

# AS and A LEVEL

Teacher Guide

H180/H580

Accredited

# SOCIOLOGY

Suggested studies

July 2015



# AS and A LEVEL SOCIOLOGY

## Suggested studies

These are suggested studies and in no way an exhaustive list. They may act as a starting point and help to clarify the range of what may be relevant for each section of the specification. In places, they may also alert you to some newer or lesser-known research which is worth considering. However, studies included on this list are in no way 'required', and there are many others which may be equally relevant and valuable.

### Socialisation, culture and identity: (01)

Section A: Introducing socialisation, culture and identity	Page 3	
Section B Option 1: Families and relationships	Page 5	
Section B Option 2: Youth subcultures	Page 6	
Section B Option 3: Media	Page 8	

### Researching and understanding social inequalities: (02)

Section A: Research methods and researching social inequalities	Page 10	
Section B: Understanding social inequalities	Page 12	

### Debates in contemporary society: (03)

Section A: Globalisation and the digital social world	Page 14	
Section B Option 1: Crime and deviance	Page 15	
Section B Option 2: Education	Page 17	
Section B Option 3: Religion, belief and faith	Page 19	



## Section A: Introducing socialisation, culture and identity

Key questions	Content	Suggested studies
<b>1. What is culture?</b>	<p>Culture, norms and values</p> <p>Types of culture:</p> <ul style="list-style-type: none"> <li>• subculture</li> <li>• high culture</li> <li>• popular culture</li> <li>• global culture</li> <li>• consumer culture</li> </ul> <p>Cultural diversity</p> <p>Cultural hybridity</p>	<p>Mead (1935) Comparing tribal cultures</p> <p>Bourdieu (1984) Cultural capital</p> <p>McLuhan (1984) Global village</p> <p>Nayak (2003) White wannabes</p>
<b>2. What is socialisation?</b>	<p>Primary and secondary socialisation</p> <p>Agencies of socialisation:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• peer group</li> <li>• media</li> <li>• religion</li> <li>• education</li> <li>• workplace</li> </ul> <p>Nature/nurture debate</p> <p>Formal agencies of social control:</p> <ul style="list-style-type: none"> <li>• police</li> <li>• law/legal system</li> <li>• courts</li> <li>• government</li> <li>• military</li> </ul> <p>Informal agencies of social control:</p> <ul style="list-style-type: none"> <li>• family</li> <li>• peer group/subcultures</li> <li>• media</li> <li>• religion</li> <li>• education</li> <li>• workplace</li> </ul>	<p>Parsons (1955) The role of the family in primary socialisation</p> <p>Oakley (1981) Gender role socialisation in the family</p> <p>Lees (1983, 1997) Peer pressure and teenage girls</p> <p>Bowles and Gintis (1976) Schooling and the hidden curriculum</p> <p>Mulvey (1975) The 'male gaze'</p> <p>Young (2007) The 'bulimic society'</p> <p>Modood (1997) The importance of religion to young Asians</p> <p>Waddington (1999) 'Canteen culture'</p>



Key questions	Content	Suggested studies
3. What is identity?	<p>The concept of identity</p> <p>Aspects of identity and the associated cultural characteristics:</p> <ul style="list-style-type: none"> <li>• ethnicity</li> <li>• nationality</li> <li>• gender</li> <li>• social class</li> <li>• sexuality</li> <li>• age</li> <li>• disability</li> </ul> <p>Hybrid identities</p>	<p>Ghumann (1999) Asian identity and family</p> <p>Gilroy (1993) The 'Black Atlantic' identity</p> <p>Francis &amp; Archer (2005) British Chinese families</p> <p>Back (1996) Neighbourhood nationalism</p> <p>Hewitt (2005) White British identity</p> <p>Anderson (1983) 'Nation' as an 'imagined community'</p> <p>Kumar (2003) English identity</p> <p>Oakley (1981) Gender role socialisation in the family.</p> <p>Mac an Ghaill (1984) Macho lads</p> <p>Jackson (2006) Lads and ladettes</p> <p>Mackintosh &amp; Moonie (2004) Invisibility and social closure in the upper class.</p> <p>Fox (2004) The English class system</p> <p>McIntosh (1996) The homosexual role</p> <p>Plummer (1996) The homosexual career</p> <p>Postman (1982) The disappearance of childhood</p> <p>Hockey &amp; James (1993) The infantilisation of the elderly</p> <p>Shakespeare (1996) Disability and identity</p> <p>Murugami (2009) Disability and identity</p> <p>Nayak (2003) White wannabes (hybridity)</p>



## Section B Option 1: Families and relationships

Key questions	Content	Suggested studies
<b>1. How diverse are modern families?</b>	<p>The diversity of family and household types in the contemporary UK:</p> <ul style="list-style-type: none"> <li>nuclear families</li> <li>extended families</li> <li>lone parent families</li> <li>reconstituted families</li> <li>same-sex families</li> <li>non-family households</li> </ul> <p>Aspects of and reasons for family and household diversity in the contemporary UK, including:</p> <ul style="list-style-type: none"> <li>trends in marriage, divorce and cohabitation</li> <li>demographic changes: <ul style="list-style-type: none"> <li>birth-rate</li> <li>family size</li> <li>age at marriage</li> <li>age of child-bearing</li> <li>ageing population</li> </ul> </li> <li>family diversity in terms of: <ul style="list-style-type: none"> <li>social class</li> <li>ethnicity</li> <li>sexuality</li> </ul> </li> </ul> <p>The ideology of the nuclear family and the theoretical debates about the role and desirability of the nuclear family in contemporary society:</p> <ul style="list-style-type: none"> <li>functionalism</li> <li>New Right</li> <li>Marxism</li> <li>feminism</li> <li>postmodernism</li> </ul> <p>Debates about the extent of family diversity in the contemporary UK</p>	<p>Murdock (1949) The universal nuclear family  Beck &amp; Beck-Gernsheim (1995) Individualization  Spencer (2005) Lone-parent families  Grant (2006) Step fathers  Guasp (2010) Same-sex families  Klinenberg (2013) Living alone  Roseneil &amp; Budgeon (2004) Breaking down the heteronorm  Beaujouan and Bhrolchain (2011) Trends in cohabitation  Hall et al (1999) Singlehood  Heath (2004) The rise of the kippers  Giddens (1992) Transformation of intimacy  Langford (1999) Women &amp; relationships  Fletcher (1966) Linking divorce and marriage expectations  Chambers (2012) Continued stigmatization of divorce, cohabitation and lone-parenthood  Giddens (1992) Confluent love  Duncombe and Marsden (1995) Triple shift  Allan &amp; Crowe (2001) Changing role of women  Jones (2011) The role of grandparents  Brannen (2003) Beanpole families  Crompton (2005) The family and class reproduction  Gillies (2005) Class differences in the family  Berthoud (2001) Tradition in Asian families  Berthoud and Beishon (1997) African Caribbean families  Weeks et al (1999) Same sex families as 'chosen families'  Parsons (1951) Parsons and Bales (1955) Specialisation of family functions, nuclear family  Popenoe (1996) Biological imperatives of nuclear family  Dennis &amp; Erdos (2000) Problems of families without fathers  Zaretsky (1976) Family supporting Capitalist system  Cooper (1972) The death of the family  Hochschild (2003) The commercialization of intimate life  Delphy and Leonard (1992) Female exploitation in the family  Sommerville (2000) Changing female choices  Finch (2007) Family display  Bauman (2003) Liquid love, weakening of family bonds  Chester (1985) The neo-conventional family  Gittins (1993) The ideology of the nuclear family</p>

Key questions	Content	Suggested studies
<b>2. To what extent are roles and relationships within families and households changing?</b>	<p>Roles and relationships between partners and how they are changing, including issues of power</p> <p>Roles and relationships between parents and children and how they are changing, including issues of power</p>	<p>Parsons and Bales (1955) Division of roles in the family</p> <p>Young and Willmott (1973) The symmetrical family</p> <p>Giddens (1992) A 'transformation of intimate relationships</p> <p>Stanko (2000) Domestic violence</p> <p>Oakley (1974) Negative role of housewife</p> <p>Hakim (2010) Women and domestic labour</p> <p>Hardhill et al (1997) Decision making in the family</p> <p>Cunningham (2007) Shrinking home habitat for children</p> <p>Palmer (2006) Toxic childhood</p> <p>Bhatti (1999) Asian children</p> <p>Furedi (2001) Paranoid parenting</p> <p>Hatter et al (2002) Types of fathering</p> <p>Chambers (2013) Role of grandparents</p>

### Section B Option 2: Youth subcultures

Key questions	Content	Suggested studies
<b>1. How and why are youth culture and subcultures formed?</b>	<p>Theoretical views of the role and formation of youth culture and subcultures:</p> <ul style="list-style-type: none"> <li>• functionalism</li> <li>• Marxism/neo-Marxism</li> <li>• feminism</li> <li>• postmodernism</li> </ul> <p>Subcultures as related to:</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• gender</li> <li>• ethnicity</li> <li>• hybridity</li> </ul>	<p>Parsons (1942) Youth as a transitional stage</p> <p>Eisenstadt (1956) Youth as integration and as a safety valve</p> <p>Hall &amp; Jefferson (1976) CCCS studies on spectacular youth subcultures and youth as resistance</p> <p>McRobbie &amp; Garber (1976) Bedroom culture &amp; girl subcultures</p> <p>Thornton (1995) Subcultural capital</p> <p>Maffesoli (1996) Neo-tribes</p> <p>Clarke (1976) Skinheads &amp; resistance</p> <p>Hebdige (1979) Punks and bricolage</p> <p>McRobbie (1994) 'Ragga girls'</p> <p>Reddington (2003) Female punks</p> <p>Hollands (1995) Males &amp; females in Newcastle</p> <p>Hebdige (1976) Rastafarians</p> <p>Johal (1998) Hyperethnicity</p> <p>Cashmore (1997) Rap and hybridity</p> <p>Vale &amp; Juno (1989) Modern primitives</p>



Key questions	Content	Suggested studies
<b>2. Why do young people participate in deviant subcultures?</b>	<p>Deviant subcultures:</p> <ul style="list-style-type: none"> <li>• delinquent subcultures</li> <li>• criminal subcultures</li> <li>• spectacular youth subcultures</li> <li>• anti-school subcultures</li> <li>• gangs</li> </ul> <p>Patterns and trends in youth deviance related to:</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• gender</li> <li>• ethnicity</li> </ul> <p>Explanations for young people participating in deviant subcultures:</p> <ul style="list-style-type: none"> <li>• functionalism/New Right</li> <li>• Marxism/neo-Marxism</li> <li>• interactionism</li> <li>• culture and identity</li> </ul> <p>The media and youth deviance:</p> <ul style="list-style-type: none"> <li>• deviance amplification</li> <li>• folk devils</li> <li>• moral panics</li> </ul>	<p>Hall &amp; Jefferson (1976) CCCS studies on spectacular youth subcultures and youth as resistance</p> <p>St John (2003) 'Post-Rave Technotribes'</p> <p>Farrington et al (1989) The Cambridge study, class as criminality</p> <p>Muncie (1999) Moral panics about girl gangs</p> <p>Lea and Young (1993) Intra-racial crime</p> <p>Cohen (1955) Status frustration</p> <p>Millar (1958) Focal concerns</p> <p>Murray (1984) The underclass and criminality</p> <p>Lea and Young (1993) Relative deprivation, marginalization, subculture</p> <p>Cicourel (1968) Police and the negotiation of justice</p> <p>Decker &amp; Van Winkle (1996) The 'pull' of gangs.</p> <p>Harding (2014) Gangs as a game of high stakes (street casino)</p> <p>Willis (1972) Anti-school subcultures</p> <p>McDonald &amp; Marsh (2005) Anti-school subcultures on Teeside</p> <p>Messerschmidt (1993) 'Doing masculinity'</p> <p>Bachelor (200) Girl gangs</p> <p>Archer &amp; Yamashita (2003) Hyperheterosexuality &amp; anti school subcultures</p> <p>Blackman (1998) New Wave girls</p> <p>Nightingale (1993) Black males and the paradox of inclusion</p> <p>Alexander (1996) The Art of being black, and (2000) The Asian Gang</p> <p>Mac an Ghail (1998) Young, gifted and black</p> <p>Sewell (1997) Black males in school</p> <p>Strand &amp; Winston (2008) Differing responses to education within ethnic subcultures.</p> <p>Cohen (1973) Folk devils &amp; moral panics</p> <p>Fawbert (2008) Hoodies as a moral panic</p> <p>Brown (2012) Rave as a moral panic</p>



## Section B Option 3: Media

Key questions	Content	Suggested studies
<p><b>1. How are different social groups represented in the media?</b></p>	<p>Evidence of representations in the media and how far these are changing in relation to:</p> <ul style="list-style-type: none"> <li>• ethnicity (majority and minority ethnic groups)</li> <li>• gender (masculinity and femininity)</li> <li>• social class (middle, working, upper, under)</li> <li>• age (young and old)</li> </ul> <p>Theoretical views of media representations:</p> <ul style="list-style-type: none"> <li>• Marxism</li> <li>• neo-Marxism</li> <li>• pluralism</li> <li>• feminism</li> <li>• postmodernism</li> </ul>	<p>Van Dijk (1991) Media representations of minority and majority ethnic groups            Malik (2002) Inaccurate representations of ethnicity, tokenism            Barker (1999) Ethnic representation in Eastenders            Tuchman (1978) Symbolic annihilation of women            Gill (2008) Change from passive to active representations of women in advertising.            Gauntlett (2008) More equal gender roles in media            Dodd and Dodd (1992) Representations of working class characters in EastEnders            Jones (2012) Portrayal of working class 'chavs'            Price (2014) Portrayal of underclass and 'poverty porn'            Nairn (1988) Representations of the Royal family            Heintz-Knowles (2002) Portrayal of children            Wayne (2007) Portrayal of youth in the news            Landis (2002) One-dimensional portrayal of older people            Miliband (1969) Media as new 'opium of the people'            Hall (1981) Stereotyping ethnicity from a neo-Marxist perspective            Philo, Bryant &amp; Donald (GMG) (2013) Portrayal of asylum seekers from a neo-Marxist perspective            Whale (1980) Pluralist view of media representations            Williams (2010) Journalism as part of democracy            Mulvey (1975) The male gaze            Lauzen (2014) Under-representation of women in film industry            Whelehen (2000) Rise of laddism in media to override feminism messages of equality            Strinati (1995) Media saturation            Baudrillard (1994) Hyperreality            Turkle (1995) Postmodern perspective on television (and internet) as reality</p>





Key questions	Content	Suggested studies
<p><b>2. What effect do the media have on audiences?</b></p>	<p>Theoretical views of media effects:</p> <ul style="list-style-type: none"> <li>• direct</li> <li>• indirect</li> <li>• active audience</li> </ul> <p>The role of the media in deviance amplification and the creation of moral panics</p>	<p>Packard (1957) Hypodermic syringe model  Newson (1994) Desensitising effect of children's exposure to media violence  Bandura (1961, 1963) Bobo doll experiments  Anderson et al (2003) Effects of violent song lyrics  Young (2003) Narratives/ context of media violence  Katz and Lazarsfeld (1965) Two-step flow model and opinion leaders  Philo (1989) Differing effect of portrayal of miners' strike.  McQuail (1987) Uses of the media  Hall (1973) Coding/ decoding media content  Klapper (1960) Selective filter model  Wilkins (1967) Deviancy amplification  Cohen (1972) Folk devils and moral panics  Goode and Ben-Yehuda (1994) Elements of a moral panic  Hall (1978) Ideological function of moral panics  McRobbie (1994) Changing influence of moral panics</p>



## Section A: Research methods and researching social inequalities

Key questions	Content	Suggested studies
<b>1. What is the relationship between theory and methods?</b>	<p>Positivism:</p> <ul style="list-style-type: none"> <li>• patterns</li> <li>• trends</li> <li>• objectivity</li> <li>• value freedom</li> <li>• quantitative data</li> </ul> <p>Interpretivism:</p> <ul style="list-style-type: none"> <li>• meanings and experiences</li> <li>• verstehen and empathy</li> <li>• rapport</li> <li>• subjectivity</li> <li>• researcher imposition</li> <li>• reflexivity</li> <li>• qualitative data</li> </ul> <p>Key research concepts:</p> <ul style="list-style-type: none"> <li>• validity</li> <li>• reliability</li> <li>• representativeness</li> <li>• generalisability</li> </ul>	<p>Studies are not required for the research methods section although research methods could be explored in the context of some of the studies on patterns of inequality in Section B.</p>



Key questions	Content	Suggested studies
<p><b>2. What are the main stages of the research process?</b></p>	<p>Key concepts in the research process:</p> <ul style="list-style-type: none"> <li>• factors influencing the choice of research topic</li> <li>• aims/hypothesis/research questions</li> <li>• primary data</li> <li>• secondary data</li> <li>• operationalisation</li> <li>• pilot studies</li> <li>• data collection</li> <li>• respondent validation</li> <li>• longitudinal studies</li> <li>• interpretation of data</li> <li>• the relationship between sociology and social policy</li> </ul> <p>Sampling process</p> <p>Sampling techniques:</p> <ul style="list-style-type: none"> <li>• random</li> <li>• systematic</li> <li>• stratified</li> <li>• snowball</li> <li>• volunteer</li> <li>• opportunity</li> <li>• purposive</li> <li>• quota</li> </ul> <p>Access and gatekeeping</p> <p>Ethics</p>	<p>Studies are not required for the research methods section although research methods could be explored in the context of some of the studies on patterns of inequality in Section B.</p>
<p><b>3. Which methods are used in sociological research?</b></p>	<p>Research methods:</p> <ul style="list-style-type: none"> <li>• questionnaires</li> <li>• structured interviews</li> <li>• statistical data (official and non-official)</li> <li>• content analysis</li> <li>• observations (participant, non-participant, covert, overt)</li> <li>• unstructured interviews</li> <li>• semi structured interviews</li> <li>• ethnography</li> </ul> <p>Quantitative and qualitative data</p> <p>Mixed methods</p> <ul style="list-style-type: none"> <li>• triangulation</li> <li>• methodological pluralism</li> </ul>	<p>Studies are not required for the research methods section although research methods could be explored in the context of some of the studies on patterns of inequality in Section B.</p>

## Section B: Understanding social inequalities

Key questions	Content	Suggested studies
1. What are the main patterns and trends in social inequality and difference?	<p>Social inequality and difference in relation to:</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• gender</li> <li>• ethnicity</li> <li>• age</li> </ul>	<p><b>Note: Studies demonstrating evidence of inequalities can be used from across the specification.</b></p> <p>In addition to studies, appropriate evidence includes statistical patterns and trends, concepts and examples.</p> <p><b>Social Class:</b></p> <p>Rowlingson and Mullineux (2013) Birmingham Report on income and wealth          Atkinson (2013) Inherited wealth          Roberts (2001) Social mobility, middle class employment security          Gallie (2000) Working class/ manual occupations disproportionately affected by changes to economic structure, deskilling          Wakeman (2015) Food banks and nutritional deficiencies</p> <p><b>Gender:</b></p> <p>McDowell (1992) Women concentrated in work with part-time/ short term contracts.          Li and Devine (2011) Women and social mobility          Payne and Pantazis (1997) Gender and poverty          Mac an Ghaill (1994) Crisis of masculinity          Warin et al (1999) Pressure on males to be breadwinners and superdads</p> <p><b>Ethnicity:</b></p> <p>Jenkins (1986) Racism in recruitment practices          Heath &amp; Cheung (2006) The ethnic penalty          Bhopal et al (1995) Bangladeshi women homeworkers          Marsh &amp; Merry (2003) Ethnicity and poverty          Aldridge (2001) Ethnicity and social mobility          Rex and Tomlinson (1979) An ethnic underclass          Pilkington (2003) Challenging the idea of an ethnic underclass</p> <p><b>Age:</b></p> <p>Milne (1999) Grey Power – Differences in life chances and experiences of the elderly          Moore and Conn (1985) Observation study on treatment of elderly          Hockey and James (1993) Infantilisation of the elderly          Ray, Sharp and Adams (2006) Ageism in the UK, e.g. in the workplace          Bytheway et al. (2007) Discrimination and rejection of elderly</p>



Key questions	Content	Suggested studies
<b>2. How can patterns and trends in social inequality and difference be explained?</b>	<p>The main sociological explanations of social inequality and difference:</p> <ul style="list-style-type: none"> <li>• functionalism</li> <li>• Marxism</li> <li>• Weberian</li> <li>• feminism</li> <li>• New Right</li> </ul>	<p><b>Social Class:</b>            Davis and Moore (1945) The functions of class inequalities            Saunders (1990) Equality of opportunity, a New Right view            Murray (1984) The underclass, a New Right view            Westergaard &amp; Resler (1976) A Marxist view on the continuing importance of class inequality            Parkin (1979) Weberian class analysis, social closure and usurpation            Pakulski and Waters (1996) A postmodernist view on social class inequality</p> <p><b>Gender:</b>            Sharpe (1994) Changing gender expectations            Ansley (1977) Women soaking up male frustration            Benston (1972) Unpaid domestic work            Millett(1970) Sexual politics            Johnson (1995) Patriarchal terrorism            Delphy &amp; Leonard (1992) The family as an oppressive institution            Walby (1990, 1997) Triple systems, intersectionality            Hakim (2006) Rational choice. Preference theory            Rastogi (2002) Human capital            Schlafly (2002) New Right view            Barron &amp; Norris (1976) Dual labour market theory</p> <p><b>Ethnicity:</b>            Patterson (1965) Immigrant-host model            Murray and Herrnstein (1994) The Bell Curve            Castles and Kosack (1973) Divide and rule            Miles (1989) Racialised class fractions            Rex and Tomlinson (1979) Ethnic underclass            Parkin (1968) Negatively privileged status groups</p> <p><b>Age:</b>            Parsons (1977) Youth as a transitional stage            Statham (2011) Role of grandparents            Cummings and Henry (1961) Social disengagement theory            Phillipson (1982) The elderly as a reserve army of labour            Arber and Ginn (1991) Age, gender and status            Turner (1989) Age and status in society            Victor (1994) Negative labelling of the elderly            Lackzo and Phillipson (1991) Intersection of class and age            Blaikie (1999) Postmodernism and positive ageing</p>

## Section A: Globalisation and the digital social world

Key questions	Content	Suggested studies
<b>1. What is the relationship between globalisation and digital forms of communication?</b>	<p>Definitions of globalisation</p> <p>Developments in digital forms of communication in a global society:</p> <ul style="list-style-type: none"> <li>• digital revolution</li> <li>• global village</li> <li>• networked global society</li> <li>• media convergence</li> <li>• social media</li> <li>• virtual communities</li> <li>• digital social networks</li> </ul> <p>Applying sociological theories to digital forms of communication:</p> <ul style="list-style-type: none"> <li>• Marxism</li> <li>• feminism</li> <li>• postmodernism</li> </ul>	<p>Giddens (1990) Defining globalisation</p> <p>Carter (2005) Cybercity – a virtual community</p> <p>Boellstorff (2008) Second Life</p> <p>Castells (2000) A Marxist view on the power of the network</p> <p>Boyle (2005) Digitalisation and media convergence</p> <p>Cornford and Robins (1999) Concentration of power in media, new media not so 'new', surveillance and control</p> <p>Haraway (1985, 1991) Cyborgs as a path to gender equality</p> <p>Cochrane (2013) Technology and the fourth wave of feminism</p> <p>Bjorklund (1998) Social media as a form of autobiography</p>
<b>2. What is the impact of digital forms of communication in a global context?</b>	<p>The impact of digital forms of communication on:</p> <ul style="list-style-type: none"> <li>• peoples' identity</li> <li>• social inequalities</li> <li>• relationship</li> </ul> <p>The impact of digital forms of communication on culture:</p> <ul style="list-style-type: none"> <li>• conflict and change</li> <li>• cultural homogenisation</li> <li>• cultural defence/'glocalisation'</li> </ul>	<p>Boyle (2007) Increasing reliance on digital communications over successive generations</p> <p>Berry (2011) Older users of the internet.</p> <p>Mertens and D'Haenens (2010) Digital class divide</p> <p>Li and Kirkup (2007) Gender differences in internet use between British and Chinese students</p> <p>Turkle (2011) Effect on social relationships: alone together</p> <p>Miller (2011) Tales from Facebook</p> <p>Shaw and Gant (2002) Positive effects of internet use</p> <p>Howard (2011) The role of digital communication in fundamentalist religious groups</p> <p>Kirkpatrick (2010) Influence of social media on social movements</p>



## Section B Option 1: Crime and deviance

Key questions	Content	Suggested studies
<b>1. How are crime and deviance defined and measured?</b>	<p>Definitions:</p> <ul style="list-style-type: none"> <li>• crime and deviance</li> <li>• social order</li> <li>• social control</li> <li>• the relativity of crime and deviance</li> <li>• the social construction of crime and deviance</li> </ul> <p>Measuring crime:</p> <ul style="list-style-type: none"> <li>• official crime statistics</li> <li>• victim surveys</li> <li>• self-report studies</li> </ul>	<p>Hough and Mayhew (1985) The British Crime Survey</p> <p>Jones, Maclean and Young (1986) The Islington Crime Survey</p> <p>Young (1988) An evaluation of victim surveys, the myth of the equal victim</p> <p>Farrington et al (1989, 2000a, 2001) The Cambridge Study: a longitudinal self report study</p> <p>Campbell (1981) Self-report study on gender and delinquency</p>
<b>2. What are the patterns and trends in crime?</b>	<p>The social distribution of offending and victimisation:</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• gender</li> <li>• age</li> <li>• ethnicity</li> </ul> <p>Patterns of crime in a global context:</p> <ul style="list-style-type: none"> <li>• global organised crime</li> <li>• green crime</li> </ul>	<p>BWilliams et al (2012) Statistically linking social disadvantage and crime</p> <p>Kinsey (1984) The Merseyside crime survey, class and victimization</p> <p>Young (1988) The myth of the equal victim</p> <p>Walklate (2006) Repeat victimization and abusive relationships</p> <p>Adler (1975) The increase in female criminality</p> <p>Gelsthorpe (2006) Differences in female criminality</p> <p>Messerschmidt (1993) Masculinity and criminality</p> <p>Winlow (2001) Working class masculinity and crime</p> <p>McVie (2004) The Edinburgh study: age and offending patterns</p> <p>Bowling and Phillips (2006) Charging and prosecution of Black suspects</p> <p>Phillips and Bowling (2002) Overpolicing of some neighbourhoods</p> <p>Holdaway (1996) The racialization of policing</p> <p>Hood (1992) Race and sentencing</p> <p>Waddington et al (2004) Stopping and searching, ethnicity and the 'available' population</p> <p>Nightingale (1993) The paradox of inclusion</p> <p>Gunter (2008) Black identity, badness and 'road culture'</p> <p>Gilroy (1982) The Myth of black criminality</p> <p>Palmer (2013) Understanding black youth crime</p> <p>Bowling, Parmar and Phillips (2003) Asian stereotypes and crime</p> <p>Franko Aas (2007) Defining organized crime and green crime</p> <p>Castells (2000) Organized crime and globalization</p> <p>Robertson's (1995) Concept of 'glocalization', conditions impact on global phenomena.</p> <p>Potter (2010) Indirect damage done by 'green crime'</p> <p>Carrabine et al (2004) Primary and secondary green crime</p>

Key questions	Content	Suggested studies	
<b>3. How can crime and deviance be explained?</b>	<p>Theoretical views of crime and deviance:</p> <ul style="list-style-type: none"> <li>• functionalism</li> <li>• Marxism</li> <li>• neo-Marxism/radical criminology</li> <li>• interactionism</li> <li>• realism (left and right)</li> <li>• New Right</li> <li>• subcultural theories</li> <li>• feminism</li> </ul>	<p>Durkheim (1960) Anomie and upright consciences</p> <p>Erikson (1966) The function of public degradation ceremonies</p> <p>Davis (1981) Prostitution as a safety valve</p> <p>Merton (1938) Strain Theory</p> <p>Cohen (1955) Delinquent boys and status</p> <p>Cloward and Ohlin (1961) Illegitimate opportunity structures</p> <p>Winlow (2001) Badfellas: Working class criminality</p> <p>Katz (1988) The seductions of crime</p> <p>Lyng (2005) Deviance and edgework</p> <p>Presdee (2002) The revolt against the mundane</p> <p>Young (2003) Underclass criminality and social exclusion</p> <p>Becker (1966) Outsiders, labelling and master status</p> <p>Lemert (1951) Primary and secondary deviance</p> <p>Cicourel (1968) Police negotiations</p> <p>Box (1983) Marxist view of crime as ideology</p> <p>Bonger (1916) Linking crime to economic conditions</p> <p>Gordon (1973) Crime as a rational response to social conditions</p> <p>Goldstraw-White (2010) Interviewing white collar criminals</p> <p>Chambliss (1973) The Saints and the roughnecks</p> <p>Hall &amp; Jefferson (1976) Neo-Marxist views on working class youth deviance and resistance</p> <p>Taylor, Walton &amp; Young (1972) The New Criminology</p> <p>Hall et al (1978) 'Policing the Crisis'</p>	<p>Hirschi (1969) Social Bonds</p> <p>Murray (1984, 2005) New Right ideas: The underclass and criminality</p> <p>Murray and Herrnstein (1994) The impact of intelligence on criminal behaviour.</p> <p>Wilson (1975) Right realism</p> <p>Wilson &amp; Kelling (1982) Right realist ideas: Broken windows</p> <p>Wilson &amp; Herrnstein (1985) Biological criminal tendencies &amp; the need for proper socialisation</p> <p>Matthews and Young (1992) Left Realist ideas: The square of crime</p> <p>Lea and Young (1993) Relative deprivation, marginalisation and subculture</p> <p>Young (1999) The exclusive society</p> <p>Chesney-Lind (1989) Female deviance tends to be 'sexualised'</p> <p>Heidensohn (1996) Women and social control</p> <p>Lees (1989) Control of girls through sexual reputation</p> <p>Holdaway (1996) The racialization of policing</p> <p>Hood (1992) Race and sentencing</p> <p>Waddington et al (2004) Stopping and searching, ethnicity and the 'available population</p> <p>Nightingale (1993) The paradox of inclusion</p> <p>Gunter (2008) Black identity, badness and 'road culture'</p> <p>Gilroy (1982) The Myth of black criminality</p> <p>Palmer (2013) Understanding black youth crime</p> <p>Bowling, Parmar and Phillips (2003) Asian stereotypes and crime</p>



Key questions	Content	Suggested studies
4. How can crime and deviance be reduced?	<p>Social policy and crime:</p> <ul style="list-style-type: none"> <li>• left wing: <ul style="list-style-type: none"> <li>○ social and community crime prevention and punishment</li> <li>○ restorative justice</li> <li>○ structural changes in society</li> </ul> </li> <li>• right wing: <ul style="list-style-type: none"> <li>○ situational crime prevention</li> <li>○ environmental crime prevention</li> <li>○ retributive justice</li> <li>○ punitive punishment and control</li> </ul> </li> </ul>	<p>John Braithwaite (1989) Left wing policies: Crime, Shame and Reintegration  Lea and Young (1993) Over and under policing, multi-agency working  Shapland (2008) Assessing restorative justice  Clarke (1980) Right wing policies: examples of target hardening  Painter and Farrington (1999) Street lighting and crime reduction  Wilson and Kelling (1982) Order maintenance  Zimring (2011) Assessing zero tolerance  Murray (2005) New right policies: prison works</p>

## Section B Option 2: Education

Key questions	Content	Suggested studies
1. What is the role of education in society?	<p>Theoretical views of the role of education:</p> <ul style="list-style-type: none"> <li>• functionalism</li> <li>• Marxism</li> <li>• liberal</li> <li>• social democratic</li> <li>• New Right</li> <li>• feminism</li> </ul> <p>Theoretical explanations of the relationship between education and work:</p> <ul style="list-style-type: none"> <li>• functionalism</li> <li>• Marxism</li> <li>• New Right</li> </ul>	<p>Durkheim (1925) Education and the division of labour  Parsons (1961) Particularistic and universalistic values, role allocation  Davis &amp; Moore (1945) Role allocation  Althusser (1972) Ideological state Apparatus  Bowles &amp; Gintis (1976) Correspondence theory, hidden curriculum and myth of meritocracy  Willis (1977) Learning to labour  Rikowski (2002 and 2005) The marketization of education  Halsey et al (1980) Social democratic approach  Arnott et al (1999) Continuing male dominance of STEM subjects  Woolf (2002) Questioning link between education and economic growth  Chubb &amp; Moe (1997) Competitions and self-management to raise standards  Illich (1973) Deschooling society</p>



Key questions	Content	Suggested studies	
<b>2. What are the patterns and trends of educational inequalities?</b>	<p>Differential educational achievement by:</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• ethnicity</li> <li>• gender</li> </ul> <p>Educational inequalities in a global context:</p> <ul style="list-style-type: none"> <li>• the global 'gender apartheid' in education</li> <li>• the disparity in educational provision around the world</li> </ul>	<p>Note: The patterns and trends in educational achievement can be demonstrated through statistical data. The studies used to explain these patterns and trends often also illustrate them (see next section).</p> <p>Mayer (2000) Gender apartheid has been largely ignored  Russo (2006) Gender and educational opportunities in Afghanistan  Filmer (2007) Poverty and educational opportunities in poorer countries  Bjornberg &amp; L. Dahlgren (2003) Education in Sweden</p>	
<b>3. How can differential educational achievement be explained?</b>	<p>Explanations for differential educational achievement:</p> <ul style="list-style-type: none"> <li>• inside and outside school factors</li> <li>• structural, material and cultural factors</li> <li>• theoretical approaches</li> <li>• functionalism</li> <li>• Marxism</li> <li>• interactionism</li> <li>• social democratic</li> <li>• feminism</li> <li>• New Right</li> </ul>	<p>Smith and Michael Noble (1995) Low incomes can create a number of barriers to learning:  Blanden and Paul Gregg (2004) Relationship between income and educational attainment  Callender and Jon Jackson (2005) Debt aversion discouraging students from lower income backgrounds from applying to university.  Feinstein (2003) Class differences in parental interest and support  Evans (2007) Social variation in parental teaching  Bernstein (1973) Speech codes  Bourdieu (1971, 1974, 1984) Cultural capital, habitus  Reay (1998) Middle class mothers and cultural capital  Reay et al (2005) Habitus and university students  Hargreaves et al (1975) Labelling &amp; deviance in classrooms  Gillborn and Youdell (2001) Social class and labelling  Dunne and Gazeley (2009) Teacher expectations and social class  William and Bartholomew (2004) Effects of setting in maths  Mac an Ghaill (1994) Working class pupil subcultures</p>	<p>Connor et al (2004) Differences in participation and performance in HE based on ethnicity  Kingdon and Cassen (2007) White, working class, male underachievement  Modood (2004) Cultural capital and ethnicity  Archer and Francis (2007) Chinese culture and education  Strand (2008) Parental attitudes and ethnicity  Dustmann et al (2008) Ethnicity and language  Sewell (1997) Black male underachievement  Vincent et al (2013) Class and ethnicity  Gillborn and Youdell (2000, 2001) Teacher expectations and ethnicity  Mirza (1992) Teacher racism towards black girls  Mac an Ghaill (1992) Young, gifted and black  Gillborn (1990) Perceived racism and anti-school subcultures  Francis (2005) Laddish behaviour, boys dominating classroom  Francis and Skelton (2005) Career focused girls, pressure to succeed  Burns and Bracey (2001) Girls put more effort into homework  Archer et al (2007) Girls forming subcultures with sexualised, hyperfeminine identities  Jackson (2006) Lads and ladettes in schools</p>

Key questions	Content	Suggested studies
<b>4. How has the UK education system changed?</b>	<p>The diversity of educational provision</p> <p>Government policies from 1988 onwards, including vocational and work-based training</p> <p>Ideological influences on government educational policy:</p> <ul style="list-style-type: none"> <li>• New Right</li> <li>• social democratic</li> </ul> <p>The impact of educational policies on:</p> <ul style="list-style-type: none"> <li>• competition, diversity and choice</li> <li>• raising standards</li> <li>• equality and equality of opportunity</li> </ul>	<p>Note: In this section, knowledge of provision and policies is equally as important as the use of studies.</p> <p>Machin &amp; Vignoles (2006) An assessment of educational policies since 1988</p> <p>Gewirtz et al (2006) 'Choice' in education, skilled parents</p> <p>Finn (1987) Critique of vocationalism</p> <p>Walford (2005) Contradictions in New Labour education policies</p> <p>Machin and McNally (2004) Assessment of the literacy strategy</p> <p>Ball (2008) Middle class advantage in using the system</p> <p>Francis, Hutchings and De Vries (2014) Assessment of Academies</p>

### Section B Option 3: Religion, belief and faith

Key questions	Content	Suggested studies
<b>1. How are religion, belief and faith defined and measured?</b>	<p>Defining religion, faith and belief</p> <p>Different types of religious institutions and movements:</p> <ul style="list-style-type: none"> <li>• churches and denominations</li> <li>• sects and cults</li> <li>• new religious movements</li> <li>• new age movements</li> <li>• religious fundamentalism</li> </ul> <p>Measuring religion, faith and belief:</p> <ul style="list-style-type: none"> <li>• religious belief</li> <li>• religiosity</li> <li>• belief without belonging</li> <li>• vicarious religion</li> </ul>	<p>Troeltsh (1931) Churches and sects</p> <p>Becker (1950) Denominations</p> <p>Holden (2002) Fundamentalism</p> <p>Wallis (1983) New Religious Movements</p> <p>Robbins (1988) Cultist behaviour</p> <p>Heelas et al (2004) New age beliefs: a holistic milieu</p> <p>Brierley (2005) Church attendance</p> <p>Davie (1994) Believing without belonging, vicarious religion</p> <p>Day (2007) Desiring to belong, with no belief</p> <p>Voas (2005) Church attendance figures</p> <p>Bruce &amp; Voas (2010) A critique of vicarious religion</p>



Key questions	Content	Suggested studies
<b>2. What is the role of religion, belief and faith?</b>	<p>Theoretical views of the role of religion, belief and faith for the individual and for society:</p> <ul style="list-style-type: none"> <li>• functionalism</li> <li>• Marxism</li> <li>• neo-Marxism</li> <li>• Weberianism</li> <li>• feminism</li> <li>• phenomenology</li> <li>• postmodernism</li> </ul> <p>Theoretical views of the relationship between religion and social change:</p> <ul style="list-style-type: none"> <li>• functionalism</li> <li>• Marxism</li> <li>• neo-Marxism</li> <li>• Weberianism</li> </ul>	<p>Durkheim (1912) Functions of religion, totemism, the sacred and the profane</p> <p>Malinowski (1954) Religion as a social stabilizer in times of anxiety</p> <p>Parsons (1965) Rites of passage</p> <p>Bellah (1970) Civil religion</p> <p>Marx (1844) Religion as the opium of the people</p> <p>Maduro (1982) Religion as a source of social revolution</p> <p>Leach (1988) Upper class dominance of the Church of England</p> <p>Gramsci (1971) Relative autonomy of religious institutions</p> <p>Weber (1905) The protestant ethic – religion and social change, charismatic leaders</p> <p>Bauman (1992) A crisis of meaning</p> <p>Lyon (2000) Religion and consumption</p>
<b>3. What are the patterns and trends of religion, belief and faith?</b>	<p>Patterns and trends in relation to:</p> <ul style="list-style-type: none"> <li>• social class</li> <li>• gender</li> <li>• ethnicity</li> <li>• age</li> </ul> <p>Religion, belief and faith in a global context:</p> <ul style="list-style-type: none"> <li>• change in the significance of religion in societies</li> <li>• differences in the significance of religion between societies</li> </ul>	<p>Watson (1994) The meaning of veiling</p> <p>El Sadaawi (1980) Patriarchy and religion</p> <p>Aune et al (2008) Declining female church attendance</p> <p>Miller &amp; Hoffman (1995) Gender differences in religiosity</p> <p>Cohen and Kennedy (2000) Women and fundamentalism</p> <p>Bird (1999) Pentacostalism, world-affirming movements</p> <p>Voas &amp; Crockett (2005) Religion and age</p> <p>Choudhury (2007) British Muslim identity</p> <p>Akhtar (2005) Solidarity for young Muslims</p> <p>Bruce (2002) Middle class attraction to New Age cults, relative deprivation and sects</p> <p>Berger (1997) Religious revival in parts of the world</p> <p>Warner (1993) Religion in the USA</p> <p>Stark (1999) Growth of religion in parts of the world</p> <p>Almond, Appleby &amp; Sivan (2003) Strong religion, the rise of fundamentalisms around the world</p> <p>Casanova (2003) Religion and globalization</p>



Key questions	Content	Suggested studies
<b>4. Is secularisation occurring?</b>	<p>Debates on secularisation in relation to:</p> <ul style="list-style-type: none"> <li>religious belief</li> <li>religious practice</li> <li>power and influence of religion in society</li> </ul> <p>Theoretical views on secularisation:</p> <ul style="list-style-type: none"> <li>pro-secularisation theorists</li> <li>anti-secularisation theorists, including postmodern views</li> </ul> <p>Religion and social policy</p>	<p>Wilson (1966, 82) Secularisation, spiritual shoppers</p> <p>Hamilton (2001) Illusion of previous 'age of faith', secularisation of churches</p> <p>Glock and Stark (1969) Secularisation and definitions of religiosity</p> <p>Stark &amp; Bainbridge (1985) The secularisation cycle</p> <p>Bruce (1995, 2002) Social differentiation – declining role of religion, growth of sects</p> <p>Davie (1994, 2003, 2015) Believing without belonging, vicarious religion, persistent paradox of religion</p> <p>Heelas et al (2004) New age beliefs: a holistic milieu, spiritualization</p> <p>Heelas &amp; Woodhead (2005) Spiritual not religious</p> <p>Greeley (1972) Growth of NRMs</p>





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