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Assessment Guidance

The material provided in this booklet supports the relevant sections outlining the requirements in the syllabus and the specimen examination papers.

Rationale

The Welsh Joint GCE Sociology Specification was drawn up by a team of serving teachers and examiners of AS/A2 Sociology.

We recognise that Sociology as a subject has grown and developed since its introduction as an A level specification.

Our aims were:

- To limit the curriculum content so that it is manageable
- To recognise that the content of a sociology curriculum should be flexible enough to acknowledge social change because it reflects the nature of society itself
- To provide alternative routes through the specifications so that centres may tailor courses to suit the needs of students
- To emphasise recent changes in sociology
- To develop candidate understanding of the nature of British society at the turn of the millennium
- To encourage an overview of issues of global and national significance
- To look at social structures as well as to explore the understanding that sociology can bring to the individual concerned with his or her place in society.

Our intention was to provide parity of content and testing procedures for each of the units within the modules so that teachers could choose to follow a route through the course that would suit their student and institutional needs.

We are responsive to teacher concerns and welcome constructive feedback from centres and students who are following our specifications.

An Overview of the Course Structure

Unit	Specification content	Examination mode
Unit SY 1 Acquiring Culture 60 minutes written paper	Processes of socialisation	Stimulus question (15 marks)
	Choose from one of the following three options: 1. Family and Culture 2. Youth Culture 3. Community and Culture	Two part extended writing question (30 marks)
Unit SY 2 Understanding culture 90 minutes written paper	Research methods	Stimulus question (30 marks)
	Choose from one of the following three options: 1. Education 2. Mass Media 3. Religion	Two part extended writing question (60 marks)
Unit SY 3 Understanding power and inequality 90 minutes written paper	Choose from one of the following three options: 1. Understanding Crime 2. Understanding Politics 3. Understanding Health and Disability	Two part extended writing question (60 marks)
Unit SY 4 Understanding social divisions 120 minutes written paper	Application and evaluation of theory of research methods	Compulsory question related to research design and methodology based on one of two possible scenarios (40 marks)
	Choose from one of the following two options: 1. World Sociology 2. Social Inequalities	One two part question from a choice of two options. (50 marks)

Pathways through the specification

The Route through the course

The intention of the specification is to make the options comparable, but resourcing some options may offer more problems for teachers because they are not as well established in schools and colleges.

A well resourced choice of options within the units would comprise:

SY 1	Socialisation (Compulsory) Option 1 – The Family
SY 2	Research Methods (Compulsory) Option 1 – Education
SY 3	Option 1 – Understanding Crime
SY 4	Applied Research Methods (Compulsory) Option 2 – Social Inequality

A route that reflects more recent sociological thinking could consist of looking at the nature of community and could consist of the following choice of options within the units:

SY 1	Socialisation (Compulsory) Option 3 - Community
SY 2	Research Methods (Compulsory) Option 2 – Religion
SY 3	Option 2 – Understanding Politics
SY 4	Applied Research Methods (Compulsory) Option 1 – World Sociology

It is advisable for centres to construct a route through the course that will support their eventual choice of synoptic option. References and examples can be developed as the course is constructed and this will offer students a chance to develop synoptic understandings even as they study for AS level Sociology. All examples will be credited.

Whichever route is chosen by centres, it is expected that students should develop sociological skills and understandings that will prepare them for higher level study and develop an awareness of the cultures and societies of which they may be part.

Delivering the specification

The emphasis of the specifications should be on contemporary debate and recent study. In order to support teachers, much of the suggested additional reading is drawn from recent publications.

Stimulus material for questions will be drawn from a variety of sources, including recent editions of *Social Trends* and from research and journals relevant to the subject of each option.

It is expected that students should be familiar with the content of serious newspapers and publications such as *Social Trends* and *Sociology Review*. Students will not be required to be aware of any specific research articles; however, they should be able to draw on such material in order to provide supporting evidence for answers.

The focus of the course should be on considering issues relevant to contemporary society. Debates may then be studied in the light of modern sociological understanding and developing knowledge of methodology, research and theory.

It is suggested that teachers may wish to prepare students by adopting a case study approach where possible. In this way students will gain transferable sociological and key skills that can be applied to any analysis of a sociological concern.

The questions on the synoptic paper will require students to be aware of some of the wider social debates taking place with reference to world sociology or social inequality.

An in-depth understanding of political issues will not be necessary to succeed in the synoptic paper, but students will be better prepared for the final paper if they have been presented with a variety of materials which show the contribution that recent sociology has to make to areas of public and policy debate such as education, health care, welfare, redistribution of wealth, and affirmative action as applied to the synoptic topic of choice.

Elements of good practice in Sociology

In designing the specification, the WJEC had in mind the following elements of good practice in the delivery of Sociology at AS/A level.

- Collaboration between students – There should be opportunities for students to work in such a way as to support their own and each other’s learning.
- Collaboration with staff – There should be opportunities for students to work with their teaching staff
- Active learning techniques
- Independent learning
- Organised and planned teaching
- Prompt feedback to students
- High expectations of student achievement
- Respect for different ways of learning
- An awareness of key skills including the wider skills
- The need to reflect upon topics studied and students’ own life experiences
- Respect for other cultures
- Moral and ethical awareness should be encouraged
- The importance of life long learning

Approaches to delivering the specification

The purpose of this grid is to offer teachers a suggested means to incorporate key skills and elements of good practice into a teaching sequence for the specification

Time allocated	3 – 4 hours	Rationale
Teaching target	All students should understand the significance of ethnicity as a factor in conviction rates and the nature of the debates. More able students will be aware that different ethnicities have different conviction rates and therefore the debate is a complex one – there are no simple answers.	Stretch and challenge is present within the sequence
Stimulus material	Official data on ethnicity and conviction rates Index cards (created as group work in class) summarising research findings and theories to account for differential conviction rates.	AO 1 Key skills: Working with others
Sociological debate	Are certain ethnic minorities the victims of racism? Are certain ethnic minorities more criminal?	Specification content AO2
Concepts	Ethnicity, racism – institutional and covert, canteen culture, realism, marginalisation, stop and search,	Specification content
Relevant studies and research	McPherson Report, Scarman Report, Realism, Hall and Policing the Crisis, Reiner and canteen culture, Bourgois and alternative economies	AO 1
Class activities	Review the data to analyse the different conviction rates for ethnic minorities. Identify trends in data. Use textbooks to create index cards summarising relevant key studies. Sort index cards to consider whether ethnic minorities are the victims of racism or are more criminal than the whole population.	AO1 AO2 Key skills: Communication Learning and performance
Independent activity	Prepare an essay plan using the index cards to as a key to understanding the debate and analyse the quality of evidence	Key skills: Communication Learning and performance
Resources	www.statistics.gov.uk <i>Social Trends</i> (pdf download from National Statistics) Key texts identified in the Teacher Guidance Support materials from the NGfL website	
Teacher support	Create data sheets Find relevant texts and data materials Provide context for the debates	

Support for teachers: Please note

The WJEC provides Inset and reports for teachers. For further details, check the WJEC Website or the list of in-service training courses provided. All other queries should be initially directed to the Subject Officer for GCE Sociology.

There are a number of recently produced generic textbooks that are more than adequate for complete delivery of the specification. The most useful of these are listed in the Teacher Guidance. Realistically, the specification can be delivered via current commercial materials targeted at the current AS/A level market.

Please Note: For teachers who wish to enhance their own subject knowledge, we have provided detailed lists of current reading. There is no obligation on either teachers or students to work their way through this material. Whilst many of the texts suggested for the various options might not be suitable for candidate use, they would be appropriate for teachers who are interested in refreshing or extending their knowledge of more recent sociological writing in those areas.

The specification has limited the content required of students in order to allow centres flexibility in terms of delivery. We have therefore added suggestions for relevant websites, and media stimulus, where relevant, in order to enable centres to vary their approaches to the delivery of Sociology at AS/A level.

The websites, by their nature, are generally appropriate for candidate use and guidance. However, whilst most of the sites are well established and have detailed topic guidance or invaluable links, they are dynamic and we cannot guarantee their content or their life span.

As more resources and materials suitable for teachers become available, this support booklet will be updated to take account of new ideas. Teachers may wish to bring their ideas and suggestions to Inset sessions so that they can be more widely disseminated to support colleagues.

We would be pleased to receive further suggestions and ideas in order to improve future editions of this guidance material.

Materials in both Welsh and English have been placed on the NGfL Cymru website. For detailed teacher guidance, support, schemes of work and many other resources, please see

www.ngfl-cymru.org.uk/vtc-home/vtc-post-16-home/vtc-as_sociology.htm

For other enquiries or information, visit

www.wjec.co.uk

National Grid for Learning – Cymru

A particular source of professionally produced resources and support for teachers of WJEC Sociology GCE AS/2 has been created on the National Grid for Learning Cymru by teachers of Sociology. This material is available in both Welsh and English

http://www.ngfl-cymru.org.uk/vtc-home/vtc-as_a_level-home/vtc-as_sociology.htm

Teachers will find a wide range of supporting materials for the delivery of the Sociology specification including:

- AS/A level student guide course outlines
- Guide to revision
- Online vocabulary list
- Online detailed glossary
- Detailed schemes of work
- Course outlines
- Specifications Inset PowerPoints
- Content PowerPoints
- Exercises and worksheets
- Examples of good practice

Additional material is planned and is being prepared for the site, including

- Interactive features and games (hangman, word searches, quiz games)
- Single lessons on topics with resource materials and teacher guidance as to how the material can be used.

Much of this material is intended to be downloaded so that it can be edited by teachers to suit the needs of their own students and centres.

In addition, there are GCSE materials on the NGfL Cymru website that could support revision, or provide initial stimulus material for A level lessons.

The list of websites is comprehensive and the links are checked regularly to ensure that they are still live and of use to teachers. Please contact NGfL Cymru if you become aware of new and useful sites.

Please keep returning to this site as new materials become available. It is hoped that teachers will be willing to contribute their own work and ideas to this site for the benefit of colleagues in other centres.

Generic Resources for the AS/A2 GCE Sociology syllabus

The structure of the specification reflects the questions that may be asked of students under examination conditions.

Centres should stress the importance of the following elements of Sociology in their delivery of units, irrespective of option choice:

- Understanding of key terms and concepts
- Patterns, statistics and trends relating to contemporary society
- Sociological explanations for the trends and patterns identified

Reference to contemporary theory and modern examples will be rewarded. In addition, the synoptic paper requires a questioning approach and some awareness of how social policies may affect social events and social structures.

The WJEC recognises the constraints on teachers in terms of the materials available for use, but emphasises that wherever possible or realistic, students should be offered access to evidence, data, statistics and materials that originated less than thirty years ago. Stimulus material for questions will be drawn from recent data and publications. Clearly some sociological debate, and much relevant theory, predates the 1970s, so teachers must exercise judgement in their selection of teaching materials and students will not be penalised if they make reference to early studies.

Resources

Suggested textbooks include:

- Abercrombie N and Warde A, *Contemporary British Society*, 3rd edition, Polity 2000
- Bilton, T. et al. *Introductory Sociology*. (Palgrave Macmillan, 2002) fourth edition [ISBN 978-0333945711]
- Browne K (2003) *An Introduction to Sociology* third edition Polity Press
- Fulcher, James, and John Scott *Sociology*. (Oxford University Press, 2007) third edition [ISBN 978-0199285006]
- Giddens, A. *Sociology*. (Polity Press, 2006) fifth edition [ISBN 978-0745633794 (pbk)].
- Haralambos.M (2008) *Sociology: Themes and Perspectives*. Seventh edition, London. Collins. Isbn 0007245955
- Kidd W et al, *Sociology AS for OCR*, Heinemann 2003
- Kirby M et al, *Sociology in Perspective*, Heinemann 1997
- Lawson, T. and Garrod, J. (2001) *A-Z Sociology Workbook*. London: Hodder and Stoughton.
- Lawson, T., Jones, M. and Moores, R. (2000). *Advanced Sociology Through Diagrams*. Oxford: Oxford University Press.
- Macionis, J. and K. Plummer. *Sociology: A Global Introduction*. (Europe: Prentice Hall, 2005) third edition [ISBN 978-0131287464].
- McNeill, P. *Research Methods*. (Routledge, 2005) third edition [ISBN 9780203463000] (available via publisher's website).
- McNeill P et al, *Sociology AS, The Complete Companion, (OCR)*, Nelson Thornes 2003

Moore, S., Aiken, D. & Chapman, S. *Sociology for AS*, Collins
O'Donnell M, *A New Introduction to Sociology*, , Nelson
Taylor P et al, *Sociology in Focus*, Causeway

There are a number of publishers who produce series of individual texts for options, see

Selfe, P (series editor) *Access to Sociology*, Hodder and Stoughton

Sociology in Action Series: Investigating Religion, Mass Media, Education, Families, Health, Culture and Identity, Crime and Deviance, Social Research and Political Sociology, Collins

Philip Allan Updates www.philipallan.co.uk/

In addition students are directed to look at:

Martyn Denscombe *Sociology Updates* (updated annually) Olympus Books UK, 32 Shirley Road, Stoneygate, Leicestershire LE32 3LJ

Sociology Review, Philip Allan Publishers, Bookpoint Ltd, 130 Milton Park, Abingdon, OX14 45B
www.philipallan.co.uk

New Internationalist, Tower House, Lathkill Street, Market Harborough, LE16 9EF

BBC Radio 4 and **the World Service** are highly recommended. The BBC has an excellent Website and discussions can be downloaded to MP3 players for playing on computers or direct to i-Pod. Of particular interest are:

Thinking Aloud with Prof Laurie Taylor
This Morning
From Our Own Correspondent

Students should also be encouraged to read newspapers and magazines with a critical and sociological eye. Materials drawn from these sources may well be used as stimulus materials for examinations.

In addition, teachers and lecturers of Sociology may find useful support from their subject association, which has a useful journal covering both sociological and professional issues.

The Association for the Teaching of Social Sciences (ATSS)

Old Hall Lane
Manchester M13 0XT

Web: www.atss.org.uk
Email: Atss@btconnect.com

General websites

www.wjec.co.uk

The WJEC Website offers recent information on courses and Inset.

www.atss.org.uk

The Association for the Teaching of the Social Sciences offers Inset, support and a range of cheap resources. See the links page for good sociology sites.

www.guardian.co.uk

The Guardian newspaper has a useful search engine, which provides information about recent social research and may be a starting point for those attempting to identify a research topic for AS coursework.

www.jrf.org.uk

The Joseph Rowntree Foundation has a huge number of research reports. For summaries of recent research, look for the press releases where the main findings are summarised.

www.sociology.org.uk

A website with a huge amount of free resources and advice material for students of sociology.

www.sosig.ac.uk

This is the Social Science Information Gateway, now renamed as Intute, which has links to a vast number of articles, sites and journals.

<http://www.s-cool.co.uk>

A teaching and revision site with good sociology content.

www.statistics.gov.uk

This is the website of the Office for National Statistics. There is an immense amount of data available, including pdf. files of Social Trends

www.le.ac.uk/se/resources/SocSci/index.html

This contains a variety of free worksheets and resources for printing.

www.esrc.ac.uk/ESRCInfoCentre/index.aspx

The Economic and Social Research Council has summaries of all the recent research it has sponsored. See the Plain English pages and the press releases for student friendly accounts.

SY 1 Acquiring Culture

Option One: Family and Culture

The Sociology of Family and Culture addresses the links between identity, socialisation and the experience of family members in contemporary society. Underpinning this option is the notion that family is an experience (e.g. in the sense of belonging to a kinship group with duties and obligations) and also a choice for individuals who express a sense of shared identity (experiences, tastes and cultural expression). It is concerned with helping students to understand the importance of the different forms that family can take in our society and the importance of the family unit as an agency of socialisation. The focus of this option should be on the way that family transmits cultural values to children and on family change, structure and ideology.

- Allan Graham (ed) (1999) *The Sociology of the Family. A Reader* Oxford: Blackwell
- Allan, Graham. (1996) *Kinship and Friendship in Modern Britain*
- Bernardes J, (1997) *Family Studies: an Introduction*, Routledge
- Charles, N (2003) *Gender in Modern Britain*
- Cheal David, (2002) *Sociology of Family Life* Basingstoke : Palgrave,
- Clark D (ed) *Marriage, Domestic Life and Social Change*
- Crow, G. (2002) *Social Solidarities* ch 3 'Family Solidarities'
- Curtice J, Park A, Brook L & Thompson K (eds) *British Social Attitudes: the 13th Report*
- Finch, Janet. & Jennifer Mason (1993) *Negotiating Family Responsibilities*
- Gelles, R. (1995) *Contemporary Families*, London: Sage
- Gittins D, (1993) *The Family in Question* Macmillan, 2nd ed.
- Jenks, C. (ed) (1982) *Sociology of Childhood*, London: Batsford, extracts from Durkheim, Parsons and Piaget .
- Jorgensen N, (1995) *Investigating Families and Households*, Collins
- Morgan D, (1996) *Family Connections*, Cambridge, Polity
- Morgan, D.H.J.(1985) *The family, politics and social theory*, London: Routledge
- Murray, C. (1994) *Underclass: the crisis deepens*, London: IEA
- Ribbens, Jane et al (2003) *Making Families*
- Scott J, Treas J and Richards M (eds) (2004) *The Blackwell Companion to The Sociology of Families*

Websites

<http://www.afa.net/>

The American Family Association is a Right wing campaigning group which supports traditional family ideologies

<http://www.oneplusone.org.uk>

One Plus One with an interest in prevention of relationship breakdown

<http://www.sps.cam.ac.uk/CFR/>

Centre for Family Research Cambridge - Academic information for those working on family and kinship

<http://sticerd.lse.ac.uk/case/>

Centre for the Analysis of Social Exclusion – Free downloads and project summaries

www.aifs.gov.au/

Australian Institute for Family Studies - research organisation for understanding family matters in Australia.

<http://www.fathers-4-justice.org/f4j/>

Fathers For Justice, a campaigning pressure group asserting the rights of fathers in family breakup

Film and video that may be of interest:

- Soap operas such as Eastenders or Coronation Street
- Lady and the Tramp (Disney film offers functionalist view of gender)
- The Simpsons
- The Royle Family
- Vera Drake (contentious views about abortion but explores roles of women in 1950s)

SY 1 Acquiring Culture

Option two: Youth Culture

The Sociology of Youth Culture addresses the links between identity, socialisation and the experience of young people in contemporary society. Underpinning this option is the notion that youth culture is an experience (e.g. in the sense of belonging to a distinct sub-culture) and also a choice for individuals who express a sense of shared identity (shared ideologies, tastes and cultural expression). It is concerned with helping students to understand the importance of the different experiences and cultural expression of young adults in our society and the importance of the peer group as an agency of socialisation.

A generic textbook suitable for this element of the course is

Richardson, John., (2005) *Youth and Culture for OCR* Causeway Press, Pearson Education

Back, L. (1996) *New Ethnicities and Urban Culture: Racisms and Multiculture in Young Lives*, London, UCL Press.

Bennett, A. (2000) *Popular Music and Youth Culture*, Macmillan.

Brake M (1980) *The sociology of youth culture and youth subcultures: sex and drugs and rock 'n' roll*. London: Routledge and Kegan Paul

Campbell, A. 1984. *The Girls in the Gang*

Cotterell, J. (1996) *Social Networks and Social Influences in Adolescence*, London: Routledge

Erwin, P. (1998) *Friendship in Childhood and Adolescence* London: Routledge

Frith, S. (1984) *The Sociology of Youth*, Ormskirk: Causeway

Gelder, K. and S. Thornton (1997) *The Subcultures Reader*, London: Routledge.

Griffin, C. (1993) *Representations of Youth*, Cambridge: Polity Press.

Hey, V. (1997) *The Company She Keeps: an ethnography of girls' friendship*, Buckingham: Open University

McRobbie, A. (1991) *Feminism and Youth Culture*, Basingstoke: Macmillan

Modood T et al, (1994) *Changing Ethnic Identities*, Policy Studies Institute

Osgerby, B. (1998) *Youth in Britain since 1945*, Oxford: Basil Blackwell.

Phillips A, (1993) *The Trouble with Boys*, Pandora

Redhead S, (1993) *Rave Off: Politics and Deviance in Contemporary Youth Culture*, Avebury

Redhead Steve (Ed) (1998) *The Clubcultures Reader: Readings in Popular Cultural Studies* Oxford, Blackwell

Roche, J. and S. Tucker (1997) *Youth in Society*, London: Sage.

Skelton, T. and G. Valentine (eds.) (1998) *Cool Places: Geographies of Youth Cultures*, London: Routledge.

Thornton, S. (1995), *Club Cultures: music, media and subcultural capital*, Polity Press, Cambridge.

Widdicombe, S. (1995) *The Language of Youth Subcultures*, London: Harvester Wheatsheaf

Willis P, (1990) *Common Culture*, OUP

Websites

www.drugscope.org.uk

Has good non-judgemental links and research material on youth culture and drug culture

<http://www.connexions-direct.com/index.cfm?go=ConnexionsService>

UK government Connexions Service for young people aged 13 to 19

http://www.coe.int/t/dg4/youth/default_en.asp

Council of Europe and Youth

<http://www.nya.org.uk/>

National Youth Agency

<http://www.ncl.ac.uk/youthnightlife/home.htm>

A project funded by the UK Government's Economic and Social Research Council (ESRC) into club culture

www.keele.ac.uk/depts/so/youthchron/

Review of youth policies in the UK

www.aber.ac.uk/media/Sections/music.html

Daniel Chandler's Media site has on-line articles on youth culture and popular music and links to on-line journals such as NME, Mixmag

http://en.wikipedia.org/wiki/Youth_subculture

With all of the usual warnings about accuracy, Wikipedia is a useful source as well.

Film and video that may be of interest:

- Grease (1950s interpreted via a 1970s musical)
- Easy Rider (1960s Hippies on a road trip)
- Spinal Tap (Mock rock documentary)
- Eight Mile (Eminem)
- Quadrophenia (The Who's Rock opera based on Mods and Rockers: judgement required here as the sex and violence is explicit)
- 10 things I hate about you (American teen drama based on the Taming of the Shrew)
- Bend it like Beckham (Culture clash for Sikh young woman)

SY 1 Acquiring Culture

Option three: Community and Culture

The Sociology of Community addresses the links between identity, socialisation and community in contemporary society. Underpinning this option is the notion that community is an experience (e.g. a sense of belonging to a locality) and also a choice for individuals who express a sense of shared identity (membership of an ethnic minority or national group). It is concerned with helping students to understand the difference between urban and rural life and to look at the changing nature of modern society. The focus of this option should be on the way that the social groups to which we belong, and have a sense of belonging to, consist sets of cultural values to which individuals subscribe and from which they draw an identity.

- Amin, K. and Richardson, R. (1994) *Multi-Ethnic Britain: facts and trends*.
Anderson, B. (1991). *Imagined Communities*, 2nd ed. London: Verso.
Banton, M. (1994) *Discrimination* Buckingham: Open University Press.
Bauman, Z. (2001) *Community: Seeking Safety in an Insecure World* Bell C and Newby H
(1971) *Community Studies*,
Billington R et al, (1991) *Culture and Society*, Macmillan
Blood R (July 2003) *We've Got Blog: How Weblogs Are Changing Our Culture*
Chaney D, (1996) *Lifestyles*, Routledge,
Corrigan P, (1997) *Sociology of Consumption*, Sage
Crow, G. and Allan, G. (1994) *Community Life: An introduction to Local Social Relations*
Fischer C (1977) *Networks and Places*,
Frankenberg R (1966) *Communities in Britain*,
Kymlicka Will(ed.) (1995) *The Rights of Minority Cultures*,
Newby, H. (1985) *Green and Pleasant Land?* Wildwood
Pilkington, A (2003) *Racial Disadvantage and Ethnic Diversity in Britain*
Willis P, (1996) *Common Culture*, OUP
Woodward K, (1997) *Identity and Difference*, OUP
Young and Wilmott (1957) *Family and Kinship in East London*,

Websites

<http://www.tranquileye.com/mirrors/panop/home.htm>

Kiss of the Panopticon - A cultural studies site with some relevant material on identity and culture

<http://vos.ucsb.edu/>

Voice of the Shuttle - More cultural studies with vast numbers of links and ideas.

<http://new.wales.gov.uk/splash>

The website of the National Assembly for Wales produces regional statistics, these are bilingual. Use the excellent search engine for support.

A site for teachers only – <http://www.cardiff.ac.uk/socsi/undergraduate/introsoc/gemein.html>
on Tonnies, gemeinschaft and gesellschaft

<http://www.lessonplanspage.com/SSMO.htm>

Lesson plans on community for the American humanities market, but plenty of ideas to adapt to your own context.

Film and video that may be of interest:

- Hedd Wyn (First World War drama of Welsh poet and his community)
- East is East (1970s Irish/Pakistani culture based in Salford)
- Brass (Miner's strike and death of community in fictional northern town)
- Soap opera such as Pobol y Cwm, Eastenders, Coronation Street
- Bend it like Beckham (Culture clash for Sikh young woman)
- Billy Elliot (working class mining community threatened by Thatcherism)

SY 2 Understanding Culture

Option one: Education

The Sociology of Education addresses the role of education in the secondary socialisation of people into a sense of their position in contemporary society. Underpinning this option is the notion that individual experiences of education prepare people for different roles in life and have a contributory role in life chance and life expectations. These are different for differing groups of people. The Sociology of Education is concerned with helping students to understand how educational processes may impact on specific social groupings or how external influences may affect the educational experiences of children. The focus of this option should be on the way that education consists of passing on sets of cultural values to which individuals subscribe and from which they draw an identity.

- Bourdieu, P. (1996). *The State Nobility: Elite Schools in the Field of Power*. Cambridge, Polity Press.
- Carlen, P. Gleeson, D. and Wardhaugh, J. (1993) *Truancy: the politics of compulsory schooling*, London: Falmer, chs 2 & 3.
- Coffey A (2001) *Education and Social Change* Buckingham: Open University Press
- Elias, N (1984) *The Civilising Process*, Oxford, Blackwell.
- Francis, B (2003) *Boys, Girls and Achievement Addressing the Classroom Issues* Buckingham: Open University Press
- Halsey AH *et. al.* 2002 *Education: Culture, Economy, Society* Oxford: OUP
- Heaton T and Lawson T, *Education and Training*, Macmillan 1996
- Kelly, E., & Cohn, T. 1989 *Racism in Schools: New Research Evidence*. (Stoke-on Trent: Trentham Books).
- Mackinnon S *et al.*, *Education in the UK: Facts and Figures*, Hodder
- Mortimore P ‘*Can Effective Schools Compensate for Society?*’ in Halsey AH *et. al.* 2002 *Education: Culture, Economy, Society* (Oxford: OUP)
- Murray, C and Herrnstein, J *The Bell Curve: Intelligence and Class Structure in American Life*
- Reich RB ‘*Why the Rich are Getting Richer and the Poor, Poorer*’ in Halsey AH *et. al.* (2002) *Education: Culture, Economy, Society* Oxford: OUP
- Savage, M. (2000), *Class analysis and social transformation*, Buckingham : Open University Press.
- Stratham J & Hales M 1999 *Education in the UK: Facts and Figures* (3rd edition)
- Trowler P, *Investigating Education and Training*, Collins 1995
- Willis P 1997 *Learning to Labour: How Working Class Kids Get Working Class Jobs* London: Saxon House

Websites

<http://www.dfes.gov.uk/>

Government information on UK education..

http://www.hea.asn.au/hea/resources/disp_res.asp?type=4&id=44

A website for Steiner education, Australian, but useful for UK nonetheless

<http://www.equalityhumanrights.com/en/Pages/default.aspx>

This is the successor organisation to the Equal Opportunities Commission website which has a wide variety of educational statistics and reports on education. Available in Welsh

www.unesco.org and www.uis.unesco.org/

These are websites with introductory information and statistics on educational philosophies and practices from around the world.

<http://www.education-otherwise.org/>

This is a website providing advice and information for home-educated students.

<http://www.bbc.co.uk/science/hottopics/intelligence/iq.shtml>

This discusses the issue of intelligence and IQ testing and has some IQ tests

<http://www.etoncollege.com/Splash.asp>

Site for Eton College with much information about the school and education provided and information about visits

Films and video that may be of interest:

- Educating Rita (Working class girl makes good through Open University)
- Dead Poets Society (Inspirational teacher drama)
- Dangerous Minds (Inspirational teacher drama)
- If (1970s drama, pupils rebel against public school and class system)
- Gregory's Girl (Coming of age drama in Scotland)
- Teachers (TV programme)
- Wellington Road (School based soap opera)
- A Class Act (Julie Walters turns around a failing school)

SY 2 Understanding Culture

Option two: Religion

The Sociology of Religion addresses the role of religion in the secondary socialisation of people into a sense of their values and ideology in contemporary society. Underpinning this option is the notion that individuals experience religious belief in differing ways. Their practice of religion may be different and related to roles in life. The Sociology of Religion is concerned with helping students to understand how religious belief and practice may impact on specific social groupings or how external influences may affect the religious experiences of people. The focus of this option should be on the way that religions consist of passing on sets of cultural values to which individuals subscribe and from which they draw an identity.

- Aldridge A (2007) *Religion in the contemporary world* Oxford, Blackwell
- Beckford J and Demerath N J eds (2007) *The SAGE Handbook of the Sociology of Religion* London, Sage
- Beckford J and Luckmann T, *The Changing Face of Religion*, Routledge
- Berger P, (1967) *The Social Reality of Religion* Faber
- Bird J, *Investigating Religion*, Collins 1999
- Bruce, S. (1995) *Religion in Modern Britain*
- Bruce, S. (1996) *Religion in the Modern World: from cathedrals to cults*
- Davie G, (2000) *Religion in Modern Europe* OUP
- Davie, G. (1994) *Religion in Britain since 1945: Believing without Belonging*
- Davie, G (2007) *The Sociology of Religion* London, Sage
- Martin D, *A General Theory of Secularization* (Blackwell, 1978);
- McGuire M, *Religion: the Social Context* (Wadsworth, 4th edn, 1997)
- Norris, P and Inglehart, R (2004) *Sacred and Secular, Religion and Politics Worldwide* Cambridge, Cambridge University Press
- Robbins T, (1991) *Cults, Converts and Charisma*, Sage
- Selke P and Starbuck M, (1998) *Religion*, Hodder 1998
- Stark R and Finke R (2000) *Acts of Faith: Explaining the Human Side of Religion* University of California Press
- Wilson B, *Religion in Sociological Perspective* (Oxford University Press, 1982);

Websites

The Internet is particularly advised for students when researching cults and sects because many such groups use the Internet to make contact with their members. Research into Wiccan cults can be very productive. Teachers are advised to make it clear to students that they should not give their address or e-mail to over the net to any such group. Use search engines.

Many students will enjoy researching the spoof religion 'Pastafarianism'. This is a parody religion called the Church of the Flying Spaghetti Monster founded in 2005 by physics graduate, Bobby Henderson to protest against the decision by the Kansas State Board of Education to require the teaching of intelligent design as an alternative to biological evolution. Henderson professes belief in a supernatural Creator called the Flying Spaghetti Monster, which resembles spaghetti and meatballs. There are detailed and very funny

accounts in Wikipedia and the religion has its own website as well. Note that it is designed to offend.

<http://www.venganza.org/>

Home Page of the Pastafarian religion with reports of sightings of the deity, the Flying Spaghetti Monster from devotees and cult members

<http://users.ox.ac.uk/~worc0337/serious/religion.html>

This is a very useful link site with a number of listings of a variety of faiths.

<http://etext.lib.virginia.edu/nrms/>

Religious movements homepage, this is an American site listing a variety of faiths and with essays and research. Being rebuilt currently, but much material is archived.

<http://www.lancs.ac.uk/fss/projects/ieppp/kendal/>

The homepage of the Kendal project – a project studying religion and spirituality in one community in Britain, ‘A’ level students are encouraged to participate and there are pages for them.

http://en.wikipedia.org/wiki/Sociology_of_religion

Wikipedia is useful, but the usual warnings apply

<http://www.ne.jp/asahi/moriyuki/abukuma/>

Weberian accounts of religious belief can be seen here

Films and video that may be of interest:

- Contact the Jehovah’s Witnesses for a free video on the role of Jehovah’s Witnesses in the Third Reich - fascinating
- Witness (Detective hides out in an Amish community – cultures and values clash)
- Seven Years in Tibet - (1997 film starring Brad Pitt about Tibetan Buddhism)
- The Magdalene Sisters. (Young girls taken to convents and abused by nuns for moral lapses in 1930s Ireland)
- The Passion of the Christ (highly controversial and violent film of last hours of Jesus)
- Life of Brian (1979 controversial comedy from Monty Python, message of fighting religious intolerance)
- Osama (Afghan movie about girl disguised as boy to support the family as she tries to keep the Taliban from finding out her true identity, inspired by a true story)
- South Park - The Passion of the Jew (use with caution - foul language satire on The Passion of the Christ)

SY 2 Understanding Culture

Option three: Mass Media

The Sociology of Mass Media addresses the role of the mass media in the secondary socialisation of people into a sense of their values and ideology in contemporary society. Underpinning this option is the notion that individuals experience the media in differing ways. Their reading of media texts may be different and related to their roles in life. The Sociology of Mass Media is concerned with helping students to understand how the media may impact on specific social groupings or how the media influences may affect the experiences and understandings of audiences. The focus of this option should be on the way that the media pass on sets of cultural values to which individuals subscribe and from which they draw an identity.

- Barratt, David (1986): *Media Sociology*. London: Tavistock
- Billington, Rosamund, et al., eds (1991) *Culture and Society* Macmillan Education
- Danziger, K. (1971): *Socialization*. Harmondsworth: Penguin
- DeFleur, Melvin L. & Sandra Ball-Rokeach (1989): *Theories of Mass Communication* (5th edn.). White Plains, NY: Longman
- Durkin, Kevin (1985): *Television, Sex Roles and Children*. Milton Keynes: Open University Press
- Eldridge J, *Getting the Message*, 1993
- Fishbein, H. (1987): '*Socialization and Television*' in Oliver Boyd-Barrett & P. Braham (Eds.): *Media, Knowledge and Power*. London: Croom Helm
- Fiske J (1987) *Television Culture*, Methuen
- Longhurst, B(1995) *Popular Music and Society*, (Polity Press)
- Giroux, H. A. (1999). *The mouse that roared: Disney and the end of innocence*. Lanham, MD: Rowman & Littlefield.
- Greenfield, P. (1984) *Mind and Media*, London: Fontana
- Lasch, C. (1979) *The Culture of Narcissism*, New York: Basic books
- McQuail, Denis (1975): *Communication (Aspects of Modern Sociology: Social Processes)*. London: Longman
- McQuail, Denis (1987): *Mass Communication Theory*. London: Sage
- Morley D, (1980) *The Nationwide Audience*, Routledge
- Moore S (1993) *Interpreting Audiences: the Ethnography of Media Consumption* Sage
- Philo, G. (Ed.). (1995). *Glasgow media group reader, vol. 2: Industry, economy, war and politics*. London: Routledge.
- Price S *Media Studies*
- Trowler P, *Investigating the Mass Media* (2nd ed), Collins 1996
- Tunstall, Jeremy (Ed.) (1970): *Media Sociology: A Reader*. London: Constable
- Zoonen V, *Feminist Media Studies*, Sage 1994

Websites

<http://www.bbfc.co.uk/>

The British Board of Film Classification

<http://www.ofcom.org.uk/>

The home page of the Office for Communications

<http://www.cultsock.ndirect.co.uk/MUHome/cshtml/>

Communication, Cultural and Media Studies site that offers a useful index of theoretical terms.

<http://www.theory.org.uk/>

Social theories, media culture and post modernism site – useful for research methods as well

<http://www.aber.ac.uk/media/>

Daniel Chandler's Media site

<http://www.gla.ac.uk/centres/mediagroup/publications.htm>

University of Glasgow Media Group home page

<http://www.mediaedwales.org.uk/>

Media Education Wales, bilingual and useful – see the links page

Film and video that may be of interest:

- The Truman Show (Media manipulation of the only real character in a soap opera)
- Wag the Dog (The president is in trouble, a War is created to get him off the hook)
- All the President's Men (Watergate classic, story of Bob Woodward and Carl Bernstein of the Washington Post whose investigative work led to the resignation of President Richard Nixon. 1976)

SY 3 Understanding Power and Inequality

Option one: Understanding Crime

The Sociology of Crime is concerned with the nature of social control and with patterns of criminal activity, victimization and conviction within modern British society. Underpinning this option is the notion that crime is socially constructed. Laws reflect a complex interplay of power and inequality in our culture. Social and criminal laws are differently applied. Sociology offers a variety of explanations for patterns of crime and criminal behaviour. Students should be able to offer an understanding of some of the theories explaining criminal behaviour and to apply those understandings to an analysis of the law and social control in modern Britain.

Aggleton P *Deviance* (1987)

Carrabine E et al (2004), *Criminology: A Sociological Introduction*, Routledge.

Cohen S *Visions of Social Control* (1985);

Cook D and Hudson B, *Racism and Criminology*, Sage 1994

Croall H (1998), *Crime and Society in Britain*.

Downes D and Rock P, *Understanding Deviance: A guide to the Sociology of Crime and Rule Breaking*, third edition, Oxford, 1998.

Heidensohn, Francis. 1989. *Crime and Society*

Holman, B (1995) *Children and Crime*, Oxford: Lion, ch. 2

Maguire M et al (Eds), *The Oxford Handbook of Criminology* (2002).

McLaughlin E and Muncie J (1996), *Controlling Crime*, Sage.

Moore S, *Investigating Deviance*, Collins 1991

Muncie J and McLaughlin E (1996), *The Problem of Crime*, Sage.

Muncie J, *Criminological Perspectives*, Sage 1996

Rawlings P (1999), *Crime and Power - A History of Criminal Justice, 1688-1998*.

Rubington E and Weinberg (eds.), *The Study of Social Problems* (4th ed. 1989)

Sparks S, *Television and the Drama of Crime*, OUP 1992

Sumner C, *The Sociology of Deviance: An Obituary* (1994)

Tierney J, *Criminology: Theory and Context* (1996);

Utting, D. (1993) *Crime and the Family*, London: Family Policy Studies Centre.

Walklate S (1998), *Understanding Criminology*, Open University Press.

Young A, *Imagining Crime*, Sage 1996

Websites

www.homeoffice.gov.uk - this is the Home Office website.

www.open.gov.uk - a website for government statistics of all kinds, including crime.

www.jfw.org.uk - Justice for Women is a campaigning website with individual case studies of women in the Criminal Justice system

www.cps.gov.uk – The Crown Prosecution Service has an excellent website

www.britisoccrim.org - The British Society of Criminology has useful articles on recent research (1998-2002), see the on-line journal.

Film and video that may be of interest:

- Dead Man Walking (Death row drama)
- Dance with a Stranger (Ruth Ellis, the last woman to be hanged in England)
- Let him have it (Fictional account of the Derek Bentley case, a famous miscarriage of justice)

SY 3 Understanding Power and Inequality

Option two: Understanding politics

The Sociology of Power, Politics and the State is concerned with the nature of social control and with patterns of political activity, participation, and identification with specific ideologies within modern British society. Underpinning this option is the notion that ideology is socially constructed. Laws are a social construction and reflect a complex interplay of power and belief in our culture. Sociology offers a variety of explanations for the distribution of power and influence. Students should be able to offer an understanding of some of the theories explaining political behaviour and to apply those understandings to an analysis of social control in modern Britain.

- Coxall B and Robins L (1994) *Contemporary British Politics* Macmillan,
Dearlove J and Saunders P *Introduction to British Politics* Polity, 2 ed
Franklin B *Televising Democracies*
Grant W (1989) *Pressure Groups, Politics and Democracy in Britain* Philip Allan,
Harrop M and Miller W *Elections and Voters* Macmillan, 1987
Kirby M, *Investigating Political Sociology*, Collins 1996
Scott A, *Ideology and the New Social Movements*, Routledge 1990
Urwin D 1991 *The Community of Europe: A History of Integration since 1945* Longman,
Williams (1994) *The European Community* Blackwell, 2 ed,
Wilson G (1990) *Interest Groups* Blackwell
Gellner, E. 1983. *Nations and Nationalism*. Oxford: Blackwell.

Note that the address of the Politics Association is the same as that for the ATSS. Many of their materials will be relevant and useful for the study of this unit.

Websites

www.psr.keele.ac.uk/psr.htm - Richard Kimble's Political Science website offers links and interesting content

www.number-10.gov.uk

The website of the prime minister with lots of information about current policies and events.

elt.britcoun.org.pl/g_index.htm

A British council website in English produced for Polish people about British culture, politics and identity.

SY 3 Understanding Power and Inequality

Option three: Understanding Health and Disability

The Sociology of Health and Disability is concerned with the nature of social control and with patterns of inequality of health provision and health itself. There are differing patterns of participation and welfare provision within modern British society. Underpinning this option is the notion that health and wellbeing are not equally distributed. Social construction plays a large part in health and disability and reflects a complex interplay of power and wealth in our culture. Sociology offers a variety of explanations for the distribution of health, wellbeing and the incidence and experience of disability. Students should be able to offer an understanding of some of the theories explaining health, ill health and disability and to apply those understandings to an analysis of social control in modern Britain.

- Alcock P et al (eds), *The Student's Companion to Social Policy*, Blackwell 1998
Alcock P, *Social Policy in Britain*, Macmillan 1996
Annandale, E (1998) *The Sociology of Health and Medicine: A Critical Introduction*. Cambridge Polity Press
Barry, A-M. and Yuill, C. (2002) *Understanding Health. A Sociological Introduction*. Sage Publications, London
Blaxter, M. (2004) *Health (Key Concepts)*. Polity Press, London
Busfield, J (2000) *Health and Health Care in Modern Britain*. Oxford University Press, Oxford
Costello, J. and Haggart, M. (2003) *Public Health and Society*. Palgrave, London
Department of Health (1998) *Saving Lives: Our Healthier Nation*. The Stationery Office, London
Graham, H (2000) *Understanding Health Inequalities*. Open University Press, Buckingham
Jones, L. (1994). *The Social Context of Health and Health Work*. London: Macmillan Press
Marmot, M and Wilkinson, R.G. (Eds) (1999) *Social Determinants of Health*. Oxford University Press, Oxford
Moore S, *Social Welfare Alive!* Stanley Thornes, 1998
Naidoo J and Wills J (Eds.) (2001) *Health Studies An Introduction*, Palgrave, Basingstoke
Senior M and Viveash B, *Health and Illness*, Macmillan 1998
Taylor S and Field D, *Sociology of Health and Health Care* Blackwell 1993
Taylor, S. and Field, D. (1997). *Sociology of Health and Health Care*. Oxford: Blackwell Science Ltd.
Trowler P, *Investigating Health, Welfare and Poverty*, Collins 1992

Websites:

- www.doh.gov.uk/dhhome
The website of the Department of Health
- www.healthgate.co.uk
HealthGate UK, a useful site with links and support
- www.who.int

World Health Organisation information, useful for those planning world sociology as a synoptic option

Films and video that may be of interest:

- One Flew over the Cuckoo's Nest (Classic mental health drama from 1970s)
- Rainman (Dustin Hoffman is autistic)
- Whose life is it anyway? (The ethics of euthanasia discussed in moving drama)

SY 4 Understanding Social Division

Option one: World Sociology

World Sociology is concerned with the nature of social inequality of social groups on a global scale. Underpinning this option is the notion that whilst class, gender, age, locale and ethnicity are social constructions; nevertheless geographical location may have profound implications for the individual in terms of life chances and life styles. Wealth and power are unequally distributed. Sociology offers a variety of explanations for social and economic inequality. Students should be able to offer an understanding of some of the theories explaining inequality both within and between countries.

There is a generic textbook available from Mark Peace (June 2008), but the second edition is not published yet. It may be worth Googling to see if it becomes available in the near future.

Allen, T. and Thomas, A. (2000) (eds) *Poverty and Development: Into the 21st Century* (Oxford: Oxford University Press, 2000).

Beneria, L. (2003) *Gender, Development and Globalization: Economics as if People Mattered* London: Routledge

Bhagwati, J. (2004) *In Defence of Globalization* Oxford: Oxford UP.

Cohen, Robin and Paul Kennedy (2000) *Global Sociology*, Macmillan

Crush, J. (ed) (1996) *Power of Development* London: Routledge,

Ehrenreich, B & Hoschild, A (eds) (2002) *Global Woman*, Granta Books

Held, D. and McGrew, A. *Globalization and Anti-Globalization* (Cambridge: Polity, 2002).

Held, D. ed (2000) *A Globalizing World?: Culture, Economics, Politics*, Routledge 2000

Jorgensen et al (1997) *Sociology: An Interactive Approach*, Collins

Keily, R (1998) *Industrialization and Development: A Comparative Analysis* (London: UCL Press.

Kirby et al (2000) *Sociology in Perspective*, Heinemann

Klein, N (2000) *No Logo*, Flamingo

Macionis, J. & Plummer, K. (2002) *Sociology: A Global Introduction*, Prentice Hall

McMichael, P. (2004) *Development and Change: A Global Perspective* London: Pine Forge Press.

Moore, S., Aiken, D. & Chapman, S. (2002) *Sociology for A2*, Collins

Peet, R. (1991) *Global Capitalism: Theories of Societal Development*. London: Routledge,

Pilger, J (1999) *Hidden Agendas* Vintage Press

Redclift, M. *Sustainability: Life Chances and Livelihoods* (London: Routledge,

Ritzer G 2004 *The Globalisation of Nothing* Sage Thousand Oaks

Ritzer, G 2000 *The McDonaldisation of Society* Sage Thousand Oaks

Scholte, J.A. 2000 *Globalization: a Critical Introduction*, Macmillan: Basingstoke,

Sklair, L 1995 *Sociology of the Global System*, Prentice Hall London - NY

Sklair, L 2002 *Globalization. Capitalism & its Alternatives*, Oxford University Press, Oxford – NY

Smith, A. 1995. *Nations and Nationalism in a Global Era*. Cambridge: Polity

Anthony Giddens's Reith lectures, first broadcast in 1998. The first lecture, on globalisation, is relevant.

Websites

www.advocatesforyouth.org/

Advocates For Youth is an American site detailing issues of concern to young people in the USA, especially sexual health, but from a liberal perspective.

www.amnesty.org

Amnesty International is a campaign site on issues relating to abuses of power in a variety of states.

www.endchildexploitation.org.uk

A Unicef sponsored site containing factsheets and campaigning information

www.hrw.org

Human Rights Watch is a news site with detailed information on world events and issues

www.nosweat.org.uk/

No Sweat is a campaigning site devoted to anti-exploitation and exposing major corporations.

www.oneworld.net

Concentrates on news and campaigns, much of which is created by the majority world and marginalised peoples.

www.Oxfam.org.uk

Oxfam provides news and views as well as reporting on charity work and projects

www.prb.org

An American site devoted to statistics associated with the analysis of populations in terms of education, poverty, life expectations and other relevant topics.

www.unesco.org

The Unesco site contains masses of information on campaigns and current events.

www.unicef.org

UNICEF provides regular reports on issues of world development

www.wateraid.org.uk

Water Aid is a charity concerned with the provision of water, and safe health care for the world's poorest peoples.

www.who.int/en/

World Health Organisation (WHO) provides detailed comparative data on health and life expectancy issues

www.dfid.gov.uk

This is the British government's Department for International Development site. It has factsheets and information on government policy.

<http://www.christian-aid.org.uk/video/301haitidrc/partners.htm>

Christian Aid has a range of video clips that can be downloaded onto a computer and which relate to poverty and development issues in Haiti

www.dep.org.uk

This is the Development Education Project based in Manchester. It offers a huge range of cheap resources for purchase.

SY 4 Understanding Social Division

Option Two: Social Inequality

The Sociology of Social Inequality is concerned with the nature of social inequity and marginalized social groups within modern British society. Underpinning this option is the notion that class, gender, age, locale and ethnicity are social constructions; nevertheless membership of a specific social group may have profound implications for the individual in terms of life chances and life styles. Social rules are differently applied. Sociology offers a variety of explanations for social inequality. Students should be able to offer an understanding of some of the theories explaining inequality and to apply those understandings to an analysis of the distribution of and access to power in modern Britain.

Abbot P and Wallace C, *An Introduction to Sociology: Feminist perspectives*, Routledge 1990

Abercrombie N and Warde A, *Stratification and Inequality*, Framework 1994

Anderson, B. 1991. *Imagined Communities*, 2nd ed. London: Verso.

Bourdieu, Pierre. 2001. *Masculine Domination*. Cambridge: Polity Press.

Bradley, H. 1996. *Fractured Identities: Changing Patterns of Inequality*. Cambridge: Polity.

Bradley, H. et al. 2000. 'The Myth of the Death of Class', in *Myths at Work*. Cambridge: Polity.

Braham, Peter & Linda Janes (eds) (2002) *Social Differences and Divisions* (Blackwell)

Crompton, R. 1998. *Class and Stratification*, 2nd ed. Cambridge: Polity.

Esping-Andersen, G. (ed.) 1996. *Welfare States in Transition*. London: Sage.

Esping-Andersen, G. 1990. *The Three Worlds of Welfare Capitalism*. Cambridge: Polity, 1990.

Gorz, A. 1982. *Farewell to the Working Class*. London: Pluto.

Hakim, Catherine (1998) *Social Change and Innovation in the Labour Market*.

Connell, R.W. 2002. *Gender*. Cambridge: Polity.

Crompton, R. 1997. *Women and Work in Modern Britain*. Oxford: O.U.P.

Dex, S. 1985. *The Sexual Division of Work*. Brighton: Harvester.

Halsey, A.H., Heath, A. and Ridge, J. 1980. *Origins and Destinations*. Oxford: O.U.P.

Heath, A. 1981. *Social Mobility*. London: Fontana.

Marshall G. et al *Social Class in Britain*, 1988

Marshall, G., Swift, A. and Roberts, S. 1997. *Against the Odds?* Oxford: O.U.P.

Pakulski, J. and Waters, M. 1996. *The Death of Class*. London: Sage.

Sennett, R. 1998. *The Corrosion of Character: The Personal Consequences of Work in the New Capitalism*. New York: Norton.

Trowler P, *Investigating Health, Welfare and Poverty*, Collins 1992

Websites

www.eoc.gov.uk

This is the website of the Equal Opportunities Commission

www.princes-trust.org.uk

Enter 'factsheet' into the search engine to discover detailed notes on young people, crime, ethnicity, work and inequality.

www.jrf.org.uk

This is the leading research charity into inequality and poverty in modern Britain. For detailed information summarising research findings, search 'press releases'.

www.neighbourhood.statistics.gov.uk

Neighbourhood statistics. This is a government site with local statistics.

www.poverty.org.uk/intro/index.htm

Excellent site for poverty statistics and social exclusion

www.oxfam.org.uk/

Oxfam, they have some excellent work on poverty

Film and video that may be of interest:

- Angela's Ashes

SY 2 and SY 4 Research Methods

Understanding of Methodology is a key to understanding the nature of sociology as an academic discipline. It is concerned with the skills of understanding how sociological evidence is gathered and how its quality can be evaluated. Underpinning this option is the notion that research methods should be appropriate to the nature of the information required. Data is therefore socially constructed.

Sociologists have access to a variety of methods for understanding social behaviours and attitudes. There is a large body of theoretical evidence to support each of the methods that may be chosen by professional sociologists. At AS level, students should be able to offer an understanding of some of the theories explaining how research may be conducted. At A level, students should apply those methodological and theoretical understandings in order to design and evaluate research work.

Given the importance of methodology to sociology, it will need to be taught as a discrete topic, but it may be advisable to incorporate methodological awareness into the delivery of all units to encourage analytical and evaluative awareness. To this end, teachers may wish to keep themselves abreast of current research in order to provide students with examples and evidence for extended writing.

There are a variety of texts devoted to the study of methodology. In addition, a number of agencies produce research reports, usually of a statistical nature and these can be used to supplement delivery of the optional topics.

- Babbie, E.R. (1994) *The Practice of Social Research*, Belmont: Wadsworth
 Barratt D and Cole T, *Sociology Projects: a Student's Guide*, Routledge 1991
 Blundell J and Griffiths J, *Sociology since 1995 volumes 1 and 2* Connect 2002
 Bryman, A. (2004) *Social Research Methods*, 2nd Edition, Oxford: Oxford University Press
 Bulmer, M. ed. (1986) *Sociological Research Methods: An Introduction*, London: Macmillan
 Cresswell, J. (2003) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, London: Sage
 Davidson, J. & Layder D. *Methods, Sex and Madness*, London: Routledge
 de Vaus, D.A (2001) *Research Design in Social Research*, London: Sage
 Dunsmuir A and Williams L, *How to Do Social Research*, Collins 1996
 Gilbert, N. (2001) *Researching Social Life*, London: Sage
 Hakim, C. (1987) *Research Design: Strategies and Choices in the Design of Social Research*, London: Allen & Unwin
 Hammersley, M. ed. (1983) *Social Research: Philosophy, Politics and Practice*, London: Sage
 Harvey L and MacDonald M, *Doing Sociology: a Practical Introduction*, Macmillan 1993
 Howe N, *Advanced Practical Sociology*, Nelson 1994
 Hughes, J.A. & Sharrock, W.W. *The Philosophy of Social Research*, London: Longman
 Kendall P, *Writing your Sociology Coursework*, Connect 1998
 Langley P, *Doing Social Research*, Causeway 1994
 Langley P, *Managing Sociology Coursework*, Connect 1993
 May, T. & Williams, M. eds. (1998) *Knowing the Social World*, Buckingham: Open University Press

- May, T. (2001) *Social Research: Issues, Methods & Process*, Buckingham: Open University Press
- Pawson, R. (1989) *Measure for Measure: a Manifesto for Empirical Sociology*, London: Routledge
- Williams, M. & May, T. (1996) *Introduction to the Philosophy of Social Research*, London: UCL Press

Websites

www.socresonline.org.uk/home
Sociology Research Online, a research site with recent reports

Film and video that may be of interest

Halo Vine specialise in undergraduate and A level video material that is relatively affordable and has a number of titles appropriate to this topic.

Halo Vine Video
28 Ailsa Road
Twickenham
TW1 1QW

see: www.halovine.com

Third Rock from the Sun (aliens are engaged in an ethnographic study of human behaviour and society – amusing!)

Assessment Guidance

What are examiners looking for?

- Coherent well written accounts
- Sociological knowledge
- Reference to recent facts, figures, research and/or sociologists
- Effective marshalling of evidence in order to support an argument
- Consistent reference to the terms of the question
- Some attempt to analyse or explain the phenomenon referred to

Supporting your students:

- Explain the importance of grammar and quality of written communication
- Train them to read the question
- Encourage planning
- Encouraging class discussion
- Supplying facts and figures
- Offer a variety of suggestions to explain the phenomenon in class
- Discouraging bullet points

Ensure students avoid:

- Repeating myths as fact
- Unsubstantiated assertions
- Writing tangential answers which nearly but not quite answer the questions
- Overly prepared answers and rehashing material learned by rote
- Politicking and polemics
- Personal commentary, for example 'I think that...' or 'in my opinion ...'
- Largely descriptive answers that lack analysis and/or evaluation

Advanced Level Sociology

This grid describes the characteristics of answers at each band of the markscheme. It is designed to support teachers in the delivery of assessment for learning with their schools and colleges

Banding	AO1	AO2
4	<p>Students will be able to make specific, explicit and frequent reference to a range of writers, research and theory.</p> <p>Students will be able to refer to more than one area of sociology where appropriate.</p> <p>Answers will be expressed in appropriate sociological language</p> <p>Students will be able to make regular and explicit use of the correct analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Answers will be in near perfect English, use paragraphing correctly and be of an appropriate length.</p>	<p>Students will relate answers directly to the question under consideration and this link will be explicit.</p> <p>Essays will be formally constructed with a clear and logical argument.</p> <p>Evaluation and/or analysis will be explicit throughout the answers</p> <p>The candidate may challenge the terms of the question.</p>
3	<p>Students will be able to refer to more than one writer or to research and theory.</p> <p>Knowledge of writers and theory will be explicit and accurate.</p> <p>Answers will use some sociological language. This will be applied correctly.</p> <p>Students will be able to make some use of analytical and/or evaluative language showing knowledge and understanding of its meaning.</p> <p>Answers will be in reasonable English; sentences will be constructed. Students will be able to paragraphs.</p>	<p>Answers may be too long or too short for the marks awarded.</p> <p>Students will be able to an introduction or a conclusion that relates to the question.</p> <p>Evaluation and/or analysis will be apparent.</p> <p>Students will be able to make explicit reference to the question under consideration</p>
2	<p>Students will be able to refer to either a writer, concepts, research evidence and/or theory</p> <p>The writers, theories of evidence will be described accurately.</p> <p>Students will be able to use sociological terms used correctly.</p> <p>Answers will be in acceptable English; sentences will be constructed.</p>	<p>Much of the answer will relate to the question, even if only implicitly.</p> <p>Either evaluation or analysis will be apparent.</p>
1	<p>Candidate may refer to their personal opinions.</p> <p>Students will offer no evidence of sociological language.</p> <p>Students will be able to no reference to a writer, research evidence and/or theory</p> <p>Answers will not be in acceptable English.</p>	<p>Answers will not be of an appropriate length. There may be rubric errors.</p> <p>Students will be able to little or no reference to the terms of the question.</p> <p>Students will be able to make little or no use of evaluative and analytical language.</p>