





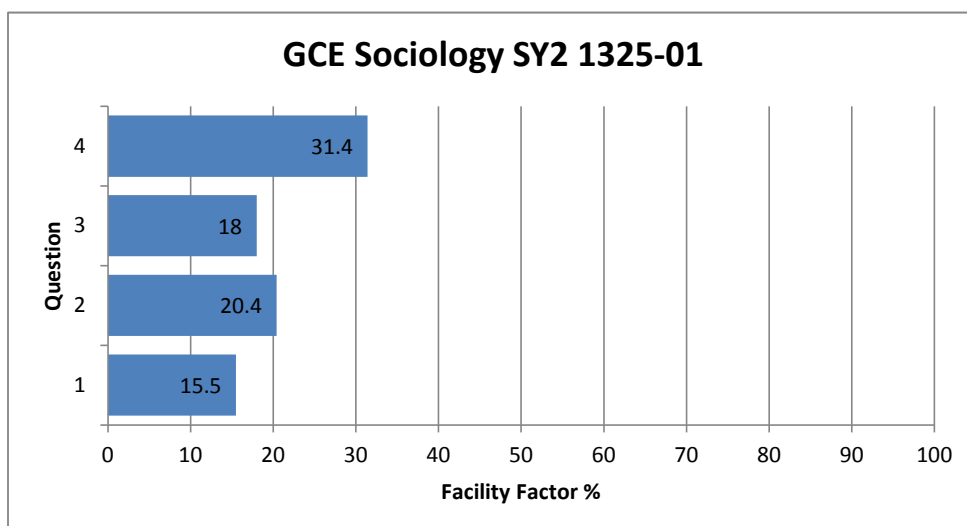


GCE Sociology SY2 1325-01 All

Candidates' performance across questions

						
Question Title	N	Mean	S D	Max Mark	FF	Attempt %
1	2716	4.7	3.2	30	15.5	98.2
2	2749	12.2	5.2	60	20.4	99.3
3	2664	10.8	4.8	60	18	96.3
4	2651	18.8	8.7	60	31.4	95.8



Compulsory

1. Look at the item below and answer the following questions.

Gang leader for a day

Venkatesh, a Sociologist, was a student in Chicago who was fascinated by life on the most deprived housing estates and tried to study how people lived. He began his study by attempting quantitative research but this was not effective.

He then decided to conduct an **ethnographic study** and began to 'hang out' with a gang, the Black Kings. He interviewed people at all levels and participated in the life of the group. Eventually, he was allowed to act as gang leader for one day by the gang captain and became a full participant observer in the group. While the gang talked to him in detail, other people on the housing estates avoided him and his questions.

(Adapted from Gang Leader for a Day by Sudhir Venkatesh)

- | | |
|---|---|
| 1 | 1 |
|---|---|
- Using material from the item and elsewhere, explain the full meaning of the term **ethnographic study**. [10]
- | | |
|---|---|
| 1 | 2 |
|---|---|
- With reference to the item and sociological studies, identify and assess the strengths and weaknesses of participant observation. [20]

An ethnographic study is a study which involves research on peoples lives and their way of life. One popular way in which researchers do this is through observation methods as you are able to gain full knowledge and a better understanding on peoples lives and gain a fuller picture of social life. As stated in the item

Venkatesh took part in participant observation for his ethnographic study, this would have allowed him to probe during interviews with gang members as he ~~was not~~ acted as a gang member leader the other gang members would trust him and open up on ~~then~~ what life is like for them living in a deprived housing estate. This is beneficial for his ethnographic study because as stated gang members spoke to him in detail, as they trusted him and ~~for~~ as he took part he would have gained reliable data and knowledge on their way of life. This also offers qualitative data as he was able to probe in interviews, where he could then write up his findings and experiences after spending time with the gang.

But, there are some disadvantages with an ethnographic study as he chose the observation method there is a risk of him 'going native' and interviewer bias as he spends time with them studying their life he may even start to become friends with them and forget about his research, which could effect his findings.



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the boxes next to the first line of your answer
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1 1 i) Ethnographic study ^{script} is where the researcher studies a certain ethnicity to see their ways of life and how they differ from other peoples.

With reference to the example the researcher undertook an ethnographic study by beginning to 'hang out' with a certain gang called the Black Kings. He interviewed people at all levels and participated in the life of the group. He wanted to study the most ~~deprived~~ deprived housing estates and tried to study how people lived within that area.



2) Participant observation is when the researcher joins in the activities of the group they're studying to observe people in ~~there~~ their daily routine.

~~participant observation~~
Ethnography is the most effective method to undertake when doing participant observation. This is where researchers study the life structure of a particular group. Just as Venkatesh used ~~path~~ ethnography to study and participant and 'hang out' with the gang, The Black Kings.

Participant observation can either be overt or covert. ~~Overt~~ ^{Covert} is when the identity and the purpose of research are not known by the participants. The problem with this method is that there is a danger the research may go 'native' whereby they get so close to the group they're studying that their research could be biased and subjective if they're not careful. ~~However~~ Also it ~~could~~ ^{could} bring the ethical ~~issue~~ issues of this is that people are being spied on, however it can be justified by the naturalistic way of ~~it~~ yielding quantitative data that ~~this~~ is high in ~~the~~ validity which is favoured by interpretivists sociologists. Furthermore, participant observation allows the researcher to get know the group they're studying and therefore found out more to conduct a research that has full information.

Participant Observation allows researchers to get a fuller picture of the social group they're studying.

If participant observation is overt, then there is a danger that if people know they're being observed ~~that~~ then they won't behave in a natural way.

This is the 'observer effect' which is a form of the Hawthorne effect.

Moreover, participant observation can be time consuming and expensive especially if it goes on for a long period of time.

Participant observation may be high in validity but its low in ~~reliability~~ reliability as it's hard to replicate this type of method. Also, as the researcher is only studying one type of group, this ~~could~~ affect this may not be representative and thus affect generalisability.

Eileen Barker used participant observation in her study of the 'moonies'. She also used ~~unstructured~~ unstructured interviews. To overcome the problem of reliability, 2 years later she used questionnaires to make her research more reliable.

Therefore, researchers could combine qualitative data and quantitative data to increase validity and reliability.

This is called triangulation.



1 2 Participation ^{Script E} Observation is when the researcher takes part in the group he is watching's activities. It can either be covert or overt. One ~~advantage~~ of this is that ~~he was~~ the researcher is able to talk to the people he is studying and find out why they are doing things for example in the item it said he ~~was~~ ~~able to become a gang leader~~ able to interview people at all levels. This means he get ~~the~~ more information than from just watching.

However some people may be reluctant to talk to the researcher in the item it states that people on the housing estate avoided him and his questions. They could ~~be worried~~ not trust him and therefore would not share with him information they may have.

A strength is that the researcher ~~felt like~~ it was able to know what it felt like to be part of the group



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you can see in the item that he was allowed to act as gang leader for one day. This meant he would have further understanding of the group he was studying. ~~as~~

However this links to ethics and the researcher may not keep to an ethical code. For example there was a study on football hooliganism where the researcher took part in all activities and even got a tattoo of the football club. When the researcher takes part in the groups activities they may have to take part in illegal activities which is completely against the ethic codes.



*Choose **one** question from the following options.*

Either,

2.

Education

2	1
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Describe and explain functions of the education system.

[20]

2	2
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Discuss explanations of differences in gender attainment in education within the UK.

[40]

Script A

2 1

Many sociologists would argue that the education system has different functions and are always disagreeing about what these functions are.

When the Education Act 1870 was brought in, this was supposed to help create a literate and numerate workforce, keep the young from participating in street crime and help to create a better prepared workforce for this new era of industrialisation.

Functionalists would argue that the function of the education system is to teach the younger generation society's norms and values, and with reference to the organic analogy could illustrate how education is needed in order for society to not break down. Emile Durkheim argues that education

provides socialisation (teaching norms and values), skills provision (learning the skills needed for the modern industry) and role allocation (using exams and tests to allocate pupils to roles that would suit them in the wider society).
Talcott Parsons ~~Marxists~~ argues that the function of the education system is to promote individualism, competition and choice. For example, individual achievement is promoted through the use of exams where you have to complete them yourself which also promotes competition because the pupils are aiming to do better than each other.

However, Marxists would argue that education merely plays a role in maintaining the capitalist society because it is helping working class children to develop a false consciousness so that they accept the way that society is run. They argue that education is a method of social reproduction and this can be illustrated through Bowles and Gintis' correspondence theory as this shows how the organisation of schools mirrors that of the workplace and how a number of similarities such as use of hierarchy and punishment and rewards. Paul Willis, a neo-Marxist would argue against the positive function of the education system as his study of the 12 working class boys showed how they developed an anti-school subculture which they took with them in to the workplace.

Both Functionalist and Marxist do however agree that one of the functions of the education system is promoting the hidden curriculum, whereby society's norms and values are transmitted although the teachers and pupils may be unaware of this happening. They disagree however on what the hidden curriculum actually achieves, as functionalists would argue it is positive and marxists think it is negative for the working class who develop a false consciousness.

In conclusion, the functions of the education system are to promote individualism and competition, and to transmit society's norms and values by means of the hidden curriculum, however another function is social reproduction.



2 1

The functions of the education system according to Parsons (a functionalist) is to bridge the gap between childhood and adulthood. To prepare children for the working adult life. As 300 years ago according to Aries, there was no such thing as 'childhood' as it was neither a biological state. Therefore children were seen as 'small adults' in which they were expected to work. As there was no Children Act 1970, Children Act 1991, 1993. As there were no laws for the protection of children from working or for enforced labour. Education is seen as a state of protection for children where it is a safe environment to learn in.

The education system however according to marxists is one based on a democratic society. As the school has become a marketplace for getting the best pupils in order to get the best

grades for a good reputation. Therefore it is believed by Bourdieu that the education system is only beneficial to middle class children. As it is seen as having the same values as the workplace. As middle class children have better skills and values as these were taught to them at home. These then can be applied in the workplace and in school giving them an advantage over working class children. This is linked to the self-fulfilling prophecy, as some working class children who are expected to fail in the education system and live up to a troublesome reputation. Yet others exceed expectations as there is proof that working class children can have good, successful careers.

The education system give children the values they need for the workplace. To make them docile workers and acceptant to their inferior role amongst the middle class. Through the hidden curriculum where it is not ^{meant to be} taught, yet children learn these values. Things like learning to call your teacher "miss" or "sir". Which values are them brought into the workplace as this teaches you to obey your "boss". Teaches about a society based on meritocracy. That the harder you work, the better the results. Linked to GCSE's where the more you revise and study, the better GCSE results you will get. Transferred to the work place where the harder you work, the better the pay.

Education reflects a system of social selection. Where there is a hierarchy where the smartest pupils are in the top sets and the not so academically able pupils are in the bottom sets.



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Leading to further stereotypes such as the more academically able children avoiding vocational subjects such as BTEC's and National diplomas. Labour introduced scheme's to encourage NEE.TS to extend their qualifications in the hope for employment. As this scheme was introduced by Margaret Thatcher in the late 80's. It is still stereotyped to be an inferior qualification compared to A-levels. Therefore many middle class children tend to avoid this.



22.

In this essay I will explain the differences in gender attainment in education within the UK. Up until the 1970's, males were out-performing females in every key stage. Males on average were achieving 11 percentage points more than females in the 11+ examination. The 11+ exam was introduced as part of the tripartite system introduced by the conservative party. ~~led by~~ This was a New Right scheme as it ~~was~~ supported selective schooling, in which those who passed went to grammar school (usually middle-class) and those didn't do as well but still passed went to a secondary modern school. ~~After~~ After the 1980's females began to achieve greater grades than males and there are many explanations behind it.

One explanation for females doing better in school is a change in attitudes. Due to a rise in feminism and a greater equality in Britain, women no longer have to be 'stay at home' housewives. Women had a lot more choices in education with the introduction of the National Curriculum. The National Curriculum was introduced with the passing of the Education Reform Act 1988 when the tripartite system was abolished. This allowed women to study anything they wanted in school and an increasing number of females began to study sciences and mathematics, ~~usually~~ normally affiliated with men. ~~Becher, a postmodernist sociologist argues that individual~~



Answer Ateb

Another reason for women doing better in education is the idea of individualisation. This was a term used by Becker, a postmodernist who argues that women now choose to go to university as there is a lot more choice in society than there once was.

One broad reason for females doing better than males ~~are~~ is inside school factors. Keddie, an interpretivist argues that there is a ~~specif~~ specific image that teachers like in pupils and that these are usually middle-class pupils. Lacey, also an interactionist argues that there is an ideal pupil, smart, well-dressed and clean. Teachers may label working class boys ~~a~~ which then leads to those boys creating a self-fulfilling prophecy. If a teachers tells the ~~mate~~ working class male (who ~~there~~ does not fit Keddie's image) as dim, that boy will believe he is, thus resulting in females excelling.

However, this can be criticised, as ~~Francis~~ Francis, a feminist argues that not all girls are doing better, many working class girls are failing in the education system.

There are also many reasons for males doing worse in education, mostly working class. Jackson talks of Status Frustration. As many of the 'macho' jobs are declining, many ~~states to~~ working class males have a fatalistic approach to education. Laddish behaviour is also a factor for males not doing as well as seen in Paul Willis' Study 'Learning to Labour'. Many working class boys see education and working hard in school for 'sissy's', and if you worked hard ~~you~~ you were not seen as a popular kid.

In concluding, gender ~~and~~ and attainment varies within education. As society changes along with the norms and values of many of these class sub-cultures (Sugarman) so does the effort of working class males. ~~White females are have the~~ White middle-class

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Females have the best GCSE A*-C grades in the country,
while white working-class boys are near the bottom of
the table within the same national curriculum.



22

Up until the mid 80s middle class boys were achieving in education where as the girls were under-achieving. The girls would be taught to accept their roles which were to cook, clean, childcare etc. whereas the boys would do more hands on subjects and learn metalwork and woodwork.

After the ¹² the late 80's this changed as the girls were the ones achieving more than the boys. Sue Sharpe said that girls were becoming a lot more confident, ambitious and assertive so they were trying harder in schools and the 'boy' subjects such as math and science were no longer seen as being 'boyish' because girls were also achieving in these.

When the Education Act ~~became~~^{secondary} came in to place in 1994 ~~compulsory~~ education was compulsory for 11-16 year olds, so girls were staying in school for longer which would have helped them to achieve.

Middle class boys did start to underachieve, this was noticed when the 11+ exam happened because girls had better grades. Paul Willis had conducted a study called 'The Lads' this was where he took a group of middle class boys and analysed their behaviour. He found that

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the boys were using 'Laddish
behaviours', they would mess
around in lesson, not pay attention,
act in a ~~fun~~ silly way and not
listen to the teachers and this
affected their educational
attainment because they had
never listened in class so when
the exams came they wouldn't
have known what to write
about. Boys also saw education
as feminine, they thought that
it was more masculine not to
listen in class and to just mess
around.

