



UNIVERSITY *of* CAMBRIDGE
International Examinations

Cambridge
International
AS & A Level

SYLLABUS

**Cambridge International AS and A Level
Sociology**

9699

For examination in June and November 2014

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Contents

1. Introduction.....	2
1.1 Why choose Cambridge?	
1.2 Why choose Cambridge International AS and A Level?	
1.3 Why choose Cambridge International AS and A Level Sociology?	
1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma	
1.5 How can I find out more?	
2. Assessment at a glance.....	5
3. Syllabus aims and objectives	7
3.1 Aims	
3.2 Scheme of assessment	
3.3 Assessment objectives and their weighting in the exam papers	
4. Curriculum content.....	10
4.1 Core content: Cambridge International AS Level	
4.2 Core content: Cambridge International A Level	
5. Resource list	18
6. Additional information	20
6.1 Guided learning hours	
6.2 Recommended prior learning	
6.3 Progression	
6.4 Component codes	
6.5 Grading and reporting	
6.6 Access	
6.7 Resources	

1. Introduction

1.1 Why choose Cambridge?

University of Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for 5 to 19 year olds. We are part of the University of Cambridge, trusted for excellence in education. Our qualifications are recognised by the world's universities and employers.

Recognition

A Cambridge International AS or A 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

Excellence in education

We understand education. We work with over 9000 schools in over 160 countries who offer our programmes and qualifications. Understanding learners' needs around the world means listening carefully to our community of schools, and we are pleased that 98 % of Cambridge schools say they would recommend us to other schools.

Our mission is to provide excellence in education, and our vision is that Cambridge learners become confident, responsible, innovative and engaged.

Cambridge programmes and qualifications help Cambridge learners to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference.

Support in the classroom

We provide a world-class support service for Cambridge teachers and exams officers. We offer a wide range of teacher materials to Cambridge schools, plus teacher training (online and face-to-face), expert advice and learner-support materials. Exams officers can trust in reliable, efficient administration of exams entry and excellent, personal support from our customer services. Learn more at www.cie.org.uk/teachers

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

We are a part of Cambridge Assessment, a department of the University of Cambridge and a not-for-profit organisation.

We invest constantly in research and development to improve our programmes and qualifications.

1.2 Why choose Cambridge International AS and A Level?

Cambridge International AS and A Levels have a proven reputation for preparing students well for university, employment and life. They help develop the in-depth subject knowledge and understanding which are so important to universities and employers.

You can offer almost any combination of 55 subjects. Students can specialise or study a range of subjects, ensuring breadth. Giving students the power to choose helps motivate them throughout their studies.

Cambridge International AS and A Level gives you building blocks to build an individualised curriculum that develops your learners' knowledge, understanding and skills in:

- in-depth subject content
- independent thinking
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information sources
- thinking logically and presenting ordered and coherent arguments
- making judgements, recommendations and decisions
- presenting reasoned explanations, understanding implications and communicating them clearly and logically
- working and communicating in English.

The syllabuses are international in outlook, but retain a local relevance. They have been created specifically for an international student body with content to suit a wide variety of schools and avoid cultural bias.

1.3 Why choose Cambridge International AS and A Level Sociology?

In a rapidly changing world, Cambridge International AS and A 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 Cambridge International AS Level provides a solid grounding in the central ideas and approaches in Sociology. Cambridge International A Level students can choose to explore a variety of important areas of sociological enquiry including education, family, religion, and crime and deviance.

1.4 Cambridge AICE (Advanced International Certificate of Education) Diploma

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

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

A Cambridge International A Level counts as a double-credit qualification and a Cambridge International AS Level as a single-credit qualification within the Cambridge AICE Diploma 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 AICE Diploma is comprised of examinations administered in May/June and October/November series each year.

Sociology falls into Group 3, Arts and Humanities.

Learn more about the AICE Diploma at <http://www.cie.org.uk/qualifications/academic/uppersec/aice>

1.5 How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at international@cie.org.uk

If you are not yet a Cambridge school

Learn about the benefits of becoming a Cambridge school at www.cie.org.uk/startcambridge.

Email us at international@cie.org.uk to find out how your organisation can become a Cambridge school.

2. Assessment at a glance

Cambridge International AS Level

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

Candidates take:			
Paper 1	1 hour 30 minutes	Paper 2	1 hour 30 minutes
Candidates answer one compulsory data response question and one essay question from a choice of two.		Candidates answer one compulsory data response question and one essay question from a choice of two.	
50% of total marks		50% of total marks	

Cambridge International A Level

Cambridge International A Level candidates have two choices. Candidates who want to take the whole of the Cambridge International A Level qualification at the end of a course of study take all three papers together. Candidates who want to get the Cambridge International A Level qualification in two stages take the Cambridge International AS Level first. If they pass Cambridge International AS Level, they then only need to take Paper 3 in order to complete the Cambridge International 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 style questions from a choice of 8.			
50% of total marks			

Availability

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

This syllabus is available to private candidates.

Candidates taking the AS Level in October/November 2013 must take the 2014 A Level syllabus.

Centres in the UK that receive government funding are advised to consult the Cambridge 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 series with any other Cambridge syllabus, except:

- syllabuses with the same title at the same level

3. Syllabus aims and objectives

3.1 Aims

The aims of the Cambridge International AS and A 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 and the ability to compare and contrast different theoretical positions
- 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 research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and 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

Cambridge International AS Level

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

Unit 1: The Family

Unit 2: Theory and Methods

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 Cambridge International A Level qualification.

Paper 1: The paper is in two sections. Section A comprises a compulsory data response question. Section B comprises two essay questions, with the candidates having the choice of which one to answer.

Paper 2: The paper is in two sections. Section A comprises a compulsory data response question. Section B comprises two essay questions, with the candidates having the choice of which one to answer.

Cambridge International A Level

Paper 3 tests syllabus units 3 to 6:

Unit 3: Education

Unit 4: Global Development

Unit 5: Media

Unit 6: Religion

These four topics are central to mainstream sociology. Candidates and Centres can choose to study all of the unit topics, or focus on a thorough coverage of just three. 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 four sections, one for each unit. There are two essay questions in each section. Candidates must choose three questions from three different sections. Each question is divided into a part (a) and a part (b). There are 9 marks for part (a) and 16 marks for part (b).

3.3 Assessment objectives and their weighting in the exam papers

To pass Cambridge International AS and A 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.

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%

4. Curriculum content

4.1 Core content: Cambridge International AS Level

Unit 1: The Family

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 and social change

- The distinction between households and families, and between types of families: single parent, nuclear and extended.
- Changes in family and household structure and their relationship to industrialisation, urbanisation and globalisation.
- 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 about the relationship between the family and the economy.

2. Family roles, marriage and changing relationships

- Changes and continuities in family functions; debates about the relationship between the family and the state.
- Roles and responsibilities within the family, including the roles of parents, children and grandparents.
- Conjugal roles and debates about gender equality within the family.
- Changing patterns of marriage, cohabitation, separation, divorce and child bearing; the causes and consequences of these changes.
- The impact of family life on individual members.

3. The social construction of age

- The social significance of divisions based on age groups.
- Childhood as a concept that is socially constructed.
- Class, ethnicity and gender as factors affecting the experience of childhood.
- Debates about the social position of the elderly in different societies.

Key concepts

- adolescence
- ageism
- age set
- age stratification
- beanpole family
- civil partnership
- childhood
- common-law family
- communes
- confluent love
- conjugal roles
- dependency ratio
- divorce
- domestic labour
- domestic violence
- double shift/dual burden
- dysfunctional family
- empty-shell marriage
- extended family
- family diversity
- family functions
- fertility rate
- functional fit
- functional prerequisites
- gay and lesbian families
- gender inequality
- households
- instrumental/expressive roles
- joint/segregated conjugal roles
- kibbutzim
- kinship patterns (networks)
- life course analysis
- lone/single parent family
- loss of function
- marriage
- marital breakdown
- matriarchy
- matrifocal family
- matrilineal
- modified extended family
- monogamy
- new man
- nuclear family
- particularistic values
- partnership
- patriarchy
- patrifocal family
- patrilineal
- polyandry
- polygamy
- polygyny
- postmodern family
- primary socialisation
- privatised family
- reconstituted family
- rite of passage
- serial monogamy
- social construction
- symmetrical family
- triple shift/emotion work
- universalistic values
- urbanisation
- verticalised
- youth culture

Unit 2: Theory and Methods

This unit contains two central aims. Firstly, it introduces candidates to the key concepts and theories associated with a sociological understanding of human behaviour. Candidates begin to explore the nature of sociological enquiry and the insights that it provides into the relationship between individuals and social structures. Secondly, the 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. The Sociological Perspective

- Sociology as a reasoned and rigorous study of social life.
- 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
- The diversity of human behaviour and cultural variation.
- The nature of social order, social control and social change.

2. Socialisation and the creation of social identity

- Structuralist and interactionist views of the relationship between the individual and society.
- 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.
- 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.

3. 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.

4. 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.
- Triangulation and methodological pluralism.

Key concepts:

- action theory
- beliefs
- capitalism
- case studies
- causation
- coercion
- collective conscience
- comparative analysis
- conformity
- consumerism
- content analysis
- control group
- correlation
- covert observation
- critical theory
- cross-sectional surveys
- culture
- customs
- determinism
- domain assumptions
- economic determinism
- ethical issues
- ethnomethodology
- experimental group
- falsification
- feminist theory (liberal, radical, Marxist, black feminist theory)
- field experiments
- forces of production and relations of production
- free will
- functionalist theory
- functions, manifest and latent functions
- gender
- globalisation
- Hawthorne effect
- hypothesis
- hypothetico-deductive method
- ideology
- interactionist
- interpretivism
- interviews (structured, semi-structured, unstructured and group interviews)
- laboratory experiments
- longitudinal surveys
- looking-glass self
- macrosociology
- Marxist theory
- mass culture (popular culture)
- methodological pluralism
- microsociology
- modern industrial society
- modernity and post-modernity
- nature versus nurture debate
- neo-Marxist theory
- non-participant observation
- norms
- objectivity
- official statistics
- organic and mechanical solidarity
- over-socialised conception of man
- overt observation
- paradigms
- participant observation
- personal documents
- phenomenology
- pilot studies
- positivism
- post-modernism
- power
- primary data
- qualitative data
- questionnaires
- reliability
- representativeness
- research funding
- researcher bias
- researcher effect
- respondent
- roles
- sampling and sampling techniques
- sampling error
- scientific method
- secondary data
- semiology
- significant others
- social change
- social construction of reality
- social control
- social engineering
- social identity
- social order
- social policy
- social problems
- social sanctions
- social self
- socialisation
- structuralist
- structuration
- sub-culture
- subjectivity
- symbolic interactionism
- traditional society
- triangulation
- validity
- value consensus
- value judgement
- value-freedom
- values
- variables
- verstehen
- Weberian theory

4.2 Core content: Cambridge International A Level

Unit 3: Education

In this unit candidates examine an important source of secondary socialisation and study in more detail the issues of inequality, power, control and ideology that were introduced at AS Level.

1. Education in social context

- Theories about the links between education and the economy.
- Explanations of educational achievement and intelligence.
- The relationship between education and social mobility.
- Debates about the links between social inequality (class, gender, ethnicity) and educational opportunity and achievement.

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.

Key concepts:

- | | | |
|--|-------------------------------|----------------------------|
| • compensatory education | • ethnicity | • marketisation |
| • comprehensive education | • ethnocentric curriculum | • meritocracy |
| • correspondence principle | • formal education | • positional theory |
| • counter-school culture | • gender | • peer group |
| • cultural capital | • gender stereotyping | • positive discrimination |
| • cultural reproduction | • gendered curriculum | • pupil sub-cultures |
| • deferred/immediate gratification | • hidden curriculum | • self-fulfilling prophecy |
| • deprivation – material and cultural | • ideological state apparatus | • social class |
| • deschooling | • informal education | • social capital |
| • educational achievement | • inequality | • social democratic theory |
| • elaborated and restricted speech codes | • intelligence | • social exclusion |
| • equality of opportunity | • intelligence quotient | • social inequality |
| | • knowledge | • social mobility |
| | • labelling | • streaming |
| | • language | • vocationalism |

Unit 4: Global Development

In this unit candidates examine the processes of global development and consider the nature of social inequality on an international scale.

1. Development and inequality

- Concepts of development.
- Population growth and development.
- Debates about aid and development.
- Different theories of development; modernisation theory, underdevelopment theory, world system theory.

2. Global Issues

- Migration, international employment patterns and demographic change.
- The causes and consequences of poverty.
- Sociological theories of globalisation and its effects.
- The role of transnational organisations in national economic and cultural systems.

Key concepts:

- | | | |
|--------------------------|-----------------------------------|-------------------------------|
| • absolute poverty | • environmentalism | • proto industrialisation |
| • aid | • exploitation | • relative poverty |
| • aid agencies | • globalisation | • slavery |
| • basic needs | • human development index | • social deprivation |
| • capitalism | • human rights | • social inequality |
| • colonialism | • industrialisation | • sustainable development |
| • convergence theory | • migration | • tiger economies |
| • culture of poverty | • modes of production | • transnational organisations |
| • decolonisation | • modernisation theory | • underdevelopment theory |
| • democratic transition | • multi-national companies | • wealth |
| • demographic change | • newly industrialising countries | • welfare dependency |
| • dependency | • poverty | • world system theory |
| • development | • poverty trap | |
| • development strategies | | |

Unit 5: Media

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.
- Different explanations of the processes of selection and presentation of media content.
- Debates about the relationship between the media and the State.
- The impact of the 'new media' on society

2. Media Representation and Effects

- The role of the media in the representation of social groups and ideas, with particular reference to class, gender, ethnicity, and age.
- 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.

Key concepts:

- | | | |
|---|-------------------------------|---|
| • agenda setting | • hegemony | • media regulation |
| • audience reception | • high culture | • media representation |
| • catharsis | • hyper-reality | • media sensationalism |
| • censorship | • hypodermic syringe | • new media |
| • content analysis | • Ideology | • normative model |
| • cultural effects model | • ideological state apparatus | • opinion polls |
| • cross-media corporations | • interpretative community | • political socialisation |
| • deviance amplification | • interactive media | • popular culture |
| • discourse analysis | • media effects | • propaganda |
| • diversion | • mass culture | • selection and presentation of media content |
| • folk devils | • media | • semiotics |
| • gate-keeping | • media manipulation | • symbolisation |
| • globalisation | • media ownership | • stereotype |
| • hegemonic/professional/
negotiated/oppositional
codes | • metanarrative | • two step flow model |
| | • moral panics | • uses and gratification |

Unit 6: Religion

In this unit candidates develop their understanding of religion in its social context. The aim is to study different explanations of the role of religion in society and to understand the nature of religious movements and the factors influencing the level of religiosity in particular communities.

1. Religion and social change

- Sociological perspectives on religion.
- Religion and social change.
- Religion and its links with modernity and post-modernity.

2. Religious movements

- Different religious movements and their power within society: cults, sects, denominations, churches and new religious movements.
- Debates about secularisation.
- Sociological studies of the relationship between religious beliefs, organisations and social groups (including links to class, gender and ethnicity).

Key concepts:

- | | | |
|-------------------------|-------------------------------|--|
| • agnosticism | • ideology | • religious diversity |
| • asceticism | • liberation theology | • religious pluralism |
| • atheism | • marginality | • religious revivals |
| • churches | • millenarian movements | • ritual |
| • civil religion | • modernity | • sacred and profane |
| • collective conscience | • new age | • sectarian cycle |
| • cultural defence | • new religious movements | • sects |
| • cultural transition | • patriarchy | • secularisation |
| • cults | • post modernity | • social solidarity |
| • denominations | • privatised forms of worship | • spiritual shopping |
| • desacrilisation | • protestant ethic | • totemism |
| • disenchantment | • rationalisation | • world rejecting/
world accommodating/world
affirming sects |
| • disengagement | • religiosity | |
| • fundamentalism | • religious beliefs | |
| • globalisation | • religious consumerism | |

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 2012 for the 2014 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
Abercrombie, N	Sociology	2004	Polity Press	0745625428
Albrow, M.	Sociology: The Basics	1999	Routledge	0415172640
Browne, K.	Introducing Sociology for AS Level, 2nd Ed.	2006	Polity Press	0745635598
Cohen, R and Kennedy, P	Global sociology	2000	Macmillan	033365112x
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
Jary, D and Jary, J	Dictionary of sociology	2005	Harper Collins	0 007183992
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
Marsh, I. and Keating, M.	Sociology: Making Sense of Society, 3rd Ed.	2005	Prentice Hall	0582823129
McNeill, P and Chapman, S	Research Methods	2005	Routledge	0415340764
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

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/

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

6. Additional information

6.1 Guided learning hours

Cambridge International A Level syllabuses are designed on the assumption that candidates have about 360 guided learning hours per subject over the duration of the course. Cambridge International 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 Cambridge International 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.

6.5 Grading and reporting

Cambridge International 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 Cambridge International AS Level or A Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

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

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on these components was sufficient to merit the award of a Cambridge International AS Level grade.

For languages other than English, Cambridge 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 percentage uniform 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 series to another and from one subject to another) and it has been turned into a percentage.

Cambridge International 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 Cambridge International AS Level. 'Ungraded' will be reported on the statement of results but not on the certificate.

For languages other than English, Cambridge 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 a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International 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 percentage uniform 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 series to another and from one subject to another) and it has been turned into a percentage.

6.6 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

6.7 Resources

Copies of syllabuses, the most recent question papers and Principal Examiners' reports for teachers are on the Syllabus and Support Materials CD-ROM, which we send to all Cambridge International Schools. They are also on our public website – go to www.cie.org.uk/alevel. Click the Subjects tab and choose your subject. For resources, click 'Resource List'.

You can use the 'Filter by' list to show all resources or only resources categorised as 'Endorsed by Cambridge'. Endorsed resources are written to align closely with the syllabus they support. They have been through a detailed quality-assurance process. As new resources are published, we review them against the syllabus and publish their details on the relevant resource list section of the website.

Additional syllabus-specific support is available from our secure Teacher Support website <http://teachers.cie.org.uk> which is available to teachers at registered Cambridge schools. It provides past question papers and examiner reports on previous examinations, as well as any extra resources such as schemes of work or examples of candidate responses. You can also find a range of subject communities on the Teacher Support website, where Cambridge teachers can share their own materials and join discussion groups.

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