



**ZIMBABWE SCHOOL  
EXAMINATIONS COUNCIL  
(ZIMSEC)**

**ADVANCED LEVEL SYLLABUS**

**SOCIOLOGY  
9061**

**EXAMINATION SYLLABUS FOR 2013 - 2018**

## **1.0 PREAMBLE**

This syllabus is intended to provide a course in Sociology at A-Level, which fosters the development of an understanding of the diversity and complexity of human societies with particular reference to Zimbabwe. This two year course should stimulate an awareness of traditional and contemporary societies, focusing on social, cultural, economic and political issues. Emphasis should be put on the importance of examining these issues in a well reasoned and analytical way.

## **2.0 AIMS**

Set out below are the suggested aims for the Advanced Level Sociology Syllabus (9061) for the purposes of examinations. The syllabus should therefore be able to:-

- 2.1 stimulate an awareness of sociological concepts, theories, methods and research findings.
- 2.2 stimulate awareness of the range and limitations of sociological theory and research.
- 2.3 study sociological principles, perspectives and their applications.
- 2.4 develop an understanding of sociological methods, including the collection, analysis and interpretation of data.
- 2.5 encourage candidates to explore and appreciate the relationship between sociological findings and contemporary socio-political and economic issues.
- 2.6 develop skills of sociological communication, interpretation, analysis, synthesis and evaluation.
- 2.7 promote an appreciation and understanding of individual, social and cultural diversity.
- 2.8 promote an understanding of continuity and change in social life.

### **3.0 ASSESSMENT OBJECTIVES**

These assessment objectives should be able to assess the relevant competence candidates are expected to acquire by the end of the two year course. The course should provide valuable understanding of human societies, form the foundation on which students could be productive members of society, and also provide the foundation for further education in higher institutions of learning.

#### **3.1 Knowledge and Understanding**

Candidates should be able to:

- 3.1.1 offer definitions and explanations of relevant sociological terms and concepts;
- 3.1.2 demonstrate appropriate knowledge of relevant principles, theories, and methods;
- 3.1.3 demonstrate awareness of relevant sociological arguments through debates and research;
- 3.1.4 discuss the theoretical and practical considerations influencing the design and execution of sociological enquiry;
- 3.1.5 outline the findings from relevant sociological studies and research data.

#### **3.2 Interpretation and Application**

Candidates should be able to:

- 3.2.1 interpret qualitative and quantitative sociological data presented in a variety of forms.
- 3.2.2 recognise the special character of sociological knowledge and distinguish it from the knowledge and understanding produced by other academic subjects such as biology and psychology;
- 3.2.3 identify and explore the links between relevant sociological concepts, theories, and research findings on social issues,
- 3.2.4 select and use sociological material appropriately to analyse topical and relevant arguments and debates;
- 3.2.5 apply concepts, theories and evidence to support arguments and conclusions.

#### **3.3 Analysis, Synthesis and Evaluation**

*Candidates should be able to:*

- 3.3.1 evaluate strengths and limitations of particular sociological theories and methods;
- 3.3.2 analyse and assess sociological and non-sociological evidence and arguments;
- 3.3.3 reach conclusions based on a reasoned consideration of evidence and arguments;
- 3.3.4 recognise limitations and bias in evidence, and distinguish between fact and opinion.

## 4.0 SCHEME OF ASSESSMENT

**Table I: Examination Papers**

Paper	Type	Duration	No. of Questions	Max Mark	Weighting
1	<b>Section A:</b> Structured Question(s) <b>Section B:</b> Essays	3 hours	Answer all in Section A and any 2 from 5 in Section B	75	50%
2	Essay Questions	3 hours	Answer 3 out of 10	75	50%

Paper 1 will test syllabus units 1 to 5. Paper 2 will test syllabus units 6 to 10. The first examination will take place in November 2003 and every June and November sessions thereafter.

### 4.1 Description of Papers

#### 4.1.1 Paper 1

The paper will be presented in two sections. There will be structured questions on Methods and Perspectives in Section A and Essay Type Questions in Section B. Candidates will be required to answer all questions from Section A and any two questions from Section B. The examination will be of three hours duration.

#### 4.1.2 Paper 2

The paper will be presented in five sections. There will be two questions in each section. Candidates will be required to answer a total of three questions, selected from any three different sections. The examination will be of three hours duration.

### 4.2 Specification Grid

The relationship between the Assessment Objectives and the individual components is detailed in Tables II (Specification Grid) and III (Weighting) below. These objectives are weighted to give an indication of their relative importance, rather than to provide a precise statement of the percentage mark allocation to particular assessment objectives.

**Table III: Specification Grid**

	<b>PAPER 1</b>		<b>PAPER 2</b>
<b>Assessment Objectives</b>	<b>Section A</b>	<b>Section B</b>	
3.1.1	X	X	X
3.1.2	X	X	X
3.1.3		X	X
3.1.4	X		
3.1.5	X	X	X
3.2.1	X	X	X
3.2.2	X	X	X
3.2.3	X	X	X
3.2.4		X	X
3.2.5		X	X
3.3.1	X	X	X
3.3.2		X	X
3.3.3		X	X
3.3.4	X	X	X
<b>Weighting</b>	<b>50%</b>		<b>50%</b>

**Table III: Weighting**

<b>Assessment Objectives and Skills</b>	<b>Paper 1</b>	<b>Paper 2</b>	<b>Average</b>
Knowledge and Understanding	40%	30%	35%
Interpretation and Application	30%	30%	30%
Analysis, Synthesis and Evaluation	30%	40%	35%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## **5.0 SUBJECT CONTENT**

### **5.1 Unit 1: Sociology as a Discipline**

This unit introduces candidates to key concepts and theories associated with a sociological understanding of human behaviour. The aim is to begin to explore the nature of sociological enquiry and the insights it provides into the relationship between individuals and social structures.

#### **5.1.1 Introduction to Sociology**

- The sociological imagination (C.Wright Mills 1959).
- Sociology as a reasoned and rigorous study of social life.
- The relationship between sociology and other social science subjects.
- Sociology as a science: positivist, interpretivist and post-modernist perspectives.
- The significance of sociological knowledge.
- Sociology and Social Policy: sociological problems and social problems.

#### **5.1.2 Historical Background of Sociology**

- The Industrial and French Revolution (1789 - 1799)
- Founders:

Auguste Conte	(1798 - 1857)
Karl Marx	(1818 - 1883)
Herbert Spencer	(1820 - 1903)
Emile Durkheim	(1858 - 1917)
Max Weber	(1864 - 1920)
Talcott Parsons	(1902 - 1979)
Williams I. Thomas	(1863 - 1947)
George H Mead	(1863 - 1931)

#### **5.1.3 Theoretical Perspectives**

- Functionalist
- Conflict
- Interactionist

### **5.2 Unit 2: Sociological Methods**

This unit introduces candidates to the basic concepts and issues in research design and evaluation. The aim is to promote awareness of the grounds on which it is appropriate for sociologists to claim that their findings are truthful and worthwhile.

#### **5.2.1 Methods of Research**

- The distinctions between primary and secondary data between quantitative and qualitative data.
- The different quantitative and qualitative methods and sources of data including questionnaires, interviews, observation techniques, experiments, longitudinal studies, case studies, content analysis, semiology, documents and official statistics (Triangulation).
- The research process: deciding on research strategy, formulating research problems and hypotheses, sampling and pilot studies, conducting the research, interpreting results.
- The theoretical, practical and ethical considerations influencing the choice of topic, choice of method(s) and the conduct of research.
- The strengths and limitations of different sources of data and methods.
- Validity, reliability, objectivity and representativeness as key concepts in assessing the value of different methods of research.

### **5.3 Unit 3: The Individual and Society**

This unit examines the underlying relationships between the individual and society. The aim is to explore the links between socialisation, culture and the creation of social identity.

#### **5.3.1 Socialisation, Culture and Identity**

- Structuralist and Interactionist paradigms.
- Culture and socialisation.
- Theories of Culture: multiculturalism.
- Primary and secondary socialisation with reference to Zimbabwe.
- Agents of socialisation: family, peer group, education, mass media, religion etc.
- The concept of the self:  
the nature versus nurture debate  
the looking-glass self (Charles H. Cooley 1864 - 1929)  
the 'I' and 'Me'; the significant and generalised other (Mead)
- The social construction of the concept of age, awareness of contrasting notions of childhood, adolescence and old age in different societies.

### **5.4 Unit 4: Social Differentiation and Stratification**

This unit examines the underlying processes which shape the life chances of individuals and groups. The aim is to identify and explain the level and pattern of inequality in contemporary societies in relation to four main categories of social stratification: social class, human rights, gender and ethnicity. Interconnections between these different aspects of social stratification should be emphasised. Candidates should also study ways in which differences and inequalities are created, recreated and sustained over time by social action and by social structures.

#### **5.4.1 Definition of Social Stratification**

- Forms of stratification.
- caste

- estate
- class

#### **5.4.2 Social Class**

- Theories and models of social class; Marxist, Weberian, functionalist and post-modernist approaches; the relationship between occupation and social class.
- The changing nature of the working class, middle class and upper class.
- Social class and life chances; the impact of social class on equality of opportunities on employment health, status and lifestyle.
- The meritocracy thesis.
- Inequalities of income and wealth, the relationship between economic, political power and human rights.
- The nature, extent and significance of social mobility in different societies; ascribed and achieved status and their links with traditional societies and modern industrial societies respectively.
- Different explanations of the distribution, globalization, existence and persistence of poverty.

#### **5.4.3 Gender**

- Theories of gender difference; functionalist, Marxist, and the various feminist approaches; biological, psychological and social elements of sex and gender differences.
- Patriarchy and gender socialisation in the family, education, employment and the mass media; masculinity and femininity as social constructs.
- Gender differences in occupations and rewards; changes in the social position of women; the impact of equal opportunities policies.

#### **5.4.4 Race and Ethnicity**

- Definitions of race and ethnicity, including cultural, religious and national identity.
- Forms of racism; theories of racial discrimination and prejudice.
- Patterns of racial and ethnic inequality in employment, health, status, housing and lifestyles.
- The impact of race relations policy and legislation against racial discrimination.

### **5.5 Unit 5: Deviance and Social Control**

In this unit candidates will build upon their understanding of norms and values, conformity and deviation, and further consider issues of power, control and ideology. Particular emphasis is given to exploring the social construction of reality as manifested in evidence and ideas about the composition of official crime statistics, the activities of



the law enforcement agencies, and the notions of deviancy application, moral panics, labelling, and self-fulfilling prophecy.

### **5.5.1 The Social Construction of Crime and Deviance**

- Definitions of crime and deviance; the relativity of crime and deviance.
- The nature of social order: conformity and non-conformity.
- Societal reaction to crime and deviance, power and social control.

### **5.5.2 Theories of Crime and Deviance**

- Comparisons between biological, psychological and sociological theories of crime and deviance.
- Functionalist theories, including explanations in terms of anomie, social disorganisation and delinquent sub-cultures.
- Theories of youth subcultures and popular culture.
- Interactionist approaches to deviance.
- Marxist approach; to crime and deviance.

### **5.5.3 Measurement and Patterns of Crime**

- The strengths and limitations of official crime statistics.
- Self-report and victim surveys.
- Different explanations of the social distribution of crime by age, social class, ethnicity, gender and locality.

## **5.6 Unit 6: Families and Households**

This unit examines the family and how it has been affected by the processes of social change. The aim is to explore the diverse forms of family life and to understand the role of the family in relation to individuals and the social structure.

### **5.6.1 The Family in Social Context**

- The distinction between households and families, and between types of families: matrifocal, nuclear, single parent and extended (kinship patterns).
- Diversity in family forms according to class, ethnicity, religion, family size, marital status, age and family life cycle.
- The debate about the postulated universality of the nuclear family.
- Different theories of the relationship of the family to the economy.
- Changes and continuities in family functions; debates about the relationship between the family and the State.

### **5.6.2 Changes in the Family and Household Patterns**

- Changes in family and household structure and their relationship to industrialisation and urbanisation.
- The nature and extent of changes within the family, with reference to gender roles, domestic labour and power relationships, and to changes in the status of children and childhood.
- Changing patterns of marriage; cohabitation, separation, divorce and child

bearing; the causes and consequences of these changes.

## **5.7 Unit 7: Education**

This unit provides an opportunity for candidates to build upon their understanding from Unit 3 of how individuals are socialised into a culture and further their appreciation of issues of inequality, power, control and ideology.

### **5.7.1 Education in Social Context**

- Different theories of links between education, the economy and social inequality.
- Debates about the relationship between education and the State.
- Education and social mobility; educational achievement and intelligence.
- Explanations of inequality and educational achievement according to social class, gender, ethnicity, regional differences, cultures and identities.
- Education and social stratification in Zimbabwe, pre-colonial, colonial and post-colonial.

### **5.7.2 Structures and Processes Within Schools**

- The social construction of knowledge and learning; power and social control factors influencing the structure, content and development of the curriculum.
- Language, deprivation and knowledge.
- Teacher/pupil relationships: streaming, labelling, hidden curriculum, and the gendered curriculum.
- Pupil sub-cultures and attitudes to education.

## **5.8.0 Unit 8: Religion**

This unit offers students the opportunity to develop their understanding of the nature of religious movements and their role in society. The intention of this study of the role of religion is to examine from the view of the social actors and not to make value judgements concerning religious beliefs.

### **5.8.1 Religion and Social Structures**

- Different theories of the nature of religion and ideology.
- Comparison of the major theories of religion and their relevance to issues of order, change and equality.
- Examine the relationship between religious beliefs, organisations and social groups.
- Examine the role of religion in relationship to issues of ethnicity, gender, age and social class.

## **5.8.2 Religious Movements**

- Examine the different religious movements and their power within society.
- The nature of the secularisation debate.
- The development of cults, sects, denominations and churches.
- Religious fundamentalism, modernity and post-modernity.

## **5.9 Unit 9: Work and Leisure**

This unit considers the diverse and changing nature of work, and the complex relationship between work, non-work and leisure. The aim is to explore the meaning of work for different groups and to examine the structures and processes that shape experiences of work and leisure.

### **5.9.1 Occupational Structure**

- Categories of employment; manual, non-manual, managerial and professional; primary, secondary and tertiary; dual, segmented and flexible labour markets.
- Patterns and trends in the occupational structure, the causes and social implications of these patterns and trends.
- The gendered nature of work and social inequality in employment, affirmative action.
- Ethnic inequality in employment, ageism, corruption, nepotism.

### **5.9.2 Management and the Organisation of work**

- The post-industrial and post-urbanization society thesis.
- The capitalist labour process and the control of labour, scientific management, the human-relations school, fordism and post-fordism, skill and deskilling,
- Trade Unionists; industrial relations, worker resistance and conflict resolution.
- Bureaucracy and the organisation of work; changing organisational cultures.

### **5.9.3 The Experience of Work**

- Definitions of work; the changing nature of work.
- Different explanations of the nature and extent of work satisfaction, alienation and anomie.
- Perceptions of and orientations to work.
- Workplace cultures and identities.
- Different explanations of professionalisation.

### **5.9.4 Non-work and Leisure**

- Explanations of the causes and social effects of unemployment.

- The problems of measuring unemployment.
- The relationship between work, non-work and leisure.
- The implications of technological changes for the nature of work and leisure.

## **5.10 Unit 10: Mass Media**

The mass media are the major agents of socialisation and sources of identity in the public sphere. In this unit candidates will examine how the media are organised, how they represent different issues and social groups, and what effects they have on individuals and societies.

### **5.10.1 Ownership and Control of the Mass Media**

- Trends in the organisation and control of the mass media; ownership patterns.
- Different perspectives on the relationship between ownership and control of the mass media.
- Pluralist and Marxist theories of the nature and role of the mass media.
- Debates about the relationship between the mass media and the State.
- Role of the mass media in the political, economic and social processes.

### **5.10.2 Media Content**

- Different explanations of the processes of selection and presentation of media content.
- Representation of social groups and ideas, with particular reference to gender, age, social class, ethnicity, race and disability.
- Different perspectives on the relationship between the mass media and ideology.

### **5.10.3 Audience Effect**

- Social patterns in listening, viewing and reading.
- Different theories of the effects and uses of the mass media; hypodermic syringe; uses and gratification; cultural effects studies.
- Impact of the mass media on behaviour, violence, deviance amplification.
- Problems of researching the effects of the mass media on audiences.

## **6.0 TEACHER'S NOTES AND SUGGESTED METHODOLOGY**

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It is recommended that for Paper I candidates study each of the first five units in detail in order to prepare them adequately for the examination. A good knowledge and understanding of these topics will also serve as a firm foundation for any further study of the subject. There are a further five units for Paper 2.

This syllabus document includes a list of recommended readings. Ideally, candidates will have ready access to some of the textbooks listed. It is recommended that where possible candidates broaden their knowledge of the subject by studying a wide range of research reports and other relevant sociological sources.

Although global processes are an increasingly important theme in Sociology, it is still the case that much of the sociological literature focuses on the highly industrialised

countries, the USA and UK in particular. While candidates for Advanced Level examinations are required to demonstrate a sound knowledge of these societies, they are expected to use relevant sociological examples and sources that relate to Zimbabwe and other parts of the world. Indeed, the use of more 'localised' sources is to be recommended, particularly where it complements or supports references to mainstream sociological themes and ideas.

## **6.1 DEFINITION OF TERMS**

### **6.1.1 Knowledge and Understanding**

*Knowledge* of sociology is the recall of sociological information as provided in this course. Therefore *knowledge* of sociology is an essential outcome of the Sociology course, and it is a creditable skill to be able to demonstrate that knowledge.

*Understanding* is the skill of recognising what the knowledge means. For example, a description of the study of housework by Ann Oakley that includes details of the research procedure and the results represents sociological knowledge. Sociological understanding is demonstrated by describing, for example, the conclusions that can be drawn from these findings about the nature of gender inequality and power in marital relations.

### **6.1.2 Interpretation and Application**

*Interpretation* is the ability to identify appropriate links between relevant sociology arguments and evidence and particular issues and debates. For examples, a candidate might demonstrate interpretation skills by noting that a sociological account of the cause of educational underachievement requires consideration of both home and school factors, and the cultural and material dimensions in each case also.

*Application* skills involve selecting and using sociology material appropriately to support arguments, analysis and conclusions. For example, it would be appropriate in assessing Durkheim's theory of suicide to consider evidence from subsequent studies by sociologists such as J. D. Douglas, J. Maxwell Atkinson, W. Atkinson, S. Taylor, etc. The skill of application can also be shown by the ability to consider a new research finding or development in society and apply it to existing sociological theory.

### **6.1.3 Analysis, Synthesis and Evaluation**

Analysis is the ability to identify key points in a study or theory and to explain their relationship to other studies and theories in a clear and logical manner. This may involve identifying strengths and/or limitations in the evidence and arguments and also the ability to make valid generalisations.

*Synthesis* is the ability to put together elements, conceptions, propositions and

facts into a connected whole.

*Evaluation* skills can be identified in terms of the ability to assess the evidence and arguments in relation to particular issues and to reach balanced conclusions. To evaluate means to offer a considered, overall assessment. Thus, while the skills of analysis may be used to specify the strengths and limitations of a study, evaluation skills would be employed in exploring the significance of the study in the wider context and assessing its overall value as a contribution to sociological knowledge on research.

## **6.2 Suggested Teaching Approaches**

There are two examination papers for the syllabus. Each paper has its own format and Centres are advised to study the rubric requirements carefully and ensure that candidates are fully aware of these requirements before they sit the examination. Practising the different types of questions - essay style and structured data responses - as revision exercises would be a useful way of preparing candidates for the examination.

### **6.2.1 Methodology/Guidance for Teachers**

The sociology teacher may use a variety of teaching methods for this syllabus. These teaching methods may include teacher-centred and learner-centred approaches. Direct instruction is teacher-centred while indirect instruction is learner-centred. An overview of these teaching methods is shown in the table below.

#### **Table IV: Teaching Methods**

<b>METHOD</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
Direct study of material in textbook	<ul style="list-style-type: none"> <li>- Effective way of teaching basic factors.</li> <li>- Allows learner to work at own pace.</li> </ul>	<ul style="list-style-type: none"> <li>- poorly equipped libraries.</li> <li>- Non-contextualised textbooks.</li> <li>- Teacher's training background (understanding the work to be taught).</li> </ul>
Self instruction using audio-visual media	<ul style="list-style-type: none"> <li>- Enables a wide range of educational objectives to be achieved.</li> <li>- Allows learner to work at own pace.</li> <li>- Can save teachers from having to carryout repetitive, time consuming work.</li> </ul>	<ul style="list-style-type: none"> <li>- Ideal ready made course material seldom available.</li> <li>- Equipment is non-existent.</li> <li>- Maintenance technicians are non-available.</li> </ul>
Lectures	<ul style="list-style-type: none"> <li>- Cost effective in terms of staff/student ratio.</li> <li>- Strong in achieving lower cognitive objectives.</li> <li>- Generally popular with students and staff.</li> <li>- Ideal for introductory or overview purposes.</li> </ul>	<ul style="list-style-type: none"> <li>- Strong dependence on skill of lecturer.</li> <li>- Weak in achieving most higher cognitive and effective objectives.</li> <li>- Student involvement is lower non-existent.</li> <li>- Pace controlled by teacher.</li> <li>- Most lectures are too long for the concentration span of students.</li> </ul>
Class discussions	<ul style="list-style-type: none"> <li>- Can achieve a wide range of objectives, both cognitive and non-cognitive.</li> <li>- Enables relevant topics to be examined in depth.</li> <li>- Allows feedback to take place.</li> </ul>	<ul style="list-style-type: none"> <li>- Danger that not all members will put their individual effort.</li> <li>- Assessment of contributions made by an individual student may be problematic.</li> <li>- Danger of teacher dominating discussion.</li> </ul>

## **RESOURCE LIST**

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The list of texts given below is intended as a guide for teachers who may wish to select some of the texts to recommend to students. It is not an exhaustive or prescriptive list and there are other books and resources which may be suitable.

While every effort has been made to ensure that the books and other resources listed are currently available, in some cases they may be out of print. In such instances, copies are usually available through a library lending service.

## **General Reference**

- Albrow M, Sociology. *The Basics*, Routledge, 1999  
Bilton, A. et al, *Introductory Sociology* (4<sup>th</sup> edition), Macmillan, 1998  
Browning, G. Haleli, A. Webster, F. *Understanding Contemporary Society*, Sage, 1999  
Haralambos, M. Sociology, *Themes and Perspectives* (4<sup>th</sup> edition), Collins, 1999  
Harris, S. *Sociology*, (Revise Guide), Longman, 1991  
Kirby, M. et al, *Sociology in Perspective*, Heinemann, 1998  
Lawson, T. *Sociology for A Level*, A Skills-Based Approach, Collins, 1993  
March, I. and Keating, M. *Making Sense of Society*, Longman, 1996  
Marshall, G. (Ed), *Concise Oxford Dictionary of Sociology*, Oxford University Press, 1994  
O'Donnell, M. *Introduction to Sociology*, Nelson, 1997  
Sarup, M. *Introduction to Post-Structuralism and Post-Modernism*, Harvester Wheatsheaf, 1993  
Taylor, P. et al, *Sociology in Focus*, Causeway, 1998  
Webster, A. *Introduction to the Sociology of Development*, Macmillan 2000

## **The Sociological Perspective**

- Abbott, P. and Wallace C, *An Introduction to Sociology: Feminist Perspectives*, Routledge, 1990  
Bond, J. et al, *Ageing in Society*, Sage, 1993  
Charon, M. *Symbolic Interactionism*, Prentice Hall, 1992  
Morrison, M. *Methods in Sociology*, Longman, 1996

## **Social Differentiation and Stratification**

- Alcock, P. *Understanding Poverty*, Macmillian, 1996  
Bryson, L. *Welfare and the State: Who Benefits?* Macmillan, 1997  
Breen, R. and Rottman D, *Class Stratification*, Harvest Wheatsheaf, 1995  
Buswell, C. *Women in Contemporary Society*, Macmillan, 1994  
Crompton, R. *Class and Stratification*, Polity Press, 1998  
Edgell, S. *Class*, Routledge, 1993  
Garrett, S. *Gender*, Routledge, 1991  
Hadfield, G. and Skipworth, M. *Class*, Bloomsbury, 1998  
Kirby, M. *Stratification and Differentiation*, Macmillan, 2000

- Mason, P. *Race and Ethnicity in Modern Britain*, Oxford University Press, 1995  
Miles, A. *Women, Health and Medicine*, Open University Press, 1991  
Richardson, D. and Robinson V, *Introducing Women's Studies*, Macmillan, 1993  
Saunders, P. *Social Class and Social Stratification*, Routledge, 1990  
Scott, J. *Poverty and Wealth*, Longman 1994  
Trowler, P. *Investing Health, Welfare and Poverty*, Unwin and Hyman 1998  
Westergaard J, *Who Gets What*, Polity Press, 1995

## **Families and Households**

- Allan, G. (Ed), *The Sociology of the Family*, Blackwell, 1998



Gittens, D. *The Family in Question: Changing Households and Miliar Ideologies*, Macmillan, 1993  
Finch, J. *Family Obligations and Social Change*, Polity Press, 1995  
Jorgenssen, M. *Investigating Families and Households*, Collins, 1995  
Morris, L. *The Workings of the Household*, Polity Press, 1996  
Oakley, A. *Housewife*, Penguin 1998  
Pahl, J. *Money and Marriage*, Macmillan, 1989  
Wardle, A. and Abercrombie, N. *Family, Household and the Life Course*, Framework Press, 1994

## **Education**

Ball, S. *Education*, Longman, 1996  
Burgess, R. *Sociology, Education and Schools*, Batsford, 1993  
Esland, G. *Education, Training and Employment*, Addison Wesley, 1990  
Gilborn, D. *Racism and Anti-Racism in Real School*, Open University Press, 1995  
Heaton, T. and Lawson T, *Education and Training*, Macmillan, 2000  
Measor, L. and Sikes P, (Eds), *Gender and Education*, Cassell and Monrell, 1992  
Trowler, P. *Investigating Education and Training*, Collins, 1996  
Willis, P. *Learning to Labour*, Saxon House, 1978

## **Religion**

Bruce, S. *Religion in Modern Britain*, Oxford University Press, 1995, ISBN 01987890915  
Bruce, S. (Ed), *Religion and Modernisation*, Oxford University Press, 1995, ISBN 019827369X  
Thompson, I. *Religion*, Longman 1996

## **Crime and Deviance**

Aggleton, P. *Deviance*, Routledge, 1997  
Christie, N. *Crime Control as Industry*, Routledge, 1993  
Hester, S. and Eglin, P. *A Sociology of Crime*, Routledge, 1992  
Lawson, S. and Heaton, T. *Crime and Deviance*, Macmillan, 2000  
Macquire, M. et al, *The Oxford Handbook of Criminology Clarendon Press*, 1998  
Marsh, I. *Crime*, Longman, 1996  
Moore, S. *Investigation Deviance*, Collins, 1997

## **Work and Leisure**

Abrahamson, H. *Logic of Organisations*, Sage, 1993  
Bazen, S. and Thirwall, T. *De-industrialisation*, Oxford University Press, 1994  
Clegg, S. *Modern Organisation*, Sage, 1996  
Deem, R. *Work, Unemployment and Leisure*, Routledge, 1998  
Grint, K. *Sociology of Work: An Introduction*, Polity Press, 1991  
Madry, N. and Kirby, M. *Investigating Work, Unemployment and Leisure*, Collins, 1995  
Morgan, G. *Organisations in Society*, Macmillan, 1995  
Ritzer, G. *The MacDonaldisation of Society*, Pine Forge Press, California, 1993  
Scraton, S. and Braham, P. *Leisure and Post-modernity*, Causeway Press, 1995

Thompson, P. and McHugh, P. *Work Organisations: A Critical Introduction*, Macmillan, 1990  
Wood, S. (Ed), *The Transformation of Work*, Unwin Hyman, 1995

### **Mass Media**

Barrat, D. *Media Sociology*, Routledge, 1996  
Bruce, S. *Religion and Modernisation*, Oxford University Press, 1995  
Corrigan, P. *The Sociology of Consumption*, Sage, 1999  
Curran, J. and Gurevitch M, *Mass Media and Society*, Edward Arnold, 1996  
Dutton, B. *The Media*, Longman, 1996  
Jones, M. and Jones E, *Mass Media*, Macmillan, 2000  
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*Sociology Review*, Philip Allan, Market Place, Deddington, Oxford, OX5 4SE

### **Videos**

Obtainable from Nalo Vine:

#### *The Classic Collection:*

Eileen Barker of "The Making of a Moonie: Brainwashing or choice?"  
Stanley Cohen on "Folk Devils and Moral Panics: The Creation of Mods and Rockers".  
Paul Willis on "Learning to harbour: How working class kids get working class jobs".

#### *Understanding Sociology Series*

Understanding Sociology 1: Theory and Methods  
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