



King Ecgbert School



A Level Sociology

Student Handbook 2020/2021

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Name:

Form:

Target Grade:

Introduction

Sociology is an immensely challenging and exciting discipline.

- **Sociology is the study of human society.**
- The study of **relationships** between groups such as friends and role models.
- The study of **social institutions** such as family and school.
- The study of **social processes** that occur such as racism and sexism.

When you study sociology at King Egbert School you will acquire the knowledge and skills to analyse society in the United Kingdom in the 21st century. You will also gain an understanding of the theories and concepts that form a key part of the current debate about contemporary society and the critical changes taking place.

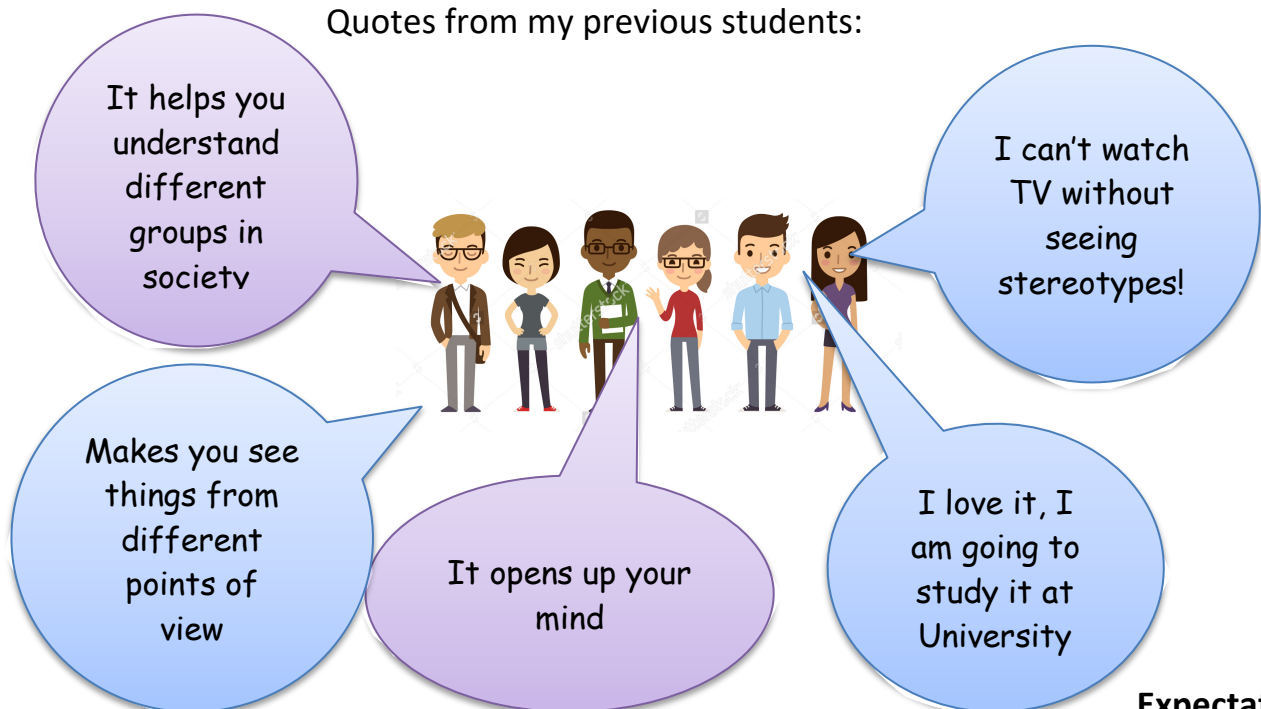
Sociology will help you make sense of your own experiences and will give you new ways of seeing the social world around you. You will also develop the necessary skills to enable you to assess and evaluate different views and reach conclusions about society, based on a careful consideration of evidence. You will also develop skills of objective and analytical writing, critical -thinking, discussion and debate.

Sociology is a highly valued subject and prepares students for a variety of courses at higher education. You will also leave the course with skills of use in many careers.

Law • Journalism • Education • Media • Social Work • Market Research • Human Resource • Youth Services • Politics • Social Policy Planning • Probation • Advertising • Criminology • Academic Research • Police

My aim in the Sociology Department is to develop interested and thoughtful sociologists. You are expected to work hard, contribute in every lesson and undertake all of the work required. You will be supported and encouraged to develop the skills of an independent learner.

Quotes from my previous students:



Expectations

You will....

- Arrive at lessons on time and ready to learn
- Keep an organized file of notes
- Contribute in class discussions and team tasks
- Listen without prejudice to the view of others and enter into debate without making issues personal
- Ask for help when you need it
- Stick to deadlines
- Catch up on any work missed

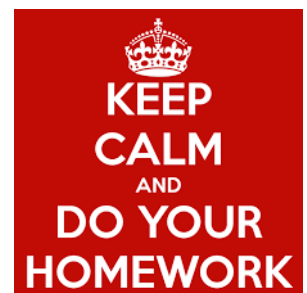


In return your teacher will...

- Set challenging tasks that will help you to develop your sociological imagination
- Mark your work and provide feedback that will enable you to progress
- Monitor your progress to ensure that you reach or exceed your target
- Be available by email and in person to discuss any issues raised
- Support you to become an independent learner

Homework

You can expect to receive 2-3 hours of structured homework a week. You are also expected to do at least 2 hours of wider reading a week (whilst this may not be monitored if you do not do this your success will be limited).



A level courses are structured to prepare you for further study at university. All university courses require you to be independent learners able to self-motivate and study beyond the work set by your tutors.

You are also expected to complete wider reading around the topic you are studying. Refer to the reading and watch list from the summer preparation work.

The examiners expect you to be able to relate sociological concepts to current news events. It is advised that you look at a news website every day or read a quality newspaper.

You are required to keep an organized file of work. This should include your classwork, marked homework and notes made from your own independent study.

Target Grades

At the beginning of Year 12 a target grade will be generated for you based on GCSE results and a number of other factors. This may not be your aspirational grade so you can always aim higher!

Review Points

During the course there will be various review points. The purpose of these reviews is to provide the opportunity to discuss your progress with your teacher and identify areas where improvements can be made. To assess your progress you will be set exam questions throughout the course. If you or your parents are concerned about your progress you are encouraged to meet with your tutor whenever you like.



Missing lessons?

If you know you are going to miss a Sociology lesson you should inform your teacher beforehand. There is a lot of content to get through - a tight schedule needs to be maintained so that all aspects of the course are covered in time. The course will be fast paced with little room for repetition. It is your responsibility to catch up on any work missed; this includes any homework. Ideally this will happen before the next lesson so that you do not fall behind. Your tutor will be able to send work home if you are to be away for an extended period.

Subject Content

Integral elements

- Sociological **theories, perspectives** and **methods**
- The design of the **research** used to obtain the data under consideration, including its strengths and limitations.
- Attention must be given to drawing out the **links between topic areas studied**.

Core themes

- **socialisation, culture and identity**
- **social differentiation, power and stratification.**

In addition, students must understand the significance of **conflict and consensus, social structure and social action, and the role of values.**

Contemporary UK society: The central focus of study in this specification should be on UK society today, with consideration given to comparative dimensions where relevant, including the siting of UK society within its **globalised** context.

Yr12 Topics:

Introduction to Sociology

- The main sociological theories – Functionalism, Marxism, Feminism, Postmodernism, Symbolic Interactionism, New Right.
- Key concepts – socialization, norms, values, roles, social control, social class, social mobility, status.

Culture and Identity

- different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture
- the socialisation process and the role of the agencies of socialisation
- the self, identity and difference as both socially caused and socially constructed
- the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society
- the relationship of identity to production, consumption and globalisation.

Education

- the role and functions of the education system, including its relationship to the economy and to class structure
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning
- the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.



Research Methods

- quantitative and qualitative methods of research; research design
- sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics
- the distinction between primary and secondary data, and between quantitative and qualitative data
- the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

Methods in Context

Students must be able to apply sociological research methods to the study of education.

Theory and Methods

- consensus, conflict, structural and social action theories
- the concepts of modernity and post-modernity in relation to sociological theory
- the nature of science and the extent to which Sociology can be regarded as scientific
- the relationship between theory and methods
- debates about subjectivity, objectivity and value freedom
- the relationship between Sociology and social policy.

Yr13 Topics

Crime and Deviance

- crime, deviance, social order and social control
- the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
- globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes
- crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.



Media

- the new media and their significance for an understanding of the role of the media in contemporary society
- the relationship between ownership and control of the media
- the media, globalisation and popular culture
- the processes of selection and presentation of the content of the news
- media representations of age, social class, ethnicity, gender, sexuality and disability
- the relationship between the media, their content and presentation, and audiences.

Ideally 4 topics are covered in Yr12 and 2 in Yr13. This gives time at the end to revise and practice exam questions. There may be flexibility allowed however if necessary.

Assessment

You will also do a number of essays in class and at home, quizzes and knowledge checks. These along with exams will measure how you have achieved the following assessment objectives.

AO1 Knowledge and Understanding

Demonstrate knowledge and understanding of sociological theories, concepts and evidence

This involves showing that you understand sociological theories, concepts and research. You need to write about the studies and concepts that you have learnt, using definitions where appropriate. You can mention relevant issues in the news related to the topic.

AO2 Application

Apply sociological theories, concepts, evidence and research methods to a range of issues

Here you need to show how the knowledge that you have mentioned is relevant to the question. It is important to not just brain dump what you know about a subject but make each point relevant to answering the question. You may present evidence from society or research to back up/illustrate the link to the question. Use 'this suggests that' to show that what you are talking about supports one side of the argument that you are creating.

AO3 Analysis and evaluation

Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: present arguments, make judgements, draw conclusions. This requires the ability to recognize the strengths and weaknesses of sociological theories and evidence, and reach conclusions based on the evidence and arguments presented. Arguments should be balanced, showing both sides and conclusions must be made based on the evidence presented. The writing should be like a discussion/debate about the topic, not just lists of strengths and weaknesses.

Exams Yr12

At King Egbert School we follow the AQA Specification and Examination. In Year 1 you will sit two exams as part of the internal end of year exams:

Yr12 Mock 1 – Culture and Identity 1 hr

Yr12 Mock 2 – Education with methods in context 2 hr

When you return from your exams in June you will continue the A level course. In order to progress to Year 13 you will need to achieve at least a D in the Yr12 exams.



Exams Yr13

You will do a series of assessments and mock exams doing Yr13 to prepare you for the A level exams. These will cover everything from Yr12 and Yr13.

Paper 1: Education with Theory and Methods

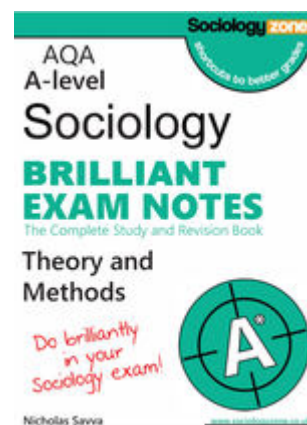
2 hour written exam – 33.3% of A level

Paper 2: Topics in Sociology – (Culture and Identity and Media)

2 hour written exam – 33.3% of A level

Paper 3: Crime and Deviance with Theory and Methods

2 hour written exam – 33.3% of A level



Question Types: A Level Paper 1

Education

- Outline two... (4 marks)
- Outline three... (6 marks)
- Applying material from Item A, analyse two... (10 marks)
- Applying material from Item B and your own knowledge, evaluate... (30 marks)

Methods in Context

- Applying material from Item B and your knowledge of research methods, evaluate the strengths and limitations of using (research method) to investigate (issue in education)... (20 marks)

Theory and Methods

- Outline and explain two... (10 marks)

Question Types: A Level Paper 2

Culture and identity and media topics

- Outline and explain two... (10 marks)
- Applying material from Item A, analyse two... (10 marks)
- Applying material from Item B and your own knowledge, evaluate... (20 marks)

Question Types: A Level Paper 3

Crime and Deviance

- Outline two... (4 marks)
- Outline three... (6 marks)
- Applying material from Item A, analyse two... (10 marks)
- Applying material from Item B and your own knowledge, evaluate... (30 marks)

Theory and Methods

- Outline and explain two... (10 marks)
- Applying material from Item C and your own knowledge, evaluate... (20 marks)

Command Words – what do they mean?

Outline – means to set out the main characteristics/features and say how relevant to the question. It is important to make sure that the characteristics are different enough to each other (distinct characteristics that don't overlap). It is good practice to write the points separately so that it is clear to the examiner that they are separate points. Outlining 2 or 3 factors or reasons for 4 or 6 marks should only require a sentence or two each. Use 'leading to' or 'therefore' or 'so' to make sure the point links to the question.

- *e.g. Outline three characteristics of the globalization of culture*
 - “global products such as McDonalds are now found worldwide and so everyone can consume similar food (a part of culture)” (plus 2 more).

Outline and explain - means to set out the main characteristics/features and develop the purpose of the argument or the reasons behind the argument. There are AO2 and AO3 in these 10 mark questions so application, analysis and evaluation is also required even though the question does not explicitly ask for these. Relevant studies/sociologists and contemporary examples should be included. For each reason one or two paragraphs are needed. Again, make sure that the characteristics are different enough. Using 'because' or 'so' leads the examiner to the explanation.

- *e.g. outline and explain two ways in which an individual's social experiences may be shaped by age.*
 - An individual's age may affect their position on the life course model and associated social experiences in terms of family responsibilities and roles. Someone in their 70s may have more freedom over how they spend their time because their children will have grown up. They will be more independent and less depended upon and so are likely to spend more money and time on their own leisure pursuits compared to someone with children in their 30s for example. As countries like the UK have an ageing population this part of a person's life where there is more control over social experience is indeed becoming extended (with companies like SAGA booming).
 - There are other factors that may affect the extent to which age is a significant influence on social experience in terms of family roles however; ethnicity and gender for example. Khanom (2003) showed that British Asian older women generally have closer family ties and responsibilities and so their social experiences in terms of the amount of time and money that they devote to family will still be significant even at an older age. Similarly, Phillipson (1982) suggests that older working class people do not have the freedom to have such control over their social experiences.
(Plus discussion of another way for example legal restrictions)



Applying material from Item – requires the use of the item to decide how useful/relevant it is to understanding the theory/concept outlined in the question.

Analyse – means to separate information into components (smaller parts that come together to make up the point/theory/concept/study) and identify their characteristics. Analysis requires consideration of the relevance/generalizability of the point too - bringing in other theories/concepts/studies if relevant (use 'however'...).

- *e.g. Analyse two reasons why it might be difficult for sociologists to investigate the extent of state crimes.*
 - “The first reason is that government can cover up state crimes (as referred to in the item). Researchers often have to rely on secondary data such as victim reports or news articles, which may be subjective and therefore not valid. Governments have the power to hide information through the laws they make such as the official secrets Act. In less democratic countries researchers may face imprisonment or torture for trying to find out information on state crimes, for example North Korea. In totalitarian states the media is also controlled by the government therefore the extent to which state crimes can be investigated is made virtually impossible”

Evaluate – means to judge from the available evidence (strengths and weaknesses). Come to a proper backed up conclusion.

- *e.g. Evaluate sociologists contribution to our understanding of the ownership and control of the media.*
 - “Pluralists would argue that the audience controls the media through their market power – they choose which media to consume and therefore the media companies must cater for their needs. However in contrast Marxist sociologists point to the power that is concentrated in 6 major companies. Marxists disagree with pluralists and claim that the bourgeoisie own and control the media. For example, the public is encouraged to believe in the false needs in advertisements, music videos, celebrities lives that encourages capitalism for the benefit of the bourgeoisie.”

Effective Essay Writing

- **Read** the question carefully
- **Underline** key words in the question and keep checking that they are being dealt with in your answer
- Make a brief **plan** before you start writing
- Write a short **introduction** linking key aspects of the question, defining any key words and saying what your essay will do
- Structure each paragraph as **PEEL** (point, evidence, explain and analyse how your evidence supports your point, evaluation, link)
- Each paragraph should deal with a **different concept or theory** (eg, Marxist view of education then functionalist view of education).
- Use **evidence** and examples – from current society and examples in the books.
- Use good **grammar and punctuation**- check spellings!!
- Use **connectives** in your writing- therefore, in addition, similarly, furthermore, in relation.....
- Have a small **conclusion** with your main points and a link back to the question – don't just repeat though – add a twist (eg difficulty of research in that area). Most importantly **ANSWER THE QUESTION!!!!!!**

Useful phrases to use...

the relevance of this is
this is similar to/different from
therefore
hence
the implication of
put simply
this indicates
so
this means/does not mean
a consequence of
the contrast between

A strength/weakness of this
An advantage/disadvantage of
This is important because
However
A criticism of this is
A different interpretation is provided by...
The problem with this is
To conclude
An argument for/against
The importance of
This does not take account of
Alternatively
Others argue that
On the other hand
This does not explain why...
This argument/evidence suggests



Essay Format

10 markers – 2 paragraphs

20 markers – 3/4 paragraphs plus introduction and conclusion

30 markers – 5/6 paragraphs plus introduction and conclusion

Introduction

Introduce key words/concepts/theories that will be discussed in the essay.

Conclusion

Answer the question! Rewrite the question and explain which perspective was the most convincing – not your opinion. You can add a twist, e.g. factors not already applied in question.

Paragraphs – everyone needs to follow this format

P AO1 Knowledge and Understanding **Point**



E AO2 Application **Evidence/example**



E AO3 - **Explain and analyse** your evidence



E AO3 - **Evaluate**



L AO2 - **Link** to question



How the examiner awards marks:

	A01	A02	A03
A * / A	Detailed knowledge of a range of relevant material. Sophisticated understanding of the question and of the presented material will be shown.	Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.	Analysis and evaluation will be explicit and relevant. Evaluation may be compare perspectives. Analysis will show clear explanation. Appropriate conclusions will be drawn.
B	Accurate, broad and/or deep but incomplete knowledge . Good understanding of the presented material.	Application of material is largely explicitly relevant to the question, though some material may be inadequately focused .	Some limited explicit evaluation and/or some appropriate analysis .
C	Largely accurate knowledge but limited range and depth . Understanding is limited	Applying listed material from the general topic but not linking it to the question	Evaluation and analysis will take the form of one to two isolated stated points .
D	Limited undeveloped knowledge . Simplistic understanding of the presented material.	Limited application of suitable material, and/or material not applicable to the question.	Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed
E	Very limited knowledge and understanding	Significant errors and/or gaps in application.	There will be no analysis or evaluation.

You will need to include evidence of all of the assessment objectives by using the **PEEL structure**.

Before you hand in any assessments look over the table to **check you have referred to all assessment objectives.**
Before you start writing an essay – plan it!

Include key concepts, names, a rough outline of your paragraphs. If you run out of time the examiner can give credit for a plan so ensure that you get into the habit of making one.

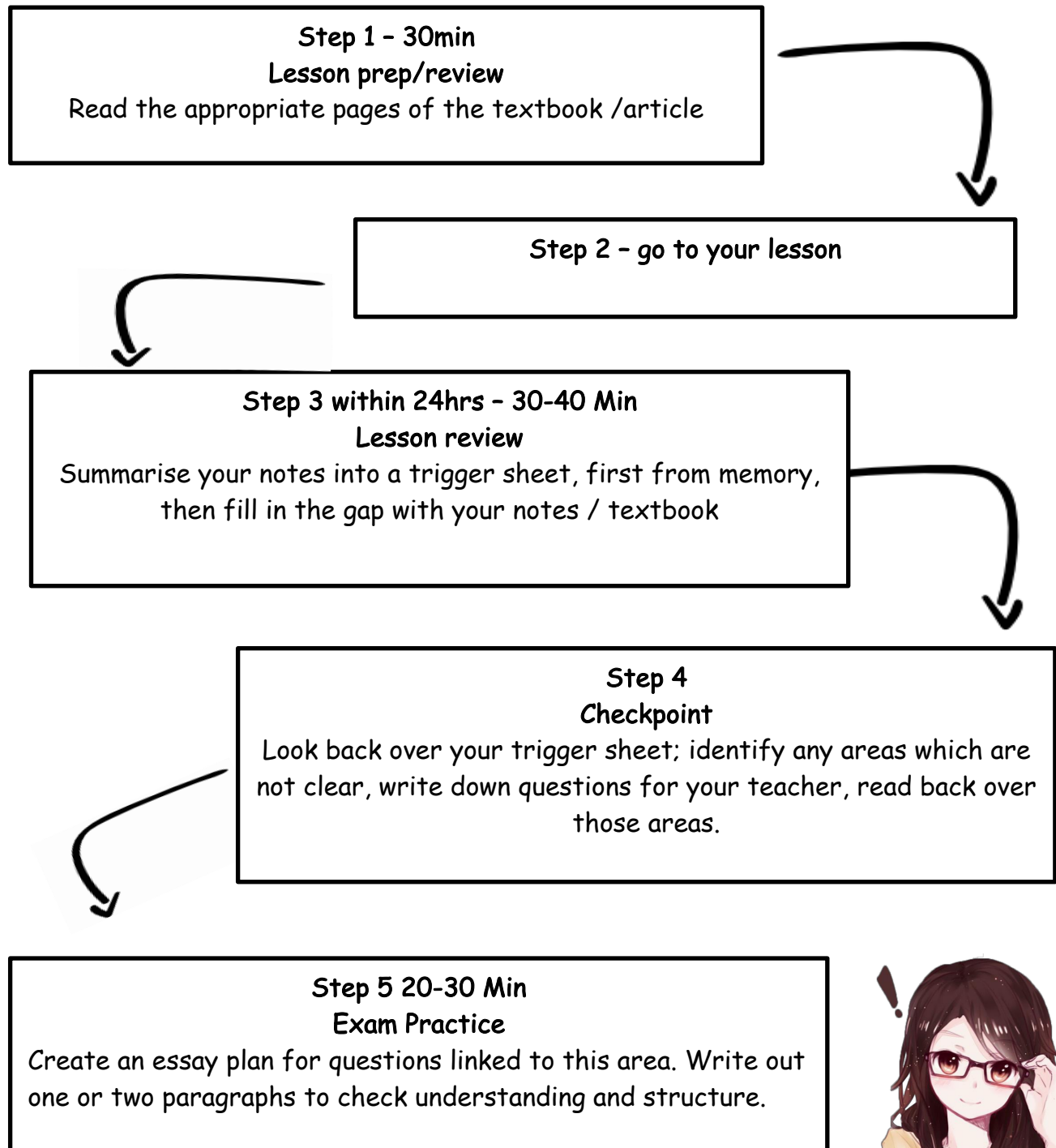
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Study Skills:

Spaced study is a system of studying that is structured and helps you not only prepare for the lessons but also to reflect on your learning.

It is a 5 step process and requires you to be conscientious and actually follow the steps in order for it to be effective. Remember that this is not revision but study, for revision use the spaced revision system.

It is a good idea to work out when you are going to do each of the steps within your free periods so that you stay focused and can use your evenings for prep work.



Note taking can be done in a number of formats but should allow for additional notes to be added during the lessons.

Cornell Notes

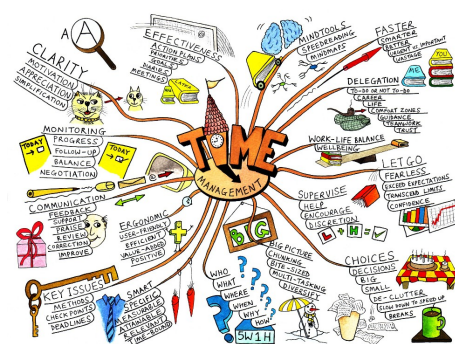
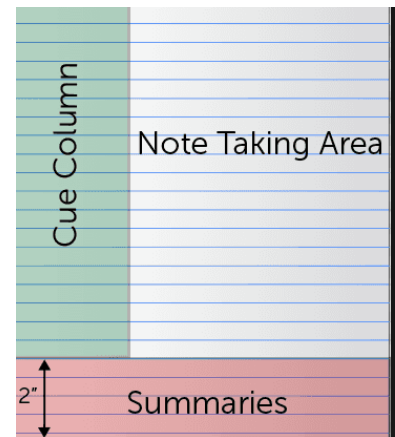
The Cornell notes system breaks down your notes in to the assessment objectives for your course.

AO1 – Knowledge and understanding

AO2 – Application

AO3 – Analysis and Evaluation

- In the prep reading phase notes are taken in one colour with questions being added to the left hand column for discussion in the lesson or with the teacher. Key words and definitions are in the right hand column so that they are linked to context.
- During the lesson the notes can be added to in a different colour to indicate what knowledge came when. Questions can be crossed off as they are answered in the lesson or can be asked during the process of the lesson.
- The summary box will be filled in after the lesson.



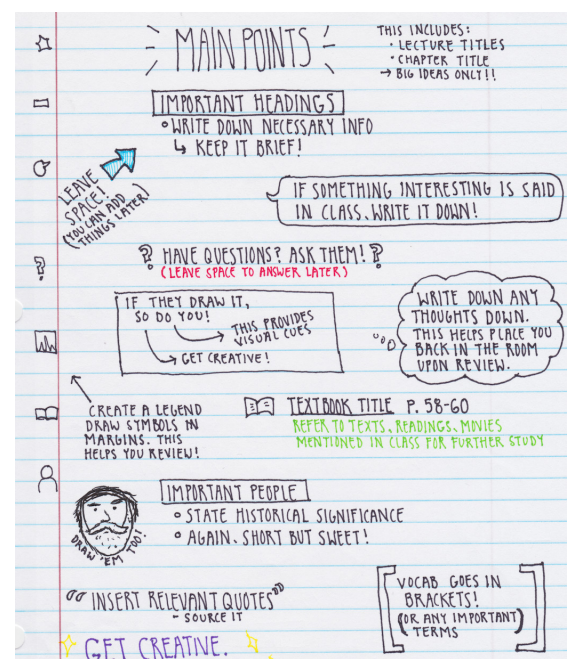
Mind Mapping notes can be done in a number of ways.

One is to have each branch as one of the assessment objectives, or to have each key theory as a new layer of the MindMap.

Prep notes can be taken down in one colour and added to in a second.

Doodle notes or visual notes are a more artistic style of note taking. It involves using graphics and drawings as triggers as well representations of the notes.

They do not have to be neat but are a way to identify important information, key words and concepts in a way that you are able to remember. As doodle pages are designed to be messy it means adding new / more information during the lesson won't ruin what you have already done.



Health Canada Report: Literacy Nov. 27, 10

Redman, J. (2005, January, 1st). Literacy and human health: the role of education. Education Canada. Retrieved November 27th, 2010, from Education Canada

- ✓ less literate people are more likely to have poor mental and physical health compared to those who are more literate
- ✓ lower literacy rates can affect:
 - Reading medical prescriptions
 - Following instructions
 - Safety information
 - Types of jobs and quality of life (which has direct impact on health)
- High % of Canadians have literacy deficits
 - 48% have problems reading and understanding materials they encounter on a daily basis
- Problems assessing, understanding, and communicating problems in a health context
- In the United States, there has been a recent report published about the levels of health literacy amongst the citizens, many points are directly applicable to students in Canada

Institute of Medicine report: Redesigning the Education System (All finds are true for Canada, as well)

- **Obstacles and barriers to successful health literacy in education**
 - Lack of time in curriculum for health education
 - Lack of continuity in health programs
 - Lack of training of teachers in health education
- Decrease in # of schools requiring students to take health education
- Few opportunities to increase health literacy due to a show of interest in schools

Legend:

- Yellow: lack of education
- Pink: communication barrier
- Blue: background info
- # : systemic discrimination

Bullet point note taking is probably the most common form. In this system you are summarising the key points of your reading to single sentence bullet points which are then highlighted to indicate the different assessment objectives, key terms or concepts. These can then be annotated and added to in the lesson with more information and examples.

Print out the class booklets so that you are able to annotate it with your own reading and the information from the lesson. This will mean that you are not trying to copy everything down but are listening to what the teacher has to say.



TERMS

IDENTITY and INTERNALIZATION

STATUS TYPES

SOCIALIZATION

KEY POINTS

- self concept
- Personalized - image in which you see in yourself
- To understand ourselves, we must see ourselves as others see us (seeing your self)
- INTERNALIZATION: building self, we develop that way others see us as our identity
- Expectations become natural, we don't need to be told

DEFINITIONS

TYPES/SPECIFICS

ACHIEVED - voluntary, you can gain/lose/change

ASCRIBED - involuntary, placed on us, very difficult to change

MASTER - most important, dominates how others judge a person, depends on context

UNMARKED

RELATIONSHIPS

• Social experience through which we learn culture, norms, and expectations

• **Micro** - focus on individual

• **Meso** - family, social group, community

• **Macro** - society, culture, global

• **Individual** - self

• **Group** - family, social group, community

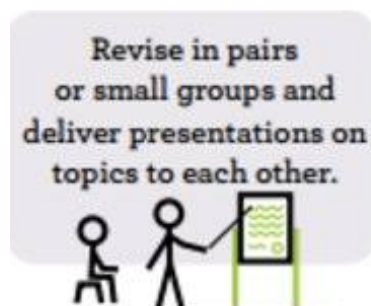
• **Society** - culture, global

• **Relationships** - happens through interaction

• **Outcome** - results

Use revision cards, include all the assessment objectives and use to make essay plans for exam questions or working with a peer to test each other.

Knowledge checks: Test yourself using your main textbook, and extra ones from the classroom or library. There are practice activities, essays and web links to further reading or videos.



EXAM TECHNIQUE AS & A LEVEL SOCIOLOGY METHODS IN CONTEXT

NB: This question is the same in both AS and A Level and will link to the Education unit

Integrated Structure Approach

Rather than having 1 paragraph of strengths and another of weaknesses students should use the integrated approach to help them reach the 13 marks.

- **Start** - Identify a strength/weakness
- **Develop** - Explain why this is a strength/weakness linked to the research characteristics and area of education
- **Example** - Give an example of the strength/weakness
- **Summarise** - Tie it back to a strength/weakness which repeats the original point

Marking Levels and What they Mean

L0 - Discusses the sociological issues within the area of education but doesn't look at the method of research

L1 - Gives the general strengths/limitations of using a particular research method but doesn't link directly to the area of education indicated. Max 15/20

L2 - Connects the strengths and limitations to the research characteristics of those involved, i.e. Pupils, Teachers, Parents etc. Max 15/20

L3 - Connects the strengths and limitations to the research characteristics of those involved, i.e. Pupils, Teachers, Parents etc. AND links to the issue identified in the question.

Research Characteristics of Education Research

Groups and Settings involved

- Pupils
- Teachers
- Classrooms
- Schools
- Parents
- Researchers

Research characteristics to consider

- Vulnerability
- Access
- Age
- Time scale
- Legal issues
- Knowledgeability class
- Equality
- Experience of Research
- Professional Roles
- Social Issues
- Complexity of the Issue
- Language
- Capability
- Planning
- Status
- Control
- Place
- Hierarchies
- Ethics
- Authority
- Order
- Recording Data
- Age
- Discipline
- Self-interest
- Complexity of the Issue

PEEL

P - Point

E - Explain

E - Evidence

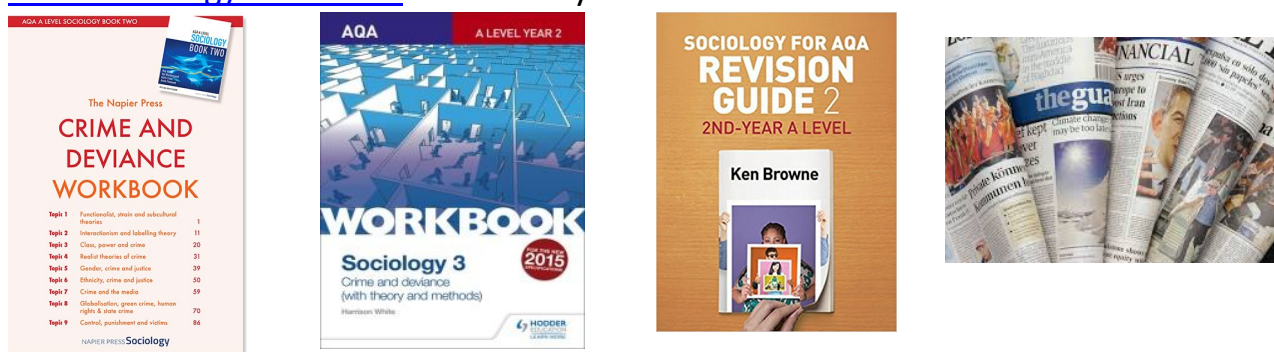
L - Link

Should be used as a memory trigger not a structure for this question. Needs a more integrated approach.

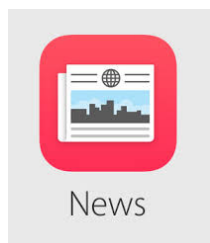


Workbooks: download and print out the workbooks to use in class made by Mrs Lee. Also available are free workbooks from <http://napierpress.com> try to complete without the textbook at first and then use it to complete any gaps.

Further workbooks are available from <https://www.hoddereducation.co.uk/Sociology> costing £5-10. Further revision guides are available from amazon.co.uk www.sociologyzone.co.uk and tutor2you.net



News: In order to be successful and achieve the highest grades you will need to know about the wider world beyond the textbooks. Examiners want you to be able to use contemporary examples of events and trends in society in the UK and beyond. One of the easiest ways of consume the news is to use social media to follow account such as the guardian and channel 4 news. Just



make sure you are using trusted sources and not being misled by fake news that may be shared by friends. Read with a critical eye and try to link with the sociology course. Make a table like the one below and bring in any useful articles/video links.

Article title	Summary/quotes	Link to sociology course	Key words/concepts associated

Key Terms

Absolute poverty: Based not having basic necessities of life. It is usually based on a 'poverty line' of a fixed basic minimum income below which effective human life cannot be maintained.

Academies: State funded schools in England, these are self-governing and most are constituted as registered charities or operated by other educational charities, and may receive additional financial support from personal or corporate sponsors. They must meet the same National Curriculum core subject requirements as other state schools and are subject to inspection by Ofsted. Introduced in 2000 under New Labour.

Access: The process of gaining entry to a group of people to be researched.

Achieved identity: identity that person creates through their lifetime.

Age patriarchy: is the idea that children are controlled by adults, as a result of their forced dependency on adults.

Ageing society: Population ageing, defined as a process which increases the proportion of old people within the total population, is one of the main problems of this century. It affects or will affect both developed and developing countries.

Ageism: prejudice or discrimination against a particular age-group and especially the elderly.

Agency: Behaviour that is self-motivated and associated with the concept of voluntarism whereby actions are derived from choice rather than structures.

Altruism: A selfless approach of working to serve the community rather than for selfinterest.

Anomie: Concept associated with Durkheim that translates as normlessness, applying when individuals are insufficiently integrated into society's norms and values.

Anti-school subculture: a set of values shared by a group of pupils within the school which run counter to the values of the school.

Ascribed identity: identity that other people, or society, might impose on individual.

Beanpole families (Brannen): Multi-generational family with 3 or more generations.

Bedroom culture: the subcultures created by girls, which allow them to communicate and develop communication skills which are valued within the school.

Big society: Term associated with PM David Cameron that advocates the individual responsibility of each citizen to recognise and engage in their civil duties. Cameron naively felt this would bind society together in a classic Durkheimian manner, whilst permitting further dismantling of the state's provision of services.

Big stories/meta-narratives: What Postmodernists call theories like functionalism and Marxism. Such theories attempt to explain how society as a structure works.

Biographical approaches: An approach to research that is focused on the detail of individual lives. Therefore life histories becomes the main focus and source of data for the research.

Biological determinism: is a belief that human behaviour is controlled solely by an individual's genes or some component of physiology.

Birth Rate - the number of live births per 1000 of the population per year

Bisexuality: A sexual orientation or sexual attraction towards people of both sexes.

Black Magic Roundabout: Term coined by Steve Craine to refer to the carousel of unemployment, government training schemes and informal economy that deprived young people are subject to. He notes how many 'fall off' into crime and single parenthood.

Blended family: a step family where two single parent families become joined.

Blue collar: A rather outdated and less frequently used term for workers in manual work. The term derives from the blue overalls typically worn in factories in the past to contrast it with the white collars of the shirts worn by those who worked in offices.

Bottom-up theories: These are micro theories, generally interpretivist which seek to understand human behaviour by examining how individuals interpret what is going on around them.

Bourgeoisie: The dominant social class in the Marxist dichotomous view. The bourgeoisie own and control the means of production (factories and land).

Camera obscura: A camera obscura projects a 360 degree moving image onto a table, but everything is inverted back-to-front. Marx used the analogy of the camera obscura to show how ideology distorted reality by making circumstances 'appear upside down' and 'inverting' our perception. Ideology therefore promotes false consciousness by altering people's perception of the world - their objective social reality.

Capitalism: A society based on private property, which is divided into social classes. The family structure and roles support this economic arrangement.

Capitalists: The class of owners of the means of production in industrial societies whose primary purpose is to make profits.

Causal relations: When one thing is the direct cause of another.

Child centred society: a society in which the needs of children are seen as a priority.

Church school: A school which is committed to Christian beliefs.

Class consciousness: An awareness in members of a social class of their real interests.

Closed questions: Questions with a determined set of fixed answers, often in the form of multiple choices.

Cohort: a group of people with a shared characteristic.

Collective conscience: Term associated with Emile Durkheim that refers to the shared moral values that serve to enforce social integration and order in society.

Collective identity: refers to a set of individuals' sense of belonging to the group or collective.

Collectivism: The idea that the social group is more important than school or school work, and that therefore believes that friendship groups are more important than, for example, getting homework done.

Commodification: is the transformation of goods and services, as well as ideas or other entities that normally may not be considered goods into commodity.

Commodities: Anything which can be bought or sold. In capitalist society, according to Marx, this extends to people and their labour

Communism: An equal society, without social classes or class conflict, in which the means of production are the common property of all.

Compensatory education policies: government guidelines, laws or plans which seek to make all children have an equal chance of success in education

Comprehensive school: A state school that does not select its intake on the basis of academic achievement or aptitude. First began in 1946 but expanded and much more common from 1965.

Conflict sociologists: Supporters of theories such as Marxism and feminism that focus on divisions and tensions that occur when groups and individuals compete over power or scarce resources.

Conflict theories: Perspectives which focus on the inequalities and conflict between various groups in society.

Consensus theories: Perspectives which regard society as having a beneficial effect on the individual and social groups.

Core values: The most important and fundamental values of any group of people or society.

Correlations: When a mutual relationship exists between two things.

Correspondence principle: the Marxist idea that school and education are similar and that education is preparation for the world of work

Covert: When research is carried out without the knowledge or informed consent of the group being studied.

Cross-section survey: This is effectively a 'snapshot' survey taken at a moment in time, using a sample that should reflect the characteristics of the target population.

Culture: the shared language, beliefs, values and norms, customs, dress, diet, roles, knowledge and skills, and all the other things that make up the 'way of life' of any society

Cultural capital: the Marxist idea that a particular set of tastes, values, interests and knowledge lead to material rewards and success

Cultural deprivation theory: a group of sociologists who claim that the working class lack the appropriate norms, values and attitudes which lead to educational success

Cultural deprivation: the lack of appropriate norms and values which lead to success in education

Cultural diversity: The existence of a variety of cultural or ethnic groups within a society.

Cultural expectations: norms and values of that are maintained by a social group.

Cultural factors: explanations centred on lifestyle and individual choices.

Cultural universals: elements, patterns, traits, or institutions that are common to all human cultures worldwide.

Culture clash: where working class pupils feel less comfortable within the middle class culture of the school, making it harder for them to adapt to the school environment and thus succeed

Culture of dependency: the New Right view that some people have a way of life in which they rely on state benefits rather than aspire to work

Culture of poverty: A social theory that expands on the cycle of poverty and blames deprivation on the attitudes and values of the poor themselves. It attracted criticism for ignoring structural factors.

Death rate or mortality rate: It is normally expressed as the number of deaths per 1,000 populations.

Deductive approach: Knowledge is gained by starting with a theory and testing it against evidence.

Dependency culture: A belief that the benefit system actually encourages recipients to live off welfare rather than work. In reality people may be worse off financially working rather than staying on benefits.

Dependency Ratio: the per cent of dependent people (not of working age) divided by the number of people of working age (economically active). (The proportion of dependents per 100 working-age population)

Deprivation index: Method of measuring poverty used by Peter Townsend. He used 10 everyday activities and measured to what extent people participated in each as indication of relative poverty.

Developed world: High income countries with mass consumption societies, widespread welfare provision, education and health services for their populations.

Developing world: These are the low and middle-income countries that do not yet have developed economies and a mass consumption society for the majority of the population.

Diaspora: the movement or displacement of an ethnic population – which retains cultural and emotional ties - from its original homeland. The term is used to describe the experience of movement and to analyse the social, cultural and political formations that result from it. Diaspora refers to the process of cultural dispersal.

Disability: A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The socio-political definition of disability is: the disadvantage or restriction of activity caused by a contemporary social organisation which takes no or little account of people who have physical impairments and thus excludes them from the mainstream of social activities

Discourse: Concept associated with Foucault to describe how language shapes our thinking. At any one moment in time a dominant 'way of seeing' exists shaping our understanding. However, this could be replaced by another discourse in the future.

Discrimination: The unjust/unfair or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

Disneyisation: Term coined by Bryman to reflect processes originally observed in Disney's theme parks have spread across many other workplaces.

Diversionary institutions: Marxist term for institutions in society that serve to reinforce false consciousness by detracting people's minds from the exploitative and unequal nature of society. Examples would include the family, education, religion and the media.

Diversity: The variety of options and choices available in society.

Dual burden: when a person has paid work but is also responsible for domestic labour, often resulting in unreasonable pressure being placed on them.

Economic asset: the idea that in the past children were seen to contribute to the household.

Economic burden: the idea that children are financially dependant on their parents.

Economic relations: The way that different groups relate to the economy and work.

Egalitarian relationships: relationships which are considered to be equal.

Elaborated language codes: a way of speaking which involves complex sentence structure, a wide vocabulary and is context free, associated with the middle class

Embeddedness: refers to the specific view of how a particular relationship is seen by the individual, the social networks it may lead to as well as the way it the relationship is perceived publically.

Emigration: the movement of people from an area.

Empirical: When evidence is subject to test and measurement in an objective manner through supporting data.

Empty nest: A family where the children have left home, just the parent/s at home.

Enlightenment: Period between the first and fourth quarters of the eighteenth century when 'reason replaced faith' and paved the way for the Modernisation of society into one increasingly explained in terms of rationality, science and technology.

Entrepreneurial: Term for risk-taking business people who are driven by a desire to make money.

Ethnic identity: the process by which individuals and groups see themselves or are seen by others, in terms of their unique cultural characteristics.

Ethnicity: the particular cultural beliefs, practices and lifestyles that makes a group unique to the rest of society. Ethnicity should not be confused with race.

Ethnocentric curriculum: a curriculum which regards British culture as superior to other cultures, and does not value the contribution of other cultures.

Extended family: horizontal or vertical extension (classic or modified structure) Two or more generations of family members with additions beyond the nuclear family; horizontal means of the same generation (aunties and uncles/cousins) or vertical meaning grandparents are included. The classic extended family are kin who live in the same household or close proximity; the modified extended family includes kin who are geographically dispersed but maintain regular contact through social networking, for example.

External factors: experiences and factors that occur in the school which reinforce particular patterns in achievement

Faith school: a school in the United Kingdom that teaches a general curriculum but with a particular religious character or having formal links with a religious organisation. Introduced in 2004 by New Labour.

False consciousness: Marxist term that refers to the proletariat's ignorance of their true oppressed class position; a situation that actually causes them to support the economic system of capitalism that is exploiting them.

Falsification: process advocated by Popper for researchers to constantly try to disprove a hypothesis, no matter how many times it proves true. This demonstrates rigour and objectivity being applied to the research process.

Family: A group of people related by kinship ties, relations of blood, marriage, civil partnership or adoption. Note that most families will live in a household but not all households are families.

Fatalistic: The view that we are powerless to do anything other than what we actually do. Taking life as it comes.

Feminine: possessions of the qualities traditionally associated with women.

Feral child (or '**wild child**'): one who, from a very young age, has lived in isolation from human contact, unaware of human social behaviour and unexposed to language.

Folk culture: refers to the culture of ordinary people, particularly those living in preindustrial societies. Examples include traditional folk songs and stories that have been handed down from generation to generation.

Fordism: A term Fordism coined by Antonio Gramsci associated closely with the period and process of modernism and the mass production techniques of Henry Ford. It refers to the application of mass production (typically on an assembly line) techniques for the production of standardised commodities for mass consumption.

Free school: A school in England funded by taxpayers, which is free to attend, but which is not controlled by a local authority.

Fundamentalism: A return to the literal meaning of religious texts and associated behaviour.

Further education: Educational provision for 16-18 year olds.

Gatekeeper: An individual who must be negotiated with in order to gain access to a group to be researched.

Gender relations: the nature of relationships between men and women in terms of responsibilities, power and decision-making.

Gender role: socialisation is the process by which boys and girls are socialised into feminine and masculine modes of behaviour.

Gender socialisation: is the tendency for boys and girls to be socialised differently.

Gender: socially constructed ideas about what it means to be a man or a woman in a specific time and place.

Gendered identity: the way we see ourselves and are seen by others in relation to culturally constructed ideas of what it means to be a man or woman.

Generalisability: When findings of a study can be applied to wider society.

Generation: a group of people born and living during the same time.

Glass ceiling: Barrier of prejudice and discrimination that stops women, ethnic minorities and the working class from accessing top jobs. It is 'glass' because people can see the jobs, but cannot penetrate the barrier.

Global culture: the way cultures in different countries of the world have become more alike, sharing increasingly similar consumer products and ways of life.

Global south: is made up of Africa, Latin America, and developing Asia including the Middle East.

Globalisation: Term that refers to the increased global interconnectedness of economic, cultural and political structures due to the exchange of views, products, ideas and other forms of culture.

Going native: Term which describes the process whereby researchers get too close to their subject matter, a danger especially in covert participant observation. The result is they can become positively biased and over-sympathetic to the group.

Grammar school: A secondary school which requires pupils to pass the 11+ to go attend.

Grand theories: The big structural theories of how society works as a system associated with macro-theories like functionalism and Marxism.

Habitus: the cultural framework and set of ideas possessed by each social class, into which people are socialised and which influences their tastes in music, newspapers, films and so on.

Hawthorne effect: Term for the so-called observer or experimenter effect discovered by Elton Mayo following his experiments at the Hawthorne plant in USA. It refers to how groups may respond in unexpected ways simply because they know they are being studied.

Hegemony: Concept associated with Antonio Gramsci to explain how dominant groups maintain power through the subtle use of ideas to win the consent of subordinated groups. Ordinary people are led to believe that the prevailing existing order is somehow natural and normal and therefore justified.

Heterogeneity: refer to a society or group that includes individuals of differing ethnicities, cultural backgrounds, sexes, or ages.

Heterosexuality: A sexual orientation towards people of the opposite sex.

Hidden curriculum: everything that is taught informally and is not a part of the formal curriculum, for example respecting authority

Hidden economy: Also known as the 'black' or 'informal economy' because all work sidesteps formal obligations like paying taxes by being paid 'cash in hand'.

High culture: specialist cultural products, seen as of lasting artistic or literary value, which are particularly admired and approved of by intellectual elites and predominantly the upper and middle class.

High modernity: Term favoured by sociologists like Anthony Giddens over Postmodernity in order to stress the continuities society still has with modernity.

Historical documents: Term for non-contemporary documents. Usually they are decades or centuries old, such as parish records or Census data. However, they can also refer to data from a few years ago such as school inspection reports.

Homogenisation: the removal of cultural differences, so that all cultures are increasingly similar.

Homogenous: when a group shares the same characteristics.

Homophobia: an irrational fear of or aversion to homosexuals.

Homosexuality: a sexual orientation towards people of the same sex, with lesbian women attracted to other women, and gay men attracted to other men.

Household: Either one person living alone or a group of people who live at the same address and share living arrangements for example bills, meals, chores etc.

Hybrid identity: an identity formed from a 'mix' of two or more other identities.

Identity: how individuals see and define themselves and how other people see and define them.

Ideological State Apparatus: Term associated with Louis Althusser for socialising agencies that perpetuate ideas that promote false consciousness amongst the proletariat.

Immediate gratification: The desire to have fun straight away rather than e.g. doing homework first.

Immigration: the movement of people into an area for more than one year.

Impairment: lacking all or part of a limb, or having a defective limb, organ or mechanism of the body.

Income: The incoming flow of resources over time in terms of money that is either earned from employment or unearned from assets of wealth such as shares, land or financial capital.

In-depth interviews: An intimate form of interview that involves a close exchange of information.

Individualism: emphasises the importance of the individual, for example the individual's freedom, interests, rights, needs, or beliefs against the predominance of other institutions in regulating the individual's behavior, such as the state or the church.

Initiation rites: is a rite of passage marking entrance or acceptance into a group or society. It could also be a formal admission to adulthood in a community.

Institutional racism: this is intentional or unintentional discrimination that occurs at an organisational level.

Institutionalisation: The process by which members of institutions adapt through a combination of social control and socialisation to adhere to its norms, values and particularly its rules.

Institutions: Organisations which help society function smoothly.

Internal factors: experiences and factors that occur in the school which reinforce particular patterns in achievement

Internalise: to make something internal; to incorporate it in oneself.

Interpretivism: Theoretical approach that explains human behaviour through the interpretation of the meanings that lies behind individual actions. It is closely associated with interactionism.

Intersectionality: A recognition by sociologists that individuals are the result of a complex constellation of social characteristics such as social class, gender, ethnicity, age and region.

Labelling: an interpretivist concept which means to attach meaning to behaviour, which can be positive or negative. Highlighted particularly by Howard Becker.

Lagged adaptation: The time delay between women working full-time and men taking more responsibility for domestic work.

Lay: Term that means anything that is applied to ordinary people.

Legitimise: to legitimise means to make something seem fair

Life chances: the chances of obtaining those things defined as desirable and of avoiding those things defined as undesirable in a society.

Life course: is a culturally defined sequence of age categories that people are normally expected to pass through as they progress from birth to death.

Life expectancy: The average number of years a person is expected to live.

Literature search: The collation of previous research on a given subject matter which is currently being researched.

Lobby system: Any attempt to influence decisions made by officials in the government. Lobbyists act on behalf of big business, pressure groups and voluntary organisations.

Longitudinal survey: This is a survey that is undertaken over time. It therefore allows trends to be identified and comparisons to be made over a period of years.

Macro sociology: Grand theories such as functionalism or Marxism, where the focus is on how society works as a system made up of interdependent parts.

Understanding of human behaviour derives through a comprehension of how this system works and impacts upon individuals.

Marginalisation: the process whereby some people are pushed to the margins or edges of society by poverty, lack of education, disability, racism and so on.

Marketable wealth: Assets that belong to individuals that they could dispose of relatively easily without affecting their lifestyle significantly.

Marketisation: where market forces are introduced into education, which results in running the school like a business

Masculinity: possession of the qualities/characteristics traditionally associated with men.

Mass culture: seen as less worthy than high culture or folk culture. It is a product of the mass media and includes popular feature films, TV soap operas and pop music. Critics of mass culture see it as debasing for individuals and destructive for the fabric of society.

Master status: a status which overrides all other features of a person's social standing, and a person is judged solely in terms of one defining characteristic.

Material deprivation: the lack of things that money can buy which lead to educational success

Material factors: structural factors within society that impact here upon health chances.

Means of production: the key resources necessary for producing society's goods, such as land, factories and machinery.

Mechanical solidarity: Term associated with Durkheim that refers to pre-industrial societies characterised by tight-knit communities, common roles and a strong sense of shared values.

Meritocracy: Term for a society where rewards are based on merit, talent and effort. Those at the top are seen as justly rewarded in terms of income, wealth and status because they occupy the most demanding roles are occupied by the most talented people.

Meta-humiliation: term that describes the loss of dignity experienced by people living in poverty, exacerbated because their deprivation is experienced amid great and blatant wealth.

Meta-narratives: What theories like functionalism and Marxism are called by Postmodernists. Such theories attempt to explain how society as a structure works.

Meta-study: This involves using a significant amount of published secondary material on a given subject.

Micro-level: A small scale approach associated with the interpretive/interactionist perspective where the focus is upon the individual rather than the wider social structures.

Micro-sociology: Term for sociological perspectives where the starting point to understanding human behaviour lies with an analysis of individual motivations, actions and meanings.

Migration: the movement of people from one area to another.

Modernity: Era of industrialisation and urbanisation that followed the period of the Enlightenment. It is consequently characterised by rational thinking of science and technology. Modernity saw change as progress.

Moral decay: The idea that people are less willing to take responsibility for themselves resulting in a breakdown of traditional attitudes towards family life leading to family breakdown, the inadequate socialisation of children and antisocial behaviour.

Moral density: Term associated with Durkheim to refer to how progression of the division of labour caused individual parts to extend beyond their limits and act and react upon one another.

Mortification of self: Term associated with Erving Goffman meaning how the self or individuality dies as a result of institutionalisation from being treated in a psychiatric hospital.

Myth of meritocracy: a Marxist concept which argues that the idea of fairness and equality of opportunity is a lie, put in place to stop people from challenging the system

Nanny state: A government which intervenes in many aspect of family life, which results in people being less likely to take responsibility for their own actions.

Nationalism: A sense of pride and commitment to a nation, and a very strong sense of national identity.

Naturalistic: When behaviour is normal and not subject to the presence or activities of the researcher.

Neets: Young people who are not in employment, education or training. It is estimated by the World health Organisation (WHO)(2013) that are more than 1 million 'neets' in the UK.

Nepotism: Giving favours, such as providing employment, solely on the basis of family connections.

New international division of labour: Concept developed by Froebel et al to describe the global labour market whereby workers compete globally for jobs through the location of industries. Domestic workers are also increasingly under threat from migrant workers.

Non-domicile: People who live or work temporarily in the UK, but are domiciled in another, even though they can spend most of the time in the UK. An example of a 'non-dom' is Lord Rothermere whose family owns the very nationalistic Daily Mail through various tax companies in Bermuda. Non-domicile status normally means people are exempt from paying most taxes in the UK.

Norms: specific guidelines for action in particular social situations.

Nuclear family: A two-generation family with two adults and their dependent children (biological or adopted). According to Murdock the universal nuclear family is characterised by common residence, economic co-operation, (heterosexual) approved sexual relationships and reproduction.

Nurture: generally means upbringing or training. All of the environmental factors, after conception, that shape an individual's expressed characteristics and behavior.

Objectivism: The assumption that social structures that can be studied independently from individual social actors.

Organic analogy: The comparison of society to a body. The analogy was originally made by Herbert Spencer and developed by Emile Durkheim.

Organic solidarity: Term associated with Durkheim that refers to an individualistic industrial society where people are connected by the wider structure, but isolated in terms of their competition with each other.

Othering: Derogative way of looking down at people who are considered not one of 'us'. Being seen as an 'other' is to be defined negatively and as an outsider.

Overt: When it is clear and obvious that research is being carried out with the knowledge of those being studied.

Oxbridge: Collective term for Oxford and Cambridge universities.

Paradigm: Kuhn uses the term to refer to a viewpoint in science that holds widespread support until a revolution in thinking occurs and it is replaced by another widely supported shared view.

Parentocracy: A system where parents are powerful in shaping education

Participant observation: Research method that involves observing people by becoming a member of their group and studying them from within. Observation can be overt or covert.

Particularistic: standards the idea that in the family a person may be treated differently from another family member depending on their attributes

Patriarchal family: Male-headed/dominated family.

Patriarchal ideology: A set of ideas which reflect male dominance.

Patriarchy: male dominated society.

Personal documents: Sources of data usually derived from very private documents such as diaries, memoirs and letters. They can be very informative and high in validity, but also subjective and biased.

Phenomenology: Micro sociological approach developed by Alfred Schutz and Edmund Husserl. It explains human behaviour through the interpretation of the meanings that lies behind individual actions. It is often referred to as Interpretivism

Pilot study: These are small-scale studies conducted before the main research in order to check whether the research is firstly feasible and secondly to identify any problems that need to be resolved with regard to the research design.

Policies: A range of actions, plans or laws which attempt to resolve perceived social problems.

Popular culture: often used in a similar way to the term 'mass culture'. Popular culture includes any cultural products appreciated by large numbers of ordinary people: for example, TV programme, mass-market films, and popular fiction such as detective stories.

Positivism: Scientific approach to collecting data that is centred on the collection of objective facts.

Post-Fordism: If Fordism is about mass production and consumption, Post-Fordism is about tailoring production to individual requirements and niche markets. It involves 'just in time' production, or ideally production to order, involving the need for a flexible workforce that adapts quickly to demand levels.

Postmodernity: Term used by post-modernists to describe contemporary society. They see society as having distinctly different characteristics to the era of modernity it replaced with more diverse and less stable family structures and a greater negotiation of family roles.

Poverty line: Demarcation boundary of a calculated level of income. People with income level below this level are assumed to be unable to purchase basic necessities so are classified as living in poverty.

Pre-modernity: Period of history before the modern era where society was characterised by myths, legends, superstition and traditions.

Present time orientation: Focusing on the immediate situation rather than considering long-term aims. Therefore not bothering to put school work first and wanting to have fun without considering the possible long term consequences.

Primary data: Collected first-hand by the researcher.

Primary socialisation: The internalisation of norms and values that takes place in the early years of life.

Primogeniture: Inheritance through the male line, common within capitalism until quite recently. Maintains wealth in the ruling classes and therefore the class structure remains in tact

Private schools/independent schools/public schools: Fee paying schools that may or may not follow the national curriculum.

Proletarianisation: Marxist term for a growing identification by the middle class with working class identity, status and values. It reflects a growing class consciousness as proletariat.

Proletariat: The subordinate social class in the Marxist dichotomous classification. The proletariat own nothing except their labour power which they sell for a wage to the owners of the means of production.

Push and pull factors: reasons which may cause people to move away from an area or attract them to move to a particular area.

Qualitative data: Concerned with words that express meaning and emotions: of respondents.

Quantitative data: Concerned with factual information typically expressed a numerical content.

Questionnaire: Survey method where questions are written down with respondents answering either in their own writing or on a computer if survey is electronic.

Race: supposed biological differences between different groups

Racism: treating people differently on the basis of their ethnic origin.

Rationalisation: refers to the replacement of traditions, values, and emotions as motivators for behaviour in society with rational, calculated ones.

Realism: An approach to research that embraces elements of positivism and interpretivism, through the collection of quantitative and qualitative data.

Relative autonomy: Neo-Marxist idea that institutions are not under the direct control of the ruling capitalist class. This gives the impression that such institutions are independent, when in reality the economic power of owning capital ensures that the ruling class actually do have control.

Relative poverty: Definition of poverty that is based on living standards judged against normal or average living standards across society.

Relativism: The belief held by Post-modernists that there is no such thing as objective reality or truth. The only truth is the pluralistic character of knowledge.

Reliable: The extent to which research, if repeated, would achieve the same results.

Representative: The extent to which a sample can be said to reflect the social characteristics of a larger group (target population) from which it is drawn.

Reserve army of labour: Marxist term that refers to the least secure section of the workforce; employed when the economy is buoyant and dumped when demand for labour is low.

Restricted language codes: a way of speaking which involves limited vocabulary, short, broken sentences and is context bound, associated with the working class

Rigorous: Strict and meticulous approach to doing research.

Role allocation: the idea that education sifts and sorts people into the correct job or role in society

Role model: someone that inspires others to try hard to reach similar status. They display patterns of behaviour which others copy and model their own behaviour on.

Roles: the patterns of behaviour which are expected from individuals in society.

Same sex families: Families headed by lesbian or gay couples, with or without children.

Sample size: The size of the sample used in research. Clearly the size can play an important part in determining the representativeness of the sample, and hence the researcher's ability to generalise.

Sample: A small group of people, representative of the larger group, used when the target population is too big to research everyone.

Scientific management: A time and motion approach to manufacturing associated with F.W. Taylor (hence sometimes called 'Taylorism') whereby the most efficient production methods are calculated in order to minimise costs and maximise profits.

Secondary data: Collected by people other than the research team so already exists.

Secondary labour market: Term associated with Anthony Giddens to refer to low status jobs of a flexible, insecure and part-time nature.

Secondary socialisation: the internalisation of norms and values that takes place beyond the family and continues throughout life

Secularisation: The process whereby religion has less and less influence over people's lives.

Selective education: any form of criteria that students need to meet in order to go to a particular school. The criteria vary, for example, the 11+ test introduced in the Butler Act involved an IQ test which determined if a student went to a grammar school or not.

Selective school: A school which has some specific form of entry criteria.

Self-fulfilling prophecy: where a student begins to internalise the label given to them and begins to act out the label

Self-surveillance: The linked to Foucault that describes the self-critical inward gaze that acts as a form of self-imposed social control.

Service industries: Industries that do not manufacture goods but provide intangible services such as retailing, tourism, finance, health, caring, education, etc.

Sex: refers to the biological features that differentiate men from women.

Sexism: prejudice or discrimination against people (especially women) because of their sex.

Sexual identity: self-recognition of one's sexual orientation and sexual behaviours and the meanings one places on them.

Sexual orientation: the type of people that individuals are either physically or romantically attracted to, such as those of the same or opposite sex.

Sexuality: people's sexual characteristics and their sexual behaviour.

Simulacrum: Term associated with the postmodernist Jean Baudrillard that means the blurring of dreams and reality.

Social blurring: the idea that the division between children and adults has become less clear.

Social class: a broad group of people who share a similar economic situation, such as occupation, income and ownership of wealth.

Social closure: a system whereby members of a group can act to prevent others from joining the group

Social construct: something build or created by society, for example childhood.

Social construction: When something is built up by cultural ideas, rather than being naturally produced.

Social control: refers to the various methods used to persuade or force individuals to conform to the dominant social norms and values of a society or group.

Social Democratic: Political ideology that is centred on the responsibility of the state to help bring about a more equal and fairer society. A key feature of a social democratic society is a well-established and extensive provision of state welfare in the form of health, education and benefits.

Social exclusion: When members of society are denied participation in mainstream activities other people generally take for granted, such as, good housing, transport, health, environment, leisure etc.

Social facts: External and measurable structural factors that can have a real impact upon individuals. Term originally associated with Durkheim to refer to features of objective reality.

Social identities: is one's sense of self as a member of a social group (or groups).

Social institutions: The structures that make up society such as the family, education, religion, work and media.

Social policy: a social policy is a plan or course of actions put into place by governments, which attempt to solve particular social problems.

Social quality: A concept associated particularly with Alan Walker and two Dutch colleagues. Since its creation it has influenced the European Union's social policy agenda. Social quality is the extent to which people are able to participate in society under conditions that enhance their individual potential and wellbeing. It measures the extent to which people are able to thrive.

Social roles: one's position and responsibilities in society, which are largely determined in modern developed nations by occupation and family position.

Social solidarity: the idea that people feel they belong to society, they feel part of a group.

Socialisation: the process by which norms and values are transmitted and learned.

Socially constructed: the way something is created through the individual, social and cultural interpretations, perceptions and actions of people.

Specialist schools: A government initiative which encouraged secondary schools in England to specialise in certain areas of the curriculum to boost achievement, starting in 1994, continued and expanded under New Labour. When the new Coalition government took power in May 2010 the scheme was ended and funding was absorbed into general school budgets. a school in England funded by taxpayers, which is free to attend, but which is not controlled by a local authority. Mainstream free schools are academically non-selective.

Spurious interaction: When engagement with people is shaped primarily by the way they have been defined and interpreted.

Stigma: When people are negatively labelled with a marginalising characteristic which then serves to mark them out as different from others in society.

Stigmatised: A negative marker that is applied to the identity of individuals or groups.

Stigmatised identity: an identity that is in some way undesirable or demeaning, and stops an individual or group being fully accepted by society.

Structure: External factors which shape individual behaviour in a deterministic way.

Structured interview: Formal interview where pre-written questions are all asked to every respondent in the same order. Data received tends to be quantitative in nature.

Subculture: a smaller culture held by a group of people within the main culture of a society, in some ways different from the main culture, but with many aspects in common.

Subjectivism: The view that social structures cannot be studied separately from the study of individual social actors.

Symbolic violence: Where the working class pupils experience almost unconscious types of cultural and social domination in every-day social habits.

Target population: The whole group that is being researched.

The ageing population: the increasing numbers of the population aged 65 or over whilst there are a decreasing number of children under 16.

The economy: an institution which is connected to the regulation of wealth and income, which the family adapts to in various ways.

The State: A group of institutions which govern and regulate family life to some degree.

Theoretical perspectives: Different views about society which seek to explain change.

Third Way: A middle-way, advocated by New Labour, that embraced elements of both dependency-based ideas such as the New Right's personal responsibility and the exclusion-based ideas similar to the Social Democratic welfare support for the most vulnerable in society.

Top-down theories: These are macro theories, generally structuralist in nature that seek to understand human behaviour by examining society as a whole and how individuals fit into its institutions.

Toxic childhood: the idea that technology is being used as a substitute for good parenting.

Transnational corporations: Another name for multinational corporations. These traditionally have their head office in the developed world but undertake or outsource

their manufacturing to the developing world where they have been accused of exploiting workers.

Triangulation: Using multiple research methods.

Underclass: Group of very deprived people whose experiences are so distinctly different from the rest of society - including the working class - that they constitute a class in their own right.

Unearned income: Income derived from the ownership of assets rather than from personal toil. This is a key source of income for the rich who use their abundance of assets to contribute significantly to their income.

Unit of consumption: The idea that the family buy things together as a family, for the family, thus providing jobs for people offering family goods and services, thus supporting capitalism.

Universalistic standards in education: the idea that everyone is treated fairly and equally regardless of who they are

Unstructured interview: An informal interview that takes the form of a conversation. It is designed to build up a close rapport between interviewer and interviewee in order that they open up and provide rich qualitative data.

Valid: The extent to which research is true to life.

Value consensus: Agreement within a society about important ideas about how society should be ordered.

Values: general beliefs about what is right or wrong or worth striving for.

Variables: Something in research that is subject to change, such as income, status, or popularity.

Verstehen: German word that translates as 'understand'. In sociological terms, Weber used it in the context of when researchers put themselves in the shoes of the people they were studying.

Victim-blaming: When individuals are blamed for their problems such as blaming the poor for their poverty or the sick for their illness. This approach is a favoured approach of the New-Right and right-wing governments.

Vocational education: Education directly linked to a particular occupation or job.

Wealth: A measure of the value of all of the assets of worth owned by a person.

White collar: Simplistic term for office workers. The term derives from the white shirts typically worn in contrast to the blue overalls of the factory floor workers.

World Health Organisation: The public health body of the United Nations.

Zero-hours contract: When individuals are employed but only contracted to work when employers need their services. This results in considerable insecurity of income and the ability to budget.