**Godalming College**

Booklet Checked by: \_\_\_\_\_\_\_\_\_\_\_\_\_

Grade: U/S 1 2 3

Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sociology Department**

**Patterns, trends and explanations of inequality and difference:**

**AGE**



**STRATIFICATION WORKBOOK 4**

|  |  |  |
| --- | --- | --- |
| Name: | Set: | Group: |

Age

**The Social Construction of Age**

Use p.295-297 of Browne to complete the table below

|  |
| --- |
| **What do we mean by age being a social construction?** |
| **Social construction of childhood (also use material from your family booklet on childhood)** |
| **Social construction of teenagers** |
| **Social construction of old age** |

**Age Disadvantage:**

The main site of disadvantage is related to the workplace and incomes, there are many examples of age discrimination and Ageism. However, sociologist **Bytheway** (1995) explains how **ageism** is a misleading concept as age is experienced so differently by sections of the population.

What do you think he means by this?

|  |
| --- |
|  |

**Can you think of three examples of where experience of aging differs depending on your demographic?**

|  |  |
| --- | --- |
| Class |  |
| Gender |  |
| Ethnicity |  |

**Which age group is most disadvantaged?**

Consider each age group and ways in which they experience disadvantage in the Contemporary UK. Back each point up with some evidence (e.g. a study, theory, statistic…). Use the powerpoint notes, your previous knowledge and the textbook.

|  |  |  |
| --- | --- | --- |
| Age Category | Ways in which the age category are disadvantaged in the UK – consider work, pensions, health, stereotypes, crime, politics, media etc. | Evidence e.g. statistics, studies, theories |
| Youth |  | |
| Middle Age |  | |
| Old Age |  | |

Consider what issues there may be with operationalising the age categories above?

**Theoretical explanations of patterns and trends in age inequality:**

Using the information on pages 229-218 of the OCR textbook summarise how the different theories explain patterns and trends in age inequality:

|  |  |
| --- | --- |
| **Theory:** | **Explanation** |
| Functionalism |  |
| Marxism |  |
| Weberian |  |
| Postmodernism |  | |

**Key Terms:**

All of these words will be covered within your lessons. You should define these key terms in your own words to ensure your understanding. Wherever possible use an example to illustrate the term.

|  |  |
| --- | --- |
| **KEY TERM** | **DEFINITION** |
| Ageism |  |
| Youth |  |
| Adulthood |  |
| Middle Age |  |
| Old Age |  |
| Young Elderly |  |
| Oldest Old |  |
| Life Expectancy |  |
| Life Course |  |
| Material Disadvantage |  |
| ‘too old to employ’ |  |
| State Pension |  |
| Private Pension |  |

**Key Terms:**

|  |  |
| --- | --- |
| **KEY TERM** | **DEFINITION** |
| Retirement |  |
| Sandwich generation |  |
| Disengagement |  |
| Reserve army of labour |  |
| Negatively privileged status groups. |  |
| Individualisation |  |
| Active Aging |  |
|  |  |
|  |  |
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**Key Studies:**

To achieve top AO1 (Knowledge and Understanding) marks, as well as AO2 (Interpretation and Analysis) marks you will also need to show awareness of relevance sociological studies, that can be applied to each area of the course. As we go through this topic note down details of these studies:

**Key Studies:**

|  |  |  |
| --- | --- | --- |
| **Study:** | **Perspective (and methodological approach if known)** | **Summary of study:** |
| Bytheway |  |  |
| Vincent |  |  |
| Milne and Harding |  |  |
| Giddens |  |  |
| Bradley |  |  |
| Davidson |  |  |
| Butler |  |  |
| Greengross |  |  |
| Carrigan and Szmigan |  |  |
| Parsons |  |  |
| Elias |  |  |
| Einstadt |  |  |
| Cohen |  |  |
| Matza |  |  |
| Philipson |  |  |
| McKingsley |  |  |
| Parkin |  |  |
| Barron and Norris |  |  |
| Featherstone and Hepworth |  |  |
| Manheim |  |  |
|  |  |  |
|  |  |  |

**(Please note: This is not an exhaustive list of studies you can use, look through your textbook for others, and also consider which studies you could use from the previous modules.)**

**Examination Questions:**

Outline and explain two ways that older people are disadvantaged in the UK. [10]

Outline and explain two ways young people are disadvantaged in the contemporary UK [10]

**Item A**

Class is measured by poverty affects in both youth and old age, but gender, ethnicity and disability are also tightly interwoven. This may be due to factors such as social exclusion and the social capital of these two groups, or may merely be due to the fact that these groups are less likely to be employed.

Applying material from Item A, analyse two reasons why the very young or the elderly face a higher risk of living in poverty [10 marks]

Assess the view that age inequalities are most likely to happen during the period of old age. [20]

Assess functionalist explanations of age differentiation. [20]