SYLLABUS

**Cambridge O Level
Sociology**

2251

For examination in June and November 2016

Contents

1. Introduction

1.1 Why choose Cambridge?

Recognition

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

Cambridge O Level is internationally recognised by schools, universities and employers as equivalent in demand to Cambridge IGCSE® (International General Certificate of Secondary Education). Learn more at **www.cie.org.uk/recognition**

Excellence in education

Our mission is to deliver world-class international education through the provision of high-quality curricula, assessment and services.

More than 9000 schools are part of our Cambridge learning community. We support teachers in over 160 countries who offer their learners an international education based on our curricula and leading to our qualifications. Every year, thousands of learners use Cambridge qualifications to gain places at universities around the world.

Our syllabuses are reviewed and updated regularly so that they reflect the latest thinking of international experts and practitioners and take account of the different national contexts in which they are taught.

Cambridge programmes and qualifications are designed to support learners in becoming:

- **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.

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**

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

We are a not-for-profit organisation where the needs of the teachers and learners are at the core of what we do. We continually invest in educational research and respond to feedback from our customers in order to improve our qualifications, products and services.

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 O Level?

Cambridge O Levels have been designed for an international audience and are sensitive to the needs of different countries. These qualifications are designed for learners whose first language may not be English and this is acknowledged throughout the examination process. The Cambridge O Level syllabus also allows teaching to be placed in a localised context, making it relevant in varying regions.

Our aim is to balance knowledge, understanding and skills in our programmes and qualifications to enable candidates 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 O Levels, 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 O Levels 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 O Levels at **www.cie.org.uk/cambridgesecondary2**

Guided learning hours

Cambridge O Level 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 O Level Sociology?

Cambridge O Levels are established qualifications that keep pace with educational developments and trends. The Cambridge O Level 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 O Level Sociology is accepted by schools universities and employers as proof of knowledge and understanding. Successful Cambridge O Level 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.

Cambridge O Level Sociology is an ideal foundation for further study at Cambridge International A Level, and the skills learnt can also be used in other areas of study and in everyday life.

Students may also study for a Cambridge O Level in other Social Science subjects. In addition to Cambridge O Levels, Cambridge also offers Cambridge IGCSE and Cambridge International AS & A Levels for further study in Sociology as well as other related subjects. See **www.cie.org.uk** for a full list of the qualifications you can take.

Prior learning

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

Progression

Cambridge O Levels 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 O Level Sociology are well prepared to follow courses leading to Cambridge International AS and A Level Sociology, or the equivalent.

1.4   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

Cambridge syllabuses, past question papers and examiner reports to cover the last examination series are on the *Syllabus and Support Materials* DVD, which we send to all Cambridge schools.

You can also go to our public website at **www.cie.org.uk/olevel** 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 online from Teacher Support, our secure online support for Cambridge teachers. Go to **http://teachers.cie.org.uk** (username and password required).

2.2   Resource lists

We work with publishers providing a range of resources for our syllabuses including textbooks, websites, CDs, etc. Any endorsed, recommended and suggested resources are listed on both our public website and on Teacher Support.

The resource lists can be filtered to show all resources or just those which are endorsed or recommended by Cambridge. Resources endorsed by Cambridge go through a detailed quality assurance process and are written to align closely with the Cambridge syllabus they support.

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

Cambridge O Levels are available to Centres in Administrative Zones 3, 4 and 5. Centres in Administrative Zones 1, 2 or 6 wishing to enter candidates for Cambridge O Level examinations should contact Cambridge Customer Services.

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
- 0495 Cambridge IGCSE Sociology

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

5. Syllabus aims and assessment objectives

5.1 Syllabus aims

The educational aims of Cambridge O Level 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 O Level 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%

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 O Level 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 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
- Case study
- Causation
- Comparative study
- Conflict
- Consensus
- Content analysis
- Correlation
- Covert participant observation
- Ethical issues
- Field experiments
- Focus group
- Generalisability
- Group interview
- Hawthorne/Observer Effect
- Historical documents
- Hypothesis
- Identity
- Interpretivism
- Interviewer bias

- Interviewer effect
- Laboratory experiments
- Longitudinal survey
- Macro/micro approaches
- Non-participant observation
- Objectivity
- Official/non-official statistics
- Open/closed/pre-coded questions
- Overt participant observation
- Perspectives
- Pilot study
- Positivism
- Postal questionnaires
- Primary data
- Qualitative data/research
- Quantitative data/research
- Questionnaires
- Reliability

- Representativeness
- Respondent
- Response rate
- Sampling methods/random/ snowballing/quota/stratified
- Sampling frame
- Secondary data
- Self-completion questionnaires
- Semi-structured interview
- Social survey
- Structuralism
- Structured interview
- Subjectivity
- Survey population
- Telephone questionnaires
- Trend
- Triangulation
- Unstructured interview
- Validity

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.

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

- Culture, norms, values, roles and beliefs as social constructions and how these influence human behaviour.
- Conformity and non-conformity; the agencies and processes of social control. Examples of rewards and sanctions applied in different societies and organisations (e.g. schools, the workplace). The 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
- Adulthood
- Age/age groups
- Agencies of socialisation
- Belief
- Child-centred
- Childhood
- Coercion
- Cultural relativism
- Culture
- Customs
- Diversity
- Elderly
- Ethnic minority
- Ethnicity/race
- Femininity/masculinity
- Feral children

- Gender/sex
- Globalisation/global culture Hidden curriculum
- Imitation
- Inadequate socialisation
- Law
- Lifestyle
- Manipulation/canalisation
- Multicultural society
- Nature/nurture
- Norms/values
- Ostracism
- Peer group
- Peer pressure
- Primary socialisation
- Rewards/sanctions
- Role

- Role conflict
- Role modelling
- Secondary socialisation
- Social class Social conformity
- Social construction
- Social control/formal and informal
- Social identity
- Social institutions
- Social interaction
- Social order
- Status (achieved/ascribed)
- Stereotype
- Sub-culture
- Value consensus
- Youth sub-culture

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.

(a) What is social stratification?

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

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

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

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.

(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. 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 society
- 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.

(a) What is the function of education?

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

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

- Patterns in educational achievement and experience in relation to gender, ethnicity and social class.
- Material, cultural and linguistic influences of family background on educational achievement.
- The influence of school, teachers, 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
- Comprehensive system
- Cultural capital
- Cultural deprivation
- Culture of masculinity
- Discrimination
- Educational achievement
- Educational inequality (based on class, gender and ethnicity)
- Elaborated code
- Ethnocentrism
- Equality of opportunity
- Faith schools
- Formal education
- Functions of education
- Hidden curriculum
- Home factors

- Immediate/deferred gratification
- Informal education
- Intelligence
- IQ tests
- Labelling
- Life chances
- Material deprivation
- Meritocracy
- Official curriculum
- Positive discrimination
- Post-compulsory education
- Private school
- Restricted code
- Rewards
- Sanctions
- School factors
- Secondary socialisation

- Selective education
- Self-fulfilling prophecy
- Setting
- Single-sex schools
- Socialisation
- Social conformity
- Social control
- Social expectations
- Social factors
- Social mobility
- Social stratification
- State schools
- Streaming
- Vocationalism

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.

(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.
- 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, 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
- Anomie
- Community sentencing
- Conformity
- Corporate crime
- Crime
- Crime rates
- Crime prevention
- Cybercrime
- Dark figure
- Deterrent
- Deviance
- Deviancy amplification
- Deviant career
- Dominant values
- Exile/Ostracism
- Formal social control
- Inadequate socialisation

- Informal social control
- Internet crime
- Judicial system
- Juvenile delinquency
- Labelling
- Law enforcement agencies
- Masculinity
- Master status
- Material deprivation
- Moral panic
- Official crime statistics
- Peer group
- Penal system
- Policing
- Prison
- Rehabilitation
- Relative deprivation
- Rewards

- Sanctions
- Self-report studies
- Socialisation
- Sociological explanation
- Status frustration
- Stereotyping
- Stigma
- Sub-culture
- Surveillance
- Targeting
- Urban crime
- Victim surveys
- White-collar crime
- Youth culture/ Youth sub-culture

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.

(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
- Agenda setting
- Audience selection
- Bias
- Broadcasting
- Censorship
- Citizen journalism
- Convergence
- Cultural effects approach
- Democracy
- Digital divide
- Distortion
- Diversification
- Dominant values
- Exaggeration
- Folk devils
- Gate-keeping
- Globalisation
- Hypodermic-syringe model
- Imitation
- Indoctrination
- Interactivity
- Invisibility
- Labelling
- Lifestyle
- Marxist
- Mass communication
- Media content
- Media culture
- Media representation: ethnicity/gender/age/class/ disability
- Moral panic
- Narrowcasting
- New media
- News values
- Newsworthiness
- Norm-setting
- Opinion polls
- Pluralist
- Postmodern/postmodernist
- Propaganda
- Public/private funding
- Public service broadcasting
- Role models
- Scapegoats
- Sensationalism
- Social control
- Social media
- Socialisation
- Stereotyping (e.g. gender/ traditional)
- The press
- Traditional media
- Uses and gratification 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 O Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. '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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