



WELSH BACCALAUREATE

Advanced

Individual Project

Bangor University – College of
Business, Law, Education and
Social Sciences



PRIFYSGOL
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Brief- Homelessness and Childhood

Homelessness has been on the increase in Wales and other nations of the UK in recent years. There are many definitions of homelessness. The official or statutory definition is about being unintentionally homeless, for example as a result of a tenancy coming to an end or being the victim of domestic violence. There are also wider unofficial definitions, such as the homeless charity Shelter's definition of not having adequate accommodation for yourself and your family.

Homelessness has a huge impact on the people who are experiencing it. It makes it difficult for children to concentrate on schoolwork and complete their homework. Families who are defined as unintentionally homeless may find themselves being accommodated in temporary bed and breakfast accommodation and may have to move into the private rented sector far away from their locality.

Contact - <https://www.bangor.ac.uk/so/#>



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Brief – Millennials and trends in online shopping

E-commerce/online shopping is big business and is growing daily. Spending intentions for goods including airline tickets, hotel reservations, books, clothing, sporting goods and toys have risen at double-digit figures since 2011. Reasons for shopping online include convenience, finding the lowest price, the numerous options of goods and extensive information available in a virtual environment.

Millennials (aged 21-34) have grown up in the digital era and are an important target segment for marketers. With many owning smartphones they are becoming accustomed to a new way of shopping by using their mobile devices and connecting to social media as a source of information about products, special deals and shopping news. In response retailers have to integrate digital media with traditional advertising media in order to engage with this group of savvy consumers.

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Brief – Universal gender equality for women and girls

In 2015 the United Nations agreed a set of 17 Sustainable Development Goals (SDGs), to continue the progress achieved by the Millennium Development Goals from 2000 to 2015. One of the key goals is **SDG 5: Gender Equality**. This goal is intended to end all forms of discrimination everywhere by achieving gender equality and empowering all women and girls.

A research project on this topic could explore one or more of the following issues/challenges based on SDG 5's main areas of concern:

- Women and girls experience gendered violence and exploitation in the world today
- Social and cultural practices continue to discriminate against and harm them
- The role women and girls play in making decisions about important issues facing the human race
- The effects of discrimination and gender-biased attitudes on the health, wellbeing and socio-economic inclusion of women and girls

Key point of reference: United Nations Sustainable Knowledge Platform, at <https://sustainabledevelopment.un.org/sdg5>



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Background/Context

When we consider schools and colleges, we automatically think about the formal teaching and learning that goes on within them – the national curriculum, literacy, numeracy, essays, tests and exams. This is unsurprising given that politicians and the media tend to focus relentlessly on these aspects of education. Sociologists, however, take a very different view. They argue that schools and colleges are involved in teaching much more than the formal curriculum. Through involvement in education, pupils encounter a whole range of subtle messages about values, behaviours and identities from their teachers, their fellow pupils, and even the ways in which space and time are organised within a particular institution. This 'hidden curriculum' contains lessons such as what it means to be a 'good citizen', how the education system constructs 'ability', which subjects are valued over others, how to gain friends and popularity, and how to avoid getting told off by the teacher. Furthermore, these lessons are often heavily imbued with messages about social class, gender, ethnicity, sexuality, age, religion and (dis)ability.

Brief – Schooling the Hidden Curriculum

Sociologists of education investigate the above issues through a whole range of research methods, including participant observation on the playground and in the classroom, in-depth interviews with teachers, questionnaires with pupils and content analysis of school publicity material, all of which produce primary data.

Resources

Meighan, R. & Harber, C. (2007) *A Sociology of Educating*, London: Continuum (particularly Part 2 and Part 5).

Contacts

www.cardiff.ac.uk/social-sciences