

OCR ADVANCED SUBSIDIARY GCE IN SOCIOLOGY (3878)

OCR ADVANCED GCE IN SOCIOLOGY (7878)

Teacher Support: Notes for Guidance

This Teacher Support: Notes for Guidance booklet is designed to accompany the OCR Advanced Subsidiary GCE and Advanced GCE specifications in Sociology for teaching from September 2000.

Contents

1	Preface	Page	1
2	Planning your Sociology course	Page	2
2.1	Planning for assessment	Page	2
2.2	Planning for teaching and learning	Page	3
3	Module 2532: The Individual and Society	Page	7
3.1	Concepts	Page	7
3.2	Agents of socialisation	Page	7
3.3	Identities	Page	7
3.4	Social Change	Page	8
3.5	Examination questions	Page	8
3.6	How much Theory?	Page	8
3.7	Resources	Page	9
3.8	Teacher Resources	Page	9
3.9	Student Resources	Page	10
3.10	Web Sites	Page	10
4	Module 2533: Culture and Socialisation	Page	11
4.1	Family	Page	11
4.2	Mass Media	Page	14
4.3	Religion	Page	16
4.4	Youth and Culture	Page	18
5	Module 2534: Sociological Research Skills Module 2535: Research Report (Sociology)	Page	19
5.1	Teacher Resources	Page	19
5.2	Student Resources	Page	21
6	Module 2535: Research Report - Your Questions Answered	Page	22
7	Module 2536: Power and Control	Page	24
7.1	Popular Culture	Page	25
7.2	Protest and Social Movements	Page	27
8	Module 2537: Applied Sociological Research Skills Module 2538: Personal Study (Sociology)	Page	30
8.1	Teacher Resources	Page	30
8.2	Student Resources	Page	31
8.3	Web Sites	Page	32
9	Module 2539: Social Inequality and Difference	Page	33
9.1	Teacher Resources	Page	33
9.2	Student Resources	Page	34
9.3	Web Sites	Page	35
10	OCR Contacts	Page	36

1 Preface

This booklet has been prepared as the first phase of support materials for the revised OCR Advanced Subsidiary GCE and Advanced GCE Sociology specifications which replace the existing Interboard Sociology (IBS) syllabuses from September 2000. The new specifications are offered by OCR in association with the WJEC.

OCR's INSET programme and other sources have indicated that teachers would welcome more explanation of the rationale underlying the specifications, together with support and guidance on delivery models, and teaching and learning resources, particularly with reference to the "new" topics and assessment system, including the standard of AS level. These materials will take some time to produce in full, so we are providing this short booklet now, to be followed by a more detailed publication later. That publication will be informed by the series of INSET sessions that OCR and WJEC will offer later this year, details of which can be obtained from OCR's Training and Customer Support division (telephone 0121 628 2950 or fax 0121 628 2940).

Sociology in Perspective for OCR by Kirby M et al, published by Heinemann is a revised version of the textbook *Sociology in Perspective* (1997). It has been specially prepared for these specifications. Heinemann will also publish a *Tutors' Resource File* to support the textbook.

In this booklet, as in the specifications, the term **module** is used to describe specified teaching and learning requirements. The term **unit** describes a unit of assessment.

2 Planning your Sociology course

When we were designing these sociology specifications, we aimed to:

- retain the best of the previous IBS syllabus, in terms of its content, its varied assessment system, and its coursework options;
- bring the sociological content up to date, in terms both of contemporary sociology and of relevance to the new century;
- offer as much choice and flexibility as possible within the new QCA rules;
- avoid the fragmentation that can result from a modular assessment system;
- offer a sound introduction to sociology for those who aim only at the AS;
- offer a sound introduction to sociology, and opportunities to progress to higher education or to employment, for those who aim for the full A level.

We think we have achieved these aims. We have made it possible for teachers to plan and deliver an integrated sociology course that offers variety, is up-to-date and relevant, gives the student a sense of what sociology is about, and provides a sound basis for progression to higher education or to employment. You will be able to retain and develop many of your existing teaching and learning notes, resources and other materials.

For the purposes of this support material, we have assumed that you are planning a two-year course. However, it is not difficult to adapt these suggestions for use in a one-year course.

We have presented these suggestions as though the course is being delivered by a single teacher. We know that, in many cases, the teaching is shared. These suggestions can readily be adapted to any size of teaching team.

This support pack contains detailed notes and suggestions for teaching each module. This part of the pack focuses on the planning of the course as a whole.

2.1 Planning for assessment

In planning your course, the first thing to decide is how you will encourage your students to enter for the units of assessment– will they take the units in stages or all at the end of the course? If they take them in stages, what will the stages be? (We recognise, of course, that in some cases this decision will be out of the hands of subject teachers. However, we hope you will at least be consulted about this.)

There are two “assessment opportunities” each year, in January and in June. While the synoptic unit (Unit 2539) must be taken at the end of the course, it is up to you to decide when your students will enter for the other units (though assessment for the Personal Study in A2 will be available only in June each year). If you are going to stage the assessments, it makes sense for students to take the three AS units during the first year and the three A2 units during the second. This also makes it possible for you to co-teach in the first year:

- students who are planning only to take the AS
- those who are intending to carry on to A2 and
- those who are undecided.

Leaving all the assessments for the full A level to the end of the second year will mean that candidates will:

- have to revise the first-year work;
- be taking a lot of exams in a short period of time;
- have no opportunities to resit units within their two-year course.

We therefore think many of you will choose one of the following patterns.

	January Year 1	June Year 1	January Year 2	June Year 2
Pattern 1	1 AS unit	2 AS units	1 A2 unit	2 A2 units
Pattern 2		3 AS units	1 A2 unit	2 A2 units
Pattern 3		3 AS units		3 A2 units

2.2 Planning for teaching and learning

Advanced Subsidiary

Module 2532 - The Individual and Society

When we were designing the specifications, we knew that many A level sociology courses start with an introduction to sociology as a discipline. This would highlight the fact that sociology's core concern is the relationship between the individual and society. So we decided to design a module which focuses on this central issue and makes it worth spending time on it.

We think that this module should be studied first. In teaching it, you can begin to raise, at a simple level, some of the theoretical issues that underlie the debates within sociology (e.g. macro/micro, structure/action, conflict/consensus). However, it is not necessary or appropriate to launch into a short course of social theory or "the sociological perspectives". Your aim is to get across the idea that there are important questions and issues here and that the answers are not clear-cut or universally accepted, and to give students some of the tools which will help them consider the questions and issues at an introductory level.

You may have already noticed that this specification does not have a section called "Sociological Theory". That is because we believe that theory and theories are best taught and learned in the context of the social phenomena which they are trying to explain. At this level at least (AS), students gain little from learning in isolation the "perspectives", or "what the great sociologists said". You will find the familiar perspectives throughout these specifications, particularly in the context of the substantive options in Modules 2533 (AS) and 2536 (A2), as well as in Modules 2537/2538 (the A2 module about methods) and 2539 (A2) on Social Inequality and Difference.

Module 2532 also gives you the opportunity to introduce the topics of culture and identity and the relationship between them. This is an up-to-date area of contemporary sociology where there is much interesting current work being done. It is also of immediate interest and relevance to students of all ages and social backgrounds.

Module 2533 - Culture and Socialisation

Having decided to deliver Module 2532 first, you have then to choose which options to go for in Module 2533. Remember, candidates have to answer two questions in the exam but these can be *either* both about the same option *or* each about a different option. Your choice is whether to prepare your students very thoroughly for only one option, and hope they can answer both questions, or to prepare them for two options so they have more choice in the exam. However, there are other factors to consider, especially for students who may go on to A2.

- The options they study should provide research material which you can use when teaching Module 2534 or 2535. This is particularly important if you choose to enter your students for Unit 2535, the Research Report.
- For students who intend to go on to A2, aspects of the option/s chosen in Module 2533 should relate to and underpin aspects of the options which they will study in Module 2536 in A2.
- If they study two options, they will have a broader grounding on which to build in Modules 2536 and 2539, and a wider range of research to draw on when working on Module 2537 or 2538.
- It could be argued that it is simply better in educational terms for students to study a wider range of topics and broaden their understanding of sociology. You could decide to teach two options but only to prepare students for assessment in one of these, the extra option being regarded as raw material for Module 2534 or 2535, and/or as a building block towards A2.

Section 5.2 of the specification provides more detail and suggestions as to how the option might relate to other modules and options in the specification.

Remember, while you are teaching your chosen option or options, that students aiming to take the full A level should understand the importance of social inequality in all areas of their course, so that they can meet the synoptic assessment requirement in Unit 2539.

Module 2534 - Sociological Research Skills and Module 2535 - Research Report (Sociology)

The content and assessment objectives of these two modules are identical. However, Unit 2534 has an examination while Unit 2535 has coursework. It is entirely a matter for you to decide which of these options is right for your students. Remember that they do not all have to be assessed in the same way: some students may enter for Unit 2534 and others for Unit 2535.

While you could teach this module in the last part of the first year of the course, you may wish to think about delivering it alongside or integrated with Modules 2532 and 2533. It would certainly be wise to introduce the importance of research methods and data at an early stage of the course. You could introduce some of the issues as you consider the research findings that relate to Module 2532 and/or to the options you have chosen in Module 2533. You will of course need to devote some teaching time directly to the content of the modules, but your students will be better able to recognise its importance and relevance if they have already considered some of the issues in substantive contexts. These contexts will also provide them with examples they can cite in the examination in Unit 2534 or with material from which to choose the subject of their Research Report for Unit 2535.

A2

Having completed their study of the AS modules, and probably having been assessed in them by the end of the first year of the course, your students will start on the second year of their A level course with a solid basis of knowledge and understanding on which to build.

It is during this year that the real flexibility of these specifications becomes apparent. There are many ways of planning the year's teaching and learning and we can only suggest some of the things you may wish to think about when making your plans and decisions.

In planning your teaching for the second year, you will need to consider:

- the order in which you will teach the three modules;
- which option or options to go for in Module 2536;
- whether to prepare your students for Unit 2537 or Unit 2538;
- how best to prepare your students for synoptic assessment in Unit 2539;
- how best to integrate the year's work into a coherent programme.

In terms of the order in which you will teach the modules, it makes sense to teach Module 2539 last, since it must be assessed at the end of the course. However, as we have already suggested, you should aim to highlight issues of social inequality and difference wherever they arise throughout the course.

It may also be sensible to begin to open up and develop some of the more advanced issues around sociological research (Modules 2537 and 2538) while you are teaching your chosen option or options in Module 2536.

All in all, then, we think you should aim to integrate aspects of the three A2 modules throughout the second year, rather than to deliver them one after the other as separate entities. At any given time, you will of course be emphasising a particular aspect of the subject matter but we think your students will gain a better understanding of sociology, and hence a better examination result, if at all times you help them to see both the crucial role of research in sociology and the central importance of social inequality and difference in contemporary Britain.

Module 2536 - Power and Control

We expect that you will want to begin teaching this module early in the second year of the course. Students have to answer only one question in the examination. You need, therefore, teach only one of the six options in this module. There is a choice of two questions in each of the six options. In terms of which option or options to teach, the same issues arise as in Module 2533.

If you choose to teach just one option, it should be one that follows and builds on the option/s you taught in Module 2533. However, you may wish to consider the following points in favour of teaching two options:

- Your students will have more choice in the examination. They will have:
 - more material on which to draw if they take the exam in Unit 2537;
 - more material on which to base their choice of topic if they complete a Personal Study for Unit 2538;
 - more material on which to draw for the examination in Unit 2539 (the synoptic unit).
- They will have a broader understanding of sociology, and so be better prepared for higher education.

Even though you may have taught two options, students don't have to revise for assessment in both.

Module 2537 - Applied Sociological Research Skills and Module 2538 - Personal Study (Sociology)

As with Modules 2534 and 2535, the content and assessment objectives of these two modules is identical. The same points therefore apply to these modules as to Modules 2534 and 2535, both in terms of which option your students choose for assessment and of how you teach the module. We would stress again that it is helpful to integrate research issues into the teaching of the optional topics in Modules 2533 and 2536.

However, you should note that, while Unit 2537 is available in both January and June, Unit 2538 (the Personal Study) is only available in June i.e. at the end of the course, alongside Unit 2539.

Whether you decide to encourage your students to enter for Unit 2537 or Unit 2538 (the Personal Study), we recommend that you do some work on sociological research and methods at the beginning of the year, highlighting the key issues and encouraging your students to have them in mind while they are working on the options you have chosen for Module 2536. If they decide to enter for the Personal Study, they will be in a strong position to choose a topic and to begin their research in good time.

You can then return to more detailed work on Module 2537 or Module 2538 when you have finished your work on your chosen option in Module 2536.

If you decide to cover two options for Module 2536, you might start the second year with some work on sociological research, then teach an option from Module 2536, then do some more work on sociological research, then teach the second option, while also making time for your students to get on with the early stages of their Personal Study.

Module 2539 – Social Inequality and Difference

Since all the earlier modules highlight issues of social inequality and difference, the work you do on this module towards the end of the course will be genuinely synoptic. That is, it will draw together strands which your students have been working on throughout the course and will show them the connections between social inequality, sociological thought, and sociological methods. You will be able to teach the content of this module in a way that both introduces the new material and shows how it relates to the entire programme. It will also enable your students to develop a greater understanding of sociological theory.

In the examination (Unit 2539), candidates have to answer one question from a choice of two. Both questions are multi-part data response questions which test the candidate's synoptic understanding of the course they have completed.

3 Module 2532: The Individual and Society

This module is intended to both introduce and underpin the whole of the specification. It is aimed at a wide range of students:

- those who have completed a GCSE course in sociology;
- those who are studying sociology for the first time;
- those who do not intend to study sociology beyond AS;
- and those who intend to take the full A level.

Clearly these students will have widely differing abilities and backgrounds. This support material is intended to help you cover this range, and to elaborate on the guidance given in the specification.

3.1 Concepts

The aim of the module is that students will gain a solid working knowledge of a range of sociological concepts, without getting sidetracked by overarching theoretical frameworks. Standard A Level texts such as P. Taylor *Sociology in Focus* (chapter 1), and *Investigating Culture and Identity* by the same author (chapter 2) offer good explanations of the main concepts related to the specification, though they may be challenging for students in the early days of the course.

3.2 Agents of Socialisation

The module requires that students study the agents of socialisation, including the family, education, peer groups and the mass media. These areas should not be studied in depth (unless they are chosen as options in later modules). A broad working knowledge of how the agents can impact on identity should be aimed for, e.g. how the media reinforce gender identities, or the role played by education in the formation of ethnic identities.

3.3 Identities

Knowledge of these concepts and of the agents of socialisation should be applied to the understanding of the different identities, as set out in the specification. The study of gender, ethnic, national and class identities will require work on the meaning and definition of these terms and on associated problems with terminology. However, this should still be pitched at a level, which will enable the candidate to use these terms and concepts to understand how culture, identity and social behaviour are related, rather than in terms of overarching theory. It is important to remember that Unit 2532 is assessed at AS standard.

3.4 Social Change

Students should begin to develop an understanding of contemporary social change and its implications for identities. Good students may be able to display this understanding using concepts such as consumerism and globalisation.

3.5 Examination questions

The specimen questions for Unit 2532 indicate the style of question to expect and how links between concepts, socialisation and identity can be made. Some questions may require students to define terms such as gender, nationality etc. It is possible and desirable to use anthropological evidence in some answers. Examination questions may use anthropological text as stimulus material. The command words for each subsection (identify, briefly explain, outline, assess) will remain the same between examination papers, in order to achieve parity of standards.

3.6 How much Theory?

Candidates will be able to score full marks in Unit 2532 without showing knowledge of the standard sociological perspectives. However, it is of course difficult to teach some of this material without introducing some aspects of social theory. We suggest that you introduce the ideas of consensus/conflict, structure/action, macro/micro etc where appropriate (please see Appendix B of the specification for a full list). However, we do not wish to preclude the teaching of theory in greater depth to students who are ready to make the jump. While we recognise that the concept of identity may prompt some tutors to draw ideas from postmodern theory, we would reaffirm that this is an AS module where advanced understanding of sociological theory is not required. At this level, students should be able to use a range of concepts as aids to analysis and understanding, rather than being able to show understanding of theoretical frameworks.

3.7 Resources

The timing of this module, at the beginning of the AS course, means that many students will find difficulty with the existing A Level texts, which are clearly aimed at the full A Level standard. However, the following books could be used as a way into this module and as a bridge between the GCSE and AS standards. Students will probably progress beyond these texts during the course of this module.

- *An Introduction to Sociology*, K. Browne (2nd Ed). Polity Press (1998)
- *Sociology a New Approach*, M. Haralambos Causeway Press (1996)
- *Sociology for GCSE*, P. Wilson & A Kidd Collins Educational (1998)

3.8 Teacher Resources

Bilton T et.al *Introductory Sociology* Macmillan (1996)

A good text for teachers as it deals with issues of modernity throughout. Ch.1 is relevant to this module.

Fulcher J and Scott J *Sociology* Oxford University Press (1999)

Ch.1 deals with basic introductory issues but Ch. 4 pp. 120-148 provides an examination of Socialization, Self and Identity. This is useful for teachers to adapt to AS. Very good coverage of gender and ethnic identities. The end of Ch. 3 deals with social change and identities.

Giddens A *Sociology* Polity Press (1997)

Ch.2 Culture, The Individual and Social Interaction offers some excellent material to adapt to AS e.g. anthropological illustrations to contrast pre modern with modern societies.

Kirby et al *Sociology in Perspective for OCR* Heinemann (2000)

Chapters 3 and 4 are written for this module.

O'Donnel M *Introduction to Sociology* Thomas Nelson (1997)

A good basic summary of theories, pp. 7-9 offers good starting points when addressing theory.

Runciman W.G *The Social Animal* (1999)

Short introduction to Sociology addressing issues of individuals and structures.

Stephens P et al *Think Sociology* Stanley Thornes (1998)

Ch. 6 Culture and Identity is theoretically heavy for AS but could be adapted by teachers.

3.9 Student Resources

Abbott D *Culture and Identity* Access to Sociology series Hodder and Stoughton (1999)

This book is dedicated to many of the themes in this module. Lots of study points for students to complete, and very accessible for related studies.

Haralambos M & Holborn M *Sociology Themes and Perspectives* 5th Ed Collins Educational (2000)

The latest edition covers many of the core concepts in this module. A workbook is due to be published to accompany the book.

Jorgensen N *Sociology an Interactive Approach* Collins Educational (1997)

Ch. 2 offers good coverage of the core themes with appropriate activities suitable for AS.

Marsh I et al *Making Sense of Sociology* (1996)

This text covers issues relating to this module in ch. 1 pp. 20-33. Some good up to date exercises using interesting anthropological and contemporary material.

Taylor P *Investigating Culture and Identity* Collins Educational (1997)

Comprehensive coverage. Chs.1-5 are particularly useful. Other sources are referred to at the end of each chapter.

Taylor P et al *Sociology in Focus* Causeway Press (1995)

Ch. 1 pp 1-24 covers many of the basic concepts e.g. social behaviour, socialisation, social control, status, norms, values etc. Also useful for introducing basic theoretical positions e.g. structure and action appropriate for AS.

OU Videos, *Race, Ethnicity and Prejudice* and *The Meaning of National Identity*.

These can be recorded from the television if you have a site licence.

3.10 Web Sites

See www.pscw.uva.nl/sociosite/TOPICS/index.html

4 Module 2533: Culture and Socialisation

4.1 Family

4.1.1 Teacher Resources

The content is not significantly different from previous syllabuses aside from perhaps having a greater emphasis on contemporary issues. The way in which it will be assessed places greater emphasis on knowledge of key concepts and issues and less on a critical appreciation of them. Although still important, this skill is assessed to a lesser degree.

All the core A level texts referred to in the specification (see section 7.1) are useful and contain chapters on the Family with sufficient material to deliver all of the areas within the specification (see below). The level is possibly more demanding than required for AS level and you may have to adapt the materials to make them more accessible to 16-17 year old students.

Many of the current GCSE texts provide a good introduction to the main issues for AS level and you could certainly add to the detail from the core texts discussed later.

Bernardes J *Family Studies: an introduction* Routledge (1998)

Particularly good on family change and diversity. Applies postmodern ideas on family life in an original thought provoking way.

Browne K *An introduction to Sociology 2nd Edition* Polity (1998) pp 247-291.

A very good overview of changes in family structures and changing power relations (especially between parents and children p. 270-271).

Cooper P *Sociology an introductory course* Longman (1988) pp 188-210

A quite demanding text for GCSE which has a lot of detail, is excellent for the main definitions of family forms and which has pertinent extracts and references. Many of the activities are suitable for AS.

Haralambos (ed) *Sociology - a new Approach 3rd Edition* Causeway (1996) pp128-149.

Particularly good for introductory homework activities.

Moore S *Social Welfare Alive 2nd edition* Stanley Thornes (1998) pp 332-369.

An excellent resource for this area. The theoretical debates are however better addressed through the more mainstream sociology texts.

Morgan DHJ *Family Connections - an introduction to family studies* Polity (1996).

Although this is too difficult for most students, it does inform the reader of not only the established debates to a high level of sophistication eg. the relationship between family life and work, gender relations etc. but also some newer areas including the sociology of the body, time and space, food and the home all of which inform the discussion of change, family consumption and diversity within families as well as the impact or otherwise of postmodernity.

Thompson J/Priestley J *Sociology Made Simple 2nd edition* Butterworth-Heinemann (1996) pp 89-124.

A useful text giving brief synopses of relevant research on key aspects of the family.

Warde A and Abercrombie N (eds) *Family, Household and Lifecourse* Framework Press (1994)

A collection of articles summarising a range of recent studies which examine dimensions of families and households

Wilson P/Kidd A *Sociology for GCSE* Harper-Collins (1998) pp 113-148

Provides a good introduction to the family values debate. Also very good discussion stimulus throughout the chapter.

4.1.2 Student Resources

Browne K *An Introduction To Sociology 2nd Edition* Polity 1998 247-291

A very good overview of changes in family structures and changing power relations (especially between parents and children p. 270-271).

Cooper P *Sociology An Introductory Course* Longman (1988) pp 188-210

A quite demanding text for GCSE which has a lot of detail, is excellent for the main definitions of family forms and has pertinent extracts and references.

Haralambos (ed) *Sociology - a new Approach 3rd Edition* Causeway (1996) pp 128-149

Wilson P/ Kidd A *Sociology for GCSE* Collins Educational (1998) pp 113-148

Provides a good introduction to the family values debate. Also very good discussion stimulus throughout the chapter.

4.1.3 Websites

www.vois.org.uk/fpsc

Useful summaries of research findings. Go to Family Policy bulletin

www.jrf.org.uk

Contains summaries of very recent research on the Family
Use key words to sift through the information

www.umanitoba.ca/faculties/arts/_anthropology//kintitle

Contains information on marriage and family systems across a wide range of cultures

www.abacon.com/sociology/soclinks/family

Contains links to many other interesting family sites

www.csulb.edu/~persepha/cyberfem.html

Links to a host of feminist research, topics of interest and theoretical developments

www.feminist.com

An excellent site devoted to feminist ideas and information. Links to issues such as parenting, domestic labour, sexual harassment, domestic violence

The magazine Sociology Review regularly contains accessible articles on aspects of sociological research and is recommended. Your school or college should have details on how to subscribe to this.

4.2 Mass Media

4.2.1 Teacher Resources

All the core A level texts referred to in the specification (section 7.1) are useful and most contain chapters on the Media with sufficient material to deliver all of the areas within the specification. The level is possibly more demanding than required for AS level and you may have to adapt the materials to make them more accessible to 16-17 year old students.

Many of the current GCSE texts however provide a good introduction to the coverage of the main issues for AS level and you could certainly add to the detail from A level core texts discussed later.

Browne K *An introduction to Sociology 2nd Edition* Polity (1998) pp180-209

Good introductory material on implications of concentrated ownership for democracy.

Haralambos (ed) *Sociology - a new Approach 3rd Edition* Causeway (1996) pp 262-266

Particularly good for introductory homework activities.

Wilson P/ Kidd A *Sociology for GCSE* Collins Educational (1998) pp287-314

A really excellent overview giving up to date developments and their impact. Very good on representation.

Specific texts on the Media for wider reading :-

Burton G *Media and Popular Culture* Hodder and Stoughton (1999)

Very concise and theoretically dense, but excellent for teachers to refer to update/refresh their own knowledge.

Eldridge J *Getting the message: News Truth and Power* Routledge (1993)

A collection of essays from the Glasgow University Media group.

Harvey and McDonald *Doing Sociology* chapter 2.

Useful on mass media as a source of secondary data.

Howe N *Advanced Practical Sociology* (1997) pp 85-91

Useful on mass media as a source of secondary data.

Jones M & E *Mass Media* MacMillan (1999)

Annually published source book on all aspects of the media - ownership, readership, viewing audiences and current developments e.g. digital broadcasting.

Peak S and Fisher P (eds) *The Media Guide* Fourth estate (1999)

Trowler P *Investigating Mass Media 2nd edition* Collins Educational (1998)

Very accessible. Thorough overview of key issues and debates. Exceptionally good on representation.

4.2.2 Student Resources

You can gain a good overview of the Media by looking at some of the GCSE textbooks. Your teacher will be able to recommend other sources which can develop this background knowledge further.

Browne K *An introduction to Sociology 2nd Edition* Polity (1998) pp180-209

Haralambos (ed) *Sociology - a new Approach 3rd Edition* Causeway (1996) pp 262-266

Wilson P/ Kidd A *Sociology for GCSE* Collins Educational (1998) pp287-314

4.2.3 Websites

www.aber.ac.uk/~dgc/medmenu.html

By far the most sociological of the media sites and divides topics into areas such as Gender, Ethnic, Youth representations as well as issues concerning textual analysis, content analysis and semiology.

The magazine **Sociology Review** regularly contains accessible articles on aspects of sociological research and is recommended. Your school or college should have details on how to subscribe to this.

4.3 Religion

4.3.1 Teacher Resources

All of the core A level texts referred to in the specification (section 7.1) are useful and most contain chapters on Religion with sufficient material to deliver all of the areas within the specification. The level is possibly more demanding than required for AS level and you may have to adapt the materials to make them more accessible to 16-17 year old students.

Many of the current GCSE texts however do provide a good introduction to the coverage of the main issues for AS level and you could certainly add to the detail from A level core texts discussed later.

Bird J *Investigating Religion* Collins Educational (1998)

A good general coverage of the whole topic area

Browne K *An introduction to Sociology 2nd Edition* Polity (1998) pp350-365

An interactive introduction to the secularisation debate.

Bruce S *Religion in the Modern World: From Cathedrals to Cults* Oxford University Press (1996)

A robust defence of the secularisation thesis.

Haralambos (ed) *Sociology - a new Approach 3rd Edition* Causeway (1996) pp 256-261

Thompson J/ Priestley J *Sociology Made Simple 2nd edition* Butterworth-Heinemann (1996) pp 89-124

Wilson P/ Kidd A *Sociology for GCSE* Collins Educational (1998) pp315-337

Very thorough in parts. Almost sufficient in itself for Religious Institutions section.

4.3.2 Student Resources

You can gain a good overview of Religion by looking at some of the GCSE textbooks. Your teacher will be able to recommend other sources which can develop this background knowledge further.

Browne K *An introduction to Sociology 2nd Edition* Polity (1998) pp350-365

Haralambos (ed) *Sociology - a new Approach 3rd Edition* Causeway (1996) pp 256-261

Wilson P/ Kidd A *Sociology for GCSE* Collins Educational (1998) pp315-337

4.3.3 Websites

<http://www.kassiber.de/cults.htm>

Hundreds of links to sites covering every known religion, sect and cult

<http://www.serve.com/larryi/cult.htm>

More on sects and cults

<http://www.hewett.norfolk.sch.uk/curric/soc/religion/rindex.htm>

Good for links to discussion papers on aspects of the Sociology of Religion

<http://www.omsakthi.org/links.html>

Useful links to religion and spirituality sites

The magazine **Sociology Review** regularly contains accessible articles on aspects of sociological research and is recommended. Your school or college should have details on how to subscribe to this.

4.4 Youth and Culture

4.4.1 Teacher Resources

All the core A level texts referred to in the reading list in the specification (section 7.1) are useful and most contain references to Youth and Culture in the Deviance, Education or Mass Media and Popular Culture sections, with sufficient material to deliver all of the areas within the specification. The level is possibly more demanding than required for AS level and you may have to adapt the materials to make them more accessible to 16-17 year old students.

Many of the current GCSE texts however do provide a good introduction to the coverage of the main issues for AS level and you could certainly add to the detail from A level core texts discussed later.

Haralambos (ed) *Sociology - a new Approach 3rd Edition* Causeway (1996) pp 176-177.

Thompson J/ Priestley J *Sociology Made Simple 2nd edition* Butterworth-Heinemann (1996) pp 79-83

An excellent summary of the main research.

Wilson P/ Kidd A *Sociology for GCSE* Collins Educational (1998) pp 54-6

4.4.2 Student Resources

You can gain a good overview of Youth and culture by looking at some of the GCSE textbooks. In particular in the Deviance section. Your teacher will be able to recommend other sources which can develop this background knowledge further.

Haralambos (ed) *Sociology - a new Approach 3rd Edition* Causeway (1996) pp 176-177.

Thompson J/ Priestley J *Sociology Made Simple 2nd edition* Butterworth-Heinemann (1996) pp 79-83

An excellent summary of the main research.

Wilson P/ Kidd A *Sociology for GCSE* Collins Educational (1998) pp 54-6

4.4.3 Websites

www.comp.lancs.ac.uk/sociology/PetersLinks/PLYouth.html

A number of excellent links on Youth and Youth subcultures.

The magazine **Sociology Review** regularly contains accessible articles on aspects of sociological research and is recommended. Your school or college should have details on how to subscribe to this.

5 Module 2534: Sociological Research Skills Module 2535: Research Report (Sociology)

Section 4.2.1 of the specification provides guidance on the Research Report, which will not be repeated here.

Please also see section 6 of this booklet *The Research Report - your questions answered*.

All the resources that support Module 2534 are equally relevant to the Research Report.

5.1 Teacher Resources

For wider and background reading:

Bilton T et al, *Introductory Sociology*, Macmillan, (1996)

Chapter 5 explains many basic conceptual ideas very clearly. for example p. 107 explains dependent and independent variables.

Fulcher J and Scott J *Sociology*, Oxford (1999)

Particularly ch.3 which outlines various research methods including their relative strengths and weaknesses. pp. 112-114 is useful for a discussion on the ethics of social research and provides useful examples from covert research. pp.95-111 provide a very useful introduction to the classifying, displaying and use of raw data.

Haralambos M and Holborn M *Sociology: Themes and Perspectives* Collins Educational (2000)

Particularly ch.14

Jorgensen N et al *Sociology: an Interactive Approach* Collins Educational (1997)

Particularly ch.7, pp.292ff.

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

Chapter 9 has been written for this unit and includes very useful case studies, with activities and ideas for classroom discussion. Chapter 16 covers the more advanced material in Unit 2537.

Langley P and Corrigan P *Managing Sociology Coursework* Connect Publications (1993)

A manual for teachers, with photocopiable forms etc.

O'Donnell M *Introduction to Sociology* Nelson, (1997)

pp. 26-38 provide a good outline on methods.

Stephens P et al, *Think Sociology*, Stanley Thornes (1998)

Ch. 5 is particularly useful

Stephens P et al, *Think Sociology Teachers Support Pack*, Stanley Thornes (1998)

Taylor P, et al, *Sociology in Focus*, Causeway (1998)

pp 19-24 offers a useful, basic introduction to social research including a useful activity for classroom use. Ch. 17 offers a very good review of theory and methods with useful activities and discussion ideas that may be appropriate for classroom use.

5.1.1 On line Social Science Databases

listserv@uncvm1.oit.unc.edu

SOS-DATA, US based list of current Social Science research.

rapid@uk.ac.edinburgh

RAPID, Economic and Social Research Council's list of research and publications.

5.2 Student Resources

Browne K *An Introduction to Sociology*, Polity Press, (1998)

An excellent basic text that is accessible to candidates at this level. Ch. 18 is particularly useful, covering key terms, sampling procedures and methods. The activities throughout are useful because they are not particularly demanding yet encourage students to think through the issues in fun and practical ways. Note also the appendix on pp 487-496 which offers practical advice and examples on how to read statistical data.

Chignell H *Central Issues in Sociology: theory and methods* Connect Publications (1996)

An accessible and student-friendly account.

Dunsmuir A and Williams L *How to do Social Research*, Collins Educational (1991)

This is an excellent book for students taking these units. The information is clearly explained, well laid out and contains checklists and summaries that reinforce learning.

Garrod J et al *A-Z Sociology Coursework Handbook* Hodder and Stoughton (1999)

Though from the AEB stable, this aims to cover the IBS and hence the revised OCR specification as well.

Kendall P and Langley P *The absolutely essential guide to writing your sociology coursework* Connet Publications (1998)

The title sums it up.

McNeill, P and Townley C. *Fundamentals of Sociology*, Stanley Thornes (1986)

Ch. 3 is particularly useful. It offers a self-help type approach encouraging readers to start exploring some basic ideas as they read through.

McNeill P *Research Methods* Routledge (1990)

A straightforward introduction to sociological research methods, with many suggestions for wider reading.

O'Donnell M *New Introductory Reader in Sociology*, Nelson (1993)

Ch.2 contains some useful and detailed accounts on triangulation, observation, semi-structured and unstructured interviews.

Sociology Review Magazine.

Often contains useful information on various aspects of Sociological research including up-to-date reports on research and exam tips.

6 Module 2535: Research Report - Your questions answered

Below are some commonly asked questions concerning the Research Report. These have been compiled from questions raised at INSET and from points raised by the Regional Syllabus Advisors at a recent training meeting. Many of these issues will be dealt with again in teachers' guidance notes and during INSET. However, it is hoped that these early questions and answers may resolve some of your immediate concerns.

- 1 What is the AS standard?

This is the level expected of a notional 17-year-old at the end of their first year of A level study. AS candidates are expected to demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence as outlined in the subject criteria for AS. They are also expected to be able to analyse, interpret and evaluate sociological debate and evidence. However, the AO2 skills are likely to be less developed than at A2; hence the weighting of AO1 and AO2 skills at AS are 54% and 46% respectively. This weighting is the reverse of A2 where 54% of marks are available for AO2 skills.

- 2 Can the same piece of research be used by more than one candidate?

Yes. More than one candidate may choose to write their research report on the same piece of research. This is especially likely where certain pieces of research have been studied thoroughly during classroom activities. It is likely that groups of candidates will study the same pieces of research when covering the specification content for Module 2532: The Individual and Society, and Module 2533: Culture and Socialisation. For example, when teaching The Family as a topic, teachers may choose to integrate various pieces of research on the family, with the specification content of Module 2534: Sociological Research Skills or Module 2535: Research Report.

It is important that candidates are aware that the writing up of the report itself is an individual piece of work and should not be shared with other candidates. Candidates should be reminded of the importance of referencing their work so that credit for ideas may be properly attributed.

During INSET training, some teachers have suggested that they may allocate classroom time for the formal writing of the report; some have even suggested that this could be done under exam-type conditions. The latter suggestion would certainly ensure that the work was completed on time and would minimise the amount of chasing of late coursework, but might produce a lower standard of work. In such circumstances, teachers may wish to consider Unit 2534.

3 What counts as sociological research for the purpose of the Research Report?

Teachers need to be certain when approving pieces of research that they are appropriate in terms of length, content and accessibility of style. As a checklist, all approved pieces of research should include the following:

- title
- author's name(s)
- year of publication/completion
- aims and objectives
- clear outline of methodology
- summary of results achieved.

Provided that the research contains all of these then the candidate should be able to meet the criteria required for the report.

*It is not expected that candidates will read full-length books as material for the Research Report, though these would normally meet the criteria. Articles from journals such as *Sociology Review* or carefully-selected articles from more academic journals such as the *British Journal of Sociology* would be more appropriate at this level, as might a *Personal Study* completed by a candidate in the previous year. The exchange of such a study might even be obtained through co-operation with another centre. Summarised pieces of research such as those found in *Dunsmuir and Williams' How to Do Social Research* may be suitable, or those from *Gordon Marshall's In Praise of Sociology*.*

It will be possible, in some cases, to use short pieces of research which are more strictly 'of sociological interest' rather than sociology. This might include newspaper articles and some television documentary/investigative type programmes. However, teachers need to guide candidates to ensure that there is a basis of methodology and a rationale for the research in order that they may be able to evaluate the research effectively.

Teachers may wish to identify four or five pieces of suitable research from which their candidates may select one. This will help ensure that candidates are selecting suitable studies and will also sensibly reduce the teacher's workload by placing limits on candidates' choice; the teacher will need to be familiar with the original text in order to make a proper assessment of the report when marking it.

4 What about plagiarism?

In principle, the Research Report is no more vulnerable to plagiarism than any other form of coursework. Teachers will be required to sign a statement authenticating the work that they have assessed. Limiting the number of studies on which candidates can write their Report will help teachers to identify potential plagiarism, as would encouraging candidates to write the Report in the classroom rather than at home.

5 Are we going to get training?

The INSET training available from OCR will offer practical ideas on how to get candidates started on their Research Reports. It will also include training on how teachers should mark them.

7 Module 2536: Power and Control

Many teachers will feel able to continue to use and develop existing resources for four of the six options available in this module, which are similar in content to options offered by previous syllabuses. These are:

- Crime and Deviance
- Education
- Health
- Social Policy and Welfare

Updated guidance and resources for these options will be issued shortly.

However, in this first phase, we have focussed on the two new options:

- Popular Culture
- Protest and Social Movements

7.1 Popular Culture

7.1.1 Teacher Resources

The Open University, in association with Sage Publications, has published a number of books in the '**Culture, Media and Identities**' series. These include:

Consumption and Everyday Life, edited by Hugh Mackay, which includes chapters on consumption, identity, music, place and identity.

Identity and Difference, edited by Kathryn Woodward, which includes chapters on the body and on sexuality.

Media and Cultural Regulation, edited by Kenneth Thompson, which includes chapters on sexual moralities and global culture.

Production of Culture/Cultures of Production, edited by Paul Du Gay, which includes chapters on global culture, fashion and the culture industries.

Representation, edited by Stuart Hall, which includes chapters on ethnicity, masculinity and soap opera.

Each chapter in these books contains short 'readings' from other sources, some of which might be useful for classroom exercises.

Burton G *Media and Popular Culture* (Access to Sociology series) Hodder and Stoughton,.

This book (which is also useful for studying the Mass Media) includes a chapter 'What is meant by Popular Culture' which refers to a number of the above authors and covers a range of theories.

Another useful series is '**Popular Cultural Studies**', edited by O'Connor, Redhead and Wynne and published by Avebury. This series includes:

Rave Off, edited by Steve Redhead, which deals with the politics of contemporary youth culture.

The Passion and the Fashion, edited by Steve Redhead, which deals with football, masculinity, consumption and identity.

Many of the books in this series are also useful for the study of new social movements.

Other useful sources include:

Billington R. et al *Culture and Society* Macmillan

This covers theoretical and methodological issues as well as including chapters on ethnicity, class and gender.

Tomlinson A. (ed.) *Consumption, Identity and Style* Routledge

This includes sections on trends in consumption and leisure and on consumer cultures (including essays on fashion, food, romance and music).

Willis P. *Common Culture*, Open University

This includes chapters on symbolic creativity, the cultural media, music, fashion, everyday life and common culture.

7.2 Protest and Social Movements

As noted above, some of the material published under the banner of 'Popular Cultural Studies' also covers aspects of this option. For example:

Rave Off, edited by Steve Redhead.

The Margins of the City, edited by Stephen Whittle, which deals with aspects of gay lifestyle (but which is more focused on community, lifestyle and urban space than on protest.)

Books which deal more specifically with protest and resistance are:

McKay G. *Senseless Acts of Beauty* Verso

This is subtitled 'cultures of resistance since the sixties' and includes chapters on free festivals, New Age Travellers, punk, rave culture, eco-warriors and the criminal justice act.

Redhead S. *Unpopular Cultures* Manchester University Press

which deals with law and popular culture.

Young A. *Femininity in Dissent*

which focuses on the women's peace camp at Greenham Common.

These, together, cover aspects of the option including new social movements, direct action, age, gender, power and identity.

Certain chapters in '*Fractured Cities*', by Brian Jacobs, published by Routledge, deal with politics more generally, ideology, the underclass, ethnicity, and riots.

A book covering a number of theoretical aspects present in this option is:

Scott A. *Ideology and the New Social Movements* Routledge

This includes chapters on new social movements, general theories, more recent sociological theories, ideology and wider political issues including party politics and political participation.

Also, the **Sociology in Action** series, published by Collins, includes:

Investigating Political Sociology by Mark Kirby which includes chapters on new social movements and on nationalism as well as on the more familiar issues of parties, pressure groups, participation etc.

7.2.1 Student Resources

Although general introductory texts may not include chapters devoted to these options, they still contain material which students will find useful, particularly in the absence of directly relevant student-friendly texts. A range of general texts currently available is suggested in the reading list (section 7.1 of the specification). What follows is only an indication of how the selective use of general texts may support students tackling these options.

POPULAR CULTURE

Many recent texts contain chapters on 'Culture and Identity' and most contain chapters on 'The Mass Media' and 'Work, Organisations and Leisure'. These are probably the chapters which contain the most useful material for this option although subject indexes should also be checked for further references.

Jorgensen N. et al *Sociology: An Interactive Approach* Collins Educational

Definitions of, and to some extent theoretical approaches to, culture are covered in chapter 2, 'Culture and Identity'. The first part of this chapter is, perhaps, more appropriate for module 1 but the second part (pages 39-58) contains some useful material for this option in module 5. Popular culture is also referred to, briefly, in chapter 12, 'Mass Media' (particularly pages 574-576).

Patterns of leisure participation, linked to class, gender, ethnicity, age, disability and sexuality, are covered in chapter 5, 'Work, organisations, unemployment and leisure', (particularly pages 204-216).

Issues concerning representation, of gender, ethnicity, age and class, and the consumption of images are covered in chapter 12 (particularly pages 544-576).

Kirby M. et al *Sociology in Perspective for OCR*, by Heinemann (2000)

Chapter 13 of this revised edition focuses on this option, and related material can be found elsewhere in the book.

Clearly, making appropriate use of the subject index of any general text should reveal similar (generally student-friendly) resources for this option. It should be noted, however, that this material will need to be supplemented with material drawn from, for example:

- teacher resources,
- relevant articles in the *Sociology Review*
- Internet sites
- popular culture e.g. TV and magazines

PROTEST AND SOCIAL MOVEMENTS

Most general texts contain chapters on 'Power and Politics', 'Deviance', 'Community' and 'Nation'. These are probably the chapters which contain the most useful material for this option although subject indexes should also be checked for further references.

Fulcher J. and Scott J. *Sociology* Oxford University Press.

The context of political action is covered in chapter 17 'Politics, Power and Protest' (pages 717-721 deal with new social movements). Chapter 12 'Nation and World' includes useful material on nationalism, globalisation and global social movements.

Some material in chapter 11 'City and Community' is relevant to the changing patterns of political action through coverage, for example, of conflicts in the use of spaces by class, ethnicity and sexuality (pages 422-437, pages 435-437 deal specifically with urban disorder and riots). Some material on new religious movements (pages 344-347) also covers issues concerning ethnic identity and protest.

Issues concerning power, identity and lifestyle are also covered in chapters 12 and 17.

Jorgensen N. et al *Sociology: An Interactive Approach*

Offers a more radical approach to 'Power and Politics' than many texts. Chapter 13 covers traditional theories of power, 'new' politics, the politics of identity, postmodernity, globalisation, new social movements. New social movements are also covered in chapter 9 'Community and Localities' (pages 397-409) and briefly in chapter 2 'Culture and Identity' (pages 56-57) in relation to protest and identity.

Kirby M. et al *Sociology in Perspective for OCR* Heinemann (2000)

Chapter 15 of this revised edition focusses on this option, and related material can be found elsewhere in the book.

Making appropriate use of the subject index of any general text should reveal similar resources for this option and, again, it should be noted that this material will need to be supplemented with material drawn from eg:

- teacher resources,
- relevant articles in the Sociology Review
- Internet sites (e.g. of pressure groups)
- the news media.

8 Module 2537: Applied Sociological Research Skills

Module 2538: Personal Study (Sociology)

Please see also the support material suggested for Modules 2534 and 2535. Most of that material, including the guides to coursework, is also relevant to these modules.

Section 4.2.2 of the specification provides guidance on the Personal Study, which will not be repeated here. All the resources that support Module 2537 are equally relevant to the Personal Study.

8.1 Teacher Resources

Abbott P. and Wallace C. *An Introduction to Sociology: Feminist Perspectives* Routledge (1992)

Chapter 9, The Production of Feminist Knowledge contains an excellent theoretical discussion about the nature of feminist research.

Taylor S. (ed) *Sociology: Issues and Debates* MacMillan (1999)

Chapter 2 by Ray Pawson focuses cogently on the most recent debates in regard to methodological issues.

8.1.1 For Classroom Practice

Although many textbooks contain case studies and examples of practical examples that could be usefully extracted and adapted for use in the classroom, the following references contain materials immediately suitable for use with students.

Bell C. and Newby H. (eds.) *Doing Sociological Research* Allen and Unwin (1980)

A collection of useful articles about doing sociology rather than theorising about it. This book contains eight excellent case studies of actual research.

Giddens A. (ed) *Sociology: Introductory Readings* Polity (1997)

Chapter 15 contains five useful articles focusing on aspects of research.

Harvey L. and MacDonald M. *Doing Sociology: A Practical Introduction* MacMillan (1993)

A much under-rated text which contains lots of practical advice on how to conduct media analysis, the usefulness of secondary statistical data, how to conduct social surveys, experiments, observations and the use of personal data. This text is particularly good on how to analyse and present evidence.

Kirby M. et al *Sociology: Developing Skills Through Structured Questions* Collins Educational (1993).

A very useful text containing a range of secondary materials that can be adapted into practice questions for this module.

Marshall G. *In Praise of Sociology* Routledge (1990)

A much under-rated book which examines the theoretical and empirical underpinnings of classic sociological works such as the Oxford Mobility Study, Jackson and Marsden, Townsend, Burns and Stalker, Goldthorpe and Lockwood, Rex and Moore, Stanley Cohen, Roy Wallis, Brown and Harris and Elizabeth Bott. Highly recommended in order to introduce students to the practicalities of research.

O'Donnell M. *New Introductory Reader in Sociology* Nelson (1993)

Chapter 2 contains useful readings on triangulation, observation, semi-structured interviews and unstructured interviews.

Social Trends: available as a CD-ROM and HMSO publication, No. 29, 1999.

The most useful source for statistical data. Material should be regularly extracted from this so that students can practise their interpretation and evaluation skills on a range of data presented in a variety of formats.

8.2 Student Resources

Bell J. *Doing Your Research Project* Open University Press (1995)

An excellent practical introduction to doing research and analysing and presenting the data collected. The chapter on observation techniques is particularly excellent.

Churton M. *Theory and Method* MacMillan (2000)

A comprehensive and accessible review of research methods containing lots of practical examples of research and useful exercises.

Dunsmuir A. and Williams L. *How To Do Social Research* Collins (1994)

Although this is aimed primarily at advising students doing coursework, it is an extremely useful guide to the practicalities of a range of research methods. Highly recommended.

Fulcher and Scott *Sociology* Oxford (1999)

Chapter 3 contains a useful discussion of the strengths and weaknesses of a range of research methods. The second half of this chapter, pages 95-111, contains an excellent introduction to the classifying, displaying and use of raw data.

Howe N. *Advanced Practical Sociology* Nelson (1994)

An excellent theoretical and practical introduction and guide to the range of research methods available to sociologists. Extremely accessible.

Kirby M. et al *Sociology in Perspective for OCR* Heinemann (2000)

Chapter 16 focusses on the content of this unit, while Chapter 9 provides the underpinning material from AS.

Stephens P. et al *Think Sociology* Stanley Thornes (1998)

Chapter 5 uses detailed summaries of empirical sociological research to illustrate debates about theory and method.

Taylor P. et al *Sociology in Focus* Causeway (1995)

Chapter 17 is an excellent review of theory and method illustrated throughout with practical examples and assignments.

The *Sociology in Action* series produced by Collins Educational, especially those focusing on *Mass Media, Education and Training, Religion* and *Family and Households* contain detailed reference to specific pieces of social research and methodological issues unique to those topic areas.

The magazine *Sociology Review* regularly contains accessible articles on aspects of sociological research and is recommended. Your school or college should have details on how to subscribe to this.

8.3 Web Sites

www.le.ac.uk/education/centres/ATSS/sites.html

The Association of Teachers of Social Science (ATSS) website
An excellent gateway to a range of useful sites containing secondary data and research.

www.open.gov.co.uk

A range of official government statistics on subjects such as crime and education can be accessed.

www.aber.ac.uk/%7Edge/advert.html

An excellent site for examples of content analysis and semiotics in action.

9 Module 2539: Social Inequality and Difference

9.1 Teacher Resources

Abbott P. and Wallace C. *An Introduction to Sociology Feminist Perspectives* Routledge

The empirical evidence in this text is getting a little dated but it remains a clear and concise summary of feminist theories.

Adonis A. and Pollard S. *A Class Act* (1997)

A contemporary analysis of the class system as it is claimed to operate in modern Britain – according to the authors. The chapter on Race is particularly useful as stimulus for students. Also there are interesting chapters on Education, Health, Politics. Good for developing cross references with other topics (synoptic).

Bilton T. et.al. *Introductory Sociology* 3rd Edition (1996)

A substantial amount of this text is dedicated to social inequality. See Part 2 chapters 6 – 9. This covers inequalities in relation to class, gender and race and ethnicity.

Cannadine D. *Class in Britain* (1998)

A readable history of the British class system. Very good to develop into stimulus material for students.

Fulcher J. & Scott J. *Sociology* Oxford University Press (1999)

This contemporary text deals with social inequality across chapter 14 and 15. This is a comprehensive / exhaustive coverage of poverty and class stratification. Used selectively by teachers and students this is a lively and authoritative source.

Warde A. and Abercrombie N. *Stratification and Social Inequality Studies in British Society* (1994)

Each chapter of this useful book is a summary of specific research studies related to social inequality. Each chapter has the same format and includes details of research methodology. Very useful for source material for the AS Research Report

A Level Resource Pack: Stratification *Sociology Review*

This is a photocopiable resource pack with lesson plans and supporting material on Stratification.

See Philip Allan Publishers web site

www.PhilipAllan.co.uk

9.2 Student Resources

Cole T. *Wealth, Poverty and Welfare* Access to Sociology series Macmillan (1999)

This short text is focused on inequalities in contemporary Britain. Presents poverty in the context of general inequality rather than as a separate and discrete form of stratification. Good for synoptic links with Social Policy & Welfare.

Giddens A. *Sociology* Polity Press (1997)

Part iii of this text deals with structures of power. A substantial portion of this section is focused on class, gender and ethnicity, and race.

Haralambos M. and Holborn M. *Sociology Themes and Perspectives*. 5th Ed Collins Educational (2000)

A comprehensive and up to date coverage of social inequality including contemporary analysis of poverty in Britain.

Kirby M. et al. *Sociology in Perspective for OCR* Heinemann (2000)

Chapters 17 to 19 of this revised edition focus on this unit. The stimulus material included in each chapter could be adapted for data response questions.

Marsh I. et al. *Making Sense Of Sociology* (1996)

Good coverage of class, gender and race. Poverty is not covered in any detail.

O' Donnell M. *Introduction to Sociology* 4th Ed Thomas Nelson (1997)

For contemporary coverage of class, gender and race see chapters 5-8 pp 137ff. Poverty is covered within Wealth, Inequality, Poverty and Welfare in chapter 13. Clear and concise examination of theories of poverty.

Taylor P. et al. *Sociology in Focus* Causeway Press (1995)

Chapter 2 deals with class stratification, chapter 3 Race and Ethnicity, chapter 4 Gender.

The data response type questions built into each chapter are similar in style to those by which candidates will be assessed in this module.

Trowler P. *Investigating Health Welfare and Poverty* Sociology in Action series Collins Educational (1996)

A student-based text. Lots of further reading references and useful addresses at the end of each chapter. This is a good text to use for Health and Social Policy – developing synoptic references.

Sociology Update is a useful resource for teachers and students. It is an annual publication produced by Martyn Denscombe. He provides a statistical profile of Britain with commentary and regularly covers income, wealth, gender issues, poverty. Other topics are included eg Mass media, Education etc. Copies are around £3. Send to:

Sociology Update
32, Shirley Road
Stonegate
Leicester
LE2 3LJ

www.updates.co.uk

9.3 Web Sites

www.statistics.gov.uk

Within this site visit Statbase – the new government statistical service.

www.jrf.org.uk

10 OCR Contacts

Subject Officer for A Level Sociology (syllabus-specific queries only)

OCR, 1 Hills Road, Cambridge, CB1 2EU

Training and Customer Support (INSET enquiries)

OCR, Westwood Way, Coventry, CV4 8JQ

Tel: 02476 496398

Fax: 02476 496399

Email: training@ocr.org.uk

OCR Information Bureau (other queries)

Tel: 01223 553998

Email: helpdesk@ocr.org.uk