

GCE AS/A LEVEL



WJEC GCE AS/A LEVEL in SOCIOLOGY

ACCREDITED BY WELSH GOVERNMENT

TEACHERS' GUIDE

Teaching from 2015

This Welsh Government regulated qualification is not available to centres in England.

DELIVERING THE SPECIFICATION: WJEC

The structure of the specification has been designed to allow learners to focus on contemporary society. There is an emphasis on the acquisition of knowledge to develop a critical understanding of contemporary processes and social change.

The specification structure supports good teaching and learning through promoting a holistic and enquiring approach to the study of sociology. The understanding of sociological concepts, theoretical issues and themes are integrated throughout the specification. By developing such understanding learners will develop an ability to think sociologically.

This specification guides teachers and learners towards the acquisition of knowledge and understanding of key sociological issues and debates. It is designed to

encourage the development of higher order skills such as analysis and evaluation.

As sociology is a dynamic subject, the specification has been developed to promote the inclusion of current sociological issues in the contemporary UK and, where applicable, in a wider global context.

Learners will be challenged to demonstrate their ability to use their sociological knowledge appropriately in varying contexts. In this way the specification allows learners to access opportunities to demonstrate their knowledge whilst at the same time presenting opportunities that stretch and challenge.

The content has been divided into four units all of which are assessed by written examination.

ADDITIONAL RESOURCES

[Educational Resources > A Level Sociology](#)

[WJEC > A Level Sociology > Specification from 2015](#)

[WJEC > A Level Sociology > Specimen Assessment Materials](#)

Optional routes through the specification

All learners will be assessed on the same four units. In this sense, there are no optional routes through the specification. However, within all units, the themes have been applied to a range of substantive areas of sociology from which learners may choose (indicated as options on the examination papers). The provision of these areas within the units offers the opportunity for learners to study areas of sociology that are of particular interest to them.

Unit 1 – Acquiring Culture Section B

Learners will be assessed through one of the following substantive areas (options):

- families and households
- youth cultures

Unit 2 – Understanding methods of Sociological Enquiry Section B

Learners will be assessed through one of the following substantive areas:

- education
- media
- religion

Unit 3 – Power and Control

Learners will be assessed through one of the following substantive areas:

- crime and deviance
- health and disability
- politics
- world sociology

The assessment of each of these areas/options is comparable and has been constructed to give learners access to the same range of sociological content and context.

Within each unit, comparability and equivalence in demand are ensured as the content for each area is similar in terms of breadth and depth.

Where there is a choice between questions, the assessment objectives being addressed are comparable. Optional questions will be comparable in demand as indicated by the use of appropriate command words.

DELIVERING THE SPECIFICATION: OVERALL ASSESSMENT FRAMEWORK

Learners will be assessed on four externally examined units. All assessment objectives are covered within each unit and therefore across all units in each examination series.

Assessment Objectives

Below are the assessment objectives for this specification. Learners must:

AO1

Demonstrate knowledge and understanding of:

- sociological theories, concepts and evidence
- sociological research methods

AO2

Apply sociological theories, concepts, evidence and research methods to a range of issues.

AO3

Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:

- present arguments
- make judgements
- draw conclusions

The subject criteria state that assessment objectives are to be weighted in specifications as:

- AO1 – 35-45%
- AO2 – 30-40%
- AO3 – 20-30%

The table below shows how the assessment objectives are distributed across the units and for the qualification as a whole.

The weighting of assessment objectives for individual units is tailored to the specific assessment requirements and focus of each unit:

	Unit weighting	AO1	AO2	AO3
AS Unit 1	15% (37.5%)	8% (20%)	4% (10%)	3% (7.5%)
AS Unit 2	25% (62.5%)	13% (33%)	7% (17%)	5% (12.5%)
A2 Unit 3	25%	11%	9%	5%
A2 Unit 4	35%	12%	13%	10%
Total	100%	44%	33%	12%

Technical Interpretations

All awarding organisations will be required to interpret these assessment objectives in terms of:

– the different strands within each of the assessment objectives

– discrete elements within each assessment objective and its strand which questions could target and/or seek to credit.

ADDITIONAL RESOURCES

[Educational Resources > A Level Sociology](#)

[WJEC > A Level Sociology > Specification from 2015](#)

[WJEC > A Level Sociology > Specimen Assessment Materials](#)

DELIVERING THE SPECIFICATION: TECHNICAL INTERPRETATIONS

The table below demonstrates the strands and elements for each assessment objective.

ASSESSMENT OBJECTIVES, STRANDS AND ELEMENTS	
A01 Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> Sociological theories, concepts and evidence Sociological research methods 	
Strands	Elements
1 – Sociological theories, concepts and evidence	1a – Demonstrate knowledge of sociological theories, concepts and evidence
	1b – Demonstrate understanding of sociological theories, concepts and evidence
2 – Sociological research methods	2a – Demonstrate knowledge of sociological research methods
	2b – Demonstrate understanding of sociological research methods
A02 Apply sociological theories, concepts evidence and research methods to a range of issues	
Strands	Elements
n/a	1a – Apply sociological theories, concepts and evidence to a range of issues
	1b – Apply sociological research methods to a range of issues
A03 Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> Present arguments Make judgements Draw conclusions 	
Strands	Elements
1 – Present arguments	The strand is a single element
2 – Make judgements	The strand is a single element
3 – Draw conclusions	The strand is a single element

DELIVERING THE SPECIFICATION: OVERALL ASSESSMENT FRAMEWORK

AO1

The knowledge and understanding aspects of AO1 have been targeted together. Consequently, in line with the technical interpretations, these elements have not been referenced separately in the marking schemes. Elements 1a and 1b are covered by Units 1, 2 and 3.

Unit 2 targets elements 2a and 2b. The technical interpretation specifies that no more than 5% of the marks for the specification as a whole should be attributed to recall only items. There are no recall only items in the sample assessment materials.

AO2

Element 1a has been targeted in all units. There will be reasonable coverage of each element in each series of examinations but not in every assessment.

AO3

This Assessment Objective is assessed across all units. The marking schemes highlight all three strands of AO3. It should be noted however that responses might not always reach definite conclusions but will still meet the requirement of the strand.

Unit 1: Acquiring Culture consists of a range of essay question types. Some require a short open response, some a restricted response, others an extended response. Restricted response essays focus on an understanding of basic knowledge through relatively brief and confined written responses, and so target AO1 and AO2. Short open responses share the characteristics, but the expected length of response is much shorter (e.g. maybe a paragraph). The shorter

length allows several concepts and issues to be covered using this style of question within a single examination. Extended response essays allow learners to construct a variety of interpretations and explanations and draw upon a wider set of information and sources. These questions require learners to demonstrate skills of analysis and evaluation and therefore target AO3, as well as AO1 and AO2.

Unit 2: Understanding Society and Methods of Sociological Enquiry consists of scenario based questions, the scenario being a synopsis of a piece of research. The questions ask learners to apply their knowledge to a particular and also to a novel set of circumstances. The questions target AO1 and AO2 which will assess the learner's knowledge, understanding and application of research methods. The extension questions will cover AO1, AO2 and AO3.

Unit 3: Power and Control consists of restricted response questions which target AO1 and AO2, as well as extended response questions. These will require learners to develop a debate and therefore their skills of analysis and evaluation (AO3) will be assessed along with AO1 and AO2.

Unit 4: Social Inequality and Methods of Sociological Enquiry consists of restricted response questions which will target AO1 and AO2, as well as extended response questions. These will require learners to develop a debate and therefore their skills of analysis and evaluation (AO3) will be assessed along with AO1 and AO2.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

DELIVERING THE SPECIFICATION: QUALIFICATION WEIGHTINGS

Qualification Weightings

The overall weightings are 40% for AS and 60% for A2.

Unit 1: Acquiring Culture (15%)

Unit 2: Understanding Society and Methods of Sociological Enquiry (25%)

Unit 3: Power and Control (25%)

Unit 4: Social Inequality and Applied Methods of Sociological Enquiry (35%)

Units 2 and 3 are equally weighted, reflecting their equal demand and worth in the course of study as they cover the nature of sociological thought through the two themes.

Learners must however be able to apply their knowledge of research methods within the other units when using published research as evidence to support or counter debate.

The marks and specified time for each unit are:

Unit 1	1 hour 15 minutes	60 marks
Unit 2	2 hours	90 marks
Unit 3	2 hours	70 marks
Unit 4	2 hours 15 minutes	100 marks
Overall	7 hours 30 minutes	320 marks

Unit 2, 3 and 4 are allocated more time and also a greater weighting of mark allocation because there is more content coverage than that required for the assessment of Unit 1.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

DELIVERING THE SPECIFICATION: QUESTION TYPES

A range of item types has been used in the assessments:

- (i) Short open response questions have been designed to require learners to respond discursively, but are shorter than an essay response. They provide a means of sampling extensively across the content of the specification. Units 1 and 2 feature this type of question.
- (ii) Restricted response essays focus on knowledge and understanding with some assessment of the learner's ability to apply this knowledge and understanding to the specifics of the question. They provide indicative structure or 'scaffolding' which will reduce variation in learner response and so reduce the extent of subjectivity in marking. This type of question is found across all units. All questions of this style are compulsory.
- (iii) Extended response essays have been designed to give learners freedom to demonstrate their 'sociological imagination' through their commentary on sociological theories and evidence. Essays are particularly suitable and appropriate to this specification as learners have the opportunity to demonstrate their knowledge and understanding of sociological concepts, theories and evidence and sociological research methods through meaningful and supported analysis and evaluation. They will be used to test higher order skills and a deeper level of understanding. The ability to write in an extended manner in order to build and evaluate sociological arguments is a critical skill for learners. This style of question is found in all units.

Across all examination papers a range of appropriate assessments will be included. In each series a range of question types will be utilised to ensure the knowledge, understanding and skills from the subject content are assessed comprehensively and consistently.

Through a range of structured answers, restricted essays and extended essays, learners have to demonstrate a range of skills that shows their understanding and application of a range of sociological concepts, and theories relating to contemporary sociological issues.

The assessment of knowledge and skills will also require learners to demonstrate their ability to organise evidence, communicate arguments in a coherent manner, demonstrate an undertaking of theoretical debates and use evidence to support and sustain arguments and conclusions.

There is a common structure across Units 1, 2 and 4 comprising a 'core' to be attempted by everybody and other sections which provide a limited amount of choice. This allows learners to address questions on an area for which they feel most prepared.

Learners will be required to demonstrate analytical and evaluative skills in a variety of context and to explain and support debate with appropriate concepts, theories and research.

The combination of the item types used in the overall assessment in one series gives a suitable and appropriate balance for the assessment of the specification. This range of item types allows learners of differing abilities to demonstrate their knowledge and understanding of the whole specification.

ADDITIONAL RESOURCES

[Educational Resources > A Level Sociology](#)

[WJEC > A Level Sociology > Specification from 2015](#)

[WJEC > A Level Sociology > Specimen Assessment Materials](#)

DELIVERING THE SPECIFICATION: EXAMPLE QUESTIONS

Example of: **short open response question**

AS Level Unit 1

Q 1 (a) With reference to the item and your own sociological knowledge, explain the meaning of the term nurture. (5 marks)

A01 – elements 1a & 1b (3 marks)

A02 – element 1a (2 marks)

(pages 6, 23 in specimen assessment materials)

Example of: **restricted response essay**

A2 Unit 3

Q1 (a) (ii) Using sociological evidence and examples, explain why women appear to commit less crime than men. (20 marks)

(

A01 – elements 1a & 1b (12 marks)

A02 – element 1a (8 marks)

All questions of this type are compulsory and focus on knowledge and understanding with some assessment of learners' ability to apply knowledge and understanding to the question.

(pages 16, 62 of specimen assessment materials)

Example of: **extended response essay**

A2 unit 3

Q 4 (b) Evaluate World Systems Theory as an explanation of inequalities in the developing world. (40 marks)

A01 – elements 1a & 1b (13 marks)

A02 – element 1a (13 marks)

A03 – strands 1-3 (14 marks)

The focus is very much on analysis and evaluation rather than just knowledge and understanding. This question type assesses ability to write in extended manner and evaluate sociological arguments.

(pages 17, 81 of specimen assessment materials)

ADDITIONAL RESOURCES

[Educational Resources > A Level Sociology](#)

[WJEC > A Level Sociology > Specification from 2015](#)

[WJEC > A Level Sociology > Specimen Assessment Materials](#)

KEY ASPECTS OF THE SPECIFICATION FROM 2015

UNIT 1, SECTION A, COMPULSORY QUESTION

AREA OF STUDY	DESCRIPTION
<u>The social construction of culture</u>	Learners should understand the relativity of culture and be aware of the nature nurture debate.
<u>The processes and agencies of socialisation</u>	Knowledge of key concepts and processes of socialisation and the acquisition of identity.
<u>The influence of socialisation on identity</u>	Learners should also understand that identity can be influenced by gender, class, ethnicity and nationality.

UNIT 1, SECTION B, OPTION 1: FAMILIES & HOUSEHOLDS

AREA OF STUDY	DESCRIPTION
<u>Causes and impact of demographic change on families and households</u>	Knowledge of demographic change on families and households, and the ability to describe and explain these changes.
<u>Theoretical debates about the family</u>	Learners are required to evaluate sociological theories of family with reference to research evidence and examples.

UNIT 1, SECTION B, OPTION 2: YOUTH CULTURES

AREA OF STUDY	DESCRIPTION
<u>Cause and impact of demographic change on youth culture</u>	Knowledge of the changing nature of youth culture and the ability to explain these changes. The ability to explain the relationship between class, gender and ethnicity and youth cultures is required.
<u>Theoretical debates about youth culture</u>	Learners are required to evaluate sociological theories of youth culture with reference to research evidence and examples.

AREA OF STUDY

The Social Construction of Culture

Key Points:

- An understanding of culture is essential in the study of society
- Learners should be able to explain the social construction of culture through the use of real life examples
- Effective use of evidence and examples enables learners to remain objective during discussions – this is a useful skill to develop

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data;*

Carrying out calculations; Interpreting results; Presenting findings; *Using ICT systems;*

Finding, selecting and exchanging information; Improving own learning and performance;

Developing and presenting information using ICT; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Nature or Nurture?


- Search the Internet for video material relating to feral children, such as Oxana Malaya.
- In groups, learners should consider the following questions:
 - What is unusual about Oxana's behaviour?
 - They should suggest reasons for why she acts as she does.
 - How does she differ from other children her age?
- Develop the work by researching other feral children such as Genie Wiley or the Wolf Girls of India.
- What do we learn about the Nature Nurture debate and the role of culture in socialisation from this exercise?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

The Processes and Agencies of Socialisation

Key Points:

- Learners should focus on the processes of socialisation
- Learners should be able to refer to examples drawn from a range of different agencies of socialisation for example: the family, education, the media, peer groups and religion
- Learners should understand and use the key concepts and terminology accurately

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan, do and review.*

INSPIRATION FOR TEACHING

Activity Name : Key Terms Revision Game


- Using index cards or post it notes, ask learners to write key terms on each note. On the reverse they should write the meaning of the term.
- Place the cards with the key terms face up.
- Learners will define as many of the key terms as they can in one minute. Use an egg timer or a phone timer for accuracy.
- If learners are stuck, they can check the meaning of term on the reverse of their card.
- Learners could keep a tally of scores as a record to show improvement.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

The Influence of Socialisation on Identity

Key Points:

- Learners should understand the process of identity formation and how this is connected to the processes of socialisation
- Learners should be aware of the process of acquisition of a variety of identities such as gender, ethnicity, social class and nationality
- Learners should use real life examples to demonstrate understanding

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; [Understanding numerical data](#); [Carrying out calculations](#); [Interpreting results](#); [Presenting findings](#); [Using ICT systems](#); [Finding, selecting and exchanging information](#); Improving own learning and performance; [Developing and presenting information using ICT](#); Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Understanding Process of Childhood Socialisation


- Ask learners to view the video clips '[Playground Drama](#)' and '[Luke tries to make friends](#)', or similar documentary extracts.
- Learners will work in groups and discuss how the children in the clips have learned gender roles from their parents and peer groups using key terms such as: role model, imitation, peer group and sanctions.
- Learners will write sentences using the key terms to explain gender formation and identity or peer group pressure and identity.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Causes and Impact of Demographic Change on Families and Households

Key Points:

- Learners should identify the key areas of social and demographic change affecting families
- Learners will be able to offer logical explanations for social and demographic changes that are based on statistical evidence and recent social research
- Learners will consider the implications of demographic change on future society

Provides an opportunity to develop the following skills:

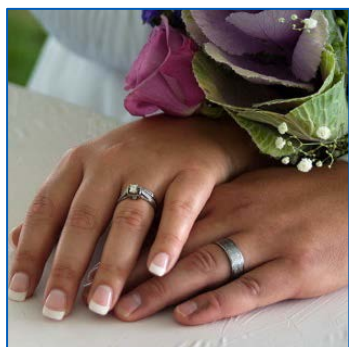
Speaking, listening and understanding; Reading; Writing; Understanding numerical data

Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;

Finding, selecting and exchanging information; Improving own learning and performance;

Developing and presenting information using ICT; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Marriage Trends


- Write facts on the whiteboard: Census figures show that there has been a rise on the numbers of never married and unmarried people between 2001 and 2011.
- Learners should be given A3 paper. In groups, they will suggest reasons for this demographic change.
- The suggestions should be pooled between the whole class and judgements made as to the significance of each one as a factor in influencing people's behaviour.
- For further research, the class can be asked to look at the [website of the ONS](#) or newspaper articles where trends in marriage are discussed (see 'List of Related External Resources' link below for related URLs).

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Theoretical Debates About the Family

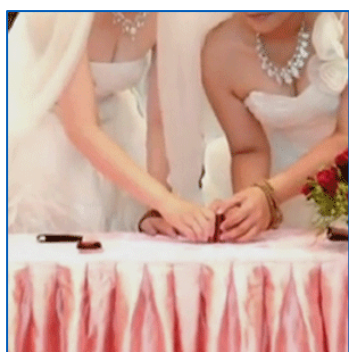
Key Points:

- Learners will be aware of the key theoretical debates of the family
- Learners will have knowledge of recent and classical research evidence on which the theories have been based
- Learners will be able to evaluate the usefulness of the theories and research to explain contemporary British Society

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;* Finding, selecting and exchanging information; Improving own learning and performance; *Developing and presenting information using ICT;* Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Marriage Trends


- Ask learners in groups of four to summarise the main points of each of the key theories relating to marriage on a sheet of A4 paper: Marxism, feminism, functionalism and post-modernism.
- Learners should look at the image and consider how each theory might explain the rise in gay marriage.
- Individually, learners will each write a paragraph to evaluate one theory. They should make a statement, refer to recent evidence and then refer to the question.
- Back in groups, the learners will create an introduction and conclusion and assemble the paragraphs to create a completed essay.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Causes and Impact of Demographic Change on Youth Culture

Key Points:

- Learners should identify the key areas of social and demographic change affecting youth cultures
- Learners will be refer to a variety of youth cultures and to studies documenting those cultures
- Learners will use concepts described in research studies to offer an explanation of changing youth cultures

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;* Finding, selecting and exchanging information; Improving own learning and performance; *Developing and presenting information using ICT; Working with others. plan do and review.*

INSPIRATION FOR TEACHING

Activity Name : Linking Researchers to Key Concepts


- Provide each learner with two pieces of card. On one card, write the name of a researcher. Leave the second card blank.
- The learner will write four sentences about the researcher, using key concepts but not mentioning the name or study on the blank card. Less confident learners may use notes or books to help.
- Collect in all of the cards and then read out the descriptions. Ask the class to identify the researchers or studies from the descriptions.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Theoretical Debates about Youth Culture

Key Points:

- Learners will be aware of the key theoretical debates with regard to youth culture
- Learners will have knowledge of recent and classical research evidence on which the theories have been based
- Learners will be able to evaluate the usefulness of the theories and research to explain contemporary and past youth cultures

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;* Finding, selecting and exchanging information; Improving own learning and performance; *Developing and presenting information using ICT;* Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Linking Researchers to Key Concepts


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- Ask learners in groups of four to summarise the main points of each of the key theories relating to youth culture on a sheet of A4 paper: Marxism, feminism, functionalism and post-modernism.
- Learners should consider how well each theory explains the popularity of boy bands among young people.
- Individually, learners will each write a paragraph to evaluate one theory. They should make a statement, refer to recent evidence and then refer to the question.
- Back in groups, the learners will create an introduction and conclusion and assemble the paragraphs to create a completed essay.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

KEY ASPECTS OF THE SPECIFICATION FROM 2015

UNIT 2, SECTION B, OPTION 1: EDUCATION

AREA OF STUDY	DESCRIPTION
<u>Explanations of patterns and trends in attainment in relation to class, gender and ethnicity</u>	Knowledge of patterns and trends in educational attainment in relation to class, gender and ethnicity. The ability to explain these patterns and trends with reference to sociological evidence is required.
<u>The influence of wider social factors on education</u>	Learners are required to have an understanding of the possible impact of a range of factors including relevant changes in social policy on patterns of attainment. They should also be able to consider such factors in relation to sociological debates.
<u>Theoretical debates about education</u>	Learners should also understand and be able to evaluate sociological theories of the role and purpose of education and explanations for differential attainment with reference to research evidence and examples.

UNIT 2, SECTION B, OPTION 2: MEDIA

AREA OF STUDY	DESCRIPTION
<u>Explanations of patterns and trends in the media</u>	Knowledge of patterns and trends in relation to the content of the media and to the way that the media is used is required. Learners are required to have an understanding of the representation of social groups.
<u>The changing nature of the media including contemporary social policy</u>	Learners are required to understand the changing nature of the media and its uses. Learners should be able to refer to any relevant changes in social policy.
<u>Theoretical debates about the media</u>	Learners should also understand and be able to evaluate sociological theories in relation to debates such as the role of media professional or the impact of the media on audiences.

AREA OF STUDY

Explanations of Patterns and Trends in Attainment with relation to Class, Gender and Ethnicity

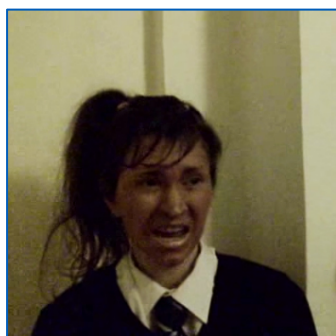
Key Points:

- Learners should identify the key areas of social inequality with reference to social class, gender and ethnicity
- Learners will be able to explain the main patterns and trends
- Learners will understand social reasons for different attainment patterns, including the impact of social policy and the organisation of the education system in the UK

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;* Finding, selecting and exchanging information; Improving own learning and performance; *Developing and presenting information using ICT;* Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Social Class and Educational Attainment


- Ask learners to view the video clip '[Split Personality](#)'.
- Ask the class to note as many differences as they can between the two girls in the clip.
- Create a class discussion:
 - Which of the girls is more likely to succeed in school?
 - What reasons can they identify to explain the likely differences in attainment?
 - What cultural factors might make one child more likely to succeed?
 - What differences in their social circumstances (material factors) might make one child more likely to succeed in education?
 - Why are these differences in success levels between social classes important to society?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

The Influence of Wider Social Factors on Education

Key Points:

- Learners will recognise that educational attainment for different social groups is influenced by a number of social factors, including social and educational policy
- Learners will have knowledge of recent and classical research evidence to explain differences in educational attainment between various social groups
- Learners will be able to evaluate the usefulness of the theories and research to explain contemporary and past youth cultures in England and Wales

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;* Finding, selecting and exchanging information; Improving own learning and performance; *Developing and presenting information using ICT;* Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : The Influence of Ethnic Background


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- Despite having a similar experience of education, these children are likely to have different chances of success based on their ethnic background.
- In groups, on A3 paper, create mind maps to suggest a variety of reasons why children from some ethnic backgrounds may do better or worse in school than others.
- Ask each group to consider which single explanation is most likely in their view.
- Ask each group to justify their choice with reference to recent evidence from research projects and educational statistics into differences in educational attainment on the basis of ethnicity.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Theoretical Debates about Education

Key Points:

- Learners should understand social theories relating to the role and purpose of education in contemporary British society
- Learners should be able to evaluate the usefulness of those theories to explain differential attainment among differing social groups
- Learners will use evidence drawn from research and social statistics in order to support or reject theories which explain patterns and trends in educational performance

Provides an opportunity to develop the following skills:

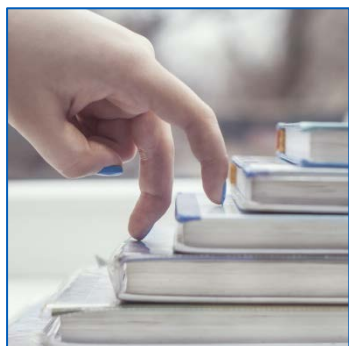
Speaking, Listening and understanding; Reading; Writing; *Understanding numerical data;*

Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;

Finding, selecting and exchanging information; Improving own learning and performance;

Developing and presenting information using ICT; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Evaluating a Theory – Snowball Activity


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- Write a statement on the whiteboard relating to theory: 'Functionalists believe that the education system provides a ladder of opportunity for children'.
- Each learner will write down thoughts supporting and rejecting the idea without reference to other learners, then they share their thoughts with others in the class in groups of two or three, and add to their notes.
- Learners re-form in different groups of two or three and share their thoughts.
- Ask the new groups each to explain one idea that they may have had and write these on the board, saying something in support of each one.
- Ask learners to find evidence from books, notes or the internet to support one of the ideas.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Explanations of Patterns and Trends in the Media

Key Points:

- Learners should have an understanding of the variety of media products and their significance in cultural life
- Learners should have an understanding of how different social groups consume media products and are targeted by the media
- Learners should have an understanding of how different social groups may be represented in the media
- Learners should be able to use contemporary examples and research to support their understanding

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;* Finding, selecting and exchanging information; Improving own learning and performance; *Developing and presenting information using ICT;* Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Analysing Media ‘Messages’


- Ask learners to bring a selection of popular magazines to the lesson. They should aim to have magazines they may not normally read, such as newspaper supplements or magazines aimed at different ages and genders from themselves.
- Learners will look at the magazines and make notes relating to the covers of the magazines to suggest who would be interested in the magazines and buy them.
- Learners will carry out a simple content analysis by categorising the images in the magazines according to age, gender and ethnicity.
- What patterns do learners notice with regard to the representation of different social groups? What messages about themselves would readers of the magazines get from reading such material?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

The Changing Nature of the Media

Key Points:

- Learners will understand the speed of change and the increasing variety of media technology and consumption
- Learners will understand the changing nature of media ownership and control
- Learners will understand the impact of audience choice on the production of media products
- Learners will recognise the influence of changing patterns of ownership and control on audience taste

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data;* *Carrying out calculations;* *Interpreting results;* Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : The Changing Nature of Media


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- Give learners whiteboard marker pens and ask them to write down any changes in media technology since they were born.
- Ask them to look at the mind map on the whiteboard and suggest other changes in media technology and use since their parents were born.
- What conclusions can they come to about the pace of change in the media?
- What conclusions can they come to about the nature of change in the media?
- Ask learners to predict changes to media over the next twenty years of their lives. What would they like to see happen? What do they think is likely to happen in the future?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Theoretical Debates about the Media

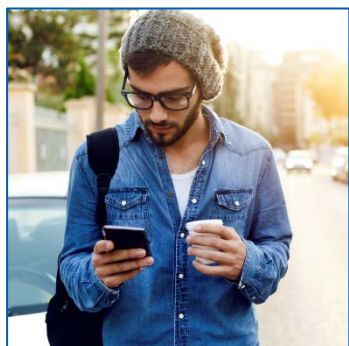
Key Points:

- Learners should understand the nature and significance of key debates such as media ownership, representation, audience consumption and news creation
- Learners will understand and assess the value of the theoretical perspectives used by sociologists to explain the key debates
- Learners will refer to evidence drawn from recent research and statistics to support their evaluations of the value of the theories

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; *Using ICT systems*; Finding, selecting and exchanging information; Improving own learning and performance; *Developing and presenting information using ICT*; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Evaluating a Theory – Personal Diary Activity


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- Learners will create a mind map or a list of all of the media products that they use in one week, they will estimate:
 - How much time they spend using each item daily and weekly
 - How much money they spend individually on media products weekly
 - How much money their household spends on media products monthly.
- Summarise the findings of the group on the whiteboard and estimate how much money is spent monthly by the households of members of the whole class.
- What do these findings suggest to the class about the importance of the media in contemporary social life?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

KEY ASPECTS OF THE SPECIFICATION FROM 2015

UNIT 2, SECTION B, OPTION 3: RELIGION

AREA OF STUDY	DESCRIPTION
<u>Explanations of patterns and trends in religious practices and beliefs</u>	Knowledge of changing patterns and trends in relation to participation and religiosity. The ability to explain these patterns is required.
<u>The changing nature of religion and the impact of social policy</u>	Learners are required to understand the changing nature of religion and religious practice. Learners should be able to refer to relevant changes in social policy.
<u>Theoretical debates about religion</u>	Learners should understand and be able to evaluate sociological theories in relation to debates about religious belief and practice.

UNIT 2, SECTION A; UNIT 4, SECTION A: METHODS /APPLIED METHODS OF SOCIOLOGICAL ENQUIRY

AREA OF STUDY	DESCRIPTION
<u>Key concepts in methods of sociological enquiry</u>	Knowledge of key methodological issues such as validity, reliability, ethics and representativeness are required. Learners will be required to demonstrate sound understanding of these concepts in a range of contexts.
<u>Approaches to the study of sociology; methodology and sampling processes</u>	Learners are required to know and understand the strengths and weaknesses of both quantitative and qualitative data collection tools and sampling techniques. Learners will be required to demonstrate their understanding with reference to evidence and examples.
<u>Applied research design</u>	Learners should also understand how to design a piece of research and explain the reasons for their decisions. They will also be required to identify and explain the weakness in their design.

UNIT 4, SECTION B: SOCIAL INEQUALITY

AREA OF STUDY	DESCRIPTION
<u>Evidence of social inequality</u>	Knowledge of evidence of social inequality in relation to social class, gender, ethnicity and age is required, with reference to Wales where data is applicable. Learners will be required to cite evidence and examples which can be drawn from across the specification and other sources.
<u>Patterns of inequality</u>	Learners are required to understand the patterns of inequality in relation to the distribution of wealth, income and social mobility in contemporary Britain.
<u>Theories of inequality</u>	Learners are required to understand and evaluate theories of social inequality and to use evidence and examples to support argument.

AREA OF STUDY

Explanations of Patterns and Trends in Religious Practices and Beliefs

Key Points:

- Learners should have an understanding of the varieties of religious beliefs and practices and their significance in cultural life
- Learners should have an understanding of the various concepts used to describe religious beliefs and practices
- Learners should have an understanding of the differing forms of religious beliefs and practices among different social groups
- Learners should have an understanding of recent patterns and trends in belief and practice, particularly with reference to social policy, for example, the role of religion in schools or the influence of religious groups on moral issues such as gay marriage and abortion
- Learners should be able to use contemporary examples and research to support their understanding

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; [Understanding numerical data](#); [Carrying out calculations](#); [Interpreting results](#); [Presenting findings](#); Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others. - [plan do and review](#)

INSPIRATION FOR TEACHING

Activity Name : Using Data


- In preparation for the lesson, read the [BBC news article which talks about the difference between religious and spiritual belief](#).
- Ask learners to write down the names and basic beliefs of religions that they are aware of or which they may practice. They should share their knowledge with others in the class.
- Ask learners to watch the videos, *Hare Krishna* and *Age of Aquarius* or similar videos, easily found on social media websites. What spiritual beliefs does this music illustrate?
- As a class, attempt to identify the difference between a spiritual belief and religion.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

The Changing Nature of Religion and the Impact of Social Policy

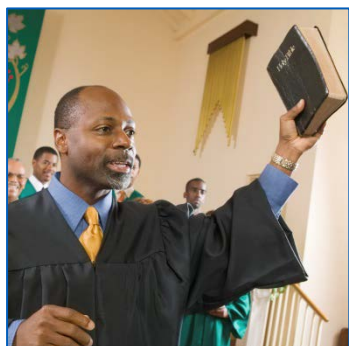
Key Points:

- Learners will understand the changing nature of religious beliefs and practices in contemporary society
- Learners will understand the changing nature of religious influence and behaviour
- Learners will understand the impact of spiritual choice on the beliefs that people hold
- Learners will recognise the influence of changing patterns of belief and practice on current social policy

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data;* *Carrying out calculations;* Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : The Influence of Religion on Social Policy


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- In advance of the lesson, students may wish to research the 'Church of the Flying Spaghetti Monster', or [Pastafarianism](#) and look at related news stories.
- Warn learners that they must not mock or offend existing religious belief in the lesson.
- Allow them ten minutes in groups to establish the basic beliefs and moral principles of an invented religion of their choice. Allow them to be creative and unusual in their suggestions.
- Learners may make short presentations to the whole class in order to gain followers for their new religions.
- Learners must now apply the principles of their newly created religions to significant moral questions of the day: abortion, gay marriage, or any topical discussion.
- How have the principles of their invented religions affected their choices?
- Should some people's religious beliefs be allowed to influence the behaviour and moral choices of non-believers?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Theoretical Debates about Religion

Key Points:

- Learners should understand the nature and significance of key debates such as secularisation, the relationship between religion and broader social structures such as ethnicity, gender, age and class, spirituality and belief
- Learners will understand and assess the value of the theoretical perspectives used by sociologists to explain the key debates
- Learners will refer to evidence drawn from recent research and statistics to support their evaluations of the value of the theories

Provides an opportunity to develop the following skills:

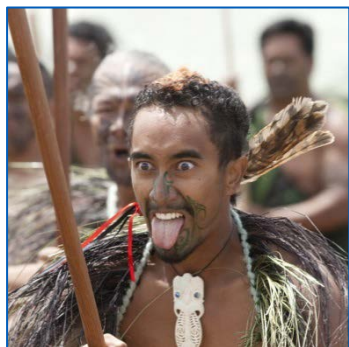
Speaking, listening and understanding; Reading; Writing; Understanding numerical data;

Carrying out calculations; Interpreting results; Presenting findings; [Using ICT systems](#);

Finding, selecting and exchanging information; Improving own learning and performance;

[Developing and presenting information using ICT](#). Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Evaluating a Theory – Explaining Religious Ceremonies


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- Ask learners in groups of four to summarise the main points of each of the key theories relating to religion on a sheet of A4 paper: Marxism, feminism, functionalism and post-modernism.
- Learners should look at an image which shows a Maori warrior from New Zealand participating in a Haka or tribal spiritual war dance (or a similar spiritual ceremony). As a group they will consider how well each theory explains group participation in religious practice.
- Individually, learners will each write a paragraph to evaluate one theory. They should make a statement, refer to recent evidence and then refer to the question.
- Back in groups, the learners will create an introduction and conclusion and assemble the paragraphs to create a completed essay.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Key Concepts in Methods of Sociological Enquiry

Key Points:

- Learners should have an understanding of significance of research methodology to the study of sociology
- Learners should recognise that there cannot be a perfect piece of research, all research has both strengths and weaknesses which affect its value as evidence
- The key concepts for the evaluation of the quality of research include: validity, reliability and ethics. Learners will be expected to understand these concepts and other terminology

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; [Understanding numerical data;](#)

[Carrying out calculations;](#) [Interpreting results;](#) [Presenting findings;](#) [Using ICT systems;](#)

Finding, selecting and exchanging information; Improving own learning and performance;

[Developing and presenting information using ICT;](#) Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Evaluating Research


- Ask learners to view the video clip '[Gang Leader for a Day](#)'
- Ask learners to list the research decisions Sudhir Venkatesh made when designing and carrying out his research.
- Ask learners to evaluate the quality of the research using the following criteria:
- What do we learn that is new about the lives of gang members?
- If the research was carried out again, would the findings be exactly the same or similar (reliability)?
- How truthful and accurate a reflection of the lives of gang members is Venkatesh's research (validity)?
- How could Venkatesh or others have been harmed by this piece of research (ethics)?
- What do learners understand about the difficulty of conducting social research on real people in real social situations?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Approaches to the Study of Sociology; Methodology and Sampling Processes

Key Points:

- Learners will understand and assess the differences between quantitative and qualitative approaches to research
- Learners will describe quantitative methods and sampling procedures and assess their relative strengths and weaknesses
- Learners will describe qualitative methods and sampling procedures and assess their relative strengths and weaknesses
- Learners will demonstrate their understanding with reference to research evidence and examples

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; [Understanding numerical data](#); [Carrying out calculations](#); Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Evaluating Research


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- Ask learners to suggest different ways of finding out information about different groups of people around them. Encourage imaginative methods.
- The main methods will include: asking people directly, watching them, looking up records about them, looking at photographs and historical records about them, using magazines or social media, or looking in their diaries and personal papers. Other methods are possible.
- For each method suggested by learners, ask others in the group to consider:
 - What are the main features of the method?
 - Why would you use that method?
 - What kind of information would that method give you?
 - What would be the advantages of the method?
 - What would be the disadvantage of the method?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Applied Research Design

Key Points:

- Learners will understand the process of research design
- Learners will use theoretical understanding to create a research design and justify decisions
- Learners will use theoretical understanding to evaluate their own research designs
- Learners will use theoretical understanding to evaluate research designs from classical and contemporary published research

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data;* *Carrying out calculations;* Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Designing Research


- Suggest a topic that is current to the class, something that is of interest or related to the options chosen for study.
- The following headings will be written on the whiteboard:
 - Operationalise key terms
 - Select the method
 - Ethical considerations
 - Sample population and procedure
 - Pilot study
 - Process of research
- In pairs, learners will design a simple research project using the headings.
- Learners will form new pairs to work with another learner who has attempted a different research design. Each will criticise, praise and suggest improvements to the design of the other learner.
- Learners will return to their original pairs and improve their designs taking into account the criticisms that they have heard and the suggestions that have been made.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Evidence of Social Inequality

Key Points:

- Learners should collect and use evidence of social inequality in relation to social class, gender, ethnicity and age
- Learners will cite a range of evidence and examples based on an understanding of inequality in contemporary British society
- Learners will use statistical and research evidence to show understanding of how inequality may affect social groups

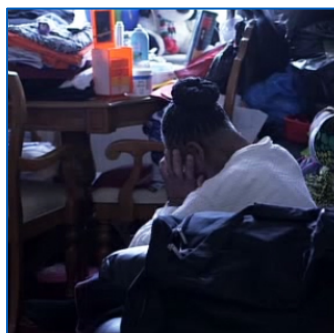
Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;*

Finding, selecting and exchanging information; Improving own learning and performance;

Developing and presenting information using ICT; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : 'Breadline Britain'


- Ask learners to view a segment of the video clip ['Breadline Britain'](#), or to look at recent documentaries that show life among the poor in Britain.
- Learners should work in small groups or pairs to discuss what they have learned from the video and their responses to it. Encourage learners to be imaginative in their responses:
 - What conditions do the people in poverty live in?
 - What social factors contribute to the poverty of the people shown?
 - Could these people have avoided being poor?
 - How could they solve the problems caused by their poverty?
 - How could the government help these people out of poverty?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Patterns of Inequality

Key Points:

- Learners will be able to demonstrate understanding of social inequality in contemporary Britain
- Learners will demonstrate their understanding with reference to sociological research evidence and official statistics collected by government agencies

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Patterns of Inequality in Modern Britain


- Learners to consider how they would research and gather evidence of social inequality in contemporary Britain by using secondary sources of data.
- Each learner, or pair of learners, will focus on one specific area of social life, for example: education, work, media, health, welfare, crime, family.
- Learners will use ICT and textbooks to gather statistical evidence of social inequality in their chosen area.
- Learners will gather data relating to particular social groups on the basis of gender, ethnicity, age and class.
- Learners will develop their work by looking at government data on inequality in modern Britain or following other links provided (see the 'List of Related External Resources' link below for URLs).
- Learners will create and present a short PowerPoint presentation on their area of inequality using the data that they have gathered.
- The whole class will have access to the completed work.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Theories of Inequality

Key Points:

- Learners will understand the theories used by sociologists to explain the existence of poverty and inequality
- Learners will evaluate theories of inequality
- Learners will use evidence drawn from sociological research evidence and statistical data in order to assess the usefulness of sociological theories that explain inequality

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data;*

Carrying out calculations; Interpreting results; Presenting findings; *Using ICT systems;*

Finding, selecting and exchanging information; Improving own learning and performance;

Developing and presenting information using ICT; Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Creating a Revision Poster


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- Ask the class to work individually, each with a large piece of paper and some pens, each learner will be given the name of a theorist or a type of theory which they should evaluate.
- Working as individuals, the learners will create a mind map of what they know about their theory using as few words as possible (set a maximum limit). They can use images. They may need or want to use their class notes for this part of the exercise. Allow 10 minutes.
- Alternatively the class may work on one theory together using the whiteboard and photographing the finished mind map with their phones.
- When the learners have completed their work, they will swap mind maps with each other and add strengths and weaknesses of the theory on the paper in front of them, not their allocated theory.
- The mind map will be returned to the original learner who may add other points to the work in front of them, but must stick to the word limit.
- The papers can now be used as the basis of a short essay-writing exercise but will be the only stimulus available for the learners to use.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

KEY ASPECTS OF THE SPECIFICATION FROM 2015

UNIT 3, OPTION 1: CRIME AND DEVIANCE

AREA OF STUDY	DESCRIPTION
<u>Measuring crime</u>	There are a variety of ways in which crime statistics may be gathered. Learners are required to know and understand the strengths and limitations of different measures of criminality.
<u>Patterns, trends and the social distribution of crime and deviance</u>	Learners are required to understand the relationship between social class, gender, ethnicity and age in patterns of crime and deviance. Learners are also required to understand the role of the media in the social construction of crime and deviance.
<u>Theories of crime and deviance</u>	Learners are required to evaluate theories and explanations of crime and deviance, and to use evidence and examples to support argument.

UNIT 3, OPTION 2: HEALTH AND DISABILITY

AREA OF STUDY	DESCRIPTION
<u>The social construction of health and disability</u>	There are a variety of ways in which health and disability may be understood. Knowledge of definitions of health and disability and the role of health professionals applying these terms to people is necessary.
<u>Patterns, trends and the social distribution of health and disability</u>	Learners are required to understand the relationship between social class, gender, ethnicity and age and patterns and trends in health and disability. Learners are also required to understand the impact of social policy in relation to the experience of health and disability.
<u>Theories of health and disability</u>	Learners are required to evaluate theories of health and disability and to use evidence and examples to support argument.

AREA OF STUDY

Measuring Crime

Key Points:

- Learners will know and understand current patterns and trends of crime relating to gender, ethnicity, class and age
- Learners will be able to explain current patterns and trends of crime relating to gender, ethnicity, class and age
- Learners will demonstrate understanding of the strengths and limitations of the various methods used to collect data relating to crime and deviance in the UK
- Learners will understand the relationship between media reporting and perceptions of crime and crime statistics

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; Understanding numerical data;

Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;

Finding, selecting and exchanging information; Improving own learning and performance;

Developing and presenting information using ICT; Working with others. *plan do and review.*

INSPIRATION FOR TEACHING

Activity Name : Methods of Data Collection


- Learners consider the tables from the [ONS CSEW 2015](#), or any other tables referring to official crime statistics.
- Learners should summarise the patterns and trends that are shown on the graph.
- Learners will suggest reasons for the patterns and trends that are shown on the graph:
 - Why do people need to gather statistics about crime in their neighbourhood?
 - Why do people need to gather national crime statistics?
 - How might the way that crime statistics are gathered affect the findings
 - How does studying the information in the graph alter your view of crime?
 - What social factors may influence your view of the amount of crime that is taking place in society?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Patterns, Trends and the Social Distribution of Crime and Deviance

Key Points:

- Crime statistics show that there are very different distributions of crime and victimisation for people in different social groups based on age, class, gender and ethnicity
- Learners should explain why the patterns and trends in criminal behaviour and crime rates vary for different social groups

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;*

Finding, selecting and exchanging information; Improving own learning and performance;

Developing and presenting information using ICT; Working with others. *plan do and review.*

INSPIRATION FOR TEACHING

Activity Name : Summaries of Sociologists Working in the Field of Gender and Crime


- Write on the board, 'Men are more likely to be convicted of crime than women. In 2013, women accounted for 4.6% of the prison population'.
- Each learner will be given a piece of A4 paper and will write one suggestion to explain this fact at the top of the paper.
- Learners will swap papers, read what has been written and add another idea.
- The process of swapping and writing will continue until there are at least ten ideas in different handwriting on each sheet of paper. Summarise these ideas on the whiteboard.
- Learners will then use textbooks, the internet and notes to discover what research has been carried out to explain why crime is a male activity and link research to the ideas written on the paper.
- The paper lists can be used to form the basis of an essay explaining differences in crime rates between men and women.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Theories of Crime and Deviance

Key Points:

- There are a variety of theories to explain why criminal and deviant behaviour occurs; learners will know and understand these theories
- Learners will be able to evaluate the usefulness of theories to explain crime and deviant behaviour
- Learners will use recent research evidence and statistical data to evaluate the usefulness of the theories

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;* Finding, selecting and exchanging information; *Improving own learning and performance; Developing and presenting information using ICT; Working with others. plan do and review.*

INSPIRATION FOR TEACHING

Activity Name : Group work on solutions to crime and deviance


- Learners watch an extract of the music video '[Bingo Players ft. Far East Movement – Get up](#)'.
- In groups of four, learners will produce a list of suggestions for dealing with the problem of crime. Learners will be encouraged to be imaginative and consider all kinds of possibilities including crime prevention and strict punishment regimes.
- The learners will then create a table and consider one strength and one weakness of each suggestion:
 - Why is it necessary to have social control?
 - What have the class learned about the issue of solving the problem of crime?
- Class will now be asked to research Left and Right Realist solutions to the problem of crime, and judge which approach they feel is most effective and why.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

The Social Construction of Health and Disability

Key Points:

- Learners will demonstrate understanding of the key terms used in the study of health and disability and be able to use the terms with accuracy
- Learners will recognise that many terms such as health and disability are contested concepts linked to specific theories and debates
- Learners will know and understand current patterns and trends of health relating to gender, ethnicity, class and age
- Learners will be able to explain current patterns and trends of health relating to gender, ethnicity, class and age

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; [Understanding numerical data](#); [Carrying out calculations](#); [Interpreting results](#); [Presenting findings](#); [Using ICT systems](#); Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others. [plan do and review](#).

INSPIRATION FOR TEACHING

Activity Name : Development of Key Concept Booklet


- Ask learners to define what is meant by the following terms: health, disease, well-being, disability and sickness.
- Write the following WHO definition on the whiteboard for the class to consider: 'Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.'
 - How useful is this definition of health? Make points for and against.
 - How many people in the class are healthy according to this definition?
 - How could the definition of health be improved?
- In the light of the discussion, how could the definitions that the class suggested be improved?
- The class will make up a revision booklet or set of index cards of key terms using websites, textbooks and class notes.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Patterns, Trends and the Social Distribution of Health and Disability

Key Points:

- Health statistics show that there are very different distributions of health and disability for people in different social groups based on age, class, gender and ethnicity
- Learners should explain why the patterns and trends in health and disability rates vary for different social groups
- Learners should be aware of recent reports and research findings into the health of the nation

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data;*
Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;
 Finding, selecting and exchanging information; Improving own learning and performance;
Developing and presenting information using ICT; Working with others. plan do and review.

INSPIRATION FOR TEACHING

Activity Name : Reports on Health Inequalities


- Write on the board, 'Those born in the most deprived areas of the country spend 30% of their short lives in poor health, whilst those born in the wealthiest social groups spend 15% of their longer lives in poor health.'
- Each learner will be given a piece of A4 paper and will write one suggestion to explain this fact at the top of the paper.
- Learners will swap papers, read what has been written and add another idea.
- The process of swapping and writing will continue until there are at least ten ideas in different handwriting on each sheet of paper. Summarise these ideas on the whiteboard.
- Learners will then use textbooks, the internet and notes to discover what research has been carried out to explain why poverty seems to be related to ill health and link research to the ideas written on the paper.
- The paper lists can be used to form the basis of an essay explaining differences in health rates between the rich and the poor.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Theories of Health and Disability

Key Points:

- There are a variety of theories to explain differences in health and disability; learners will know and understand these theories with reference to both material and cultural explanations
- Learners will be able to evaluate the usefulness of theories to explain variations in the experience of health and disability
- Learners will use recent research evidence and statistical data to evaluate the usefulness of the theories

Provides an opportunity to develop the following skills:

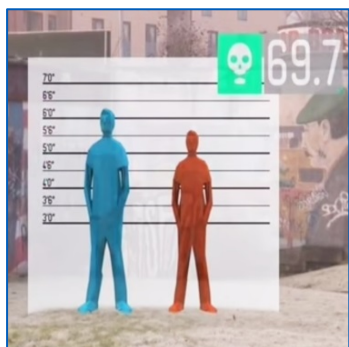
Speaking, listening and understanding; Reading; Writing; *Understanding numerical data;*

Carrying out calculations; Interpreting results; Presenting findings *Using ICT systems;*

Finding, selecting and exchanging information; Improving own learning and performance;

Developing and presenting information using ICT; Working with others. *plan do and review.*

INSPIRATION FOR TEACHING

Activity Name : Material vs Cultural Factors as a Cause of Health Inequality


- Ask learners to view the video clips '[Health Inequalities and the Glasgow Effect](#)' and '[The North South Divide](#)', or similar documentaries.
- Divide the class into small groups and ask half of them to identify material factors from the videos that affect health; the other half should identify cultural factors (aim for at least 4 of each with relevant sociologists attributed).
- Lead a whole class debate on the two explanations, ensuring that all arguments are supported with evidence. Adopt an integrated point-by-point approach ensuring that evaluation is sustained throughout the debate.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

KEY ASPECTS OF THE SPECIFICATION FROM 2015

UNIT 3, OPTION 3: POLITICS

AREA OF STUDY	DESCRIPTION
<u>Patterns and trends in political participation</u>	Knowledge of the social distribution of political participation and practice in relation to social class, gender, ethnicity and age is required.
<u>The role of parties, pressure groups and new social movements</u>	Learners are required to understand the role of parties, pressure groups and new social movements in the democratic process with reference to Wales and devolution debates where applicable. Examples of the influence of these groups and organisations in power and politics are required.
<u>Theories of power and politics</u>	Learners should evaluate theories of power and politics and use evidence and examples to support argument.

UNIT 3, OPTION 4: WORLD SOCIOLOGY

AREA OF STUDY	DESCRIPTION
<u>Patterns and trends of social inequality</u>	Knowledge of the social distribution of inequality in the developing world in relation to class, gender, ethnicity and age is required.
<u>The impact of globalisation and aid</u>	Learners are required to understand the role of transnational corporations, world trade, globalisation and aid in the developing world. Examples and evidence of global inequalities will be required.
<u>Theories of development</u>	Learners should evaluate theories of development and use evidence and examples to support argument.

AREA OF STUDY

Patterns and Trends in Political Participation

Key Points:

- Learners will demonstrate understanding of the key terms used in the study of politics and be able to use the terms with accuracy
- Learners will recognise that many terms from the sociology of policy are contested concepts linked to specific theories and debates
- Learners will know and understand current patterns and trends of political participation relating to gender, ethnicity, class and age
- Learners will be able to explain current patterns and trends of political participation relating to gender, ethnicity, class and age

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; [Understanding numerical data](#); [Carrying out calculations](#); [Interpreting results](#); [Presenting findings](#); [Using ICT systems](#); Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others. [plan do and review](#).

INSPIRATION FOR TEACHING

Activity Name : Political Participation


- Divide the class according to some random characteristic such as gender, hair length, eye colour etc. Inform the class that only those who fit a particular characteristic will be allowed to speak in the lesson. Those learners who fit into the special characteristic group will be able to say what the homework will be or what time the lesson ends.
- Carry out a simple ballot among only the participating group to make a decision on homework – it can be quite unfair and the more unfair, the better.
- Class discussion in groups and then a whole class discussion:
 - Was the voting system fair?
 - Did the vote reflect the views of everyone, or just the minority group?
 - To what extent did the exercise reflect the practice of voting in contemporary British society?
 - What would society be like if certain groups (for example, the poor, women, members of ethnic minorities, people with low income, those without jobs) were not allowed to vote?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

The Role of Parties, Pressure Groups and New Social Movements

Key Points:

- Learners should understand the role of political parties in British society
- Learners should understand that many people no longer belong to political parties but choose instead to become part of pressure groups and new social movements
- Learners should demonstrate understanding of the influence of these different political groupings on the democratic process
- Learners should be able to refer to actual examples of the influence of parties, pressure groups and new social movements on the political and democratic process

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; [Understanding numerical data](#); [Carrying out calculations](#); [Interpreting results](#); Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others. [plan do and review](#)

INSPIRATION FOR TEACHING

Activity Name : Should We Belong to Political Parties?


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- Write on the board, 'According to government statistics, in 2015, less than one percent of the electorate is a member of a political party. In 1983, 3.8% of the electorate were members of political parties.'
- Learners will be divided into groups of four, and each group will be given large sheets of paper. Half of the class will be asked to mind map ideas to explain why people should belong to political parties. When they have done this, they should share their ideas with others on the same side of the argument.
- The other half of the class will be asked to mind map ideas to explain why people should not belong to political parties. When they have done this, they should share their ideas with others on the same side of the argument.
- The class will now pair off, with learners who argued against political parties paired with those who had the opposing view. They will debate their cases with reference to recent political events.
- The class will convene and you should summarise the key points for the class.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Theories of Power and Politics

Key Points:

- There are a variety of theories to explain differences in political participation; learners will know and understand these theories with reference to recent political events
- Learners will be able to evaluate the usefulness of theories to explain variations in participation in political activity
- Learners will use recent research evidence and statistical data to evaluate the usefulness of the theories

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results.* Presenting findings; *Using ICT systems;* Finding, selecting and exchanging information; Improving own learning and performance; *Developing and presenting information using ICT.* Working with others. *plan do and review.*

INSPIRATION FOR TEACHING

Activity Name : Market Place Activity for Theories of Power


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- The learners are to be given access to their notes and to books and websites in an attempt to define the meaning of power.
- In groups, each set of learners is to research one theory of power: Marxism, Weberianism, Lukes, Parsons and modernisation theory.
- The group will create a simple poster or learning resource with very few words, many images and ideas.
- When the posters are complete, the groups will split. One person will remain with the poster and become a 'teacher' of the ideas of their group research topic. The remainder of the group become 'learners'.
- The 'learners' will spread out around the class and be taught the ideas of other theorists as discussed by other groups. 'Learners' may make notes and question the 'teachers' on another theory.
- The groups will reconvene and each will teach what they have learned to their learning partners.
- The learning posters can be left in the room as wall display work.

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

Patterns and Trends of Social Inequality

Key Points:

- Learners will demonstrate understanding of the key terms used in the study of world sociology and be able to use the terms with accuracy
- Learners will recognise that many terms from world sociology are contested concepts linked to specific theories and debates
- Learners will know and understand current patterns and trends of global inequality relating to gender, ethnicity, class and age
- Learners will be able to explain current patterns and trends of global inequality relating to gender, ethnicity, class and age

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems;* Finding, selecting and exchanging information; Improving own learning and performance; *Developing and presenting information using ICT;* Working with others – plan, do and review.

INSPIRATION FOR TEACHING

Activity Name : Cheap Fashion and Global Inequality


- Ask learners to look at the labels in their clothing and personal items. Produce a list on the whiteboard of where they were made, identifying where the countries are in the world.
- Ask learners to view a segment of the video clip '[The Full Story of the Rana Plaza Factory Disaster](#)', or a similar documentary that discusses sweatshop exploitation of workers
- What are the benefits of working in sweatshops for people in less developed countries?
- What are the disadvantages of working in sweatshops for people in less developed countries?
- What are the benefits of buying goods made by sweatshop labour for people in economically well developed countries?
- How could people in economically well developed countries best support the workers in sweatshops?

ADDITIONAL RESOURCES

[Educational Resources](#) > [A Level Sociology](#)

[WJEC](#) > [A Level Sociology](#) > [Specification from 2015](#)

[WJEC](#) > [A Level Sociology](#) > [Specimen Assessment Materials](#)

AREA OF STUDY

The Impact of Globalisation and Aid

Key Points:

- Learners should understand the role of transnational corporations, world trade, globalisation and aid
- Learners should understand that global inequalities in wealth and power limit the lives of people in less economically developed regions of the world
- Learners should demonstrate understanding of the influence of global economic structures on the distribution of wealth in the world
- Learners should be able to reflect on the value of Western aid to less economically developed regions of the world
- Learners will use evidence and examples of the impact of aid and trade in their responses

Provides an opportunity to develop the following skills:

Speaking, listening and understanding; Reading; Writing; *Understanding numerical data; Carrying out calculations; Interpreting results; Presenting findings; Using ICT systems; Finding, selecting and exchanging information; Improving own learning and performance; Developing and presenting information using ICT; Working with others – plan, do and review.*

INSPIRATION FOR TEACHING

Activity Name : Role-Playing Aid Workers


- Show the class the video clip '[Russell Brand visits Kibera the largest slum in Africa.](#)'
- How does the life of the children in Kibera (a slum of over 1,000,000 people in Kenya) differ from the experience of life among British children?
- Learners should list the problems of Kibera and then prioritise them based on the order in which aid money should be spent.
- Learners will now form groups of three. Each learner will take on a different role: one is to be a resident of Kibera, one is a government official from Kenya, one is a British aid worker. In their assumed roles they will then consider how best to help people of Kibera – should aid workers focus their efforts on: water, sewage, sexual health, medical facilities for people with AIDS, general health issues, housing, education, creating employment or other issues?
- Learners will justify their answers with reference to evidence and their understanding of global inequality.

ADDITIONAL RESOURCES

[Educational Resources > A Level Sociology](#)

[WJEC > A Level Sociology > Specification from 2015](#)

[WJEC > A Level Sociology > Specimen Assessment Materials](#)

AREA OF STUDY

Theories of Development

Key Points:

- There are a variety of theories to explain differences in global development; learners will know and understand these theories with reference to recent political events and global inequality
- Learners will be able to evaluate the usefulness of theories to explain variations in global development
- Learners will use recent research evidence and statistical data to evaluate the usefulness of the theories

Provides an opportunity to develop the following skills:

Speaking, Listening and understanding; Reading; Writing; [Understanding numerical data;](#)
[Carrying out calculations;](#) [Interpreting results;](#) Presenting findings; [Using ICT systems;](#)
[Finding, selecting and exchanging information;](#) Improving own learning and performance;
 Developing and presenting information using ICT; Working with others- plan do and review.

INSPIRATION FOR TEACHING

Activity Name : Market Place Activity for Theories of Global Development


- The learners are to be given access to their notes and to books and websites in an attempt to define the meaning of globalisation.
- In groups, each set of learners is to research one theory of global development: Marxist, Modernisation theory, dependency theory, and world systems theory.
- The group will create a simple poster or learning resource with very few words, many images and ideas.
- When the posters are complete, the groups will split. One person will remain with the poster and become a 'teacher' of the ideas of their group research topic. The remainder of the group become 'learners'.
- The 'learners' will spread out around the class and be taught the ideas of other theorists as discussed by other groups. 'Learners' may make notes and question the 'teachers' on another theory.
- The groups will reconvene and each will teach what they have learned to their learning partners.
- The learning posters can be left in the room as wall display work.

ADDITIONAL RESOURCES

[Educational Resources > A Level Sociology](#)

[WJEC > A Level Sociology > Specification from 2015](#)

[WJEC > A Level Sociology > Specimen Assessment Materials](#)

A LEVEL SOCIOLOGY INTERNAL AND EXTERNAL LINKS

Unit, title and area of study	U1: Section A: The social construction of culture Activity: nature or nurture
Useful interactive resources (internal links)	WJEC/Eduqas resources for this topic
Related external resources	Oxana Malaya video clip Stories of feral children A lesson on the social construction of childhood A booklet by Chris Livesey covering many of the topics relevant to the topic Learning resources related to cultural diversity An A4 poster explaining cultural differences and giving examples Ethnic and national identity in England and Wales, key official statistics

Unit, title and area of study	U1: Section A: The processes and agencies of socialisation
Useful interactive resources (internal links)	WJEC/Eduqas resources for this topic
Related external resources	Short video style Powerpoint explaining socialisation Short video style Powerpoint explaining agencies of socialisation Detailed article explaining types of socialisation Notes on socialisation but from a psychological point of view, some useful detail

Unit, title and area of study	U1: Section A: The influence of socialisation on identity
Useful interactive resources (internal links)	WJEC/Eduqas resources for this topic
Related external resources	Extended description of key concepts A PowerPoint lesson on socialisation An entire teaching sequence and resources on social construction and socialisation by Scottish government A revision video on YouTube created for this specification An American lecture on culture and socialisation A description of interactionist theories regarding the development of identity A description of how gender identity may be created Playground drama, the secret life of 4 year olds Luke Tries To Make Friends

FAMILY

Unit, title and area of study	U1: Section B: Option 1: Causes and impact of demographic change on families and households
Useful interactive resources (internal links)	WJEC/Eduqas resources for this topic Sociology ebook containing material on family
Related external resources	Official statistics relation to family and household demography, use the side bar for navigation Official statistics relation to family and household demography, use the side bar for navigation A BBC news story from 2012 on population data for England and Wales Characteristics of the population in Wales, official statistics

Unit, title and area of study	U1: Section B: Option 1: Theoretical debates about the family
Useful interactive resources (internal links)	WJEC/Eduqas resources for this topic
Related external resources	Notes on the functionalist views of the family PowerPoint summarising functionalist views of family Notes on Marxist view of the family YouTube account of Marxist views of family https://www.YouTube.com/watch?v=kl_4ScWlxmc Notes on feminism and feminist views of family YouTube clip explaining postmodernism and family Notes on postmodernism and the family

YOUTH

Unit, title and area of study	U1: Section B: Option2: Causes and impact of demographic change on youth culture
Useful interactive resources (internal links)	WJEC/Eduqas resources for this topic
Related external resources	Website describing statistics about young people in Britain Government youth unemployment statistics, with a full report that can be downloaded Factsheets and briefings on young people and children from the NSPCC Official statistics about young people in the population

Unit, title and area of study	U1: Section B: Option2: Theoretical debates about youth culture
Useful interactive resources (internal links)	WJEC/Eduqas resources for this topic
Related external resources	A detailed workpack by Chris Livesey A detailed reading list and course guide suitable for teachers An excellent YouTube video lecture by Steve Bassett designed for WJEC. Look for others that he has created, especially the skills based work Essay on postmodern theories of youth culture A range of teaching resources and stimulus materials Gender and youth culture

EDUCATION

Unit, title and area of study	U2: Section B: Option1: Explanation of patterns and trends in attainment in relation to class, gender and ethnicity
Useful interactive resources (internal links)	WJEC/Eduqas resources for this topic Sociology ebook notes and activities
Related external resources	A range of resources aimed at supporting the WJEC/Eduqas specification including booklets and power points Government data on gender and education information in England Gender differences in educational outcomes in Wales, government data Research evidence on educational inequality on the grounds of race, class and gender

Unit, title and area of study	U2: Section B: Option 1: The influence of wider social factors on education
Useful interactive resources (internal links)	WJEC/Eduqas resources for this topic Sociology ebook notes and activities
Related external resources	A range of resources aimed at supporting the WJEC/Eduqas specification including booklets and power points An online textbook of the sociology of education Government education website to update knowledge of education Teaching notes and resources on the sociology of education A YouTube podcast A range of education resources

Unit, title and area of study	U2: Section B: Option 1: Theoretical debates about education
Useful interactive resources (internal links)	WJEC/Eduqas resources for this topic Sociology ebook notes and activities
Related external resources	A range of resources aimed at supporting the WJEC/Eduqas specification including booklets and power points Notes on structural theories of education Material and cultural deprivation in education, YouTube clip YouTube video explaining sociological theories of education YouTube video about 'in-school' factors affecting attainment Notes on New Right theories of education Notes on theories of education

MEDIA

Unit, title and area of study	U2: Section B: Option 2: Explanations of patterns and trends in the media
Useful interactive resources (internal links)	http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=638 http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2007-08/sociology/cynnal/index.html
Related external resources	A PowerPoint on audience theory Notes and links can be seen on Statistics on media usage in the UK Social media statistics Television viewing statistics

Unit, title and area of study	U2: Section B: Option 2: The changing nature of the media
Useful interactive resources (internal links)	http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=638 http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2007-08/sociology/cynnal/index.html
Related external resources	Notes on the ownership and control of the media Detailed notes on the ownership of the media Wikipedia notes Notes on the way that social media is influencing television Notes on the sociology of media News stories on the media in the UK

Unit, title and area of study	U2: Section B: Option 2: Theoretical debates about the media
Useful interactive resources (internal links)	http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=638 http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2007-08/sociology/cynnal/index.html
Related external resources	Range of relevant theories explained Notes on sociology of the media Revision flashcards on media issues Downloadable teaching booklet on sociology of the mass media Range of relevant materials on the media as part of the study of politics

RELIGION

Unit, title and area of study	U2: Section B: Option 3: Explanations of patterns and trends in religious practices and beliefs
Useful interactive resources (internal links)	WJEC resources and notes
Related external resources	BBC page listing religions in the UK The BBC home page for religion News article on religion and spirituality PowerPoint on defining religion Detailed notes on the sociology of religion Notes on New Age beliefs New Age religious movements The National Secular Society The Humanist website has survey findings and classroom resources

Unit, title and area of study	U2: Section B: Option 3: The changing nature of religion and the impact of social policy
Useful interactive resources (internal links)	WJEC resources and notes
Related external resources	The Kendal project home page News article on the Moonies by Eileen Barker Church of the Flying Spaghetti Monster Notes on secularisation Government statistics on religion and religious belief Data on organised religion in the UK Article in Church Times discussing attendance figures for the Church of

	England Age of Aquarius video clip Hare Krishna song reflecting Hindu belief News article on spirituality
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Unit, title and area of study	U2: Section B: Option 3: Theoretical debates about religion
Useful interactive resources (internal links)	WJEC resources and notes
Related external resources	Marxist theories of religion slideshow Sociological theories of religion, notes Overview of sociological theories of religion YouTube presentation on beliefs in society Teaching notes on the sociology of religion Durkheim on religion, notes from Cardiff University

METHODS / APPLIED METHODS OF SOCIOLOGICAL ENQUIRY

Unit, title and area of study	U2, U4: Key concepts in methods of sociological enquiry
Useful interactive resources (internal links)	Detailed site including notes, activities, examples and video clips Resources to support the teaching of Research methods Chapter in an ebook on research methods Range of resources including notes on research methods and approaches
Related external resources	Sudhir Venkatesh on Gang Leader for a Day Notes on reliability and validity A teaching activity to illustrate reliability and validity A short video clip on evaluating research by Steve Taylor Evaluating research methods, a short YouTube presentation explain the PERVERT approach A partially bilingual Welsh Research project from Swansea University with good website resources

Unit, title and area of study	U2, U4: Approaches to the study of Sociology; methodology and sampling processes
Useful interactive resources (internal links)	Detailed site including notes, activities, examples and video clips Resources to support the teaching of Research methods Chapter in an ebook on research methods Range of resources including notes on research methods and approaches

<p>Related external resources</p>	<p>Simple introduction to qualitative and quantitative data</p> <p>Notes on qualitative and quantitative research</p> <p>Teaching booklet on research methods</p> <p>Hugely detailed account of various research approaches</p> <p>British Sociological Association statement of ethical practice</p> <p>Notes of the two types of sampling procedure</p>
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<p>Unit, title and area of study</p>	<p>U2, U4: Applied research design</p>
<p>Useful interactive resources (internal links)</p>	<p>Detailed site including notes, activities, examples and video clips</p> <p>Resources to support the teaching of research methods</p> <p>Chapter in an ebook on research methods</p> <p>Range of resources including notes on research methods and approaches</p>
<p>Related external resources</p>	<p>Notes on research design</p> <p>Detailed notes on research design</p> <p>Detailed chapter from a textbook</p> <p>The website of the ESRC which publishes research and research summaries</p> <p>The website of the Joseph Rowntree Foundation which funds and publishes research</p> <p>The British Sociological Association has a research database with good links</p>

SOCIAL INEQUALITY

Unit, title and area of study	U4: Section B: Evidence of social inequality
Useful interactive resources (internal links)	Evidence can be drawn from all areas of the resources site: http://resources.wjec.co.uk/Pages/ResourceByArgs.aspx?subId=28&lvId=0 Ebook notes can be found at: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2009-10/Sociology/a2-cynnal/index.html
Related external resources	Breadline Britain videoclip A range of clips research findings and resources on the Guardian website Daily Mirror newspaper report on poverty and inequality Data on gender inequality for females Campaigning website on gender inequality with commentary, news and some research findings Data on poverty and a range of inequalities Government website on policy and inequality The Equality and Human Rights Commission in Wales The JRF foundation collect research evidence of inequality Evidence of disability discrimination The Equality and Human Rights Commission report into racial and other inequalities NEWS article on age discrimination at work Age Concern research findings on Ageism in Britain
Unit, title and area of study	U4: Section B: Patterns of inequality

<p>Useful interactive resources</p> <p>(internal links)</p>	<p>Evidence can be drawn from all areas of the resources site: http://resources.wjec.co.uk/Pages/ResourceByArgs.aspx?subId=28&lvlId=0</p> <p>Ebook notes can be found at: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2009-10/Sociology/a2-cynnal/index.html</p>
<p>Related external resources</p>	<p>Data on gender inequality for females</p> <p>Campaigning website on gender inequality with commentary, news and some research findings</p> <p>Data on poverty and a range of inequalities</p> <p>Government website on policy and inequality</p> <p>The JRF foundation collect research evidence of inequality</p> <p>ONS Focus on Inequality Summary provides government statistics for various disadvantaged groups</p> <p>Data on inequality and a variety of reports</p> <p>Government data to download</p>

<p>Unit, title and area of study</p>	<p>U4: Section B: Theories of inequality</p>
<p>Useful interactive resources</p> <p>(internal links)</p>	<p>Evidence can be drawn from all areas of the resources site: http://resources.wjec.co.uk/Pages/ResourceByArgs.aspx?subId=28&lvlId=0</p> <p>Ebook notes can be found at: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2009-10/Sociology/a2-cynnal/index.html</p>
<p>Related external resources</p>	<p>A level teaching notes on Weber</p> <p>A level teaching notes on Marxism</p> <p>Teaching booklets covering the entire specification for inequality</p>

[Notes on theories of inequality](#)

[Notes on stratification and sociology of racial inequality](#)

[Feminism and inequality, notes and questions](#)

[Marxism notes explained by a Marxist](#)

CRIME & DEVIANCE

Unit, title and area of study	U3: Option 1: Measuring crime
Useful interactive resources (internal links)	WJEC Eduqas resource can be seen at: http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=647 Ebook notes can be found at: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2009-10/Sociology/a2-cynnal/index.html
Related external resources	Government crime statistics Police recorded crime data Crime Survey for England and Wales Police crime data Ministry of Justice data on crime and crime convictions The website of the Criminal Prosecution Service

Unit, title and area of study	U3: Option1: Patterns, trends and the social distribution of crime and deviance
Useful interactive resources (internal links)	WJEC Eduqas resources can be seen at: http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=647 Ebook notes can be found at: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2009-10/Sociology/a2-cynnal/index.html
Related external resources	Gender and crime PowerPoint Explanations for gender patterns and crime booklet Animation explaining gender and crime Statistics on race and the criminal justice system

	<p>PowerPoint on ethnicity and crime</p> <p>Victims of crime data</p> <p>News article on middle class crime</p> <p>Notes on the relationship between age and crime</p> <p>Prison population statistics</p>
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Unit, title and area of study	U3: Option 1 Theories of crime and deviance
Useful interactive resources (internal links)	<p>WJEC Eduqas resources can be seen at http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=647</p> <p>Ebook notes can be found at http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2009-10/Sociology/a2-cynnal/index.html</p>
Related external resources	<p>Detailed teaching notes on the theory of crime</p> <p>Notes on different theories of crime</p> <p>Teaching notes, videos and audio work on various topics relating to crime and deviance</p> <p>YouTube clip on theories of Crime and Deviance</p> <p>Crime and Deviance revision summary YouTube clip</p>

HEALTH & DISABILITY

Unit, title and area of study	U3: Option 2: The social construction of health and disability Activity: Key concepts
Useful interactive resources (internal links)	WJEC Eduqas resources can be seen at: http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=647 Ebook notes can be found at: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2009-10/Sociology/a2-cynnal/index.html
Related external resources	Introduction to the study of Health and Disability Key terms and discussions in the definition of health and disability Inequalities in health care discussed Government statistics on health and social care Research data on disability and health from the Joseph Rowntree Foundation A range of free teaching course materials on health An online textbook relating to health and social care Website with a range of research and resources on health issues

Unit, title and area of study	U3: Option 2: Patterns, trends and the social distribution of health and disability
Useful interactive resources (internal links)	WJEC Eduqas resources can be seen at: http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=641 http://resources.wjec.co.uk/Pages/SearchResources.aspx

<p>Related external resources</p>	<p>Social Patterns of health and illness discussed</p> <p>Inequalities in health care and care provision</p> <p>Government data on patterns of health from Social Trends</p> <p>The Black Report on trends in inequalities of health</p> <p>News story highlighting differences in life expectancy in Britain</p> <p>Article on government policy and childhood obesity</p> <p>Videoclip on the Glasgow Effect and health inequality</p> <p>The North-South divide and health</p>
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<p>Unit, title and area of study</p>	<p>U3: Op 2: Theories of health and disability</p>
<p>Useful interactive resources (internal links)</p>	<p>WJEC Eduqas resources can be seen at http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=641</p> <p>http://resources.wjec.co.uk/Pages/SearchResources.aspx</p>
<p>Related external resources</p>	<p>Understanding health inequality PowerPoint</p> <p>PowerPoint on Causes of inequality of health linked to class</p> <p>Online text book of health and health inequality</p> <p>YouTube revision video of health and inequality theory</p>

POLITICS

Unit, title and area of study	U3: Option 3: Patterns and trends in political participation
Useful interactive resources (internal links)	WJEC Eduqas resources can be seen at: http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=640
Related external resources	Research report on young people and political participation in Britain Key terms in the study of politics and participation An opinion essay on declining political participation A research report on gender and political participation PowerPoint on political participation in UK

Unit, title and area of study	U3: Option 3: The role of parties, pressure groups and new social movements
Useful interactive resources (internal links)	WJEC Eduqas resources can be seen at: http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=640
Related external resources	Website of the Labour Party Website of the Conservative Party Website of the Party of Wales, Plaid Cymru Website of the Green Party Website of Greenpeace Website of 38 degrees Website of Change, an online petition site PowerPoint on Social Movements News article about the death of political parties

Unit, title and area of study	U3: Option 3: Theories of power and politics
Useful interactive resources (internal links)	WJEC Eduqas resources can be seen at: http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=640
Related external resources	Teaching workbook on theories of power Summary of key theories of the distribution of power Essay on theories of power A Government and policy blog by the London School of Economics team

WORLD SOCIOLOGY

Unit, title and area of study	U3: Option 4: Patterns and trends of social inequality
Useful interactive resources (internal links)	WJEC Eduqas resources can be seen at: http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=642 http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=528 http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=525 http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=186
Related external resources	Facts and global wealth inequality article Global inequality campaigning website with a videoclip Guardian news article on global inequality Global poverty facts and statistics

Unit, title and area of study	U3: Option 4: The impact of globalisation and aid
Useful interactive resources (internal links)	WJEC Eduqas resources can be seen at: http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=642 http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=528 http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=525 http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=186
Related external resources	Video on the costs of fashion Explaining globalisation Notes on Foreign Aid and how it works Russell Brand visits Kibera

	<p>Africa needs jobs, not aid</p> <p>The Rhana Plaza disaster</p> <p>Newspaper report on foreign aid and economic growth</p> <p>Advantages and disadvantages of globalisation</p> <p>Australian Powerpoint on globalisation https://www.YouTube.com/watch?v=iWzi7stqSAg</p> <p>Website of Unesco</p> <p>Website of Oxfam</p> <p>Article about sweatshops</p>
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Unit, title and area of study	U3: Option 4: Theories of development
Useful interactive resources (internal links)	<p>WJEC Eduqas resources can be seen at: http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=642 http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=528 http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=525 http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rlid=186</p>
Related external resources	<p>Detailed notes explaining world inequality</p> <p>PowerPoint on global inequality and theory</p> <p>Wikibook notes on global inequality</p> <p>Notes on global stratification</p> <p>Notes on explaining global poverty</p>