
Data at the UK Data Archive; An Overview

Louise Bolger
UK Data Service/ UK Data Archive
University of Essex

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Secondary analysis of qualitative data: an advanced training course

UK Data Service



Overview

- Background information
- Finding and accessing data
- User support and resources
- User case studies:
 - Ray Pahl; School Leavers study
 - Graham Crow and Dawn Lyon; Living and Working in Sheppey
 - Jo Haynes; Secondary Analysis Teaching Resource
 - Stan Cohn; Folk Devils and Moral Panic



Overview service – some statistics

Holdings: data for research and teaching purposes, used in all sectors and for many different disciplines

- **6,000** datasets in the collection
- **25,000** registered users
- **60,000** downloads worldwide p.a.
- **4000+** user support queries p.a.



What do users do with the data ?

- Comparative research, restudy or follow-up study
- Re-analysis/secondary analysis
- Research design and methodological advancement
- Replication of published statistics
- Teaching and learning



Key data

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Home > Discover data > Key data > Longitudinal studies

Key data

Browse our most popular datasets, by data type.

UK surveys	Cross-national surveys	Longitudinal studies	International macrodata	Census data
Business microdata	Qualitative / mixed methods			

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Longitudinal studies involve repeated observations of the same subjects, allowing researchers to analyse change at the individual level.

The UK is home to several key longitudinal studies, including major panel and internationally-renowned cohort studies.

- [Discover data](#) from longitudinal studies
- [Discover case studies](#) relating to longitudinal studies

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Data Website

2011 CENSUS

The population census is a vital resource for social scientific research and policy development, providing a snapshot of demographic and social life in the UK that helps inform government

Key data

Data by theme

How to access

Secure Access

Open access

Explore online

About our data

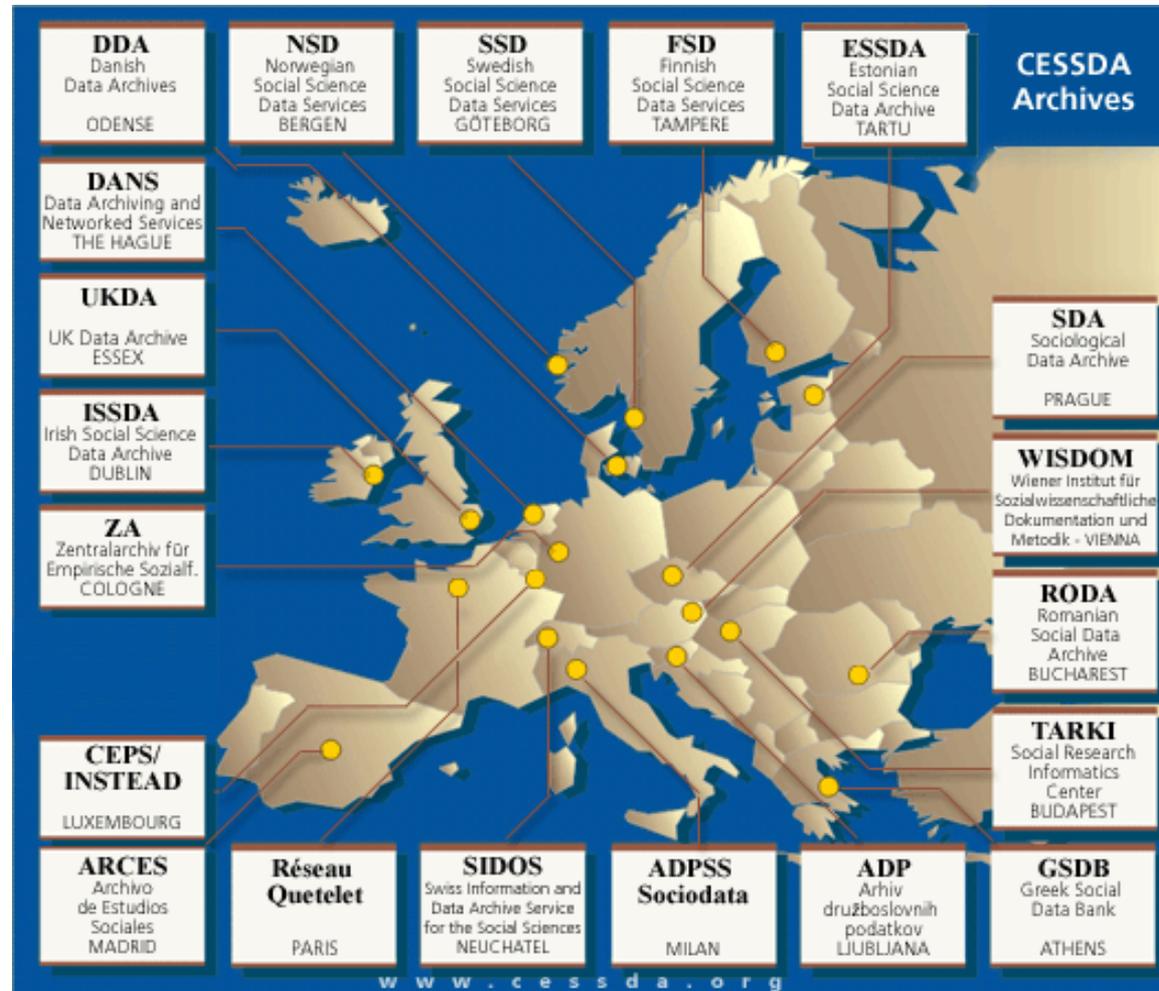
Other providers



Links with other data archives worldwide

CESSDA -
Council
of
European
Social
Science
Data
Archives

Non-
European:
ICPSR,
ASSDA



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Qualitative data

The UK Data Service collections contain examples from a range of qualitative methods including:

- interview transcripts
- visual data
- focus groups
- essays
- diaries
- online data
- observation notes
- documents
- audio data
- newspaper clippings

etc.

Interview transcripts are the most commonly deposited qualitative data with the UK Data Archive.

Most contemporary data is deposited in a digital form, but we also hold (and sometimes digitise) legacy data which is a paper (handwritten or typewritten) format.



Finding and accessing data



Data access

- Web access to data and metadata via the UK Data Service web pages
- Documentation (codebooks, questionnaires) freely available to anyone browsing the web pages
- Data are freely available for use in higher education institutions
- Data supplied in a variety of formats
 - statistical package formats (e.g. SPSS, STATA)
 - databases and spreadsheets
 - word processed documents, PDF documents etc.

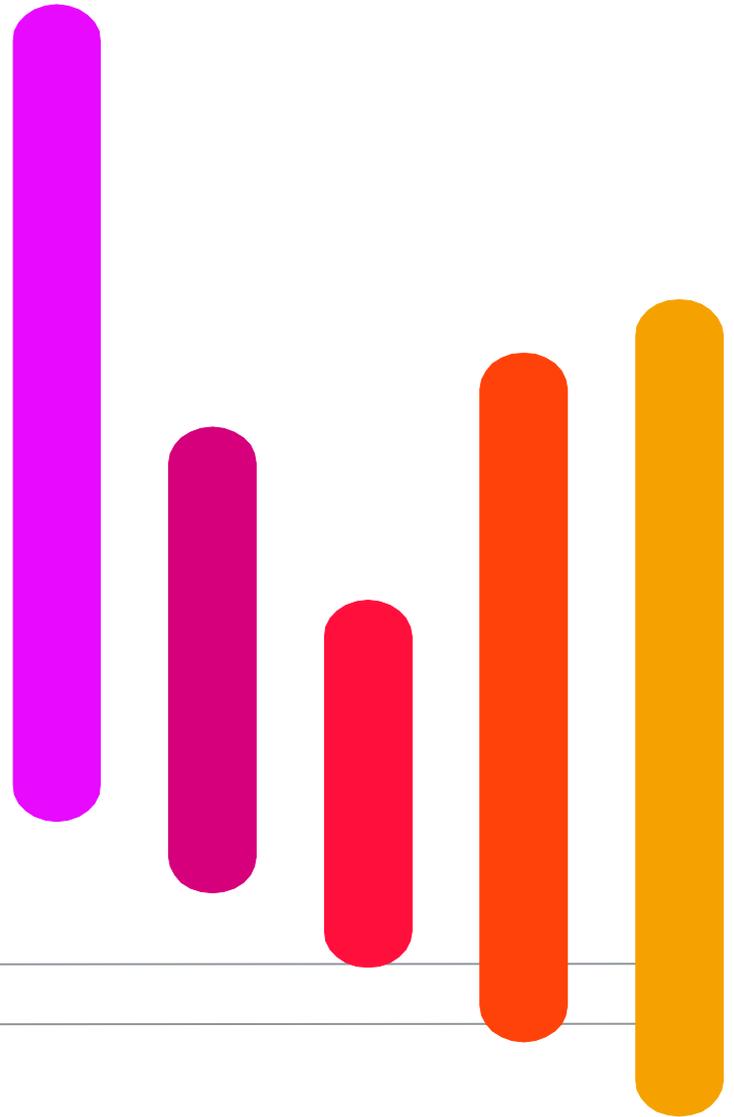


Accessing data - step by step

- Click on the 'login' link on the UK Data Service homepage
- Click on 'login to the UK Data Service'
- Find your university in the list of institutions and proceed to the login page (or your UK Data Archive credentials if you are not at a UK University)
- Enter your login details
- Complete the registration form as a new user
- Accept the End User Licence
- Select the desired data from the Data Catalogue by clicking on the 'Download/Order' button
- Specify a project for which the data is to be used (minimum: 30 word description)
- Then:
 - download the data to local machine selecting your preferred format (SPSS, STATA, TAB etc.)



Resources and help



User support and resources

- Help desk, individual user support
- Promotional events/ workshops
- Teaching data and resources
- User guides/ thematic guides
- Online data analysis
- Advice on creating and managing data
- Webinars
- Case studies



Why data management planning

A data management and sharing plan helps researchers consider: when research is being designed and planned, how data will be managed during the research process and shared afterwards with the wider research community

Research benefits

- think what to do with research data, how collect, how look after
- keep track of research data (e.g. staff leaving)
- identify support, resources, services needed
- plan storage, short & long-term (security)
- plan security, ethical aspects
- be prepared for data requests (funder)

Key planning issues

- Know your legal, ethical and other obligations towards research participants, colleagues, research funders and institutions
- Know your institution's policies and services: storage and backup strategy, research integrity framework, IPR policy, institutional data repository
- Assign roles and responsibilities to relevant parties
- Incorporate data management into research cycle
- Implement and review management of data during project meetings and review



Interview methods

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Home > Teaching resources > Interview methods

Teaching resource: Interview methods

Tuesday 17 December 2013

UKDS.Stat, Beyond 20/20 and IMF eLibrary Text Collection interfaces may be unavailable from 07.00 to 10.15 for maintenance.

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Interview methods

- Qualitative interviews
- Ethical reuse
- Structured interviews
- Semi-structured interviews
- Unstructured interviews
- Feminist interviews
- Life story interviews
- Oral history
- Psychosocial interviews
- Teaching activities
- References
- Acknowledgements

Non-interview methods

"Illustrating interview methods using our extensive data collection"



Interviewing is a frequently used method in social research with its suitability being entirely dependent on the particular research question. Qualitative interviewing is generally distinguished from questionnaire-based interviewing, even if the form of communication, such as face-to face conversation, may be the same.

This teaching resource provides instructors and students with materials designed to assist in teaching qualitative interviewing.

The UK Data Service has created this resource to illustrate interview methods using its extensive data collection held as part of the UK Data Archive holdings, and, in particular, to assist instructors who have limited research materials of their own.



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Home > Help > FAQ > Find and Access

Help - Frequently Asked Questions (FAQ)

Answers to some of our most frequently asked questions are provided here. If you are unable to find an answer to your question please contact us by selecting one of the short web forms available from [Help](#).

Login and registration	Find and Access	Secure Access	Download and data formats	Use data
Publication	Manage data	Deposit data	ESRC Data Store	ESDS users

Advice for new users

- FAQ

Get in touch

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Questions about how to find and access data

[How do I find a particular dataset?](#)

[How do I find studies on a particular subject?](#)

[Who can access the data?](#)

[Who can access census data?](#)

[How do I access the data?](#)

[What formats are the data available in?](#)

[How do I download/order data?](#)

[How much will it cost?](#)

User Case Studies

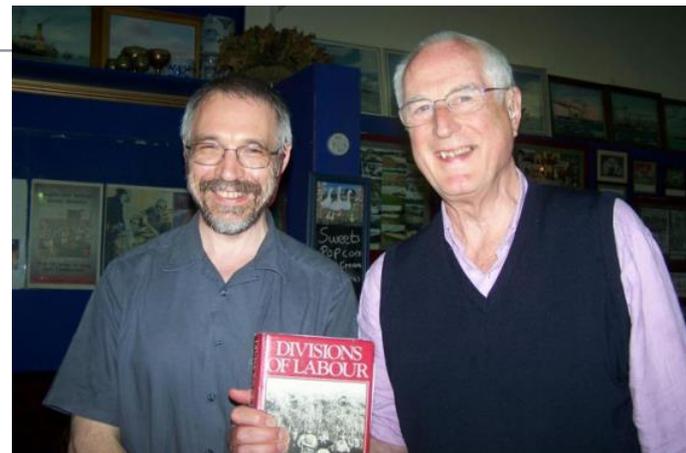


School Leavers Study

Original data

Ray Pahl

(SN 4867) School Leavers Study, 1978



<http://www.esds.ac.uk/findingData/snDescription.asp?sn=4867&key=school+leavers>

Teachers at a comprehensive school on the Isle of Sheppey were asked to set a particular essay to those pupils who were students in English lessons about ten days before they were due to leave school. The students were asked to imagine that they were nearing the end of their life, and that something had made them think back to the time when they left school. They were then asked to write an imaginary account of their life over the next 30 or 40 years.

Re-users

Dawn Lyon and Graham Crow

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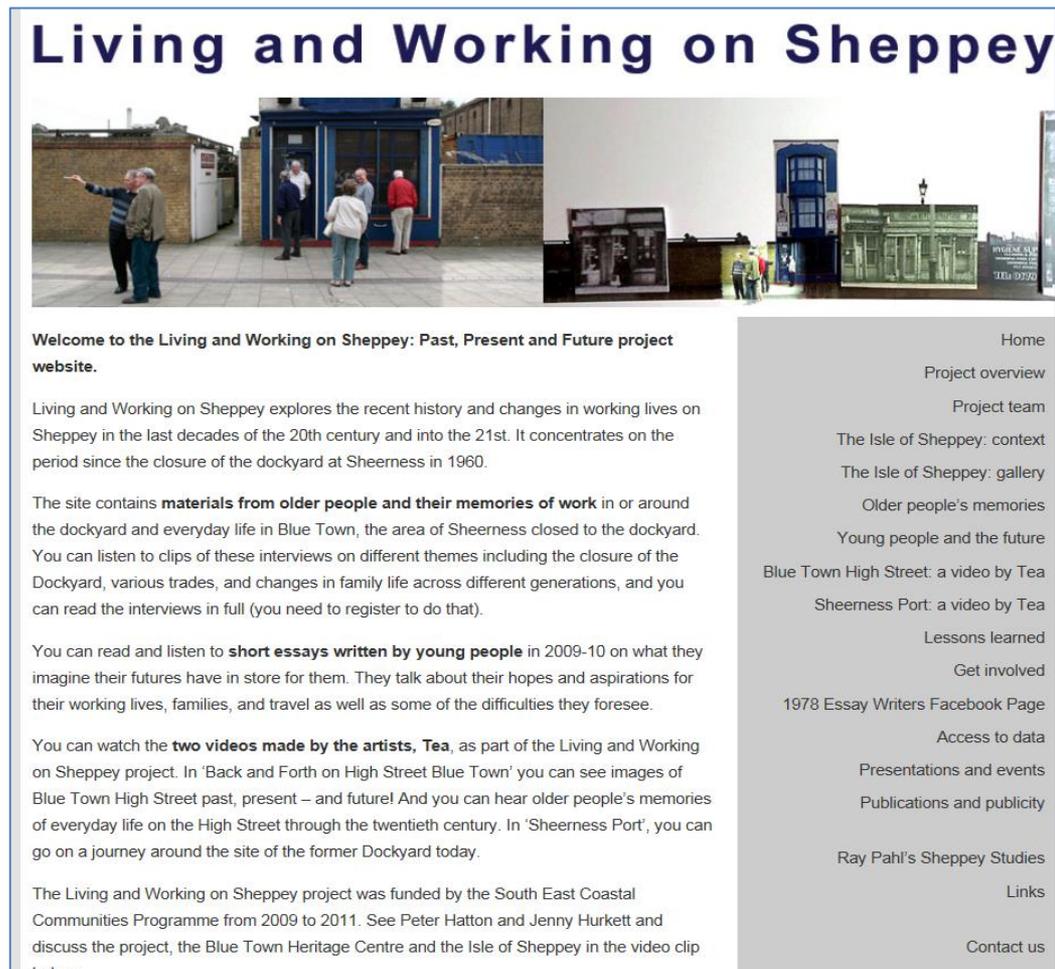
Living and Working on Sheppey

Essay instructions 2010: Imagining the future

I want you to imagine that you are towards the end of your life. Look back over your life and say what happened to you. Don't write a very exaggerated story, just tell the straightforward story of your life as it might really be. Of course you cannot know what is going to happen to you, but you can describe the sort of thing that could happen if things go as you expect or hope. Spread your story over your whole life from the time of leaving school. Continue on another sheet as necessary.



Living and Working on Sheppey



Living and Working on Sheppey

Welcome to the Living and Working on Sheppey: Past, Present and Future project website.

Living and Working on Sheppey explores the recent history and changes in working lives on Sheppey in the last decades of the 20th century and into the 21st. It concentrates on the period since the closure of the dockyard at Sheerness in 1960.

The site contains **materials from older people and their memories of work** in or around the dockyard and everyday life in Blue Town, the area of Sheerness closed to the dockyard. You can listen to clips of these interviews on different themes including the closure of the Dockyard, various trades, and changes in family life across different generations, and you can read the interviews in full (you need to register to do that).

You can read and listen to **short essays written by young people** in 2009-10 on what they imagine their futures have in store for them. They talk about their hopes and aspirations for their working lives, families, and travel as well as some of the difficulties they foresee.

You can watch the **two videos made by the artists, Tea**, as part of the Living and Working on Sheppey project. In 'Back and Forth on High Street Blue Town' you can see images of Blue Town High Street past, present – and future! And you can hear older people's memories of everyday life on the High Street through the twentieth century. In 'Sheerness Port', you can go on a journey around the site of the former Dockyard today.

The Living and Working on Sheppey project was funded by the South East Coastal Communities Programme from 2009 to 2011. See Peter Hatton and Jenny Hurkett and discuss the project, the Blue Town Heritage Centre and the Isle of Sheppey in the video clip below.

- Home
- Project overview
- Project team
- The Isle of Sheppey: context
- The Isle of Sheppey: gallery
- Older people's memories
- Young people and the future
- Blue Town High Street: a video by Tea
- Sheerness Port: a video by Tea
- Lessons learned
- Get involved
- 1978 Essay Writers Facebook Page
- Access to data
- Presentations and events
- Publications and publicity
- Ray Pahl's Sheppey Studies
- Links
- Contact us

<http://www.livingandworkingonsheppey.co.uk/>

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School Leavers Study: the digitisation process

- Transcribed all handwritten essays
- Retained original spelling, grammar and formatting. Authenticity.
- Created two copies- original and anonymised. (Originals contained teachers' and pupils' names)
- Developed a list of variables based on a careful reading and based on the aims of the project
- Coded the essays. Qualitative → Quantitative Data

How was the data used?

Living and Working on Sheppey, Dawn Lyon and Graham Crow

1. Digitised the original 1978 handwritten data.
2. Repeated the same 1978 exercise in 2009/2010. Collected 110 essays.
3. Coded and compared the data across time

Together, these two sets of essays shed light on the aspirations of Sheppey's young people (and young people more generally) and cover a range of topics including health, education, career, family and leisure.



School Leavers Study: the digitisation process



Sheppey: Essay 30
Group: Boys

My Past

I was sitting in front of the fire smoking my pipe, just thinking of the past. I was nearly seventeen when I left school, I had an apprenticeship in the Tudor Glass, an electrical apprenticeship lasting four years, I served my four years and got my diploma for an electrical engineer. I was now twenty and courting a nearly lovely girl. I had to work in London in my next job and came back home every weekend. Jobs were scarce so you had to take what you can get, I didn't want to go to London, but money in them days was everything. I was earning £78 but got taxed £25, so it didn't really pay off. My father "God rest his soul" was working abroad where there was good money, managed to get me out there with him on a 2 year contract worth £17,000. I knew I had to stick it out just for my future, My Girl and I split up because of this. It was really gruelling work and my father died out there when I was in my [1st] month, my mother persuaded me to come back, it really broke my mother and my self, I went on the dole for about seven months living on what I earned. I invested my money in the bank and drew £40 interest every week. I still lived at home with my mother other brother. I got a job down in a factory manuel work clearing £32 a week which was not too bad I still drew £40 a week from the bank. By now I felt like settling down and when I was 32 I got married by now my wage packet had gone up to £41 a week, but I had put down £15,000 of my money on a mortgage for our house, we lived an ordinary life, we had two children and by the time I was 45, a disaster hit the world, world war 3 had broken out between Russia and China involving Europe and the U.N. I joyed up in the O.N army the neutral side trying to calm the war down Russia depressed China but eventually a treaty was signed, I had got shot out in Russia and was crippled and had to retire at the age of 47. I drew out money from the government and compensation. Luckily both my boys did not have to join up with the U.N army. I just lived on ordinary life watching the world events going past. Up until today, where my wife and I live in the same house as my children are now 19 and 21, one is married with one grandson and the other is at collage. I had reached the age of 60.



School Leavers Study: the data

Sheppey: Essay 64
Group: Boys

Parst

How can you right about some thing that has not happen or may never happen.

I planned to stay on for one year and it some point less. I {dot?} now if It has changed {everything?} or not at 16 there was about 6000,000 without hob in the EEC.

I {dot?} thing is was going to get better. I {dot} think this countree was going to stay as it had be.

I think this feeling was all over the place, which {illegible} in most with {African countries?} which the USSR helping the Black people whith Arms to murded one and another. It was the {whith?} people felt anyway to get a Job you have to have a cse or O leve which is the educatshunl eqwithalait {educational equivalent?!!} to money the more you have the beater the jop.

When I frist left school I had a few usless cse in English, computer studies, Eurpean studies and {Broage?} and whonted to be in the police. I not no if I ever got there or not I {sirpoles- suppose} not, so I {thoarg} {ide- I'd} be an {dot} and joint the Army I only for two reson. There was ever few people in it and save up some money to by a good siez sailing craft, and {?} it {?} a tender. To the {mi amigo?} it's the same off the government sied we are free this sied of the lion certain as long as you not wear bages consiring sirton radio station t shirt, or give them any money so as they can broadcast, three os only one at that time because the government had closed I most of them down. By making it illgall to add-ever-tis on them.

There is now only two left carolive and mi miago, the reson the goverm made the most was because pireta radio, was not own by the govermit. There for they were on-able to broadcast on them or take them what the play like the BBC.

I think I whill joine up and save up a bout £2000 or so and get one and then leve now we got out the Army. Are sea {I'll see?} about being a tender this is illgale in this domp of a place. So I was cerfel. I painted the ship Black whith a blue deck and on the boles at the frot end painted a face on it with shack like teeth and and set off to. To spin. For the sirplay's you had to look out for government ship and Airoplanes becaus if they suus out you spen a year in jaile.

Sheppey: Essay 30
Group: Boys

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School Leavers Study: coding the data

- Coded with SPSS
- Recoded, checked and cleaned
- The challenge of missing data
- Used to compliment the qualitative data, not used instead of it

Sheppey Chart combined 06 06 10 [DataSet1] - SPSS Data Editor

File Edit View Data Transform Analyze Graphs Utilities Window Help

32 : Evaluation 99

	Essay	Date	Sex	Age1	Age2	Qualifications	Highestqual	FE	Specialisation	Sig.friend	Im.fam.sit	Fam.sit.lc	Agemet	Age.1st	Lengthcour	Children	Childrentotal	Childrenboys	C
1	1	1978	1	16	0	Passed A levels with gra	9	2	Electronic Engine	Invited a f	2	2	2	99	2	2	2	1	1
2	2	1978	1	16	0	Just left school- no qualifi	99	0	99	99	2	2	2	2	2	99	99	99	9
3	3	1978	1	16	0	Technician apprenticeshi	6	3	Technical Appren	99	2	2	4	99	1	99	99	99	9
4	4	1978	1	16	0	4 'O'level equivalents	3	0	99	99	2	2	99	99	99	1 boy and	2	1	1
5	5	1978	1	16	0	A levels and University d	9	2	Archeology	'I tended t	2	2	99	99	99	99	99	99	9
6	1	1978	1	16	0	Passed A levels with gra	9	2	Electronic Engine	Invited a f	2	2	2	2	99	2 boys and	3	2	1
7	2	1978	1	16	0	Just left school- no qualifi	99	0	99	99	2	2	2	2	99	99	99	99	9
8	8	1978	1	16	4	Passed 6 O levels and fai	8	1	Engineering	At age 67	2	2	3	3	2	1 boy and	2	1	1
9	9	1978	1	16	0	Passed 3 A levels, RAF	4	4	Electronic engine	99	2	3	99	3	99	1 girl and t	3	2	1
10	.	1978	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
11	11	1978	1	16	0	Failed exam at Chetham	6	3	Dock yard	99	99	99	99	99	99	99	99	99	9
12	12	1978	1	16	0	Maths and English exma	6	3	Dockyard require	Friends p	2	2	99	4	1	4 aged bet	4	4	99
13	13	1978	1	16	0	RAF apprentice technicia	6	3	Technician	99	99	99	99	99	99	99	99	99	9
14	14	1978	1	16	0	Apprentice as a fitter and	6	3	Fitter, engineerin	99	2	2	1	2	6	99	99	99	9
15	15	1978	1	16	0	99	99	0	99	99	2	2	99	99	99	boy	1	1	0
16	16	1978	1	16	4	Failed entry test	1	0	99	Kids laug	1	1	99	99	99	99	99	99	9
17	17	1978	1	16	3	99	99	0	99	99	4	4	1	2	99	3 children	3	99	9
18	18	1978	1	16	0	One 'o' level	3	0	Mechanics	Fell out w	2	2	99	99	99	2	2	99	9
19	19	1978	1	16	0	got some qualifications t	11	1	Electrical engine	99	2	3	99	3	99	99	99	99	9
20	20	1978	1	16	0	O level passes	3	3	99	99	2	2	99	2	99	2	2	1	1
21	21	1978	1	16	0	99	99	0	99	99	1	1	99	99	99	99	99	99	9
22	22	1978	1	16	0	99	99	0	99	99	2	2	99	2	99	99	99	99	9
23	23	1978	1	16	2	5 'O' levels	3	4	99	99	4	4	99	99	99	Decided no	0	99	9
24	24	1978	1	16	0	99	99	0	Engineering	99	2	2	99	99	99	2	2	1	1
25	25	1978	1	16	4	1 year in 6th form	99	0	99	99	2	2	99	4	99	1 boy and	2	1	1
26	26	1978	1	16	0	ONC, HNC and OND as	6	3	Dock yard appren	99	2	2	2	2	99	Started a f	99	99	9
27	27	1978	1	16	3	99	6	3	Craft	99	2	2	99	3	99	Has childre	99	99	9
28	28	1978	1	16	3	O levels in English langu	3	3	Electrical engine	Sad to le	2	2	99	3	99	twins	2	99	9
29	29	1978	1	16	3	Navy training	99	0	Navy	99	2	2	99	99	99	couple of ki	2	99	9
30	30	1978	1	16	2	Diploma for electrical eng	8	3	Electrical engine	99	2	2	99	4	99	2 boys	2	2	9
31	31	1978	1	16	0	Catering college for 3 mo	8	1	99	99	99	99	99	99	99	99	99	99	9
32	32	1978	1	16	0	99	99	4	Intelligence corps	99	2	2	99	99	99	had childre	99	99	9

Data View Variable View



Living and Working on Sheppey

1978: 141 essays (89 boys and 52 girls)

'Living without a job: how school leavers see the future' published in *New Society* in 1978 (2 November, pp 259-62).

2009-10: The exercise was repeated by the Living and Working on Sheppey project and 110 essays (55 boys and 55 girls) were gathered from school pupils and members of youth groups on the Isle of Sheppey to compare to the earlier ones.

Together, these two sets of essays shed light on the aspirations of Sheppey's young people (and young people more generally) and cover a range of topics including

- Health
- Education
- Career
- Family and leisure

Living and Working on Sheppey

What Sheppey's young people said about work in 1978

1978: Mundane & grounded jobs. Gradual career progression. Periods of unemployment

- “It was hard finding a job, I failed a few chances, but eventually got what I wanted locally, a craft apprenticeship” (Essay no.27, male)
- “I was on the dole for six months after leaving school, until I got a job in a garage” (Essay no.42, male)
- “When we found a house it was a semi-detached in Sittingbourne. I wanted to live in Italy but that was asking for too much”. (Essay no.56, male)
- “I longed for something exciting and challenging. But yet again I had to settle for second best. I began working in a large clothes factory” (Essay no.104, female)

Living and Working on Sheppey

What Sheppey's young people said about work in 2010

2010: Well-paid, instantaneous jobs. Choice but uncertainty. Influence of celebrity culture

- “I could not decide what to do. Then it came across my mind that I should be a body builder, and be good enough to enter the Mr Olympia contest. After that I went to an athletics club, within a few months I was scouted for the Olympics for the 200 metre sprint” (Essay no.10, male)
- “I was 20 now living the dream I had a amazing band...I had toured the world 3 times sold 4 million records” (Essay no.30, male)
- “I arrive at my 3-bedroom luxury villa; I land my helicopter on my own heli-pad and walk inside. I grab my keys and jump in my Bentley Continental GTS.” (Essay no.40, male)
- “In my future I want to become either: a dance teacher, hairdresser, or a Professional Show Jumper/horse rider. If I do become a dancer my dream would be to dance for Beyoncé or someone really famous” (Essay no.61, female)



Living and Working on Sheppey

- Oral history interviews by Pahl
- Oral history interviews by Lyon and Crow

Analysed together

Capturing the views and experiences of people living in and around the dockyards on Sheppey at two points in time.

Looking at themes of

- *Working on Sheppey* – early experiences, work life, unpaid work, deindustrialisation, the body at work
- *Everyday Life* – relationships, housing, childhood, retirement, war, religion
- *Space and Time*- descriptions of the island, belonging, geographical movements, nostalgia, heritage

Jo Haynes: Secondary Analysis with Students

<http://ukdataservice.ac.uk/use-data/data-in-use/case-study/?id=22>

"How do I get the students to do data analysis within a 12 week unit?"

Created subsets of qualitative data collections

Asked students to

- Carry out own 'small scale' qualitative analysis of the data using Nvivo
- Critically evaluate the design, execution and conclusion of the original research.
- Write a 4,000 word report based on that analysis

"It's also a really good way to engage with research that has already been done and to reach a critical dialogue with British research."

Jo Haynes; Secondary Analysis

- **Why Secondary:**
- Students have the opportunity to "come up with an original research question or [find] a new way to work with the data"
- Provide students with data, thus enabling more teaching time to focus on developing skills in data analysis.
- Raise awareness that there is an incredible amount of information already sitting in an archive .

Challenges

- difficulty coming up with research questions different from those of the original researchers.



Folk Devils and Moral Panics

UK Data Service



Interview methods
Non-interview methods
The Last Refuge
Psychosocial approaches
Sociology
BC S70 Malaise Inventory
Pioneers

Folk devils and moral panics

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About the Collection **About Stan Cohen**

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About Stan Cohen

Best-known for his innovative work on deviance and control, Stanley (Stan) Cohen's research draws deeply on his own life experiences.



Cohen's doctorate research at the London School of Economics focused on social reactions to juvenile delinquency. While working on this he became fascinated by the Mods and Rockers riots at southern seaside towns, and the lurid press reactions to them. He researched these events both through interviewing and through observing the media. Influenced by the student rebellions of 1968, by anti-psychiatry and by his active participation in the National Deviancy Symposium, Cohen took up labelling theory and the idea of 'moral panics', and went on to write his first classic, *Folk Devils and Moral Panics: The Making of the Mods and Rockers*

TASK

Follow the links below to find out more about Stan Cohen from The UK Data Service's Pioneers of Qualitative Social Research collection, and from his obituaries.

- [Pioneers](#)
- [Tributes to Stan Cohen, University of Essex, January 10th 2013](#)
- [Wadsworth, Arthur, LSE obituary to Stan Cohen, January 8th 2013.](#)
- [Carry on Panicking by Simon Kuper](#)

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Perspectives

Activity Stop Four Cohen's Observation of Events **The Mass Media** Activity Stop Three

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The Mass Media

There were also signs of direct publicity-seeking behaviour in the sense that on-the-spot attention from journalists, reporters and photographers was a stimulus to action. The following account is by one of the boys in the Barker-Little sample: 'By the railway station a cameraman asked, "Give us a wave". So me and a group ran about and waved some flags we bought. My picture was in the paper. We were pleased; anybody would be!'. (Cohen, 2002 [1972], 138)



'The cumulative effects of the mass media, though, were at the same time more subtle and more potent than simply giving the events pre-publicity or gratifying the participants' need for attention. Through a complex process that is not yet fully understood by students of mass communication, the mere reporting of one event has, under certain circumstances, the effect of triggering off events of a similar order' (Cohen, 2002 [1972], 136)

TASK 1

Read through some of the newspaper clippings that Stan Cohen collected about the Mods and Rockers incidences in 1964.

TASK 2

Read through the case study of the Butcher family, whose son was caught up in the trouble in Brighton in 1964.

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