

Dawood Public School
Course Outline 2017-18
Sociology
Class XI

SYLLABUS AIMS:

Core Aims:

The aims of this syllabus are set out below and describe the educational purposes of Cambridge O Level Sociology.

The aims are:

- ❖ To promote candidates awareness, knowledge and understanding of human societies.
- ❖ To provide an introduction to sociological concepts, theories, methods and research findings.
- ❖ To stimulate awareness of the range and limitations of sociological theory and research.
- ❖ To encourage a critical awareness of social, economic and political processes and their effects.
- ❖ To promote understanding of continuity and change in social life.
- ❖ To promote and appreciation and understanding of individual social and cultural diversity.
- ❖ To explore and understand the relationship between sociological findings and contemporary social, cultural and political issues.
- ❖ To develop an understanding of sociological method, including the collection, analysis and interpretation of data.
- ❖ To study sociological principles, perspectives and applications.
- ❖ To develop the skills of communication, interpretation analysis and evaluation.
- ❖ To enhance ability to apply sociological knowledge and understanding to their own lives and participation within society.

MONTHLY SYLLABUS:

August Unit -1	<ul style="list-style-type: none">❖ Paper Pattern❖ Theory and methods (paper 1)❖ Self-assessment / worksheet❖ Surveys and interviews (project)
September Unit -2&3	<ul style="list-style-type: none">❖ Culture and Socialization (paper1)❖ Family (paper 2)❖ Self-assessment
October Unit -4&5	<ul style="list-style-type: none">❖ Education (paper 2)❖ Social inequality (Paper 1)❖ Self-assessment
November Sub parts of different units	<ul style="list-style-type: none">❖ Gender❖ Race, ethnicity❖ Revision for mid-term exams
December	<ul style="list-style-type: none">❖ MID TERM EXAM
January Unit -6&7	<ul style="list-style-type: none">❖ Crime and Deviance and Social Control (Paper-2)❖ The Mass Media (paper-2)
February All topics of syllabus	<ul style="list-style-type: none">❖ Revision❖ Self-assessment
March	<ul style="list-style-type: none">❖ Mock Examination

PAPER PATTERN:

Syllabus code 2251

Candidates take	
Paper 1	2 hour (including 15 minutes' reading time)
Candidates answer ONE compulsory data response question and ONE optional structured question from a choice of TWO	
Weighting: 60% of total 80 marks	
And	
Paper 2	1 hour 45 minutes (including 15 minutes' reading time)
Candidates answer TWO optional structured questions from a choice of four 70 marks	
Weighting: 40% of total marks	

WEIGHTINGS

Assessment Objectives	Paper 1 (MARKS OUT OF 80)	Paper 2 (MARKS OUT OF 70)	WEIGHTING FOR QUALIFICATION
A01: Knowledge and Understanding	30-35	25-30	35-40%
A02: Interpretation of Evidence	25-30	20-25	30-35%
A03: Analysis and Evaluation	20-25	15-20	25-30%

**FIRST TERM
(AUGUST- DECEMBER)**

Methodology for Unit 1:

THEORY AND METHODS: (PAPER 1)

This unit provides a foundation for the other parts of the syllabus by considering the approaches and procedures used in sociological research. This provides a basis for understanding the uniquely sociological way of looking at society. It underpins and provides an understanding of each of the other study units.

SYLLABUS CONTENTS:

(a) How do different sociologists interpret society?

- Structuralist and interpretist approaches; the individual, identity and society.
- How different views (Functionalist, Marxist, feminist) on conflict and consensus create alternative perspectives.

(b) How do sociologists study society?

- The distinction between positivist and interpretivist approaches to research method.
- The main steps in devising and implementing a research strategy: research aims, selection of topic, hypothesis setting and revision, pilot studies, sampling.
- Difficulties in implementing a research strategy.
- Ethical issues affecting the choice and implementation of a research strategy.
- The main methods used in sociological investigation: questionnaires/social surveys, interviews, experiments, case studies, longitudinal studies, participant and non-participant observation, content analysis and triangulation. Coverage should include the strengths and limitations of each method, assessment of their usefulness in sociological research and awareness of the types of evidence produced.
- The importance of analyzing and evaluating research with reference to issues of validity, reliability, representativeness and research bias.

(c) What types of information and data do sociologists use?

- The difference between primary and secondary data; the uses, strengths and limitations and value of each type of data.
- Qualitative and quantitative data. The strengths and limitations of qualitative sources including historical and personal documents, diaries and media content. The ability to interpret and evaluate evidence from short qualitative sources. The strengths and limitations of quantitative sources including official statistics. The ability to interpret data from diagrams, charts, graphs and tables.
- Published studies.

Key terms:

- | | | |
|---------------------|----------------------------------|-----------------------------|
| • Bias | • Correlation | • Group interview |
| • Case study | • Covert participant observation | • Hawthorne/Observer Effect |
| • Causation | • Ethical issues | • Historical documents |
| • Comparative study | • Field experiments | • Hypothesis |
| • Conflict | • Focus group | • Identity |
| • Consensus | • Generalization | • Individualism |
| • Content analysis | | |

- Interpretivism
- Interviewer bias
- Interviewer effect
- Laboratory experiments
- Longitudinal survey
- Macro/micro approaches
- Non-participant observation
- Objectivity
- Official/non-official statistics
- Open/closed/pre-coded questions
- Overt participant observation
- Perspectives
- Pilot study
- Positivism
- Primary data
- Qualitative data/research
- Quantitative data/research
- Questionnaires
- Reliability
- Representativeness
- Response rate
- Sampling methods/random/snowballing/quota/stratified
- Sampling frame
- Secondary data
- Semi-structured interview
- Social survey
- Structured interview
- Subjectivity
- Survey population
- Trend
- Triangulation
- Unstructured interview
- Validity
- Respondent

Practice Questions:

1. Why might one form of data be preferred to the other?
2. Why might choice of a particular research subject reveal the researcher's values?
3. What are the main criticisms that positivists make of the interactionist approach?
4. How theoretical approaches are linked to sociological research methods?
5. Which kinds of research might emphasize validity and which reliability?
6. Assess the strengths and weaknesses of "methodological pluralism."

Methodology for Unit 2:

Culture identity and Socialization:

This unit considers the relationship between the individual and society and how far humans are shaped by social processes by comparison with alternative influences, such as biological and psychological factors.

SYLLABUS CONTENTS:

(a) What is the relationship between the individual and society?

- Culture, norms, values, roles and beliefs as social constructions and how these influence human behaviour.
- Conformity and non-conformity; the agencies and processes of social control. Examples of rewards and sanctions applied in different societies and organisations (e.g. schools, the workplace). The existence of sub-cultures (e.g. youth sub-cultures, religious sub-cultures) in society and how these impact on consensus and conflict.
- Diversity and cultural variation in human behaviour and issues related to cultural relativism/multiculturalism. The debate about whether globalisation is creating a global culture.
- Childhood as an example of social construction.

(b) How do we learn to be human?

- Primary and secondary socialisation.
- Processes through which children learn social expectations (e.g. manipulation, hidden curriculum).

- Main agencies of socialisation (e.g. family, education, media) and their impact on the individual, including the consequences of inadequate socialisation.
- The nature/nurture debate.
- Role, age, gender, ethnic group and class as influences on social identity.

Key terms:

- | | | |
|-----------------------------|--------------------------------|--------------------------------------|
| • Adolescence | • Gender/sex | • Role conflict |
| • Adulthood | • Globalisation/global culture | • Role modeling |
| • Age/age groups | • Hidden curriculum | • Secondary socialisation |
| • Agencies of socialization | • Imitation | • Social class |
| • Belief | • Law | • Social conformity |
| • Child-centered | • Lifestyle | • Social construction |
| • Childhood | • Manipulation/canalization | • Social control/formal and informal |
| • Coercion | • Multicultural society | • Social identity |
| • Conformity | • Nature/nurture | • Social institutions |
| • Cultural relativism | • Norms/values | • Social interaction |
| • Culture | • Ostracism | • Social order |
| • Customs | • Peer group | • Status |
| • Diversity | • Peer pressure | • Stereotype |
| • Ethnic minority | • Primary socialization | • Sub-culture |
| • Ethnicity/race | • Rewards/sanctions | • Value consensus |
| • Femininity/masculinity | • Role | • Youth sub-culture |
| • Feral children | | |

Practice Questions:

1. This can be seen in the variety of different forms of human behavior in different cultures. Argue on this observation.
2. How does socialization shape a person's self-image?
3. What are three modes of socialization?
4. How does socialization continue in adulthood?
5. What does Cooley mean by looking glass self?
6. What happens to children who are deprived of early social experience?
7. What are some of the indicators of our culture?
8. How is Technology changing Social Interaction?
9. How might culture shape our identity?

Methodology for Unit 3:

FAMILY: (PAPER 2)

This unit offers candidates the opportunity to explore the sociology of the family, including definitions, structure, variations and alternatives, and changing roles and relationships within the family.

SYLLABUS CONTENTS:

(a) What are the different types of family?

- The nuclear and extended family, reconstituted/step-family, single-parent family and same sex family.
- The influence of social stratification and ethnicity on family diversity.
- The functions of the family and the 'loss of functions' debate.
- Alternatives to the family, including other types of households and communes.
- Cross-cultural comparisons and variations in marriage including monogamy, serial monogamy, polygamy and polyandry. Alternatives to marriage, such as cohabitation and civil partnerships. Trends in marriage and divorce.

(b) How are family roles changing?

- Conjugal roles, maternal and paternal roles, roles of children and members of the wider family, including grandparents.
- Changes in family relationships and conjugal roles, including symmetrical family debate and issues relating to gender equality within the family.
- Variations in family relationships reflecting the influences of social stratification and ethnicity.
- The negative aspects of family life, including domestic violence, gender inequality, child abuse and neglect.

(c) What are the changes affecting the family?

- Industrialization, urbanization and family change.
- Demographic trends: family size and birth rates; death rates and life expectancy.
- The consequences for the family of an ageing population.

Key terms:

- | | | |
|---------------------------|------------------------------|-------------------------------|
| • Arranged marriage | • Domestic division of labor | • Gender equality |
| • Beanpole family | • Domestic violence | • Household unit |
| • Birth rate | • Dual burden | • Industrialisation |
| • Cereal packet family | • Dual worker families | • Integrated roles |
| • Child-centeredness | • Dysfunctional family | • Joint conjugal roles |
| • Civil partnerships | • Empty-nest families | • Kibbutz |
| • Cohabitation | • Empty-shell marriage | • Kinship |
| • Commune | • Extended family | • Marital breakdown |
| • Conjugal roles | • Family diversity | • Marriage |
| • Dark side of the family | • Family functions | • Matriarchy |
| • Death rate | • Feminism | • Matrifocal |
| • Demographic trends | • Fertility rate | • Modern industrial societies |
| • Divorce | • Gender | • Monogamy |
| • Divorce rate | | |

- Nuclear family
- One-parent/single-parent family
- One-person household
- Patriarchy
- Polyandry
- Polygamy
- Polygyny
- Primary socialization
- Reconstituted family
- Secularisation
- Segregated conjugal roles
- Serial monogamy
- Step-child
- Step-parent
- Symmetrical family
- Traditional conjugal roles
- Traditional societies

Practice Questions:

1. What do Marxist-feminist mean when they argue that the family meets the needs of capitalism?
2. Is the 'new man' a myth?
3. Is the job advert for the housewife accurate?
4. Does 'the typical family' exist?
5. What are 'expressive' and 'instrumental' roles?
6. How does the family develop and maintain balanced adult personalities?

Methodology for Unit 4:

EDUCATION:

This unit considers the influence of education on the individual and on society. This includes the role of education, the main changes in education, patterns of educational achievement.

SYLLABUS CONTENTS:

(a) What is the function of education?

- Informal and formal education.
- Education as an agency of socialisation and social control.
- The relationship between education and social mobility.
- Different types of schools, including state, private, single-sex and faith schools.

(b) What factors help to explain differences in educational achievement?

- Patterns in educational achievement and experience in relation to gender, ethnicity and social class.
- Material, cultural and linguistic influences of family background on educational achievement.
- The influence of school, teachers and the peer group on educational achievement.
- Measuring intelligence, selection and its relationship to educational achievement.
- The roles of the official curriculum and the hidden curriculum.

Key terms:

- Agency of socialization
- Anti-school sub-culture
- Comprehensive system
- Cultural capital
- Cultural deprivation
- Culture of masculinity
- Discrimination
- Educational achievement
- Educational inequality (based on class, gender and ethnicity)
- Elaborated code
- Ethnocentrism
- Equality of opportunity
- Faith schools
- Formal education
- Functions of education
- Hidden curriculum
- Home factors
- Informal education

- Intelligence
- IQ tests
- Labeling
- Life chances
- Material deprivation
- Meritocracy
- Official curriculum
- Positive discrimination
- Post-compulsory education
- Private school
- Restricted code
- Rewards
- Sanctions
- School factors
- Secondary socialisation
- Selective education
- Self-fulfilling prophecy
- Setting
- Single-sex schools
- Social conformity
- Social control
- Social expectations
- Social factors
- Social mobility
- Social stratification
- State schools
- Streaming
- Vocationalism

Practice Questions:

- How does education need to change to accommodate everyone?
- How do curricula need to change to improve learning and encourage the inclusion of all pupils?
- Explain the problems that conflict theory sees in education.
- Review how the functionalist, conflict, and symbolic interactionist perspectives understand and explain education. Which of these three approaches do you most prefer? Why?
- What is meant by the new vocationalism?
- What do the initials NVQ and GNVQ mean?
- What is innate intelligence? How can it be measured?
- What would be included on the timetable of a school which valued and rewarded working-class cultural skills?

Methodology for Unit 5:

SOCIAL INEQUALITY

This unit explores the way in which social processes stratify society in all parts of the world, the reasons why inequalities exist, as well as how they are created and perpetuated.

SYLLABUS CONTENTS:

(a) What is social stratification?

- Forms of social stratification: wealth, income, status, power, ethnicity and gender.
- Ascribed and achieved status.
- Life chances and why these differ between and within stratified groups.

(b) What are the main features of social inequality and how are these created?

- Wealth and income: the evidence and reasons for the distribution of wealth and income in different societies and the impact of welfare states and other government measures to reduce inequality. The problems of defining wealth and poverty. The causes of poverty and the consequences of being rich or poor in a global context.
- Ethnicity: examples of racial prejudice and discrimination in education, employment and housing. Scapegoating and the consequences of racism for ethnic groups.
- Gender: effect of gender on the life chances of males and females, with particular reference to gender discrimination in employment. The changing role of women in modern industrial societies and explanations of gender discrimination.
- Social class: ways of defining and measuring social class. The changing nature and role of different classes and class cultures. The nature, extent and significance of social mobility.

Key terms:

- Absolute poverty
- Achieved status
- Ageism
- Apartheid
- Ascribed status
- Blue collar worker/white collar worker
- Bourgeoisie
- Caste
- Civil rights/human rights
- Closed society
- Culture of poverty
- Cycle of poverty
- Dependency culture
- Discrimination
- Distribution of wealth/redistribution of wealth
- Domestic labour
- Elite
- Embourgeoisement/proletarianisation
- Equal opportunities
- Fatalism
- Feminism
- Gendered division of labour
- Glass ceiling
- Immediate/deferred gratification
- Industrial societies
- Intergenerational social mobility
- Intra generational social mobility
- Life chances
- Lifestyle
- Market situation
- Marxism
- Meritocracy
- Middle class
- Occupational structure
- Open society
- Patriarchy
- Poverty line
- Poverty trap
- Prejudice
- Privileged groups
- Professions/professional worker
- Racism/institutional racism
- Relative poverty
- Reserve army of labour
- Scapegoating
- Skilled worker/unskilled worker
- Slavery
- Social exclusion
- Social inequality
- Social mobility
- Social stratification
- Traditional societies
- Underclass
- Upper class
- Wealth
- Welfare state
- Working class/new working class.

Practice Questions:

1. How can you explain the feminization of poverty?
2. Compare and contrast the estate system and the caste system.
3. How does disparity in public schools contribute to the culture of poverty?
4. Is it easier to attain wealth when you have prestige or to attain prestige when you have wealth?
5. Inequality means people have unequal access to scarce and valued resources in society. These resources might be economic or political, such as health care, education, jobs, property and land ownership, housing, and ability to influence government policy. Are you agreed on this view? Why?
6. Assess the view that inequality early in life can affect life chances for the rest of one's life.

Methodology for Sub- Units:**SEX AND GENDER**

In this section the differences between sex and gender will be explained. The consequences of gender role socialization will be evaluated. The reasons for changing role of women in terms of occupation and social roles along with the nature of discrimination based on gender will be discussed.

Aims and objectives:

- ❖ To understand the difference between gender and sex.
- ❖ To evaluate the role of school, family, peers and media in terms of gender socialization.

- ❖ To differentiate between different societies in terms of gender socialization and its impact on social structure.
- ❖ To develop the understanding about the changing status of women in modern industrial society
- ❖ To evaluate the reasons and nature of discrimination with women at work place and in family.

SYLLABUS CONTENTS:

- ❖ The differences between sex and gender
- ❖ Gender and Biology
- ❖ Gender Stereotyping
- ❖ The consequences of gender role socialization
- ❖ The reasons for, and nature of, the changing role of women in terms of occupation and social roles.

Methodology for Sub- Units:

ETHNICITY AND RACE

In this section the differences between the concepts of race and ethnicity will be explained. The nature, size and distribution of different ethnic groups in any society will be discussed. The awareness about prejudice and discrimination with different ethnic groups in terms of education, health, employment and life chances will be explained.

Aims and objectives:

- ❖ To develop the understanding about the concepts of race and ethnicity.
- ❖ To develop the understanding about scapegoating.
- ❖ To evaluate the availability of different life chances to different ethnic groups

SYLLABUS CONTENTS

- ❖ Race; myth and reality
- ❖ Immigration
- ❖ Housing and settlement pattern
- ❖ Race and life chances
- ❖ Race and stratification
- ❖ Explanations of racism
- ❖ Assimilation, integration and diversity; the changing nature of ethnicity in Britain

**SECOND TERM:
(JANUARY- MAY)**

Methodology for Unit 6:

CRIME AND DEVIANCE:

This unit considers the nature of criminal, deviant and normal behaviour in different social contexts. This includes definitions and explanations of crime and deviance and patterns of crime.

SYLLABUS CONTENTS:

(a) What are crime, deviance and social control?

- The difference between crime and deviance.
- Formal and informal social control, including agencies of social control such as the media, religion, the police, courts and the penal system.

(b) What are the patterns of crime?

- Measurements of crime and their strengths and limitations: official statistics, self-report studies and victim surveys.
- Patterns and explanations of crime by age, class, gender and ethnicity.
- Policing and law enforcement.
- Crime related to new technologies (e.g. the Internet).
- Dealing with crime: surveillance, crime prevention, community sentencing, punishment, prison, rehabilitation, deterrents.

(c) What are the explanations of crime?

- Sociological explanations of deviant and criminal behaviour: Labeling theory, Marxist theory, socialisation (e.g. family and peer groups), lack of opportunity, relative deprivation, masculinity, status frustration.
- The role of law enforcement agencies and the media in defining crime and deviance, stereotyping, labeling and deviancy amplification.
- The development of sub-cultures and links to deviance, with particular reference to youth cultures.

Key terms:

- | | | |
|------------------------------|----------------------------|-----------------------------|
| • Agencies of social control | • Dominant values | • Official crime statistics |
| • Anomie | • Formal social control | • Peer group |
| • Community sentencing | • Inadequate socialization | • Penal system |
| • Conformity | • Informal social control | • Policing |
| • Corporate crime | • Internet crime | • Prison |
| • Crime | • Judicial system | • Rehabilitation |
| • Crime rates | • Juvenile delinquency | • Relative deprivation |
| • Crime prevention | • Labeling | • Rewards |
| • Cybercrime | • Law enforcement agencies | • Sanctions |
| • Dark figure | • Masculinity | • Self-report studies |
| • Deterrent | • Master status | • Socialisation |
| • Deviance | • Material deprivation | • Sociological explanation |
| • Deviancy amplification | • Moral panic | • Status frustration |
| • Deviant career | | • Stereotyping |

- Stigma
- Sub-culture
- Surveillance
- Targeting
- Urban crime
- Victim surveys
- White-collar crime

Practice Questions:

1. How might anomie create a climate for deviance?
2. What distinguishes white collar crime and how might it be deterred?
3. How does Left realism differ from earlier theories of ethnicity and crime?
4. How do sociological explanations of deviance differ from the non-sociological?
5. Can deviant characteristics be inherited?
6. If you are young and live in the inner city, are you doomed to deviate?
7. What is meant by 'economic determinism' in relation to crime and deviance?

Methodology for Unit 7:

THE MASS MEDIA (PAPER-2)

This unit examines contemporary culture and communication through reference to the influence of the media. Key areas include: the nature of the media, the influence of the media and development of the new media.

SYLLABUS CONTENTS:

(a) Who controls the media?

- The various forms of the media, (e.g. television, radio, newspapers, books, films, Internet, including social media).
- Role of advertising.
- Ownership and control of the media.
- Freedom and censorship in the media.
- Pluralist and Marxist perspectives on the nature and role of the media.
- Patterns of media use, (e.g. by gender, age, social class and ethnicity).
- Media representation of ethnicity, gender, age, class and disability.

(b) What is the influence of the media?

- The role of the traditional/new media in shaping values, attitudes and behaviour, with particular reference to television and violence; political beliefs and voting; patterns of consumption; gender stereotyping; the influence of the Internet in areas such as social networking.
- Agenda setting, gate-keeping and stereotyping through the selection and presentation of the news.
- Explanations of the influence of the media: hypodermic-syringe model, audience selection, cultural effects approach, uses and gratifications model.
- Bias and distortion in the media, including propaganda and moral panics.
- Developments in the media including changes in ownership, globalisation, interactivity, the digital divide diversification and convergence within the media.
- Media representations and their influence on the audience.

Key terms:

- Advertising
- Agenda setting
- Audience selection
- Bias
- Broadcasting
- Censorship
- Citizen journalism
- Convergence

- Cultural effects approach
- Democracy
- Digital divide
- Distortion
- Diversification
- Dominant values
- Exaggeration
- Folk devils
- Gate-keeping
- Globalisation
- Hypodermic-syringe model
- Imitation
- Indoctrination
- Interactivity
- Invisibility
- Labeling
- Lifestyle
- Marxist
- Mass communication
- Media culture
- Media representation: ethnicity/gender/age/class/disability
- Moral panic
- Narrowcasting
- New media
- News values
- Newsworthiness
- Norm-setting
- Opinion polls
- Pluralist
- Propaganda
- Public/private funding
- Public service broadcasting
- Role models
- Scapegoats
- Sensationalism
- Social control
- Socialisation
- Stereotype
- The press
- Traditional media
- Uses and gratification model

Practice Questions:

1. Which forms of the mass media are most likely to survive the twenty-first century?
2. How does the mass manipulative approach differ from the hegemonic?
3. How can television news be seen as entertainment or propaganda?
4. What problems might be faced in undertaking a content analysis of women in the mass media?
5. In what ways could the media portrayal of violence encourage less violence in society?

Suggested Books

- Blundell, J. Active Sociology for GCS.longman (2001).582434432
- Browne, k .An Introduction to Sociology.(3rd Ed.2005)Blackwell.745632580
- Moore,S. Sociology Alivel.(3rd Ed.2001)Nelson Thorns.748754644
- O'Donnell,G. Mastering Sociology.(2001)Palgrave.333919564
- Wilson,P. Kidd,A. Sociology for GCSE.(1998)Harper Collins.3224449

Support materials

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the Syllabus and Support Materials DVD, which we send to all Cambridge schools. You can also go to our public website at www.cie.org.uk/olevel to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.