Syllabus

Cambridge International A & AS Level Sociology
Syllabus code 9699
For examination in June and November 2013

UNIVERSITY *of* **CAMBRIDGE**
International Examinations

Contents

Cambridge International A & AS Level Sociology
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1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations (CIE) is the world's largest provider of international qualifications. Around 1.5 million students from 150 countries enter Cambridge examinations every year. What makes educators around the world choose Cambridge?

Recognition

A Cambridge International A or AS Level is recognised around the world by schools, universities and employers. The qualifications are accepted as proof of academic ability for entry to universities worldwide, though some courses do require specific subjects. Cambridge International A Levels typically take two years to complete and offer a flexible course of study that gives students the freedom to select subjects that are right for them. Cambridge International AS Levels often represent the first half of an A Level course but may also be taken as a freestanding qualification. They are accepted in all UK universities and carry half the weighting of an A Level. University course credit and advanced standing is often available for Cambridge International A/AS Levels in countries such as the USA and Canada. Learn more at **www.cie.org.uk/recognition**.

Support

CIE provides a world-class support service for teachers and exams officers. We offer a wide range of teacher materials to Centres, plus teacher training (online and face-to-face) and student support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from CIE Customer Services. Learn more at **www.cie.org.uk/teachers**.

Excellence in education

Cambridge qualifications develop successful students. They build not only understanding and knowledge required for progression, but also learning and thinking skills that help students become independent learners and equip them for life.

Not-for-profit, part of the University of Cambridge

CIE is part of Cambridge Assessment, a not-for-profit organisation and part of the University of Cambridge. The needs of teachers and learners are at the core of what we do. CIE invests constantly in improving its qualifications and services. We draw upon education research in developing our qualifications.

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1. Introduction

1.2 Why choose Cambridge International A & AS Level Sociology?

In a rapidly changing world, Cambridge International A & AS Level Sociology offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of Sociology should stimulate awareness of contemporary social, cultural and political issues, and focus attention on the importance of examining these issues in a rigorous, reasoned and analytical way. The AS Level provides a solid grounding in the central ideas and approaches in Sociology. A Level students can choose to explore a variety of important areas of sociological enquiry including education, family, religion, and crime and deviance.

1.3 Cambridge Advanced International Certificate of Education (AICE)

Cambridge AICE is the group award of Cambridge International Advanced Supplementary Level and Advanced Level (AS Level and A Level).

Cambridge AICE involves the selection of subjects from three curriculum groups – Mathematics and Science; Languages; Arts and Humanities.

An A Level counts as a double-credit qualification and an AS Level as a single-credit qualification within the Cambridge AICE award framework.

To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either double credit or single credit, with at least one course coming from each of the three curriculum areas.

The examinations are administered in May/June and October/November sessions each year.

Sociology falls into Group C, Arts and Humanities.

Learn more about AICE at **http://www.cie.org.uk/qualifications/academic/uppersec/aice**.

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1. Introduction

1.4 How can I find out more?

If you are already a Cambridge Centre

You can make entries for this qualification through your usual channels, e.g. CIE Direct. If you have any queries, please contact us at **international@cie.org.uk**.

If you are not a Cambridge Centre

You can find out how your organisation can become a Cambridge Centre. Email us at **international@cie.org.uk**. Learn more about the benefits of becoming a Cambridge Centre at **www.cie.org.uk**.

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2. Assessment at a glance

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AS Level

AS Level candidates take only Papers 1 and 2 (in the same examination session).

Candidates take:			
Paper 1	1 hour 30 minutes	**Paper 2**	1 hour 30 minutes
Candidates answer two essay questions from a choice of six.		Candidates answer two data response questions from a choice of three.	
50% of total marks		50% of total marks	

A Level

A Level candidates have two choices. Candidates who want to take the whole of the A Level qualification at the end of a course of study take all three papers together. Candidates who want to get the A Level qualification in two stages take the AS Level first. If they pass AS Level, they then only need to take Paper 3 in order to complete the A Level.

Candidates take:			
Paper 1	1 hour 30 minutes	**Paper 2**	1 hour 30 minutes
Paper 1 for A Level is the same as Paper 1 for AS Level.		Paper 2 for A Level is the same as Paper 2 for AS Level.	
25% of total marks		25% of total marks	
and:			
Paper 3			3 hours
Candidates answer three essay questions from a choice of 12.			
50% of total marks			

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2. Assessment at a glance

Availability

This syllabus is examined in the May/June examination session and the October/November examination session.

This syllabus is available to private candidates.

Centres in the UK that receive government funding are advised to consult the CIE website **www.cie.org.uk** for the latest information before beginning to teach this syllabus.

Combining this with other syllabuses

Candidates can combine this syllabus in an examination session with any other CIE syllabus, except:

• syllabuses with the same title at the same level

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3. Syllabus aims and objectives

3.1 Aims

The aims of the Cambridge International A & AS Level Sociology syllabus are for candidates to develop:

- knowledge and understanding of sociological concepts, theories, methods and research findings, as well as sociological principles, perspectives and applications
- an awareness of the range and limitations of sociological theory and research
- an understanding of the relationship between sociological findings and everyday life, including contemporary social, cultural and political issues
- an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life
- an understanding of sociological methods, including the collection, analysis and interpretation of data
- improved skills of communication, interpretation, analysis and evaluation
- an excellent foundation for further study.

3.2 Scheme of assessment

AS Level

There are two papers (Papers 1 and 2) for the AS Level qualification. These papers both test syllabus units 1 to 3:

Unit 1: The sociological perspective

Unit 2: Sociological methods

Unit 3: Social differentiation and stratification

The topics in these units form the core content of contemporary sociology. Studying these topics provides a thorough introduction to the subject and an appropriate foundation for candidates and Centres who want to progress to the A Level qualification.

Paper 1: The paper is in three sections, one for each unit. There are two essay questions in each section. Candidates must choose two questions from different sections.

Paper 2: There are three data response questions in this paper, and candidates must answer two of them.

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3. Syllabus aims and objectives

A Level

Paper 3 tests syllabus units 4 to 9:

Unit 4: Family and households

Unit 5: Education

Unit 6: Religion

Unit 7: Crime and deviance

Unit 8: Work and leisure

Unit 9: Media

These six topics are central to mainstream sociology. Candidates and Centres can choose to study all of them, or focus on a range. CIE recommends that candidates study at least four topics in detail. The syllabus allows candidates to study sociology in the context of different societies, including their own, and from a wider global perspective. The distinction between traditional and modern societies is a central theme in most of the study units.

Paper 3 is in six sections, one for each unit. There are two essay questions in each section. Candidates must choose three questions from three different sections.

3.3 Assessment objectives and their weighting in the exam papers

To pass Cambridge International A & AS Level Sociology, candidates must demonstrate ability in the following areas:

AO1: Knowledge and understanding

- offer definitions and explanations of relevant sociological terms and concepts
- demonstrate appropriate knowledge of relevant principles, theories, and methods
- demonstrate awareness of relevant sociological arguments, debates and issues
- discuss the theoretical and practical considerations influencing the design and execution of sociological enquiry
- outline the findings from relevant sociological studies and research data.

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3. Syllabus aims and objectives

AO2: Interpretation and application

- interpret sociological material presented in a variety of forms, including qualitative and quantitative data
- recognise the special character of sociological knowledge and distinguish it from the knowledge and understanding produced by other academic subjects such as biology and psychology
- identify and explore the links between relevant sociological concepts, theories, and research findings
- select and use sociological material appropriately to analyse relevant arguments and debates
- apply concepts, theories and evidence to support arguments and conclusions.

AO3: Analysis and evaluation

- evaluate the strengths and limitations of particular sociological theories and methods
- analyse and assess sociological and non-sociological evidence and arguments
- reach conclusions based on a reasoned consideration of available evidence and arguments
- recognise limitations and bias in evidence, and distinguish between fact, opinion and value.

Assessment Objective	Paper 1	Paper 2	Paper 3
Knowledge and understanding	40%	40%	30%
Interpretation and application	30%	30%	30%
Analysis and evaluation	30%	30%	40%

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4. Curriculum content

4.1 Core content: AS Level

Unit 1: The sociological perspective

This unit introduces candidates to key concepts and theories associated with a sociological understanding of human behaviour. Candidates begin to explore the nature of sociological enquiry and the insights it provides into the relationship between individuals and social structures.

1. **The study of sociology**
   - Sociology as a reasoned and rigorous study of social life.
   - The relationship between sociology and other social science subjects.
   - Sociology as a science: positivist, interpretivist and post-modernist perspectives.
   - The uses of sociological knowledge; the role of values in sociology.
   - Sociology and social policy; the differences between sociological problems and social problems.
   - Glossary:
     - positivism
     - interpretivism
     - action theory
     - post-modernism
     - macrosociology
     - microsociology
     - social policy
     - social problems
     - social engineering
     - traditional society
     - modern industrial society
     - capitalism
     - globalisation
     - Marxist theory
     - neo-Marxist theory
     - critical theory
     - forces of production and relations of production
     - economic determinism
     - functionalist theory
     - functions, manifest and latent functions
     - symbolic interactionism
     - phenomenology
     - ethnomethodology
     - feminist theory (liberal, radical, Marxist, black feminist theory)
     - metanarrative
     - simulacre
     - verstehen
     - structuration
     - reflexivity

2. **The individual and society**
   - Structuralist and interactionist views of the relationship between the individual and society.
   - Biological, psychological and social elements of human behaviour.
   - The arguments and evidence used by sociologists to support the claim that human behaviour is determined largely by social factors.
   - The diversity of human behaviour and cultural variation.
   - The nature of social order, social control and social change.

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- Glossary:

  - structuralist
  - interactionist
  - social order
  - social control
  - social change
  - significant others
  - social self
  - social identity

  - determinism
  - free will
  - over-socialised conception of man
  - organic and mechanical solidarity
  - collective conscience
  - value consensus
  - looking-glass self

3. **Socialisation, culture and identity**

- The processes of learning and socialisation; how the individual becomes a competent social actor.
- Agencies of socialisation: family, education, peer group, media, religion.
- Culture, roles, norms, values, beliefs, ideology and power as elements in the social construction of reality.
- Conformity and non-conformity; theories of sub-culture, youth sub-cultures and mass culture.
- The social construction of the concept of age; awareness of contrasting notions of childhood, adolescence and old age in different societies.
- Social class, gender and ethnicity as elements in the construction of social identities.
- Theories of culture and identity with reference to modernism and post-modernism.
- Glossary:

  - socialisation
  - culture
  - nature versus nurture debate
  - roles
  - norms
  - values
  - beliefs
  - customs
  - social sanctions
  - ideology

  - power
  - social construction of reality
  - conformity
  - coercion
  - total institutions (closed institutions)
  - value consensus
  - sub-culture
  - mass culture (popular culture)

  - gender
  - age stratification
  - age set
  - childhood
  - ageism
  - youth culture
  - modernity and post-modernity
  - consumerism

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Unit 2: Sociological methods

This unit introduces candidates to the basic concepts and issues in research design and evaluation. The aim is to make candidates aware of the way in which sociologists can claim that their findings are truthful and worthwhile.

1. **Methods of research**
   - The distinctions between primary and secondary data and between quantitative and qualitative data.
   - The different quantitative and qualitative methods and sources of data, including questionnaires, interviews, observation techniques, experiments, longitudinal studies, case studies, content analysis, semiology, documents and official statistics.
   - The stages of research design: deciding on research strategy; formulating research problems and hypotheses; sampling and pilot studies; conducting the research; interpreting the results and reporting the findings.
   - Glossary:

     - methodology
     - primary data
     - secondary data
     - qualitative data
     - quantitative data
     - respondent
     - questionnaires
     - interviews (structured, semi-structured, unstructured and group interviews)

     - participant observation
     - non-participant observation
     - laboratory experiments
     - field experiments
     - overt observation
     - covert observation
     - longitudinal surveys
     - cross-sectional surveys
     - case studies

     - content analysis
     - semiology
     - official statistics
     - personal documents
     - sampling and sampling techniques
     - sampling error
     - pilot studies

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2. Theory and methods

- The relationship between theory and methods; positivist and anti-positivist approaches.
- The theoretical, practical and ethical considerations influencing the choice of topic, choice of method(s) and the conduct of research.
- The strengths and limitations of different sources of data and methods of research.
- Validity, reliability, objectivity and representativeness as key concepts in assessing the value of different methods of research.
- Bias.
- Triangulation and methodological pluralism.
- Glossary:

  - positivism
  - interpretivism
  - validity
  - reliability
  - objectivity
  - subjectivity
  - representativeness
  - causation
  - paradigms
  - triangulation
  - methodological pluralism

  - comparative analysis
  - scientific method
  - hypothesis
  - hypothetico-deductive method
  - variables
  - correlation
  - causation
  - paradigms
  - falsification
  - researcher effect
  - researcher bias

  - researcher values
  - value-freedom
  - Hawthorne effect
  - ethical issues
  - domain assumptions
  - research funding
  - value judgement

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4. Curriculum content

Unit 3: Social differentiation and stratification

This unit examines the underlying processes which shape the life chances of individuals and groups. The aim is to identify and explain the level and pattern of inequality in contemporary societies in relation to three main categories of social stratification: social class, gender and ethnicity. Emphasis is on the interconnections between these different aspects of social stratification. Candidates also study how social action and social structures create, recreate and sustain over time differences and inequalities.

1. **Social class**
   - Theories and models of social class; Marxist, Weberian, functionalist and post-modernist approaches; the relationship between occupation and social class.
   - The changing nature of the working class, middle class and upper class.
   - Social class and life chances; the impact of social class on employment opportunities, health, status and lifestyle; the meritocracy thesis critically examined.
   - Inequalities of income and wealth; the relationship between economic and political power; conflict and consensus.
   - The nature, extent and significance of social mobility in different societies; ascribed and achieved status and their links with traditional societies and modern industrial societies respectively.
   - Different explanations of the distribution, existence and persistence of poverty.
   - Glossary:

   - stratification
   - social class
   - class consciousness
   - false consciousness
   - feudalism
   - slavery
   - caste system
   - status
   - working class
   - middle class
   - upper class
   - life chances
   - economic and political power

   - meritocracy
   - open societies and closed societies
   - ascribed status
   - achieved status
   - social mobility
   - intragenerational and intergenerational social mobility
   - social inequality
   - social deprivation
   - embourgeoisement
   - proletarianisation
   - welfare state

   - underclass
   - poverty line
   - poverty trap
   - welfare dependency
   - absolute poverty
   - relative poverty
   - culture of poverty thesis
   - social closure
   - elite
   - post-industrialism

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4. Curriculum content

2. Gender

- Theories of gender difference; functionalist, Marxist, and the various feminist approaches; biological, psychological and social elements of sex and gender differences.
- Gender socialisation in the family, education, employment and the media; masculinity and femininity as social constructs; patriarchy and male power.
- Gender differences in occupations and rewards; changes in the social position of women; the impact of equal opportunities policies.
- Glossary:

  - feminist theory
  - gender socialisation
  - gender inequality

  - gender segregation
  - patriarchy
  - gendered division of labour

  - reserve army of labour
  - glass ceiling
  - gender stereotyping

3. Ethnicity

- Definitions of race and ethnicity, including cultural, religious and national identity.
- Forms of racism; theories of racial discrimination and prejudice.
- Patterns of racial and ethnic inequality in employment, health, status, housing and lifestyles.
- The impact of race relations policy and legislation against racial discrimination.
- Glossary:

  - race
  - ethnicity
  - racism
  - racial discrimination

  - racial prejudice
  - ethnic inequality
  - marginalisation

  - master status
  - housing zones
  - multiple deprivation

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4. Curriculum content

4.2 Core content: A Level

Unit 4: Families and households

This unit examines the family and how the processes of social change have affected it. The aim is to explore the diverse forms of family life and to understand the role of the family in relation to individuals and the social structure.

1. **The family in social context**
   - The distinction between households and families, and between types of families: matrifocal, nuclear and extended, varieties of extended; kinship patterns.
   - Diversity in family forms according to class, ethnicity, religion, family size, marital status, age and family life cycle.
   - The debate about the postulated universality of the nuclear family.
   - Different theories of the relationship of the family to the economy and wider society.
   - Changes and continuities in family functions; debates about the relationship between the family and the State.
   - Glossary:

     - households
     - family unit
     - matrifocal family
     - patrifocal family
     - nuclear family
     - extended family
     - modified extended family
     - reconstituted family

     - single parent family
     - symmetrical family
     - privatised family
     - dysfunctional family
     - joint and segregated conjugal roles
     - instrumental/expressive roles
     - monogamy

     - polygamy
     - kinship patterns (networks)
     - patrilineal
     - matrilineal
     - communes
     - kibbutzim
     - functional prerequisites

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4. Curriculum content

2. Changes in the family and marriage

- Changes in family and household structure and their relationship to industrialisation and urbanisation.
- The nature and extent of changes within the family, with reference to gender roles, domestic labour, patriarchy and power relationships, and to changes in the status of children and childhood.
- Changing patterns of marriage, cohabitation, separation, divorce and child bearing; the causes and consequences of these changes.
- Glossary:

  - industrialisation
  - urbanisation
  - family functions
  - matriarchy
  - patriarchy
  - domestic labour
  - domestic division of labour

  - marriage
  - divorce
  - cohabitation
  - separation
  - domestic violence
  - conjugal role
  - empty-shell marriage

  - double shift/dual burden
  - fertility rate
  - family ideology
  - childhood

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4. Curriculum content

Unit 5: Education

In Unit 1, candidates learned about how individuals are socialised into a culture. Unit 5 builds upon this knowledge and the aim is for candidates to study in more detail issues of inequality, power, control and ideology.

1. Education in social context

- Different theories of the links between education, the economy and social inequality.
- Debates about the relationship between education and the State.
- Education and social mobility; educational achievement and intelligence.
- Explanations of inequality and educational achievement according to social class, gender, ethnicity, regional differences, cultures and identities.
- Glossary:

  - social class
  - gender
  - ethnicity
  - social inequality
  - social mobility
  - educational achievement
  - intelligence
  - deprivation – material and cultural

  - equality of opportunity
  - formal education
  - informal education
  - compensatory education
  - deschooling
  - cultural reproduction
  - correspondence principle

  - meritocracy
  - social democratic theory
  - inequality
  - vocationalism
  - ideological state apparatus

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4. Curriculum content

2. **Structures and processes within schools**
   - The social construction of knowledge and learning; power and social control as factors influencing the structure, content and development of the curriculum.
   - Language, deprivation and knowledge.
   - Teacher/pupil relationships: streaming, labelling, hidden curriculum, and the gendered curriculum.
   - Pupil sub-cultures and attitudes to education.
   - Glossary:
     - language
     - elaborated and restricted speech codes
     - knowledge
     - streaming
     - labelling
     - self-fulfilling prophecy
     - cultural capital
     - social capital
     - hidden curriculum
     - gendered curriculum
     - ethnocentric curriculum
     - pupil sub-cultures
     - gender stereotyping
     - positive discrimination
     - peer group
     - marketisation
     - counter-school culture
     - deferred/immediate gratification
     - social exclusion
     - positional theory

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4. Curriculum content

Unit 6: Religion

In this unit candidates develop their understanding of the nature of religious movements and their role in society. The aim of studying the role of religion is to examine religion from the view of the social actors and not to make value judgements concerning religious beliefs.

1. **Religion and social change**
   - Different theories of the nature of religion and ideology.
   - Comparison of the major theories of religion and their relevance to issues of order, change and equality.
   - Examine the relationship between religious beliefs, organisations and social groups.
   - Examine the role of religion in relationship to issues of ethnicity, gender, age and social class.
   - Glossary:

   - religious beliefs
   - ideology
   - patriarchy
   - denomination
   - cultural defence
   - church
   - ritual
   - sacred and profane

   - totemism
   - religiosity
   - privatised forms of worship
   - rationalisation
   - disenchantment
   - disengagement
   - religious diversity

   - collective conscience
   - social solidarity
   - religious consumerism
   - fundamentalism
   - asceticism
   - civil religion
   - liberation theology

2. **Religious movements**
   - Examine the different religious movements and their power within society.
   - The nature of the secularisation debate.
   - The development of cults, sects, denominations, churches and new religious movements.
   - Religion, fundamentalism, modernity and post modernity.
   - Glossary:

   - secularisation
   - cults
   - sects
   - denominations
   - churches
   - religious revivals

   - fundamentalism
   - modernity
   - post modernity
   - millenarian movements
   - world rejecting/ world accommodating/ world affirming sects

   - new religious movements
   - marginality
   - new age
   - cultural transition
   - sectarian cycle

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4. Curriculum content

Unit 7: Crime and deviance

In this unit candidates build upon their understanding of norms and values, of conformity and deviation, and consider in more detail issues of power, control and ideology. There is particular emphasis on exploring the social construction of reality as manifested in evidence and ideas about the composition of official crime statistics, the activities of the law enforcement agencies, and the notions of deviancy amplification, moral panics, labelling, and self-fulfilling prophecy.

1. **The social construction of crime and deviance**
   - Definitions of crime and deviance; the relativity of crime and deviance.
   - Societal reaction to crime and deviance, including the role of the media; labelling, stigma, stereotyping, moral panics and self-fulfilling prophecy.
   - The relationship between deviance, power and social control.
   - Glossary:

• crime	• stereotyping	• sanctions
• deviance	• moral panics	• deviance amplification
• organised crime	• self-fulfilling prophecy	• retributive justice
• labelling	• status frustration	• restitutive justice
• stigma	• social control	

2. **Measurement and patterns of crime**
   - The strengths and limitations of official crime statistics.
   - Self-report and victim surveys.
   - Different explanations of the social distribution of crime by age, social class, ethnicity, gender and locality.
   - White-collar and working class crime
   - Utilitarian and non-utilitarian crime
   - Glossary:

• crime rate	• victim studies	• transcarceration
• official crime statistics	• negotiation of justice	• utilitarian/non-utilitarian
• the dark figure	• underclass	• white-collar crime
• victimless crimes	• cyber-crime	• corporate crime
• self-report studies	• victimology	

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3. Theories of crime and deviance

- Comparisons between biological, psychological and sociological theories of crime and deviance.
- Positivist and functionalist theories, including explanations in terms of anomie, social disorganisation and delinquent sub-cultures.
- Interactionist approaches, including labelling and deviancy amplification.
- Marxist criminology; left realism and new right theories; feminist perspectives.
- Glossary:

  - positivism
  - functionalist theories
  - anomie
  - social disorganisation
  - delinquent sub-cultures

  - interactionist theories
  - labelling
  - deviancy amplification
  - Marxist criminology
  - left realism

  - new right theories
  - feminist perspectives
  - master status
  - strain theory
  - chivalry thesis

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4. Curriculum content

Unit 8: Work and leisure

This unit considers the diverse and changing nature of work, and the complex relationship between work, non-work and leisure. The aim is to explore the meaning of work for different groups and to examine the structures and processes that shape experiences of work and leisure.

1. **Occupational structure**
   - Categories of employment; manual, non-manual, managerial and professional; primary, secondary and tertiary; dual, segmented and flexible labour markets.
   - Patterns and trends in the occupational structure; the causes and social implications of these patterns and trends.
   - The gendered nature of work and sexual inequality in employment.
   - Ethnic inequality in employment.
   - Ageism in employment.
   - Glossary:

     - manual and non-manual occupations
     - managerial and professional occupations
     - white-collar workers
     - blue-collar workers
     - primary, secondary and tertiary sectors

     - human capital theory
     - dual labour market
     - segmented labour markets
     - flexible labour markets
     - occupational structure
     - mechanisation

     - craft technology
     - automation
     - technological determinism
     - skill polarisation
     - multiskilling

2. **Management and the organisation of work**
   - The post-industrial society thesis.
   - The capitalist labour process and the control of labour; scientific management, the human-relations school, fordism and post-fordism, skill and deskilling, worker resistance and autonomy.
   - Industrial relations and conflict.
   - Bureaucracy and the organisation of work; changing organisational cultures.

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- Glossary:

  - the post-industrial society thesis
  - the capitalist labour process
  - bureaucracy
  - division of labour
  - industrial conflict
  - trades unions
  - scientific management (Taylorism)

  - the human-relations school
  - Fordism and post-Fordism
  - skill and deskilling
  - worker resistance
  - autonomy
  - bureaucracy
  - surplus value
  - official/unofficial strikes

  - mechanical solidarity
  - organic solidarity
  - degradation
  - contested terrain

3. **The experience of work**
   - Definitions of work; the changing nature of work.
   - Different explanations of the nature and extent of work satisfaction, alienation and anomie.
   - Perceptions of and orientations to work.
   - Workplace cultures and identities.
   - Different explanations of professionalisation.
   - Glossary:

     - work satisfaction
     - alienation
     - anomie
     - professionalisation

     - frictional unemployment
     - cyclical unemployment
     - structural unemployment

     - seasonal adjustment
     - absenteeism
     - coercive pacification

4. **Non-work and leisure**
   - Explanations of the causes and social effects of unemployment.
   - The problems of measuring unemployment.
   - The relationship between work, non-work and leisure.
   - The implications of technological changes for the nature of work and leisure.
   - Glossary:

     - unemployment
     - work
     - non-work
     - leisure

     - reserve army of labour
     - deindustrialisation
     - non-work obligation

     - subculture of despair
     - commercialisation of leisure

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4. Curriculum content

Unit 9: Media

The media are the major agencies of socialisation and sources of identity in the public sphere. In this unit candidates examine how the media are organised, how they represent different issues and social groups, and what effects they have on individuals and societies.

1. **Ownership and control of the media**
    *   Trends in the organisation and control of the media; ownership patterns.
    *   Different perspectives on the relationship between ownership and control of the media.
    *   Pluralist and Marxist theories of the nature and role of the media.
    *   Debates about the relationship between the media and the State.
    *   Role of the media in the political process.
    *   Glossary:
        *   media
        *   media ownership
        *   pluralist theories of the media
        *   Marxist theories of the media
        *   censorship
        *   media regulation
        *   logic of capitalism
        *   vertical/horizontal integration
        *   globalisation
        *   media manipulation

2. **Media content**
    *   Different explanations of the processes of selection and presentation of media content.
    *   Representation of social groups and ideas, with particular reference to gender, age, social class, ethnicity, and disability.
    *   Different perspectives on the relationship between the media and ideology.
    *   Glossary:
        *   selection and presentation of media content
        *   media representation
        *   hyper-reality
        *   branding
        *   agenda setting
        *   hegemony
        *   ideology
        *   ideological state apparatus
        *   cultural hegemony
        *   mass/popular culture
        *   high culture
        *   discourse analysis
        *   stereotype
        *   media sensationalism

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3. Audience effects

- Social patterns in listening, viewing and reading.
- Different theories of the effects and uses of the media; hypodermic syringe; uses and gratification; cultural effects studies.
- Impact of the media on behaviour, violence, deviance amplification.
- Problems of researching the effects of the media on audiences.
- Glossary:

  - hypodermic syringe
  - uses and gratification
  - cultural effects model
  - gate-keeping
  - deviance amplification
  - moral panics
  - folk devils

  - media effects
  - opinion polls
  - normative model
  - two step flow model
  - audience reception
  - political socialisation
  - catharsis

  - diversion
  - hegemonic/professional/ negotiated/oppositional codes
  - interpretative community
  - interactive media

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5. Resource list

Recommended textbook for this course

Author	Title	Date	Publisher	ISBN
Barnard A., Burgess T. and Kirby M.	AS and A Level Sociology	2004	Cambridge University Press	0521532140

Below there is a range of texts which teachers may like to select from. It is not an exhaustive or prescriptive list and there are other books and resources which may be suitable. In some cases books may be out of print. In such instances, copies are usually available through a library lending service. This list was checked and revised in 2010 for the 2013 syllabus. There may be later editions available.

General reference

Author	Title	Date	Publisher	ISBN
Abercrombie, N., Hill, S. and Turner B.	The Penguin Dictionary of Sociology, 5th Ed.	2006	Penguin	0141013753
Albrow, M.	Sociology: The Basics	1999	Routledge	0415172640
Bilton, A. et al.	Introductory Sociology, 4th Ed.	2002	Palgrave Macmillan	0333945719
Browning, G., Halcli, A. and Webster, F.	Understanding Contemporary Society	1999	Sage Publications Ltd.	0761959262
Bruce, S.	Sociology: A Very Short Introduction	2000	Oxford Paperbacks	0192853805
Fulcher, J. and Scott, J.	Sociology, 3rd Ed.	2007	Oxford University Press	0199285004
Giddens, A.	Sociology, 5th Ed.	2006	Polity Press	074563379X
Haralambos, M. and Holborn, M.	Sociology: Themes and Perspectives, 7th Ed.	2008	Collins Educational	0007245955
Harris, S.	Longman Exam Practice Kit: A-Level and AS-Level Sociology	1997	Longman	0582303826
Kirby, M. et al.	Sociology in Perspective	2000	Heinemann	0435331604
Lawson, T.	Sociology for A Level: A Skills Based Approach	1993	Collins Educational	0003276244
Lawson, T. and Garrod, J.	Complete A-Z Sociology Handbook, 3rd Ed.	2003	Hodder and Stoughton	0340872705
Macionis, J.	Sociology, 13th Ed.	2010	Pearson Education	0205749895
Macionis, J. and Plummer, K.	Sociology: A Global Introduction, 4th Ed.	2008	Pearson Prentice Hall	0132051583

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5. Resource list

Marsh, I. and Keating, M.	Sociology: Making Sense of Society, 3rd Ed.	2005	Prentice Hall	0582823129
O'Donnell, M.	Introduction to Sociology, 4th Ed.	1997	Nelson Thornes Ltd.	0174900198
Sarup, M.	An Introductory Guide to Post-Structuralism and Postmodernism, 2nd Ed.	1993	Longman	0745013600
Scott, J. and Marshall, G.	Oxford Dictionary of Sociology, 3rd Ed.	2005	Oxford University Press	0198609876
Taylor, P. et al.	Sociology in Focus	2004	Causeway Press	1873929218
Walsh, M.	Research Made Real: A guide for students	2001	Nelson Thornes	0748758410
Webster, A.	Introduction to the Sociology of Development, 2nd Ed.	1990	Palgrave Macmillan	033349508X

The sociological perspective

Author	Title	Date	Publisher	ISBN
Abbott, P., Wallace, C. and Tyler, M.	An Introduction to Sociology: Feminist Perspectives, 3rd Ed.	2005	Routledge	0415312590
Ahmed, S. et al.	Transformations. Thinking Through Feminism	2000	Routledge	041522067X
Bond, J. et al.	Ageing in Society, 2nd Ed.	1993	Sage Publications Ltd.	0803989474
Charon, J.M.	Symbolic Interactionism: An Introduction, an Interpretation, an Integration, 8th Ed.	2003	Pearson Education	0131114794

Social differentiation and stratification

Author	Title	Date	Publisher	ISBN
Alcock, P.	Understanding Poverty, 2nd Ed.	1997	Palgrave Macmillan	0333692802
Bryson, L.	Welfare and the State: Who Benefits?	1992	Palgrave Macmillan	0333488261
Breen, R. and Rottman, D.	Class Stratification: A Comparative Perspective	1994	Harvester Wheatsheaf	074501268X
Buswell, C.	Issues in Sociology: Women in Contemporary Society	1993	Nelson Thornes	0174386478
Crompton, R.	Class and Stratification: An Introduction to Current Debates, 2nd Ed.	1998	Polity Press	074561793X
Edgell, S.	Class: Key Concept in Sociology	1993	Routledge	0415060613

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Garrett, S.	Gender (Society Now)	1991	Routledge	0415084016
Pilkington, A.	Stratification and Differentiation	2000	Hodder Arnold	0340737603
Hadfield, G. and Skipworth, M.	Class: Where do you stand in the pecking order?	1994	Bloomsbury Publishing PLC	074751688X
Kirby, M.	Stratification and Differentiation	1999	Palgrave Macmillan	0333671910
Mason, D.	Race and Ethnicity in Modern Britain, 2nd Ed.	2000	Oxford University Press	0198742851
Miles, A.	Women, Health and Medicine	1991	Open University Press	033509905X
Miles, S.	Youth Lifestyles in a Changing World	2000	Open University Press	0335200982
Oakley, A.	The Ann Oakley Reader: Gender, Women and Social Science	2005	Policy Press	1861346913
Richardson, D. and Robinson, V.	Introducing Women's Studies: Feminist Theory and Practice, 2nd Ed.	1997	Palgrave Macmillan	0333684702
Saunders, P.	Social Class and Stratification	1989	Routledge	0415041252
Scott, J.	Poverty and Wealth: Citizenship, Deprivation and Privilege	1994	Longman	0582080894
Trowler, P.	Investigating Health, Welfare and Poverty, 2nd Ed.	1996	Collins Educational	0003224376
Woodward, K. (Ed.)	Questioning Identity: Gender, Class, Nation, 2nd Ed.	2004	Routledge	041532968X

Families and households

Author	Title	Date	Publisher	ISBN
Carling, A. et al.	Analysing Families: Morality and Rationality in Policy and Practice	2002	Routledge	0415250404
Cheal, D.	Sociology of Family Life	2002	Palgrave Macmillan	0333665783
Finch, J.	Family Obligations and Social Change	1989	Polity Press	0745603246
Gittins, D.	The Family in Question: Changing Households and Familiar Ideologies, 2nd Ed.	1993	Palgrave Macmillan	0333545699
Graham, A. (Ed.)	The Sociology of the Family	1999	Wiley-Blackwell	0631202684
Jorgensen, N.	Investigating Families and Households	1988	Collins Educational	0003224074
Morris, L.	The Workings of the Household	1990	Polity Press	0745604420

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Oakley, A.	Housewife	1990	Penguin	0140135235
Pahl, J.	Money and Marriage	1989	Palgrave Macmillan	0333387686
Sclater, S. D.	Families	2000	Hodder Arnold	0340758325
Warde, A. and Abercrombie, N.	Family, Household and the Life Course	2000	Heinemann	185008064X

Education

Author	Title	Date	Publisher	ISBN
Ball, S.	Education (Sociology in Focus)	1986	Longman	058235532X
Burgess, R.	Sociology, Education and Schools	1999	Batsford	0713468416 Out of Print
Esland, G.	Education, Training and Employment	1990	Addison Wesley	020154430X
Gillborn, D.	Racism and Anti-Racism in Real Schools	1995	Open University Press	0335190928
Heaton, T. and Lawson, T.	Education and Training	1996	Palgrave Macmillan	0333646126
Measor, L. Sikes, P.	Gender and Schools	1992	Continuum International Publishing	0304323977
Thompson, J.	Women, Class and Education	2000	Routledge	1857289439
Trowler, P.	Investigating Education and Training	1995	Collins Educational	0003224066
Willis, P.	Learning to Labour	1978	Ashgate Publishing	1857421701

Religion

Author	Title	Date	Publisher	ISBN
Bruce, S.	Religion in the Modern World: From Cathedrals to Cults	1996	Oxford University Press	0198781512
Bruce, S.	Religion and Modernisation	1992	Clarendon Press	019827369X
Bruce, S.	Fundamentalism	2000	Polity Press	0745623662

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5. Resource list

Crime and deviance

Author	Title	Date	Publisher	ISBN
Aggleton, P.	Deviance	1991	Routledge	0415078660
Christie, N.	Crime Controls as Industry: Towards Gulags, Western Style? 3rd Ed.	2000	Routledge	0415234875
Hester, S. Eglin, P.	A Sociology of Crime	1992	Routledge	0415073707
Lawson, T. Heaton, T.	Crime and Deviance	1999	Palgrave Macmillan	0333658167
Macguire, M., Morgan, R. and Reiner, R.	The Oxford Handbook of Criminology	1994	Clarendon Press	0198762410
Marsh, I.	Crime	1986	Longman	0582355621
Moore, S.	Investigating Crime and Deviance, 2nd Ed.	1996	Collins Educational	0003224392
Venkatesh, S.	Gang Leader for a Day: A Rogue Sociologist Crosses the Line	2008	Allen Lane	0713999934

Work and leisure

Author	Title	Date	Publisher	ISBN
Abrahamsson, B.	The Logic of Organisations	1993	Sage Publications	080395039X
Clegg, S.	Modern Organizations: Organization Studies in the Postmodern World	1990	Sage Publications	0803983301
Deem, R.	Work, Unemployment and Leisure (Society Now)	1988	Routledge	0415008603
Grint, K.	The Sociology of Work, 3rd Ed.	2005	Polity Press	0745632505
Madry, N. Kirby, M.	Investigating Work, Unemployment and Leisure, 2nd Ed.	1988	Collins Educational	000322404X
Morgan, G.	Images of Organization	2006	Sage Publications	1412939798
Ritzer, G.	The McDonaldization of Society	2004	Pine Forge Press	0761988122
Thompson, P. McHugh, D.	Work Organisations, 3rd Rev Ed.	2001	Palgrave Macmillan	0333949919
Wood, S. (Ed.)	The Transformation of Work: Skill, Flexibility and the Labour Process	1992	Routledge	0415078695

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5. Resource list

Media

Author	Title	Date	Publisher	ISBN
Barrat, D.	Media Sociology	1986	Routledge	041505110X
Bruce, S.	Religion and Modernisation	1992	Clarendon Press	019827369X
Corrigan, P.	The Sociology of Consumption	1997	Sage Publications	0761950117
Curran, J. and Gurevitch, M.	Mass Media and Society, 4th Ed.	2005	Hodder Education	0340884991
Dutton, B.	The Media, 2nd Ed.	1997	Longman	0582288088
Jones, M. and Jones, E.	Mass Media (Skills-based Sociology)	1999	Palgrave Macmillan	0333672062
Philo, G.	Message Received	1999	Longman	0582298008
Sorlin, P.	Mass Media (Key Ideas)	1994	Routledge	0415072093
Storey, J.	Cultural Theory and Popular Culture: An Introduction	2000	Prentice Hall	0582423635
Strinati, D.	An Introduction to Theories of Popular Culture, 2nd Ed.	2003	Routledge	0415235006
Trowler, P.	Investigating Mass Media (Sociology in Action), 2nd Ed.	1997	Collins Educational	0003224384

Websites

Office for National Statistics – e.g. search on 'Social Trends'	**www.ons.gov.uk**
United States Census Bureau	**www.census.gov**
Association for the Teaching of the Social Sciences (ATSS)	**www.atss.org.uk**
New Internationalist – periodical	**www.newint.org**
Sociology Review – periodical aimed at schools	**www.philipallan.co.uk**
Sociology Online	**www.sociologyonline.co.uk**
Sixth Sense – an interactive site for students including quizzes	**http://sixthsense.osfc.ac.uk/**
Tutor2u	**http://tutor2u.net/sociology/gcse-sociology.html**

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5. Resource list

Videos

Collection/Series	Title
The Classic Collection	*Eileen Barker* on 'The Making of a Moonie: Brainwashing or Choice?'
The Classic Collection	*Stanley Cohen* on 'Folk Devils and Moral Panics: The Creation of Mods and Rockers'
The Classic Collection	*Paul Willis* on 'Learning to Labour: How working class kids get working class jobs'
Understanding Sociology Series	Understanding Sociology: Theory and Methods
Understanding Sociology Series	Understanding Sociology: Making Sense of Sociological Theory
Understanding Sociology Series	Understanding Sociology: From Modernity to Post Modernity

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

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6. Additional information

6.1 Guided learning hours

Advanced Level ('A Level') syllabuses are designed on the assumption that candidates have about 360 guided learning hours per subject over the duration of the course. Advanced Subsidiary Level ('AS Level') syllabuses are designed on the assumption that candidates have about 180 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, these figures are for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

6.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Sociology previously.

6.3 Progression

Cambridge International A Level Sociology provides a suitable foundation for the study of Sociology or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in Sociology, or as part of a course of general education.

Cambridge International AS Level Sociology constitutes the first half of the Cambridge International A Level course in Sociology and therefore provides a suitable foundation for the study of Sociology at A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in Sociology or some other subjects. It is also suitable for candidates intending to pursue careers or further study in Sociology, or as part of a course of general education.

6.4 Component codes

Because of local variations, in some cases component codes will be different in instructions about making entries for examinations and timetables from those printed in this syllabus, but the component names will be unchanged to make identification straightforward.

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6. Additional information

6.5 Grading and reporting

A Level results are shown by one of the grades A*, A, B, C, D or E indicating the standard achieved, Grade A* being the highest and Grade E the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at either A Level or AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

If a candidate takes an A Level and fails to achieve grade E or higher, an AS Level grade will be awarded if both of the following apply:

- the components taken for the A Level by the candidate in that session included all the components making up an AS Level

- the candidate's performance on these components was sufficient to merit the award of an AS Level grade.

For languages other than English, CIE also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…

    … the minimum mark necessary for a Grade A* obtains a percentage uniform mark of 90%.

    … the minimum mark necessary for a Grade A obtains a percentage uniform mark of 80%.

    … the minimum mark necessary for a Grade B obtains a percentage uniform mark of 70%.

    … the minimum mark necessary for a Grade C obtains a percentage uniform mark of 60%.

    … the minimum mark necessary for a Grade D obtains a percentage uniform mark of 50%.

    … the minimum mark necessary for a Grade E obtains a percentage uniform mark of 40%.

    … no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade C and the minimum for a Grade D (and whose grade is therefore D) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

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6. Additional information

AS Level results are shown by one of the grades a, b, c, d or e indicating the standard achieved, Grade a being the highest and Grade e the lowest. 'Ungraded' indicates that the candidate has failed to reach the standard required for a pass at AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

For languages other than English, CIE will also report separate speaking endorsement grades (Distinction, Merit and Pass) for candidates who satisfy the conditions stated in the syllabus.

The content and difficulty of an AS Level examination is equivalent to the first half of a corresponding A Level.

Percentage uniform marks are also provided on each candidate's statement of results to supplement their grade for a syllabus. They are determined in this way:

- A candidate who obtains…
    - … the minimum mark necessary for a Grade a obtains a percentage uniform mark of 80%.
    - … the minimum mark necessary for a Grade b obtains a percentage uniform mark of 70%.
    - … the minimum mark necessary for a Grade c obtains a percentage uniform mark of 60%.
    - … the minimum mark necessary for a Grade d obtains a percentage uniform mark of 50%.
    - … the minimum mark necessary for a Grade e obtains a percentage uniform mark of 40%.
    - … no marks receives a percentage uniform mark of 0%.

Candidates whose mark is none of the above receive a percentage mark in between those stated according to the position of their mark in relation to the grade 'thresholds' (i.e. the minimum mark for obtaining a grade). For example, a candidate whose mark is halfway between the minimum for a Grade c and the minimum for a Grade d (and whose grade is therefore d) receives a percentage uniform mark of 55%.

The uniform percentage mark is stated at syllabus level only. It is not the same as the 'raw' mark obtained by the candidate, since it depends on the position of the grade thresholds (which may vary from one session to another and from one subject to another) and it has been turned into a percentage.

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6. Additional information

6.6 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are available on the Syllabus and Support Materials CD-ROM, which is sent to all CIE Centres.

Resources are also listed on CIE's public website at **www.cie.org.uk**. Please visit this site on a regular basis as the Resource lists are updated through the year.

Access to teachers' email discussion groups, suggested schemes of work and regularly updated resource lists may be found on the CIE Teacher Support website at **http://teachers.cie.org.uk**. This website is available to teachers at registered CIE Centres.

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