

THE SOCIOLOGY TEACHER

THE JOURNAL OF THE BSA TEACHING GROUP



The Sociology of War and Violence

Mike Gregson, Lakes College
West Cumbria

An anomic world?

Emile Durkheim's concept of anomie applied to Brexit.

WEBSITE REVIEW:

A brand new website aimed at promoting the teaching of Sociology,
www.discoversociology.co.uk



Patrick Robinson



I seem to be using the phrase, "A change is as good as a rest" quite a lot at the moment.

I've used it when talking to students about revising as the year goes by: can they vary what they do for their regular revision tasks so that revision is more stimulating? This may become more important as A levels have returned back to linear assessment and revision of the work in the previous year becomes key for a good grade. For a brand new change in resources, I would recommend that students are steered to <http://www.discoversociology.co.uk/>, the brand new site from the BSA, that offers an on-line source of revision and wider reading. Fuller student review available in this issue.

"A change is as good as a rest" can also be relevant to marking workload as a teacher. I've tried to set my classes homework in which they are writing in different styles or formats so that my marking doesn't always focus on a traditional essay. Essays will always be the core of the marking as the year goes by, but when assessment can be made in other ways, it's worth the change. For example, after I've covered labelling theory in the education topic, I set students a task to pretend they were a headteacher of a school in which they suspected students from the lower social classes were being labelled by teaching staff in a negative way. The task was to write a memo to the staff training them on the evidence of class bias from teachers (summarising the

knowledge and understanding they should have) and then the task was to suggest ideas for teachers to follow in order to stop/avoid labelling. It was an interesting read to see what students could think of, and made a change from only marking essays. There is also potential for employability links if students are writing in an imaginary workplace role: what's the right tone and format for a headteacher's memo to staff? If you have ideas of how Sociology work could be assessed through a variety of written formats, please send your best ideas in and we can collate them for the next issue. Contact/send ideas to me via prs@cadcol.ac.uk

Many thanks for all the contributors to this issue of The Sociology Teacher. All the best for the Winter months ahead, Patrick Robinson.

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BSA Teacher Group Journal.

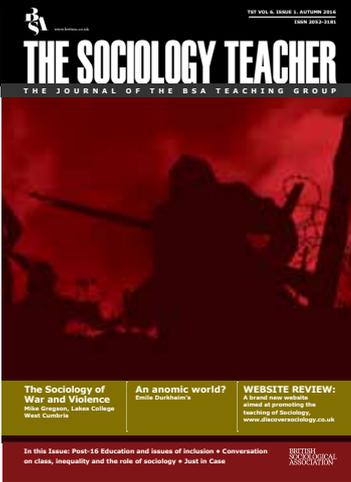
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The BSA Teaching Group is a network of anyone keen to further the interests of sociology teaching from secondary to tertiary education.

The aim of the Group is to encourage and promote the teaching of the Social Sciences in Primary, Secondary, Further and Higher Education. The Group therefore provides opportunities for those teaching in Sociology to develop and share ideas and strategies for the promotion and delivery of the teaching of the Sociology. To this end, one of the main activities of the BSA Teaching Group is the dissemination of information relating to teaching materials and teaching methods. The Group is also active in promoting the interests of Sociology teachers to examination boards, academic bodies, governmental and political agencies and the wider public.

Members of the Group can be found in every sector of education, but the majority are teachers of Advanced Level Sociology. Members are encouraged to be active in the running of the Group, either nationally or through local activities.

THE SOCIOLOGY OF WAR AND VIOLENCE



CONVERSATION ON CLASS, INEQUALITY AND THE ROLE OF SOCIOLOGY



WEBSITE REVIEW



More Resources from Discover Society

- Media and The Working Class**
The Working Class in a popular American TV show writing is a small band of union-thrusters who...
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The Sociology of War and Violence

Mike Gregson, Lakes College West Cumbria



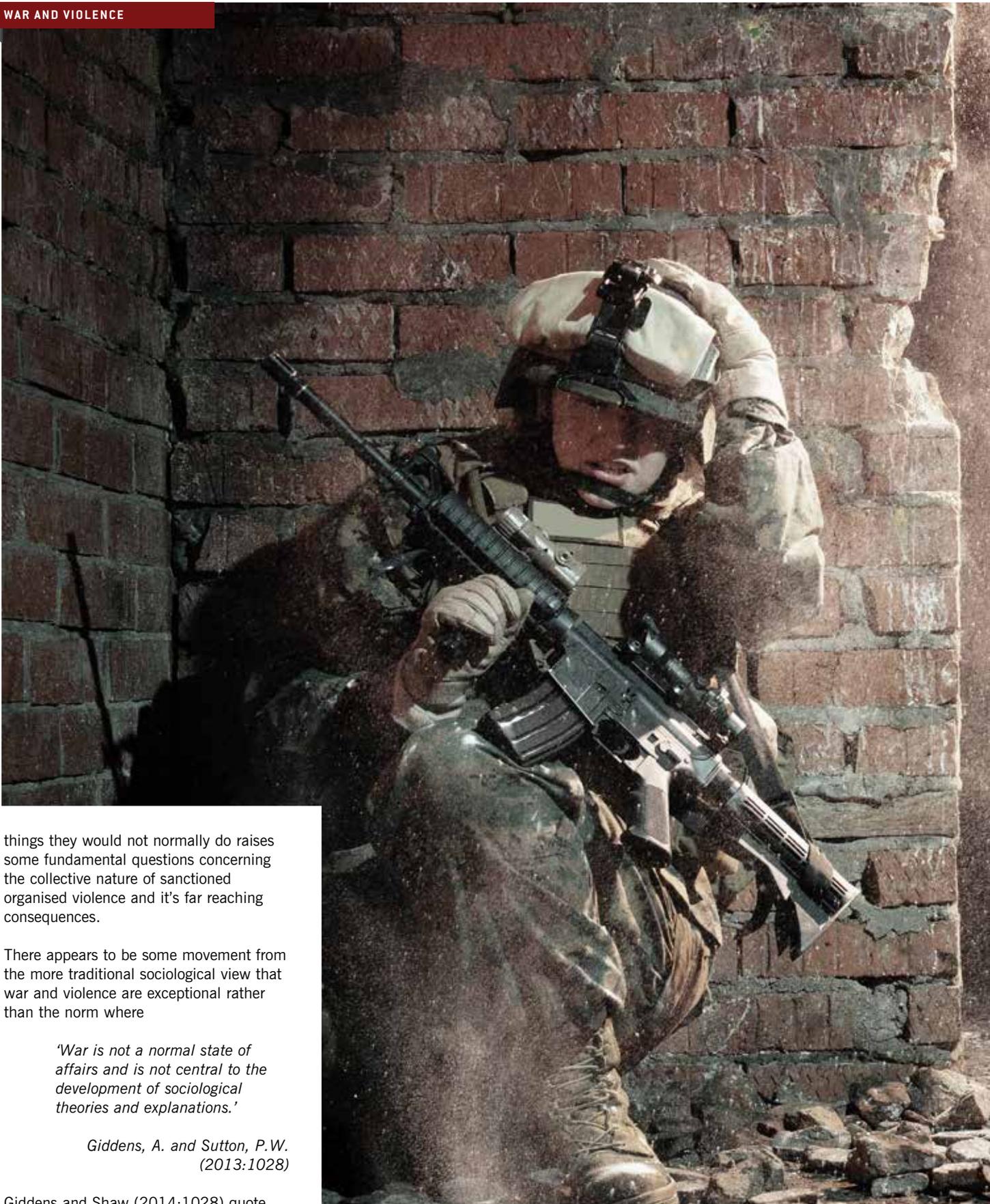
This is one of six sociology units taught on the Access to Higher Education Level 3 Diploma at Lakes College West Cumbria. Ascentis a National Awarding Organisation, encourage tutors to submit proposals for new units, 'The Sociology of War and Violence' was submitted in 2014 with approval to run during the academic year 2015-16. This article will briefly outline the justification for writing the unit, current sociological interpretations of war and violence, ideas about lesson preparation and classroom delivery, how the students' responded and what work they produced.

The study of war has traditionally been the preserve of

historians, politicians and the military. Giddens, A. and Sutton, P.W. (2013:1028) argue that

'As a discipline, sociology has not given the study of war as much prominence as it could and should have done, preferring to leave it to historians and military theorists.'

The suggestion here is that Sociologists have an important role to play in contributing to the understanding of the motivations and far reaching consequences involved in war and violence. The observation that warfare encourages individuals to do



things they would not normally do raises some fundamental questions concerning the collective nature of sanctioned organised violence and its far reaching consequences.

There appears to be some movement from the more traditional sociological view that war and violence are exceptional rather than the norm where

'War is not a normal state of affairs and is not central to the development of sociological theories and explanations.'

Giddens, A. and Sutton, P.W. (2013:1028)

Giddens and Shaw (2014:1028) quote (Roxborough 2004) pointing out that over the course of human history 14,000 wars may have caused the deaths of approximately 4 billion people. According to Malešević 2010:7 during the twentieth century alone wars have caused an estimated 110 million deaths with Leitenberg 2006 from Giddens 2014:1028 suggesting that up to 231 million deaths have occurred during the same period as a

consequence of war. Sociologists such as Giddens, Shaw and Malešević now argue that war is a global issue a permanent state of human affairs, a normalised feature of human behaviour. Malešević sums it up

'When mainstream sociologists study gender, stratification, nationalism and solidarity without

making any reference to organised coercion or warfare, such analyses are bound not only to remain reductionist and incomplete, but are also likely to produce inaccurate explanations of social reality.'

Malešević S. (2010:335).

Giddens and Shaw
(2014:1028) quote
(Roxborough 2004)
pointing out that over
the course of human
history 14,000 wars
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deaths of approximately
4 billion people.



‘it is our sociality, not our individuality, which makes us both compassionate altruists and enthusiastic killers.’ p.2 and that ‘without comprehensive sociological analysis there cannot be a proper explanation of violence and war.’ p.3

Malešević develops two interdependent sociological theories which he sees as paramount in accounting for the dramatic rise of organised violence in modernity. These two sociological theories of organised violence and war are:

1. The cumulative bureaucratisation of coercion and
2. Centrifugal (mass) ideologisation.

With the first theory of cumulative bureaucratisation of coercion Malešević refers to Weber’s (1968) ‘iron cage of rationality’ to explain how ‘personality and family relationships are steadily replaced with impersonal rules & bureaucratic regulations’. In effect invasive bureaucracy controls the environment within which we as individuals operate. It’s the pervasiveness of this that echoes in the words of the camp operative ‘I was

Current sociological interpretations of war and violence,

Historically two camps of ‘classical’ thought have centred on the nature and nurture debate where Niccolo Machiavelli and Thomas Hobbes recognised humans as self-centred and potentially violent towards others in pursuit of gain and advantage whereas John Jacques Rousseau,

Immanuel Kant and Thomas Paine saw humans as essentially peaceful and compassionate becoming violent as a result of societal pressure.

Siniša Malešević suggests that these two classical camps lack an acknowledgement of the social character of conflict and warfare arguing that

following orders' that has the power to depersonalise and deflect responsibility for ones actions. Malešević suggests that this bureaucratic living space has direct links with capitalism 'the phenomenal historical success of the bureaucratic mode of social organisation owes a great deal to instrumental efficiency.' Malešević 2010:5.



a factory worker, a civil servant, a teacher, or a nurse are, in a general sense, governed by the very same principles of bureaucratic organisation as soldiers and police.'

Malešević 2010:6

The theory is powerful in so far as the invasiveness is thorough with everyday features of bureaucratic domination including demands for obedience by coercion via the hierarchical division of labour, meritocratic social mobility, regular & regulated execution of commands, strict compliance, rules, loyalty, and penalties for noncompliance. Malešević puts it in context

'the organisational principles which govern most of our lives are profoundly coercive in character which is not surprising since they originate in the military sphere.'

Malešević 2010:6

Malešević's second theory is introduced with the justification that no social organisation of violence would be successful if its actions were not 'popularly understood as just' thereby introducing the process of centrifugal (mass) ideologisation. The interdependent nature of the two theories is explained with the acknowledgement that violence is normally seen as an illegitimate form of social conduct therefore the first theory of cumulative bureaucratisation of coercion requires that a 'legitimising ideology' is required to justify organised violence, what effectively becomes state sanctioned violence where

'Centrifugal ideologisation is a mass phenomenon that historically spreads from the centre of social organisations to gradually encompass an ever wider population.'

Malešević 2010:10

The implied momentum conveyed by the term 'centrifugal (mass) ideologisation' is sociologically useful and when combined with the concepts of media and propaganda then Malešević 2010:204 refers to Chomsky who attributes propaganda a decisive role not only in 'mobilising passive and uninterested American Civilians for war' but also claims that war propaganda is able to 'utterly transform human beings'. Examples of the two theories in practice are apparent when the cumulative bureaucratisation of coercion and centrifugal

Historically Weber (1968:1152 from Malešević 2010:6) suggests that our 'bureaucratic living space' has its roots within the military 'the central component of bureaucratic rationality is discipline and "military discipline gives birth to all discipline." That this bureaucratic model of rational organisation has been 'wedded to institutions that were able to monopolise the use of violence.' p.6.

The significant institutions referred to here are what Ernest Gellner (1983) from Giddens A, & Sutton P.W. 2013:1019 refer to as Nationalism, the growth of Nationhood and the Nation-State. Gellner argued that the nation-state is a product of modern civilisation with origins in the Industrial Revolution and the creation of large scale industrial economies. That Bureaucratic domination by coercion has produced Nation States that monopolise the use of violence over huge geographical areas over the globe (empire). Nation

"Military discipline gives birth to all discipline."



States have the bureaucratic infrastructure capable of recruiting and mobilising entire societies for warfare thereby creating a system of 'cumulative bureaucratisation of coercion' capable of murdering millions in a matter of months if not days.

'Bureaucratic domination ... demands obedience. In this sense



(mass) ideologisation come together. World War 1 was the first total war involving vast (bureaucratic) mobilisation of entire societies for war on ideological grounds. Whilst the same theories apply to World War II which remains by far the largest and most violent conflict ever fought with 55 million dead (Overy 2005 from Malešević 2010:138) A war reliant on bureaucracy with the highly developed industrialisation of warfare mobilising between half and two thirds of the industrial workforce. Backed by government run ideological projects 'which pitted National Socialism, scientific racism and fascism against western liberalism and state socialism'. Malešević 2010:138

A brief contextualisation of conflict and violence in classical sociological thought includes what Malešević refers to as the 'holy trinity' of the 'bellicose tradition' i.e. Durkheim, Marx and Weber. Durkheim suggests that war and solidarity are a key feature and notes that suicide rates were lower during wartime. A situation where

war creates a 'temporary pathological state of mechanical solidarity' where 'war is inevitably linked to the workings of group solidarity.' Malešević 2010:22

Marx focussed on capitalism and revolutionary violence. Marx saw war 'as a significant generator of social transformation in history, a potent vehicle of state power in the modern era, and an important instrument of the capitalist economic structure.' Malešević 2010:25.

Whereas Max Weber emphasises the coercive character of political life, the power and violence of the modern state and the use of physical force employing the term 'community until death.' Malešević 2010:26. Weber acknowledged war as an important source of change. He perceived violence as the *raison d'être* of the states existence recognising the Nation State monopoly of organised violence. Social order rests on three pillars 1. Legitimacy 2. Trade and 3. Coercion. Where Western ideological rationality is

structurally based on the military origins of the European class based feudal system.

Examples referred to include reference to modern military organisational structure being the epitome of Weberian bureaucracy Malešević 2010:127 including American Civil War Malvern Hill (1862) 5,000 dead in 2 hours and Gettysburg (1863) 7,500 dead in less than an hour. Crimea (1854) General Menshikov leading a charge at Inkerman losing 12,000 in one day. The breach loading rifle and the machine gun epitomise the structural inequality of the machine against an individual as one soldier can kill thousands of others. Bureaucratic coercion makes war and violence more rationalised and less emotional where modern violence is depersonalised with euphemisms such as 'collateral damage'. Remote technology lends itself to the same with 'the use of drones and high altitude bombing, gas chambers and long distance missile fire' Collins 1974 from Malešević 2010:129

How sociology of war and violence was taught

A logical sequential development of theory communicated via power point in class eliciting debate with question and answer introducing examples to provide timely cognition was how this unit was taught. Assessment was a 10 minute presentation, power point in front of peer group and tutor with written non graded feedback from peers and the same but graded by the tutor. The presentation was supported by a hand-out comprising substantive notes equivalent to 1000-1500 words (graded by the tutor).

What was not expected was the particular sequential learning pattern that emerged.

Week One

The introduction and justification for the unit including sociological context (as above).
(6 hrs. a week 2x3hr. classes).

Week Two

An outline of classical and modern day sociological theory with reference to at least two accessible texts i.e. Giddens and Sutton and Malešević with copies made available in the college library (homework set).

Week Three

Was the important stage of application of theory to examples of war and violence. Here my previous discipline as a historian came into play with knowledge of twentieth century war and violence (see appendix 1 for details of 'indicative content'). An imaginative opportunity may exist here for cross curricula team teaching, sociology with history. I plundered my personal library for a range of accessible (not overly text heavy i.e. interspersed with photographic reference) texts relevant to the 'suggested reading list' (appendix 2) and brought these to class. I displayed these books on tables around the outer perimeter of the class room and encouraged students to 'brows' select and read a text on an area of interest then research further via lap tops and access to the web in some case sourcing 'visually powerful' hyperlinks to original footage on YouTube. One significant event during week three was a presentation by visiting speaker retired Photo-Journalist Kevin Weaver on the Bosnian War including the Sarajevo siege and Srebrenica massacre. The reality of war, violence and stark consequences was very clearly communicated.

It was at this point students finally decided on their chosen episode of war and violence. Some pointers were provided including suggesting a time-line of events.



Week Four

What happened next was unexpected and not planned for. Students' found themselves immersed in history and 'became historians' impressed with issues such as the Mai Lia Massacre, Rwandan Genocide, Hiroshima, and the Holocaust. They temporarily lost sight of the sociological application of theory to example. Students' researched events they were completely new to or had only vaguely heard about with some experiencing vivid gestalt moments such as one researching (in class) the holocaust suddenly saying aloud, with surprise, 'the people who worked in these camps were just like us, they were ordinary people, I thought they'd be monsters.'

As a result we had to introduce another week where the application of events was securely aligned with the theory where individuals focussed on lap tops producing power point presentations. My task was to bring the class back to the sociological theory with the student task to apply the theories of one subject area i.e. sociology to another, history. The students' clearly recognised this challenge and responded well.

This turned out to be one of those subjects where the students' passionate enthusiasm and developing fascination took over and in the majority of cases they became independent learners taking charge of their own learning producing a range of fascinating presentations.

Weeks Five and Six

Peer presentation in class. There were real challenges acknowledged by the students. Those studying ISIS found it a little difficult possibly due to the recent contemporary 'evolving' nature of the issues involved. These were not yet consolidated into clear historical perspectives with judgements benefiting from hindsight not yet available.

The students applied Malešević's theories of bureaucratic coercion and centrifugal

ideology to a number of conflicts including the Battle of the Somme, the holocaust, the dropping of the atomic bomb on Hiroshima and Nagasaki, the My Lai Massacre the Rwandan Genocide, Isis and the so called Islamic State, 9/11 Twin Towers and Bosnia (Srebrenica).

The issue of organised state sanctioned violence in society offers a perplexing dichotomy where the morality of 'thou shalt not kill' apparently sits with the complete opposite.

Sociologically this topic has much to offer, the inequality aspect becomes clearly apparent in the extreme with oppressor and oppressed with one significant area, not touched on here, one Malešević refers to as the gendering of war (an article in itself). The important role of the media justifying, recording and condemning. In fact once started it becomes clear that the whole range of the human condition impinges on this unit. And as sociologists we may have a responsibility to contribute to the debate

'Such massive loss of life and human suffering surely demands that sociologists bring their expertise to bear on understanding the causes of war in order to try to mitigate its consequences.'

Giddens, A and Sutton, P.W.
(2013):1028

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Appendix 1 syllabus 'indicative content' Twentieth century war and violence

- First World War 1914-1918
- Armenian Genocide 1915
- Second World War 1939-1945
- Holocaust (Nazi genocide) 1941-1945
- Apartheid ANC South Africa 1948-1994
- Rwandan Genocide 1994
- Nagasaki and Hiroshima atomic bomb 1945
- Vietnam 1954-1975
- Palestine Israeli Conflict 1920 to present day.
- Northern Ireland 1972-2001
- Afghanistan Soviet involvement 1979-1989

Twenty-first century war and violence:

- Afghanistan US/UK allied involvement 2001-2014
- Emergence of Terrorism
- 9/11 Twin Towers
- Former Yugoslavia / Serbia Bosnia Herzegovina, Kosovo, Croatia 1991-2001
- Palestine Israeli Conflict 1920 to present day.
- Isis and the so called Islamic State 2013 to present day.
- Al-Qaeda 1992 to present day
- Ukraine 2015

Appendix 2 Suggested Reading list:

- Brewer, J.D. (2010) Peace Processes: A Sociological Approach. Cambridge Polity.
- Giddens, A & Sutton, P.W. (2013) Sociology. (Chapter 23. Nations War and Terrorism).
- Jones, A (2011) Genocide: A Comprehensive Introduction. (2nd Edition Routledge)
- Malešević, S. (2010) The Sociology of War and Violence. Cambridge University Press.
- Martin, G. (2012) Understanding Terrorism: Challenges, Perspectives and Issues. 4th Edition London and New York.
- Pinker S. (2012) The Better Angels of Our Nature. A history of violence and humanity. Penguin.
- Shaw, M (2003) War and Genocide: Organised Killing in Modern Society (Cambridge Polity).
- Townsend, C. (2001) Terrorism a very short Introduction. Oxford University Press.



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Available from:

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Post-16 Education and issues of inclusion

Tracey Edwards and Graham Jones.

Introduction

This chapter considers inclusion within Further education (FE), sixth form and apprenticeships in the UK. The focus will not be limited to those students with special educational needs, but will consider issues around all further education and sixth form students who may be at risk of exclusion or marginalisation. These would include young people such as those currently not in education, employment or training (NEETS) or those who are lower achieving academically. The chapter will explore the topic from the perspective of sixth form teachers and college lecturers examining the challenges they face in trying to implement inclusive strategies in classrooms and work settings. This will include recruitment, planning learning activities and assessment activities for inclusion of marginalised groups. The chapter will reflect on other key issues such as the tension between promoting inclusive practice and the challenges for schools and colleges.

Individual/group task

Is Pring’s assertion still true today? Are A-levels valued more highly than vocational qualifications? Log on to the University admissions website, www.ucas.com and look at the range of qualifications accepted at different universities for different degree courses. Do the more prestigious universities prefer A-levels over vocational qualifications?

Hodkinson and Bloomer (2010) found that the plethora of different providers of post-16 education has led to a ‘subtle elitism’ (p192) with A-level providers being seen as more prestigious than providers of other qualifications. A typical town might have a grammar school sixth form, other school sixth forms, a sixth form college and an FE college, with the schools and sixth form college focusing on A-level provision and the FE college focussing on vocational

qualifications. This is partly a continuum of the grammar/secondary modern divide between students deemed academically able and those best suited to vocational courses.

In their study of a sixth form college, Hodkinson and Bloomer (2010) found that students viewed the college as being a high status institution as it offered mainly A-levels and was seen as difficult to get into, with the local FE college being seen as a poor second choice. Inside the college they found a homogenous culture with a cohesive set of norms and values regarding studying and learning. Students internalised these values with most of them having the same aspiration of entering higher education. They found that the spirit of elitism motivated students to work hard.

Although this study showed how well the sixth form college benefitted those that fitted in, it also found that those students who failed to conform to the social norms of the college felt unsupported and often dropped out. If the positive effect of identifying oneself as an academic, A-level student at a sixth form college helps those inside the organisation to succeed, conversely the downside for those not admitted to sixth form college is not achieving academically.

Thompson (2009), using data from the Youth Cohort Study of England and Wales (DCFS, 2008), found that the type of post-16 institution attended was largely determined by social class. He found that higher-achieving students from higher social class backgrounds attended school sixth-forms or sixth form colleges, whereas lower achieving students from these backgrounds attended FE Colleges. Indeed, he found that FE Colleges are perceived by the middle classes as a ‘last resort for its own children’ (p40). For students from lower social class backgrounds, high achievers were more likely to attend an FE

college, while low achievers dropped out of education. This self-exclusion of higher social class students from FE colleges serves to prevent a greater academic ethos developing in FE colleges, 'leaving working-class children in one institution without the benefits of middle-class peers' (Thompson, 2009:38).

Theoretically this relates to different types of social capital, (Putnam, 2000). The success of sixth form colleges such as the one in Hodgkinson and Bloomer's (2010) study described above is explained by bonding (exclusive) capital. This is where a group with similar identities and interests support each other; in this case an academic identity is reinforced throughout the college, leading to high achievement. Bridging (inclusive) social capital involves connections between heterogeneous groups. Thompson's (2009) study shows how the lack of bridging social capital denies working class students at FE colleges the

opportunity to form an academic identity from socialising with students who are more likely to possess this identity.

THE PICTURE TODAY IN FURTHER EDUCATION AND TRAINING

The Education and Skills Council legislated through the Education and Skills Act 2008 to raise school leavers' age from 16 to 18 years of age from 2015. Of particular importance at this time was the need to reduce the number of young people categorised as NEETs (Ofsted, 2010). A particular challenge for FE in relation to this policy of widening participation has been to cater for the higher numbers of students who are 'unfocused, low in confidence and burdened with difficult home circumstances' (Edward et al., 2007, cited in Towler et al., 2011:512).

The Government views FE and training

as a means to promote social inclusion and economic prosperity (DfES, 2002). Education is seen today as the key to gaining employment and the means to which social inclusion can support individuals and communities out of poverty. This strategy appeared to be working as a statement from the Department for Education (DfE, 2015b) stated that the number of teenagers in education and training was at an all-time high and the number of those not in education, employment or training (NEET) was at an all-time low. However, Williams (2008) warns against defining social inclusion in terms of attending college or training schemes as these do not necessarily lead to stable employment or a higher living standard if the economy as a whole is performing poorly.

INCLUSION IN FE TODAY

Teaching and learning are social and emotional experiences. Vygotsky (1978) suggests that the role of the teacher is to engage socially with the student, providing work that is just beyond their current developmental level so as to provide some challenge, but not too far ahead so that the task is not achievable by the student; this is known as the student's Zone of Proximal Development (ZPD). Carr (2001) argues that, as well as being able to learn, students need also to be in a position where they feel willing and ready to learn. Therefore, to be truly inclusive, teaching has to involve students as individuals with individual learning plans and targets.

In 1996 the Learning Difficulties and Disability Committee (LDDC) identify the concept of 'Inclusive Learning' as a clear understanding of the students' starting point (Tomlinson Report, 1996). By encouraging active participation from



the student and best fit of resources and teaching within FE, successful learning can be achieved. Inclusive learning was at this time defined by the point at which the students' needs and the institutional resources meet for a best-fit scenario (ibid). However, the expectation placed on the learner for active participation could further suggest a culture of blame, failure to achieve being the fault of the individual students' inability to actively participate with the process.

teaching and learning benefits in securing 'C' grades in GCSE for employability. Robey et al. (2014) also raised issues of inclusion over the inequity for some young people who find traditional classroom teaching difficult. Enforcements of these regulations for students undertaking new and stretching qualifications in FE could be disadvantaging and jeopardising to future job prospects. This is particularly evident in the current debate over apprenticeships and GCSE equivalencies and currency.

funding for colleges, the more they can spend on inclusive practices. Between 1998 and 2009 education spending rose in real terms by 5.2 per cent, with the increase in spending on the 16-19 sector exceeding this and increasing by 7.7 per cent (Bolton, 2014). This significant investment in education by the New Labour Government was curtailed by the 2010 Coalition government's Comprehensive Spending Review which cut education spending by 3.5 per cent.

Following these cuts, in 2012 funding for students aged 16-19 was taken over by the Education Funding Agency (EFA), except for apprenticeships which are funded by the Skills Funding agency. At the time of writing the EFA manage £54 billion of funding a year to support all state-provided education for 8 million children aged 3 to 16, and 1.6 million young people aged 16 to 19 (EFA 2013).

In 2014-15, colleges received £4000 per student per year. For some students additional funding was made available through three categories:

students who came from economically disadvantaged backgrounds. Colleges received 'additional funds to recognise the additional costs associated with engaging, recruiting and retaining young people



In 2011, Alison Wolf's recommendations (DfE, 2011) for change in FE delivery facilitated a move towards supporting young people in their transition to adulthood as well as developing their academic- and skills-based learning. These changes within the vocational education system were also initiated to support the UK economy through employer-led training. Ofsted (2014) in the Teaching, Learning and Assessment report recommended that providers focus on improvements in teaching, learning and the development of skills, knowledge and attitudes. Ofsted (2014) concluded that improvement in the teaching and learning of skills is linked to the sustainability of employment for many young people.

Concentration on core subjects rather than achievement of qualifications has now become the primary concern of the Education and Training Foundation (DfE, 2011, Recommendation 7). The quality of teaching and delivery of Maths and English has become the primary focus for all FE curricula. Robey et al. (2014) offered insight into the views of FE institutions over the changes to the GCSE Mathematics and English curricula from July 2014. Initial findings conclude that motivation, flexibility and workforce development are vital in supporting all learners. However, there are concerns over the contextualisation of the



Students currently training through an apprenticeship route with GCSE's five years or older are required to complete an equivalency or to retake their GCSE. Neil Leitch (Chief Executive of the Pre-school Learning Alliance) stated that eligibility criteria had created serious barriers to otherwise suitable learners (Leitch, 2015).

FUNDING FOR INCLUSION AT 16-19

Any discussion of inclusion also needs to take into account how funding for inclusive practice works. The greater the overall

from disadvantaged backgrounds' (EFA, 2013:25);

young people in or having recently left care generated additional resources; those requiring additional learning support. Students without Math or English GCSE grade C generated extra funding.

For each of these criteria the college received £480. Therefore, if a student was from a deprived post code, was in care and had neither Math nor English GCSE, they generated an extra £1920. This money went not directly to the individual student but to the institution, which determined



how best to use this money in the support of disadvantaged students. (Note that students with 'High Needs' such as acute physical disabilities or learning needs had funding arrangements separate from this.)

In terms of students gaining access to money to support them, there were two types of bursary:

The vulnerable student bursary: students could access up to £1200 if: they were in or had recently left care; got income support in their own name; had a disability and got support for this (e.g. Disability Living Allowance).

Discretionary bursaries: colleges set their own eligibility criteria for these and decided what the money was spent on. For the case study (see below) students whose parents received a low family income or income support received help towards travel, lunch, trips, UCAS applications and specialist equipment needed.

In terms of inclusion, colleges that served an economically deprived student body did not see their overall budgets cut as much other colleges. Offering level 2 programmes including Maths and English GCSEs were also made more attractive by these funding arrangements, meaning that colleges that had previously offered mainly A-level courses now had a financial incentive to offer lower level courses, widening access to a greater diversity of students.

Doherty and Allan (2008) studied the effectiveness of inclusivity training for teachers at this level and found that, although those attending the training found it useful, there were several barriers to staff development in their colleges. These barriers included staff not getting time off and financing to attend training; but a larger barrier was a lack of time to disseminate training and share good practice between colleagues. In addition to these structural barriers they uncovered attitudinal barriers with some staff who do not consider inclusion training to be of relevance to them. They also found that inclusivity strategies were less well received when they were seen as being imposed from above by senior managers rather than coming from the bottom-up.

PLANNING AND IMPLEMENTATION OF LEARNING ACTIVITIES TO SUIT THE NEEDS OF ALL

Hay Mober (2000) was asked by the DfE to investigate what constituted effective teaching in the 16-19 sector and identified several points relevant to the issue of inclusive practice:

Fairness: students will have entered the sector from different backgrounds and will have different needs and abilities, including some with learning difficulties. It is important to maximise opportunities for progression for all.

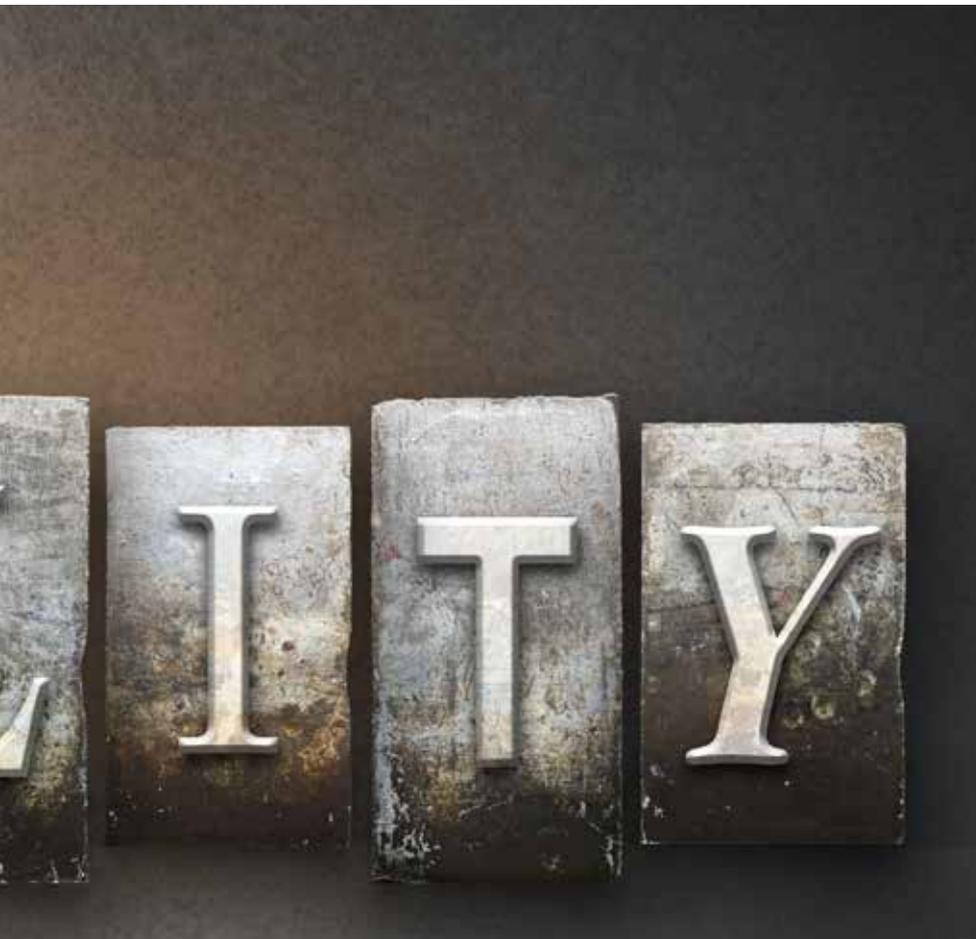
Participation: students need to feel

confident to ask questions, offer opinions and explore their own ideas.

Safety: from emotional and physical bullying. The teacher has a role to create an environment where learners do not feel isolated, lonely or vulnerable.

Support: the teacher's role is to both support and challenge students. Students need to feel able to try new things, be prepared to fail, and to learn from their mistakes.

Gravells and Simpson (2012) found that the range of student differences were above and beyond that which the Equality Act 2010 observes as protected. Intellectual ability, mental health and domestic circumstances were amongst many factors that could affect a student's potential to learn. In practice Ofsted (2014) recognise that those teachers with flexibility in their teaching strategies and approaches were able to adapt to the learners needs and support effective learner progress. What Works and Why? (Ofsted, 2014) claims



Equality Act 2010 observes as protected. Intellectual ability, mental health and domestic circumstances were amongst many factors that could affect a student's potential to learn.

that those teachers that plan clear learning activities and are expert at assessment achieve the best outcomes for their learners. This is done through good training and acknowledgment of the individual rather than just the group needs and delivery of both skill development and knowledge simultaneously. Gravells and Simpson (2012) also agree that inclusive learning is linked to teaching attitudes and the ability to reflect on one's own values and beliefs supported by a positive and inclusive environment. It is, therefore, vital that a teacher should recognise and accept that not all students are the same and that within any given group of learners there will be a wealth of experience, learning styles and needs. Gravells (2013) suggests that positive and inclusive practice can be seen through the differentiation of resources, materials and teaching strategies.

Although teachers may strive to be



inclusive in their teaching, they face difficulties that prevent them from always using the best teaching strategies for their students. In a series of interviews with teachers and learners at two FE Colleges, Towler et al. (2011)

found that when success is measured by the achievement of qualifications, this can be detrimental to high quality teaching and learning. In order to get through the curriculum and prepare students to pass their assessments, they found that

teachers relied on more didactic methods (e.g. direct instruction). Several of the teachers in their sample expressed the view that, 'their hands were effectively tied by the stipulations of the qualification routes on which they taught, and that this narrowed the scope for learning' (Towler et al., 2011:516). This relates also to Ecclestone's (2008:11) view that students today are 'achieving more but learning less' on many post-16 courses. Towler et al. also found that students tended to view learning as something that happened in class and was the responsibility of the teachers, with little independent work being done by the students. This point is echoed by Williams (2008) who argued that, when gaining qualifications is the sole point of education, 'there is no space left for education for enjoyment, for personal development or simply for its own sake'(p159).

CONCLUSION

The Wolf Reports (DfE, 2011, 2013) aim to increase the perception of employers on the quality and value

of post-16 education. This includes the apprentice route as being the means to learn on the job. Current data suggests that more young people have been offered either an education place or training place. Indeed there has been a fall in the number of young people classed as NEET (DfE, 2015b). What seems to be the main and most contentious issue in inclusive practice, however, is the delivery and study of the core subjects Maths and English: particularly the pressure on students to achieve a 'C' grade to gain meaningful employment opportunities. It remains to be seen, but the possible result of changes in post -16 education could be to make education less accessible to many students. If a qualification becomes more 'rigorous' (as is proposed for A-levels) the chances are that it will become less inclusive with fewer students able to meet entry requirements. Students disaffected with secondary education may find revisiting core subjects arduous and beyond their capabilities, thereby jeopardizing future employment prospects.

Contextualizing educational experiences

is a vital move towards inclusion; more motivation and flexibility for learner's development of vocational skills parallel to the core subjects is needed (Towler et al., 2011; Robey et al.,2014). Post-16 education reforms may in fact be less inclusive than first thought. Issues of social inequality are evident in the widening gap of employment opportunities, particularly in favour of those students who are academically more able (Williams, 2008).

Summary points

Career advice and support are needed for young people to make the right choice for them regarding post-16 training and education.

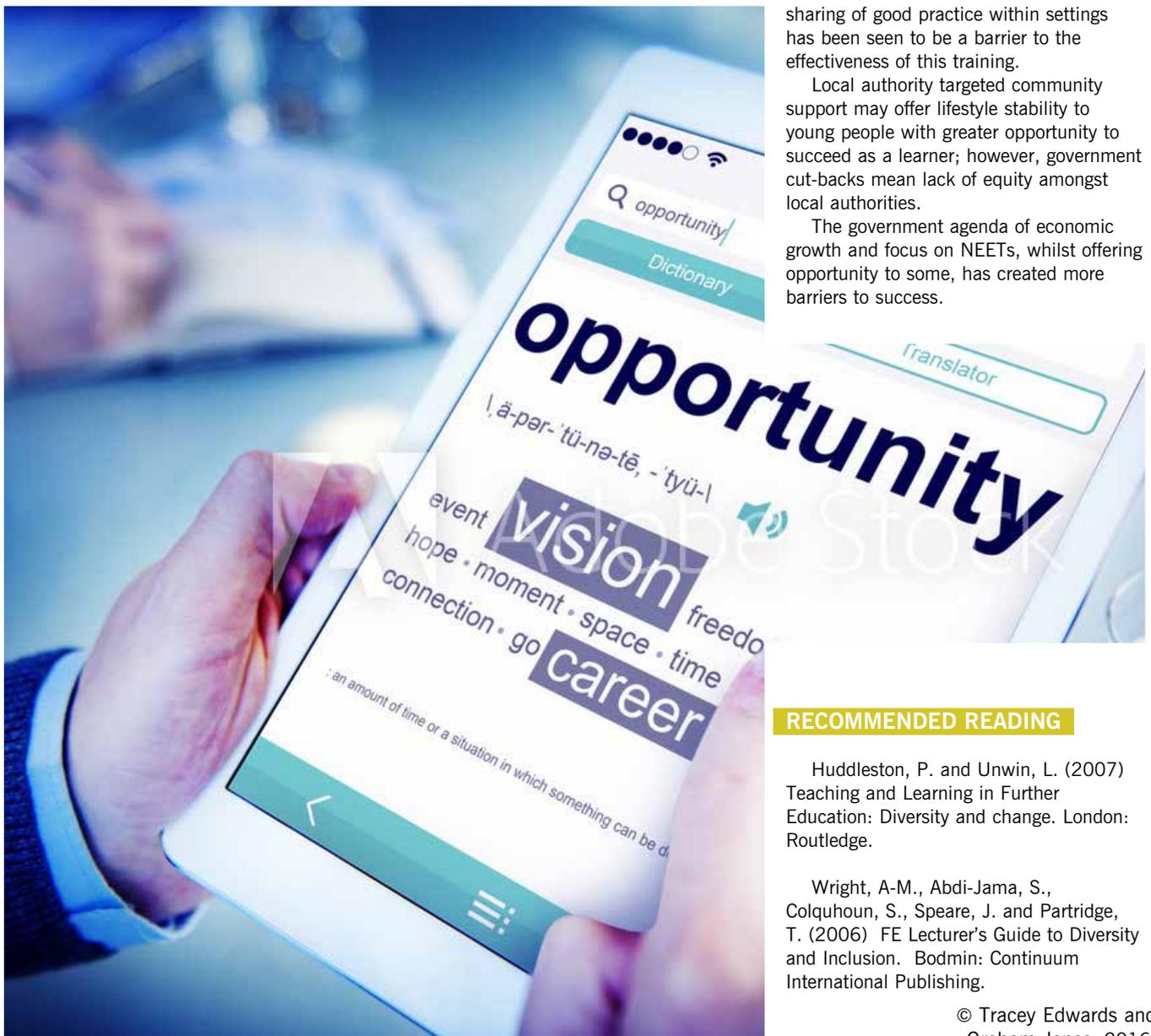
Students studying for Math and English GCSE parallel to vocational subjects may be under more pressure than academically more able students.

Due to the plethora of different providers of post-16 education there is concern over 'subtle elitism' within the qualifications on offer.

Training for teachers in FE has been highlighted as having significant impact in meeting the needs of the individual. However, the lack of dissemination and sharing of good practice within settings has been seen to be a barrier to the effectiveness of this training.

Local authority targeted community support may offer lifestyle stability to young people with greater opportunity to succeed as a learner; however, government cut-backs mean lack of equity amongst local authorities.

The government agenda of economic growth and focus on NEETs, whilst offering opportunity to some, has created more barriers to success.



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Emile Durkheim's concept of Anomie, often wrongly described as a normless state but actually referring to a time when the norms and values of a society are beyond the average person, 'to pursue a goal that is hypothetically unattainable is to condemn oneself to a perpetual sense of dissatisfaction' Durkheim, Sennett, Buss 2006 p 351 has long been a concept which students have found difficult to understand and yet one which has remained a key part of both the AQA GCSE and A Level syllabus. That students have

found it so comparably challenging is not really surprising. The decade of 1997-2007 must rate as amongst the most stable in UK 'The UK's economic performance was strong during the period of Labour government, 1997-2010. GDP per capita grew faster than in France, Germany, Italy, Japan and the S. Productivity growth – GDP per hour – was second only to the US. And improvements in UK employment rates were actually better than in the US.' Corry D, Valero A, Van Reenen J 2011 pi. It certainly appeared that

the majority of society subscribed to a collection of shared values and obeyed a selection of rules. It was difficult to imagine a time of great uncertainty. The economic crash of 2008 marked the beginning of the end of such consensus. The apparent inevitability of employment was replaced by a period where periods of unemployment were to be expected. What is interesting though is an increasing demonization of a faceless 'establishment'. From Blair's premiership being characterized by the failings of the Iraq war to the rise of

An anomic world?

Matt Halsall, Head of Social Science,
Hayesfield Girls School

Jeremy Corbyn, Gove's declaration of the public's displeasure with experts and finally the Brexit vote it certainly appears that the British public is no longer attached to shared aims and no longer submits to rule of those above as they no longer feel they belong to the shared consensus. If ever there was a time our students need to understand the concept of anomie it is surely now.

'So if industrial or financial crises increase suicides, it is not because they impoverish people, since critical

increases in prosperity have the same result; it is because they are critical, that is to say, disturbances in the collective order' Durkheim E Sennett R Buss R 2006 p348. The financial crisis of 2010 ushered in an era of anomie. 'Man receives his laws not from a material environment which is brutally imposed upon him but from a conscience which is greater than his and whose superiority he feels...in the event of an economic disaster there is something like a 'declassification' which suddenly casts certain

individuals into a situation below that which they previously occupied...the outcome is that they are not adjusted to the condition they occupy and the very prospect is intolerable for them. ' Durkheim E Sennett R Buss R 2006 p359. It certainly appears that the members of British Society are feeling a form of declassification. What have been seen as the traditional norms of British Society? Do they feel that they are beyond the means of the average person? Why? All of these questions are central to the Theory and Methods

section of the new A Level Course. Students have to understand the functionalist theory of society and this clearly illustrates how functionalism relies on the understanding of norms and values. As a discussion starter the concept of reality TV is useful. Warhol's concept of everyone being famous for fifteen minutes is promoted as a reality. Programmes such as *Geordie Shore* suggest that simply existing is worthy of celebration and adoration. Yet despite this most people will not achieve fame even for fifteen minutes, does this generate a feeling of frustration? Do they feel detached from these goals? Moving forwards students can then compare this theory to Parson's systematic theory of society and consider Merton's internal critique of functionalism. Can it be applied to Durkheim's concepts as well as it is to Parsons? This is an ideal opportunity for group work. Splitting the students into groups of three to four, allowing them twenty minutes to complete the questions and then reporting back perhaps via a presentation is a successful In the AQA GCSE course a discussion of norms and values is useful when looking at the concept of deviance and how it differs to current norms. Getting students to write down a selection of behavior they consider normal and then allowing the students to write down whether what has happened in 2016 constitutes following norms or not.

The decision of the UK to vote for Brexit and its immediate consequences certainly suggest a society within the grasp of anomie. 51.98% of the electorate voted to quite literally separate the country from a selection of rules that they no longer felt a part of. The 'leave' campaign played up to this underlying feeling



of belongingness within society.

The Guardian reported that 'The leave campaign made three key promises' 'Let's give our NHS the £350m the EU takes every week' 'A vote for leave will be a vote to cut immigration' and 'Five million more migrants could enter Britain by 2030 if Turkey and four other applicant countries join the EU' Travis A 2016. The suggestion that leaving the EU could boost an underfunded NHS appeals to an idea of reestablishing one of the UK's overwhelming values – a free at point of access health service which supports from the cradle to the grave. The period of austerity from 2010 onwards had a profound impact on the NHS;

'Increases in spending are increasingly falling behind increases in demand and costs, as well as the NHS' ability in the short-term at least to make ends meet through productivity improvements. As a result the NHS is struggling to meet its obligations to patients. Headline waiting times standards for cancer and in emergency departments, for example, are now missed routinely, the target minimum wait for diagnostic tests has not been met for the past 18 months, and though now abandoned, the admitted elective waiting time target was missed in 14



of the past 18 months.’ Applby 2015.

With a society feeling so forcibly separated from one of its key values it is no surprise that a pledge to refund the NHS was significantly attractive. The great fear of migration seems to suggest a primordial instinct to maintain some shared culture – one that is at threat from many changes. Immigration is then scapegoated as the cause when actually it stems from

this change in social structure. This is a useful way to illustrate the way crime can actually lead to the adaptation and change of society, Durkheim’s argument being that crime challenges members

of the society’s understanding of what constitutes acceptable behavior and can lead to traditional norms either being strengthened as there is renewed consensus or the new behavior being accepted as a norm. The concept of Anomie can be usefully used to illustrate the relationship

between social change and social stability, and religious beliefs, practices and organisations AQA 2014 pg 16 from the Beliefs in Society section of the new A Level. Durkheim believed that; ‘religion had its origins in the practical demands of life in society... the cognitive formulation of religious ideas is an expression of pre existing social activity.’ Giddens 1986 p80. As those of us familiar with teaching this section of the course will be aware

a central part of Durkheim's work focuses on Totemism – the belief that religion provides society with sacred totems to draw together its members 'there can be no society which does not feel the need of upholding and reaffirming at regular intervals the collective sentiments and the collective ideals which give it its unity and individuality.' Durkheim 1995 p475. As stated during times of anomie individuals are 'freed' from this unity and it would certainly appear that a lack of faith in convention religion is something of a characteristic of our society. Despite this the passing of anomie will lead to a reaffirmation of some norms and an establishment of others and there certainly appears to be an increased interest in totemism. Individuals are banding together and experiencing collective consciousness although not in a traditional manner. Arguably since 2010 politics has seen a rise in quasi-religious statements and declarations of faith from voters. Could it be that one of the changed norms resulting from this period of anomie is a change in expected behavior from both voters and politicians? A stimulating activity can be planned around this question when teaching the Beliefs in society section. First you should outline the concepts of totemism and conscious collective to your students. Having discussed what constitutes these areas you should show the students clips of Corbyn meetings and Trump rallies examples of these include <https://www.youtube.com/watch?v=ADGV7WzAuuw> <https://www.youtube.com/watch?v=-Kp85MWVZqE>.

Discuss whether this reflects a conscious collective. Are Donald Trump and Jeremy Corbyn totems? Has this replaced religion? If we accept the argument that the rise of Trump and Corbyn are providing

new norms we can also discuss Durkheim's argument that societies will eventually exit anomie with a renewed or new shared norms and values. Is there a new conscious collective that is characterizing society? What is it? The visual nature of both movements means that an ideal way to explore these questions is through a display task. A level students seem to particularly react with pride to their work being placed on walls and this is an ideal way to collect work for this.

With an eye on the exam the AQA specimen A level papers contain questions that could certainly benefit from a knowledge of Durkheim and Anomie 'Applying material from Item B and your knowledge, evaluate the view that religious beliefs and organisations are barriers to social change. [20 marks]' AQA 2015 Paper 2 p6 The breakdown of the collective conscious during a time of great upheaval would seem to support the view but equally the totemism of Trump and Durkheim would argue that religious beliefs (if not traditional mainstream religions) thrive during anomie. From Paper 3 'Applying material from Item C and your knowledge, evaluate the usefulness of Marxist approaches in understanding society. [20 marks]' AQA 2015 Paper 3 p6 also benefits from an understanding of Durkheim. Marx has enjoyed something of a renaissance due to the economic crash and the multitude of 'I told you I was right' merchandise clearly displays this but, rather than an outright failure of capitalism as Marxists suggest, the crash is clearly a period of Anomie. Durkheim can be used as a key counter balance in the evaluation of this essay.

When many think of Durkheim he is someone to illustrate the potential failings of analysis of statistics or suicide. It is undeniable that there

were failings in his methodology but really he should be remembered as a significant prophet of what happens when modern capitalism suffers a blow. His work vividly paints a picture of modern society and this can be used to enthuse and explain Sociology to students. No other Sociologist can lay claim to quite as complete a description of society's current malaise as Durkheim.

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Professor Mike Savage:
**Conversation on class,
 inequality and the role
 of sociology**

Interview with Corinna Ferros, head of Sociology
 at William Morris Sixth Form in London.

“Corinna is a teacher and head of sociology, and therefore and constantly wondering what this subject is, how 'real' sociologists view it and what it means to be a sociologist in today's world. She has made contact with a number of well-known sociological researchers and offers a series of useful interviews to the Sociology Teacher. More will follow in later issues”.

Why are you fascinated by class?

It started with my academic background studying history as an undergraduate during the later 1970s – there was a lot of political interest at that time amongst historians in Marxism and the potential of the working classes to bring about progressive change. I was always interested in those debates, but less in terms of class conflict leading to revolution and the overthrow of the Bourgeoisie by the Proletariat – that

seemed too simplistic to me. I thought things are more complex than that. I became quite aware of the complex politics of class because I had moved from London to study in York. Suddenly I was in this much more working-class environment, despite it being a historical and tourist town, compared to the London suburb I grew up in.

Then during the 1980s the political climate changed with Thatcher. Prominent sociologists like Giddens



and Bauman said class was a thing of the past. But I wasn't convinced. I thought it was still relevant, indeed becoming more so. I decided to focus on the significance of more affluent middle class groups in society. I moved to Brighton in the mid-1980s and was aware of all this high-tech industry coming up with Aerospace and IT more generally, in the South of England. It was so different from the North of England. There was this new middle class emerging with the shift from manufacturing to services.

In the early 90s neoliberalism was becoming even more influential as a doctrine and implicated in



Mike Savage is a sociologist at the LSE whose key interests are social stratification and inequality. He is interested in the role of the rich and powerful, as well as specificity – both historically and spatially, and in the new ‘cultural turn’ regarding cultural capital and taste. He is also the author of “Social Class in the 21st Century”.

the growing prominence of middle and upper class groups. I became interested in Bourdieu’s ideas on cultural capital, which seemed to offer a way of understanding how the well-educated and middle class could somehow see their advantages as ‘natural’ and powerful. Their norms and values have become a benchmark against which the working-classes are measured, and, being at the ‘bottom’, they ‘fail’ especially in the context of education. In a way this ‘middle class norm’ is very powerful but actually something strange that needs to be analysed. So that is how my interest in class became tuned to the way

the privileged and the elite use their cultural advantage.”

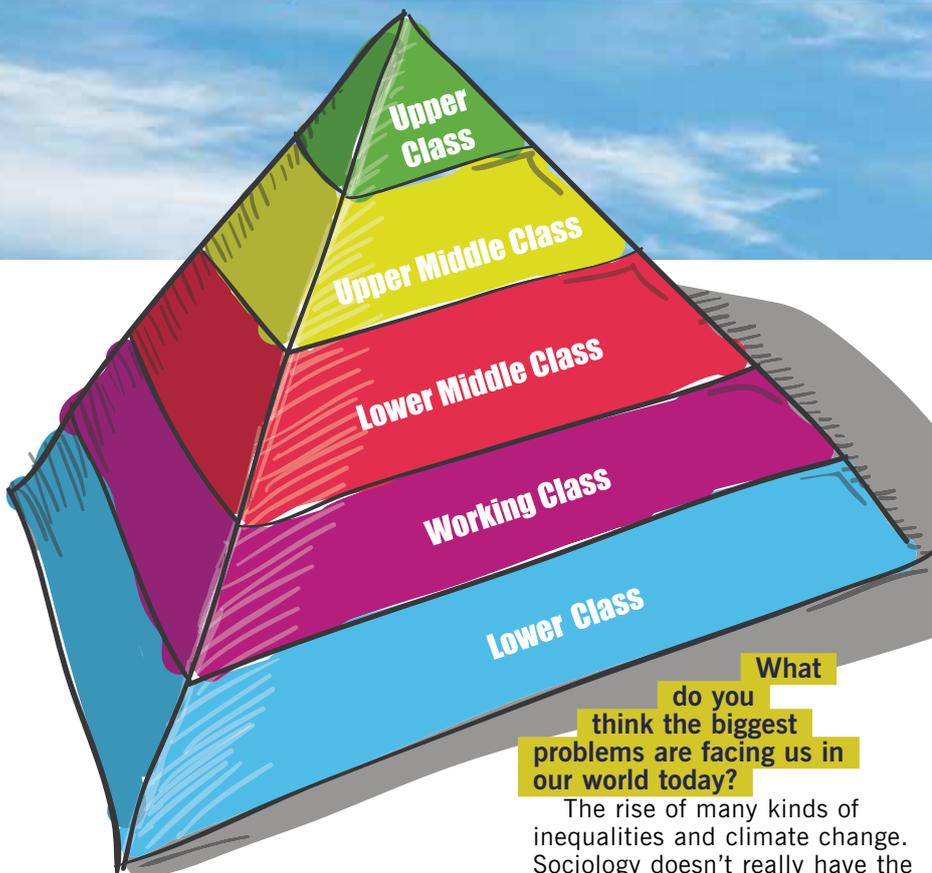
What do you think the impact of sociology is on students?

One of my students once said that since studying sociology, he noticed that “power is everywhere” and he found it unsettling, but also liberating, to recognise this. The sociological approach is to reflect and question the way that forms of power, domination and resistance are bedded into everyday life. This can be liberating and enlightening. It is the paradigm of sociology: it looks at tensions and conflicts. There are not

always many uncontested answers, which some students don’t like as they prefer an approach of “this is how to do it”. But sociology doesn’t do that. It is very good at getting us to pose challenging questions and demanding serious answers .

Why do you like sociology?

I like it because it is enlightening. I see it as a way of doing the history of our present times; understanding the dilemmas, tensions and potentials that we face. If you are trying to pick apart what is going on in the world today, it is a very important thing to do.



What do you think the biggest problems are facing us in our world today?

The rise of many kinds of inequalities and climate change. Sociology doesn't really have the skills to address climate change but it can analyse inequalities because this is the heart and soul of our discipline. The world is becoming more unequal and at the same time there seems less resistance to it. There has been some resistance, but it's just small pockets like the 'Occupy Wall Street' movement. It is important to understand why this is the case, and think about the prospects for change.

Why is there "less resistance" to these inequalities?

People don't have confidence in themselves. They don't have the Labour Party anymore to pin their hopes upon like they used to. So consequently they have no confidence, no security, no voice.

Also, when markets are used to regulate services people don't overtly see these as benefitting specific social classes (even though they do) and hence inequality can become opaque. Similarly, I don't think elites are necessarily consciously trying to exploit others, they are simply being rational in their own terms, but this has the effect of giving them more advantages as they have the resources to take advantage of market processes.

Do you think it is worthwhile to study sociology?

Sociology started off in the UK in a big way in the 1960s. Some polytechnics as well as universities became well known for it. It was a cheap subject for the government to widen access with. It is revealing that some of the elite universities like Cambridge and Oxford invested in it, though it has never been part of the private schools scene. It is definitely an



Yes. Sociology is about reflexivity and questions and considering different theoretical perspectives. History, for example, is more empirical and source-based. It doesn't always raise 'big questions' like sociology does as it often discusses the relative merits of two historians.

internationally established subject, with a very inter-disciplinary remit. It has a higher status in America than here. It is more part of a 'normal science' paradigm there than here. The type of student doing sociology has changed a bit. It used to attract many mature students who came to it after having children or working in factories. They found sociology very liberating. If you study it at age 18 you tend to see issues more abstractly. Maybe it is best to be a little older.... (I think about my own experience of family life and the phrase by WHO? That the family is like an "electrical circuit" because of all the currents it carries and that can easily end up on a live wire... I only know that since being a mother and wife of a family of three children! Similarly, WHO talks about a wife's 'triple burden': paid work, housework and emotional work, things like maintaining the conversation at the table, which is often taken over by the mother than the father. Is any of this relevant to my students' learning of life? Are they going to be depressed or enlightened by this 'news'? Probably the former....)

Despite tuition fees, we still get the same numbers as before – they dropped briefly when the tuition fees were introduced. It tends to a feminised

subject – the majority of students are women.

What about doing sociology at A level: is there any point to that?

Yes. Sociology is about reflexivity and questions and considering different theoretical perspectives. History, for example, is more empirical and source-based. It doesn't always raise 'big questions' like sociology does as it often discusses the relative merits of two historians.

"What do you think the best contribution of sociology has been to society?"

We haven't talked about methods at all, but I think that is where sociology has done a lot. For example, it has made the methods of the interview and the sample survey mainstream – everyone uses them now and takes them for granted – yet sociology took the idea of the 'in-depth' interview out of the domain of psychotherapy around fifty years ago, and adapted the sampling method from the biological sciences. Sociology has helped to develop such tools that can analyse society.

It has also played a large part in developing the idea of social networks,

which are now so widespread. The idea that you can look at links and ties between groups of people started in the 1940s and 50s by sociologists and anthropologists. Instead of looking at people as individuals, they looked at people embedded within their social networks – people like Elizabeth Bott and John Barnes. Now the IT world is doing this everywhere: the networked computer is a part of our world. Sociology has been incredibly productive of new ways of understanding society

What do you think is the natural sciences' greatest contribution to society?

They would probably say within the field of medicine. Now many natural scientists are using social science data in terms of looking at networks like I mentioned. They are good at the technical side but not so good at looking at what is behind the network. The social sciences are being challenged by these disciplines right now. Part of this is linked to a prestige problem: they would see themselves as doing a new discipline that doesn't need us – but they do!"

© Professor Mike Savage and Corinna Ferros, 2016.

WEBSITE REVIEW:

www.discoversociology.co.uk

The British Sociological Association has created a brand new website aimed at promoting the teaching of Sociology, called www.discoversociology.co.uk. This site includes resources for wider reading for A level and GCSE topics, ideas to help when teaching, summaries of up-to-date research and links to relevant video material. The team behind producing the site are:

- Judith Mudd, (Chief Executive of the British Sociological Association).
- Garry Crawford, (Professor of Sociology at the University of Salford).
- Natalie Davison (Social Sciences teacher at Queen Elizabeth School, Cumbria).
- Chris Doyle (On-line editor from Digital Media Web Marketing: dmwm.co.uk).

Patrick Robinson (Sociology teacher at Cadbury Sixth Form College in Birmingham) asked his upper sixth students to spend one hour using the site and then write a review of what they thought about it.

Here is a collection of some of the review comments:

"The teacher's resources (section) gives you a selection of sociological topics (family, Education, politics etc) that are widely studied across the UK and provide excellent resources for teachers to use in their lessons. I feel that the layout is simplistic and not overly complicated – the logo is clearly shown in the top left corner and compliments the background colour, giving the website a calm feel. The font is a reasonable size and easy for people to see. In terms of navigation, with the drop down bars, it makes it easier for people to navigate their way round the website and makes it more accessible".

(Catherine Taylor).

"On the website you can also find links to helpful and interesting articles, such as "Marxism and the Walking Dead", which is especially engaging for prospective students as it relates to topics which young people like me find entertaining. The Discover Sociology website provides a rich menu of further reading for those interested in sociology. Under the many links and resources, you will be sure to find something that gives you a clearer outlook on society, or even a new outlook. For students revising, the website will help give a deeper understanding to the topics raised in their lessons."

(Jeanie Sat).

"The best section within the website is that it (describes) the theories within Sociology, which are very important because they are linked with every topic and...very useful when answering the evaluating questions in exams. The colours (of the site) are well coordinated so it makes the website look neat and clean."

(Romesa Baig).

"The website is handy dandy, it is desktop and mobile friendly, meaning I can use it everywhere! Because of this, I have spent numerous hours navigating through it, the content makes for easy reading, it doesn't seem like laborious revision, the articles and essays are fast flowing and engaging."

(Pheobe Bastock)

"My favourite bits for the website are the teaching resources as it includes topics relevant to my A Level exams. It gives a brief explanation on each topic, but also sometimes links to videos and other resources allowing students (to carry out) wider research. The layout of the website is very clear and it's easy to find specific information you're looking for."

(Dominika Borkowska).

"I became particularly interested in the article on so called "Kidulthood", featured in the Youth Subcultures section. This concept relates to the idea of rites of passage which I covered in my A Level sociology identity section and how in the contemporary society we now see a slight dissonance between young people pushing to experience adulthood and fully fledged adults wanting to escape the constant hardships of 21st century adult life. I found the research methods section to be very helpful....explanations are provided, broken down into sizeable, coherent sections. The search option at the top of the webpage makes it makes it even easier to narrow down what you are looking for."

(Kesi Earle-Phillpotts).



Education Introduction
 Education is both a useful and difficult topic to approach with students, as it is something that all have (currently) first-hand experience of and probably some firmly set ideas about.



Video Interview with Garry Crawford from British Sociological Association.



Family Introduction

Family Introduction
 The study of families and households is one of the most popular topics at A-level. This page provides an introduction to the subject.



Major advantage of studying this topic as part of an A-level (or similar) course is the plethora of material available on this subject - students should be encouraged as always to read widely and should see the applications of its content in the media almost daily.

Major advantage of studying this topic as part of an A-level (or similar) course is the plethora of material available on this subject - students should be encouraged as always to read widely and should see the applications of its content in the media almost daily. Here we begin with resources on the family and social structures, focusing on the sociological family tree, families in different countries, what is a family and the sociology of living alone. Next we look at resources on the family and industrialisation. Here we also have the family and industrialisation flash cards and the industrialisation timeline. This area of material on sociology perspectives on the family, including Functionalism, Feminism and Bourdieu. We also have an article on the household division of labour, which is considered by looking at first, the household division of labour, then strategies which men use to avoid housework, and finally the role expectations. Marriage, cohabitation and divorce is considered by looking at commitment, the estrangement of marriage and family, the social stigma of second marriages, attitudes towards divorce before marriage, and we ask how important is marriage? Finally here we look at childbearing, parenting and childhood, by critiquing the idea of the 'artificial families', we look at approaches to

- More Resources**
- Education Intro
 - What is the Role of Education?
 - Marxism
 - Functionalism
 - Feminism
 - New Right
 - Gender and Schooling
 - Ethnicity
 - Class and Education

Education
Marxism

Marxism is a social, political and economic theory that was developed by Karl Marx and Friedrich Engels. It is based on the idea that the material conditions of life determine the social and political structures of a society. Marx argued that the bourgeoisie (the ruling class) exploits the proletariat (the working class) through the ownership of the means of production. He believed that the capitalist system would eventually collapse due to the inherent contradictions of class struggle, leading to a proletarian revolution and the establishment of a classless, communist society.

Pink Floyd - Another Brick in the Wall, Part 2

This video is a critical analysis of the song 'Another Brick in the Wall, Part 2' by Pink Floyd. It explores the song's themes of institutionalization, conformity, and the loss of individuality. The video discusses how the song reflects the Marxist idea of the individual being crushed by the system. It also examines the song's impact on the music industry and its status as a cultural icon.

The Sociology Teacher

Lead article: Richard Driscoll offers a reflection on teaching Sociology in China.

[Discover More](#)

Journals

For Students

There is plenty of information to broaden your knowledge of Sociology on this website that will be of value to you.

[Discover More](#)

For Teachers

Teachers, this Discover Sociology website and all of its content is here for you!

[Discover More](#)

For Parents

Simply interested in Discovering More about the Sociology subjects your children will be learning?

[Discover More](#)

Recently Added Articles

Twitter

Tweets by @britsoc

Youth Subcultures Introduction
 Sociologists propose that 'youth' is socially, as opposed to biologically, defined. In other words, to say, society determines how we view life stages associated with them.

More Resources

- Youth Subcultures Introduction
- What is Youth?
- Kidulthood
- Generation Boomerang
- Classic Youth Subcultures
- Youth Subcultures and Consumerism
- Neo-Tribes
- Functionalism and Rites of Passage
- Marxism, Neo-Marxism and Consumerism

What is meant by 'youth'?

Some would argue, that the idea of 'youth', as a transition stage, is a very modern concept. For example, traditionally, and still in use today, is used to mark a clear shift between childhood and adulthood. Youth have an elongated (and some would argue increasingly elongated) period of childhood, but not yet fully adult, which we term 'youth'.

We begin here by looking at 'what is youth?', and then the 'Boomerang'. Next we turn to the idea of subcultures, focusing on subcultures and consumerism, and neo-tribes. Then we look at subcultures, looking first at Functionalism and rites of passage. Next we look at social class and Jamaican patois, ethnic white dreadlocks, girls and 'bedroom culture' and the focus on deviant subcultures, by looking specifically at Paul 'No Respect'. Finally, we look at the media and youth subcultures and the importance of music.

More Resources from Discover Sociology

- Marxism and The Walking Dead**
 The Walking Dead is a popular American TV show centring on a post-apocalyptic world. [Discover More](#)
- The Social Construction of Gender Roles**
 Students could consider the gendered division of labour in the home. [Discover More](#)
- Feminism**
 Within this page a video is embedded which makes use of the concept of patriarchy. [Discover More](#)
- Functionalism**
 This page provides an overview of the functionalist perspective on society. [Discover More](#)

Youth Subcultures Introduction
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More Resources

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- What is Youth?
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- Functionalism and Rites of Passage
- Marxism, Neo-Marxism and Youth
- Social class - Jamaican Patois
- Ethnicity and David Starkey

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Just in case

If you are looking for ideas or inspiration to liven up your sociology teaching, in each issue we review ICT related activities, guides, websites, book and film reviews for you to explore.

BOOK REVIEW: BY PATRICK ROBINSON

ISBN: 978-0956267870

Sociology for Beginners

by Richard Osborne.

Publisher: Zidane Press Ltd

2016 Edition

Richard Osborne has covered a very wide ranging set of sociological ideas and writes about them all in an accessible, concise style that has an excellent flow to it. Ideas are described in well crafted, understandable sentences but without sacrificing the need to cover abstract ideas with a suitably academic level of vocabulary. **Richard Osborne** writes about concepts such as verstehen, structure and action in a highly engaging way that help the reader's understanding through clear examples and well phrased points. This book is a great balance of a fun read and a source that covers theoretical ideas very well.

I would also praise the design and layout of the book, credited as work by Michaela Stasova. The illustrations are a "wire like" sketch style that link to the text of the page very well and offer visual ideas to represent the content of the page very well. For example, a sketch of Donald Trump links to the section on welfare and theorists such as Marx, Weber and Durkheim are drawn as a portrait, often speaking to the reader via a speech bubble of text. The space of the margins and the small size of the illustrations mean each page is stimulating, well balanced and pleasing to the eye.

In short, an excellent source of wider reading.

Richard Osborne has offered BSA Sociology Teacher readers a discount on the book as follows:

Got to <http://zidanepress.org.uk/>
Use code "BSA" and the price will be

£6.99 (+ £1.25 p. & P).

This is an updated version of the original "Sociology for Beginners" that many Sociology students and teachers will recognise.

Sociology for Beginners is an excellent introductory text for both newcomers to Sociology and students and teachers who would benefit from a revision of key thinkers and ideas in the subject.





BOOK REVIEW: BY NATALIE DAVISON

ISBN: 9780241971543

Stuffocation

‘Memories live longer than things’

by James Wallman.

In Stuffocation, James Wallman takes us on a journey from the origins of mass consumerism in the 1920s (a US government led initiative to tackle over-production) to what he suggests will be the future – a focus on ‘experiential buying’.

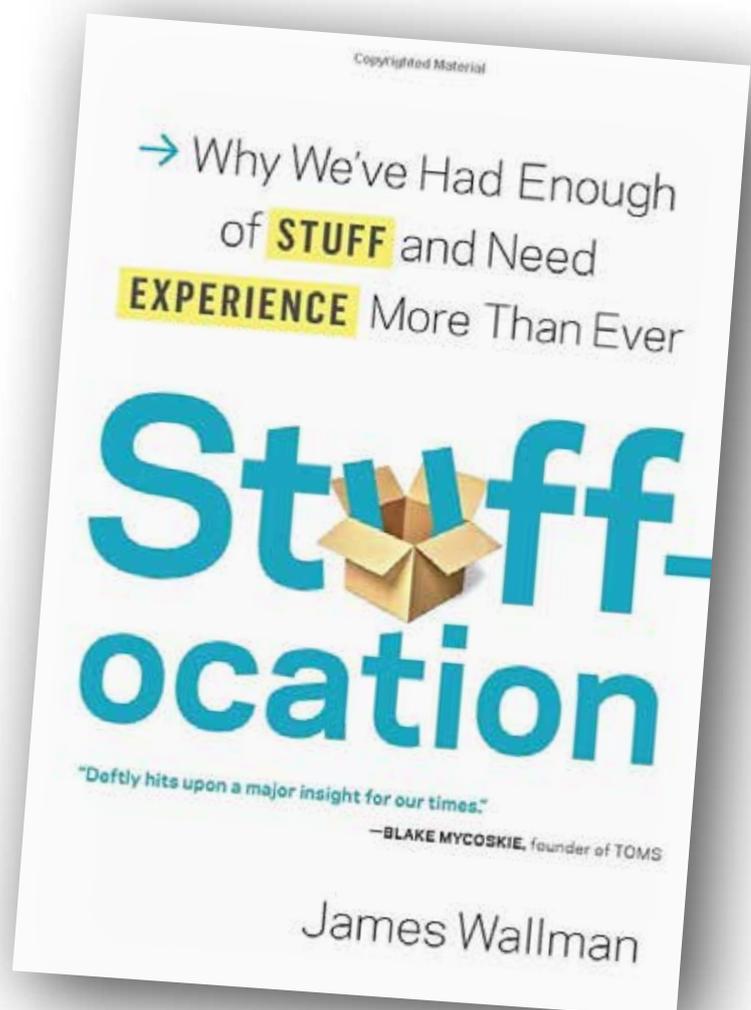
The idea is that as citizens in an increasingly materialistic and consumerist society we are becoming dissatisfied by the quest for the next ‘must have’ item. Items that are usually unfulfilling after a short period of time either because they do not live up to the hype or they are replaced by an even more up-to-date version (iPhone anyone?). Experiential buying is, as the name suggests, buying experiences instead.

As a successful trend forecaster, Wallman is perfectly placed to predict and plot future social trends and his research driven background is evident in his writing. Mixing real-life examples, academic research and statistics, Wallman brings to life a series of people who have made a host of changes to their everyday lives in an attempt to tackle their ‘stuffocation’. From families who sold up, packed up and went travelling to those who made smaller changes closer to home but still with big benefits.

If you join the Stuffocation mailing list at stuffocation.org, you’ll receive a free sample chapter of the book. The website also contains some useful Book Club questions that might be useful if using some of this material in a lesson or discussion with students.

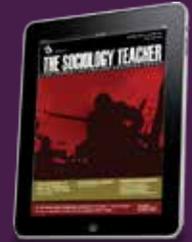
Stuffocation by James Wallman
ISBN: 9780241971543

Available from
<http://stuffocation.org/buy/>





BSA Teaching Group COMPETITION



NATIONAL A-LEVEL SOCIOLOGY COMPETITION FOR STUDENTS!

WIN A IPAD MINI!

We look forward to reading your entries!

The BSA Teaching Group's National A Level Competition invites essays and short videos from sociology students allowing you to win an Apple iPad Mini and £250 for your school. Register your interest now via by emailing your submission to Claire Simmons, Membership Development Officer.

The A Level Competition is open to anyone currently studying at A Level, AS Level, Scottish Higher Level or equivalent post-16 qualification in sociology, and we encourage you to be as creative as possible with your answers!

This year's question is 'what are the causes of social consensus and conflict in society today?' The aim of this question is to try and help students identify social issues within society and link it to the modules you have studied or are about to study. To enter all you need to do is submit a 2,000-word written piece or a 10-minute podcast or video clip.

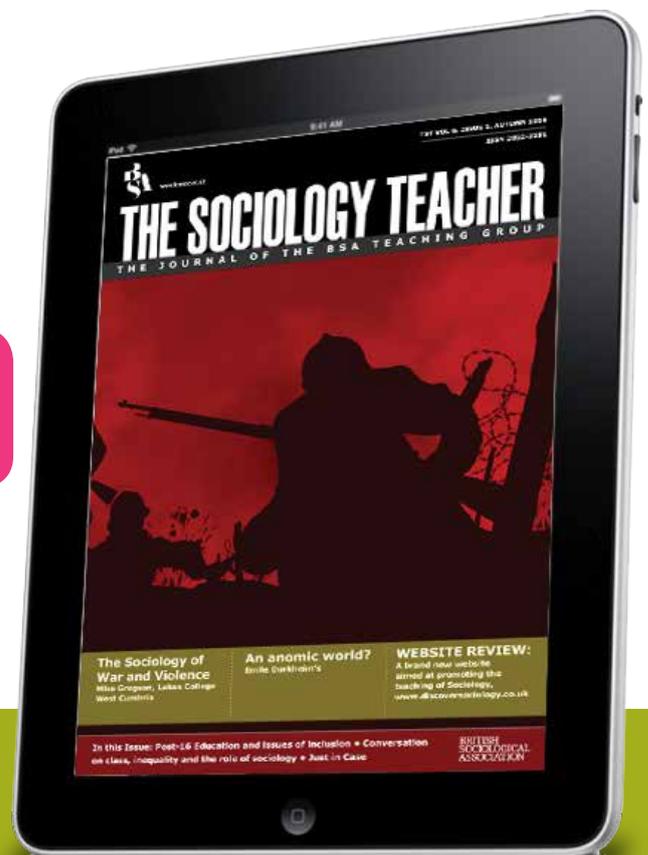
Previous years have covered topics such as 'what is the important topic for sociologists to study over the

next 20 years?', 'Changing Society – what is the role of the sociologist?' and 'why is sociology important?' These questions have received some fantastic answers from all over the world. Students have also commented on how much fun it is to take part in these competitions, enjoying the discussion sessions with their teachers and classmates.

You have until Friday 9 December at 5pm to submit your entry either via email to: Claire Simmons or via cd/USB to:

Claire Simmons, Membership Development Officer,
British Sociological Association,
Bailey Suite, Palatine House,
Belmont Business Park, Belmont,
Durham DH1 1TW.

The British Sociological Association (BSA) is the national subject association for sociologists in the UK and its primary objective is to promote sociology. The BSA is the largest sociological network in the UK and is the public face of sociology in Britain.



BSA Presidential Event: Sociology and Feminism

Wednesday 14 December 2016 (4-6pm)

National Council for Voluntary Organisations,
Society Building, 8 All Saints Street,
London N1 9RL



Are we in an age of new masculinities and femininities? New feminisms? New gender troubles and everyday sexism?

Come and hear an introduction and an update on how sociology analyses gender (the way we are as men and women, how we do our masculinity and/or femininity) and gender inequality. Hear from academics and

activists involved in feminism and sociology. Express your own experiences and views.

The event is for all - with or without prior knowledge - from school-pupil to retired academic. Come and hear some brief contributions offering informed views on sociologists' and feminists' analysis of gender and gender inequality. Take the opportunity to question, challenge or tell your own stories.

The panel includes the sociologists Brian Heaphy (University of Manchester), Stevi Jackson (University of York) and Karen Ingala-Smith blogger, founder of Counting Dead Women and Chief Executive of the NIA project which provides services to end violence against women and children. It is chaired by the BSA President Lynn Jamieson.

This event is free of charge, however, places are limited.

Please book your place now to avoid disappointment.

<https://www.britsoc.co.uk/events/key-bsa-events/bsa-presidential-event-sociology-and-feminism/>



Sociology teachers in schools and sixth form colleges, are now offered full BSA membership at the concessionary rate of £57pa (Jan to Dec), with the following benefits:

- Exclusive access to the BSA members area <http://www.britsoc.co.uk/>
- Huge discounts on conference and event registration
- Up to 50% discount on selected SAGE Publications books and journals
- FREE access to SAGE Sociology journal Collection with over 45,900 articles
- Choice of international BSA *Journals, Sociology* or *Work, Employment & Society*
- Three issues per year of the BSA's popular magazine, *Network*
- BSA National Sixth Form Sociology Competition and of course existing, valued Teaching Group member benefits, which include:
 - FREE subscription to The Sociology Teacher, the online journal published three times a year which includes articles written by leading academics in the Social Sciences, reviews of recently published books and other informative editorial.
 - Regional staff and student events which include member discount
 - Regular news and views, ideas and proposals for lessons and a range of useful resources
 - Support enabling you to raise the profile of Social Science teaching in your own region



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