Oxford Cambridge and RSA Examinations

RECOGNISING ACHIEVEMENT

OCR AS GCE in Sociology (3878)

OCR Advanced GCE in Sociology (7878)

Approved Specifications – Revised Edition

First Advanced Subsidiary GCE certification was 2001	QAN (3878) 100/0086/0
First Advanced GCE certification was 2002	QAN (7878) 100/0085/9

Foreword to Revised Edition

This Revised Edition has been produced to consolidate earlier revisions to these specifications and any changes contained within have previously been detailed in notices to centres. **There is no change to the structure or teaching content of the specification and most differences are cosmetic.** Sidelining will be used to indicate any significant changes.

The main changes are:

Re-sits of Units – The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once (for details see page 17).

Synoptic Assessment - It is no longer a requirement to take synoptic units at the end of the course (for details see page 16).

Unit 2538 Personal Study – The word limit has been clarified for this unit (for details see page 23).

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Foreword (continued)

This booklet contains OCR's Advanced Subsidiary GCE (AS) and Advanced GCE (A level) Sociology specifications for teaching from September 2004.

The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course, i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the AS forms 50% of the assessment of the total Advanced GCE. However, the AS can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE.

In these specifications the term **module** is used to describe specific teaching and learning requirements. The term **unit** describes a unit of assessment.

Each teaching and learning module is assessed by its associated unit of assessment.

These specifications meet the requirements of the Common Criteria (Qualifications and Curriculum Authority, 1999), the GCE Advanced Subsidiary and Advanced Level Qualification-Specific Criteria (QCA, 1999) and the relevant Subject Criteria (QCA, 1999).

Contents

Specification Summary

Outline

These revised Sociology specifications, which are offered in association with the Welsh Joint Education Committee (WJEC) retain the characteristics of the Inter-Board Sociology specifications previously offered by OCR, including:

- an emphasis on sociological evidence and research methods

- two groups of options for the substantive areas of Sociology

- a variety of types of examination question

- the option for candidates to undertake coursework at AS and at A2.

The revised specifications provide a coherent, satisfying and worthwhile course of study for candidates, whether they wish to progress to further study in sociology or whether this will be their last experience of studying the subject.

Specification Content

The specification covers the following areas:

Module 2532: The Individual and Society

- Introducing the individual and society

- Culture and the formation of identities

Module 2533: Culture and Socialisation

Options

At least **one** from:

- Family

- Mass Media

- Religion

- Youth and Culture

Module 2534 Sociological Research Skills

- Basic concepts in research design

- Aspects of data collection

- Interpreting and evaluating data

Module 2535: Research Report (Sociology)

Module 2536: Power and Control

Options

One from:

- Crime and Deviance

- Education

- Health

- Popular Culture

- Social Policy and Welfare

- Protest and Social Movements

Module 2537: Applied Sociological Research Skills

- Research design and sociological theory

- Techniques of data collection

- Interpreting, evaluating and reporting data

Module 2538: Personal Study (Sociology)

Module 2539: Social Inequality and Difference (synoptic)

- The dimensions of workplace inequality

- Poverty as a dimension of inequality

- Explanations of inequality and difference

Scheme of Assessment

The AS (AS) forms 50% of the assessment weighting of the full Advanced GCE. AS GCE is assessed at the level expected of candidates half way through a full Advanced GCE course of study. It can be taken as a stand-alone qualification or as the first part of the full Advanced GCE course.

Assessment is by means of **3 units of assessment** for AS GCE and **6 units of assessment** for Advanced GCE.

AS GCE   Candidates take **either** units 2532, 2533 and 2534

                             or units 2532, 2533 and 2535

Advanced GCE and	Candidates take **either** units 2532, 2533, 2534, 2536, 2537 2539
	or units 2532, 2533, 2534, 2536, 2538 and 2539
	or units 2532, 2533, 2535, 2536, 2537 and 2539
	or units 2532, 2533, 2535, 2536, 2538 and 2539

Units of Assessment

Unit	Level	Name	Duration	Weighting %	
				of AS	of Advanced GCE
2532	AS	The Individual and Society	1 hour	30	15
2533	AS	Culture and Socialisation	1 hour 30 mins	40	20
2534	AS	Sociological Research Skills	1 hour	30	15
2535	AS	Research Report (Sociology)	Coursework	30	15
2536	A2	Power and Control	1 hour	--	15
2537	A2	Applied Sociological Research Skills	1 hour 30 mins	--	15
2538	A2	Personal Study (Sociology)	Coursework	--	15
2539	A2	Social Inequality and Difference	1 hour 30 mins	--	20

All units are assessed by written examination, except units 2535 and 2538.

Question Paper Requirements

Unit	Candidates answer:
Unit 2532	**one** from two structured questions
Unit 2533	**two** two-part structured essay questions, chosen from the same or different options
Unit 2534	**one** data response question
Unit 2536	**one** unstructured essay question (from a choice of two in each of six options)
Unit 2537	**two** compulsory structured questions on interpreting data, evaluating methods and designing research.
Unit 2539	**one** from two multi-part data response questions.

Coursework Requirements

Unit 2535   Candidates produce a Research Report which is marked by teachers and externally moderated by OCR.

Unit 2538   Candidates produce a Personal Study which is marked by OCR.

Overlap with other qualifications

There is some degree of overlap between these specifications and the following OCR Advanced GNVQ Health and Social Care Units:

- **Unit 7290**   Research Perspectives in Health and Social Care

- **Unit 7297**   Social Policy in Health and Social Care

- **Unit 7298**   The Family and Social Trends

1 Introduction

These specifications were developed following the recommendations of the *Dearing Review of Qualifications for 16-19 Year Olds* (1996) and *Qualifying for Success* (1998). They adopt the structure of an AS (AS) specification, to be assessed at a standard between GCSE and Advanced GCE, and an Advanced GCE specification (comprised of AS plus A2), to be assessed at the full Advanced GCE standard.

The specifications conform to the QCA *GCE AS (AS) and Advanced (A) Level Subject Criteria for Sociology* (1999).

Although the specifications focus on the contemporary United Kingdom, candidates are encouraged to make use of comparative and historical examples from other societies. The specifications support the European dimension in education in connection with the report *Environmental Responsibility; An agenda for further and higher education* (HMSO 1993). Their emphasis on local and cultural diversity within a society is intended to provide all candidates, but particularly those living in Wales and Northern Ireland, with an opportunity to bring their experiences to the study of sociology.

Recommended prior learning

These specifications build on but do not depend on the knowledge, understanding and skills specified in the GCSE criteria for the Social Sciences, which include Sociology.

However, candidates following a course based on these specifications do not require prior sociological knowledge. Candidates may enrol without any prior learning or attainment in sociology. However, it would be helpful if they had achieved a GCSE at grade A*-C in at least one subject requiring continuous written work under controlled examination conditions, particularly English. PSHE programmes at KS4 may also form a useful introduction to some of the subject matter of sociology.

Sociology may be of particular interest to candidates who are members of minority groups and/or are mature students returning to study, whose life experience may contribute particular insights to their study of sociology.

Progression routes

Sociology qualifications at this level are almost universally accepted as an entry qualification by employers, training providers and universities. Candidates who achieve AS GCE or Advanced GCE qualifications may progress to:

- undergraduate study in a wide range of social science, humanities or vocational subjects

- vocational training in a wide range of occupations, including social work and social care, journalism in all its forms, business administration, management etc.

- employment in a similar range of occupations.

1.1   Certification title

These qualifications are shown on a certificate as

- OCR Advanced Subsidiary GCE in Sociology.

- OCR Advanced GCE in Sociology.

1.2   Language

These specifications and associated assessment materials are available in English only.

1.3   Overlap with other qualifications

There is some degree of overlap between these specifications and the following OCR Advanced GNVQ Health and Social Care Units:

Unit 7290   Research Perspectives in Health and Social Care

Unit 7297   Social Policy in Health and Social Care;

Unit 7298   The Family and Social Trends.

1.4   Exclusions

Candidates who enter for this AS GCE may not also enter for any other AS GCE specification with the certification title Sociology in the same examination session.

Candidates who enter for this Advanced GCE specification may **not** also enter for any other Advanced GCE specification with the certification title Sociology in the same examination session.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for these specifications is 4890.

1.5   Code of Practice requirements

These specifications will comply in all respects with the 2004 revised Code of Practice.

2   Specification Aims

These specifications in Sociology enable candidates to:

- acquire knowledge and a critical understanding of contemporary social processes and structures;

- appreciate the significance of theoretical and conceptual issues in sociological debate;

- understand sociological methodology and a range of research methods;

- reflect on their own experience of the social world in which they live;

- develop skills which enhance their ability to participate more effectively in adult life.

In addition, the Advanced GCE specification enables candidates to:

- demonstrate a deeper understanding of the connections between the nature of sociological thought, methods of sociological enquiry and substantive sociological topics.

2.1   Objectives

These specifications in Sociology are designed to enable candidates to:

- develop an awareness of cultural diversity, including national and regional differences;

- focus on the processes of differentiation and stratification which are central to an understanding of the contemporary world;

- apply their knowledge and understanding of sociology to everyday life.

2.2   Spiritual, moral, ethical, social and cultural Issues

The specifications provide ample opportunity, in all modules and options within modules, for candidates to develop and demonstrate their understanding of spiritual, moral, ethical, social and cultural issues.

Spiritual issues are particularly relevant to the Religion option in Module 2533 and may be considered in the Education, Popular Culture, and Protest and Social Movements options in Module 2536.

Cultural issues are a central concern of the discipline of sociology and underpin the revised Subject Criteria which form the basis of these specifications. They arise, therefore, throughout all modules and options.

Moral and social issues are also a central concern of sociology and should be considered in all modules and options. The social and moral rights and obligations of individuals and groups are relevant to all modules and options. The ethical dimension of social research should be

considered in Modules 2534/2535 and 2537/2538. The coursework options (Modules 2535 and 2538) explicitly require candidates to address ethical issues in the conduct of sociological research and to justify their choice of techniques and method in these terms. The non-coursework alternatives (Modules 2534 and 2537) include questions which assess these issues.

In addition, the specifications develop candidates':

- knowledge and awareness of the values and attitudes of individuals, groups, and society as a whole and socially accepted codes of behaviour;

- skill in reasoning about matters concerning the values, attitudes and actions of individuals and groups in society;

- ability to make informed and responsible judgements on issues of spiritual, moral and cultural significance to individuals, groups, and society in general;

- awareness of the consequences of personal, group and societal conduct and of social change.

2.3   European dimension

Although the specifications focus on the contemporary United Kingdom, candidates are encouraged to make use of comparative and historical examples from other societies. The specifications support the European dimension in education in connection with the report *Environmental Responsibility; An agenda for further and higher education* (HMSO 1993). Their emphasis on local and cultural diversity within a society is intended to provide all candidates, but particularly those living in Wales and Northern Ireland, with an opportunity to bring their experiences to the study of sociology.

2.4   Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

3   Assessment Objectives

These specifications require that candidates demonstrate the following assessment objectives in the context of the content and skills described in the Subject Criteria.

Assessment Objective 1 (AO1)

Candidates should be able to:

- demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence outlined in paragraphs 3.3 (a), (b) and (c) of the Subject Criteria* and of the links between them;

- communicate their knowledge and understanding in a clear and effective manner.

Assessment Objective 2 (AO2)

Candidates should be able to:

demonstrate the acquisition and appropriate application of skills of identification, analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.

*Note: Please see Appendix B: Extracts from the Subject Criteria for Sociology.

The assessment objectives are weighted as follows

	AS	A2	Advanced GCE
AO1	54%	46%	50%
AO2	46%	54%	50%

3.1   Specification Grid

The relationship between the assessment objectives and the units of assessment is shown in the specification grid below.

Unit of Assessment	Level	Percentage of Advanced GCE		Total %	
		AO1	AO2	of AS	of Advanced GCE
2532	AS	8	7	30	15
2533	AS	11	9	40	20
2534 and 2535	AS	8	7	30	15
2536	A2	7	8	-	15
2537 and 2538	A2	7	8	-	15
2539 (synoptic)	A2	9	11	-	20
Total %		50	50	100	100

3.2   Assessment of the Subject Criteria

	Unit 2532	Unit 2533	Units 2534 and 2535	Unit 2536	Units 2537 and 2538	Unit 2539
Knowledge and Understanding						
Sociological Thought	✓	✓	✓	✓	✓	✓
Methods of Enquiry			✓		✓	
Themes:						
Socialisation, culture and identity.	✓*	✓*		✓		✓
Social Differentiation, power and stratification.	✓	✓		✓*		✓*
Skills						
Analysis of research design			✓		✓	
Interpretation and evaluation of evidence	✓	✓	✓*	✓*	✓*	✓*
Presentation	✓	✓	✓	✓	✓	✓

The ticks show the units in which the subject criteria are met. The asterisks show the units whose assessment is particularly focused on the criteria.

3.3   Quality of Written Communication

In all units, including coursework units, candidates are required to write in continuous prose and are, therefore, assessed on their quality of written communication. Attention is paid to: clarity of expression; the structure and presentation of ideas; grammar, punctuation and spelling. The key skill of communication is regarded as integral to the study of sociology. Quality of written communication is assessed throughout all units in the context of Assessment Objective 1.

4   Scheme of Assessment

Candidates take three units for AS GCE, followed by a further three units at A2 if they are seeking an Advanced GCE award.

Units of Assessment

Unit	Level	Name	Duration	Weighting % of AS	Weighting % of Advanced GCE
2532	AS	The Individual and Society	1 hour	30	15
2533	AS	Culture and Socialisation	1 hour 30 mins	40	20
2534	AS	Sociological Research Skills	1 hour	30	15
2535	AS	Research Report (Sociology)	Coursework	30	15
2536	A2	Power and Control	1 hour	--	15
2537	A2	Applied Sociological Research Skills	1 hour 30 mins	--	15
2538	A2	Personal Study (Sociology)	Coursework	--	15
2539	A2	Social Inequality and Difference	1 hour 30 mins	--	20

All units are assessed by written examination, except Units 2535 and 2538.

Rules of Combination

Candidates must take the following combination of units.

AS GCE   **Either**   units 2532,2533 and 2534 **or** units 2532, 2533 and 2535

Advanced GCE   **Either**   units 2532, 2533, 2534, 2536, 2537 and 2539

                                or   units 2532, 2533, 2534, 2536, 2538 and 2539

                                or   units 2532, 2533, 2535, 2536, 2537 and 2539

                                or   units 2532, 2533, 2535, 2536, 2538 and 2539

Unit Availability

There are two unit sessions each year, in January and in June.

The availability of units is shown below.

Unit	Unit title	January	June
2532	The Individual and Society	✓	✓
2533	Culture and Socialisation	✓	✓
2534	Sociological Research Skills	✓	✓
2535	Research Report (Sociology)	✓	✓
2536	Power and Control	✓	✓
2537	Applied Sociological Research Skills	✓	✓
2538	Personal Study (Sociology)		✓
2539	Social Inequality and Difference	✓	✓

Sequence of Units

The normal sequence in which the units could be taken is unit 2532, then unit 2533, and unit 2534 or 2535, leading to an AS GCE award, then unit 2536, unit 2537 or 2538, and finally unit 2539 leading to an Advanced GCE award. However, the units may be taken in other sequences.

Alternatively, candidates may take all units at the end of their AS GCE or Advanced GCE course in a 'linear' fashion.

Synoptic Assessment

Synoptic assessment in Sociology tests candidates' understanding of the connections between one or more substantive areas of sociology and the nature of sociological thought and methods of sociological enquiry, using higher level skills. (Please see Appendix B, para 6.2.) Unit 2539 meets this requirement.

The Advanced GCE specification includes 20% synoptic assessment in Unit 2539. This unit focuses on the core theme 'Social Differentiation, Power and Stratification' and assesses the candidate's knowledge, understanding and skills in this substantive area, in the context of sociological thought, of the course as a whole, and of the methods of sociological enquiry identified in paras. 3.4(a), (b) and (c) of the *Subject Criteria*, using the higher level skills identified in para. 3.5 of the *Subject Criteria* (see Appendix B).

It is no longer a requirement to take synoptic units at the end of the course.

Certification

Candidates may enter for:

- AS GCE certification;

- AS GCE certification, bank the result, and complete the A2 assessment, at a later date;

- Advanced GCE certification.

Candidates must enter the appropriate AS and A2 units to qualify for the full Advanced GCE award.

Individual unit results prior to the certification of the qualification have a shelf-life limited only by that of the specification.

Re-sits of Units

The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once. Upon making an entry for certification, the best attempt will be counted towards the final award. This change applies to all candidates, including those who have already been entered for any units or full qualifications.

Re-sits of AS and Advanced GCE

Candidates may still enter for the full qualification an unlimited number of times.

4.1　Question Papers

4.1.1　AS

The different types of question are defined in Appendix C.

Unit 2532　The Individual and Society (1 hour)

The examination paper consists of two four-part structured questions, of which candidates must answer *one.*

Unit 2533　Culture and Socialisation (1 hour 30 mins)

The examination paper consists of eight two-part structured questions, two for each option. Candidates must answer *two* questions, chosen from either one or two options.

The four options are: Family; Mass Media; Religion; Youth and Culture.

The options provide candidates with the most appropriate introduction to substantive areas of sociology at this level. The options:

- enable the candidate to relate the study of sociology to their everyday life;

- have a substantial and accessible literature;

- demonstrate the nature of sociological thought;

- promote the core theme of Socialisation, Culture and Identity;

- can be developed to a higher level for selected options in A2, if required;

- can provide a variety of topics for the Research Report (Sociology), if required.

Unit 2534   Sociological Research Skills (1 hour)

The examination paper consists of *one* compulsory data response question. The data presents the outline of a piece of sociological research and a limited amount of data. Candidates are required to:

- Comment on and evaluate the design of the piece of research;

- Interpret and summarise the data;

- Outline and evaluate methods of data collection.

Note

Candidates are required to show knowledge and understanding of sociological theory, including the relationship of theory to methods of enquiry and to published research, in all units. Comparative material, as well as material which reflects national, regional and cultural diversity within a particular society, could be introduced as appropriate and will be rewarded.

4.1.2 A2

Unit 2536   Power and Control (1 hour)

The examination paper consists of twelve unstructured essay questions, two for each of the six options. Candidates must answer *one* question. The six options are: Crime and Deviance; Education; Health; Popular Culture; Social Policy and Welfare; Protest and Social Movements.

The options provide candidates with the most appropriate introduction to substantive areas of sociology at this level. The options:

- enable the candidate to relate the study of sociology to their everyday experience and to current events;

- have a substantial and accessible literature;

- promote the core theme of Social Differentiation, Power and Stratification;

- demonstrate the nature of sociological thought;

- build on aspects of the options in Unit 2533;

- can provide a variety of topics for the Personal Study (Sociology), if required.

Unit 2537   Applied Sociological Research Skills (1 hour 30 mins)

The examination consists of *two* compulsory structured questions. One is a data response question which requires candidates to:

- analyse, interpret and evaluate data;

- identify facts, opinions and value judgements.

The other question requires candidates to:

- design a piece of research;

- justify its design and explain its rationale;

- evaluate the strengths and weaknesses of the research design.

Note:
Candidates are required to show knowledge and understanding of sociological theory, including the relationship of theory to methods of enquiry and to published research, in all units. Comparative material, as well as material which reflects national, regional and cultural diversity within a particular society, could be introduced as appropriate and will be rewarded.

Unit 2539   Social Inequality and Difference (1 hour 30 minutes) (synoptic)

The examination paper consists of two multi-part data response questions, of which candidates must answer *one*.

4.2   Coursework

4.2.1   AS – Unit 2535: Research Report (Sociology)

1. Introduction

The Research Report may be offered as an alternative to the written examination in Unit 2534. The Research Report will represent 30% of the AS GCE and 15% of the full Advanced GCE.

2. Nature and Purpose of the Research Report

The Research Report requires the candidate to report on a short piece of sociological research which they have chosen. The aim of the Report is to introduce candidates to the methodological choices and practical issues that arise in sociological research, albeit on a strictly limited scale. The research could be chosen from a wide area, including studies carried out by candidates as well as professional sociological research. In the former case, for example, candidates might report on a Personal Study completed in the centre, or on practical research carried out as part of their course. Teachers should ensure that candidates report on a suitably short and straightforward piece of research. More guidance on this is provided by OCR in its Teacher Support materials and INSET.

The Report should be made in an area of sociology that is of interest to the candidate. It is usually helpful if the topic chosen is linked to Module 2532 or to an option in Module 2533. Candidates who intend to complete the full Advanced GCE course may wish to plan ahead to the Personal Study in Module 2538, though there is no requirement to link the two pieces of work.

The mark scheme rewards candidates who demonstrate ethical awareness.

The candidate's task is:

- to identify a piece of completed sociological research;

- to provide an outline summary of the research methodology adopted by the researcher, including the aims and objectives of the research, and to comment on these;

- to provide a limited interpretation of the data and findings of the research;

- to write the Report. This could be supplied in disc format. There will be no advantage to those who submit word processed versions, but they would enable candidates to meet some of the evidence requirements for the Information Technology Key Skill (please see Appendix A).

Two other points are worth considering for those candidates intending to complete the Personal Study at Advanced GCE.

- The Research Report (Unit 2535) enables prospective Advanced GCE candidates to develop an understanding of the research skills required for the successful completion of the Personal Study (Unit 2538).

- Advanced GCE candidates undertaking the Personal Study may be able to complete the Report (at AS) as an integral part of the background reading required by the Personal Study (at A2), though the Report must be submitted as a discrete piece of work for Unit 2535.

3. Length, Content and Presentation

The Research Report should be no more than 1000 words.

The report should be organised in the following sections:

- **The source of the research.** Candidates are required to give the title, author, publication date and publisher (if any) of their chosen piece of research.

- **The research objective**. Candidates are required to state, in their own words, the objective of their chosen piece of research.

  (Suggested word limit 10-30 words)

- **An outline of the research methodology**. Candidates are required to outline the methodology of their chosen piece of research.

  (Suggested word limit 200-270 words)

- **Reasons for the selection of the methodology.** Candidates are required to explain why, in their opinion, the researcher adopted the methodology.

  (Suggested word limit 250-300 words)

- **An outline and evaluation of the findings of the research.** Candidates should summarise the findings of the research, including a limited sample of the data produced.

  (Suggested word limit 350-400 words)

4. Choosing the Research

Candidates must seek and receive the approval of their teachers before deciding on the piece of research on which they will report. As stated above, teachers should ensure that candidates report on a suitably short and straightforward piece of research. More guidance on this is provided by OCR in its Teacher Support materials and INSET.

5. Guidance

The type and amount of assistance given to candidates in the preparation and presentation of their Research Reports must remain a matter of professional judgement. However the following guidelines should be adopted:

- Teachers will be expected to offer guidance and support to candidates in the choice of task.

- Teachers may offer advice on the suitability of the task, on the selection of source material and on the planning of work.

- Teachers should monitor the progress of the Research Report in order to ensure the task remains within the range of AS, in terms both of level and of time.

It is essential that the final submission represents the candidate's own work. Teachers must **not** therefore correct the written content.

6. Assessment and Moderation

Unit 2535 is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specific date, after which postal moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard for the award of marks in coursework is the same for each Centre, and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

Coursework submissions should be clearly annotated by the Centre to support the marks awarded to the candidates.

The sample of the work which is submitted to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

The marks allocated to the assessment objectives are as follows:

Assessment Objective 1	(Knowledge, Understanding, Presentation)	**48**
Assessment Objective 2	(Interpretation, Analysis, Evaluation)	**42**
	Total	**90**

4.2.2   A2 – Unit 2538: Personal Study (Sociology)

Where appropriate, candidates are encouraged to choose a topic for the Personal Study that builds on the work they carried out in connection with the Research Report at AS (Unit 2535).

1.   Introduction

The Personal Study may be offered as an alternative to the written examination in Unit 2537. It will represent 15% of the total marks for the Advanced GCE which, if combined with 15% carried forward from Unit 2535, the Research Report, constitutes a 30% weighting in the full Advanced GCE.

The Personal Study should fully reflect the assessment objectives.

2.   Nature and Purpose of the Personal Study

The Personal Study is an extended piece of work on a sociological topic chosen by the candidate. The aim of the Personal Study is to enable candidates to demonstrate their understanding of the relationship between theory and method in sociology, and their familiarity with, and understanding of, sociological research procedures. Candidates are asked to do this through developing a research proposal and then piloting it.

The Personal Study should be conducted in an area of Sociology and of the sociological literature that is of genuine interest to the candidate. The Personal Study should arise naturally from the candidate's course of study. In choosing a topic, candidates should consider how it might enhance and reinforce their learning and enjoyment of the course as a whole. Topics may be drawn from any part of the specification.

Candidates may consider topics with particular local, regional or subcultural significance. They should keep in mind the legal and ethical principles that govern all social research. The attention of centres is drawn to the British Sociological Association's *Statement of Ethical Practice*.

The candidate's task is:

- to design a sociological investigation using either primary and/or secondary data;

- to try out this design by assembling a limited, but illustrative amount of data;

- to demonstrate the ability to identify facts, opinions and value-judgements;

- to evaluate the outcome of the exercise in terms of the strengths and weaknesses of the research design and of any data collected;

- to demonstrate the ability to relate their knowledge of sociological theory and methods to their research experience.

The design may include survey, ethnographic, experimental or documentary research techniques, life-histories, case-studies, comparative or historical material, ethnomethods, secondary data of all kinds, or a combination of two or more of these.

The emphasis of the Personal Study is on the design of the research, on trialling or piloting the design, and on evaluating the trial or pilot. Candidates and their teachers must recognise that credit will be given for the quality of the design of the investigation, and for its evaluation, rather than for the quantity and type of any data collected.

Teachers should be ready to give guidance and support in helping candidates to choose topics which are appropriate to their interests, their ability, and their other commitments, and for

which resources can be obtained. In negotiating the choice of topic, teachers should ensure that the subject selected has a precise and firm foundation which enables legitimate and ethical investigation by the candidate. A proper outline of the proposed topic and research method must be written in advance by the candidate, submitted for approval and included in the completed Personal Study which is entered for assessment.

3.   Advice about Topics

OCR will offer advice to teachers and candidates about the suitability of proposed Personal Studies, i.e. that they offer sufficient scope and challenge, and are within the ethical guidelines.

4.   Length, Content and Presentation

The Personal Study should be presented as a written submission, the main content of which should be between **2000** and **2750** words.

The 'main content' constitutes sections (c), (d) and (e). These sections added together should total between 2000 and 2750 words.

It is unlikely that candidates will be able to achieve the assessment objectives at a high level if their Personal Study is much less than 2000 words. **No advantage will be gained by candidates who exceed 2750 words.**

Candidates should pay particular attention to the organisation of the final document that they prepare for assessment. It should have numbered pages and include the following sections:

(a)   **Title**. This should be presented on a separate page.

(b)   **List of Contents**. This should be presented on a single separate page.

(c)   **Rationale** (*recommended range* 500 – 750 words). This should include:

- a statement of the central research issue, question or hypothesis to be addressed;

- a clear statement of the reasons for carrying out the study;

- a description, explanation and justification of research design and procedures.

(d) **Research** (recommended range 750-1000 words). This core section should be organised under sub-headings, of which some of the following may be appropriate, depending upon the nature of the study:

- report on the testing, or piloting, of the actual research design and procedures;

- analysis and interpretation of the findings;

- conclusions of the Personal Study.

(e) **Evaluation** (*recommended range* 750-1000 words). The discussion should relate to the Personal Study as a whole, including:

- an evaluation of the overall research design and methodology employed;

- some assessment of the findings in terms of the central research issues, question or hypothesis addressed;

- any ideas for the further development of the research.

(f) **Bibliography**. This should include a list of the sources directly used by the candidate, clearly referenced. If Internet pages are used, the full address should be given.

(g) **Appendix**. This should include a copy of the proposal for the study, a single example of any materials used in the study, such as a questionnaire or an annotated transcript, and a single example of any letters of enquiry sent and answers received.

(h) **Research Diary**. This should be a record of the candidate's research activities, with comment and reflection on how the investigation developed in the light of experience, and what was learned from this experience. While the Research Diary is not formally assessed, it is likely to be drawn upon as a source within the Personal Study itself. **It should accompany the Personal Study when the latter is submitted.**

(i) **Annexe**. This should include all the raw data gathered for the study (completed questionnaires, transcripts of interviews, audio and video tapes, etc.). **The annexe should not be included with the Personal Study submitted to OCR. However, OCR reserves the right to call for this material, which must therefore be retained carefully by the Centre under secure conditions until the results are confirmed.**

The Personal Study should be written in legible handwriting, word-processed or typed on A4 paper, on one side of the paper only, with the pages numbered. While presentation is important, professional typing will not in itself command marks, though word-processing the Personal Study may provide evidence for the Key Skill of Information Technology.

5.   Writing the Personal Study

The writing of the Personal Study may be done in class or in the candidate's own time.

Personal Studies written by a group will **not** be accepted. It may be possible for a group to produce the research design and/or to trial or pilot the design, but for each individual member of the group to write their own Personal Study. However, in such cases, teachers have to authenticate each Study. This is not be a simple matter, though it generates opportunities to develop the key skill of Working with Others.

5.1 Scheduling

The Personal Study may be completed at any time during the course. However, teachers are recommended to ensure that Personal Studies are completed well in advance of the deadline for submission. This helps candidates to spread the demands of assessment over a longer period.

5.2 Guidance

The type and amount of assistance given to candidates in the preparation and presentation of their Personal Studies must remain a matter for professional judgement. However, it is expected that teachers will keep within the following guidelines:

- teachers will be expected to offer guidance and support to candidates in the choice of topic (as indicated in 2 above);

- they may offer advice on the proposed research design, on the selection of source material, and on the planning of work;

- where necessary, candidates may be given guidance on practical or conceptual problems encountered, and teachers should monitor progress to ensure that the work is kept within reasonable bounds of relevance to the chosen topic and that it remains manageable in scope. However, it is essential that the final submission represents the candidate's own work, so teachers/lecturers must **not** correct the written content.

6. Assessment

The Personal Study is externally marked by OCR examiners in accordance with the Assessment Matrix (see Appendix E) and Mark Scheme for Unit 2538. The quality of written communication is assessed in the context of Assessment Objective 1.

The marks allocated to the assessment objectives are as follows:

Assessment Objective 1	42
Assessment Objective 2	48
Total:	**90**

4.2.3 Minimum Coursework requirement

If a candidate submits no work for a Centre - marked coursework unit, then the candidate should be indicated as being absent from that unit on the coursework mark sheets submitted to OCR. If a candidate completes any work at all for that coursework unit then the work should be assessed according to the mark descriptors and marking instructions and the appropriate mark awarded, which may be 0 (zero).

4.2.4 Authentication of Coursework

Teachers are required to verify that the work submitted for assessment is the candidate's own. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework marks with confidence.

4.3   Differentiation

In the question papers, differentiation is by outcome. Questions assess candidates at their appropriate levels of ability and allow them to demonstrate what they know, understand and can do.

In coursework, differentiation is by task and by outcome. Candidates undertake assignments, which enable them to display positive achievement.

4.4   Special Arrangements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration.* In such cases advice should be sought from OCR as early as possible during the course.

4.5   Awarding of Grades

The AS has a weighting of 50% when used in the Advanced GCE award. An Advanced GCE award is based on the certification of the weighted AS (50%) and A2 (50%) marks.

Both AS GCE and Advanced GCE results are awarded on the scale A-E or U (unclassified).

4.6   Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at A level. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performances in others.

Grade A

Candidates display a detailed knowledge and understanding of a range of sociological theories, concepts and methods, and of the links between them. They demonstrate a well-developed ability to select and interpret different types of evidence from a range of sources, and make detailed and valid evaluations of evidence and arguments from a variety of contexts. They show a well-developed and refined ability to organise material from diverse sources, where appropriate, and use it to present and sustain sociological arguments of some complexity.

Grade C

Candidates display a good knowledge and understanding of some sociological theories, concepts and methods, and some recognition of the links between them. They demonstrate the ability to select and interpret different types of evidence from a range of sources, and are able to show some evaluation of evidence and arguments from different contexts. They show some ability to organise material from diverse sources and use it to present a sociological argument.

Grade E

Candidates display an outline knowledge and understanding of sociological theories, concepts and methods and the links between them. They demonstrate a basic ability to select and interpret evidence presented in different formats, and they are able to make a partial evaluation of evidence and arguments. They show an ability to organise material and present a basic sociological argument.

5 Specification Content

The specifications are set out in the form of teaching modules. Each teaching module is assessed by its associated unit of assessment

Throughout this section the symbol is used in the margin to highlight where Key Skills development opportunities are signposted. For more information on Keys Skills coverage please refer to Appendix A.

5.1 Module 2532: The Individual and Society

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3; N3.1, N3.2, N3.3.	WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3

This module introduces candidates to key concepts and theories associated with a sociological understanding of human behaviour. As such, it underpins the entire specification and offers progression both to the other AS units and to A2. The aim is to **begin** to explore the relationship between individuals and social structures. The module examines the influences that shape identities and the processes that create social behaviour. In short, the themes are how and to what extent individuals shape and are shaped by social structures.

Introducing the individual and society

- The role of values, norms and the agents of socialisation in the formation of culture.

- Learning social roles. How expected patterns of behaviour regulate social life.

Culture and the formation of identities

- The meaning of 'gender identities'. The process of gender role socialisation.

- The meaning of 'national identities'. The role of institutions in shaping and reinforcing national identity.

- The meaning of 'ethnic identities'. Their impact on social behaviour.

- The meaning of 'class identities'. Their impact on social behaviour.

- Contemporary social change and the implications for gender, national, ethnic and class identities.

5.2   Module 2533: Culture and Socialisation

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3; N3.1, N3.2, N3.3.	WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

Options

Family

The family is a central institution of socialisation and social reproduction because of its traditional role as the site where children are reared. It plays an important role in mediating the relationship between the individual, groups and society. This option therefore builds on module 2532. Candidates have the opportunity to examine how the family has changed in recent decades and to consider the wider implications of these changes.

This option relates to the module 2536 options 'Crime and Deviance', 'Education', 'Health' and 'Social Policy and Welfare', and to module 2539.

The family and recent social change

- Family concepts and definitions: kinship and household, nuclear and extended families.

- Recent demographic change: marriage, divorce, births, ageing population.

- Social policy and the family: family values debates. Policy towards families and children.

Diversity in families and households

- Recent trends in family life; cohabitation, one-parent families, reconstituted families, dual career families, single-person households.

- Dimensions of diversity; class, gender, ethnicity, life-cycle and location.

- Explanations of family diversification, changing economic and domestic roles of men and women, changes in family obligations.

Power, inequality and family policy

- The distribution of power between men and women in the family. Patriarchy, the domestic division of labour, decision-making.

- The relationships between parents and children; changing conceptions of childhood, the legal status of children.

- The dark side of family life: violence, child abuse and social policy.

Mass Media

The mass media are the major agencies of socialisation and sources of identity in the public sphere. They play an important role in mediating the relationship between the individual, groups and society. This option therefore builds on module 2532. In this option candidates examine how the media are organised, how they represent different issues and social groups, and consider the wider effects of the media.

This option relates to the module 2536 options 'Crime and Deviance', 'Education', 'Popular Culture', and 'Protest and Social Movements', and to module 2539.

Media Institutions

- Trends in the ownership and control of the mass media.

- The relationship between ownership, control and production: the influence of proprietors and professionals.

- Ownership and trends in production and consumption (e.g. Internet, cable TV); the implications for state regulation.

Content and Representation in the Mass Media

- The role of media professionals in constructing the news and moral panics.

- Media stereotypes; gender, ethnicity and class.

- Theories of media content e.g. pluralism, Marxism and postmodernism.

The Effects of the Mass Media

- The effects of the mass media on audiences.

- Media effects and the implications for censorship e.g. sex and violence.

- Mass communications and globalisation.

Religion

Religion, as a system of beliefs and practices based on sacred signs, is an important aspect of culture and socialisation, firstly because of its importance in the human search for meaning and secondly because of its role in uniting individuals and groups into moral communities. It may play an important role in mediating the relationship between the individual, groups and society. This option therefore builds on module 2532.

This option relates to the module 2536 options 'Education', 'Popular Culture', 'Protest and Social Movements', and to module 2539.

Religious Institutions

- Church, denomination, sect and cult. Their relationship to society and to each other.

- New Religious Movements. Classifications and explanations of religious innovation and renewal.

- The appeal of religious institutions to 'spiritual shoppers' and by social profile including class, age, ethnicity and gender.

The Influence of Religion on the Individual and Society

- The secularisation debate; definitions and dimensions of secularisation.

- Religious fundamentalism; crises of meaning and the search for certainty.

- Religion and control; ethnicity; gender and sexuality.

Religion and Classical Sociology

- Religion, ideology and conflict – Marxist theory in outline.

- Religion, stability and consensus – Durkheimian theory in outline.

- Religion, social action and social change – Weberian theory in outline.

Youth and Culture

This unit considers young people and their cultures in the context of the wider society. Youth culture plays an important role in mediating the relationship between the young individual, groups and society. This option therefore builds on module 2532.

This option relates to the module 2536 options 'Crime and Deviance', 'Education', and 'Popular Culture', and to module 2539.

Youth Culture and Subcultures

- The distinction between youth culture and youth subcultures; middle class and working class subcultures.

- The significance of class, ethnicity and gender for contemporary youth.

- Theories of youth subcultures, e.g. Marxism, feminism, postmodernism.

Youth and Deviance

- Delinquency; the patterns and trends of delinquency according to social profile, for example class, gender and ethnicity.

- Gangs: territory, values, rituals and sanctions.

- Theories of delinquent subcultures, e.g. functionalist, Marxist and feminist accounts.

Youth and Schooling

- Experiences of schooling; class, gender and ethnicity.

- Pro-school and anti-school cultures.

- Femininity, masculinity and subject choice.

5.3   Module 2534: Sociological Research Skills

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3; N3.1, N3.2, N3.3.	WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

This module introduces candidates to the basic concepts and issues in research design and evaluation. On completing this module, candidates should understand the basis on which it is appropriate for sociologists to claim that their findings are truthful and worthwhile, and should be able to evaluate the strategies involved in researching a specific research question.

The module provides the base on which to build towards either module 2537 or module 2538.

Basic concepts in research design

- Reliability, validity, representativeness and generalisation.

- Identifying causes and effects.

- Ethics in the research process.

Aspects of data collection

- Sampling; populations and response rates.

- Collecting primary data. Quantitative and qualitative approaches. Piloting, surveys, questionnaires, interviews and observation.

- Sources of secondary data. Documents; libraries, official sources and the Internet.

Interpreting and evaluating data

- Interpreting and evaluating quantitative data. Tables and graphs.

- Interpreting and evaluating qualitative data.

- Interpreting and evaluating documents, official statistics and other secondary sources.

- Reporting research results.

5.4   Module 2535: Research Report (Sociology)

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3; N3.1, N3.2, N3.3.	WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

The content of Module 2535, the Research Report, is identical to that of Module 2534.

The Research Report requires candidates to select a piece of research and to write a report on it. The Report should be no longer than 1000 words. Candidates should spend the same amount of study time on the Research Report as they do on module 2534.

The Research Report shares the same aims and assessment objectives as module 2534. The mark scheme used to asses the Report and the mark scheme for Sociology Research Skills are both underpinned by the same Assessment Matrix. Please see Appendix D.

This module provides an important base on which to build towards either module 2537 or module 2538.

5.5   Module 2536: Power and Control

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3; N3.1, N3.2, N3.3.	WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

Options

Crime and Deviance

In this option candidates build upon their understanding (from module 2532 and their options in module 2533) of the social construction of norms and values, of conformity and deviation, and further consider issues of power, control and ideology. This option considers issues of inequality that are re-visited in module 2539.

Social Nature of Crime and Deviance

- Defining crime and deviance, their social construction and relativity.

- Social reactions to crime and deviance and their consequences, including the role of the mass media

Patterns of Crime and Victimisation

- Measuring crime and the fear of crime; criminal statistics, self report and victim surveys.

- Patterns of crime and victimisation by social profile; social class, ethnicity, gender, age and region.

- Theories and explanations of crime and deviance, e.g. structuralist, interactionist, feminist and realist approaches.

Power, Control and the Problem of Crime

- Agents of social control and the role of law; the police, the criminal justice system, penal systems, the mass media and the state, criminalisation and control.

- Solutions to the problem of crime; the relationship between sociology and social policy.

Education

In this option candidates build upon their understanding (from module 2532 and their options in module 2533) of how individuals are socialised into a culture and further their appreciation of issues of inequality, power, control and ideology. This option considers issues of inequality that are re-visited in module 2539.

Education, Socialisation and Identity

- Education and socialisation; the relationship between primary and secondary socialisation, cultural transmission and reproduction; values, skills, knowledge and roles.

- Institutional processes; classroom knowledge, the hidden curriculum, streaming and labelling.

Patterns and Trends in Educational Achievement

- Patterns of inequality of educational achievement according to social class, gender and ethnicity

- Theories and explanations of differential educational achievement; eg macro and micro approaches including materialist, culturalist, structuralist and social action theories.

- Trends in achievement and participation and the implications for policy and provision.

Power, Control and the Relationship between Education and the Economy

- Education and training; the relationship between the vocational and academic curriculum, the role of educational professions and the relationship between schooling, employment and the economy.

- Theories of the transition from school to work, e.g. functionalist, Marxist, feminist and new right theories.

Health

In this option candidates build upon their understanding (from module 2532 and their options in module 2533) of the processes at work in the construction of social roles. They also consider issues of power, control and inequality. This option considers issues of inequality that are re-visited in module 2539.

The Social Nature of Health and Illness

- The social construction of health and illness, mental illness, and disability. The importance of social reaction and labelling for identity.

- Deviance, social control and the sick role.

Trends and Patterns in Health and Illness

- Problems of measuring health inequalities, including problems of measuring morbidity; health inequalities as a social artefact.

- Patterns, theories and explanations of health inequalities, according to social class, gender, ethnicity, region and over time: eg cultural, subcultural, social selection, social administration and structural explanations.

- Solutions to the problem of health inequality; the relationship between sociology and social policy. Recent changes in state and private health care provision. Gender and informal health care provision.

Medicine, Power and Control

- The bio-mechanical model and the role of the medical professions: functionalist, Marxist, feminist, social action and postmodernist critiques.

- Medicine and the re-definition, control and regulation of the body, mind and sexuality (eg in relation to reproduction, abortion, mental illness). The ideological role of such definitions, with particular reference to gender and ethnicity.

Popular Culture

In this option candidates build upon their understanding (from module 2532 and their options in module 2533) and develop a deeper analysis of concepts and applications in addressing further the symbolic elements of everyday life. This option considers issues of inequality that are re-visited in module 2539.

Culture and Society

- Defining culture: mass culture, folk culture, high culture, popular culture, global culture, cultural industries and symbolic consumption.

- Theoretical approaches to the construction and consumption of culture, e.g. Marxism, varieties of feminism, modernism, post-structuralism and postmodernism.

Leisure and Identity

- Patterns and explanations of social class, gender and ethnic differences in consumption; the impact on leisure, lifestyle shopping, and the construction of identity.

- Leisure and symbolic work; the activities of individuals and groups in the construction of proto or symbolic communities.

- Youth, social identity and the culture industries; for example fashion, sport, music, media.

Cultural Representations, Power and Difference

- Femininity and the culture industries; the social construction of femininity, romance and the treatment of the female body as a commodity; the influence of ethnicity and social class.

- Masculinity and the culture industries; male identity, mass media, fashion and consumption; the influence of ethnicity and social class.

Social Policy and Welfare

This option gives candidates the opportunity to build on their understanding from their options in module 2533 and to consider issues of social inequality, difference and social control in relation to social policy and the changing forms of welfare provision. It considers issues of inequality that are re-visited in module 2539.

Theories and Ideologies of Welfare

- Defining key concepts in welfare: social policy, social problems, collectivism, individualism, citizenship, state welfare, universal and means-tested benefits, progressive and regressive taxation, welfare regime, culture of dependency, and the underclass.

- Ideologies and theories of welfare, such as social democratic, new right, and 'third way' models of welfare provision.

Patterns of Welfare Provision

- The development of state welfare in Britain especially since the Second World War

- Contemporary shifts in the pattern of welfare provision, eg from state provision to community care and private, informal and family provision. Welfare pluralism.

- Patterns of welfare provision in housing, social security, and personal social services, and their impact on social stratification by social class, gender, age, ethnicity and disability.

Welfare, Power and Social Control

- Welfare as social control in relation to social class, gender, ethnicity, age and disability.

- Total institutions and personal identity. The impact of institutionalisation and welfare bureaucracy with particular reference to the control of children, the elderly, single-parent families and the long-term unemployed.

Protest and Social Movements

This option gives candidates the opportunity to develop and apply their understanding (from their options in module 2533) of the core issues of culture, identity and social action. It relates closely to issues of social inequality, difference and social control in the context of protest, new social movements and issue-based political action. It considers issues of inequality that are re-visited in module 2539.

The Context of Political Action

- Defining political action: types of governments, political parties, pressure groups, and new social movements.

- Globalisation, global social movements, and nationalism.

The Changing Patterns of Political Action

- Types of direct action, for example riots, terrorism, demonstrations, and strikes.

- The relationship between direct action and social class, age, gender, ethnicity, sexuality, disability and nationalism.

- Explanations of the forms and patterns of political action and how these relate to social structure, economic deprivation, rational responses to problems such as powerlessness and racism, and collective/subcultural identities.

Power, Culture and Identity

- Power, authority, legitimacy, ideology and hegemony, and their impacts on the development of new social movements.

- Differences and the formation of identities through protest, for example social class, age, gender and ethnic identities.

5.6 Module 2537: Applied Sociological Research Skills

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3; N3.1, N3.2, N3.3.	WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

This module enables candidates to build on their understanding of the concepts and skills in module 2534 or module 2535 and to use them in research contexts. On completing this module, candidates should be able to identify research skills as an element in a coherent process of applying sociological concepts and research techniques to the real world and they should be encouraged to take part in this process. They should be able to evaluate research techniques and findings in the light of key concepts such as validity and reliability, and to identify the role of a range of theories in contributing to judgements about validity.

Either module 2534 or module 2535 provides a sound basis for this module.

Research Design and Sociological Theory

- Generating research questions or hypotheses: reviewing the field and the theoretical background.

- Operationalising concepts and categories (e.g. 'race' 'ethnicity' 'class' 'gender' 'attitudes').

- Research design. Generalisation, reliability and representativeness. The role of piloting. Sample design.

- Ethical issues in research design.

Techniques of data collection

- Ethical and safety issues in negotiating access and conducting research.

- Quantitative and qualitative techniques of collecting and recording data. Questionnaires, interviews, participant and non-participant observation, use of secondary sources.

- The context of data collection. Validity. Researcher effect, observer bias, intercultural issues (eg gender, race, class etc).

Interpreting, evaluating and reporting data

- Quantitative analysis. The meaning of tables and graphs. Trends, similarities and differences.

- Qualitative analysis. Interpreting and coding qualitative data. Interpretive bias and 'standpoint' research (e.g. feminist perspectives).

- Reporting research. Conventions, referencing and transparency in reporting the research process. The reflexive researcher. Accountability to research participants.

5.7   Module 2538: Personal Study (Sociology)

	C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3; N3.1, N3.2, N3.3.	WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

The content of Module 2538, the Personal Study, is identical to that of Module 2537.

The Personal Study is an extended piece of work on a sociological topic chosen by the candidate. It should be no more than 2750 words. Candidates should spend the same amount of study time on the Personal Study as they do on module 2537.

The Personal Study shares the same aims and assessment objectives as module 2537. The mark scheme used to assess the Personal Study and the mark scheme for applied Sociological Research Skills are both underpinned by the same Assessment Matrix. Please see Appendix E.

Either module 2534 or module 2535 provides a sound basis for this module.

5.8   Module 2539: Social Inequality and Difference

C3.1a, C3.1b, C3.2, C3.3; IT3.1, IT3.2, IT3.3; N3.1, N3.2, N3.3.	WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

This module meets the requirement for synoptic assessment by assessing candidates' understanding of the relationship between social inequality, the nature of sociological thought and methods of sociological enquiry.   This module also re-visits the knowledge and understanding of social inequality candidates have studied throughout their course.

This module 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 Britain, using sociological concepts, theories and evidence. The emphasis is on class, gender and ethnic inequalities.

The dimensions of workplace inequality.

- Contemporary changes in the distribution of income and wealth.

- Contemporary workplace inequalities. The impact of changes in the workplace on class, gender and ethnic inequality, e.g. the flexible workforce, casualisation, restructuring.

- Workplace change and its impact upon class formation and identity.

Poverty as a dimension of inequality.

- Concepts and measures of poverty.

- Contemporary trends in poverty in terms of class, gender and ethnicity.

- The underclass debate; theories of culture and poverty.

Explanations of inequality and difference.

- Concepts of class. Material and cultural class-based explanations of inequality; neo-Marxist and neo-Weberian.

- Feminist theories. Economic and cultural theories of gender inequalities. The restructuring of gender identities.

- Definitions of race and ethnicity. Material and cultural theories of ethnic inequalities. Ethnic identities and the impact on inequality.

6   Further Information and Training for Teachers

In support of these specifications, OCR will make the following materials and services available to teachers:

- dedicated subject-specific telephone number;

- a full programme of In-Service Training (INSET) meetings;

- specimen question papers and mark schemes;

- past question papers and mark schemes after each examination session;

- notes for guidance on the Research Report;

- notes for guidance on the Personal Study;

- written advice on Personal Study proposals;

- individual feedback to each Centre on the moderation of Centre – marked coursework;

- a Report on the Examination, compiled by Principal Examiners and Principal Moderators, after each examination session.

If you would like further information about this specification, please contact OCR.

7   Reading List

There are numerous texts and studies in sociology and the following lists should not be taken as definitive. Other texts and studies may be equally useful and may already be in school or college libraries. This list can only serve as a guide to the development of an Advanced Level Sociology library. Ultimately there is no substitute for teachers themselves cultivating a working knowledge of the available literature. This can best be done through a reading of authoritative reviews, publishers' inspection copies and critical discussion with other sociology teachers. A list of 'Resources for Teachers' with useful addresses is available from OCR.

This reading list is in three sections. Section 7.1 includes a range of general textbooks. Normally, a teacher might recommend at least one of these general texts for use by candidates: it will be the 'course textbook'. However, candidates should have access to at least one other textbook from those listed, and preferably several, as well as to a range of original sources.

Section 7.2 includes other sources of material relevant to AS GCE and Advanced GCE Sociology.

Section 7.3 includes background reading, subdivided into sections that correspond with the specifications. It is not in any way exhaustive. It is for teachers to decide which of these sources is appropriate for use by candidates.

7.1   General Textbooks

Abbott P and Wallace C, *An Introduction to Sociology: Feminist Perspectives* (2nd edition) , Routledge 1996

Abercrombie N and Warde A, *Contemporary British Society*, 2nd edition, Polity 1994

Abercrombie N and Warde A (eds), *Social Change in Contemporary Britain,* Polity 1992

Bilton T et al, *Introductory Sociology,* 3rd edition, Macmillan 1996

Fulcher J and Scott J, *Sociology*, OUP 1999

Giddens A, *Sociology,* 3rd edition, Polity 1997

Haralambos M and Holborn M, *Sociology: Themes and Perspectives,* 6th edition, Collins 2004

Jones P, *Studying Society,* 2nd edition, Collins 1992

Jorgensen N et al, *Sociology: an Interactive Approach*, Collins 1997

Kirby M et al, *Sociology in Perspective*, Heinemann 1997

Kidd W et al, *Readings in Sociology,* Heinemann 1998

Kidd W et al, *Sociology AS for OCR*, Heinemann 2003

Lawson T et al, *Sociology Reviewed*, Collins 1993

Lawson T, *Sociology for A Level: A Skills Based Approach,* Collins 1993

McNeill P & Townley C, *Fundamentals of Sociology*, 2nd edition Stanley Thornes 1986

McNeill P et al, *Sociology AS, The Complete Companion, (OCR),* Nelson Thornes 2003

Moore S, *A Level Sociology (Study Guide),* Letts Educational 1994

O'Donnell M, *A New Introduction to Sociology*, 4th edition, Nelson 1997

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

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

Taylor P et al, *Sociology in Focus,* Causeway 1996

Haralambos M, *Developments in Sociology,* Causeway

An annual volume that is intended for photocopying in schools and colleges, hence the high price as copyright is waived. Seven or eight specification areas are covered each year on a three year rotation. The chapters are usually written by HE teachers, so their value at Advanced GCE is uneven.

Jary D and Jary J, *Dictionary of Sociology,* Collins 1995

Marshall G, *Dictionary of Sociology,* OUP 1996

7.2   Other Sources

Magazines

Sociology Review, Philip Allan Publishers, Market Place, Deddington, Oxford OX15 0SE

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

Sociology Update, Olympus Books UK, 32 Shirley Road, Stoneygate, Leicestershire LE32 3LJ

Internet sites

http://freespace.virgin.net/chris/livesey.home.htm

http://www.atss.org.uk

These two sites are both designed for Advanced GCE sociology teachers and students and have links to a large range of related sites.

Videos

Stephens P et al, *Think Sociology,* Stanley Thornes

Taggart L, *Think Sociology: Voices,* Stanley Thornes

Understanding Sociology (1) Theory and Methods

Understanding Sociology (2) Making Sense of Sociological Theory

From: Halo Vine Video, PO Box 104, Hinckley, LE10 2WW Tel: 0208 892 2445

7.3   Background Reading

Module 2532   The Individual and Society

Abbott D, *Culture and Identity,* Hodder 1998

Jenkins R, *Social Identity,* Routledge 1996

McRobbie A, *Postmodernism and Popular Culture*, Routledge 1994

Taylor P, *Investigating Culture and Identity*, Collins 1997

> *Frontiers of Identity: the British and others*, 1994

Module 2533   Culture and Socialisation

Family

Jorgensen N, *Investigating Families and Households*, Collins 1995

Morgan DHJ, *Family Connections*, Polity 1996

Bernardes J, *Family Studies: an Introduction,* Routledge 1997

Mass Media

Eldridge J, *Getting the Message*, 1993

Trowler P, *Investigating the Mass Media* (2nd ed), Collins 1996

Zoonen V, *Feminist Media Studies*, Sage 1994

Religion

Beckford T and Luckmann T, *The Changing Face of Religion,* Routledge

Bird J, *Investigating Religion, Collins* 1999

Robbins T, *Cults*, *Converts and Charisma*, Sage 1991

Selfe P and Starbuck M, *Religion,* Hodder 1998

Youth and Culture

Madood T et al, *Changing Ethnic Identities,* Policy Studies Institute 1994

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

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

Willis P, *Common Culture*, OUP 1990

Module 2534   **Sociological Research Skills**

and

Module 2535   **Research Report**

Barratt D and Cole T, *Sociology Projects: a Student's Guide*, Routledge 1991

Dunsmuir A and Williams L, *How to Do Social Research,* Collins 1996

Kendall P, *Writing your Sociology Coursework*, Connect 1998

Langley P, *Managing Sociology Coursework*, Connect 1993

Langley P, *Doing Social Research,* Causeway 1994

Module 2536   **Power and Control**

Crime and Deviance

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

Moore S, *Investigating Deviance*, Collins 1991

Muncie J, *Criminological Perspectives*, Sage 1996

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

Young A, *Imagining Crime,* Sage 1996

Education

Heaton T and Lawson T, *Education and Training,* Macmillan 1996

Mackinnon S et al, *Education in the UK: Facts and Figures*, Hodder

Trowler P, *Investigating Education and Training*, Collins 1995

Health

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

Senior M and Viveash B, *Health and Illness,* Macmillan 1998

Taylor S and Field D, *Sociology of Health and Health Care*   Blackwell 1993

Popular Culture

Billington R et al, Culture and Society, Macmillan 1991

Chaney D, Lifestyles, Routledge, 1996

Corrigan P, Sociology of Consumption, Sage 1997

Willis P, Common Culture, OUP 1996

Woodward K, Identity and Difference, OUP 1997

Social Policy and Welfare

Alcock P, Social Policy in Britain, Macmillan 1996

Alcock P et al (eds), The Student's Companion to Social Policy, Blackwell 1998

Moore S, Social Welfare Alive! Stanley Thornes, 1998

Protest and Social Movements

Kirby M, Investigating Political Sociology, Collins 1996

Scott A, Ideology and the New Social Movements, Routledge 1990

Module 2537   **Applied Sociological Research Skills**

and

Module 2538   **Personal Study**

See list for Units 2534 and 2535, and also:

Harvey L and MacDonald M, Doing Sociology: a Practical Introduction, Macmillan 1993

Howe N, Advanced Practical Sociology, Nelson 1994

Module 2539   **Social Inequality and Difference**

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

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

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

Appendix A

Key Skills

These specifications provide opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working With Others, Improving Own Learning and Performance* and *Problem Solving* as required by QCA's *Subject Criteria for Sociology.*

Through classwork, coursework and preparation for external assessment, candidates may produce evidence for Key Skills at Level 3. However, the extent to which this evidence fulfils the requirements of the QCA Key Skills units at this level will be dependent on the style of teaching and learning adopted for each module. In some cases, the work produced may meet the evidence requirements of the Key Skills specifications at a higher or lower level.

Throughout section 5 the symbol is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

    C = Communication

    IT = Information Technology

    WO = Working with Others

    LP = Improving Own Learning and Performance

    PS = Problem Solving

These abbreviations are taken from the QCA Key Skills specifications for use in programmes starting from September 2000. References in section 5 and Appendix A, for example IT3.1, show the Key Skill (IT), the level (3) and subsection (1).

Centres are encouraged to consider the OCR Key Skills scheme to provide certification of Key Skills for their students.

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website, www.ocr.org.uk

Key Skills Coverage

For each module, the following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills unit exist.

Module	Communication	Application of Number	IT	Working with Others	Learning & Performance	Problem Solving
	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3
2532	✓	✓	✓	✓	✓	✓
2533	✓	✓	✓	✓	✓	✓
2534	✓	✓	✓	✓	✓	✓
2535	✓	✓	✓	✓	✓	✓
2536	✓	✓	✓	✓	✓	✓
2537	✓	✓	✓	✓	✓	✓
2538	✓	✓	✓	✓	✓	✓
2539	✓	✓	✓	✓	✓	✓

Appendix B

Extracts from the Subject Criteria for Sociology (QCA 1999)

The following are extracts from the Subject Criteria for Sociology (QCA, 1999) and are included here for clarification of the assessment objectives and of synoptic assessment.

3 Specification Content

3.3 Knowledge and Understanding

a) The nature of sociological thought

AS and A level specifications should require candidates to study the following concepts and theoretical issues:

- social order, social control, social changes;

- conflict and consensus;

- social structure and social action;

- macro and micro perspectives;

- the nature of social facts;

- the role of values;

- the relationship between sociology and social policy.

b) Methods of sociological enquiry

Sociological research involves the use of a range of methods and sources of data. All AS and A level specifications in Sociology should require candidates to be familiar with these methods and sources, and to understand the relationship between theory and methods, particularly the way sociologists deal with:

- the acquisition of primary and secondary data through observation, asking questions, and the use of documents;

- the analysis of quantitative and qualitative data using appropriate concepts;

- factors influencing the design and execution of sociological research;

- ethical issues arising in sociological research.

c) Themes

AS and A level specifications should require candidates to study two themes:

- Socialisation, culture and identity;

- Social differentiation, power and stratification.

The themes should be understood and applied to particular substantive areas of Sociology. However, these themes are to be interpreted broadly as threads running through many areas of social life and should not therefore necessarily be regarded as discrete topics.

For example, the theme of 'Socialisation, culture and identity' might be addressed through aspects of 'the family', but equally through aspects of the 'the mass media' or 'youth culture'. Similarly, the theme of 'Social differentiation, power and stratification' might be addressed through aspects of 'social class' but equally through aspects of 'gender'.

3.4   Skills

The skills outlined in this section relate to the acquisition and production of evidence, the interpretation and evaluation of evidence, the presentation of evidence and its application to sociological debates. The term 'evidence' should be interpreted as including both primary and secondary sources as well as qualitative data. In order to demonstrate a firm grasp of the skills, candidates should relate them to their sociological knowledge and understanding, including that specified in sections 3.3 (a) to 3.3 (c).

a) The analysis of research design

AS and A level specifications should require candidates to demonstrate their ability to:

- identify facts, opinions and value judgements;

- analyse and evaluate the design of a range of investigations;

- analyse and evaluate the methods used to collect, select and record relevant evidence accurately.

b) The interpretation and evaluation of evidence

AS and A level specifications should require candidates to demonstrate their ability to:

- select and apply a range of relevant concepts and theories;

- interpret qualitative and quantitative data;

- identify and evaluate significant social trends;

- evaluate different theories, arguments and evidence.

c) Presentation of evidence and the nature of sociological debates

AS and A level specifications should require candidates to demonstrate their ability to:

- organise and communicate arguments in a coherent manner;

- display an awareness of theoretical debates in Sociology;

- use evidence to support and sustain arguments and conclusions.

3.5

In addition, A level specifications should require candidates to study either the core themes (paragraph 3.3 c) across a wider range of areas and/or theoretical issues, or consider additional themes. A level specifications should also require candidates to:

* cover the issues in 3.3 a) at a depth that extends and enhances the coverage at AS level;

* adopt a more critical, evaluative and interpretative approach to the range of methodological issues in 3.3 b);

* demonstrate more highly developed skills of critical appraisal and reflection on debates based on a broad and diverse range of sources;

* study the nature of sociological thought and methods of sociological enquiry in greater range and depth, and demonstrate more highly developed critical appraisal, evaluative and reflective skills.

6.2   Synoptic Assessment

All specifications should include a minimum of 20% synoptic assessment. All synoptic assessment units should be taken at the end of the course and be externally assessed.. Synoptic assessment will draw on both assessment objectives. The definition of synoptic assessment in the context of Sociology is as follows:

* the drawing together of knowledge, understanding and skills learned in different aspects of the course. It involves the explicit assessment of understanding of the connections between one or more substantive areas of Sociology, and the nature of sociological thought and methods of sociological enquiry using the higher level skills identified in Section 3.5 above.

Examples of synoptic assessment tasks might include:

* a written examination consisting of, or containing, an essay title which assesses candidates' understanding of the links between sociological theories and methods and substantive topics studied during the course. It can include a choice of questions;

* a written examination consisting of, or containing, a stimulus question based on at least one prose passage and/or numerical data making connections between different parts of the course and involving questions assessing understanding of these connections.

Appendix C

Types of Question

The different types of question are defined as:

Stimulus/data response question

At least two items of data is provided. These may be verbal, pictorial, numerical or diagrammatic and may be from a sociological or a non-sociological source. The question is divided into parts, some of which will make use of the data. Mark allocations for the various parts are shown.

Structured essay question

The question is divided into parts in a manner that provides a logical sequence for the development of the answer and ensures balanced coverage of the assessment objectives. Mark allocations for the parts are shown.

Unstructured essay question

This is an open-ended essay question.

Appendix D

ASSESSMENT MATRIX: AS

This assessment matrix underpins the marking schemes for units 2532, 2533, 2534 and 2535. This ensures consistency of standard between these units and clear progression to A2.

Levels of Achievement	ASSESSMENT OBJECTIVE 1		ASSESSMENT OBJECTIVE 2	
	Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in paragraphs 3.3 (a), (b) and (c) of the Subject Criteria*.		Demonstrate abilities which display the acquisition and appropriate application of skills of identification , analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.	
	Knowledge and Understanding (inc. Presentation and Communication)	Interpretation and Analysis	Evaluation	
4	The candidate will show a range of knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology. The candidate will present material in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.	The candidate will show the ability to select and analyse different types of data.	The candidate will show the ability to evaluate specific sociological arguments based on the available evidence, methods and explanations.	
3	The candidate will display knowledge and understanding of selected aspects of social life and of the relevant sociological concepts, theories and methods. The candidate will present material in a manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.	The candidate will show the ability to select from and appropriately interpret different types of data.	The candidate will show the ability to evaluate some of the points to be derived from the available methods and evidence.	

Levels of Achievement	ASSESSMENT OBJECTIVE 1		ASSESSMENT OBJECTIVE 2	
	Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in paragraphs 3.3 (a), (b) and (c) of the Subject Criteria*.		Demonstrate abilities which display the acquisition and appropriate application of skills of identification , analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.	
	Knowledge and Understanding (inc. Presentation and Communication)		Interpretation and Analysis	Evaluation
2	The candidate will display some knowledge of selected aspects of social life, and of relevant concepts, theories and methods. The candidate will present material which partially addresses the question. There may be some errors of grammar, punctuation and spelling.		The candidate will display some ability to interpret different types of data.	The candidate will show the ability to make a basic evaluation of evidence and argument.
1	The candidate will display an awareness of at least one aspect of social life and/or one relevant concept, theory or method. The candidate will present material of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.		The candidate will display limited ability to respond to data.	The candidate will be aware of at least one issue involved in evaluation.

Appendix E

ASSESSMENT MATRIX: A2

This assessment matrix underpins the marking schemes for units 2536, 2537, 2538 and 2539. This ensures consistency of standard between these units and clear progression from AS.

Levels of achievement	ASSESSMENT OBJECTIVE 1	ASSESSMENT OBJECTIVE 2	
	Demonstrate knowledge and understanding of the theories, methods, concepts and various forms of evidence and of the links between them, as outlined in paragraphs 3.3 (a), (b) and (c) of the Subject Criteria*.	**Demonstrate abilities which display the acquisition and appropriate application of skills of identification , analysis, interpretation and evaluation as indicated in paragraphs 3.4 (a), (b) and (c) of the Subject Criteria*.**	
	Knowledge and Understanding (inc. Presentation and Communication)	**Interpretation and Analysis**	**Evaluation**
4	The candidate will show wide-ranging and detailed knowledge and understanding of selected aspects of social life, and of the relevant concepts, theories and methods employed in sociology. The candidate will present material in a balanced, logical and coherent manner, and in a way which directly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.	The candidate will show the ability to select and analyse different types of data, to relate evidence to theory and apply such skills to data.	The candidate will show the ability to make a balanced evaluation of specific sociological arguments based on the available evidence, methods and explanations.
3	The candidate will display a wide range or detailed knowledge and understanding, or a balance of both, of selected aspects of social life and of the relevant sociological concepts, theories and methods. The candidate will present material in a balanced, logical and coherent manner which addresses the question. There may be occasional errors of grammar, punctuation and spelling.	The candidate will select from and analyse different types of data, and show some ability to relate evidence to theory.	The candidate will show the ability to make a balanced evaluation of some of the points to be derived from the available methods and evidence.

Levels of achievement	ASSESSMENT OBJECTIVE 1	ASSESSMENT OBJECTIVE 2	
2	The candidate will display a basic range of knowledge and understanding of selected aspects of social life, and of relevant concepts, theories and methods. The candidate will present material which has some elements of balance, coherence and/or logic and which partially addresses the question. There may be some errors of grammar, punctuation and spelling.	The candidate will display some ability to interpret different types of data and evidence.	The candidate will show the ability to make a basic balanced evaluation of evidence and argument.
1	The candidate will display limited knowledge and understanding of at least one aspect of social life and/or one relevant concept, theory or method. The candidate will present material which will display some limited balance, coherence and/or logic. Errors of grammar, punctuation and spelling may be noticeable and intrusive.	The candidate will display limited ability to deal with one or more type(s) of data.	The candidate will display a simple understanding of at least one issue involved in evaluation.

Appendix F

Weighting of Assessment Objectives within Components

AS - Total UMS 300 (50% Weighting of Full A Level)

Unit 2532 – The Individual and Society

Assessment Objective	UMS	% Weighting of Total AS UMS (300)	% Weighting of Total A Level UMS (600)
AO1	48	16	8
AO2(a)	24	8	4
AO2(b)	18	6	3
Total	**90**	**30**	**15**

Unit 2533 – Culture and Socialisation

Assessment Objective	Q 1	Q2	UMS (Q1+Q2)	% Weighting of Total AS UMS (300)	% Weighting of Total A Level UMS (600)
AO1	32	32	64	21	11
AO2(a)	16	16	32	11	5
AO2(b)	12	12	24	8	4
Total			**120**	**40**	**20**

Unit 2534 – Sociological Research Skills

Assessment Objective	UMS	% Weighting of Total AS UMS (300)	% Weighting of Total A Level UMS (600)
AO1	48	16	8
AO2(a)	24	8	4
AO2(b)	18	6	3
Total	**90**	**30**	**15**

Unit 2535 – Research Report (Sociology)

Assessment Objective	UMS	% Weighting of Total AS UMS (300)	% Weighting of Total A Level UMS (600)
AO1	48	16	8
AO2(a)	24	8	4
AO2(b)	18	6	3
Total	**90**	**30**	**15**

A2 - Total UMS 300 (50% Weighting of Full A Level)

Unit 2536 – Power and Control

Assessment Objective	UMS	% Weighting of Total A Level UMS (600)
AO1	42	7
AO2(a)	24	4
AO2(b)	24	4
Total	90	15

Unit 2537 – Applied Sociological Research Skills

Assessment Objective	Q 1	Q2	UMS (Q1+Q2)	% Weighting of Total A Level UMS (600)
AO1	21	21	42	7
AO2(a)	12	12	24	4
AO2(b)	12	12	24	4
Total			90	15

Unit 2538 – Personal Study (Sociology)

Assessment Objective	Q 1	Q2	UMS (Q1+Q2)	% Weighting of Total A Level UMS (600)
AO1	21	21	42	7
AO2(a)	12	12	24	4
AO2(b)	12	12	24	4
Total			90	15

Unit 2539 – Social Inequality and Difference

Assessment Objective	UMS	% Weighting of Total A Level UMS (600)
AO1	56	9⅓
AO2(a)	32	5⅓
AO2(b)	32	5⅓
Total	120	20

Appendix G

The Specifications at a Glance

AS units

Unit 2532: The Individual and Society	Unit 2533: Culture and Socialisation

• The individual and society
• Culture and the formation of identities
 	
  Written examination
o 1 hour
o *One* from two 4-part structured questions.
o 15%
	o Written examination
	o 1 hour 30 mins
	  Two 2-part structured essay questions, chosen from one or two of the following options, each with a choice of two:
	  Family
	  Mass Media
	  Religion
	  Youth and Culture
	o 20%

Either **Unit 2534: Sociological Research Skills**	**Or** **Unit 2535: Research Report**
• Basic concepts in research design • Aspects of data collection • Interpreting and evaluating data o Written examination o 1 hour o One compulsory data response question assessing knowledge and understanding of basic research techniques. o 15%	o A pro forma report on a piece of sociological research. Word limit: 1000 o 15%

A2 units

Unit 2536: Power and Control	Unit 2539: Social Inequality and Difference (synoptic)

o   Written examination
 	
o   1 hour
 	
o   One unstructured essay question, from a choice of two in each of the following options:
        Crime and Deviance
        Education
        Health
        Popular Culture
        Social Policy and Welfare
        Protest and Social Movements
 	
o   15%
	• Dimensions of workplace inequality
	• Poverty as a dimension of inequality
	• Explanations of inequality and difference
	
	o Written examination
	o 1 hour 30 minutes
	o One from two multi-part data response questions
	o 20%

Either **Unit 2537: Applied Sociological Research Skills**	**Or** **Unit 2538: Personal Study**
• Research design and sociological theory • Techniques of data collection • Interpreting, evaluating and reporting data o Written examination o 1 hour 30 mins o Two compulsory questions; one data response; the other requiring a research design on a given topic. o 15%	o A piece of work on a topic chosen by the candidate Word range: 2000-2750 o 15%