

**Dawood Public School**  
**Course Outline 2019-20**  
**Cambridge O Level Sociology 2251**  
**Grade X**

**Syllabus Aims:**

**Core Aims:**

The aims of the syllabus for GCSE Sociology are set below and describe the educational purposes of a course in sociology for the examinations. The aims are not listed in order of priority.

The aims are:

- ❖ 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 candidates to explore and understand the relationship between sociological findings and everyday 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 promote understanding of continuity and change in social life.
- ❖ 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.

**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: 54% of total 80 marks</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: 46% of total marks</b>	

**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>
<b>A01: Knowledge and Understanding</b>	<b>30-35</b>	<b>25-30</b>	<b>35-40 %</b>
<b>A02: Interpretation of Evidence</b>	<b>25-30</b>	<b>20-25</b>	<b>30-35 %</b>
<b>A03: Analysis and Evaluation</b>	<b>20-25</b>	<b>15-20</b>	<b>25-30 %</b>

### Monthly Course Distribution

<b>August</b>	<ul style="list-style-type: none"><li>❖ Review of Grade IX syllabus (all topics)</li><li>❖ Crime, deviance and social control (Paper-2)</li></ul>
<b>September</b>	<ul style="list-style-type: none"><li>❖ Crime, deviance and social control (Paper-2)</li><li>❖ Self- assessment</li></ul>
<b>October</b>	<ul style="list-style-type: none"><li>❖ The Mass Media (Paper-2)</li><li>❖ Self-assessment</li></ul>
<b>November</b>	<ul style="list-style-type: none"><li>❖ The Mass Media (Paper-2)</li><li>❖ Revision for mid-year examination</li></ul>
<b>December</b>	<ul style="list-style-type: none"><li>❖ Mid-Year Examination</li></ul>
<b>January</b>	<ul style="list-style-type: none"><li>❖ Social inequality (Paper-1)</li><li>❖ Class and inequality</li><li>❖ Poverty and inequality</li><li>❖ Wealth and inequality</li><li>❖ Health and inequality</li><li>❖ Self-assessment</li></ul>
<b>February</b>	<ul style="list-style-type: none"><li>❖ Gender and inequality</li><li>❖ Ethnicity and race</li><li>❖ Education and inequality</li><li>❖ Revision</li><li>❖ Self-assessment</li></ul>
<b>March</b>	<ul style="list-style-type: none"><li>❖ Mock Examination</li></ul>

**FIRST TERM  
(AUGUST- DECEMBER)**

**Methodology for Unit 1:**

**CRIME AND DEVIANCE (Paper 2):**

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: Labelling 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, labelling and deviancy amplification.
- The development of sub-cultures and links to deviance, with particular reference to youth cultures.

**Key terms:**

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

**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 2:**

#### **THE MASS MEDIA (Peper-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, 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               | • Globalisation   | • New media                   |
| • Agenda setting            | • Hypodermic-syringe model                                    | • News values                 |
| • Audience selection        | • Imitation   | • Newsworthiness              |
| • Bias                      | • Indoctrination  | • Norm-setting                |
| • Broadcasting              | • Interactivity   | • Opinion polls               |
| • Censorship                | • Invisibility  | • Pluralist                   |
| • Citizen journalism        | • Labelling   | • Propaganda                  |
| • Convergence               | • Lifestyle   | • Public/private funding      |
| • Cultural effects approach | • Marxist   | • Public service broadcasting |
| • Democracy                 | • Mass communication  | • Role models                 |
| • Digital divide            | • Media culture   | • Scapegoats                  |
| • Distortion                | • Media representation: ethnicity/gender/age/class/disability | • Sensationalism              |
| • Diversification           | • Moral panic   | • Social control              |
| • Dominant values           | • Narrowcasting   | • Socialisation               |
| • Exaggeration              |   | • Stereotype                  |
| • Folk devils               |   | • The press                   |
| • Gate-keeping              |   |                               |

- 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?

**FINAL TERM  
(JANUARY-MARCH)**

**Methodology for Unit 3:**

**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                       | • Distribution of wealth/redistribution of wealth | • Industrial societies              |
| • Achieved status                        | • Domestic labour                                 | • Intergenerational social mobility |
| • Ageism                                 | • Elite   | • Intragenerational social mobility |
| • Apartheid                              | • Embourgeoisement/proletarianisation             | • Life chances                      |
| • Ascribed status                        | • Equal opportunities                             | • Lifestyle                         |
| • Blue collar worker/white collar worker | • Fatalism  | • Market situation                  |
| • Bourgeoisie                            | • Feminism  | • Marxism                           |
| • Caste                                  | • Gendered division of labour                     | • Meritocracy                       |
| • Civil rights/human rights              | • Glass ceiling                                   | • Middle class                      |
| • Closed society                         | • Immediate/deferred gratification                | • Occupational structure            |
| • Culture of poverty                     |   | • Open society                      |
| • Cycle of poverty                       |   | • Patriarchy                        |
| • Dependency culture                     |   | • Poverty line                      |
| • Discrimination                         |   |                                     |

- 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.

#### 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 scape-goating.
- ❖ To evaluate the availability of different life chances to different ethnic groups

#### Syllabus Contents

- (a) Race; myth and reality
- (b) Immigration
- (c) Housing and settlement pattern
- (d) Race and life chances
- (e) Race and stratification
- (f) Explanations of racism
- (g) 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. Assess the view that Sociologists have tried to understand how different ethnic groups will act towards each other and the majority population.

Source: Boundless. "The Significance of Social Inequality." Boundless Sociology. Boundless, 21 Jul. 2015. Retrieved 30 Aug. 2015 from <https://www.boundless.com/sociology/textbooks/boundless-sociology-textbook/sociology-1/the-sociological-approach-25/the-significance-of-social-inequality-163-8966/>

Source: Boundless. "The Significance of Social Inequality." Boundless Sociology. Boundless, 21 Jul. 2015. Retrieved 30 Aug. 2015 from <https://www.boundless.com/sociology/textbooks/boundless-sociology-textbook/sociology-1/the-sociological-approach-25/the-significance-of-social-inequality-163-8966/>

### **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 Alive!. (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