**Sociology AS (CIE Syllabus No:- 9699)**

# CHECKLIST

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| --- | --- | --- | --- | --- | --- |
| PAPER | TYPE | DURATION | NUMBER OF QUESTIONS | Maxmarks | Weighting |
| 1 | ESSAY  | 1hour 30 mins | 2 from a choice of 6 | 50 | 25 |
| 2 | DATA RESPONSE | 1hour 30 mins | 2 from a choice of 3 | 50 | 25 |

## RESEARCH METHODS – UNIT 2

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.

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| **GLOSSARY 1** |
| Methodology | Participant observation | Content analysis | Cross sectional surveys |
| Primary data | Non participant observation | Semiology | Case studies |
| Secondary data | Laboratory experiments | Personal documents | QuestionnairesStructured, unstructured, semi-structured, group interviews |
| Qualitative data | Field experiments | Sampling and methods |
| Quantitative data | Overt observations | Sampling error |
| Respondent | Longitudinal surveys | Pilot studies |
| **1. Methods of research** | **Done in class** |
| * 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 hypothesis, sampling and pilot studies, conducting the research, interpreting the results and reporting the findings
 |  |

## THEORY AND METHODS – UNIT 2

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| **GLOSSARY 1** |
| Positivism | Comparative analysis | Research effect | Methodological pluralism |
| Interpretivism | Scientific method | Researcher bias | Value judgement |
| Validity | Hypothesis | Researcher values | Falsification |
| Reliability | Hypothetico-deductive method | Value freedom | Research funding |
| Objectivity | Variables | Hawthorne effect | Paradigms |
| Subjectivity | Correlation | Ethical issues | Domain assumptions |
| Representativeness | Causation |  |  |
| **2. Theory and methods** | **Done in class** |
| * The relationship between theory and methods, positivist, and anti-positivist
 |  |
| * The theoretical, practical and ethical considerations influencing the choice of topic, choice of methods 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
 |  |

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| PAPER | TYPE | DURATION | NUMBER OF QUESTIONS | Maxmarks | Weighting |
| 1 | ESSAY  | 1hour 30 mins | 2 from a choice of 6 | 50 | 25 |
| 2 | DATA RESPONSE | 1hour 30 mins | 2 from a choice of 3 | 50 | 25 |

## SOCIAL DIFFERENTIATION AND STRATIFICATION – UNIT 3

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
* 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.

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| --- | --- |
| **GLOSSARY 1** |  |
| Stratification |  Economic and political power | Embourgeoisement | Status |
| Social class | Meritocracy | Proletarianisation | Working class |
| Class consciousness | Open societies and closed societies | Welfare state | Middle class |
| False consciousness | Ascribed status | Underclass | Upper class |
| Feudalism | Achieved status | Poverty line | Life chances |
| Slavery | Social mobility | Poverty trap | Social inequality |
| Caste system | Intragenerational and intergenerational social mobility | Absolute poverty | Social deprivation |
| Relative poverty | Culture of poverty thesis | Social closure | elite |
| **1. Social class** | **Done in 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
 |  |

## GENDER – UNIT 3

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| **GLOSSARY 1** |
| Feminist theory | Gender segregation | Reserve army of labour | Gender socialisation |
| Patriarchy | Glass ceiling | Gender inequality | Gendered division of labour |
| Gender stereotyping |  |  |  |
| **2. Gender** | **Done in class** |
| * 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 mass 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
 |  |

## ETHNICITY – UNIT 3

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| **GLOSSARY 1** |
| Race | Racial prejudice | Master status | Ethnicity |
| Ethnic inequality | Housing zones | Racism | Marginalisation |
| Multiple deprivation | Racial discrimination |  |  |
| **3. ETHNICITY** | **Done in class** |
| * 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
 |  |

**Sociology A2 (CIE Syllabus No:- 9699)**

# CHECKLIST

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| --- | --- | --- | --- | --- | --- |
| PAPER | TYPE | DURATION | NUMBER OF QUESTIONS | Maxmarks | Weighting |
| 3 | Short essay  | 3 hours | 3 from a choice of 12.* Families and Households
* Crime and Deviance
* Mass media
 | 75 | 50 |

## FAMILIES AND HOUSEHOLDS – UNIT 4

|  |  |
| --- | --- |
| **GLOSSARY 1** | **Done in class** |
| Households  | Reconstituted family | Polygamy |  |
| Family unit | Single parent family | Kinship patterns |  |
| Matirfocal family | Symmetrical family | Patrilineal |  |
| Patrifocal family | Privatised family | Matrilineal |  |
| Nuclear family | Dysfunctional family | Communes |  |
| Extended family | Joint and segregated conjugal roles | Functional prerequisites |  |
| Modified extended | Monogamy | Functional prerequisites |  |
| **1. The family in social context** |  |
| * Define difference between households and families
* Outline types of families: matrifcoal, nuclear/extended, varieties of extended, kinship patterns
 |  |
| * Diversity in different forms according to class, ethnicity, religion, family size, marital status, age and family life cycle
 |  |
| * Debate about the postulated universality of the nuclear family
 |  |
| * Theories of the relationship of the family to the economy
 |  |
| * Changes and continuities in family functions
 |  |
| * Debates about the relationship between the family and the state
 |  |
| **GLOSSARY 2** | **Done in class** |
| Industrialisation | Marriage | Double shift/dual burden |  |
| Urbanisation | Divorce | Instrumental/expressive relationships |  |
| Family functions | Cohabitation | Fertility rate |  |
| Matriarchy | Separation | Family ideology |  |
| Patriarchy | Domestic violence | Childhood |  |
| Domestic labour | Conjugal role | Domestic division of labour |  |
| Empty shell marriage |  |  |  |
| **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
 |  |

### CRIME AND DEVIANCE – UNIT 7

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| --- | --- |
| **GLOSSARY 1** | **Done in class** |
| Crime | Stereotyping | Sanctions |  |
| Deviance | Moral panic | Deviance amplification |  |
| Organised crime | Self fulfilling prophecy | Retributive justice |  |
| Labelling | Status frustration | Restitutive justice |  |
| Stigma | Social control | Recidivism |  |
| **1. The social construct of crime and deviance** |  |
| * Define crime and deviance, the relativity of crime and deviance
 |  |
| * Societal reaction to crime and deviance, the role of the mass media, labelling, stigma, stereotyping, moral panics, self fulfilling prophecy
 |  |
| * Relationship between deviance, power and social control
 |  |
| **GLOSSARY 2** | **Done in class** |
| 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 | Self report studies |  |
| Victimology |  |  |  |
| **2. Measurements and patterns of crime** |  |
| * 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 3** | **Done in class** |
| Positivism | Interactionist theories | New right theories |  |
| Functionalist theories | Labelling | Feminist perspectives |  |
| Anomie | Deviancy amplification | Master status |  |
| Social disorganisation | Marxist criminology | Strain theory |  |
| Delinquent sub cultures | Left realism | Chivalry thesis |  |
| **3. Theories of crime and deviance** |  |
| * 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
 |  |

### MASS MEDIA – UNIT 9

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| --- | --- |
| **GLOSSARY 1** | **Done in class** |
| Mass media | Censorship | Vertical/horizontal integration |  |
| Media ownership | Media regulation | Globalisation |  |
| Pluralist theories of the media | Logic of capitalism | Media manipulation |  |
| Marxist theories of the media |  |  |  |
| **1. Ownership and control of the mass media** |  |
| * Trends in the organisation and control of the mass media, ownership patterns
 |  |
| * Different perspectives on the relationship between ownership and control of the mass media
 |  |
| * Debates about the relationship between the mass media and the State
 |  |
| * Pluralist and Marxist theories of the nature and role of the mass media
 |  |
| * Role of the mass media in the political process
 |  |
| **GLOSSARY 2** | **Done in class** |
| Selection and presentation of media content | Agenda setting | Cultural hegemony |  |
| Media representation | Hegemony | Discourse analysis |  |
| Branding |  Ideology | Stereotype |  |
| Ideological state apparatus | Media sensationalism |  |  |
| **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 mass media and ideology
 |  |
| **GLOSSARY 3** | **Done in class** |
| Hypodermic syringe | Media effects | Catharsis |  |
| Uses of gratification | Opinion polls | Diversion |  |
| Cultural effect model | Normative model | Hegemonic/professional/ negotiated/ oppositional codes |  |
| Gate keeping | Two step flow model | Interpretative community |  |
| Deviance amplification | Gender/ audience reception | Folk devils |  |
| Moral panics | Folk devils | Political socialisation |  |
| **3. Audience effects** |  |
| * Social patterns in listening, viewing and reading
 |  |
| * Different theories of the effects and uses of the mass media, hypodermic syringe, uses and gratification, cultural effects studies
 |  |
| * Impact of the mass media on behaviour, violence, deviance amplification
 |  |
| * Problems of researching the effects of the mass media on audience
 |  |