

Dawood Public School
Course Outline 2020-21
Cambridge O Level Sociology 2251
Grade 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.

PAPER PATTERN:

Candidates take	
Paper 1	2 hours (including 15 minutes' reading time)
Candidates answer ONE compulsory data response question and ONE optional structured question from a choice of TWO	
Weighting: 54% of total 80 marks	
Paper 2	1 hour 45minutes (including 15 minutes' reading time)
Candidates answer TWO optional structured questions from a choice of four 70 marks	
Weighting: 46% 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 %

Monthly Course Distribution

Month	Contents
August Unit-1	<ul style="list-style-type: none">❖ Paper Pattern❖ Theory and methods (Paper 1)❖ Culture and Socialization (Paper 1)❖ Self-assessment / worksheets
September Unit-2 & 3	<ul style="list-style-type: none">❖ Family (Paper 2)❖ Education (Paper 2)❖ Self-assessment
October Unit-4 & 5	<ul style="list-style-type: none">❖ Social inequality (Paper 1)❖ Crime and Deviance and Social Control (Paper 2)❖ Self-assessment
November Sub parts of different units	<ul style="list-style-type: none">❖ The Mass Media (Paper 2)❖ Revision for mid-year examination
December	❖ MID YEAR EXAMINATION
January Unit-6 & 7	<ul style="list-style-type: none">❖ Theory and methods (Paper 1)❖ Culture and Socialization (Paper 1)❖ Family (Paper 2)❖ Education (Paper 2)
February All topics of syllabus	<ul style="list-style-type: none">❖ Social inequality (Paper 1)❖ Crime and Deviance and Social Control (Paper 2)❖ The Mass Media (Paper 2)❖ Self-assessment
March	❖ Mock Examination

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:

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|----------------------|-----------------------------|------------------------------------|
| • Bias | • Focus group | • Laboratory experiments |
| • Case study | • Generalization | • Longitudinal survey |
| • Causation | • Group interview | • Macro/micro approaches |
| • Comparative study | • Hawthorne/Observer Effect | • Non-participant observation |
| • Conflict | • Historical documents | • Objectivity |
| • Consensus | • Hypothesis | • Official/non-official statistics |
| • Content analysis | • Identity | • Open/closed/pre-coded questions |
| • Correlation | • Individualism | • Overt participant observation |
| • Covert participant | • Interpretivism | |
| • Observation | • Interviewer bias | |
| • Ethical issues | • Interviewer effect | |
| • Field experiments | | |

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|------------------------------|--|--------------------------|
| • Perspectives | • Representativeness | • Structured interview |
| • Pilot study | • Response rate | • Subjectivity |
| • Positivism | • Sampling methods/random/snowballing/quota/stratified | • Survey population |
| • Primary data | • Sampling frame | • Trend |
| • Qualitative data/research | • Secondary data | • Triangulation |
| • Quantitative data/research | • Semi-structured interview | • Unstructured interview |
| • Questionnaires | • Social survey | • Validity |
| • Reliability | | • 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:

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|-----------------------------|-----------------------|-------------------|
| • Adolescence | • Child-centered | • Culture |
| • Adulthood | • Childhood | • Customs |
| • Age/age groups | • Coercion | • Diversity |
| • Agencies of socialization | • Conformity | • Ethnic minority |
| • Belief | • Cultural relativism | • Ethnicity/race |

- Femininity/masculinity
- Feral children
- Gender/sex
- Globalisation/global culture
- Hidden curriculum
- Imitation
- Law
- Lifestyle
- Manipulation/canalization
- Multicultural society
- Nature/nurture
- Norms/values
- Ostracism
- Peer group
- Peer pressure
- Primary socialization
- Rewards/sanctions
- Role
- Role conflict
- Role modeling
- Secondary socialisation
- Social class
- Social conformity
- Social construction
- Social control/formal and informal
- Social identity
- Social institutions
- Social interaction
- Social order
- Status
- Stereotype
- Sub-culture
- Value consensus
- Youth sub culture

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:

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|------------------------------|-------------------------------|-----------------------------------|
| • Arranged marriage | • Empty-shell marriage | • Nuclear family |
| • Beanpole family | • Extended family | • One-parent/single-parent family |
| • Birth rate | • Family diversity | • One-person household |
| • Cereal packet family | • Family functions | • Patriarchy |
| • Child-centeredness | • Feminism | • Polyandry |
| • Civil partnerships | • Fertility rate | • Polygamy |
| • Cohabitation | • Gender | • Polygyny |
| • Commune | • Gender equality | • Primary socialization |
| • Conjugal roles | • Household unit | • Reconstituted family |
| • Dark side of the family | • Industrialisation | • Secularisation |
| • Death rate | • Integrated roles | • Segregated conjugal roles |
| • Demographic trends | • Joint conjugal roles | • Serial monogamy |
| • Divorce | • Kibbutz | • Step-child |
| • Divorce rate | • Kinship | • Step-parent |
| • Domestic division of labor | • Marital breakdown | • Symmetrical family |
| • Domestic violence | • Marriage | • Traditional conjugal roles |
| • Dual burden | • Matriarchy | • Traditional societies |
| • Dual worker families | • Matrifocal | |
| • Dysfunctional family | • Modern industrial societies | |
| • Empty-nest families | • Monogamy | |

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:

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

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 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:

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

- (a)** The differences between sex and gender
- (b)** Gender and Biology
- (c)** Gender Stereotyping
- (d)** The consequences of gender role socialization
- (e)** 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 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

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: 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:

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|------------------------------|-----------------------------|----------------------------|
| • 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 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, 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:

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

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 Alive!. (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 Website

www.cie.org.uk/olevel - to download current and future syllabuses together with specimen papers or past question papers and examiner reports.