

Resources list

This resource is a selective list of online resources for our AS and A-level Sociology specification (7191, 7192). It is organised by specification topic (eg Education) and by specification bullet point. There is at least one item for each bullet point and sometimes several items. A short explanation of the resource follows the hyperlink. All items were accessed on 30 August.2016. Teachers are advised to check the items to ascertain their suitability for their purposes before using them with students. Some items may be useful for more than one topic.

Education 3.1.1 and 4.1.1

The role and functions of the education system, including its relationship to the economy and to class structure

[Revise Sociology](#) - this webpage contains notes on the functionalist perspective on education. There are also links to the Marxist and New Right perspectives. This is a useful resource for learning or revising these perspectives.

[A-level Sociology - Perspectives on Education summary grid](#) - this resource provides a useful summary of the functionalist, Marxist, New Right, late modern/New Labour and postmodernist perspectives on the role of education in society – focusing on key ideas, supporting evidence and criticisms.

[Ken Robinson Changing Education Paradigms](#) - this video (11 minutes 40 seconds long) is a wide-ranging and stimulating overview of the education system, its effects on individuals and its role in society, in the form of a voiceover lecture and cartoons. It deals with many key concepts and issues, including globalisation, class differences, the Enlightenment, ADHD and standardised testing, the functions of education, schools as factories and much more. No sociologists are mentioned but has echoes of Bowles and Gintis, Illich and others; some funny moments, too.

Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society

[Revise Sociology](#) - this webpage contains notes on explanations of differential educational achievement of social groups by social class, gender and ethnicity in

contemporary society. It is useful for initial learning and/or revising differential educational achievement.

[Differential achievements by social class flashcards](#) - a series of 17 clickable flash cards; these can be used online to revise differential educational achievement by social class. They contain information on empirical evidence, key studies and concepts. Audio is available.

[Relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning](#)

[Hidden Curriculum in Education: Definition and Examples](#) - this video (2 minutes) defines the hidden curriculum and gives useful examples to illustrate the concept. It includes information on how the hidden curriculum may confirm gender stereotypes. It highlights how the hidden curriculum may be reinforced by the formal curriculum. There is also consideration of the impact of the hidden curriculum on minority ethnic groups.

[The significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy](#)

[Education Policy Outlook Highlights: United Kingdom](#) - this webpage is an extract from the Organisation for Economic Cooperation and Development (OECD) profile page for the UK. It gives a summary of the educational context of the UK, the key policy issues and recent policy responses. There are clickable links to new policies. It is good for looking at contemporary educational policies. There are also performance tables showing how the UK system compares to other countries.

[AS Research Methods \(3.2.1\) and Methods in Context \(3.1.2 and 4.1.2\)](#)

- Quantitative and qualitative methods of research; research design.
- Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics.
- The distinction between primary and secondary data, and between quantitative and qualitative data.

- The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.
- The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.
- Students must be able to apply sociological research methods to the study of education.

[Research methods in sociology](#) - this webpage has a range of links dealing with a wide range of sociological research methods. Each link has notes on the topic. These can be used both for initial learning and/or for revision. For methods in context, students can be asked to apply these to the issues in education identified in the specification bullet points.

A-level Theory and Methods (4.1.3)

- Quantitative and qualitative methods of research; research design.
- Sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics.
- The distinction between primary and secondary data, and between quantitative and qualitative data.
- The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'.
- The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

NB: The above content repeats that of AS Research Methods.

[Research methods in sociology](#) - this webpage has a range of links dealing with all aspects of sociological research methods. Each link has notes on the topic. These can be used both for initial learning and/or for revision. NB: this is the same resource as that for Research Methods (AS) above and can be used with both AS and A level students.

Consensus, conflict, structural and social action theories

[Theoretical perspectives in sociology](#) - this link is a complete learning object on theoretical perspectives in sociology. The page includes reading on the topic, a downloadable PowerPoint and a quiz to check learning. The learning objective is to analyse why theory is important for sociological research. This could be used as a class activity or as homework or flipped learning.

[Functionalism](#) - a good, quick but quite detailed video (5 mins 40 seconds) giving an introduction to functionalism (especially Durkheim's ideas), including equilibrium, social institutions, social facts, system needs, social evolution, functions (of course) and more. Also includes criticisms of the perspective.

[Structural functionalism](#) - this video (3 minutes 26 seconds) applies key functionalist concepts to the family (also related to Families and Households topic below).

[Conflict theory](#) - this video (3 minutes 31 seconds) is a basic introduction to some of Marx's ideas, dealing with class conflict, exploitation and revolution, with some examples of differences in life chances (income, education, poverty).

[Symbolic interactionism](#) - this video (3 minutes 33 seconds) is a concise illustrated introduction to the key concepts of the interactionist perspective, based on three key ideas of George Herbert Mead: action depends on meaning; different people assign different meanings to things; and meanings can change. The clip also deals with criticism of interactionism from a macro perspective.

The concepts of modernity and post-modernity in relation to sociological theory

[Modernity and postmodernity](#) - this is a PowerPoint of 21 slides that covers the main aspects of modern society, postmodernity and late modernity. The slide show includes a student activity on globalisation. There is also a 4 minute video clip on postmodernity.

[David Harvey - Crisis of Capitalism](#) - this video (10 minutes 58 seconds) is a voiceover lecture by David Harvey accompanied by animated drawings. Harvey examines a range of explanations of the causes of the crisis of capitalism and offers his own Marxist analysis of the situation. (The reference to 'the PIIGS' is to Portugal, Italy, Ireland, Greece and Spain.) This resource can also be used for conflict theories above.

The nature of science and the extent to which Sociology can be regarded as scientific

[Is sociology a science?](#) - this is a PowerPoint of 26 slides on the debate about sociology as a science. The PowerPoint covers the nature of science, and Popper and Kuhn's views. There is also some evaluation of the views and a useful summary.

The relationship between theory and methods

[Theory and practice](#) - this link is a complete learning object on the relationship between theory and methods. The page includes reading on the topic, a downloadable PowerPoint and a quiz to check learning. The learning objective is to recognise the relationship between theory and practice in sociological research. This could be used as a class activity or as homework or flipped learning.

Debates about subjectivity, objectivity and value freedom

[Value freedom](#) - this webpage contains notes on value freedom in sociology. It includes reference to early sociologists and also to more contemporary perspectives. It is useful for initial learning and/or revising the debates about value freedom in sociology.

The relationship between Sociology and social policy

[Sociology and social policy](#) - this is a PowerPoint of 38 slides on sociology and social policy. This PowerPoint covers a range of sociological perspectives on social policy. There is also a revision activity linked to an essay question on the topic.

Culture and Identity (3.2.2.1 and 4.2.1)

Different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture

[Culture and identity](#) - this online chapter of a textbook covers different conceptions of culture. There is also a useful list of references for further reading at the end of the chapter.

The socialisation process and the role of the agencies of socialisation

[Socialisation: the meaning, features, types, stages and importance](#) - this article provides information about the meaning, features, types, stages and importance of socialisation. It includes features, types, theories, agencies and importance of socialisation.

[Charles Cooley: looking glass self](#) - this video (3 minutes 12 seconds) is an illustrated outline of Cooley's interactionist perspective on the socialisation process and the development of the individual's self-concept. It focuses on the key point that self-concept is based not on others' perceptions of us, but rather

on what we think their perceptions of us are. It also considers the consequences of this for individuals' future actions. This clip is also useful for the next topic on the self, identity and difference as both socially caused and socially constructed.

[The self, identity and difference as both socially caused and socially constructed](#)

[Defining otherness](#) - this article provides a sociological definition of otherness and how it works in societies. It also includes examples and resources for learning more about otherness. This includes material on ways in which social identities are constructed. There are links to information on gender, race, sexuality and religion.

[The relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society](#)

[Gender identity in everyday life](#) - this link is a complete learning object on gender identity in everyday life. It includes reading on the topic, a downloadable PowerPoint and a quiz to check learning. The learning objective is to discuss the difference between the biological and social construction of gender identity. This could be used as a class activity or as homework or flipped learning.

[The relationship of identity to production, consumption and globalisation](#)

[Production, consumption and globalisation](#) - these are clickable flash cards that can be used online to revise Production, Consumption and Globalisation. Audio is also available.

[David Harvey - Crisis of capitalism](#) - this video (10 minutes 58 seconds) provides some theoretical context to issues of production, consumption and globalisation.

[Families and households \(3.2.2.2 and 4.2.2\)](#)

[The relationship of the family to the social structure and social change, with particular reference to the economy and to state policies](#)

[Theories of the family](#) - this is a PowerPoint of 47 slides on theories of the family. This PowerPoint covers a range of sociological perspectives on the family, and includes analysis and evaluation.

[Families and social policy](#) - this is a Prezi presentation covering how the actions and policies of government can have an impact on the family and its members. It includes cross-cultural examples and theoretical perspectives.

[Structural functionalism](#) - this video (3 minutes 26 seconds) is a brief animation which applies key functionalist concepts to the family, such as social integration, expressive and instrumental functions, social institutions etc.

[Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures](#)

[Family diversity](#) - this is a PowerPoint of 21 slides on family diversity. This PowerPoint includes class activities and debates. It also contains links to some related news articles.

[Gender roles, domestic labour and power relationships within the family in contemporary society](#)

[The domestic division of labour](#) - this is an article from the British Library's 'Sisterhood and After' project. This is an oral history project containing material and clips from a range of women on experiences of the domestic division of labour.

[The nature of childhood, and changes in the status of children in the family and society](#)

[Childhood](#) - this webpage provides student revision notes on the topic of childhood. It also includes some progress check questions.

[Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation](#)

[Demography and the family](#) - this webpage provides student revision notes on the topic of demography and the family. It also includes some progress check questions.

Health (3.2.2.3 and 4.2.3)

The social construction of health, illness, disability and the body, and models of health and illness

[The social construction of health](#) - this is a PowerPoint of 29 slides on the social construction of health and illness, including the sick role. The PowerPoint includes class activities and there are also links to some related clips.

The unequal social distribution of health chances in the United Kingdom by social class, gender, ethnicity and region

[Social inequality, not lifestyle, causes early deaths in UK](#) - this video (2 mins and 24 seconds) is a short interview with Professor Michael Marmot that identifies the social determinants of ill health and mortality and the health consequences of social inequality: over 200,000 avoidable deaths per annum.

[Health inequalities](#) - this is a PowerPoint of 15 slides that covers health inequalities in relation to social class, gender, ethnicity and area. The presentation also includes approaches to solving health inequalities.

[The health gap: the challenge of an unequal world](#) - Michael Marmot lectures on the gradient of inequalities in the US and Britain, including inequalities in life expectancy, disability, health, education and income between different neighbourhoods. This is a fairly lengthy clip (39 mins 41 seconds) but could be broken down into sections for class use, or as homework viewing.

Inequalities in the provision of, and access to, health care in contemporary society

[Social class and health](#) - this link is a complete learning object on social class and health it covers health chances and access to care. The page includes reading on the topic, a downloadable PowerPoint and a quiz to check learning. The learning objective is to discuss the role social class plays in access to adequate health care and health inequality. This could be used as a class activity or as homework or flipped learning.

The nature and social distribution of mental illness

[Sociology of mental illness](#) - this is a PowerPoint of 23 slides that covers defining mental illness, gender and ethnicity. It includes consideration of normative expectations and social construction of mental illness.

The role of medicine, the health professions and the globalised health industry

[All trials](#) - this webpage is for the All Trials international initiative to get drug companies to publish all the clinical trials they carry out. The videos show how 'big pharma' are able to exert power to promote their products.

Work, poverty and welfare (3.2.2.4 and 4.2.4)

The nature, existence and persistence of poverty in contemporary society

[What is meant by poverty?](#) - this article by the Joseph Rowntree Foundation gives a range of definitions of poverty. There are also links to a range of supporting information and documents.

The distribution of poverty, wealth and income between different social groups

[Poverty rate by ethnicity](#)

[Poverty rate by area](#)

[Adult poverty rate by age](#)

[Pensioner poverty rate over time](#)

[Poverty by household disability status over time](#)

[Child poverty by family type](#)

The above range of graphs from the Joseph Rowntree Foundation show the distribution of poverty by ethnicity, area, age, pensioners, disability and children. There are brief explanations of each graph.

Responses and solutions to poverty by the state and by private, voluntary and informal welfare providers in contemporary society

[Why means testing benefits is not efficient or fair](#) - this article outlines the debate between selective/means-tested benefits and universal benefits. The strengths and limitations of both types of benefit are outlined and explained.

Organisation and control of the labour process, including the division of labour, the role of technology, skill and de-skilling

[Braverman's deskilling thesis](#) - this is a Prezi presentation covering Braverman's deskilling thesis. It deals with Marx, Taylorism and an evaluation of Braverman.

The significance of work and worklessness for people's lives and life chances, including the effects of globalisation

[What is worklessness?](#) - this article explains the term worklessness. It gives examples of those who are workless and includes links to other articles that are related.

Beliefs in Society (4.2.5)

Ideology, science and religion, including both Christian and non-Christian religious traditions

[Beliefs in society](#) - this is a lengthy PowerPoint of 87 slides that covers the whole of the topic of Beliefs in Society and also includes some essay questions. It could be split up for class delivery over a period of weeks, or used for a revision session once the whole topic has been covered.

[Theories of religion](#) - this is a PowerPoint of 27 slides that covers definitions of religion and theoretical perspectives on religion. The perspectives covered are functionalist, Marxist and feminist views of religion. The Powerpoint also includes some evaluation.

The relationship between social change and social stability, and religious beliefs, practices and organisations

[Religion and social change in protestantism](#) - this video (2 mins and 30 seconds) outlines Weber's view on the interplay between religion and social change. It gives an overview of his work on the link between Calvinism and the emergence of capitalism.

Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice

[The New Age movement](#) - this article explains the New Age movement. It includes definitions, history and beliefs of the New Age movement. There is also a critique of the movement and some useful references for further reading.

[The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices](#)

[Religiosity and social groups](#) - this is a Prezi presentation covering religiosity linked to gender, ethnicity and age. It covers cross-cultural examples and theoretical perspectives. There is also a full transcript.

[The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions](#)

[Secularisation](#) - this webpage/blog contains comprehensive notes on the secularisation debate. This includes definitions of secularisation. There are arguments from both sides of the debate.

[Why there is no way back for religion in the West](#) - in this video (15 mins 53 secs) David Voas presents a range of quantitative data on religious belief and practice, and sets out the argument for the inevitable secularisation of Western societies, including the USA. This clip is also useful for age and generational differences in religiosity.

Global Development (4.2.6)

Development, underdevelopment and global inequality

[Modernisation and dependency theory](#) - this video lesson (9 minutes 55 seconds) defines and discusses the components of modernisation theory, Rostow's stages of modernisation, and dependency theory. There is a transcript of the video and some questions to check students' learning.

[Transatlantic slave trade: How Europe underdeveloped Africa](#) - this is a documentary video (6 minutes 44 seconds) explains how Europe underdeveloped Africa through the transatlantic slave trade. It examines some of the continuing consequences of the slave trade, such as under-population and the creation of ethnic divisions in African societies, and the development of the West at the cost of the underdevelopment of Africa.

[Colonialism in 10 minutes: The scramble for Africa](#) - a short excerpt video (9 minutes 48 seconds) from the film Uganda Rising dealing with the carving up of

Africa among the European powers in the late 19th century and some of its lasting consequences, such as the ethnic divisions entrenched by colonialism and the subsequent genocides and civil wars. The clip also includes commentary by Noam Chomsky on the role of the IMF.

Globalisation and its influence on the cultural, political and economic relationships between societies

[Globalisation: economic, political and social aspects - a video essay](#) - this video (7 minutes 32 seconds) outlines economic, political and social aspects of globalisation. It gives a range of examples of the impacts of globalisation. The video considers both positive and negative impacts of globalisation.

The role of transnational corporations (TNCs), non-governmental organisations (NGOs) and international agencies in local and global strategies for development

[John Pilger - the new rulers of the World \(2001\)](#) - this video (52 minutes 29 seconds) analyses the new global economy and examines the widening gulf between rich and poor. It investigates 'the new rulers of the world' – the multinationals, and the governments and institutions that back them such as the IMF, the World Bank and the World Trade Organisation – and their impact on people's livelihoods.

Development in relation to aid and trade, industrialisation, urbanisation, the environment, and war and conflict

[Aid](#) - this webpage contains notes on aid. There are definitions of aid including different types of aid. The page includes theoretical perspectives on aid and examples of aid.

Employment, education, health, demographic change and gender as aspects of development

[Good health: a cornerstone of development](#) - this article outlines the impact of ill-health on development. The article includes consideration of how problems might be overcome and what progress has been made in some countries.

[UNESCO Education for all global monitoring report 2010](#) - this is the full text of the Education for All Report of 2010. It is a lengthy document containing considerable detail, but it also has some useful summaries.

The Media (4.2.7)

The new media and their significance for an understanding of the role of the media in contemporary society

[What is new media?](#) - this article attempts to define the new media while acknowledging the problems of definition. It considers the impact of the new media on the sharing of ideas and on privacy.

The relationship between ownership and control of the media

[Ownership and control of the media](#) - this is a Prezi presentation covering the ownership and control of the media. The presentation deals with pluralist, neo-Marxist, Marxist and postmodernist views on media ownership and control. There is also a full transcript, as well as links to clips embedded in the presentation.

The media, globalisation and popular culture

[Cultural imperialism](#) - this is a short PowerPoint of 10 slides that covers cultural imperialism and post-colonialism, using examples from the media. There are discussion questions at the end linked to the media.

The processes of selection and presentation of the content of the news

[The social construction of the news](#) - this webpage covers different aspects of the social construction of news, including the perception of news, the selection and presentation of news, organisational/bureaucratic routines and news values, as well as a range of sociological theories of news production.

Media representations of age, social class, ethnicity, gender, sexuality and disability

[Age, social class, ethnicity, gender, sexuality and disability](#) - this webpage contains revision notes on the topic of media representations of age, social class, ethnicity, gender, sexuality and disability. It also includes some progress check questions.

The relationship between the media, their content and presentation, and audiences

[Effect of media on audience and society](#) - this webpage covers a range of sociological models and perspectives on the relationship between the media and their audiences, including the hypodermic syringe, two-step flow, selective filter, uses and gratifications, reception analysis, cultural effects and postmodernist models, as well as the issue of violence in the media, and moral panics. This is a suitable for an overview of the topic and/or for revision.

Stratification and differentiation (4.2.8)

Stratification and differentiation by social class, gender, ethnicity and age

[Class](#) - this link is a complete learning object on social class stratification. The page includes reading on the topic, a downloadable PowerPoint and a quiz to check learning. The learning objective is to compare and contrast Marx's understanding of 'class' with Weber's class model. This could be used as a class activity or as homework or flipped learning.

[Functionalism vs conflict theory: stratification](#) - this is an American undergraduate 'chalk and talk' video lecture (15 mins 55 secs) with occasional summary slides that gives a clear and competent account of the debate between the two views of stratification.

Dimensions of inequality: class, status and power; differences in life-chances by social class, gender, ethnicity, age and disability

[Life chances](#) - this is a Prezi presentation covering which social groups are disadvantaged in their life chances. The presentation deals with four aspects of life chances: education, employment, health and income. It covers the following social groups: gender, age, sexuality, disability, social class and ethnicity. There is also a full transcript and links to clips embedded in the presentation.

The problems of defining and measuring social class; occupation, gender and social class

[Measuring social class](#) - this Prezi presentation covers definitions of social class, using occupation as a measure of social class and subjective views of social class. There is also a full transcript and links to clips embedded in the presentation.

Changes in structures of inequality, including globalisation and the transnational capitalist class, and the implications of these changes

[The British class system is becoming more polarised between a prosperous elite and a poor 'precarial'](#) - in this website page/blog Mike Savage discusses the results of the largest survey ever conducted on class in Britain. The study uses economic, social and cultural capital to identify seven social classes. It shows that the British class structure is becoming more polarised and social divisions becoming more entrenched, and that the traditional middle and working classes are fracturing horizontally.

The nature, extent and significance of patterns of social mobility

[Social mobility in the UK](#) - this short report by the Institute for Economic affairs includes a summary of research, consideration of various sources of empirical evidence and concluding comments. There is a list of further reading in the area.

Crime and Deviance (4.3.1)

Crime, deviance, social order and social control

[Sociological theories of deviance](#) - this link is a complete learning object on sociological perspectives of deviance. The page includes reading on the topic, a downloadable PowerPoint and a quiz to check learning. The learning objective is to describe four different sociological approaches to deviance. This could be used as a class activity or as homework or flipped learning.

The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime

[Ethnicity \(Crime and Deviance\)](#) - this PowerPoint of 20 slides covers crime statistics, racism and the criminal justice system, perspectives on differences in offending and ethnicity and victimisation.

[Sociology - animation explaining gender and crime](#) - this is a short animation video (3 mins and 37 secs) aimed at A level students and giving an overview of sociological explanations of gender differences in crime (complete with amusing diction). It also includes some evaluation of the explanations.

[Class, crime and the criminal justice system](#) - this link is a complete learning object on social class and crime. The page includes reading on the topic, a downloadable PowerPoint and a quiz to check learning. The learning objective is

to explain why white collar crime in the USA is less likely to be prosecuted. This could be used as a class activity or as homework or flipped learning.

Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes

[Globalisation, green crime, human rights, state crime](#) - this is a PowerPoint of 30 slides that covers globalisation, green crime, state crime and human rights. There are also links to a range of examples of these crimes.

Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies

[Crime control, punishment and victimology](#) - this is a Prezi presentation covering crime prevention, control, punishment and victimology. There is also a full transcript of the presentation.