

## **IMPORTANT NOTICE**

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# SOCIOLOGY

## GCE Advanced Subsidiary Level and GCE Advanced Level 9699

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### NOTE

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Additional copies of this syllabus and/or the accompanying specimen paper booklet can be ordered from CIE Publications. When ordering please quote the reference number to be found on the back cover of each of these documents.

# INTRODUCTION

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In a rapidly changing world, Advanced Level Sociology offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of Sociology should stimulate awareness of contemporary social, cultural and political issues, and focus attention on the importance of examining these issues in a rigorous, reasoned and analytical way.

This document provides details of Sociology syllabuses for candidates working beyond O Level and IGCSE.

## Certification Title

These syllabuses will be shown on a certificate as  
GCE Advanced Subsidiary Sociology, or  
GCE Advanced Level Sociology

## Rationale for Syllabus Design

There are three examination options. Candidates and Centres may choose:

- to take all Advanced Level components in the same session.
- to follow a staged assessment route to the Advanced Level by taking the Advanced Subsidiary components in an earlier examination session. Subject to satisfactory performance, such candidates are then only required to take the final part of the assessment in order to meet the requirements for the award of Advanced Level.
- to take the Advanced Subsidiary qualification only.

There are two papers (Papers 1 and 2) for the Advanced Subsidiary qualification. Both are based on a range of compulsory sociological topics that are grouped under the headings

- the sociological perspective;
- sociological methods;
- social differentiation and stratification.

These topics may be seen as forming the core content of contemporary sociology. Taken together they cover the main theories, concepts, methods and themes that inform and enhance sociological enquiry in all of its aspects. Studying these topics therefore provides both a thorough introduction to the subject and an appropriate foundation for candidates and Centres who wish to progress to the second part of the syllabus which, together with part one, forms the basis for the Advanced Level qualification.

The second part of the syllabus covers six topics that are central to mainstream sociology:

- family and households;
- education;
- religion;
- crime and deviance;
- work and leisure;
- mass media.

Candidates and Centres may choose to study all of the topics or focus on a select range. It is recommended that at least four topics are studied in detail.

The syllabus allows candidates to study Sociology in the context of different societies, including their own, and from the wider global perspective. The distinction between traditional and modern societies is a central theme in most of the study units.

## AIMS

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The aims of the Advanced Subsidiary and Advanced Level syllabuses are set out below and describe the educational purposes of a course in Sociology for these examinations. The aims are not listed in order of priority,

The aims are:

- To provide an introduction to sociological concepts, theories, methods and research findings.
- To stimulate awareness of the range and limitations of sociological theory and research.
- To encourage candidates to explore and understand the relationship between sociological findings and everyday life.
- To promote an appreciation and understanding of individual, social and cultural diversity.
- To explore and understand the relationship between sociological findings and contemporary social, cultural and political issues.
- To promote understanding of continuity and change in social life.
- To develop an understanding of sociological method, including the collection, analysis and interpretation of data.
- To study sociological principles, perspectives and applications.
- To develop the skills of communication, interpretation, analysis and evaluation.

## ASSESSMENT OBJECTIVES

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An assessment objective is an intended area of competence within the subject. Three are identified for the purposes of this syllabus.

### **Knowledge and Understanding**

*Candidates should be able to:*

- offer definitions and explanations of relevant sociological terms and concepts;
- demonstrate appropriate knowledge of relevant principles, theories, and methods;
- demonstrate awareness of relevant sociological arguments, debates and issues;
- discuss the theoretical and practical considerations influencing the design and execution of sociological enquiry;
- outline the findings from relevant sociological studies and research data.

### **Interpretation and Application**

*Candidates should be able to:*

- interpret sociological material presented in a variety of forms, including qualitative and quantitative data;
- recognise the special character of sociological knowledge and distinguish it from the knowledge and understanding produced by other academic subjects such as biology and psychology;
- identify and explore the links between relevant sociological concepts, theories, and research findings;
- select and use sociological material appropriately to analyse relevant arguments and debates;
- apply concepts, theories and evidence to support arguments and conclusions.

## **Analysis and Evaluation**

*Candidates should be able to:*

- evaluate the strengths and limitations of particular sociological theories and methods;
- analyse and assess sociological and non-sociological evidence and arguments;
- reach conclusions based on a reasoned consideration of available evidence and arguments;
- recognise limitations and bias in evidence, and distinguish between fact, opinion and value.

## **Knowledge and Understanding**

*Knowledge* of sociology is an essential outcome of a Sociology course, and it is a creditable skill to be able to demonstrate that knowledge.

*Understanding* is the skill of recognising what the knowledge means. For example, a description of the study of housework by Ann Oakley that includes details of the research procedure and the results represents sociological knowledge. Sociological understanding is demonstrated by describing, for example, the conclusions that can be drawn from these findings about the nature of gender inequality and power in marital relations.

## **Interpretation and Application**

*Interpretation* is the ability to identify appropriate links between relevant sociological arguments and evidence and particular issues and debates. For example, a candidate might demonstrate interpretation skills by noting that a sociological account of the causes of educational underachievement requires consideration of both home and school factors, and the cultural and material dimensions in each case also.

*Application* skills involve selecting and using sociological material appropriately to support arguments, analysis and conclusions. For example, it would be appropriate in assessing Durkheim's theory of suicide to consider evidence from subsequent studies by sociologists such as J D Douglas, J Maxwell Atkinson, W Atkinson, S Taylor, etc. The skill of application can also be shown by the ability to consider a new research finding or development in society and apply it to existing sociological theory.

## **Analysis and Evaluation**

*Analysis* is the ability to express information and ideas in a clear and accurate style. It is also the ability to identify key points in a study or theory and to explain their relationship to other studies and theories. This may involve identifying strengths and/or limitations in the evidence and arguments and also the ability to make valid generalisations.

*Evaluation* skills can be identified in terms of the ability to assess the evidence and arguments in relation to particular issues and to reach balanced conclusions. To evaluate means to offer a considered, overall assessment. Thus, while the skills of analysis may be used to specify the strengths and limitations of a study, evaluation skills would be employed in exploring the significance of the study in the wider context and assessing its overall value as a contribution to sociological knowledge and research.

# SCHEME OF ASSESSMENT

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## Advanced Subsidiary Qualification

Paper	Type	Duration	Number of questions	Maximum mark	Weight (% of total marks for syllabus)
1	Essay	1 hour 30 mins	2 from a choice of 6	50	50
2	Data Response	1 hour 30 mins	2 from a choice of 3	50	50

## Advanced Level Qualification

Paper	Type	Duration	Number of questions	Maximum mark	Weight (% of total marks for syllabus)
1	Essay	1 hour 30 mins	2 from a choice of 6	50	25
2	Data Response	1 hour 30 mins	2 from a choice of 3	50	25
3	Essay	3 hours	3 from a choice of 12	75	50

Papers 1 and 2 for Advanced Level are the same as Papers 1 and 2 for the Advanced Subsidiary qualification.

Papers 1 and 2 must be taken at the same examination session.

Papers 1 and 2 will test Syllabus Units 1 to 3. Paper 3 will test Syllabus Units 4 to 9.

At Advanced Level, candidates need not take Paper 3 at the same examination session as Papers 1 and 2.

All 3 papers are available in both the June and November sessions.

## Description of Papers

### Paper 1

The paper will be presented in three sections. There will be two essay-type questions in each section. Candidates will be required to answer two questions, chosen from different sections. Paper 1 will test Syllabus Units 1 to 3. There will be two questions related to each of these units. The examination will be of 1 hour 30 minutes duration.

### Paper 2

This paper will consist of three structured data response questions. The Paper will test Syllabus Units 1, 2 and 3. Candidates will be required to answer two questions. The examination will be of 1 hour 30 minutes duration.

### Paper 3

The paper will be presented in six sections. There will be two essay-type questions in each section. Candidates will be required to answer a total of three questions, each one selected from three different sections. Paper 3 will test Syllabus Units 4 to 9. There will be two questions related to each of these units. The examination will be of 3 hours duration.

**Specification Grid**

The relationship between the Assessment Objectives and the individual components is detailed in the table below. These objectives are weighted to give an indication of their relative importance, rather than to provide a precise statement of the percentage mark allocation to particular assessment objectives.

<b>Assessment Objective</b>	<b>Paper 1</b>	<b>Paper 2</b>	<b>Paper 3</b>	<b>Advanced Subsidiary</b>	<b>Advanced Level</b>
Knowledge/ Understanding	40%	40%	30%	40%	35%
Interpretation/ Application	30%	30%	30%	30%	30%
Analysis/ Evaluation	30%	30%	40%	30%	35%

# SUBJECT CONTENT

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## Advanced Subsidiary

### Unit 1: The Sociological Perspective

This unit introduces candidates to key concepts and theories associated with a sociological understanding of human behaviour. The aim is to begin to explore the nature of sociological enquiry and the insights it provides into the relationship between individuals and social structures.

#### 1. The Study of Sociology

- Sociology as a reasoned and rigorous study of social life.
- The relationship between sociology and other social science subjects.
- Sociology as a science: positivist, interpretivist and post-modernist perspectives.
- The uses of sociological knowledge; the role of values in sociology.
- Sociology and social policy; the differences between sociological problems and social problems.

#### 2. The Individual and Society

- Structuralist and interactionist views of the relationship between the individual and society.
- Biological, psychological and social elements of human behaviour.
- The arguments and evidence used by sociologists to support the claim that human behaviour is determined largely by social factors.
- The diversity of human behaviour and cultural variation.
- The nature of social order, social control and social change.

#### 3. Socialisation, Culture and Identity

- The processes of learning and socialisation; how the individual becomes a competent social actor.
- Agencies of socialisation: family, education, peer group, mass media, religion.
- Culture, roles, norms, values, beliefs, ideology and power as elements in the social construction of reality.
- Conformity and non-conformity; theories of sub-culture, youth sub-cultures and mass culture.
- The social construction of the concept of age; awareness of contrasting notions of childhood, adolescence and old age in different societies.
- Social class, gender and ethnicity as elements in the construction of social identities.
- Theories of culture and identity with reference to modernism and post-modernism.

### Unit 2: Sociological Methods

This unit introduces candidates to the basic concepts and issues in research design and evaluation. The aim is to promote awareness of the grounds on which it is appropriate for sociologists to claim that their findings are truthful and worthwhile.

#### 1. Methods of Research

- The distinctions between primary and secondary data and between quantitative and qualitative data.
- The different quantitative and qualitative methods and sources of data, including questionnaires, interviews, observation techniques, experiments, longitudinal studies, case studies, content analysis, semiology, documents and official statistics.



- The stages of research design: deciding on research strategy; formulating research problems and hypotheses; sampling and pilot studies; conducting the research; interpreting the results and reporting the findings.

## 2. **Theory and Methods**

- The relationship between theory and methods; positivist and anti-positivist approaches.
- The theoretical, practical and ethical considerations influencing the choice of topic, choice of method(s) and the conduct of research.
- The strengths and limitations of different sources of data and methods of research.
- Validity, reliability, objectivity and representativeness as key concepts in assessing the value of different methods of research.
- Triangulation and methodological pluralism.

## **Unit 3: Social Differentiation and Stratification**

This unit examines the underlying processes which shape the life chances of individuals and groups. The aim is to identify and explain the level and pattern of inequality in contemporary societies in relation to three main categories of social stratification: social class, gender and ethnicity. Interconnections between these different aspects of social stratification should be emphasised. Candidates should also study ways in which differences and inequalities are created, recreated and sustained over time by social action and by social structures.

### 1. **Social Class**

- Theories and models of social class; Marxist, Weberian, functionalist and post-modernist approaches; the relationship between occupation and social class.
- The changing nature of the working class, middle class and upper class.
- Social class and life chances; the impact of social class on employment opportunities, health, status and lifestyle; the meritocracy thesis critically examined.
- Inequalities of income and wealth; the relationship between economic and political power.
- The nature, extent and significance of social mobility in different societies; ascribed and achieved status and their links with traditional societies and modern industrial societies respectively.
- Different explanations of the distribution, existence and persistence of poverty.

### 2. **Gender**

- Theories of gender difference; functionalist, Marxist, and the various feminist approaches; biological, psychological and social elements of sex and gender differences.
- Gender socialisation in the family, education, employment and the mass media; masculinity and femininity as social constructs; patriarchy and male power.
- Gender differences in occupations and rewards; changes in the social position of women; the impact of equal opportunities policies.

### 3. **Ethnicity**

- Definitions of race and ethnicity, including cultural, religious and national identity.
- Forms of racism; theories of racial discrimination and prejudice.
- Patterns of racial and ethnic inequality in employment, health, status, housing and lifestyles.
- The impact of race relations policy and legislation against racial discrimination.

## **Advanced Level**

### **Unit 4: Families and Households**

This unit examines the family and how it has been affected by the processes of social change. The aim is to explore the diverse forms of family life and to understand the role of the family in relation to individuals and the social structure.

#### **1. The Family in Social Context**

- The distinction between households and families, and between types of families: matrifocal, nuclear and extended, varieties of extended; kinship patterns.
- Diversity in family forms according to class, ethnicity, religion, family size, marital status, age and family life cycle.
- The debate about the postulated universality of the nuclear family.
- Different theories of the relationship of the family to the economy.
- Changes and continuities in family functions; debates about the relationship between the family and the State.

#### **2. Changes in the Family and Marriage**

- Changes in family and household structure and their relationship to industrialisation and urbanisation.
- The nature and extent of changes within the family, with reference to gender roles, domestic labour and power relationships, and to changes in the status of children and childhood.
- Changing patterns of marriage, cohabitation, separation, divorce and child bearing; the causes and consequences of these changes.

### **Unit 5: Education**

This unit provides an opportunity for candidates to build upon their understanding from Unit 1 of how individuals are socialised into a culture and further their appreciation of issues of inequality, power, control and ideology.

#### **1. Education in Social Context**

- Different theories of the links between education, the economy and social inequality.
- Debates about the relationship between education and the State.
- Education and social mobility; educational achievement and intelligence.
- Explanations of inequality and educational achievement according to social class, gender, ethnicity, regional differences, cultures and identities.

#### **2. Structures and Processes within Schools**

- The social construction of knowledge and learning; power and social control as factors influencing the structure, content and development of the curriculum.
- Language, deprivation and knowledge.
- Teacher/pupil relationships: streaming, labelling, hidden curriculum, and the gendered curriculum.
- Pupil sub-cultures and attitudes to education.

**Unit 6: Religion**

This unit offers students the opportunity to develop their understanding of the nature of religious movements and their role in society. The intention of this study of the role of religion is to examine religion from the view of the social actors and not to make value judgements concerning religious beliefs.

**1. Religion and social change**

- Different theories of the nature of religion and ideology.
- Comparison of the major theories of religion and their relevance to issues of order, change and equality.
- Examine the relationship between religious beliefs, organisations and social groups.
- Examine the role of religion in relationship to issues of ethnicity, gender, age and social class.

**2. Religious movements**

- Examine the different religious movements and their power within society.
- The nature of the secularisation debate.
- The development of cults, sects, denominations and churches.
- Religion, fundamentalism, modernity and post modernity.

**Unit 7: Crime and Deviance**

In this unit candidates will build upon their understanding of norms and values, of conformity and deviation, and further consider issues of power, control and ideology. Particular emphasis is given to exploring the social construction of reality as manifested in evidence and ideas about the composition of official crime statistics, the activities of the law enforcement agencies, and the notions of deviancy amplification, moral panics, labelling, and self-fulfilling prophecy.

**1. The Social Construction of Crime and Deviance**

- Definitions of crime and deviance; the relativity of crime and deviance.
- Societal reaction to crime and deviance, including the role of the mass media; labelling, stigma, stereotyping, moral panics and self-fulfilling prophecy.
- The relationship between deviance, power and social control.

**2. Measurement and Patterns of Crime**

- The strengths and limitations of official crime statistics.
- Self-report and victim surveys.
- Different explanations of the social distribution of crime by age, social class, ethnicity, gender and locality.

**3. Theories of Crime and Deviance**

- Comparisons between biological, psychological and sociological theories of crime and deviance.
- Positivist and functionalist theories, including explanations in terms of anomie, social disorganisation and delinquent sub-cultures.
- Interactionist approaches, including labelling and deviancy amplification.
- Marxist criminology; left realism and new right theories; feminist perspectives.

**Unit 8: Work and Leisure**

This unit considers the diverse and changing nature of work, and the complex relationship between work, non-work and leisure. The aim is to explore the meaning of work for different groups and to examine the structures and processes that shape experiences of work and leisure.

**1. Occupational Structure**

- Categories of employment; manual, non-manual, managerial and professional; primary, secondary and tertiary; dual, segmented and flexible labour markets.
- Patterns and trends in the occupational structure; the causes and social implications of these patterns and trends.
- The gendered nature of work and sexual inequality in employment.
- Ethnic inequality in employment; ageism.

**2. Management and the Organisation of Work**

- The post-industrial society thesis.
- The capitalist labour process and the control of labour; scientific management, the human-relations school, fordism and post-fordism, skill and deskilling, worker resistance and autonomy.
- Industrial relations and conflict.
- Bureaucracy and the organisation of work; changing organisational cultures.

**3. The Experience of Work**

- Definitions of work; the changing nature of work.
- Different explanations of the nature and extent of work satisfaction, alienation and anomie.
- Perceptions of and orientations to work.
- Workplace cultures and identities.
- Different explanations of professionalisation.

**4. Non-work and Leisure**

- Explanations of the causes and social effects of unemployment.
- The problems of measuring unemployment.
- The relationship between work, non-work and leisure.
- The implications of technological changes for the nature of work and leisure.

## **Unit 9: Mass Media**

The mass media are the major agencies of socialisation and sources of identity in the public sphere. In this unit candidates will examine how the media are organised, how they represent different issues and social groups, and what effects they have on individuals and societies.

### **1. Ownership and Control of the Mass Media**

- Trends in the organisation and control of the mass media; ownership patterns.
- Different perspectives on the relationship between ownership and control of the mass media.
- Pluralist and Marxist theories of the nature and role of the mass media.
- Debates about the relationship between the mass media and the State.
- Role of the mass media in the political process.

### **2. Media Content**

- Different explanations of the processes of selection and presentation of media content.
- Representation of social groups and ideas, with particular reference to gender, age, social class, ethnicity, and disability.
- Different perspectives on the relationship between the mass media and ideology.

### **3. Audience Effects**

- Social patterns in listening, viewing and reading.
- Different theories of the effects and uses of the mass media; hypodermic syringe; uses and gratification; cultural effects studies.
- Impact of the mass media on behaviour, violence, deviance amplification.
- Problems of researching the effects of the mass media on audiences.

# RESOURCE LIST

The recommended textbook for the course, available from early 2003, is Burgess T and Kirby M, **Sociology Explained**, Cambridge University Press.

The list of texts given below is intended as a guide to teachers who may wish to select some of the texts to recommend to students. It is not an exhaustive or prescriptive list and there are other books and resources which may be suitable.

While every effort has been made to ensure that the books and other resources listed are currently available, in some cases they may be out of print. In such instances, copies are usually available through a library lending service.

## General Reference

AUTHOR	TITLE	PUBLISHED	PUBLISHER	ISBN NUMBER
Albrow, M.	Sociology, The Basics	1999	Routledge	0415172640
Barnard, A. Burgess, T.	Sociology Explained	1996	Cambridge University Press	0521426715
Bilton, A. et al.	Introductory Sociology, 3 <sup>rd</sup> Ed.	1996	Palgrave	0333665112
Browning, G. Haleli, A. Webster, F.	Understanding Contemporary Society	1999	Sage	0761959262
Haralambos, M. Holborn, M.	Sociology: Themes and Perspectives, 5 <sup>th</sup> Ed.	2000	HarperCollins	0003275078
Harris, S.	Longman Exam Practice Kit: A-Level and AS-Level Sociology	1997	Longman Higher Education Division	0582303826
Kirby	Sociology in Perspective	2000	Heinemann	0435331604
Lawson, T.	Sociology for A Level: A Skills Based Approach	1993	HarperCollins	0003276244
Marsh, I. et al.	Making Sense of Society: An Introduction to Sociology	1996	Longman Higher Education Division	0582228956
Marshall, G.	The Concise Oxford Dictionary of Sociology	1994	Oxford University Press	019285237X
O'Donnell, M.	Introduction to Sociology, 4 <sup>th</sup> Ed.	1997	Thomas Nelson	0174900198
Sarup, M.	An Introductory Guide to Post-Structuralism and Postmodernism, 2 <sup>nd</sup> Ed	1993	Prentice Hall Europe	0745013600
Taylor, P. et al.	Sociology in Focus	1995	Causeway Press	1873929218
Webster, A.	Introduction to the Sociology of Development, 2 <sup>nd</sup> Ed.	1990	Palgrave	033349508X

***The Sociological Perspective***

AUTHOR	TITLE	PUBLISHED	PUBLISHER	ISBN NUMBER
Abbott, P. Wallace, C.	An Introduction to Sociology: Feminist Perspectives, 2 <sup>nd</sup> Ed.	1996	Taylor & Francis Books Ltd.	0415122929
Bond, J. et al.	Ageing in Society	1993	Sage Publications Ltd.	0803989474
Charon, J.	Symbolic Interactionism	2000	Prentice Hall	0130259721

***Social Differentiation and Stratification***

AUTHOR	TITLE	PUBLISHED	PUBLISHER	ISBN NUMBER
Alcock, P.	Understanding Poverty, 2 <sup>nd</sup> Ed.	1997	Palgrave	0333692802
Bryson, L.	Welfare and the State: Who Benefits?	1992	Palgrave	0333488261
Breen, R. Rottman, D.	Class Stratification	1994	Prentice Hall Europe	074501268X Out of Print
Buswell, C.	Women in Contemporary Society	Unknown	Unknown	0333461312
Crompton, R.	Class and Stratification, 2 <sup>nd</sup> Ed.	1998	Blackwell	074561793X
Edgell, S.	Class	1993	Taylor & Francis Books Ltd.	0415060613
Garrett, S.	Gender	1987	Taylor & Francis Books Ltd.	0415084016
Hadfield, G. Skipworth, M.	Class	1994	Bloomsbury Publishing Plc	074751688X
Kirby, M.	Stratification and Differentiation	1999	Palgrave	0333671910
Mason, D.	Race and Ethnicity in Modern Britain, 2 <sup>nd</sup> Ed.	2000	Oxford University Press	0198742851
Miles, A.	Women, Health and Medicine	1991	Open University Press	033509905X
Richardson, D. Robinson, V.	Introducing Women's Studies	1997	Palgrave	0333684702
Saunders, P.	Social Class and Stratification	1989	Taylor & Francis Books Ltd.	0415041252
Scott, J.	Poverty and Wealth: Citizenship, Deprivation and Privilege	1994	Longman Higher Education Division	0582080894 Out of Print
Trowler, P.	Investigating Health, Welfare and Poverty, 2 <sup>nd</sup> Ed.	1996	HarperCollins	0003224376

***Families and Households***

AUTHOR	TITLE	PUBLISHED	PUBLISHER	ISBN NUMBER
Finch, J.	Family Obligations and Social Change	1989	Blackwell	0745603246 Out of Print
Gittins, D.	The Family in Question	1993	Palgrave	0333545699
Graham, A. (Ed.)	The Sociology of the Family	1999	Blackwell	0631202684
Jorgensen, N.	Investigating Families and Households	1995	HarperCollins	0003224074
Morris, L.	The Workings of the Household	1990	Blackwell	0745604420
Oakley, A.	Housewife	1990	Penguin	0140135235
Pahl, J.	Money and Marriage	Unknown	Macmillan	0312032544 Out of Print
Warde, A. Abercrombie, N.	Family, Household and the Life Course	1994	Heinemann	185008064X

***Education***

AUTHOR	TITLE	PUBLISHED	PUBLISHER	ISBN NUMBER
Ball, S.	Education	1986	Longman	058235532X
Burgess, R.	Sociology, Education and Schools	1993	Batsford	089397238X Out of Print
Esland, G.	Education, Training and Employment	1990	Addison Wesley	020154430X
Gillborn, D.	Racism and Anti-Racism in Real Schools	1995	Open University Press	0335190928
Heaton, T. Lawson, T.	Education and Training	1996	Palgrave	0333646126
Measor, L. Sikes, P.	Gender and Schools	1992	Continuum International Publishing Group	0304323977 Out of Print
Trowler, P.	Investigating Education and Training	1995	HarperCollins	0003224066
Willis, P.	Learning to Labour	1993	Ashgate Publishing Group	1857421701



**Religion**

AUTHOR	TITLE	PUBLISHED	PUBLISHER	ISBN NUMBER'
Bruce, S.	Religion in Modern Britain	1995	Oxford University Press	0198780915
Bruce, S.	Religion and Modernisation	1992	Oxford University Press	019827369X

**Crime and Deviance**

AUTHOR	TITLE	PUBLISHED	PUBLISHER	ISBN NUMBER
Aggleton, P.	Deviance	1987	Taylor & Francis Books Ltd.	0422604801
Christie, N.	Crime Controls as Industry	2000	Taylor & Francis Books Ltd.	0415234875
Hester, S. Eglin, P.	A Sociology of Crime	1992	Taylor & Francis Books Ltd.	0415073707
Lawson, T. Heaton, T.	Crime and Deviance	1999	Palgrave	0333658167
Macguire, M.	The Oxford Handbook of Criminology	1994	Oxford University Press	0198762410
Marsh, I.	Crime	1986	Longman Schools Division	0582355621
Moore, S.	Investigating Deviance	1988	HarperCollins	0003222454

**Work and Leisure**

AUTHOR	TITLE	PUBLISHED	PUBLISHER	ISBN NUMBER
Abrahamsson, B.	The Logic of Organisations	1993	Sage Publications Ltd.	080395039X
Clegg, S.	Modern Organisation	1990	Sage Publications Ltd.	0803983301
Deem, R.	Work, Unemployment and Leisure	1988	Taylor & Francis Books Ltd.	0415008603
Grint, K.	The Sociology of Work	1998	Blackwell	0745620574
Madry, N. Kirby, M.	Investigating Work, Unemployment and Leisure	1995	HarperCollins	000322404X
Morgan, G.	Organizations in Society	1990	Palgrave	0333438558

**Work and Leisure Cont.**

AUTHOR	TITLE	PUBLISHED	PUBLISHER	ISBN NUMBER
Ritzer, G.	The McDonaldization of Society, Revised Ed.	2000	Sage Publications Ltd.	0761986286
Thompson, P. McHugh, P.	Work Organisations, 2 <sup>nd</sup> Ed.	1995	Palgrave	0333641612
Wood, S.	Transformation of Work PB	1989	HarperCollins	0044453574

**Mass Media**

AUTHOR	TITLE	PUBLISHED	PUBLISHER	ISBN NUMBER
Barrat, D.	Media Sociology	1986	Taylor & Francis Books Ltd.	041505110X
Bruce, S.	Religion and Modernisation	1992	Oxford University Press	019827369X
Corrigan, P.	The Sociology of Consumption	1997	Sage Publications Ltd.	0761950117
Curran, J. Gurevitch, M.	Mass Media and Society	2000	Arnold	0340732016
Dutton, B.	The Media, 2 <sup>nd</sup> Ed.	1997	Longman Higher Education Division	0582288088
Jones, M. Jones, E.	Mass Media	1999	Palgrave	0333672062
Philo, G.	Message Received	1999	Longman Higher Education Division	0582298008
Sorlin, P.	Mass Media	1994	Taylor & Francis Books Ltd.	0415072093
Storey, J.	Cultural Theory and Popular Culture	2000	Longman Higher Education Division	0582423635
Strinati, D.	Introduction of Theories of Popular Culture	1995	Taylor & Francis Books Ltd.	0415124700
Trowler, P.	Investigating the Media	?	HarperCollins	071352832X

**Periodicals**

AUTHOR	TITLE	PUBLISHED	PUBLISHER & CONTACT ADDRESS FOR SUBSCRIPTIONS	ISBN NUMBER
Office for National Statistics	Social Trends	2000	The Stationery Office Books	011621242X
The Association for the Teaching of the Social Sciences (ATSS)	Social Science Teacher	3 times yearly	Membership Details from ATSS Ltd. PO Box 6079 Leicester LE2 4WB <a href="http://www.le.ac.uk/education/centres/ATSS/atss.html">http://www.le.ac.uk/education/centres/ATSS/atss.html</a>	N/A
Various	New Internationalist One World Almanac	Monthly	New Internationalist Publications Ltd. Tower House, Lathkill Street, Market Harborough, LE16 9EF <a href="http://www.oneworld.org/ni/index4.html">http://www.oneworld.org/ni/index4.html</a>	N/A
Various	Sociology Review	4 times yearly	Philip Allan Updates, Market Place, Deddington, Oxfordshire, OX15 0SE <a href="http://www.philipallan.co.uk">www.philipallan.co.uk</a>	N/A

**Videos**

COLLECTION/SERIES	TITLE
The Classic Collection	<i>Eileen Barker</i> on 'The Making of a Moonie: Brainwashing or Choice?'
The Classic Collection	<i>Stanley Cohen</i> on 'Folk Devils and Moral Panics: The Creation of Mods and Rockers'
The Classic Collection	<i>Paul Willis</i> on 'Learning to Labour: How working class kids get working class jobs'
Understanding Sociology Series	Understanding Sociology: Theory and Methods
Understanding Sociology Series	Understanding Sociology: Making Sense of Sociological Theory
Understanding Sociology Series	Understanding Sociology: From Modernity to Post-Modernity

## TEACHER'S NOTES

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Many Centres will be familiar with the previous Advanced Level Sociology syllabus, 9061. The new syllabus differs from the syllabus it replaces in a number of respects, including the following:

- There are two examination routes - Advanced Subsidiary and Advanced Level.
- The syllabus content has been updated and new topics added to reflect contemporary developments in Sociology.
- The syllabus content is more focused, with fewer topics to choose between and greater emphasis on themes that stretch across all areas of Sociology, such as social class, cultural identity, theory and methods, and socialisation.
- The syllabus content has been divided into units to facilitate different teaching approaches and examination options.
- The examination format has changed; in particular, structured data response questions are now included alongside essay questions.
- Emphasis is given to skills-based learning, and it is recommended that Centres take particular note of the key skills described in the Assessment Objectives.

It should be stressed, however, that there is also much continuity with the previous syllabus. Topics that were popular with Centres in the past - e.g. education, family, religion, crime and deviance - have been included in the new syllabus content. Moreover, the importance of studying principles and methods, as a key to understanding the purpose and value of sociological investigation, is retained as a key theme in the new syllabus. The examination will test broadly the same skills as before, though the nature of these skills is more clearly defined in the new syllabus.

The Advanced Subsidiary qualification derives from three units. It is recommended that candidates study each of these units in detail in order to prepare for the examination. A good knowledge and understanding of these topics will also serve as a firm foundation for any further study of the subject, at Advanced Level for example.

There are a further six units which relate to the Advanced Level qualification. These allow Centres an element of choice in which topics to teach. It is recommended that, as a minimum, candidates study four of the units in detail. Studying four units in detail would, in general, be preferable to studying five or six units in less depth. Studying less than four units would almost certainly disadvantage the candidate by restricting his/her choice of questions in the examination.

This syllabus document includes a list of recommended reading. Ideally, candidates will have ready access to at least one of the textbooks listed. Other reading may be regarded as optional, although it is recommended that, where possible, candidates broaden their knowledge of the subject by studying a range of research reports and other relevant sociological sources.

Although global processes are an increasingly important theme in Sociology, it is still the case that much of the sociological literature focuses on the highly industrialised countries, the USA and UK in particular. While candidates for the Advanced Subsidiary and Advanced Level examinations are required to demonstrate a sound knowledge of these societies, they may also use relevant sociological examples and sources that relate to other parts of the world, including their own countries. Indeed, the use of more 'localised' sources is to be recommended, particularly where it complements or supports references to mainstream sociological themes and ideas.

There are three examination papers for the syllabus, two at Advanced Subsidiary and an additional paper at Advanced Level. Each paper has its own format and Centres are advised to study the rubric requirements carefully and ensure that candidates are fully aware of these requirements before they sit the examination. Practising the different types of question - essay style and structured data response - as a revision exercise would be a useful way of preparing candidates for the examination.