



# Sociology Level 3



## Tutor Documentation v1.0



Produced By



As part of the NLN Materials Development  
Programme

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# Section 1 – Introduction to the NLN materials

## 1. Aims and objectives

The NLN materials have been designed to form part of a blended model of learning in FE colleges. Students can spend time learning at their own pace and tutors can use the material in the classroom to enrich and further develop their students' learning.

The materials have been designed to:

- form a collection of e-learning resources that support students in their studies and tutors in their delivery of the Sociology AS/A2 level material
- be highly interactive and engaging so that they 'bring to life' the subject matter and relate to students' lives and experiences
- be highly inclusive: the materials are accessible to disabled users and may be used for differentiation activities
- be flexible but with a clearly defined learning strategy that allows the user to dip in and out of the learning units
- include effective signposting of the components of each learning unit to aid navigation and to facilitate lesson planning

The learning materials can be used in a variety of ways. These include:

- supporting the tutor in the delivery of the subject matter
- supporting students in their self-directed studies, pre- or post-lesson, for homework, revision or assignment purposes
- supporting groups of students working together, in or outside of the classroom

The materials have been designed to support students throughout the different stages of the academic year, and must reflect the activities of classroom learning. With this in mind, four main areas have been identified where online learning could be useful to tutors and their students:

- Presentation - Demonstration of a key idea, principle or concept
- Investigation - Exploring the complexities of key ideas, principles or concepts
- Application - Activities that put new knowledge into practice - the real-world application
- Revision and reinforcement - Tests and activities that allow students to measure their progress, including exam preparation and model answers

These four areas have been used as the basis for the instructional model which defines the structure of the materials.

The curriculum was defined by the staff at Sussex Downs College and verified by external reviewers. The materials do not aim to replace the classroom. Instead they provide a resource to support learning in FE colleges for students and tutors. The scope of the curriculum was defined by:

- Quality Curriculum Authority and Examining Boards standards

- assessment objectives for the subject area
- subject areas or skills that are difficult to teach in the classroom and lend themselves to the e-learning environment.

The modules covered in these materials are:

- Sociological theory
- Research methods
- Crime and deviance
- Family and households
- Social change

For a full breakdown of each module, see Section 2.

In total, the materials constitute 15 hours worth of e-learning.

The materials are for Sociology level 3. Different exam boards treat different topics as AS or A2 level. With this in mind, rather than sign-posting whether the topics covered are AS or A2 level, prerequisite knowledge is listed in the Aims and the Tutor resources pages so that both students and tutors can judge whether the unit is suitable.

## **2. Target audience**

The target audience comprises both students and tutors.

Likely student users will include:

- age 16-19 students studying A/AS level Sociology
- A level students in other subject areas
- access to Higher Education/Foundation (pre-degree) students
- students undertaking a General Studies course
- other post-19 adult users
- potential students who are new to the subject and who wish to have a taster of what the Sociology AS or A2 course comprises in order to make better informed choices about their learning programmes

Staff users who support teaching and learning may include:

- tutors who are subject specialists
- library/learning support staff
- those directly involved with the supervision of open access computing facilities

Extensive user trials have been carried out at FE colleges around the country to ensure that the learning materials appeal to a broad range of users. Trials were also conducted at the Royal National College of the Blind to ensure that the materials are as accessible as possible to people with disabilities.

## **3. Screen design and Orientation**

The learning units have been designed to be displayed within a virtual learning environment, or VLE. The user will be able to select a module from within the VLE. Within this module there will be a series of learning units plus a Tutor Resources unit and an Exam Techniques unit.

When the user opens a learning unit, a menu of all the screens will be displayed within the VLE. All the learning units are based around an instructional model and have the following structure:

<b>Introduction</b>	Attention grabber and engagement
<b>Aims</b>	Provides a one-screen overview of what the key content areas will be for the learning unit
<b>First thoughts</b>	Activates prior knowledge and provides some guidance as to how students' initial thoughts might be organised into an academic perspective
<b>Presentation</b>	Presents new knowledge in a highly interactive way
<b>Investigation</b>	Presents new knowledge and conveys the depth of learning necessary for Level 3 Checks and consolidates new knowledge
<b>Apply your knowledge</b>	Synthesises new and old knowledge for application
<b>Summary</b>	Summarises new knowledge Allows quick access to the essential learning
<b>Check your understanding</b>	Tests new knowledge

The Exam Techniques unit consists of a series of example exam-style questions followed by the model answers.

The Tutor Resources contain a page for each learning unit in the module. Each page details:

- the topics covered in the unit
- any prerequisite knowledge
- further activities
- useful resources such as books or websites

On every page within each unit there is a Help button which will give help that is specific to that page. The help page includes information on the buttons that appear on the screen, the screen layout and the accessibility options for that page.

In general, the materials are designed to be as accessible as possible. This includes providing:

- the ability to use the tab key to navigate to all the elements on a page
- an alternative screen-reader-friendly version of the page which can be accessed through a button on the top right hand side of the screen
- transcripts of any audio
- the ability to resize the text in the browser window
- colours and contrast chosen to improve readability
- ALT tags on all images and buttons

#### **4. Accessibility**

In designing the NLN materials, the widest possible range of users and the contexts in which they are operating have been considered. The Web Content Accessibility Guidelines (WCAG) and the Web Accessibility Initiative (WAI) note that users may:

- not be able to see, hear, move or may not be able to process some types of information
- have difficulty reading or comprehending text
- not have or be able to use a keyboard or mouse
- have a different version of a browser, a voice browser or a different operating system

In general, the materials are designed to be as accessible as possible. This includes providing extra functionality for the following areas of disability.

### **Hearing Impairment**

- Audio is only used when it adds to the learning, either by making the materials more engaging and fun, or when it is the most appropriate media for conveying the content. Where audio is used, a transcript button is provided which will reveal a text version of the audio content. This button appears in the top right of the screen when audio is present and it flashes to notify the user.

### **Visual Impairment**

- An alternative screen-reader friendly version of each page is provided. This can be accessed through a text button at the top right hand side of the screen. The screen-reader friendly version supports two of the most commonly used screen-readers – JAWS and Supernova.
- The screens have been designed so that the font can be resized in the browser window without losing any of the content from the screen. Each section of the screen will enlarge to accommodate the increased font size and the user will be able to scroll through the content.
- ALT tags are provided on all images and buttons
- Graphical text has not been used except where it is unavoidable, as text-to-speech readers can not read graphical text.
- A change in colour is not the only method used to show that an object has been selected on the screen. For example, on multiple choice question screens, the buttons will turn red to indicate that a selected option is incorrect and they will also display a cross.
- The graphics used are clear and simple so that users at the Royal National College of the Blind will be able to print them out and adapt them into alternative learning aids such as tactile drawings.

### **Physical Disability**

- Key strokes can be used to navigate to all the elements on a page to support users who are unable to use a mouse. The specific key strokes are detailed in the Help section of the programme. This can be accessed by selecting the Help button in the top right of each screen.

### **Dyslexia**

- The text is clearly laid out and presented in short 'chunks' rather than seamless paragraphs.
- Key words in the text are emboldened so that users can scan through the text easily.
- The font used is sans serif as this is easier to read than other fonts.
- To improve readability, a high level of contrast has been provided between the colour of the text and the background where possible.
- The background is a solid block of colour with no patterns or textures.

- There are no time restrictions on the assessment sections of the materials so that users of all abilities, including dyslexic users, will be able to take as much time as they need to answer the questions.

All the navigation is handled by the VLE, so there are no Next or Back buttons within the content pages. In the majority of VLEs, the pages in the learning unit are displayed in a menu on the left hand side of the screen. Users can either select a page directly from the menu or they can use the VLE Forward and Back buttons to go through the unit page by page.

The following buttons appear in the top right of every screen:



To access a list of all the words in the Glossary, click the **Glossary** button.



For help on a particular page, click the **Help** button.



To print a page, click the **Print** button.



To access the screen-reader friendly version of the page, click the **Text** button.

Audio is associated with some of the screens. Where this is the case, the following button will appear at the bottom of the screen:



Play audio

To play audio, click the **Play audio** button.

Where audio accompanies a page, an Audio transcript button will be present alongside the **Text** button.



To access the audio transcript, click the **Audio transcript** button.

Some of the words within the text will be highlighted in blue. These words are glossary items. Clicking on the highlighted word will bring up the glossary definition for that word.

Some units may contain audio. The audio is activated via the Play button. The volume of audio can be adjusted using the standard settings on the computer.

Text size can be adjusted by choosing a new text size in the browser window.

Colours and brightness can be adjusted using the standard controls on the computer monitor.

## 5. Knowledge and feedback

The learning units are all designed around an instructional model which gives the users many opportunities to test their knowledge and receive feedback. In particular, the following sections of each learning unit will provide opportunities for assessment and feedback:

- The **First thoughts** section is designed to test the user's existing knowledge and prepare them with what they will need to know in order to continue with the unit. Typically, this section asks the user a question to test prerequisite knowledge. The feedback verifies or explains the correct answer and directs the user towards subject matter which they may need to remind themselves of before continuing.

Introducing Marxism - Microsoft Internet Explorer provided by Epic Group PLC

### Introducing Marxism

Marxism is both a **sociological theory** and a **political philosophy**. Even people who have never studied sociology or politics might think themselves qualified to pass judgement on its merits. What do you make of the comments expressed below? **Click the images in the order shown for some commentary.**

1 They tried communism in Russia - and it didn't work. End of story.

2 All this equality stuff is a bit naïve, really. You work hard - you succeed.

3 Most people seem pretty happy with their lot. After all, they've got tellys, foreign holidays, flash motors, Chinese takeaways...

4 Isn't Marxism all a bit old hat? What would a dead Victorian guy with a horrible beard know about the modern world?

Much Marxist writing critically addresses our 'consumer culture'. Marxists argue that the availability of material goods and the entire apparatus of mass culture and the advertising industry distract us from fundamental **social inequalities** and **injustices**.

- The **Investigation** section usually contains a number of presentation screens together with a fewer number of question screens. The latter are designed to help the user consolidate what they have just learnt so that they can fix it in their minds. Below is an example of a typical presentation screen in this section.

An interpretative perspective: subjective reality - Microsoft Internet Explorer provided by Epic Gro...

## An interpretative perspective: subjective reality

Interpretative sociology sees reality as **subjective**. It emphasises that different people will have contrasting experiences and interpretations of what might appear to be a shared reality. Let's have a closer look at this scene. **Click the numbered figures to find out more.**

This is a sociologist, of the interpretative school. She's not on holiday - she's doing research. She believes that the best way of gathering information is to get among the people and discover how they experience the social world subjectively.

And here's an example of a question screen with feedback within the same section:

Assessing Merton's theory - Microsoft Internet Explorer provided by Epic Group PLC

### Assessing Merton's theory

From what you have seen of Merton's **explanation of anomie** as a cause of criminal or deviant behaviour, would you agree or disagree that it sheds light on each of the issues below? **Select Yes or No for each option and click ok.**

	Yes	No	
Why a specific individual might commit a crime	<input type="radio"/>	<input checked="" type="radio"/>	✓
Why deviance can occur as a group rather than individual activity	<input type="radio"/>	<input checked="" type="radio"/>	✓
Non-economic deviance, such as vandalism or hooliganism	<input type="radio"/>	<input checked="" type="radio"/>	✓
How some groups might be denied illegitimate means of achieving success	<input checked="" type="radio"/>	<input type="radio"/>	✗
Why groups reject mainstream values	<input checked="" type="radio"/>	<input type="radio"/>	✗

That's partly right. In fact, it's normally argued that none of these issues are really covered by Merton's theory. However, so-called **sub-cultural theories** have tried to address them. While we are not looking at sub-cultural theories in this module, it is worth bearing these issues in mind when you assess the strengths and weaknesses of Merton's theory. **Click model answer to see the correct answer.**


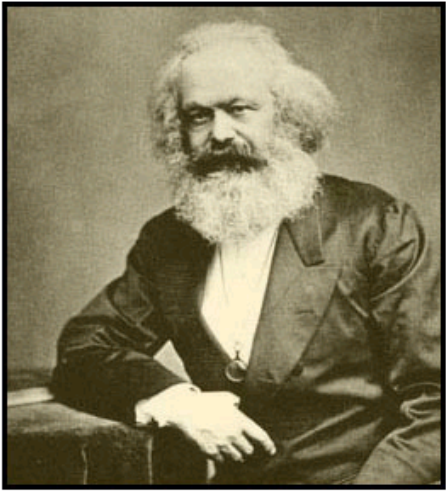
**model answer**

- The **Apply your knowledge** section provides in-depth questions in the style that you might expect in an exam. The user is asked to type the answer into a text box. The next page provides a model answer which the user can compare with their own answer. This allows the user to check their own answer and pick up some tips on good exam technique. A sample of these companion screens is shown below.

Assessing Marxist theory - Microsoft Internet Explorer provided by Epic Group PLC

## Assessing Marxist theory

As we indicated, Marx's theories have always been controversial. How well do you think they apply to contemporary society? From what you have seen, what possible **weaknesses** or **shortcomings** would you identify? **Type four or five suggestions in the box to the right. Then move to the next page.**



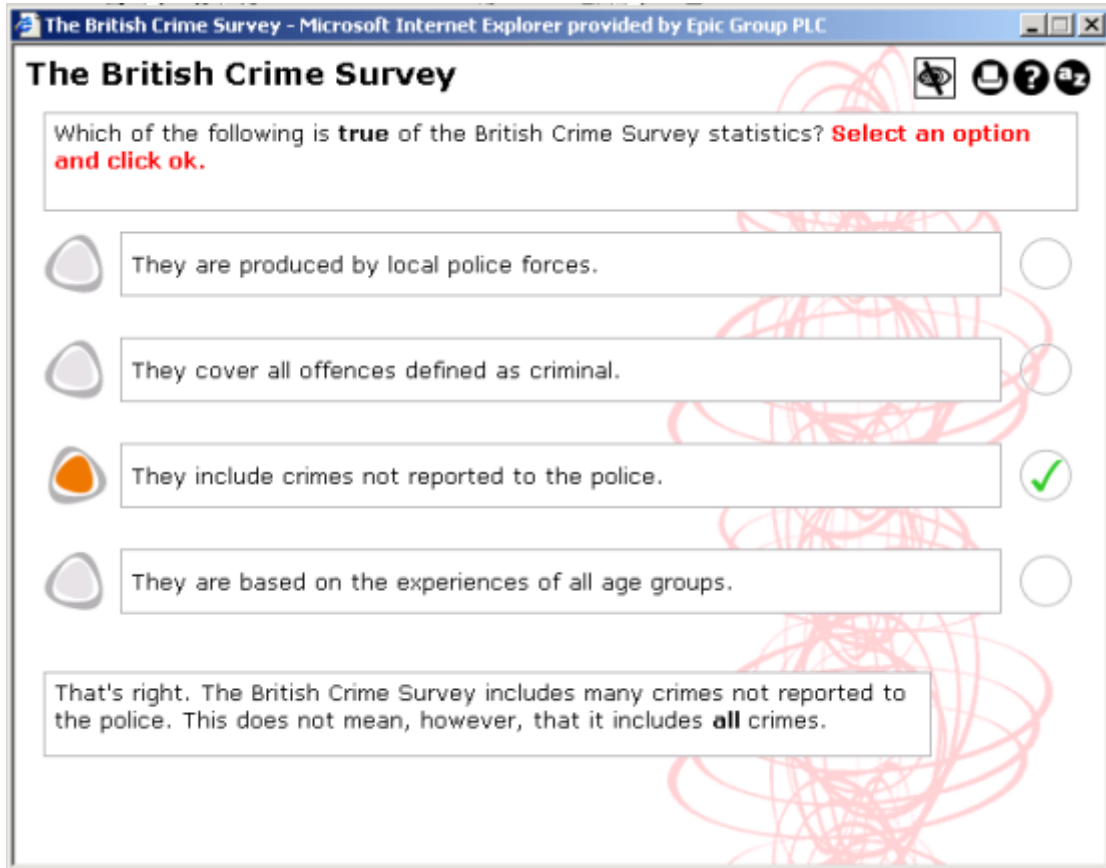
## Objections to Marxist theory?

Here are some common **criticisms** of Marxist theory. Do they match your thoughts?

1. The class system is more complicated than Marx allowed.
2. The revolution he predicted has not occurred.
3. He places too much emphasis on the economic structure - at the expense of the social/cultural/political etc
4. Standards of living have massively improved since the time that Marx wrote in the 19<sup>th</sup> century.

- Capitalism has not in fact resulted in the ever-increasing [polarisation](#) of social classes.
- The **revolution** predicted by Marx has not occurred.
- Modern society consists, not of the two classes postulated by Marx, but of **many groups** - with many variations in power, prestige, wealth and life chances.
- There is little evidence that the working class is becoming more **united** and **class-conscious**.
- Many writers question Marx's [economic determinism](#) - arguing that the ideas, beliefs and customs of a society are not necessarily determined by the economic relations of production.

- The **Check your understanding** section contains a series of questions to test the main learning points of the unit. These questions are in a variety of formats such as multiple choice, sort by category and missing words. The scores for the questions in this section are tracked and reported back to the VLE. How these scores are recorded depends on how the VLE is configured. Immediate feedback is provided for each question in a similar way to the Investigation section.



The British Crime Survey - Microsoft Internet Explorer provided by Epic Group PLC

### The British Crime Survey

Which of the following is **true** of the British Crime Survey statistics? **Select an option and click ok.**

- They are produced by local police forces.
- They cover all offences defined as criminal.
- They include crimes not reported to the police. ✓
- They are based on the experiences of all age groups.

That's right. The British Crime Survey includes many crimes not reported to the police. This does not mean, however, that it includes **all** crimes.

- The **Exam techniques** unit contains a series of exam-style questions that students can use to aid revision. The model answers are also provided so that students can compare their answers with these and assess their own work.

Here's the question:

A short question - Microsoft Internet Explorer provided by Epic Group PLC

### A short question

Look at the following sample answers to an exam question. The students have been asked to explain briefly what sociologists mean by the term **'primary socialisation'**. How would you rate each answer? **Select the appropriate category for each option and click ok.**

	Very good	So-so	Poor	
'Primary socialisation' is when you learn some of the norms and values of your society by going to school from the age of five. Everybody has to do this by law.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>
'Primary socialisation' is the learning of norms and values in the early years of childhood that occurs mainly within the family.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>
'Primary socialisation' is when you go out and mix with other people. Some people are better at getting on with other people than others. They are sometimes called sociable.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>

That's right. On the next page you will find some commentary explaining the assessment.

And here's the feedback:

Short question feedback - Microsoft Internet Explorer provided by Epic Group PLC

## Short question feedback

Here are some comments that explain our assessment. [Click each item to find out more.](#)

'Primary socialisation' is when you learn some of the norms and values of your society by going to school from the age of five. Everybody has to do this by law.

'Primary socialisation' is the learning of norms and values in the early years of childhood that occurs mainly within the family.

'Primary socialisation' is when you go out and mix with other people. Some people are better at getting on with other people than others. They are sometimes called sociable.

**So-so**  
This is a well-meaning attempt that is clear but one where the student has got somewhat confused in their understanding of socialisation. They have correctly identified part of the process in terms of learning norms and values. However, they have shown confusion with secondary socialisation in using the illustration about school. An interesting point here is that the reference to the law is accurate in terms of what the student wrote about school, but is not relevant in terms of the original question so would gain them no extra marks.

## 6. Qualification Mapping

The materials are designed to be level 3. This means that some of the units are AS level and some are A2. The curriculum has been based on the QCA recommendations and is not specific to any particular exam board. It is therefore necessary to refer to individual exam board specifications in order to find out which learning units are AS and which are A2 for that particular board.

## 7. Using the product

### a. Methods of use

The materials have been designed to be used in a number of ways:

- The materials can be used for self-study so a user can work independently. For example, a user could access the materials from a computer in the college library and work on their own to assist with an assignment or for revision.
- During user trials, it was also found that students enjoyed working through the materials in small groups in a classroom setting. This has the advantage of a tutor being on hand to assist or answer any questions. For example, the materials could be used in the classroom as an introduction to a topic or as the basis for an assignment or discussion.
- The Presentation section of each unit contains a highly interactive flash animation. This could be used by the tutor for classroom demonstrations or to prompt discussion.
- The exam techniques section contains a series of exam-style questions. These have been designed so that a student could print out the questions and take them home in order to practice their exam technique and to aid revision. Students can then come back to the unit and look at the model answers. This allows students to assess their own work.
- The Tutor Resources section of each module contains suggestions for further activities or resources that complement each unit. This could be used as an aid to preparing lesson plans or setting assignments.

### b. Preparations for use

The Tutor Resources unit within each module gives information to assist the tutor in preparing to use the materials. This includes:

- a brief outline of what is covered within each learning unit
- the learning objectives of each unit
- any prerequisite knowledge that students will need before starting the unit
- some general guidance as to the level of the materials – AS or A2
- additional resources that complement the topics covered in the unit
- suggested further activities that would complement the materials

These materials are designed to be used within a Virtual Learning Environment (VLE). Each learning object is delivered packaged in a zip file. The zip includes the manifest file, which defines the route through the learning, and all the source files. Please refer to the documentation supplied by your VLE vendor on how to add a content package.

For information on the technical hardware and software specifications for this product, please see Appendix 1. Users of the materials will have to make sure that they have the Flash Player 6 or above installed.

### **c. Use in the curriculum**

The Tutor Resources unit within each module gives information on how the materials can be used within the curriculum. This includes suggestions for further classroom activities and information on additional resources.

### **d. Possible methods of customisation by the tutor**

The materials have been designed to be used in a variety of ways. For example:

- All the pages have been designed so that they can be printed out for use as handouts, or saved as PowerPoint slides
- The learning units, and particularly the flash animations, could be used with an interactive blackboard for classroom demonstrations
- The materials have been designed so that those tutors who are skilled at using the VLE can add their own pages or additional questions into the learning unit

## **8. Supplier and partners - background and approach**

The partner organisations are:

- Epic Group plc - Epic Group plc is the UK market leader in e-learning, blended learning and knowledge solutions.
- Sussex Downs College - Sussex Downs College in Lewes and Eastbourne, East Sussex, offers a wide range of part-time and full-time education and training for school leavers and higher education students as well as adult learners, employers, employees and international learners.

The learning materials were designed according to a user-centred approach. Members of the target audience were profiled and focus group sessions were held with students and tutors. These findings have guided the scope, tone and the treatment of the content and have helped define the instructional model. The findings from the research and development phase influenced the design and fed into the prototype, which was tested on students and tutors to see if it matched their expectations.

The learning materials were produced in partnership with tutors and students at Sussex Downs College who provided feedback at every stage of the process, from design to user trials. Subject matter experts, specially chosen for their extensive teaching experience and their previous contributions to educational materials, provided the textual content. The materials were then developed in-house by the Epic design and development team.

A rigorous review process was put in place to ensure the quality and accuracy of the materials. This included reviews by Epic senior designers and a review by an external subject matter expert. In addition, the materials were fully tested before user trials were conducted at a wide selection of FE colleges.

## **9. Publication and copyright information**

We would like to acknowledge the assistance of **Sussex Downs College** in the production of these materials.

UK copyright for these materials is held by the Learning Skills Council.

International copyright remains the property of Epic Group plc.

## Section 2 – Description of Learning Objects

<b>Title</b>	Timeline of key thinkers
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide students with a quick overview of the thought of a number of major sociological thinkers.
<b>Description</b>	This unit consists of a timeline presenting some of the leading sociologists associated with different traditions/ideas from the early nineteenth century to the present.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Sociological theory module module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.24 MB

<b>Title</b>	Functionalism
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To demonstrate the basic principles of functionalism and encourage students to assess its strengths and weaknesses.
<b>Description</b>	<p>This unit covers some key elements of functionalist theory. The students are introduced to the concept of 'social order' and the socialisation of norms and values and are invited to consider how in some respects society is 'external' to the individuals that compose it.</p> <p>An animated presentation uses 'the organic analogy' to demonstrate the functionalist view of the social system and this is linked to an outline of the basic 'needs' of any social system.</p> <p>Students are asked to reflect on how one institution – the education system – plays its part in maintaining stability and its links to two other institutions: the workplace and the family. They then apply their knowledge of the theory by explaining how certain familiar gatherings/ceremonies function to enhance social solidarity.</p>
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Sociological theory module.
<b>Audio</b>	Yes
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	3.16 MB

<b>Title</b>	Interpretative theory
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To demonstrate the basic principles of the interpretative tradition in sociology and to encourage students to assess the strengths and weaknesses of those approaches.
<b>Description</b>	This unit is intended to encourage students to think about the role that

	<p>interpretation plays in our understanding of the social world and how an interpretative approach differs from a positivist one.</p> <p>The students are introduced to some key interpretative ideas such as 'subjectivity' and 'the self' and 'labelling', and asked to consider the source and effect of labels that have been applied to themselves.</p>
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Sociological theory module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	2.88 MB

<b>Title</b>	Feminism
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To demonstrate the distinctive feminist approach to sociology, identifying the different perspectives within feminism and their associated strengths and weaknesses.
<b>Description</b>	<p>Students are introduced to the gender bias of traditional 'malestream' sociology via a couple of exercises as a prelude to an overview of some of the key themes in feminist theory. The exercises here highlight the relative invisibility of women both in sociology and in conventional history and a set of questions is intended to reinforce students' awareness of gender in something they have close experience of: the education system.</p> <p>Some common-sense ideas about the social and political 'progress' women have made in a number of areas are set against sociological evidence that suggests that significant inequalities persist in our society. Students are presented a 'checklist' of the key elements of four different strands of feminist theory and asked to decide which of these best corresponds to their own experience/thoughts.</p>
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Sociological theory module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.64 MB

<b>Title</b>	Marxism
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To demonstrate the basic principles of Marxism, its relevance – or otherwise - to modern society, and to encourage students to assess its strengths and weaknesses.
<b>Description</b>	<p>This unit introduces students to some basic Marxist concepts. There is a comparison of Marxism with 'consensus' theories of society and an animation explains why Marx regarded the capitalist system as inherently exploitative. The unit provides some straightforward explanations of key Marxist concepts, such as social class, historical materialism, ideology and false consciousness.</p> <p>Students get the chance to apply their knowledge of traditional Marxist ideas to</p>

	contemporary society and to give their own assessment of their strengths and weaknesses.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Sociological theory module.
<b>Audio</b>	Yes
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	3.29 MB

<b>Title</b>	Postmodernism
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To demonstrate what is meant by postmodernism, highlighting some of its key themes, and to encourage students to assess the strengths and weaknesses of the perspective.
<b>Description</b>	<p>This unit addresses some of the main themes in postmodern debate, beginning with a brief description of the various meanings the term has in different contexts. We present an account of the major historical phases of pre-modernity, modernity and postmodernity and students are asked to think about whether the supposed modernist belief in progress has been borne out by historical development.</p> <p>Students are invited to give their own examples of Lyotard's notion of metanarratives and to consider whether they agree that the age of metanarratives has indeed passed. Examples for and against the point of view are given as feedback. Finally, students are encouraged to think about the notion that the mass media, consumerism and lifestyle choices play a key role in the formation of our identities in contemporary culture.</p>
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Sociological theory module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.75 MB

<b>Title</b>	Essays
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide students with some guidance on the principles of essay writing.
<b>Description</b>	This learning object consists of some general principles intended to help students with their essay writing.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Sociological theory module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.78 MB

<b>Title</b>	Sociological theory: Exam techniques
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide students with an opportunity to practise exam-style questions on the topics covered in the module.
<b>Description</b>	A series of extracts from exam-style questions and model answers covering different aspects of the Sociological theory module.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Sociological theory module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.26 MB

<b>Title</b>	Sociological theory: Tutor resources
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide information for tutors on the topics covered, some suggestions for classroom and other activities, plus some useful website addresses.
<b>Description</b>	Information for tutors on the learning included in the Sociological theory module.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Sociological theory module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.23 MB

<b>Title</b>	Can sociology be scientific?
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To explore some basic issues relating to the scientific status of sociology and to identify the broad characteristics of the main methodological approaches in the sociological tradition.
<b>Description</b>	<p>Students are invited initially to reflect on the distinguishing features of the scientific approach to knowledge and then to think about how the natural and social worlds might differ – and how they might share characteristics that could legitimate a common approach.</p> <p>Students are presented with a basic list of the requirements of scientific statements. They are then invited to consider the applicability or otherwise of these to sociology via a consideration of the different emphases of structuralist and human action approaches to social theory. The unit also contains a brief overview of three main research methodologies – positivism, interpretivism and realism – which are explored in relation to the study of suicide in a subsequent unit.</p>
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Research methods module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	

<b>File Size (uncompressed)</b>	3.14 MB
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<b>Title</b>	Quantitative and qualitative methods
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To encourage students to think about some of the practical considerations involved in conducting research and selecting the appropriate methods to gain the information they are seeking.
<b>Description</b>	Using the study of crime as an example, students are presented with the basic distinction between quantitative and qualitative methods, the range of techniques available and the different kinds of information yielded by each.  They are asked to judge when each approach would be suitable in a number of contexts, and to identify their respective strengths and weaknesses.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Research methods module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.76 MB

<b>Title</b>	Studying suicide
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To illustrate some of the key methodological issues in research by examining different approaches adopted by sociologists to the study of suicide.
<b>Description</b>	The students are encouraged to understand the complexities of the phenomenon via a discussion of Durkheim's pioneering work on the subject and the assumptions it embodies. The unit covers criticisms from the interpretivist perspectives.  The aim is to foster an appreciation of the complexities of the issues involved and to illustrate the different kinds of knowledge sought by the contrasting approaches.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Research methods module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	3.26 MB

<b>Title</b>	Timeline of key studies on research methods
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To present a number of capsule summaries of some of key studies exemplifying the different research methods discussed throughout the module.
<b>Description</b>	The idea has been to select a limited number of studies that address the relevant key issues. While the list is necessarily selective, all of these have been

	influential in one way or another – whether in prompting a critical response from other sociologists or in terms of setting a framework for debate and further research.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Research methods module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.31 MB

<b>Title</b>	Research methods : Exam techniques
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide students with an opportunity to practise exam-style questions on the topics covered in the module.
<b>Description</b>	A series of extracts from exam-style questions and model answers covering different aspects of the Research methods module.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Research methods module..
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.25 MB

<b>Title</b>	Research methods: Tutor resources
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide information for tutors on the topics covered, some suggestions for classroom and other activities, plus some useful website addresses.
<b>Description</b>	Information for tutors on the learning included in the Research methods module.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Research methods module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.23 MB

<b>Title</b>	Defining the family
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To encourage students to think about the family and its defining characteristics.
<b>Description</b>	Students are presented with the question of whether it is indeed possible to devise a single definition of the term and whether we can identify a single type – i.e. the nuclear family and its variants – as a universal institution.  The students are invited to reflect on a number of family types that do not correspond to the family as it is traditionally conceived and are then asked to

	consider a number of cross-cultural examples where family behaviour is quite different to the norm we are used to in the West. Finally, they are introduced to a summary of the views of sociologists writing recently who have argued for an expanded conception of what constitutes a family.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Family module.
<b>Audio</b>	Yes
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	3.27 MB

<b>Title</b>	Perspectives on the family
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To demonstrate the variety of perspectives on the family within sociology and to encourage students to assess the strengths and weaknesses of each.
<b>Description</b>	<p>This unit is intended to encourage students to think about the range of perspectives that have been advanced on the family itself as an institution and on various aspects of family life – from those who regard the family in a positive light, seeing it as the cornerstone of society, to those who take a more critical view of its impact on its members and the role it plays in the social structure.</p> <p>The unit presents a mixture of views, both sociological and non-sociological, and gives a flavour of the debate.</p>
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Family module.
<b>Audio</b>	Yes
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	2.81 MB

<b>Title</b>	The diversity of family types
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To demonstrate the variety of family life and recent changes in the overall composition of households.
<b>Description</b>	<p>We begin by asking students to reflect on the so called 'cereal packet' image of family life before they are introduced to figures on household composition that illustrate the range of diversity in the UK today.</p> <p>Students are given the chance to consider the factors underlying the increase in lone parent households. They then explore a range of factors contributing to diversity. Finally, there is an exercise inviting students to consider the concept of the family life-cycle via a 'case study'.</p>
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Family module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size</b>	1.81 MB

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<b>Title</b>	Changing conjugal roles
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To examine the changes in conjugal roles that have occurred over the past few decades.
<b>Description</b>	Students are encouraged to consider their own experience and to think about the various expectations that society has with regards to responsibilities for economic and domestic decisions.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Family module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	2.07 MB

<b>Title</b>	Timeline of key studies on the family
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To present a number of capsule summaries of some key studies on the family.
<b>Description</b>	The idea has been to select a limited number of studies that address the relevant key issues. While the list is necessarily selective, all of these have been influential in one way or another – whether in prompting a critical response from other sociologists or in terms of setting a framework for debate and further research.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Family module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	2.81 MB

<b>Title</b>	The family: Exam techniques
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide students with an opportunity to practise exam-style questions on the topics covered in the module.
<b>Description</b>	A series of extracts from exam-style questions and model answers covering different aspects of the Family module.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Family module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.31 MB

<b>Title</b>	The family: Tutor resources
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide information for tutors on the topics covered, some suggestions for classroom and other activities, plus some useful website addresses.
<b>Description</b>	Information for tutors on the learning included in the Family module.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Family module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.23 MB

<b>Title</b>	Thinking about crime and deviance
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To promote critical thinking about the social construction of crime and deviance by challenging everyday assumptions about the nature of deviant and criminal behaviour.
<b>Description</b>	Students are provided with some historical examples to prompt them to think about how crime and deviance are relative terms whose content changes over time and across cultures. Some 'common-sense' views about deviance are presented, alongside some brief sociological findings that suggest a different take on the issues. Finally, links are made to other areas of sociological interest – the family being used as a case example – to underline the significance of the debate for sociology as a whole.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Crime and deviance module.
<b>Audio</b>	Yes
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.70 MB

<b>Title</b>	Consensus and control theories
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To present the main arguments of those perspectives which regard the criminal law and the justice system as the expression of the common will and to assess the strengths and weaknesses of these approaches.
<b>Description</b>	<p>The students explore two ways of preventing deviance: the internalisation of deviance-inhibiting values (Functionalism and Robert Merton), the restriction of the opportunities for deviance (the New Right approach).</p> <p>Students are invited to consider the links between some common-sense views of the causes of crime and these theoretical perspectives. They are also encouraged to consider what if anything, would prevent them from committing crime in a given scenario and what theoretical approach their explanation would reflect. There is an exercise in which they are asked to apply Durkheim's notion of 'anomie' in a contemporary context: the current disorder in post-war Iraq. The</p>

	unit also includes a brief account of New Right ideas on crime prevention, including their call for police operational priorities to be re-assessed.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Crime and deviance module.
<b>Audio</b>	Yes
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	3.18 MB

<b>Title</b>	Labelling theory
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To present the main arguments of the labelling perspective's approach to crime and deviance and to encourage students to consider its strengths and weaknesses.
<b>Description</b>	Students are introduced to the main stages of the labelling process and asked to reflect on how the relationships between the stereotypes we hold about certain groups or people can lead to the application of the deviant label. There's material here about the role of the media in creating moral panics about particular groups and we invite students to consider how they themselves might employ the rhetoric of the media to demonise a particular group along the lines often used by the tabloid press. Students also have the chance to weigh up the strengths and weaknesses of the labelling perspective.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Crime and deviance module.
<b>Audio</b>	Yes
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	2.87 MB

<b>Title</b>	Measuring crime
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To encourage students to think critically about crime statistics as a social construct and the end-product of a selective process.
<b>Description</b>	The students are invited to provide their own reasons for the discrepancy between the figures supplied by the official statistics and the British Crime Survey. We look at how police procedure and policies can have an impact on the number of crimes recorded. Finally, students have the chance to consider the strengths and weaknesses of alternative means of constructing a more accurate picture of the true rate of crime.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Crime and deviance module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.76 MB

<b>Title</b>	Conflict theory
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To present the main characteristics of conflict approaches to crime and their strengths and weaknesses.
<b>Description</b>	<p>Students here have the chance to explore some of the ideas associated with a conflict approach to crime. In the first instance they are invited to consider that the popular conception of crime is a rather limited one. White collar and corporate crimes are more widespread than is commonly thought and provide a focus for Marxist studies of crime. Another thread is that the application of the law is systematically biased. In reviewing the conventional Marxist approach to crime, students are given the chance to reflect on the merit of its argument that the law is an instrument of the ruling class in a capitalist society.</p> <p>The rest of the unit presents the New Criminology and Left realism as two influential perspectives which have refined Marxist ideas and combined them with elements of other perspectives to try and explain more fully the social context of crime and deviance.</p>
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Crime and deviance module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.79 MB

<b>Title</b>	Timeline of key studies on crime and deviance
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To present a number of capsule summaries of some key studies on crime and deviance.
<b>Description</b>	The idea has been to select a limited number of studies that address the relevant key issues. While the list is necessarily selective, all of these have been influential in one way or another – whether in prompting a critical response from other sociologists or in terms of setting a framework for debate and further research.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Crime and deviance module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	3.19 MB

<b>Title</b>	Crime and deviance: Exam techniques
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide students with an opportunity to practise exam-style questions on the topics covered in the module.
<b>Description</b>	A series of extracts from exam-style questions and model answers covering different aspects of the Crime and deviance module.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Crime and deviance module.

<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.30 MB

<b>Title</b>	Crime and deviance: Tutor resources
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide information for tutors on the topics covered, some suggestions for classroom and other activities, plus some useful website addresses.
<b>Description</b>	Information for tutors on the learning included in the Crime and deviance module.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Crime and deviance module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.24 MB

<b>Title</b>	Social change timeline
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	<p>This is a timeline intended to help students understand the links between a range of different phenomena, and to situate them in their historical context.</p> <p>The basic aim of the material is to supplement students' understanding of the main material in the courseware and to allow them to set the content of their sociological studies in its broad historical context against the background of the changes that have created the modern world.</p>
<b>Description</b>	<p>The timeline is divided into four strands:</p> <ul style="list-style-type: none"> <li>• UK political and social history</li> <li>• Science, technology and industry</li> <li>• Media, leisure and communications</li> <li>• Arts and literature</li> </ul>
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Social change module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.56 MB

<b>Title</b>	Crime rates
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To examine historical changes in crime rates in England and Wales.

<b>Description</b>	A number of interactive animations and question screens tracing changes in crime rates in England and Wales over the last 100 years or so.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Social change module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.43 MB

<b>Title</b>	Educational attainment
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To examine historical changes in educational attainment and participation in Higher Education in England and Wales and the link to social class.
<b>Description</b>	A number of interactive animations and question screens tracing changes in educational attainment and participation in Higher Education in England and Wales and the link to social class.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Social change module.
<b>Audio</b>	Yes
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.65 MB

<b>Title</b>	Life expectancy, gender and social class
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To examine historical changes in the average life expectancy in England and Wales.
<b>Description</b>	A number of interactive animations and question screens tracing changes in the average life expectancy in England and Wales over the course of the last century, focussing on the extent to which gender and social class differences continue to manifest themselves in mortality rates.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Social change module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.36 MB

<b>Title</b>	Women in the workforce
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To examine historical trends in the position of women in the UK labour market.
<b>Description</b>	A number of interactive animations and question screens tracing trends affecting the economic position of women in the UK labour market.
<b>Suggested</b>	Please refer to the Tutor resources unit of the Social change module.

<b>Curriculum Use</b>	
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.51 MB

<b>Title</b>	Secularisation
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To examine historical trends in religious observance in the UK.
<b>Description</b>	A number of interactive animations and question screens tracing trends in religious observance within the context of the secularisation debate – focusing for the most part on the Christian Church in the UK.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Social change module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.39 MB

<b>Title</b>	Wealth and income distribution in the UK
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To examine historical trends in the distribution of income and wealth in the UK.
<b>Description</b>	A number of interactive animations and question screens tracing historical changes in the distribution of income and wealth in the UK.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Social change module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.46 MB

<b>Title</b>	UK voting behaviour
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To examine historical trends in voting behaviour in the UK.
<b>Description</b>	A number of interactive animations and question screens tracing changes in voting behaviour in the UK and the degree to which social class continues to be a good predictor of voting behaviour.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Social change module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size</b>	1.48 MB

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<b>Title</b>	Globalisation
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To examine some of the key features of globalisation and arguments for and against the phenomenon.
<b>Description</b>	A number of interactive animations and question screens addressing some of the key issues related to globalisation.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Social change module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.41 MB

<b>Title</b>	Social change: Exam techniques
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide students with an opportunity to practise exam-style questions on the topics covered in the module.
<b>Description</b>	A series of extracts from exam-style questions and model answers covering different aspects of the Social change module.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Social change module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.25 MB

<b>Title</b>	Social change: Tutor resources
<b>Level</b>	Level 3
<b>Curriculum Area</b>	Sociology
<b>Objectives</b>	To provide information for tutors on the topics covered, some suggestions for classroom and other activities, plus some useful website addresses.
<b>Description</b>	Information for tutors on the learning included in the Social change module.
<b>Suggested Curriculum Use</b>	Please refer to the Tutor resources unit of the Social change module.
<b>Audio</b>	No
<b>Accessibility</b>	The programme is fully accessible. To access a screen-reader-friendly version of each screen, click the Text button.
<b>Additional Info.</b>	
<b>File Size (uncompressed)</b>	1.19 MB

## Appendix 1 – Technical Specifications

<b>Machine Specification:</b>	<p>Pentium II, 300 Mhz 16-Bit Soundcard</p> <p>Mac 604e 200MHz; iMac G3 233 Mhz RAM: 32MB O/S: 8.6 or later</p> <p>The materials can be viewed using a Mac, however they are optimised for the PC/Windows platform and that is how we recommend using the materials.</p>
<b>Recommended Screen Resolution:</b>	800x600
<b>Browser Compatibility:</b>	
<b>Microsoft Internet Explorer 4.x</b>	Yes (PC/Windows Only, Mac 4.x NOT supported)
<b>Microsoft Internet Explorer 5.0x</b>	Yes
<b>Microsoft Internet Explorer 5.5</b>	Yes
<b>Microsoft Internet Explorer 6.x</b>	Yes
<b>Netscape Communicator 4.x</b>	Yes (Earliest supported version of the Netscape browser for Mac v4.78)
<b>Netscape Navigator 6.x</b>	No (Not fully supported)
<b>Netscape Navigator 7.0x</b>	Yes
<b>Netscape Navigator 7.1x</b>	Yes
<b>Web-enabled using a level 4 browser (for Mac)</b>	Yes (See above for supported browsers)
<b>Accessibility:</b>	
<b>Plug Ins Required:</b>	
<b>Shockwave</b>	No
<b>Flash</b>	Yes
<b>Real Player</b>	No
<b>QuickTime</b>	No
<b>Microsoft Speech tool</b>	Yes
<b>Text to speech engine</b>	Yes
<b>Shockwave Extras</b>	No
<b>Macromedia Authorware</b>	No
<b>Other Plug-ins</b>	No
<b>Flash player</b>	Minimum Flash 6.0 on PC (Recommend Flash 7.0) Minimum Flash 7.0 on Mac
<b>Server Minimum Specification</b>	These materials are designed to be run from a central server. Please contact BECTA to ensure your server is able to host the learning material.
<b>File Size:</b>	1-4Mb
<b>VLE tracking Information</b>	When a content package is first launched, it attempts to locate and initialise communication with the host LMS. If the content package is successful in locating the API, it will call "LMSInitialize()".

	<p>On completing the Check Your Understanding section (normally 3 questions) the Learning Object will attempt to set a score on the LMS using the following functions</p> <pre> LMSSetValue("cmi.core.score.min",0); LMSSetValue("cmi.core.score.max",100); LMSSetValue("cmi.core.score.raw",<b>percentage</b>); LMSCcommit(); </pre> <p>Where <b>percentage</b> is the users score.</p>
<p><b>Known Issues:</b></p>	<p>O/S: Win XP running  Browser: IE 4.0  The materials are not compatible with this combination of software. Audio on text-only screens on a Mac running Internet Explorer will not play but an audio transcript is available.  The Print version is not supported on the Mac.</p>