

Extended Learning



Sixth Form

Biology

In order to truly excel in Biology, you will need to do some extra reading about the topics you are learning in lessons. Extra reading brings numerous benefits:

- It helps to put the new ideas that you are learning about in your lessons in context.
- It helps you to broaden your knowledge – your A-level specification doesn't cover everything.
- It allows you to spend more time learning about topics that particularly interest you.
- Biology is a fast-moving subject, and there are always new discoveries to find out more about.
- When applying for some Uni degrees you may need to discuss your wider reading at interview.
- You can't achieve top marks in your essay without showing knowledge beyond the specification.

Where can you start?

- **Books:** Pick books that really interest you, and you are more likely to finish them, understand them, and remember them. Here are some suggestions:
 - Genetics
 - The Immortal Life of Henrietta Lacks. Skloot, R.
 - The Language of the genes. Jones, S.
 - The Serpent's Promise. Jones, S.
 - In the blood. Jones, S.
 - Y: the Descent of Men. Jones, S.
 - Genome. Ridley, M.
 - DNA: The Secret of Life. Watson, J.
 - Double Helix: Personal Account of the Discovery of the Structure of DNA. Watson, J.
 - Mutants: On the Form, Varieties and Errors of the Human Body. Leroi, AM.
 - Evolution
 - On the origin of species. Darwin, C.
 - The Beak of the Finch. Weiner, J.
 - Almost Like a Whale. Jones, S.
 - A Devil's Chaplain. Dawkins, R.
 - The Selfish Gene. Dawkins, R.
 - The Blind Watchmaker. Dawkins, R.
 - Wonderful Life. Gould, SJ.
 - Dinosaur in a Haystack. Gould, SJ.
 - Trilobite. Fortey, RA.
 - The Rise and fall of the Third Chimpanzee. Diamond, J.
 - The Ancestor's Tale. Dawkins, R.
 - Physiology
 - The Thinking Ape: Evolutionary Origins of Intelligence. Byrne, R.
 - The Kiwi's Egg; Charles Darwin and Natural Selection. Quammen, D.
 - The Greatest Show on Earth. Dawkins, R.
 - The Seven Daughters of Eve. Sykes B.
 - Immunology
 - Why Elephants Have Big Ears. Lavers, C.
 - The Energy of Life. Brown, G.
 - Keep on Running. Newsholme, Leech, Duester.
 - Power, sex, suicide: mitochondria & the meaning of life. Lane, N.
 - Oxygen. Lane, N.
 - Life at the Extremes. Ashcroft, F.
 - Neuroscience/Psychology
 - The Man Who Mistook His Wife for a Hat. Sacks, O.
 - An Anthropologist on Mars. Sacks, O.
 - Awakenings. Sacks, O.
 - Mapping the Mind. Carter, R.

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- How the Mind Works. Pinker, S.
- The Language Instinct. Pinker, S.
- The Brain Story. Greenfield, S.
- Microbiology
 - Missing microbes. Blaser, M.
 - Gut: The inside story of the body's most underrated organ. Enders, G.
- Others
 - The Machinery of Life. Goodsell, D.
 - This Is Biology: The Science of the Living World. Mayr, E.
 - Plan and Purpose in Nature. Williams, GC
 - The Diversity of Life. Wilson, EO.
 - The Origin of Humankind. Leaky, R.
 - A Short History of Nearly Everything. Bryson, B.
 - What A Plant Knows. Chamovitz, D.

There is a small collection of Biology books (including some of the ones above!) in room 318 that you are more than welcome to borrow.

- **Publications:** Some publications such as *New Scientist* or *Biological Sciences Review* are really useful and interesting but unfortunately you need a subscription - we have some issues in school that you can borrow though. Big Picture is free, and you can download and read all the past issues as pdf files [here](#).
- **Free online courses:** There are lots of these, but some require a high level of time commitment or are pitched at more of a university level (e.g. [EdX](#) is incredible, and has courses from the best universities in the world). However there are shorter, less in depth courses out there such as these from the [University of Leeds](#) which are 2 hours a week for 2 weeks. [The Open University](#) also has short, free courses and activities at introductory level, some of which can be completed in less than 10 minutes.
- **Websites:**
 - www.ibiblio.org/virtualcell/index.htm – interactive cell biology site.
 - www.accessexcellence.org/RC/VL/GG – website showing illustrations of processes in biotechnology.
 - <http://www.uq.oz.au/nanoworld> – visit the world of electron microscopy.
 - <http://www.dnai.org/a/index.html> – explore the genetic code.
 - <http://nobelprize.org> – details of the history of the best scientific discoveries
 - <http://nature.com> – the world's best scientific journal
 - <http://royalsociety.org> – podcasts, news and interviews with scientists.
 - <http://www.nhm.ac.uk> – London Natural History Museum's website with lots of interesting educational material.
 - <http://www.bmj.com> – the website of the British Medical Journal.
 - http://www.bbc.co.uk/news/science_and_environment – BBC news page for Science.
 - Read the papers, watch the news, follow up on stories. BBC News has lots of articles which link to further research.



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- **YouTube:** Not exactly reading, but it's another way to access information, and you may well be inspired to do some further research. Here are some popular Youtube channels.
 - [Crash Course](#)
 - [iBiology](#)
 - [Amoeba sisters](#)
 - [Moof University](#)
 - [Osmosis](#)
 - [Khan Academy](#)
 - [MIT OpenCourseWare](#)
 - [Bozeman Science](#)
- **TV:** Again, not exactly reading, but there are lots of relevant programmes about and on catch-up, like Planet Earth, for example.



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Business and Economics

The Economist magazine – the school has a free online subscription

Tim Harford, *The Undercover Economist*

Naomi Klein, *Shock Doctrine*

Naomi Klein, *No Logo*

Naomi Klein, *Fences and Windows*

Noam Chomsky, *Hegemony or Survival*

Will Hutton, *The State We're in*

Chemistry

Oxford chemistry primers is an excellent series - all cost between £10 - £14. They are very thin and approachable, but have some deceptively advanced content!

Shriver & Atkins, *Inorganic Chemistry*

Housecroft & Constable, *Chemistry*

Atkins & de Paula, *Physical Chemistry*

Monk & Monro, *Maths for Chemists*

James Keeler and Peter Wothers, *Why Chemical Reactions Happen*

Computing

A.K.Dewdney, *New Turing Omnibus*

French

Emile Zola, *Germinal*

Charles Baudelaire, *Les Fleurs du Mal*

Andre Breton, *Nadja*



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Geography

Paul Collier, *The Bottom Billion: Why the Poorest Countries are Failing and What Can be done about it*

James Lovelock, *The Revenge of Gaia: Why the Earth is Fighting Back and How We Can Still Save Humanity*

Tim Marshall, *Prisoners of Geography*

www.ted.com

www.withouthotair.com

Health and Social Care

Books:

Pig Heart Boy by Malorie Blackman

Wonder by R.J. Palacio

This is Going to Hurt by Adam Kay

When Breathe becomes Air by Paul Kalanithi

The Hate U Give by Angie Thomas

Me Before you by Jojo Moyes

The Fault in Our Stars by John Green

The Story of Baby P by Ray James

Savage Girls and Wild Boys by Michael Newton

The Language of Kindness by Christie Watson

I am Malala by Malala Yousafzai

The Boy Who Couldn't Stop Washing by Dr Judith Rapaport

Netflix:

Babies

Marriage Story

Louis Theroux: Extreme love, Dementia

Five Feet Apart

Brain on Fire

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Theory of Everything

What to expect when you're expecting

Unbroken

Girl, interrupted

Call the Midwife

13 Reasons Why

Pandemic: How to prevent an outbreak

BBC iPlayer:

Elizabeth is Missing

Rio & Kate: Becoming a Step family

Jesy Nelson: Odd one out

Bohemian Rhapsody

4 On Demand:

Confessions of a Junior Doctor

Born to be different

Secret life of... Year Olds

Still Alice

Amazon Prime:

The Children Act

The Upside

Beautiful Boy

Miss you Already



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History

Unit 1: The Civil War Years 1625-1701

Peter Ackroyd, *Civil War: The History of England Volume III* (History of England Vol III), 2015

Christopher Hill, *The World Turned Upside down: Radical ideas during the English Revolution* (2019)

Leanda de Lisle, *White King: The Tragedy of Charles I* (2019)

Tristram Hunt, *The English Civil War: At First Hand* (2011)

Ian Mortimer, *The Time Traveller's Guide to Restoration Britain* (2018)

Barry Coward, *The Stuart Age*

Edward Vallance, *The Glorious Revolution: 1688 - Britain's Fight for Liberty* (2013)

Jenny Wormald (editor), *The Seventeenth Century* (Short Oxford History of the British Isles, Oxford University Press, 2008)

William G. Naphy, *The Protestant Revolution: From Martin Luther to Martin Luther King Jr.* (2007)

Thomas Hobbes, *Leviathan*

David Starkey, *Crown and Country: The Kings and Queens of England*

Websites

BBC

English Civil War website and also content on the Glorious Revolution

www.bbc.co.uk/history/british/civil_war_revolution/

Documentaries

The Stuarts <https://www.bbc.co.uk/iplayer/episodes/p01lkn5l/the-stuarts>

Channel 4

Monarchy, presented by David Starkey

<https://www.youtube.com/watch?v=fdDKO-Klfl0> - Oliver Cromwell - The King Killer

<https://www.youtube.com/watch?v=mypTm0VRF4g> - The Glorious Revolution

Podcasts

BBC Radio 4, *In our Time* podcasts <https://www.bbc.co.uk/programmes/b01rw1k7> - The Putney Debates

<https://www.bbc.co.uk/programmes/b00kpzd6> - The Trial of Charles I

<https://www.bbc.co.uk/programmes/p00547bx> - The Restoration

<https://www.bbc.co.uk/programmes/p00547fk> - The Glorious Revolution



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<https://www.bbc.co.uk/programmes/b01f67y4> - George Fox and the Quakers
<https://www.bbc.co.uk/programmes/p003k9l1> - Thomas Hobbes
<https://www.bbc.co.uk/programmes/p003hyds> - The Royal Society
<https://www.bbc.co.uk/programmes/p004y28g> - John Locke and Empiricism

Paper 2: Russia in Revolution, 1894–1924

John Reed, *Ten Days That Shook the World*

- A buccaneering east-coast American radical despatched to cover the revolution is hypnotised by it and his reports combined to make a book that had a huge impact in the US and beyond. Decades later, Warren Beatty made it into a movie, *Reds*, in which the most electrifying sections were the appearances by witnesses who had known Reed.

Albert Rhys Williams, *Through the Russian Revolution*

- Williams was already in Petrograd when Reed arrived and acted as a calming tutor to his wilder and more activist colleague. His book is in some ways a more solid work, helped by several conversations with Lenin and other Bolsheviks, as well as their opponents.

Orlando Figes, *A People's Tragedy: The Russian Revolution 1891-1924* (2017)

Robert Service, *The Last of the Tsars: Nicholas II and the Russian Revolution* (2018)

Sean McMeekin, *The Russian Revolution: A New History* (2018)

Sheila Fitzpatrick, *The Russian Revolution* (2017)

Michael Foley, *Russian Civil War: Red Terror, White Terror, 1917-1922* (2018)

Simon Sebag Montefiore, *Young Stalin*

Simon Sebag Montefiore, *Stalin: The Court of the Red Tsar*

Websites

Russian Revolution timeline 1900-1917

<https://www.bl.uk/russian-revolution/articles/timeline-of-the-russian-revolution>

Documentaries

Empire of the Tsars, Romanov Russia with Lucy Worsley, Episode 3 – The Road to Revolution -

<https://www.bbc.co.uk/programmes/b06vmlcg/episodes/guide>

Podcasts

BBC History Hour: The Russian Revolution – The Bolsheviks take Control

<https://www.bbc.co.uk/programmes/w3csvstw>



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History Hub, Podcast: Judith Devlin on the Russian Revolution <http://historyhub.ie/judith-devlin-the-russian-revolution> BBC Radio 4, In our Time, Lenin - <https://www.bbc.co.uk/programmes/p00546pv>

BBC Radio 4, *In our Time*, Tsar Alexander II's assassination <https://www.bbc.co.uk/programmes/p003k9b2>

15 Minute History, Episode 101 - The Bolshevik Revolution at 100
<https://15minutehistory.org/podcast/episode-101-the-bolshevik-revolution-at-100/>

General

Simon Schama, *A History of Great Britain*

George Orwell, *Nineteen Eighty-Four*

Robert Graves, *I Claudius*

John K. Galbraith, *The Great Crash 1929: The classic account of economic disaster*

Michael Burleigh, *Sacred Causes: religion and politics from the European Dictators to Al Qaeda*

Mark Mazower, *Dark Continent: Europe's Twentieth Century*

Niall Ferguson, *War of the World: History's Age of Hatred*

Niall Ferguson, *The Pity of War* (1999)

History today magazine

Podcasts

BBC Radio 4, *In our Time* podcasts <https://www.bbc.co.uk/programmes/b01rw1k7> - The Putney Debates

<https://www.bbc.co.uk/programmes/b00kpzd6> - The Trial of Charles I

<https://www.bbc.co.uk/programmes/p00547bx> - The Restoration

<https://www.bbc.co.uk/programmes/p00547fk> - The Glorious Revolution

<https://www.bbc.co.uk/programmes/b01f67y4> - George Fox and the Quakers

<https://www.bbc.co.uk/programmes/p003k9l1> - Thomas Hobbes

<https://www.bbc.co.uk/programmes/p003hyds> - The Royal Society

<https://www.bbc.co.uk/programmes/p004y28g> - John Locke and Empiricism

Historical Association

Podcasts on Cromwell, including the execution of Charles I and Tudor and Stuart women:

www.history.org.uk/podcasts/#/e/289

You're dead to me

From the makers of *Horrible Histories* but more adult!

History Hit



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Varied and entertaining podcasts from TV historian Dan Snow.

[BBC History Extra](#)

Lots of really interesting different topics are covered here

Historiography

[David Cannadine](#) *What is History Now?*

[E.H. Carr, Professor Richard J. Evans](#) *What is History?*

[Professor Ludmilla Jordanova](#) *History in Practice*

[Alan Bennett](#), *The History Boys* (Book/film)

Law

www.thelawyer.com

[Helena Kennedy](#), *Eve Was Framed: Women and British Justice*

[Helena Kennedy](#), *Just Law*

[Tom Bingham](#), *The Rule of Law*

[Geoffrey Rivlin](#), *Understanding the Law*

[Marcel Berlins and Clare Dyer](#), *The Law Machine*

Law in action **podcast**

Maths

[David Acheson](#), *1089 and all that: A Journey into Mathematics*

[Graham Farmelo \(editor\)](#), *It Must be Beautiful*

[Simon Singh](#), *Fermat's Last Theorem*

[Simon Singh](#), *The Code Book: The Secret History of Codes and Code-breaking*

[Solomon Golomb](#), *Polyominoes*

[Edwin Abbott](#), *Flatland: A Romance Of Many Dimensions*



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Rob Eastaway and John Haigh, *How to Take a Penalty*

Sarah Flannery and David Flannery, *In Code: A Mathematical Adventure*

Ian Stewart, *The Magical Maze*

David Wells, *The Penguin Dictionary of Curious and Interesting Numbers*

Apostolos Doxiadis, *Uncle Petros and Goldbach's Conjecture*

John Conway and Richard Guy, *The Book of Numbers*

William Dunham, *The Mathematical Universe: An Alphabetical Journey Through the Great Proofs, Problems, & Personalities*

Ian Stewart, *Does God Play Dice?*

Timothy Gowers, *Mathematics: A Very Short Introduction*

Michael J de Smith, *Maths for the Mystified*

Eli Maor, *e: The Story of a Number*

Robin Wilson, *Four Colours Suffice*

Keith Devlin, *The Millennium Problems*

Robert Kanigel, *The Man Who Knew Infinity: A Life of the Genius Ramanujan*

Marcus du Sautoy, *The Music of the Primes*

Here is a list of recommended books for Sixth formers from the Mathematical Association <https://www.m-a.org.uk/resources/booklist07.doc>

Online lectures

Hannah Fry presented the Royal Institution Christmas lectures this year on the theme of Secrets and Lies: The hidden power of Maths. There are many other interesting Maths and Science lectures you can watch from previous years <https://www.rigb.org/christmas-lectures/watch>

The BBC 2 Horizon series of programmes also covers a wide range of themes in Science and Maths <https://www.bbc.co.uk/iplayer/episodes/b006mgxf/horizon>



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Media

<https://www.theguardian.com/media/series/media-briefing>

Connell, B., *Exploring the Media – Text, Industry, Audience, Auteur*

Williams, E., *This is Advertising*

Lacey, N., *Media, Institutions and Audiences*

Medicine, Dentistry, Nursing, Midwifery etc.

Mr Christo's Medsoc section of the King David High School website has a wealth of resources:

<http://www.kdhs.org.uk/medsoc.html>

Physics

Feynman Lectures (online): <https://www.feynmanlectures.caltech.edu/>

Hyperphysics: <http://hyperphysics.phy-astr.gsu.edu/hbase/index.html>

IOP: www.iop.org

How Stuff Works: www.howstuffworks.com

NASA: www.nasa.gov

Physics: www.physics.org

Physics World: www.physicsworld.com

CERN: www.home.cern

Physics classroom: <https://www.physicsclassroom.com/>

Data: <https://www.wolframalpha.com/examples/science-and-technology/physics/>

American Physical Society: <https://aps.org/>

Physics forums: <https://www.physicsforums.com/>

Books

Stephen Hawking. *A brief history of time*

John Gribbin. *In search of Shroedinger's cat*

Brian Greene. *The elegant universe*



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Michio Kaku, *Parallel worlds: a journey through creation, higher dimensions and the future of the cosmos*

Leonard Susskin, *The black hole war*

Lisa Randall, *Warped passages: unravelling the mysteries of the universes hidden dimensions*

Richard Feynman, *6 easy pieces*

Richard Feynman, *6 not so easy pieces*

Richard Feynman, *Surely you're joking Mr Feynman*

Psychology

Social Psychology

Zimbardo P. (2008) *The Lucifer Effect: How good people turn evil*

Milgram S. (2010) *Obedience to Authority: An experimental view*

Pelonero C (2016) *Kitty Genovese: A true account of a public murder and its private consequences*

Psychopathology

Malik C (2015) *The Narcissist Test: How to spot outsized egos and the surprising things you learn from them*

Ronson J (2011) *The psychopath test*

Dutton K. and McNab A. (2014) *The good psychopath's guide to success: How to use your inner psychopath to get the most out of life*

Free Will vs Determinism

Mischel W. (2014) *The Marshmallow Test: Understanding self-control and how to master it*

Plomin R. (2018) *Blueprint: How DNA makes us who we are*

The Adjustment Bureau (2011) – can we control against the agents of fate? Film starring Matt Damon



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General

Harari Y. N. (2015) Sapiens: A brief history of humankind

Sacks O. The Man who mistook his Wife for a Hat

Sociology

Education

Ball S J, Beachside Comprehensive. A Case Study of Secondary Schooling, Cambridge, Cambridge University Press, 1981

Ball gives an account of the experience of schooling based on three years fieldwork as a participant observer in a south coast comprehensive school; this is a participant observation study in the tradition of Colin Lacey's Hightown Grammar and David Hargreaves Social Relations in a Secondary School. The study, based on Ball's doctoral thesis, describes a school in the process of change and raises questions about the selection and socialisation experienced by two cohorts moving through the school, one banded by ability and the other taught in mixed ability classes.

Ball S J, Bowe R and Gerwitz S, 'Market forces and parental choice' in Tomlinson S (ed.), Educational Reform and its Consequences, London, IPPR/Rivers Oram Press, 1994

A study of fifteen schools in neighbouring LEAs with different population profiles (eg class and ethnicity). The study evaluates the impact of parental choice and the publication of league tables, eg the pressure to reintroduce streaming and setting and the tendency for some schools to focus on the more able.

Bowles S and Gintis H, Schooling in Capitalist America, London, Routledge and Kegan Paul, 1976

Writing from a Marxist perspective Bowles and Gintis argue that the major role of education in capitalist societies is the reproduction of labour power. They argue that there is a close correspondence between the social relationships which govern interactions in the work place and social relationships in the education system eg the creation of a hardworking, docile, obedient, and highly motivated workforce, which is too divided to challenge the authority of management. They reject the view that capitalist societies are meritocratic and believe that class background is the most important factor influencing levels of attainment.

Durkheim E, Moral Education, Glencoe, Free Press, 1925 (republished 1973)

Durkheim saw the major function of education as the transmission of society's norms and values. He believed that it is a vital task for all societies to weld a mass of individuals into a united whole. Education, and in particular the teaching of history, provides the link between the individual and society – children will come to see that they are part of something larger than themselves and will develop a sense of commitment to the social group. He believed that the school provides a context in which children learn to cooperate with those who are neither their kin nor their friends, in his view rules should be strictly enforced in order for children to learn self-discipline and to see that misbehaviour damages society as a whole.

Halsey A H, Heath A and Ridge J M, Origins and Destinations, Oxford, Clarendon Press, 1980



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Based on a sample of over 8,000 males born between 1913 and 1952 the authors found evidence of clear class inequalities in education. The sample was divided into three main groups (based on the father's occupation):

- the service class (professionals, administrators and managers)
- the intermediate class (clerical or sales workers, the self-employed and lower grade technicians and foremen)
- the working class including manual workers in industry and agriculture.
- The authors found that an individual from the service class, as compared to one from the working class, had four times as great a chance of being at school at 16, eight times the chance at 17 and ten times the chance at 18. Whilst the chance of an individual from the service class attending university was eleven times greater than one from the working class. It should be noted that the research excluded females and this might have made a significant difference to the findings.

Parsons T, 'The school class as a social system' in Halsey et al., Education, Economy and Society, New York, The Free Press, 1961

Writing from a functionalist perspective Parsons believed that the school acts as a bridge between the family and society, taking over as the main agency of socialisation and preparing children for adult life. Parsons argued that the schools operate on meritocratic principles: status is achieved on the basis of merit. In this way the school represents the wider society where, Parsons believed an individual is judged on universalistic standards, which are applied to all members regardless of kinship ties (within the family particularistic standards apply – the child is not judged on standards that can be applied to every individual in society). He believed that schools socialise children into the basic values of the wider society, maintaining a value consensus that emphasised achievement and equality of opportunity. Moreover, Parsons believed that schools functioned as an important mechanism for the selection of individuals for their future role in society. His functionalist perspective has been criticised by those who argue that the values of the education system may simply be those of the ruling elite, or that equality of opportunity is an illusion in an unequal society where wealth and privilege are more important than individual merit.

Willis P, Learning to Labour, Farnborough, Saxon House, 1977

Writing from a Marxist perspective, Paul Willis focused on the existence of conflict within the education system. He rejects the view that there is a direct relationship between the economy and the way that the education system operates. Unlike Bowles and Gintis he believes that education is not a particularly successful agency of socialisation, he also holds the view that education can have unintended consequences that may not be beneficial to capitalism. His book is based on a study of a school in the Midlands situated in a working class housing estate; he used observation and participant observation, recording group discussions, informal interviews and diaries. Willis attempts to understand the experience of schooling from the students' point of view. He described the existence of a counter culture, which was opposed to the values of the school. The members of this counter culture felt superior both to the teachers and to conformist students. Their main objective was to avoid attending lessons and they resented the school's attempts to control their time. They neither deferred to authority nor were they obedient and docile. However, Willis concluded that their rejection of the school made them suitable candidates for male dominated, unskilled or semi-skilled manual work (relatively easily obtained in the 1970s).

Crime and deviance

Becker H S, Outsiders, New York, The Free Press, 1963

Writing from an interactionist perspective Becker argued that an act only becomes deviant when others define it as such. Whether the 'label' of deviancy is applied depends on who commits the act, when and where it is



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committed, who observes the act, and the negotiations that take place between the various actors involved in the interaction. If, for example, the actions of young people are defined as delinquent and they are convicted for breaking the law, those young people have been labelled. The agents of social control, for example the police and the courts, have the power to make the label stick. The label applied to the individual becomes a master status; the young people have become criminals and this label will affect how others see them and respond to them. Assumptions will be made that the individuals concerned have the negative characteristics normally associated with the label. As a consequence the individuals will begin to see themselves in terms of the label, producing a self-fulfilling prophecy. The individual who has been publicly labelled as deviant is rejected from certain social groups on the basis of various negative assumptions about their future behaviour; this may well encourage further deviance, which in turn begins what Becker describes as the deviant career. This career is completed when the individual joins an organised deviant group which develops a deviant subculture, this subculture develops beliefs and values which rationalise, justify and support deviant identities and behaviours.

Carlen P, Women, Crime and Poverty, Milton Keynes, Open University Press, 1988

Written from a feminist perspective, Carlen studied a group of mostly working class women aged between 15 and 46 who had been convicted of one or more crimes. She carried out in-depth, unstructured interviews with each of the women, a number of whom were in prison or youth custody at the time. Carlen uses control theory as the basis for her approach, this starts from the assumption that human beings are neither naturally good nor bad but will make a rational decision to turn to crime when the advantages outweigh the disadvantages. In Carlen's view, working-class women have been controlled through the promise of rewards. They make a class deal which offers respectable working class women consumer goods in return for their wage. They make a gender deal for the psychological and material rewards offered by male breadwinners in return for their love and domestic labour. When these rewards are not available or prove to be illusory, then criminality becomes a viable alternative. Carlen's work was based on a relatively small sample (39 women) but it supports the view that criminal behaviour becomes more likely when social control breaks down.

Cohen A, Delinquent Boys, Glencoe, The Free Press, 1955

Writing from a functionalist perspective Cohen argues that working class boys hold the same success goals as the wider society, but that as a consequence of educational failure and poor employment prospects, they have little or no opportunity to realise those goals. Cohen holds the view that cultural deprivation accounts for working class boys' lack of educational success. They become stuck at the lowest level of the stratification system and as a consequence of their lack of opportunity, they suffer from status frustration. They turn to criminality as an alternative route to success, becoming members of a criminal subculture which values activities such as stealing, vandalism and truancy. Those who perform well, in terms of the values of the subculture (the successful thief for example), are rewarded by recognition and prestige in the eyes of their peers. Cohen's ideas have been criticised by, for example, those who hold the view that working class youths do not necessarily accept mainstream success goals, but rather that they exhibit delinquent behaviour out of resentment against those whose values they do not share eg teachers and successful middle class students.

Heidensohn F, Women and Crime, London, Macmillan, 1985

Writing from a feminist perspective Heidensohn also uses control theory (see above) as the basis for her explanation of why women commit fewer crimes than men. She argues that male-dominated patriarchal societies control women more effectively than men, making it difficult for women to break the law. Women in such societies are closely controlled in the home, where they are expected to spend the majority of their time on housework and childcare. Women who challenge these assumptions risk male violence as an assertion of patriarchal authority. Men as the main or sole breadwinner also have financial power over their wives. Daughters are more closely controlled than sons, they have more limits on when they may leave the home and they are expected to contribute more time to domestic tasks. In public, women are controlled by the threat of



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male sexual violence and by the idea that inappropriate behaviour may bring loss of reputation and shame upon their families. The idea of separate spheres emphasises women's place as being in the home, those who attempt to raise concerns in public are subject to ridicule and told to return to where they belong. At work women are controlled by male-dominated hierarchies and workers organisations. They are subject to intimidation by various forms of sexual harassment. Heidensohn has been criticised for making generalisations that do not apply to all women and for not always supporting her claims with strong research-based evidence.

Merton R K, Social Theory and Social Structure, New York, The Free Press, 1938 (republished in an enlarged edition in 1968)

Writing from a functionalist perspective Merton argued that deviance results from the culture and structure of society. He starts from the standard functionalist position of value consensus – all members of society hold the same values (see above). However, because members of society have different positions in the social structure, for example in terms of social class, Merton believed that they did not have the same opportunity to realise their shared goals. He also believed that American society was unbalanced because greater importance was attached to success, than to the ways in which that success was achieved. In the search for success by almost any means the danger is that the usual rules governing behaviour in society are abandoned, a situation of anomie results, where 'anything goes' in pursuit of wealth and material success.

He described five possible ways in which individuals could respond to success goals in American society.

- Conformity: this describes individuals who work towards achieving success by conventionally accepted means, eg by gaining educational qualifications which in turn give them access to secure, well paid employment. Other conventional routes to success include talent, hard work and ambition.
- Innovation: this describes individuals who are unable to succeed using conventionally accepted routes and turn to deviant means, usually crime. Merton believed that this route was most likely to be taken by individuals who came from the lower levels of society and who are denied the usual routes to success because they are, for example, less likely to gain the necessary educational qualifications.
- Ritualism: this describes middle class individuals who are deviant because they abandon conventional success goals. They are unable to innovate because they have been strongly socialised to conform, but they have little opportunity for advancement and remain stuck in low paid, low status 'respectable' jobs where they may exhibit an enthusiasm for rules and petty bureaucracy.
- Retreatism: this describes individuals from any social class position who are deviant because they abandon both success goals and any means of achieving them. They 'drop out' of society; this response can be applied to explain the behaviour of social outcasts of all kinds including vagrants and drug addicts.
- Rebellion: this describes those individuals who reject success goals and the usual means of achieving them, but then replace those that they have rejected with different goals and means. They are deviant because they wish to create a new society, in Merton's view they are typically members of a 'rising' social class who may well attempt to organise a revolution.

Merton has been criticised for not taking into account power relations in society, for example by failing to consider who makes the laws and who benefits from them. He has also been criticised for his assumption that there is such a thing as a 'value consensus' in American society. Furthermore, it has been suggested that his 'deterministic' view fails to adequately explain why only some individuals who experience anomie become criminals and that his theory exaggerates working class crime and underestimates middle class, 'white collar' crime.

Texts

Judith Butler: Gender Trouble: Feminism and the Subversion of Identity



Extended Learning

Owen Jones: *Chavs: The Demonisation of the Working Class*

Louis Theroux, *The Call of the Weird: Travels in American Subcultures*

Kate Pickett and Richard Wilkinson, *The Spirit Level: Why Equality is Better for Everyone*

Sudhir Venkatesh: *Gang Leader for a Day*

Simone de Beauvoir, *The Second Sex*

Reni Eddo-Lodge: *Why I'm no Longer Talking to White People About Race*

Films and television

Riot Club

Where to Invade Next

Louis Theroux: The Most Hated Family in America etc.

Going Clear: Scientology and The Prison of Belief

Examined Life

Faking it (British Channel 4 TV series)

Websites

www.revisesociology.com

The Teacher Sociology: https://www.youtube.com/channel/UC6VpoZj33Df_rNb8KymCczw

Summaries of **classic sociological texts**: <https://www.tutor2u.net/sociology/collections/classic-texts-summaries-sociology-students>

Spanish

Grammar

Butt, John & Carmen Benjamin, *A New Reference Grammar of Modern Spanish*, 4th ed., London: Arnold

Texts

Federico García Lorca, *La casa de Bernarda Alba*

Gabriel García Márquez, *Crónica de una muerte anunciada*

Laura Esquivel, *Como agua para chocolate*

Ramón J. Sender, *Réquiem por un campesino español*



Extended Learning

Carlos Ruiz Zafón, *La sombra del viento*

Isabel Allende, *La casa de los espíritus*

Gustavo Adolfo Bécquer, *Rimas*

Fernando Fernán-Gómez, *Las bicicletas son para el verano*

Luis de Castresana, *El otro árbol de Guernica*

Gabriel García Márquez, *El coronel no tiene quien le escriba*

Films

El laberinto del fauno, Guillermo del Toro (2006)

Ocho apellidos vascos, Emilio Martínez-Lázaro (2014)

María, llena eres de gracia Joshua Marston (2004)

Volver, Pedro Almodóvar (2006)

Abel Diego, Luna (2010)

Las 13 rosas, Emilio Martínez-Lázaro (2007)

Oxbridge

<https://myheplus.com/>

This is from the university of Cambridge. There are different subject pages to look at.

<https://openlibrary.org/>

Lots of free access to different texts.

<https://www.hist.cam.ac.uk/welcome-our-virtual-classroom>

This is the virtual classroom of the History Faculty at Cambridge. Some good sources etc to look at that might help with preparation for aptitude tests.

<https://podcasts.ox.ac.uk/>

Loads of podcasts and lectures from the University of Oxford. Definitely worth searching for your areas of interest.

<https://theconversation.com/uk>

This is discussion of various issues of the day by academics. It's also a good idea to follow any academics you like on twitter.

General

Extended Learning



Lots of good advice on revision planning and technique is available here:

www.lifemoreextraordinary.com

...and here:

Tony Buzan, *Use Your Head: How to Unleash the Power of Your Mind* www.intelligencesquared.com

www.tedtalks.com

- *Online talks on a huge range of subjects*

Attend one of the societies: Law Society, Medsoc, Politics Society, Psychology Society etc. or set up your own.