often asked in questionnaires are yes or no questions.</p>	

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c)	<p>One advantage of unstructured interviews is that they are qualitative. This means that the answers that the researcher receives will be in-depth and personal.</p>
	<p>Another advantage of unstructured interviews is that the researcher isn't limited to the amount of questions they can ask. This means that if a certain topic comes up, the researcher</p>
	<p>Another advantage of unstructured interviews is that the researcher can ask follow-up questions. This means that if the respondent gives a particularly interesting answer, the researcher can dig deeper into what they mean.</p>
d)	<p>One advantage of participant observation is that it is qualitative. This means that the answers the researcher receives will be in-depth. For example, if a researcher was to conduct research on a gang, perhaps covert participant observation will reveal much more of the gang's true nature than an open interview, therefore giving them in-depth answers.</p>
	<p>One disadvantage of participant observation is</p>

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d)	<p>that people will change their behaviour if they know they're being observed. This means that the data recorded will not be as accurate as it should be. For example, if a headteacher was to observe the behaviour of a class, the students would act much differently than how they usually do.</p>
e)	<p>One feature of the structural perspective is that it is macro. This means that it focuses on the large scale impact in society and disregards individual action.</p>
	<p>Another feature of the structural perspective is that we have very little free will over the things we do. This means that the structures in society influence us so much that we don't actually have as much free will as we believe to have.</p>
	<p>One more feature of the structural perspective is that it focuses on the institutions and structures in society. This means that the structural perspective looks at how institutions and structures in society work together and how they influence us.</p>

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1	<p>The action perspective believes that small scale interactions can have an impact on wider society. This means that if enough people stand up for a cause, the institutions and structures in society can be changed. For example, Rosa Parks refusing to give up her seat for a white person sparked enough people to stand up, which eventually led to the Montgomery Bus Boycott, which led to segregated seats being unconstitutional.</p>
	<p>The action perspective believes that individuals have the free will to decide for themselves. This means that people have the capacity to protest and not be as influenced by the structures in society. For example, Rosa Greta Thunberg decided to skip school and instead protest against climate change and for action to happen. This act of free will eventually led to her speaking in front of the UN and changing the way the government thought about global warming.</p>
2.	
a)	<p>Rules are passed down in families through socialisation. This is done in the manner of rewards and punishments throughout primary socialisation, the family.</p>

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	<p>c) as well as secondary socialisation, education, the workplace, and religion. Not only are rules passed down this way, but so are norms and values.</p>
	<p>In terms of primary socialisation, rules, norms, and values are passed down from the family. Eating with your hands may be frowned upon while using utensils to eat may be encouraged. The norms and values of the culture you grew up in are also passed down through family. Celebrating Christmas every year is taught to children at a young age. Manners are also taught through primary socialisation; saying your "please" and "thank you".</p>
	<p>In terms of secondary socialisation, the rules, norms and values are taught in a way that prepares people for the workplace and more complex social interactions. School teaches people to respect authority and be punished with a similar method as primary socialisation does (discouraging/punishing "bad" behaviour and encouraging behaviour that is expected.) The same goes for the workplace. If you don't do enough work, you get punished/fired. However if you do more work than is expected, you'll get a pay-rise. Religion works in the</p>

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a)	<p>same way, threatening bad behaviour with sin and hell while encouraging politeness and selflessness with heaven. All these factors of socialisation teach the rules, norms, and values in a very similar way, which makes society work as it does.</p>
b)	<p>One feature of football casuals is that they wear different clothes than most people. This means that new members of the subculture look up to older, more experienced members for fashion, resulting in football casuals wearing many of the same brands. For example, Stone Island, A Dazed Samba, and C.P. Company.</p>
	<p>Another feature of football casuals is that they listen to different music than most people. This means that the subculture is deeply rooted in fashion and music, with newer members looking up to older members for music recommendations. For example, Echo and the Bunnymen and The Orders.</p>
	<p>One more feature of football casuals is that they view violence as an exciting activity. This means that people will organise fights with their rivals and most</p>

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<p>up at a certain place at a certain time. This eventually becomes a norm for them. This norm of violence could either be adopted from older members or books and movies such as "Real Football: Factories".</p>	
D	
<p>Sociologists mean diversity as in a large amount of different cultures within a larger culture that still retain their individual norms and values. This can be seen here in Scotland where Scottish Asian weddings host a doki where the brides female friends and relatives get together for a dance and a sing-song.</p> <p>More diversity can be seen when walking down Leith Walk, where shops and rest restaurants from many different cultures surround you. For example, Sittings Bakery which is famous for their birthday cakes.</p> <p>While many Scots' big celebrations are Christmas and Hogmanay, Scottish Chinese people will celebrate their new year in January, while Scottish Asians will celebrate Ramadan where fasting and thinking of others is of utmost importance.</p>	

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3.	
a)	The role of research evidence in Sociology is to back up the claims of theorists around the globe.
	This can be presented in a graph manner, quantitative or a written statement, qualitative. This research is open to peer scrutiny which further emphasises the need for said research to be accurate and very factual.
b)	Gender plays a significant role in differential achievement in education.
	Within prisons, a small percentage of inmates are women, while the rest are men. People explain this in two different ways. Either the crimes that women commit are less visible, therefore lessening the prosecution of women.
	Bias can come into play when subjects are being chosen within schools. Girls are encouraged to pursue social subjects and hospitality while boys are encouraged to pursue STEM subjects and sports. Feminists would say that this bias allows men to remain in power and allows the patriarchy to continue existing.

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D)	<p>However, the research conducted by Kingdon and Cassen shows that a large percentage of white, working class boys begin to fall behind the rest after the age of six. This shows that despite their being a bias against women further up in the education system, boys may also get ignored and left behind in the education system.</p>
	<p>Feminists would say that despite white working class boys falling behind in education, women are restricted with what sort of education they wish to pursue. This allows for men to catch up and take positions of power, allowing the patriarchy to continue to exist.</p>
C)	
i)	<p>A social issue other than differential achievement in education is crime. People can explain crime through three different lenses. Gender, Social class, and Ethnicity. Gender can be seen in the differing number of women versus men in prisons. Social class can be seen in crimes of need. While Ethnicity can be seen in the amount of people of colour being stopped and searched.</p>

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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 at instead, giving them an opportunity to commit crime.</p>