Unit 1 Glossary

KEY	

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Socialisation* - one asterisk means this term is generally A/A* grade level

Socialisation** - two asterisks means that this is highly unlikely to come up on the exam

Studying Society

Sociological perspectives/theories – *worth knowing well because you'll be apply to APPLY this knowledge to lots of the questions in other sections*

Consensus theory	A perspective such as **functionalism** that sees society is based on **agreement**. i.e. shared norms and values are the "social glue" that lead to social order
Conflict theory	A perspective such as **Marxism** or **feminism** that sees society based on **disagreement** i.e. powerful groups exploit and oppress the rest of society
Functionalism	A **consensus** theory that sees society based on shared values into which members are socialised. It sees society like a human body: each institution performs **functions** that benefit wider society. E.g. family and education socialise individuals
Marxism	A **conflict** theory based on the work of **Karl Marx**. Sees **capitalist** society divided into two classes. The **ruling class** oppress and exploit the **working class**.
Feminism	A **conflict** theory that focuses on women's oppression in a **patriarchal** (male headed) society.
Nature/nurture	An important debate within social sciences is whether behaviour is the result of 'nature' (biology/inherited characteristics) or 'nurture' (our experiences/upbringing etc)

How is sociology different from other approaches? *(DEFINITELY REVISE THIS there is almost always a question on this topic!)*

Sociological explanation	Academic approach that explains behaviour in terms of nurture and **social factors**, eg peers/family/upbringing etc. Tends to study social groups. Sees ethnicity/gender/childhood etc as **socially constructed** i.e. defined by society's expectations **Thorough research** using **social research methods** such as

	surveys, observation etc
Biological explanation	Academic approach that explains behaviour in terms of nature and **physiological** (biological) **factors** such as genes, DNA, hormones etc Sees race/sex/age as biological categories Uses **scientific methods** such as experiments
Psychological explanation	Academic approach that explains behaviour in terms of **mental processes and the mind**. E.g. crime might be caused by mental illness. Tends to study individuals rather than group behaviour.
Journalistic explanation	Focused on what makes a **'good story'** so may **sensationalise** and **exaggerate** in order to attract a bigger audience. May focus on **shocking/unusual cases**. Tight **deadlines** mean its unlikely research is as thorough or systematic as the academic approaches.

Basic concepts

Norms	Normal, expected **behaviour** eg queuing
Values	**Ideas** or beliefs eg believing in freedom of speech
Culture	The **way of life** of a particular society or social group. Eg norms, values, language, customs etc Cultural differences – different social groups/societies can have different norms and values
Agent of socialisation	A **social group or institution responsible for teaching norms and values**, eg families, peer group, education etc
Primary socialisation	The **first stages** of **learning basic norms and values**, usually from the **family**
Secondary socialisation	The learning of **society's norms and values** that comes after early childhood socialisation in the family. Agencies of secondary socialisation include schools, peer groups, mass media etc
Status	**Social positions** or the amount of **respect**/social prestige. Can be **ascribed** (fixed at birth) or **achieved** (gained through effort).
Role	The **pattern of expected behaviour** of people who occupy a particular social position – eg the role of "teacher" defines how we expect that person to behave during the working day Individuals have **multiple roles** – eg one person can be a daughter, sister, friend, cousin, student, passenger etc.
Role conflict	When the demands of two or more roles **clash** eg a working mother may struggle to perform well as an employee if her children are sick.
Role models	People we **look up to**
Identity	How we see ourselves. **Sense of self**
Peer group	A group of people who share **similar** status and position in society, such as people of a similar age
Peer group pressure	The social pressure that a peer groups puts on its members to encourage them to conform to the group's norms (normal expected behaviour)
Stereotype	A simple or false image
Prejudice	A **pre-judgment** in favour of, or against, a person, group or issue. Opinions/beliefs rather than action

Discrimination	**Treating** people unfairly, because of prejudice
Racism	Prejudice or discrimination on the grounds of race, religion, nationality etc
Sexism	Prejudice or discrimination on the grounds of sex or gender
Race	Groups of people who have differences and similarities in biological traits deemed by society to be socially significant, meaning that people treat other people differently because of them.eg Caucasian (white), Black etc
Ethnic group	A **social group** whose members share an identity based on their **cultural** traditions eg nationality, religion or language eg white British, Muslim etc
Multicultural society	Refers to how society is now culturally and ethnically diverse. i.e. more ethnic minorities / more religions
Gender	**Social or cultural** differences between men and women that are associated with **masculinity** and **femininity**
Sex	**Biological differences** between males and females
Social class	A group of people who share a **similar economic position** in terms of occupation, income and wealth
Social policy	Plans and actions put into place by **governments** or local authorities. Eg laws, benefits etc
Agencies of social control	A social group or institution that **controls or influences** people's behaviour. Can be **formal** or **informal**.
Conformity	Following rules
Sanctions	Positive sanctions are rewards. Negative sanctions are punishments. (Just the word 'sanctions' usually means punishments)
Social deprivation	Refers both to being poor (materially deprived) and having a standard of living or quality of life below the rest of a particular society. E.g. the underclass are socially deprived because they are marginalised.
Stratification	The way society is structured into a **hierarchy** e.g. in the class system the upper class have the most status, power, income and wealth.
Social mobility	Moving up or down the stratification system.
Welfare State	The benefits system, NHS etc
Subculture	A distinct group within society who share similar norms and values that are different from the rest of society
Social issues **	Something that at least some people might see as a social problem. Sociologists recognise that not everyone argues what the problems actually are. e.g. unemployment (might be seen positively by some companies because they can pay lower wages), poverty, racism, drug use etc
Social processes**	Can refer to: **Social interaction** – eg socialisation and labelling are both processes and/OR **Changes** eg secularisation (the process of religion becoming less important in society) or globalisation (the process whereby the world becomes more inter connected, eg we have a global culture)
Social structures**	Eg the stratification structure OR institutions eg education system, justice system, the government etc

Research methods (part of the Studying Society section on the exam)

Research process	The different stages a researcher will go through before publishing their results: aims and/or hypothesis; background research/secondary data; pilot study; primary research; data analysis etc
Research aims	What the researcher intends to find out.
Hypothesis	A **prediction that can be tested** and either supported by the evidence or proved wrong
Ethical issues	**Moral** issues. Eg research should not cause any harm or offence to participants, confidentiality, gaining informed consent etc
Interviewer bias	When the person asking the questions affects the answers given by the interviewee
Longitudinal study	Studies the same group of people over a **long** period of time
Validity	Refers to **truth** or **authenticity** – i.e. the research is finding out people's true, genuine feelings on a topic
Reliability	Refers to **consistency** – i.e. if the research was repeated, the same result would be found
Primary research methods	Research methods that collect primary data (collected **first-hand** by doing research using techniques such as surveys or observation)
Secondary data/sources	Sources of **information that already exists** and has been previously generated or collected by other people. Eg official statistics, studies by other sociologists, Ofsted reports etc
Official statistics	Existing sources of quantitative data compiled by government agencies such as the Home Office
Qualitative	Information presented in visual or verbal form eg as words or quotations
Quantitative	Information presented in **numerical** form eg as graphs or statistics
Triangulation*	Using two or more research methods to study a topic
Respondent	The person who completes a questionnaire
Sample	A **subgroup of the population** selected for study. (Make sure you know about some different types: eg random, stratified etc)
(Research) population	The group of people we are interested in and want to apply our findings to
Sampling frame	The **list** from which the sample is picked eg school register, Electoral Register, telephone directory
Representative	**Typical**. A representative sample is one that reflects the characteristics of its population
Sampling methods	The different ways of selecting a sample eg random, stratified, systematic, quota, snowball
Random sampling	Everyone on the sampling frame has an **equal chance** of being selected e.g. names out of a hat/selected by a computer
Systematic sampling	**Every Nth** name is selected from the sampling frame
Stratified sampling	The sampling frame is divided into **sub-groups** e.g. sex, class, age and then participants are randomly selected from each in order to generate a representative sample
Quota sampling	Having a **list** of who to look for to fill the sample, e.g. ten elderly women, ten adult women, ten girls etc

Snowball sampling	Asking people to recommend other people who could join the sample. Good for hard to access groups but not representative.
Pilot study	A practice run of the method to identify any problems
Overt observation	Watching people. They know they are being watched and why.
Covert observation	Watching people undercover. They do not know they are being watched.
Participant observation	The researcher **joins in** with the group they are watching
Non-participant observation	The researcher does **not join in** with the group they are watching
Closed questions	Require **short answers**. May be pre-coded (have multiple choice answers)
Open-ended questions	Require **detailed answers** and can be answered in the respondent's **own words**
Personal documents*	e.g. diaries, letters etc that a sociologist might study
Content analysis*	A way of studying the media. E.g. the sociologist could analyse how women are represented
Case study*	A highly detailed study with a narrow focus

Education

Reasons for underachievement

Material deprivation	Lack of **material resources**, such as **money**. E.g. Poor diet and poor housing can be a barrier to educational success.
Cultural deprivation	When children's backgrounds do not provide them with the necessary **values, attitudes and lifestyle** to perform well at school eg a lack of parental support or not visiting museums
Cultural capital*	The in-built advantage middle and upper class students have in education because of their **lifestyle** e.g. visiting museums
Subculture	A **social group that differs** from the main culture in terms of its norms and values. Conforming to **anti-school subcultures** may cause underachievement
Status frustration	Albert **Cohen** argued that **working class boys** experience status frustration when they try - but fail – to meet middle class expectations at school
Labelling	Describing someone or something in a word or short phrase. E.g. 'gifted' or 'lazy. Often based on **stereotyping**.
Self-fulfilling prophecy	Occurs when a teacher makes a **prediction** about a pupil's likely performance or potential that comes to be **true**
Streaming / setting / banding	Pupils are **grouped according to ability**. Some sociologists have argued that students are put into groups according to teacher stereotyping rather than by ability and that this can explain educational underachievement.

General education concepts

Mixed ability classes	Not grouping by ability
Formal curriculum	The **formal learning** that takes place in schools, eg during history and science lessons. The **National Curriculum** is an example of the formal (official) curriculum.
Hidden curriculum	Things learnt in school that are **not formally taught** eg punctuality or obedience
Ethnocentric curriculum	When **subjects** are biased in the favour of one culture (culturally biased) by only covering **white British** topics. Eg only doing Christianity in RE
Ethos	The climate or character of a school including its policies on behaviour, homework, uniform and discipline. **The values of an organisation.**
Meritocracy	A system in which an individual's social position is achieved on the basis of their abilities and talents (i.e. on **merit**) rather than on the basis of their social background. A **fair** system
Role allocation	**Functionalists** claim that education **sifts and sorts** students into the most appropriate job roles based on their talents and efforts. Functionalists believe this happens on a **meritocratic** basis.
Intelligence Quotient (IQ)*	A number representing a person's **reasoning ability** (measured using problem-solving tests) as compared to the statistical norm or average for their age, taken as 100. **CATs** tests supposedly measure innate ability. The **11+** test claimed to measure intelligence Some sociologists are very critical of such tests

De-schooling**	The radical claim that schools create social problems and should be abolished

Types of schools / Educational sectors

State sector	State schools are **funded by the government** (through taxes) and are free to attend. Various types: comprehensive, grammar schools (under old tri-partite system)
Independent sector	**Private** schools. Usually charge **fees**. Do not have to follow National Curriculum. The most exclusive private schools are called '**public schools**' eg Eton
Comprehensive school	**No selection**, anyone can attend eg all abilities, both sexes. Free to attend. State funded.
Selective education	A way of recruiting pupils to a school, based on a form of **selection**. Eg on the basis of **ability** or their parents' ability to **pay** school fees
Academies	Funded directly by central government and/or private investment. **More control** over budget and curriculum.
Free schools*	Funded by the government but aren't run by the local council. More control over budget and curriculum. Run on a **not-for-profit basis** and can be **set up by groups** like: charities, community and faith groups, teachers, parents
Specialist schools*	State schools that have an area of expertise eg in science or languages.
Further education*	Post 16 education eg sixth form/college
Higher education*	University. Social policy = recent years governments have made HE more expensive eg by introducing and increasing **fees** and abolishing grants
Home education	When a child is educated at home rather than at school. It's legal in the UK to educate your child at home and you don't need to be a qualified teacher to do so.

Policies

Citizenship*	Subject that aims to enable people to make their own decisions and to take responsibility for their own lives and their communities. Introduced into the National Curriculum in 2002. Politically, one of the main aims was to **promote a sense of Britishness** and **social cohesion**
Inclusion*	The idea that everyone should be educated together e.g. pupils with special educational needs or disabilities should attend mainstream schools and trying to avoid excluding pupils.
Ofsted	Inspect schools to monitor quality. Produce reports to inform parents. Lead to increased competition and markestisation.
SATs	Standard Assessment Tests. Compulsory national tests to monitor school performance.
League tables	Publish SATs results to inform parents about school performance
Marketisation	The government policy of bringing market forces (such as competition) into education. Schools are like **businesses**, competing for pupils
Vocationalism	Making education more **work related**. Eg vocational courses such as BTECs, work experience, focus on functional skills eg literacy

EMA	Educational Maintenance Allowance. Extra money for students from low income households to stay on in further education
Pupil Premium	Schools are awarded extra money for each child who has been on free school meals in the last six years.

Family

Defining the family / different family structures (types)

Kinship*	Relationships between people based on ties of **blood, marriage or adoption**
Household	Either a person living alone or a group of people who live at the same address and who share facilities
Nuclear family	Mother, father and their child or children
Cereal packet family	The **stereotypical family** used in advertising. Traditional nuclear family, married, male breadwinner, housewife, one boy, one girl, happy etc. *Often portrayed as the 'ideal' family type in **family ideology** (a set of ideas about how the family 'should' be).
Extended family	A group or relatives extending beyond the nuclear family **Classic extended family*** – three generations living under the same roof or nearby (vertical extension) **Modified extended families** – members live apart but maintain regular contact and provide support
Reconstituted family	A **stepfamily** (or blended family) in which one or both partners have a child or children from a previous relationship living with them
Lone parent	One parent and their child(ren).
Monogamy*	Having one spouse (marriage partner)
Polgamy**	Having more than one spouse Bigamy – technically this means having two spouses. The legal term used for polygamy
Serial monogamy	Individuals have **several spouses** over their lifetime, but only **one at a time**
Beanpole family*	A multigenerational family in which generation has one or very few members (a **tall and skinny 'family tree'!**)
Family diversity	The **variety** of family types in modern society
Empty nest	When children have grown up and left the family home
Empty shell marriage	Being legally married but the love has gone
Generation	All of the people born and living at about the same time. E.g. Children, parents, grandparents. Also known as cohort or stage of life
Cultural diversity	Refers to the trends of family diversity seen in different ethnic groups living in Britain. **Asian** - Extended families more important/common. High marriage rates, low divorce rates **Black** – higher levels of lone parents, families are more **matrifocal** (centred around the woman)
Neo-conventional family**	A term used to suggest claims of family diversity are exaggerated. Implies the only change has been that women work, but generally only part-time/around childrearing
Commune**	A group of people living together and sharing possessions and responsibilities (an alternative to living in families).
Matriarchal**	Female headed family.

Theories of the family

Primary socialisation	The first stages of learning norms and values, usually in the family
Warm bath theory	**Functionalist** idea that the role of the family is to relax and soothe the male breadwinner from the stresses of wider society
Dark side	**Feminist** term for all the negative things that go on 'behind closed doors' eg domestic violence, arguments, conflict
Domestic abuse	The abuse of one partner within an intimate or family relationship. Can be physical, emotional, psychological, financial or sexual.
Patriarchy	**Male power** and dominance over women
Gender role socialisation	The **process** through which individuals **learn** what is seen as appropriate **masculine and feminine behaviour** and acquire a **gender identity**
New Right approach*	An approach to studying families that emphasises the importance of the nuclear family and traditional family values

Demographic trends

Demography*	The study of human **populations**, including birth and death rates
Ageing population	When the average age of society rises due to rising life expectancy and/or declining birth rates. Impact on NHS, cost of pensions etc
Marriage rate	Number of marriages per 1,000 of the population per year
Divorce rate	Number of divorces per 1,000 marriages, per year
Birth rate	Number of live births per 1,000 of the population, per year
Fertility rate*	The **average number of children** born to women of childbearing age (15-44) in a particular society
Infant mortality rate	The number of babies (aged under one year) who die, per 1,000 live births per year

Roles within the family

Traditional family roles	Male breadwinner (brings the money into the family) and housewife
Househusband	Male partner stays at home to perform the domestic labour
Conjugal roles	The **domestic roles** of married or cohabiting partners. Can be **integrated** (joint) or **segregated** (male breadwinner, housewife).
Integrated/joint conjugal roles	**Domestic roles** of married/cohabiting couples which are shared in an **equal** way
Dual-worker families	Both partners work in paid work
Domestic division of labour	Refers to **HOW household tasks are divided** between people. This can be segregated or integrated conjugal roles... or might involve children doing certain jobs
Gender roles	**Traditional social roles** related to gender eg men as breadwinners (wage earner) and women as housewives
Symmetrical family	A family form in which spouses carry out different tasks but each makes a similar contribution within the home. An **equal** family
New man	Refers to a man who is more in touch with his feminine side. He does domestic labour and is not afraid to show his emotions.
Democratic relationships	Everyone gets a say.
Child centred	Family life now revolves around the interests and well-being of the children, who have a much greater say in decisions