

**Dawood Public School**  
**Course Outline 2017-18**  
**Sociology**  
**Class IX**

**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 an 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 the ability of students to apply sociological knowledge and understanding to their own lives and their participation within society.

**Monthly Syllabus:**

<b>Unit - 1 August</b>	<ul style="list-style-type: none"><li>❖ Paper Pattern</li><li>❖ Introduction to Sociology</li><li>❖ Sociological perspectives</li><li>❖ Self-assessment</li></ul>
<b>Unit - 2 September</b>	<ul style="list-style-type: none"><li>❖ Culture identity and socialization (paper 1)</li><li>❖ Self-assessment / worksheet</li></ul>
<b>Unit - 3 October</b>	<ul style="list-style-type: none"><li>❖ Theory and methods (paper 1)</li><li>❖ Self-assessment</li><li>❖ Research work (survey)</li></ul>
<b>November</b>	<ul style="list-style-type: none"><li>❖ Family (paper 2)</li><li>❖ Revision for mid-term exams</li></ul>
<b>December</b>	<ul style="list-style-type: none"><li>❖ MID TERM EXAM</li></ul>
<b>Unit - 4 January</b>	<ul style="list-style-type: none"><li>❖ Gender (paper1)</li><li>❖ Self-assessment</li></ul>
<b>Unit - 5 February</b>	<ul style="list-style-type: none"><li>❖ Age</li><li>❖ Self-assessment</li></ul>
<b>Unit – 6-7 March</b>	<ul style="list-style-type: none"><li>❖ Education (paper 2)</li><li>❖ Self-assessment</li></ul>
<b>April/ May</b>	<ul style="list-style-type: none"><li>❖ Race, ethnicity</li><li>❖ Revision for final exams</li><li>❖ FINAL EXAM</li></ul>

**Paper Pattern:**

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

**Weightings**

<b>Assessment Objectives</b>	<b>Paper 1 (MARKS OUT OF 80)</b>	<b>Paper 2 (MARKS OUT OF 70)</b>	<b>WEIGHTING FOR QUALIFICATION</b>
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:  
Introduction to Sociology (Paper 1)**

In this section the students will be able to understand the basic theme of the term Sociology, the background, the reasons behind its emergence and its position in the scientific world. Along with the history of Sociology, different theorists, introduction of their theories and concepts will be introduced. The main theories i.e. Functionalist theory, conflict theory and interaction theory will be introduced along with their basic differences.

**Aims and objectives:**

- ❖ To promote understanding of the subject matter of Sociology with sociological problems.
- ❖ To develop understanding of position of Sociology in the scientific world within sociological research methods.
- ❖ To evaluate the importance of Sociology in the modern world with different thinkers and theories.
- ❖ To relate to the process of industrialization with the emergence of Sociology with sociological perspectives.

## **Syllabus Contents:**

### **The sociological perspectives**

- ❖ What is sociology?
  - i. Sociology and common sense
  - ii. Sociology and naturalistic explanations
  - iii. Sociology and science
  - iv. Private trouble and public issues
  - v. The sociological consciousness
- ❖ The development of sociology
  - i. Basic sociological Ideas (Behavior, Social life, Society)
- ❖ Perspectives
  - i. The individual and society
  - ii. Consensus and conflict in society
- ❖ Sociological Theories
  - i. Functionalism
  - ii. Conflict theory and Marxism
  - iii. The interaction perspectives
- ❖ Contemporary sociology

### **Practice Questions:**

1. What does it mean to say that knowledge is socially constructed?
2. How do feminists view science?
3. What are the differences between sociology and social policy?
4. What is meant by structure and action in sociology?
5. Are sociological perspectives value free or should they be viewed as ideologies?
6. American sociological theorist and leader of the functionalist school Talcott Parsons works on Social System. Assess his view that any society has four functional needs or prerequisites that need to be met for it to survive.
7. German-born economist, sociologist, philosopher and revolutionary, work on historical materialism. Discuss his struggle that bring change in society.
8. How does the Marxist explanation of the way a society works differ from the functionalist explanation?
9. Imagine you have authority to create an ideal society with strong social structure and social policies. Plan how would you organize your ideal society?
10. Do you think your society would mainly be marked by consensus or conflict? Give reasons or evidence to support your answer.

### **Methodology for Unit 2:**

#### **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. The way in which 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                              | • Hawthorne/Observ<br>er Effect | • Non-participant<br>observation      |
| • Case study                        | • Historical<br>documents       | • Objectivity                         |
| • Causation                         | • Hypothesis                    | • Official/non-official<br>statistics |
| • Comparative study                 | • Identity                      | • Open/closed/pre-<br>coded questions |
| • Conflict                          | • Individualism                 | • Overt<br>participantobservat<br>ion |
| • Consensus                         | • Interpretivism                | • Perspectives                        |
| • Content analysis                  | • Interviewer bias              | • Pilot study                         |
| • Correlation                       | • Interviewer effect            | • Positivism                          |
| • Covert participant<br>observation | • Laboratory<br>experiments     | • Primary data                        |
| • Ethical issues                    | • Longitudinal survey           | • Qualitative<br>data/research        |
| • Field experiments                 | • Macro/micro<br>approaches     |                                       |
| • Focus group                       |                                 |                                       |
| • Generalization                    |                                 |                                       |
| • Group interview                   |                                 |                                       |

- Quantitative data/research
- Questionnaires
- Reliability
- Representativeness
- Response rate
- Sampling methods/random/s
- nowballing/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 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
- Beanpole family
- Birth rate
- Cereal packet family
- Child-centeredness
- Civil partnerships
- Cohabitation
- Commune
- Conjugal roles
- Darker side of the family
- Death rate
- Demographic trends
- Divorce
- Divorce rate
- Domestic division of labor
- Domestic violence
- Dual burden
- Dual worker families
- Dysfunctional family
- Empty-nest families
- Empty-shell marriage
- Extended family
- Family diversity
- Family functions
- Feminism
- Fertility rate
- Gender
- Gender equality
- Household unit
- Industrialisation
- Integrated roles
- Joint conjugal roles
- Kibbutz
- Kinship
- Marital breakdown
- Marriage
- Matriarchy
- Matrifocal
- Modern industrial societies
- Monogamy
- 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:

#### 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.

### **Practice Questions:**

1. How can the class position of the elderly retired be measured?
2. In what ways are the elderly a significant group in society?
3. Why is it possible to say that although women have achieved legal equality with men, this does not mean that they have full equality today?
4. What is meant by the term 'employment market' with reference to women.

### **Second Term: (January-May)**

### **Methodology for Unit 5:**

#### **Culture Identity and Socialisation:**

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 organizations (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 globalization 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-centred             | • 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 6:**

### **Age**

In this section the concept of different stages of human age will be discussed. The awareness about the emergence of concept of childhood in modern world will be promoted among the students. The differences between the traditional and modern time period in terms of treatment with children will be discussed. The concept of youth culture and its specific features will be discussed. The concept of old age and the importance of old age in traditional and modern time period will be explained.

### **Aims and objectives:**

- ❖ To develop the understanding about the concept of childhood and its special importance in modern industrial world.
- ❖ To differentiate between the modern and traditional period in terms of treatment with children.
- ❖ To develop the understanding about the specific features of youth culture and reasons for its emergence.
- ❖ To differentiate between the traditional and industrial time period in terms of status of old age.

### **Syllabus Content**

- ❖ Aging as a social process
- ❖ Rites of passage and age divisions
- ❖ Childhood
- ❖ Youth
- ❖ Adulthood
- ❖ Old age

### **Practice Questions:**

1. What problems are there of an aging population?
2. Why is the meaning and experience of old age changing?
3. How does the youth culture help to solve problems?
4. Explain the meaning of the term 'rite of passage'.
5. Some people argue that our abilities are completely controlled by our age and that our development is 'natural'. Does this extract tell us anything about our ideas of what children are capable of?

## **Methodology for Unit 7:**

### **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 and 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                                      | • Formal education          | • Rewards                  |
| • Anti-school sub-culture                                      | • Functions of education    | • Sanctions                |
| • Comprehensive system   | • Hidden curriculum         | • School factors           |
| • Cultural capital   | • Home factors              | • Secondary socialisation  |
| • Cultural deprivation   | • Informal education        | • Selective education      |
| • Culture of masculinity                                       | • Intelligence              | • Self-fulfilling prophecy |
| • Discrimination   | • IQ tests                  | • Setting                  |
| • Educational achievement                                      | • Labeling                  | • Single-sex schools       |
| • Educational inequality(based on class, gender and ethnicity) | • Life chances              | • Social conformity        |
| • Elaborated code  | • Material deprivation      | • Social control           |
| • Ethnocentrism  | • Meritocracy               | • Social expectations      |
| • Equality of opportunity                                      | • Official curriculum       | • Social factors           |
| • Faith schools  | • Positive discrimination   | • Social mobility          |
|  | • Post-compulsory education | • Social stratification    |
|  | • Private school            | • State schools            |
|  | • Restricted code           | • Streaming                |
|  |                             | • Vocationalism            |

**Practice Questions:**

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

## **Methodology for Unit 8: 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. For example:

How to race and ethnicity differ?

What about the concept of Nationalism?

How does it interplay with these notions, identity concepts of ethnicity and race?

### **Aims and objectives:**

- ❖ To develop an 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

### **Practice questions:**

1. Why did people migrate to Britain after the Second World War?
2. How are different racial and ethnic groups represented in entertainment, advertising and news media?
3. Asses the view that Sociologist have tried to understand how different ethnic groups will act towards each other and the majority population.

### **Suggested Books**

- Blundell, J. Active Sociology for GCS.longman (2001).582434432
- Browne, k .An Introduction to Sociology.(3<sup>rd</sup> Ed.2005)Blackwell.745632580
- Moore,S. Sociology Alivel.(3<sup>rd</sup> 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](http://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.