WJEC Eduqas GCE AS in
SOCIOLOGY
ACCREDITED BY OFQUAL

TEACHER HANDBOOK
Teaching from 2015

This Ofqual regulated qualification is not available for candidates in maintained schools and colleges in Wales.
The WJEC Eduqas AS level Sociology qualification, accredited by Ofqual for first teaching from September 2015, is available to:

- All schools and colleges in England
- Schools and colleges in independent regions such as Northern Ireland, Isle of Man and the Channel Islands
- Independent schools in Wales.

It will be awarded for the first time in Summer 2016, using grades A–E.

The Eduqas specification is designed to excite and engage learners and to offer them the skills they require for reflective thinking about the social world. It should challenge their preconceptions and develop in them an awareness of social diversity and understanding of the challenges facing the modern world.

The significance of research is emphasised in the Eduqas specification by its existence as a stand-alone component though candidates should apply their knowledge of research considered in their options to this area of study.

Learners will be encouraged to think in a reflective manner in order to develop the higher level skills of analysis and evaluation. They will be given opportunities to apply their own responses to questions in order to gain transferable skills and prepare them for their place in the social world.

Learners will develop a critical understanding of social structures and social change. In addition, they will discover the importance of social theory and evidence in explaining how modern society has developed into our contemporary society.

Government research has identified that there is a skills gap for people who can use number and apply it to the political organisation and planning of this country. Maths, business studies and statistical analysis would therefore be useful combinations with Sociology.

Additional ways that WJEC can offer support:

- Specimen assessment materials
- Face-to-face CPD events
- Examiners' reports on each question paper
- Free access to past question papers and mark schemes via the secure website
- Direct access to the subject officer
- Free online resources
- Exam Results Analysis
- Online Examination Review

The principal aim of the Teachers’ Guide is to offer support to teachers in delivery of the new WJEC Eduqas AS level Sociology specification and to offer guidance on the requirements of the qualification and the assessment process.

The guide offers assistance to teachers, suggesting possible classroom activities and links to useful digital resources (both our own, freely available, digital materials and some external sources) to provide ideas for immersive and engaging lessons.

The guide will concentrate on those areas new to WJEC subject specifications and those subject areas where guidance has been requested most.
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 specification has been designed to allow co-teachability at AS and at A level. The emphasis on skills makes this specification an excellent vehicle for the progression of a learner into higher education. Activities based on the specification content will allow learners to respond in non-prescriptive ways through commentary on sociological theories and evidence.

The content has been divided into two components, both of which are assessed by written examination.

Component 1 provides the opportunity to study the theme socialisation and culture. Through this, learners will develop an awareness of the importance of the agents of socialisation. Learners will be studying the world in which they are living and will also have opportunities to engage with contemporary society in a way that will enhance their sociological understanding.

For example, learners can also develop an understanding of contemporary society by using contemporary examples to support argument/debate, using television, press and other forms of media as the source. They will be expected to reference contemporary sociological research and evidence to support their answers.

Methods of sociological enquiry were previously taught and assessed across a number of units. There is strong evidence from a range of sources that HE values the development of general academic research skills as an important part of preparation for undergraduate study.

Component 2 has been designed to facilitate the demand for appropriate research skills from stakeholders and allows for discrete teaching and assessment within a single component.

Learners will be encouraged to support their responses with reference to contemporary examples of sociological research, again emphasising the integrated nature of the specification. Within the specification and particularly in relation to this component, learners are expected to develop knowledge and understanding of both qualitative and quantitative methods and skills of interpretation. Learners could be encouraged to complete small scale research projects of their own to provide the opportunity of first-hand experience of organising and undertaking a research project. This in turn could enable them to interpret research by others and apply appropriate methodologies to suggested areas for research.

**ADDITIONAL RESOURCES**

- Educational Resources > A Level Sociology
- Eduqas > A Level Sociology > Specification from 2015
- Eduqas > A Level Sociology > Specimen Assessment Materials
All learners will be assessed on the two components. In this sense, there are no optional routes through the specification. However, within Component 1 as at A level, 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 components offers the opportunity for learners to study areas of sociology that are of particular interest to them.

**Component 1 – Socialisation and Culture**

**Section B**

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

- families and households
- youth cultures

**Section C**

- education
- media
- religion

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 component, 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.
Learners will be assessed on the two externally examined components. All assessment objectives are covered within each component and therefore across all components in each examination series.

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 mark schemes. Elements 1a and 1b are covered by Components 1 and 2. Component 2 targets Elements 2a and 2b. The technical interpretation specifies that no more than 10% 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 Component 1. Element 1b has been targeted in Component 2. 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 the two components. The mark 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.

Component 1: Socialisation and 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.

Component 2: 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 both a particular and a novel set of circumstances.

The questions target AO1 and AO2 which will assess the learner’s knowledge and understanding of a range of research methods; resource responses which refer to sociological studies will cover AO1, AO2 and AO3.
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. Both components 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 both components. 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, to build and evaluate sociological arguments is a critical skill for learners. This style of question is found in the two components.

Across the examination papers a range of appropriate assessments will be included. In each series a range of questions 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.

Extended response essays throughout the components will also require learners to demonstrate higher order skills of application, analysis, interpretation and evaluation. For example, learners will be required to demonstrate their ability to analyse and evaluate methods used in sociological investigations.

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 Components 1 at AS and A Level 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 contexts 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.
Example of a short open response question for AS level Component 2:

Q1 (a) Using material from the item and sociological knowledge, explain the meaning of the term **access**. (5 marks)

AO1 – Knowledge and understanding (3 marks)
AO2 – Application (2 marks)

The Marking Scheme gives a clear breakdown of how the marks are allocated to the elements in AO1 and AO2.

Example of a restricted response essay for AS level Component 1:

Q2 (ai ) Describe the features of a beanpole family. (10 marks)

AO1 – Knowledge and understanding (6 marks)
AO2 – Application (4 marks)

• All questions of this type are compulsory.
• Some may require understanding of an item or analysis of data.
• The focus is on knowledge and understanding with some assessment of learners’ ability to apply knowledge and understanding to the question.
• The questions will provide structure and offer a framework for answers.

Within Components 1 and 2, the restricted response essay question clearly defines the limitation of the essay, and leads the candidate to ensure that they can identify the required response in order to achieve the marks awarded to the identified AOs.

Example of an extended response essay for AS Component 1:

Q6 (bii) Evaluate the view that religion is functional for society. (25 marks)

AO1 – Knowledge and understanding (9 marks)
AO2 – Application (4 marks)
AO3 – Evaluation (12 marks)

• The focus is very much on analysis and evaluation rather than just knowledge and understanding.
• Questions such as these assess the ability to write in an extended manner and evaluate sociological arguments, theories and concepts.
• Candidates should structure and frame answers.

**ADDITIONAL RESOURCES**

Educational Resources > A Level Sociology

Eduqas > A Level Sociology > Specification from 2015

Eduqas > A Level Sociology > Specimen Assessment Materials
DELIVERING THE SPECIFICATION: CO-TEACHABILITY WITH AS

At AS, although there are only two components, they cover the required themes, acknowledging the co-teachability of AS and A level candidates in that AS candidates learn roughly half the required content within the required timescales.

As a result this gives the AS assessments a natural bias towards AO1 with a reduced AO3 content.

The AOs have been used to develop the assessments so that in Components 1 and 3, the allocation of the percentages in AO1, AO2 and AO3 is reflected in the construction of the item types and the related mark schemes. This is why Components 1 and 3 have a higher percentage weighting across the qualification and are allocated more time.

The assessments in Component 2 target the strands and elements which are specific to research methods.

All components encourage the development of critical and reflective thinking.

The balance at AS is within the required weightings and reflects the fewer opportunities for extended writing.

At A level AO1, AO2 and AO3 are covered in equal proportions in Component 1 and 3. Component 2 covers the elements in AO1 and AO2 and the strands of AO3, which discretely target research methods.

Component 2 at both A level and AS discretely targets research methods. This is because methods of sociological enquiry are fundamental to the study of sociology.

These components allow learners to focus on methods of sociological enquiry in order to:

- apply learning through small scale research projects
- design a piece of research in relation to a given brief
- apply knowledge, understanding and skills of research methodology to a novel context.

They also cover an area of study which is significant to the preparation for employment or higher level study for AS students progressing to A level and particularly for A level students progressing to Higher education courses. As can be seen in the sample assessment materials, the item types and assessments of this component are different at AS and A level.

Assessment at AS requires candidates to demonstrate their knowledge and understanding of research methods.

At A level however candidates will be required to apply their knowledge and understanding through designing a research project which they will be expected to evaluate.

ADDITIONAL RESOURCES

Educational Resources > A Level Sociology

Eduqas > A Level Sociology > Specification from 2015

Eduqas > A Level Sociology > Specimen Assessment Materials
Co-teachability of AS and A level can be demonstrated through coverage of content in the AS and A level specifications in the tables below.

<table>
<thead>
<tr>
<th>AS Component One</th>
<th>A level Component One</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A</strong></td>
<td><strong>Section A</strong></td>
</tr>
<tr>
<td>Socialisation, culture &amp; identity</td>
<td>Key concepts &amp; processes of cultural transmission, socialisation &amp; acquisition of identity</td>
</tr>
<tr>
<td><strong>Section B</strong></td>
<td><strong>Section B</strong></td>
</tr>
<tr>
<td>Families &amp; households or Youth Cultures</td>
<td>Families &amp; households or Youth Cultures</td>
</tr>
<tr>
<td><strong>Section C</strong></td>
<td><strong>Section C</strong></td>
</tr>
<tr>
<td>Education Or Media Or Religion</td>
<td>Education Or Media Or Religion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AS Component 2</th>
<th>A level Component 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory:</strong> Methods of sociological enquiry</td>
<td><strong>Compulsory:</strong> Methods of sociological enquiry</td>
</tr>
</tbody>
</table>
| Learners will be required to:  
  • demonstrate knowledge and understanding of a range of methods and sources of data  
  • demonstrate their ability to apply their knowledge and understanding of research methods to a specific scenario  
  • use examples from contemporary sociological research to demonstrate knowledge and understanding of relevant sociological concepts and key methodological issues. | Learners will be required to:  
  • demonstrate knowledge and understanding of a range of methods and sources of data  
  • demonstrate their ability to apply their knowledge and understanding of research methods  
  • demonstrate their ability to design, analyse and evaluate their own research design  
  • use examples from contemporary sociological research to demonstrate knowledge and understanding of relevant sociological concepts and key methodological issues. |
The table below demonstrates the strands and elements for each assessment objective.

### ASSESSMENT OBJECTIVES, STRANDS AND ELEMENTS

<table>
<thead>
<tr>
<th>ASSESSMENT OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A01 Demonstrate knowledge and understanding of:</strong></td>
</tr>
<tr>
<td>• Sociological theories, concepts and evidence</td>
</tr>
<tr>
<td>• Sociological research methods</td>
</tr>
<tr>
<td><strong>Strands</strong></td>
</tr>
<tr>
<td>1 – Sociological theories, concepts and evidence</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2 – Sociological research methods</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>A02 Apply sociological theories, concepts evidence and research methods to a range of issues</strong></td>
</tr>
<tr>
<td><strong>Strands</strong></td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td><strong>A03 Analyse and evaluate sociological theories, concepts, evidence and research methods in order to:</strong></td>
</tr>
<tr>
<td>• Present arguments</td>
</tr>
<tr>
<td>• Make judgements</td>
</tr>
<tr>
<td>• Draw conclusions</td>
</tr>
<tr>
<td><strong>Strands</strong></td>
</tr>
<tr>
<td>1 – Present arguments</td>
</tr>
<tr>
<td>2 – Make judgements</td>
</tr>
<tr>
<td>3 – Draw conclusions</td>
</tr>
</tbody>
</table>
### Component 1, Section A, Compulsory Question

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The social construction of culture</strong></td>
<td>Learners should understand the relativity of culture and be aware of the nature nurture debate.</td>
</tr>
<tr>
<td><strong>The processes and agencies of socialisation</strong></td>
<td>Knowledge of key concepts and processes of socialisation and the acquisition of identity.</td>
</tr>
<tr>
<td><strong>The influence of socialisation on identity</strong></td>
<td>Learners should also understand that identity can be influenced by gender, class, ethnicity and nationality.</td>
</tr>
</tbody>
</table>

### Component 1, Section B, Option 1: Families & Households

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Causes and impact of demographic change on families and households</strong></td>
<td>Knowledge of demographic change on families and households, and the ability to describe and explain these changes.</td>
</tr>
<tr>
<td><strong>Theoretical debates about the family</strong></td>
<td>Learners are required to evaluate sociological theories of family with reference to research evidence and examples.</td>
</tr>
</tbody>
</table>

### Component 1, Section B, Option 2: Youth Cultures

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause and impact of demographic change</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Theoretical debates about youth culture</strong></td>
<td>Learners are required to evaluate sociological theories of youth culture with reference to research evidence and examples.</td>
</tr>
</tbody>
</table>
**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 > AS Sociology
- Eduqas > AS Sociology > Specification from 2015
- Eduqas > AS Sociology > Specimen Assessment Materials
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 > AS Sociology
- Eduqas > AS Sociology > Specification from 2015
- Eduqas > AS Sociology > Specimen Assessment Materials
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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials

List of Related External Resources
**COMPONENT: 1B**  
**EXAM LEVEL: AS**

**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 in 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 > AS Sociology**
- **Eduqas > AS Sociology > Specification from 2015**
- **Eduqas > AS Sociology > Specimen Assessment Materials**

**List of Related External Resources**
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 well each theory explains 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 > AS Sociology
Eduqas > AS Sociology > Specification from 2015
Eduqas > AS Sociology > Specimen Assessment Materials

List of Related External Resources
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 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

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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials
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

INSPIRATION FOR TEACHING

Activity Name: Linking Researchers to Key Concepts

- 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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials
### COMPONENT 1, SECTION C, OPTION 1: EDUCATION

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanations of patterns and trends in attainment with relation to class, gender and ethnicity</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>The influence of wider social factors on education</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Theoretical debates about education</strong></td>
<td>Learners should 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.</td>
</tr>
</tbody>
</table>

### COMPONENT 1, SECTION C, OPTION 2: MEDIA

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanations of patterns and trends in the media</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>The changing nature of the media</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Theoretical debates about the media</strong></td>
<td>Learners should understand and be able to evaluate sociological theories in relation to current media debates such as the role of media professional or the impact of the media on audiences.</td>
</tr>
</tbody>
</table>
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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials

List of Related External Resources
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

- 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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials
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

- 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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials

List of Related External Resources
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 > AS Sociology
- Eduqas > AS Sociology > Specification from 2015
- Eduqas > AS Sociology > Specimen Assessment Materials

[Link to List of Related External Resources]
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

- 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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials
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.

Activity Name: Evaluating a Theory – Personal Diary Activity

- 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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials

List of Related External Resources
### COMPONENT 1, SECTION C, OPTION 3: RELIGION

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanations of patterns and trends in religious practices and belief</strong></td>
<td>Knowledge of changing patterns and trends in relation to participation and religiosity. The ability to explain these patterns is required.</td>
</tr>
<tr>
<td><strong>The changing nature of religion and the impact of social policy</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Theoretical debates about religion</strong></td>
<td>Learners should understand and be able to evaluate sociological theories in relation to debates about religious belief and practice.</td>
</tr>
</tbody>
</table>

### COMPONENT 2: METHODS OF SOCIOLOGICAL ENQUIRY

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key concepts in methods of sociological enquiry</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Approaches to the study of sociology: methodology and sampling processes</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Applied research design</strong></td>
<td>Learners should understand how to design a piece of research and explain the reasons for their decisions. They will be required to identify and explain the weakness in their design.</td>
</tr>
</tbody>
</table>
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.

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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials

List of Related External Resources
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

- 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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials
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

- 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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials
Key Concepts in Methods of Sociological Enquiry

Key Points:

- Learners should have an understanding of the 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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS 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
- 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 > AS Sociology
Eduqas > AS Sociology > Specification from 2015
Eduqas > AS Sociology > Specimen Assessment Materials

List of Related External Resources
COMPONENT: 2

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 > AS Sociology

Eduqas > AS Sociology > Specification from 2015

Eduqas > AS Sociology > Specimen Assessment Materials

List of Related External Resources
## AS SOCIOLOGY INTERNAL AND EXTERNAL LINKS

| Component, title and area of study | C1: Section A: The social construction of culture  
Activity: nature or nurture |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful interactive resources (internal links)</td>
<td>WJEC/Eduqas resources for this topic</td>
</tr>
</tbody>
</table>
| 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 |

<table>
<thead>
<tr>
<th>Component, title and area of study</th>
<th>C1: Section A: The processes and agencies of socialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful interactive resources (internal links)</td>
<td>WJEC/Eduqas resources for this topic</td>
</tr>
</tbody>
</table>
| 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 psycholog point of view, some useful detail |
<table>
<thead>
<tr>
<th>Component, title and area of study</th>
<th>C1: Section A: The influence of socialisation on identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful interactive resources</td>
<td><strong>WJEC/Eduqas resources for this topic</strong></td>
</tr>
<tr>
<td>(internal links)</td>
<td></td>
</tr>
<tr>
<td>Related external resources</td>
<td><strong>Extended description of key concepts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A PowerPoint lesson on socialisation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>An entire teaching sequence and resources on social construction and socialisation by Scottish government</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A revision video on YouTube created for this specification</strong></td>
</tr>
<tr>
<td></td>
<td><strong>An American lecture on culture and socialisation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A description of interactionist theories regarding the development of identity</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A description of how gender identity may be created</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Playground drama, The Secret Life of 4 Year Olds</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Luke Tries To Make Friends</strong></td>
</tr>
</tbody>
</table>
### FAMILY

<table>
<thead>
<tr>
<th>Component, title and area of study</th>
<th>C1: Section B: Option 1: Causes and impact of demographic change on families and households</th>
</tr>
</thead>
</table>
| **Useful interactive resources**  | WJEC/Eduqas resources for this topic
| (internal links)                  | Sociology ebook containing material on family |
| **Related external resources**    | Official statistics relation to family and household demography, use the sidebar for navigation
|                                  | A BBC news story from 2012 on population data for England and Wales
|                                  | Characteristics of the population in Wales, official statistics |

<table>
<thead>
<tr>
<th>Component, title and area of study</th>
<th>C1: Section B: Option 1: Theoretical debates about the family</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Useful interactive resources</strong></td>
<td>WJEC/Eduqas resources for this topic</td>
</tr>
<tr>
<td>(internal links)</td>
<td></td>
</tr>
</tbody>
</table>
| **Related external resources**    | Notes on the functionalist views of the family
|                                  | PowerPoint summarising functionalist views of family
|                                  | Notes on Marxist views of the family
|                                  | YouTube account of Marxist views of family
|                                  | https://www.youtube.com/watch?v=kI_4ScWlxmc
|                                  | Notes on feminism and feminist views of family
|                                  | YouTube clip explaining postmodernism and family
|                                  | Notes on postmodernism and the family |
### YOUTH

<table>
<thead>
<tr>
<th>Component, title and area of study</th>
<th>C1: Section B: Option2: Causes and impact of demographic change on youth culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful interactive resources</td>
<td>WJEC/Eduqas resources for this topic</td>
</tr>
<tr>
<td>(internal links)</td>
<td></td>
</tr>
<tr>
<td>Related external resources</td>
<td>Website describing statistics about young people in Britain</td>
</tr>
<tr>
<td></td>
<td>Government youth unemployment statistics, with a full report that can be downloaded</td>
</tr>
<tr>
<td></td>
<td>Factsheets and briefings on young people and children from the NSPCC</td>
</tr>
<tr>
<td></td>
<td>Official statistics about young people in the population</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component, title and area of study</th>
<th>C1: Section B: Option2: Theoretical debates about youth culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful interactive resources</td>
<td>WJEC/Eduqas resources for this topic</td>
</tr>
<tr>
<td>(internal links)</td>
<td></td>
</tr>
<tr>
<td>Related external resources</td>
<td>A detailed workpack by Chris Livesey</td>
</tr>
<tr>
<td></td>
<td>A detailed reading list and course guide suitable for teachers</td>
</tr>
<tr>
<td></td>
<td>An excellent YouTube video lecture by Steve Bassett designed for WJEC – look for others that he has created, especially the skills based work,</td>
</tr>
<tr>
<td></td>
<td>Essay on postmodern theories of youth culture</td>
</tr>
<tr>
<td></td>
<td>A range of teaching resources and stimulus materials</td>
</tr>
<tr>
<td></td>
<td>Gender and youth culture</td>
</tr>
</tbody>
</table>
### Component, title and area of study

| C1: Section C: Option1: Patterns and trends in attainment with 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 |

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### Component, title and area of study

| C1: Section C: Option1: The influence of wider social factors on education |
| Useful interactive resources (internal links) |
| WJEC/Eduqas resources for this topic |
| Sociology ebook notes and activities |

<p>| 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 |</p>
<table>
<thead>
<tr>
<th>Component, title and area of study</th>
<th>C1: Section C: Option1: Theoretical debates about education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful interactive resources</td>
<td>WJEC/Eduqas resources for this topic</td>
</tr>
<tr>
<td>(internal links)</td>
<td>Sociology ebook notes and activities</td>
</tr>
<tr>
<td>Related external resources</td>
<td>A range of resources aimed at supporting the WJEC/Eduqas specification including booklets and power points</td>
</tr>
<tr>
<td></td>
<td>Notes on structural theories of education</td>
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<td></td>
<td>Material and cultural deprivation in education, YouTube clip</td>
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<td></td>
<td>YouTube video explaining sociological theories of education</td>
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<td></td>
<td>YouTube video about ‘in-school’ factors affecting attainment</td>
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<tr>
<td></td>
<td>Notes on New Right theories of education</td>
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<tr>
<td></td>
<td>Notes on theories of education</td>
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</tbody>
</table>
# MEDIA

## Component, title and area of study

**C1: Section C: Option 2: Explanations of patterns and trends in the media**

### Useful interactive resources (internal links)

- [http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=638](http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=638)

### 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

## Component, title and area of study

**C1: Section C: Option 2: The changing nature of the media**

### Useful interactive resources (internal links)

- [http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=638](http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rId=638)

### 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
<table>
<thead>
<tr>
<th>Component, title and area of study</th>
<th>C1: Section C: Option 2: Theoretical debates about the media</th>
</tr>
</thead>
</table>

**Useful interactive resources (internal links)**

- [http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rIid=638](http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rIid=638)

**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

<table>
<thead>
<tr>
<th>Component, title and area of study</th>
<th>C1: Section C: Option 3: Explanations of patterns and trends in religious practices and beliefs</th>
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</thead>
<tbody>
<tr>
<td>Use useful interactive resources</td>
<td><strong>WJEC resources and notes</strong></td>
</tr>
<tr>
<td>(internal links)</td>
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</tr>
<tr>
<td>Related external resources</td>
<td><img src="https://example.com/link" alt="Image" /> <em>BBC page listing religions in the UK</em></td>
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<td></td>
<td><img src="https://example.com/link" alt="Image" /> <em>The BBC home page for religion</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>News article on religion and spirituality</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>PowerPoint on defining religion</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>Detailed notes on the sociology of religion</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>Notes on New Age beliefs</em></td>
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<td></td>
<td><img src="https://example.com/link" alt="Image" /> <em>New Age religious movements</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>The National Secular Society</em></td>
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<td></td>
<td><img src="https://example.com/link" alt="Image" /> <em>The Humanist website has survey findings and classroom resources</em></td>
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<thead>
<tr>
<th>Component, title and area of study</th>
<th>C1: Section C: Option 3: The changing nature of religion and the impact of social policy</th>
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</thead>
<tbody>
<tr>
<td>Use useful interactive resources</td>
<td><strong>WJEC resources and notes</strong></td>
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<td>(internal links)</td>
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<tr>
<td>Related external resources</td>
<td><img src="https://example.com/link" alt="Image" /> <em>The Kendal project home page</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>News article on the Moonies by Eileen Barker</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>Church of the Flying Spaghetti Monster</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>Notes on secularisation</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>Government statistics on religion and religious belief</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>Data on organised religion in the UK</em></td>
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<td><img src="https://example.com/link" alt="Image" /> <em>Article in Church Times discussing attendance figures for the Church of</em></td>
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<td>Component, title and area of study</td>
<td>C1: Section C: Option 3: Theoretical debates about religion</td>
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<tr>
<td>Useful interactive resources (internal links)</td>
<td>WJEC resources and notes</td>
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<tr>
<td><strong>Related external resources</strong></td>
<td>Marxist theories of religion slideshow</td>
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<td>Sociological theories of religion, notes</td>
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<td>Overview of sociological theories of religion</td>
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<td>YouTube presentation on beliefs in society</td>
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<td>Teaching notes on the sociology of religion</td>
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<td>Durkheim on religion, notes from Cardiff University</td>
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## METHODS OF SOCIOLOGICAL ENQUIRY

<table>
<thead>
<tr>
<th>Component, title and area of study</th>
<th>C2: Key concepts in methods of sociological enquiry</th>
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<tbody>
<tr>
<td>Useful interactive resources</td>
<td>Detailed site including notes, activities, examples and video clips</td>
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<tr>
<td></td>
<td>Resources to support the teaching of research methods</td>
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<td></td>
<td>Chapter in an ebook on research methods</td>
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<td>Range of resources including notes on research methods and approaches</td>
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<tr>
<td>Related external resources</td>
<td>Sudhir Venkatesh on Gang Leader for a Day</td>
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<td>Notes on reliability and validity</td>
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<td>A teaching activity to illustrate reliability and validity</td>
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<td>A short video clip on evaluating research by Steve Taylor</td>
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<td>Evaluating research methods, a short YouTube presentation explaining the PERVERT approach</td>
</tr>
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<td></td>
<td>A partially bilingual Welsh Research project from Swansea University with good website resources</td>
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</tbody>
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<thead>
<tr>
<th>Component, title and area of study</th>
<th>C2: Approaches to the study of Sociology; methodology and sampling processes</th>
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<tbody>
<tr>
<td>Useful interactive resources</td>
<td>Detailed site including notes, activities, examples and video clips</td>
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<td>Chapter in an ebook on research methods</td>
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<td>Range of resources including notes on research methods and approaches</td>
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<tr>
<td>Related external resources</td>
<td>Simple introduction to qualitative and quantitative data</td>
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<td>Notes on qualitative and quantitative research</td>
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<td>Teaching booklet on research methods</td>
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<td>Hugely detailed account of various research approaches</td>
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<td>British Sociological Association statement of ethical practice</td>
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<td>Notes of the two types of sampling procedure</td>
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<th>Component, title and area of study</th>
<th>C2: Applied research design</th>
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<tr>
<th>Related external resources</th>
<th>Notes on research design</th>
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<tbody>
<tr>
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<td>Detailed notes on research design</td>
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<td></td>
<td>Detailed chapter from a textbook</td>
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<td>The website of the ESRC which publishes research and research summaries</td>
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<td></td>
<td>The website of the Joseph Rowntree Foundation which funds and publishes research</td>
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<tr>
<td></td>
<td>The British Sociological Association has a research database with good links</td>
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</tbody>
</table>