

SYLLABUS

Cambridge IGCSE®

Sociology

0495

For examination in June and November 2017, 2018 and 2019

Changes to syllabus for 2017, 2018 and 2019

This syllabus has been updated. Significant changes to the syllabus are indicated by black vertical lines either side of the text.

You are advised to read the whole syllabus before planning your teaching programme.

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1. Introduction

1.1 Why choose Cambridge?

Cambridge International Examinations is part of the University of Cambridge. We prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes set the global standard for international education. They are created by subject experts, are rooted in academic rigour, and provide a strong platform for progression. Over 10 000 schools in 160 countries work with us to prepare nearly a million learners for their future with an international education from Cambridge.

Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

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

Recognition

Cambridge IGCSE is recognised by leading universities and employers worldwide, and is an international passport to progression and success. It provides a solid foundation for moving on to higher level studies. Learn more at www.cie.org.uk/recognition

Support for teachers

A wide range of materials and resources is available to support teachers and learners in Cambridge schools. Resources suit a variety of teaching methods in different international contexts. Through subject discussion forums and training, teachers can access the expert advice they need for teaching our qualifications. More details can be found in Section 2 of this syllabus and at www.cie.org.uk/teachers

Support for exams officers

Exams officers can trust in reliable, efficient administration of exams entries and excellent personal support from our customer services. Learn more at www.cie.org.uk/examsOfficers

Our systems for managing the provision of international qualifications and education programmes for learners aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cie.org.uk/ISO9001

1.2 Why choose Cambridge IGCSE?

Cambridge IGCSEs are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey.

Through our professional development courses and our support materials for Cambridge IGCSEs, we provide the tools to enable teachers to prepare learners to the best of their ability and work with us in the pursuit of excellence in education.

Cambridge IGCSEs are considered to be an excellent preparation for Cambridge International AS and A Levels, the Cambridge AICE (Advanced International Certificate of Education) Group Award, Cambridge Pre-U, and other education programmes, such as the US Advanced Placement program and the International Baccalaureate Diploma programme. Learn more about Cambridge IGCSEs at www.cie.org.uk/cambridgesecundary2

Guided learning hours

Cambridge IGCSE syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of the course, but this is for guidance only. The number of hours required to gain the qualification may vary according to local curricular practice and the learners' prior experience of the subject.

1.3 Why choose Cambridge IGCSE Sociology?

Cambridge IGCSEs are established qualifications that keep pace with educational developments and trends. The Cambridge IGCSE curriculum places emphasis on broad and balanced study across a wide range of subject areas. The curriculum is structured so that students attain both practical skills and theoretical knowledge.

Cambridge IGCSE Sociology is accepted by schools, universities and employers as proof of knowledge and understanding. Successful Cambridge IGCSE Sociology candidates gain lifelong skills, including:

- a better understanding of how we become who we are
- the ability to analyse human behaviour within their own society, between different cultures and across different periods of time
- an appreciation of the effects that choice of methodology can have on social science investigations
- the ability to use sociological evidence and ideas to challenge their own beliefs and the beliefs of other people about issues such as equality, education, the family and crime.

Prior learning

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

Progression

Cambridge IGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in Cambridge IGCSE Sociology are well prepared to follow courses leading to Cambridge International AS and A Level Sociology, or the equivalent.

1.4 Cambridge ICE (International Certificate of Education)

Cambridge ICE is a group award for Cambridge IGCSE. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of learners who pass examinations in a number of different subjects.

Learn more about Cambridge ICE at www.cie.org.uk/cambridgesecundary2

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 info@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 info@cie.org.uk to find out how your organisation can register to become a Cambridge school.

2. Teacher support

2.1 Support materials

We send Cambridge syllabuses, past question papers and examiner reports to cover the last examination series to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/igcse** to download current and future syllabuses together with specimen papers or past question papers and examiner reports from one series.

For teachers at registered Cambridge schools a range of additional support materials for specific syllabuses is available from Teacher Support, our secure online support for Cambridge teachers. Go to **<http://teachers.cie.org.uk>** (username and password required).

2.2 Endorsed resources

We work with publishers providing a range of resources for our syllabuses including print and digital materials. Resources endorsed by Cambridge go through a detailed quality assurance process to ensure they provide a high level of support for teachers and learners.

We have resource lists which can be filtered to show all resources, or just those which are endorsed by Cambridge. The resource lists include further suggestions for resources to support teaching.

2.3 Training

We offer a range of support activities for teachers to ensure they have the relevant knowledge and skills to deliver our qualifications. See **www.cie.org.uk/events** for further information.

3. Syllabus content at a glance

All candidates take Paper 1 and Paper 2.

| Paper 1 | | |
|---------|-------------------------------------|---|
| Unit 1: | Theory and methods | How do different sociologists interpret society? How do sociologists study society? What types of information and data do sociologists use? |
| Unit 2: | Culture, identity and socialisation | What is the relationship between the individual and society? How do we learn to be human? |
| Unit 3: | Social inequality | What is social stratification? What are the main features of social inequality and how are these created? |
| Paper 2 | | |
| Unit 4: | Family | What are the different types of family? How are family roles changing? What are the changes affecting the family? |
| Unit 5: | Education | What is the function of education? What factors help to explain differences in educational achievement? |
| Unit 6: | Crime, deviance and social control | What are crime, deviance and social control? What are the patterns of crime? What are the explanations of crime? |
| Unit 7: | Media | Who controls the media? What is the influence of the media? |

4. Assessment at a glance

| Components | | Weighting |
|--|--|-----------|
| Candidates take: | | |
| Paper 1 Candidates answer one compulsory data response question and one optional structured question from a choice of two. 80 marks | 2 hours (including 15 minutes' reading time) | 60% |
| and: | | |
| Paper 2 Candidates answer two optional structured questions from a choice of four. 70 marks | 1 hour 45 minutes (including 15 minutes' reading time) | 40% |

Availability

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

This syllabus is available to private candidates.

Detailed timetables are available from www.cie.org.uk/examsOfficers

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
- 2251 Cambridge O Level Sociology

Please note that Cambridge IGCSE, Cambridge International Level 1/Level 2 Certificate and Cambridge O Level syllabuses are at the same level.

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

The educational aims of Cambridge IGCSE Sociology are to:

- promote candidates' awareness, knowledge and understanding of human societies
- develop candidates' understanding of sociological methods, including the collection, analysis and interpretation of data
- provide an introduction to sociological concepts, theories and research findings
- stimulate awareness of the range and limitations of sociological theory and research
- promote candidates' understanding of continuity and change in social life
- encourage a critical awareness of social, economic and political processes, and their effects
- develop the capacity for critical evaluation of different forms of information and evidence
- promote an appreciation and understanding of individual, social and cultural diversity
- enhance candidates' ability to apply sociological knowledge and understanding to their own lives and their participation within society.

5.2 Assessment objectives

The assessment objectives (AOs) in Cambridge IGCSE Sociology are:

AO1: Knowledge and understanding

Candidates should be able to:

- demonstrate knowledge and understanding of appropriate sociological topics
- understand the theoretical and practical considerations influencing the design and application of sociological enquiry
- understand and apply sociological terminology and concepts.

AO2: Interpretation of evidence

Candidates should be able to:

- demonstrate an awareness of the main methods of sociological enquiry and their uses
- interpret and apply relevant evidence and data
- show an awareness of different types and sources of evidence.

AO3: Analysis and evaluation

Candidates should be able to:

- evaluate the strengths and limitations of particular sociological studies and methods
- recognise limitations and bias in evidence and distinguish between fact, opinion and values
- reach conclusions based on a reasoned consideration of available evidence
- organise and present sociological evidence and arguments in a coherent and purposeful form.

5.3 Relationship between assessment objectives and components

The marks and weightings allocated to each of the assessment objectives are summarised below:

| Assessment Objective | Paper 1 (marks out of 80) | Paper 2 (marks out of 70) | Weighting for qualification |
|----------------------------------|---------------------------|---------------------------|-----------------------------|
| AO1: Knowledge and understanding | 30–35 | 25–30 | 35–40% |
| AO2: Interpretation of evidence | 25–30 | 20–25 | 30–35% |
| AO3: Analysis and evaluation | 20–25 | 15–20 | 25–30% |

5.4 Grade descriptions

The following grade descriptions are intended to give a general indication of the standards of achievement likely to have been achieved by candidates awarded grades A, C and F. In practice, the grade awarded will depend upon the extent to which the candidate has met the objectives overall, and this might conceal weakness in some aspect of the examination which is balanced by superior performance in some other aspect.

To achieve a **grade A** a candidate will be able to:

- demonstrate a detailed knowledge and clear understanding of a range of sociological ideas, issues and information through logically structured narratives, description and argument
- apply sociological concepts and terms in the analysis and interpretation of data and in the development of simple explanations of social phenomena and processes
- demonstrate an awareness of the complexity of social life and that differing interpretations of social life are possible
- demonstrate the ability to comprehend, analyse and interpret a range of sociological evidence and theories
- show some awareness of the effect of values and perspectives or viewpoints on the interpretation of sociological data
- recognise the strengths and weaknesses of sociological evidence used for different purposes, particularly in terms of deficiencies and bias.

To achieve a **grade C** a candidate will be able to:

- recall sufficient sociological information to present narratives or descriptions which show awareness, at a modest level, of the nature of specific sociological problems, issues and arguments, and to use sociological terms and concepts in a way that demonstrates an accurate but unsophisticated understanding of them
- demonstrate comprehension of a range of sociological material, and the ability to identify and analyse specific deficiencies in it, though without taking all aspects of the material into account
- reach basic conclusions based on a reasoned consideration of some of the available evidence and arguments.

To achieve a **grade F** a candidate will be able to:

- recall a limited amount of relevant sociological knowledge, and demonstrate a basic understanding of sociological concepts and terms by the use of examples and comparisons arranged coherently in a simple narrative
- show ability to comprehend straightforward sociological evidence, to make comparisons between different pieces of evidence, drawing only the most basic conclusions from the evidence concerned.

6. Syllabus content

The content is organised into seven study units, which explore the nature of social relationships, processes and structures. The first unit provides a foundation for the other units of the syllabus by considering the methods and procedures employed in sociological research. Promoting candidates' understanding of research methods and their limitations is a key component of the syllabus and this underpins each of the other study units.

Teachers should emphasise how different levels of social life (macro and micro) are interconnected and encourage candidates' awareness of the interrelated nature of the social structure. Candidates will also be expected to recognise the significance of class, gender, ethnic and age differences within societies. Cross-cultural and historical comparisons, analysis and use of examples are encouraged.

The Cambridge IGCSE Sociology syllabus has been designed so that teachers in any society can apply candidates' own experiences, local case studies and sociological work relating to their own way of life to an understanding of the central ideas and themes of sociology in modern industrial societies.

Paper 1

Paper 1 comprises three units, all of which are fundamental to the study of sociology and provide a foundation for studying the units in Paper 2. Candidates should study all three units in Paper 1.

Unit 1: Theory and methods

This first unit provides a foundation for the other parts of the syllabus by considering the approaches and procedures used in sociological research. This provides a basis for understanding the uniquely sociological way of looking at society. It underpins and provides an understanding of each of the other study units.

(a) How do different sociologists interpret society?

- Structuralist and interpretivist approaches; the individual, identity and society.
- How different views (Functionalist, Marxist, feminist) on conflict and consensus create alternative perspectives.

(b) How do sociologists study society?

- The distinction between positivist and interpretivist approaches to research methods.
- The main steps in devising and implementing a research strategy: research aims, selection of topic, hypothesis setting and revision, pilot studies, sampling.
- Difficulties in implementing a research strategy.
- Ethical issues affecting the choice and implementation of a research strategy.
- The main methods used in sociological investigation: questionnaires/social surveys, interviews, experiments, case studies, longitudinal studies, participant and non-participant observation, content analysis and triangulation. Coverage should include the strengths and limitations of each method, assessment of their usefulness in sociological research and awareness of the types of evidence produced.
- The importance of analysing and evaluating research with reference to issues of validity, reliability, generalisability, representativeness and research/researcher bias.

(c) What types of information and data do sociologists use?

- The difference between primary and secondary data; the uses, strengths and limitations and value of each type of data.
- Qualitative and quantitative data. The strengths and limitations of qualitative sources including historical and personal documents, diaries and media content. The ability to interpret and evaluate evidence from short qualitative sources. The strengths and limitations of quantitative sources including official statistics. The ability to interpret data from diagrams, charts, graphs and tables.

Key terms:

- | | | |
|----------------------------------|------------------------------------|--|
| • Bias | • Interviewer effect | • Representativeness |
| • Case study | • Laboratory experiments | • Respondent |
| • Causation | • Longitudinal survey | • Response rate |
| • Comparative study | • Macro/micro approaches | • Sampling methods/random/snowballing/quota/stratified |
| • Conflict | • Non-participant observation | • Sampling frame |
| • Consensus | • Objectivity | • Secondary data |
| • Content analysis | • Official/non-official statistics | • Self-completion questionnaires |
| • Correlation | • Open/closed/pre-coded questions | • Semi-structured interview |
| • Covert participant observation | • Overt participant observation | • Social survey |
| • Ethical issues | • Perspectives | • Structuralism |
| • Field experiments | • Pilot study | • Structured interview |
| • Focus group | • Positivism | • Subjectivity |
| • Generalisability | • Postal questionnaires | • Survey population |
| • Group interview | • Primary data | • Telephone questionnaires |
| • Hawthorne/Observer Effect | • Qualitative data/research | • Trend |
| • Historical documents | • Quantitative data/research | • Triangulation |
| • Hypothesis | • Questionnaires | • Unstructured interview |
| • Identity | • Reliability | • Validity |
| • Interpretivism | | |
| • Interviewer bias | | |

Unit 2: Culture, identity and socialisation

This unit considers the relationship between the individual and society and how far humans are shaped by social processes by comparison with alternative influences, such as biological and psychological factors. Questions may also draw on knowledge from Unit 1.

(a) What is the relationship between the individual and society?

- Culture, norms, values, roles, status and beliefs as social constructions and how these influence human behaviour; relativity.
- Conformity and non-conformity; the agencies and processes of social control. Examples of rewards and sanctions applied in different societies and organisations (e.g. schools, the workplace). The formation and existence of sub-cultures (e.g. youth sub-cultures, religious sub-cultures) in society and how these impact on consensus and conflict.
- Diversity and cultural variation in human behaviour and issues related to cultural relativism/multiculturalism. The debate about whether globalisation is creating a global culture.
- Age/age group as an example of social construction.

(b) How do we learn to be human?

- Primary and secondary socialisation.
- Processes through which children learn social expectations (e.g. manipulation, hidden curriculum).
- Main agencies of socialisation (e.g. family, education, media) and their impact on the individual, including the consequences of inadequate socialisation.
- The nature/nurture debate.
- Role, age, gender, ethnic group and class as influences on social identity.

Key terms:

- | | | |
|-----------------------------|--------------------------------|--------------------------------------|
| • Adolescence | • Globalisation/global culture | • Secondary socialisation |
| • Adulthood | • Hidden curriculum | • Social class |
| • Age/age groups | • Imitation | • Social conformity |
| • Agencies of socialisation | • Inadequate socialisation | • Social construction |
| • Belief | • Law | • Social control/formal and informal |
| • Child-centred | • Lifestyle | • Social identity |
| • Childhood | • Manipulation/canalisation | • Social institutions |
| • Coercion | • Multicultural society | • Social interaction |
| • Cultural relativism | • Nature/nurture | • Social order |
| • Culture | • Norms/values | • Status (achieved/ascribed) |
| • Customs | • Ostracism | • Stereotype |
| • Diversity | • Peer group | • Sub-culture |
| • Elderly | • Peer pressure | • Value consensus |
| • Ethnic minority | • Primary socialisation | • Youth sub-culture |
| • Ethnicity/race | • Rewards/sanctions | |
| • Femininity/masculinity | • Role | |
| • Feral children | • Role conflict | |
| • Gender/sex | • Role modelling | |

Unit 3: Social inequality

This unit explores the way in which social processes stratify society in all parts of the world, the reasons why inequalities exist, as well as how they are created and perpetuated. Questions may also draw on knowledge from Unit 1.

(a) What is social stratification?

- Forms of social stratification in modern industrial societies: class, age, ethnicity and gender.
- Open and closed societies.
- Ascribed and achieved status.
- Life chances and why these differ between and within stratified groups.

(b) What are the main features of social inequality and how are these created?

- Wealth and income: the evidence and reasons for the distribution of wealth and income in different societies and the impact of welfare states and other government measures to reduce inequality, including equal opportunities legislation. The problems of defining wealth and poverty. The causes of poverty and the consequences of being rich or poor in a global context.
- Ethnicity: examples of racial prejudice and discrimination in education, employment and housing. Scapegoating and the consequences of racism for ethnic groups.
- Gender: effect of gender on the life chances of males and females, with particular reference to gender discrimination in employment. The changing role of women in modern industrial societies and explanations of gender discrimination.
- Social class: ways of defining and measuring social class. The changing nature and role of different classes and class cultures. The nature, extent and significance of social mobility.

Key terms:

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

Paper 2

Unit 4: Family

This unit offers candidates the opportunity to explore the sociology of the family, including definitions, structure, variations and alternatives, and changing roles and relationships within the family. Questions may also draw on knowledge from Unit 1.

(a) What are the different types of family?

- The nuclear and extended family, reconstituted/step-family, single-parent family and same sex family.
- The influence of social stratification and ethnicity on family diversity.
- The functions of the family and the 'loss of functions' debate.
- Alternatives to the family, including other types of households (e.g. one-person household, shared household) and communes.
- Cross-cultural comparisons and variations in marriage including monogamy, serial monogamy, polygamy and polyandry. Alternatives to marriage, such as cohabitation and civil partnerships. Explanations of changing trends in marriage and divorce.

(b) How are family roles changing?

- Conjugal roles, maternal and paternal roles, roles of children and members of the wider family, including grandparents.
- Changes in family relationships and conjugal roles, including symmetrical family debate and issues relating to patriarchy and gender equality within the family.
- Variations in family relationships reflecting the influences of social stratification and ethnicity.
- The negative aspects of family life, including domestic violence, gender inequality, child abuse and neglect.

(c) What are the changes affecting the family?

- Industrialisation, urbanisation and family change.
- Demographic trends: family size and birth rates; death rates and life expectancy.
- The consequences for the family of an ageing population.

Key terms:

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

Unit 5: Education

This unit considers the influence of education on the individual and on society. This includes the role of education, the main changes in education, patterns of educational achievement. Questions may also draw on knowledge from Unit 1.

(a) What is the function of education?

- Informal and formal education.
- Education as an agency of socialisation and social control.
- The relationship between education and social mobility.
- Different types of schools, including state, comprehensive, private, single-sex and faith schools.

(b) What factors help to explain differences in educational achievement?

- Patterns in educational achievement and experience in relation to gender, ethnicity and social class.
- Material, cultural and linguistic influences of family background on educational achievement.
- The influence of school, teachers, pupil sub-cultures and the peer group on educational achievement.
- Measuring intelligence, selection and its relationship to educational achievement.
- The roles of the official curriculum and the hidden curriculum.

Key terms:

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

Unit 6: Crime, deviance and social control

This unit considers the nature of criminal, deviant and normal behaviour in different social contexts. This includes definitions and explanations of crime and deviance and patterns of crime. Questions may also draw on knowledge from Unit 1.

(a) What are crime, deviance and social control?

- The difference between crime and deviance, including how definitions of these terms may vary between societies and across time, relativity of crime and deviance.
- Formal and informal social control, including agencies of social control such as the media, religion, the police, courts and the penal system.

(b) What are the patterns of crime?

- Measurements of crime and their strengths and limitations: official statistics, self-report studies and victim surveys.
- Patterns and explanations of crime by age, class, gender and ethnicity.
- Policing and law enforcement, including policing strategies, e.g. targeting, surveillance, crime prevention.
- Crime related to new technologies (e.g. the Internet).
- Dealing with crime: community sentencing, punishment, prison, rehabilitation, other deterrents.

(c) What are the explanations of crime and deviance?

- Sociological explanations of deviant and criminal behaviour: Labelling theory, Marxist theory, Functionalist theory, socialisation (e.g. family and peer groups), lack of opportunity, relative deprivation, masculinity, status frustration.
- The role of law enforcement agencies and the media in defining crime and deviance, stereotyping, labelling and deviancy amplification.
- The development of sub-cultures and links to crime and deviance, with particular reference to youth.

Key terms:

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

Unit 7: Media

This unit examines contemporary culture and communication through reference to the influence of the media. Key areas include: the nature and content of the media, the influence of the media, development of the new media. Questions may also draw on knowledge from Unit 1.

(a) Who controls the media?

- The various forms of the media, (e.g. television, radio, newspapers, books, films, Internet, including social media).
- Role of advertising.
- Ownership and control of the media.
- Freedom and censorship in the media.
- Pluralist, Marxist and postmodernist perspectives on the nature and role of the media.
- Patterns of media use, (e.g. by gender, age, social class and ethnicity).
- Media representation of ethnicity, gender, age, class and disability.

(b) What is the influence of the media?

- The role of the traditional/new media in shaping values, attitudes and behaviour, with particular reference to television and violence; political beliefs and voting; patterns of consumption; gender stereotyping; traditional stereotyping the influence of the Internet in areas such as social networking.
- Agenda setting, gate-keeping and stereotyping through the selection and presentation of the news.
- Explanations of the influence of the media: hypodermic-syringe model, audience selection, cultural effects approach, uses and gratifications model.
- Bias and distortion in the media, including propaganda and moral panics.
- Developments in the media including changes in ownership, globalisation, interactivity, the digital divide, diversification and convergence within the media.
- Influence of media representations on the audience.

Key terms:

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

7. Description of components

All candidates will take Papers 1 and 2.

Paper 1 (2 hours)

Candidates will answer two questions from a choice of three: **one** compulsory data response question from Section A and **one** optional structured question from either Section B or Section C. The duration of 2 hours includes 15 minutes' reading time.

The compulsory question in Section A will be based on source material. The question will carry 45 of the 80 marks for the paper. Candidates should spend approximately one hour answering this question. Section A will test Syllabus Unit 1 (Theory and methods).

Sections B and C will consist of structured questions based on stimulus material. The stimulus will take the form of a short quotation or statement. Section B will test Syllabus Unit 2 (Culture, identity and socialisation) and Section C will test Unit 3 (Social inequality). Questions for Unit 2 and Unit 3 have five parts, focusing on understanding, practical interpretation, enquiry and analytical skills. There will be one question related to each of these units. Candidates are expected to have studied both units.

Paper 2 (1 hour 45 minutes)

Candidates will answer **two** optional questions from a choice of four (Sections A to D). The duration of 1 hour 45 minutes includes 15 minutes' reading time.

Each question will carry 35 of the 70 marks for the paper. Candidates should spend approximately 45 minutes answering each of the two questions.

Paper 2 will consist of structured questions based on stimulus material. The stimulus will take the form of a short quotation or statement from a sociological source. Paper 2 will test Syllabus Unit 4 (Family), Unit 5 (Education), Unit 6 (Crime, deviance and social control) and Unit 7 (Media). Questions for Units 4 to 7 have five parts, focusing on understanding, practical interpretation, enquiry and analytical skills. There will be one question related to each of these units. Questions may also draw on knowledge from Unit 1.

8. Other information

Equality and inclusion

Cambridge International Examinations has taken great care in the preparation of this syllabus and assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), Cambridge has designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed.

Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook* which can be downloaded from the website www.cie.org.uk/examsofficer

Language

This syllabus and the associated assessment materials are available in English only.

Grading and reporting

Cambridge IGCSE results are shown by one of the grades A*, A, B, C, D, E, F or G indicating the standard achieved, A* being the highest and G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade G. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no results) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Entry codes

To maintain the security of our examinations, we produce question papers for different areas of the world, known as 'administrative zones'. Where the component entry code has two digits, the first digit is the component number given in the syllabus. The second digit is the location code, specific to an administrative zone. Information about entry codes can be found in the *Cambridge Guide to Making Entries*.

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