

General Certificate of Education (International)
Advanced Level and Advanced Subsidiary Level

Syllabus

SOCIOLOGY 9699

For examination in June and November 2009

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SOCIOLOGY

GCE Advanced Subsidiary Level and GCE Advanced Level 9699

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INTRODUCTION

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

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

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

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.

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

SUBJECT CONTENT

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 this course is **Barnard A., Burgess T. and Kirby M., AS and A Level Sociology, Cambridge University Press, 2004, ISBN 0521 532140**

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. This list was checked and revised in 2006 for the 2009 syllabus.

General Reference

| AUTHOR | TITLE | PUBLISHED | PUBLISHER | ISBN NUMBER |
|--|---|-----------|-----------------------------------|-------------|
| Albrow, M. | Sociology, The Basics | 1999 | Routledge | 0415172640 |
| Bilton, A. et al. | Introductory Sociology, 4 th Ed. | 2002 | Palgrave | 0333945719 |
| Browning, G. Haleli, A. Webster, F. | Understanding Contemporary Society | 1999 | Sage | 0761959262 |
| Bruce, S. | Sociology: A Very Short Introduction | 2000 | Oxford University Press | 0192853805 |
| Haralambos, M. Heald R., Holborn, M. | Sociology: Themes and Perspectives, 6 th Ed. | 2004 | HarperCollins | 000715447X |
| 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. | Making Sense of Society: An Introduction to Sociology | 1999 | Prentice Hall | 0582369436 |
| Marshall, G. | The Concise Oxford Dictionary of Sociology | 1994 | Oxford University Press | 019285237X |
| O'Donnell, M. | Introduction to Sociology, 4 th Ed. | 1997 | Thomas Nelson | 0174900198 |
| Sarup, M. | An Introductory Guide to Post-Structuralism and Postmodernism, 2 nd Ed | 1993 | Prentice Hall Europe | 0745013600 |
| Taylor, P. et al. | Sociology in Focus | 1995 | Causeway Press | 1873929218 |
| Walsh, M. | Research Made Real | 2001 | Nelson Thornes | 0748758410 |
| Webster, A. | Introduction to the Sociology of Development, 2 nd Ed. | 1990 | Palgrave | 033349508X |

The Sociological Perspective

| AUTHOR | TITLE | PUBLISHED | PUBLISHER | ISBN NUMBER |
|-------------------|--|-----------|-----------------------------|-------------|
| Abbott, P. et al. | An Introduction to Sociology: Feminist Perspectives, 3 rd Ed. | 2005 | Taylor & Francis Books Ltd. | 0415312590 |
| Ahmed, S. et al | Transformations. Thinking Through Feminism | 2000 | Routledge | 041522067X |
| Bond, J. et al. | Ageing in Society | 1993 | Sage Publications Ltd. | 0803989474 |
| Jiobu R. et al | Symbolic Interactionism | 2003 | Prentice Hall | 0131114794 |

Social Differentiation and Stratification

| AUTHOR | TITLE | PUBLISHED | PUBLISHER | ISBN NUMBER |
|--------------------------------|---|-----------|-----------------------------|----------------------------|
| Alcock, P. | Understanding Poverty, 2 nd 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 | 1993 | Nelson Thornes | 0174386478 |
| Crompton, R. | Class and Stratification, 2 nd Ed. | 1998 | Blackwell | 074561793X |
| Edgell, S. | Class | 1993 | Taylor & Francis Books Ltd. | 0415060613 |
| Garrett, S. | Gender | 1987 | Taylor & Francis Books Ltd. | 0415084016 |
| Griffiths J., Hope T. | Stratification and Differentiation | 2000 | Hodder Arnold | 0340737603 |
| 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 nd Ed. | 2000 | Oxford University Press | 0198742851 |
| Miles, A. | Women, Health and Medicine | 1991 | Open University Press | 033509905X |
| Miles, S. | Youth Lifestyles in a Changing World | 2000 | Open University Press | 0335200982 |
| Richardson, D. Robinson, V. | Introducing Women's Studies | 1997 | Palgrave | 0333684702 |

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|--------------------|--|------|-----------------------------------|----------------------------|
| 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 nd Ed. | 1996 | HarperCollins | 0003224376 |
| Woodward, K. (Ed.) | Questioning Identity: Gender, Class, Nation | 2004 | Routledge | 041532968X |

Families and Households

| AUTHOR | TITLE | PUBLISHED | PUBLISHER | ISBN NUMBER |
|------------------------------|---------------------------------------|-----------|---------------|----------------------------|
| Carling, A. et al | Analysing Families | 2002 | Routledge | 0415250404 |
| Cheal, D. | Sociology of Family Life | 2002 | Palgrave | 0333665783 |
| 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 | 1989 | Macmillan | 0333387686 |
| Sclater, S. D. | Families | 2000 | Hodder Arnold | 0340758325 |
| 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 | 1999 | Batsford | 0713468416 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 |
| Thompson, J. | Women, Class and Education | 2000 | Routledge | 1857289439 |
| 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 | 1996 | Oxford University Press | 0198781512 |
| Bruce, S. | Religion and Modernisation | 1992 | Oxford University Press | 019827369X |
| Bruce, S. | Fundamentalism | 2000 | Polity Press | 0745623662 |

Crime and Deviance

| AUTHOR | TITLE | PUBLISHED | PUBLISHER | ISBN NUMBER |
|--------------------------|------------------------------------|-----------|-----------------------------|-------------|
| Aggleton, P. | Deviance | 1991 | Taylor & Francis Books Ltd. | 0415078660 |
| 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 |
| Macquire, M. | The Oxford Handbook of Criminology | 1994 | Oxford University Press | 0198762410 |

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|-----------|------------------------|------|--------------------------|------------|
| Marsh, I. | Crime | 1986 | Longman Schools Division | 0582355621 |
| Moore, S. | Investigating Deviance | 1996 | HarperCollins | 0003224392 |

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 | 2005 | Blackwell | 0745632505 |
| Madry, N. Kirby, M. | Investigating Work, Unemployment and Leisure | 1996 | Collins Educational | 000322404X |
| Morgan, G. | Organizations in Society | 1990 | Palgrave | 0333438558 |
| Morgan, G. | Images of Organization | 1997 | Sage Publications Ltd. | 0761906347 |
| Ritzer, G. | The McDonaldization of Society | 2004 | Sage Publications Ltd. | 0761988122 |
| Thompson, P. McHugh, P. | Work Organisations | 2001 | Palgrave | 0333949919 |
| Wood, S. (Ed.) | Transformation of Work | 1992 | Routledge | 0415078695 |

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 | 2005 | Hodder Arnold | 0340884991 |
| Dutton, B. | The Media, 2 nd Ed. | 1997 | Longman Higher Education Division | 0582288088 |

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| 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 | 2004 | Routledge/Taylor & Francis Books Ltd. | 0415235006 |
| Trowler, P. | Investigating the Mass Media | 1996 | Collins Educational | 0003224384 |

Websites

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| Office for National Statistics | www.statistics.gov.uk , e.g. search on 'Social Trends'. |
| United States Census Bureau | www.census.gov . |
| Association for the Teaching of the Social Sciences (ATSS) | www.le.ac.uk/se/centres/ATSS/atss.html . |
| New Internationalist | www.newint.org , periodical. |
| Sociology Review | www.philipallan.co.uk , periodical aimed at schools. |
| Sociology Online | www.sociologyonline.co.uk . |
| Sixth Sense | http://sixthsense.osfc.ac.uk/ , an interactive site for students including quizzes. |

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 |

NOTES FOR TEACHERS

The syllabus has a number of features including:

- There are two examination routes - Advanced Subsidiary and Advanced Level.
- The syllabus content has topics which reflect contemporary developments in Sociology.
- The syllabus content is focused, with 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 includes structured data response questions 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.

Topics that are popular with Centres - 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 a key theme in the 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.