

Skills Exercises

Knowledge and understanding (AO1)

Cambridge IGCSE™
Sociology 0495

Cambridge O Level
Sociology 2251

For examination from 2025



© Cambridge University Press & Assessment 2022 v1

Cambridge Assessment International Education is part of Cambridge University Press & Assessment.
Cambridge University Press & Assessment is a department of the University of Cambridge.

Cambridge University Press & Assessment retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

Contents

| | |
|---|----|
| Introduction | 4 |
| Knowledge and understanding (AO1) | 5 |
| Exercise 1: Know your Concepts | 5 |
| Exercise 2: Know your research methods..... | 15 |
| Exercise 3: Know your sociological theories | 24 |

Introduction

Cambridge IGCSE / O Level Sociology attracts a variety of learners from many different backgrounds. For all learners Sociology is a new subject and an opportunity to explore an area of study that interests them, while developing a set of transferable skills. The study of Sociology encourages learners to think critically about contemporary social, cultural and political issues. It provides opportunities to explore sociological concepts and arguments while studying a range of stimulating topics and real-world issues.

Skills and why they are important?

Skills are the key to success. The performance of candidates in Cambridge IGCSE / O Level Sociology exams have shown a range of areas where improvement would be helpful. These areas of improvement tend to centre around the assessment objectives (AOs) of the course and we have addressed these three AOs in three Skills Exercises booklets.

- Skills Exercises – Knowledge and understanding (AO1)
- Skills Exercises – Interpretation and application (AO2)
- Skills Exercises – Analysis and evaluation (AO3)

The skills exercises in these booklets make use of exam-style questions and data and include activities and worksheets to help skills development and incorporate suggested teaching approaches, such as group work, discussion, structured support and writing in sequence. They do not attempt to cover all possible aspects of the examinations, only those problem areas which have presented consistently over time.

How will these skills be developed?

The Skills Exercises booklets aim to help learners develop skills in:

- demonstrating knowledge and understanding of sociological concepts, theories, evidence, views and research methods.
- applying relevant sociological concepts, theories, evidence, views and research methods to support points or develop arguments.
- explaining how sociological concepts, theories, evidence, views and research methods apply to a particular issue or question.
- analysing and evaluating sociological theories, evidence, views and research methods. This includes how to construct, develop and discuss sociological arguments and reach conclusions and make judgements based on a reasoned consideration of evidence.

The skills exercises provide suggestions so you can have confidence that the materials you prepare and use in the classroom are building skills and resilience in your learners. This document should be used alongside the other teaching and learning resources provided on the [School Support Hub](#) .

Knowledge and understanding (AO1)

The ability to apply appropriate, detailed and wide-ranging sociological knowledge and understanding is essential to be able to access knowledge and understanding (AO1) marks and to achieve good quality analysis and evaluation.

Learners need to demonstrate knowledge and understanding of sociological concepts, theories, evidence, views and research methods to meet this assessment objective.

The following table contains some command words that might indicate to learners that they need to demonstrate and apply knowledge and understanding.

| Command word | What it means |
|-----------------|---|
| Define | give precise meaning |
| Describe | state the points of a topic / give characteristics and main features |
| Discuss | write about issue(s) or topic(s) in depth in a structured way |
| Explain | set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence |
| Give | produce an answer from recall/memory |
| Identify | name/select/recognise |

Exercise 1: Know your Concepts

Having a good knowledge of concepts is fundamental for learners to be able to access knowledge and understanding (AO1) marks in a variety of questions in both examination papers. The ability to define concepts is also important, as it enables learners to show sociological, rather than 'common-sense' knowledge.

The first examination question in each option topic tests AO1 skills only, requiring candidates to accurately define a key sociological concept. In other examination questions with an AO1 component learners are expected to integrate concepts into their answers and to show that they understand the meanings.

Activity 1: Key terms definitions

Learners should have access to a set of definitions for as many key terms as possible. Most of the key terms can be found in the description of content for each topic in the syllabus, a good textbook or on the internet.

Provide pairs of learners with a different topic from the syllabus. For example, the subject content for Topic 3 Social stratification and inequality, can be split into the following topics depending on how many learners you have.

| Topic | Sub-topics |
|--|--|
| 3. Social stratification and inequality | <p>3.1 What is social stratification?</p> <p>3.2 What attempts have been made to reduce social inequalities? explain the purpose of an appropriation account</p> <p>3.3 How has globalisation affected inequalities between societies?</p> |

In **Worksheet 1: Key terms definitions** some key terms from the syllabus Topic 3 Social stratification and inequality are listed.

Learners find a definition for each key term and record it. When completed, discuss and fill in any gaps so learners have a complete glossary of key terms.

Alternatively, you may wish to ask learners to find the terms from the syllabus themselves.

It is possible to build a key term glossary while teaching the syllabus. As each topic of the syllabus is taught, give learners the correct definitions.

Worksheet 1: Key terms definitions

Find an accurate definition for each sociological key term and write your answer in the space provided.

| Social stratification and inequality (3.1 – 3.2) | Definition |
|--|------------|
| Social stratification | |
| Achieved status | |
| Ascribed status | |
| Social mobility | |
| Meritocracy | |
| Modern slavery | |
| The caste system | |
| Life chances | |
| Intersectionality | |
| Redistribution of wealth | |
| Non-governmental organisations | |
| Equal opportunities law | |
| Welfare state | |
| Underclass | |
| Culture of poverty | |
| Dependency culture | |
| Immigration | |
| Emigration | |

Worksheet 1 answers:

| Social stratification and inequality (3.1 – 3.2) | Definition |
|---|--|
| Social stratification | <i>A hierarchy in which groups have different statuses and different levels of privilege.</i> |
| Achieved status | <i>A status that is earned by individuals through their own efforts, hard work or talent.</i> |
| Ascribed status | <i>A status that an individual is either born into or over which they have little or no control.</i> |
| Social mobility | <i>Movement up and down the social strata or layers.</i> |
| Meritocracy | <i>A society in which individuals achieve the level that their talents, ability and effort deserve.</i> |
| Modern slavery | <i>Modern slavery refers to situations of exploitation in which a person cannot refuse or leave because of threats, violence or deception.</i> |
| The caste system | <i>A closed stratification system in which people inherit their status, traditionally found in India.</i> |
| Life chances | <i>The opportunities people have to achieve positive or negative outcomes in areas such as education or health.</i> |
| Intersectionality | <i>How people experience the privileges and inequalities linked to aspects of their identity such as their gender, ethnicity and social class.</i> |
| Redistribution of wealth | <i>The taking of income and wealth from some individuals and giving it to other individuals, usually through legal means by governments to alleviate poverty.</i> |
| Non-governmental organisations | <i>Organisations that are independent from governments. They are typically non-profit entities such as charities that are active in humanitarianism.</i> |
| Equal opportunities law | <i>Laws that aim to prevent discrimination against minorities or oppressed groups and to give such groups the same chances as others in education, housing, the workplace etc.</i> |
| Welfare state | <i>The way in which governments try to provide for the less well-off and reduce social inequality by providing key services.</i> |
| Underclass | <i>A group below the working class that is effectively marginalised from the rest of society.</i> |
| Culture of poverty | <i>The idea that poor people have a set of norms and values that keep them in poverty.</i> |
| Dependency culture | <i>A set of values leading people to lose their ability to look after themselves so they become dependent, for example, on welfare benefits.</i> |
| Immigration | <i>Immigration means the movement of people into a country.</i> |
| Emigration | <i>The movement of people from a country who wish to settle elsewhere.</i> |

Activity 2: Concept cards

When writing their answers learners need to be able to use concepts appropriately. This includes being able to describe them and giving examples.

Provide learners with a set of cards each bearing the name of a sociological concept. **Worksheet 2 Concept cards** focuses on concepts in syllabus Topic 5 Education, but these concepts can be replaced with others from different topics.

There are several ways ideas for how learners can use the cards to build and test their knowledge and understanding:

- If the cards are printed single-sided, learners can use them to work independently by writing what the concept means on the back of the card. Making the cards allows learners to be active and the process will provide a ready-made revision resource.
- Learners can then use the cards to test themselves or other learners before an assessment. One learner says the concept and the other learner attempts to explain it.
- The cards can also be used by getting individual or pairs of learners to spread them out and then pose appropriate questions. For example, 'What is the concept that describes schooling that is not run or controlled by the government but is based on fee-paying?' (Answer: 'private education').

Worksheet 2: Concept cards

ROLE
ALLOCATION

HIDDEN
CURRICULUM

GENDERED
SUBJECT CHOICE

CULTURAL
CAPITAL

ANTI-SCHOOL
SUB-CULTURE

PRIVATE
EDUCATION

ETHNOCENTRIC
CURRICULUM

INSTITUTIONAL
RACISM

MATERIAL
FACTORS

SETTING AND
STREAMING

Worksheet 2 answers may include:

The ways that school processes prepare learners for different roles in society, e.g. by encouraging boys to do more science and technology to prepare them for higher status jobs.

Norms and values taught in school through the way the school is run and how teachers act, rather than the taught content of a lesson, e.g. sanctions for lateness reinforces punctuality.

Attitudes and processes in school that result in girls choosing more 'feminine' subjects (e.g. literature) and boys choosing 'masculine' subjects (e.g. physics)

The knowledge, language, attitudes and values that the middle class provide for their children that gives them an advantage in education, e.g. cultural trips.

A small group of rebellious learners within school that have norms and values that are opposite to those of the school itself, e.g. the 'lads' in Willis' study.

Schooling that is not run or controlled by the government but based on fee-paying, e.g. Eton College in the UK.

A curriculum that is biased from the point of view of one culture, e.g. the curriculum may be based on white, Western literature, art and history.

Where an organisation's attitudes and processes discriminate against people based on their ethnicity, e.g. Afro-Caribbean boys being excluded more than other ethnicities in UK schools.

Aspects of a learner's educational experience that are linked to money, e.g. study facilities, equipment, school uniform, diet etc.

Where learners are taught in classes of similar ability, either for certain subjects or all subjects, e.g. in the UK being set in core subjects like maths, English and science.

Activity 3: All false – please correct

Many examination questions will include a concept. It is important that learners can understand the concept in the question to be able to answer it correctly.

Provide learners with ten sociological sentences. **Worksheet 3: All false – please correct** can be used or replaced with other sentences.

Each sentence contains a concept that is used incorrectly, making each sentence false. Learners decide which concept is used incorrectly and replace it with the correct concept.

Learners may complete the activity individually or in pairs.

To extend the activity, learners define the original concepts that were used incorrectly in each sentence.

Alternatively allow learners to keep the concepts at the beginning of each sentence but modify the description.

To vary the activity, learners could generate the false statements themselves.

Worksheet 3: All false – please correct

The concept at the beginning of each sentence is incorrect and so the sentence is false.

Replace it with the correct concept so that the sentence is true.

1. Achieved status is the respect and prestige gained being born into a social position.
2. Secondary socialisation takes place in the family.
3. The hidden curriculum is the use of praise and negative sanctions by peers to encourage conformity to the group.
4. Formal social control is exercised by the media, family and peer group.
5. Conformity means rebelling against the norms and values of society.
6. A hybrid identity means that identities are becoming the same.
7. A sub-culture is the way of life of a society.
8. Norms are principles shared by members of a society that are used to judge whether behaviour is right and desirable.
9. Sex is the roles and expectations associated with being male or female.
10. Positive sanctions occurs when individuals are excluded from the community or peer group.

Worksheet 3 answers:

1. **Ascribed** status is the respect and prestige gained being born into a social position.
2. **Primary** socialisation takes place in the family.
3. **Peer pressure** is the use of praise and negative sanctions by peers to encourage conformity to the group.
4. **Informal** social control is exercised by the media, family and peer group.
5. **Deviance** means rebelling against the norms and values of society.
6. **Homogenisation** means that identities are becoming the same.
7. A **Culture** is the way of life of a society.
8. **Values** are principles shared by members of a society that are used to judge whether behaviour is right and desirable.
9. **Gender** means the roles and expectations associated with being male or female.
10. **Ostracism** occurs when individuals are excluded from the community or peer group.

Exercise 2: Know your research methods

Research methods is a compulsory topic in the Cambridge Sociology syllabus. It is therefore important that all learners demonstrate knowledge and understanding of terms and concepts relating to the conduct of sociological research.

The ability to demonstrate knowledge and understanding of research methodologies is essential to be able to access AO1 marks and to produce good quality analysis and evaluation in higher mark questions.

Activity 1: Methodological terms and concepts

Learners need to understand that for some methodological terms and concepts, there is only one correct answer. It is important for learners to be able to distinguish the correct concept from others that may be similar or related concepts within a topic.

Give learners different questions with four possible answers **A**, **B**, **C** and **D**. **Worksheet 4: Methodological terms and concepts** can be used or replaced with other ones.

For each question learners decide the correct answer.

The activity can be extended by discussing how the incorrect terms in each question are different.

Worksheet 4: Methodological terms and concepts

For each question, choose **one** correct option.

1. Which of the following is a theoretical issue in sociological research?

- A access to sample
- B response rate
- C funding/cost
- D researcher perspective (positivist/interpretivist)

2. Which ethical issue is linked with covert observation?

- A it is illegal
- B researchers do not obtain informed consent
- C it brings physical harm to participants
- D the names of participants will be published

3. Which sampling technique involves finding one participant in the target population who then finds others?

- A random sampling
- B stratified sampling
- C snowball sampling
- D systematic sampling

4. Which of the following are features of an interpretivist approach to research?

- A uncovering meanings and motivations
- B establishing causation and correlation
- C finding patterns and trends
- D a macro view

5. Which term means that findings from the sample can be applied to the wider target population?

- A representativeness
- B validity
- C generalisability
- D reliability

Worksheet 4 answers:

1. Which of the following is a theoretical issue in sociological research?

D researcher perspective (positivist/interpretivist)

2. Which ethical issue is linked with covert observation?

B researchers do not obtain informed consent

3. Which sampling technique involves finding one participant in the target population who then finds others?

C snowball sampling

4. Which of the following are features of an interpretivist approach to research?

A uncovering meanings and motivations

5. Which term means that findings from the sample can be applied to the wider target population?

C generalisability

Activity 2: Research methods connectives

When writing an answer learners need to be able to show an understanding of the links between different research methods and related concepts or characteristics.

Worksheet 5: Research methods connectives encourages learners to make and justify such links.

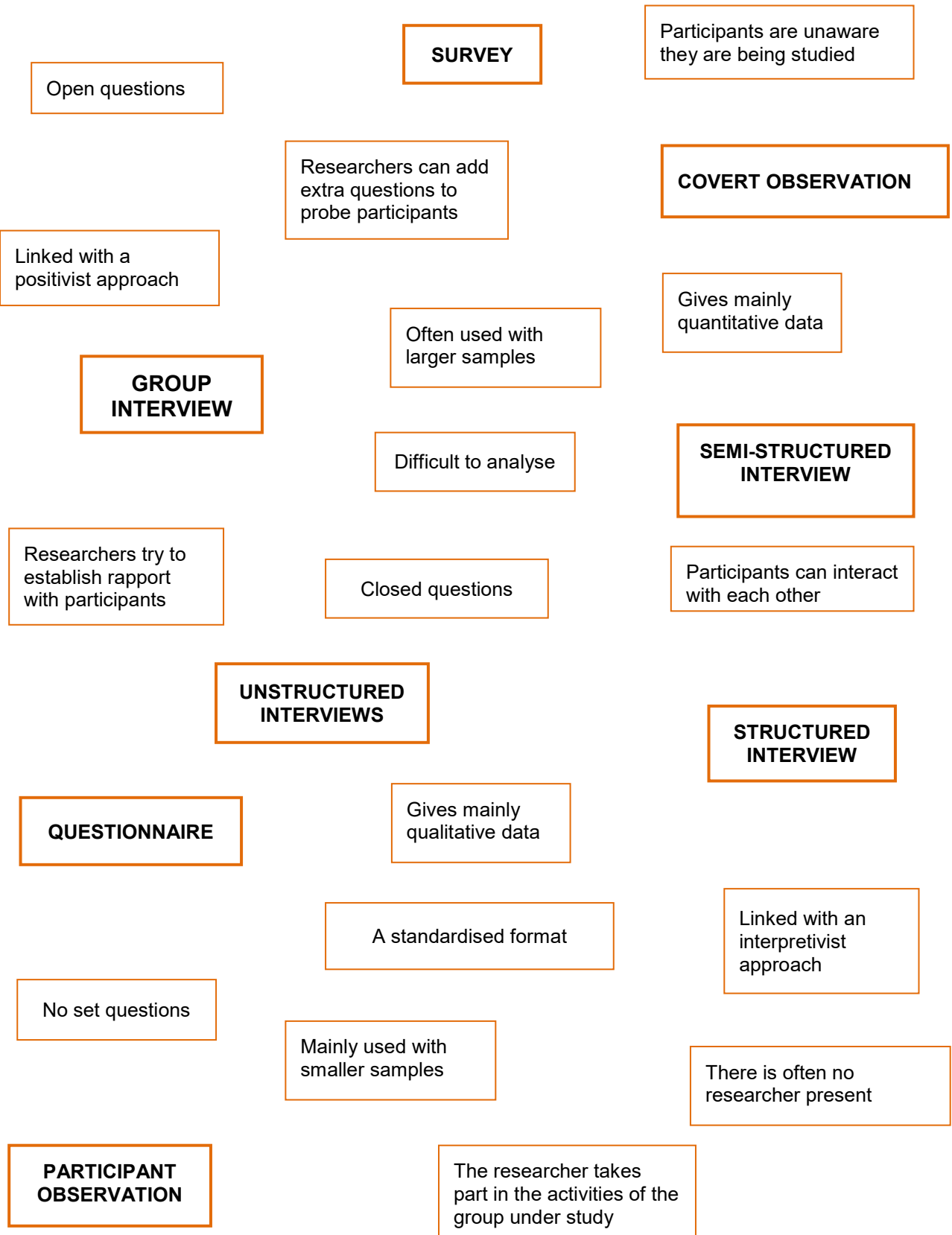
Learners draw lines to connect the research methods in bold with their correct characteristics.

It is possible that one descriptive statement may apply to **more than one** method.

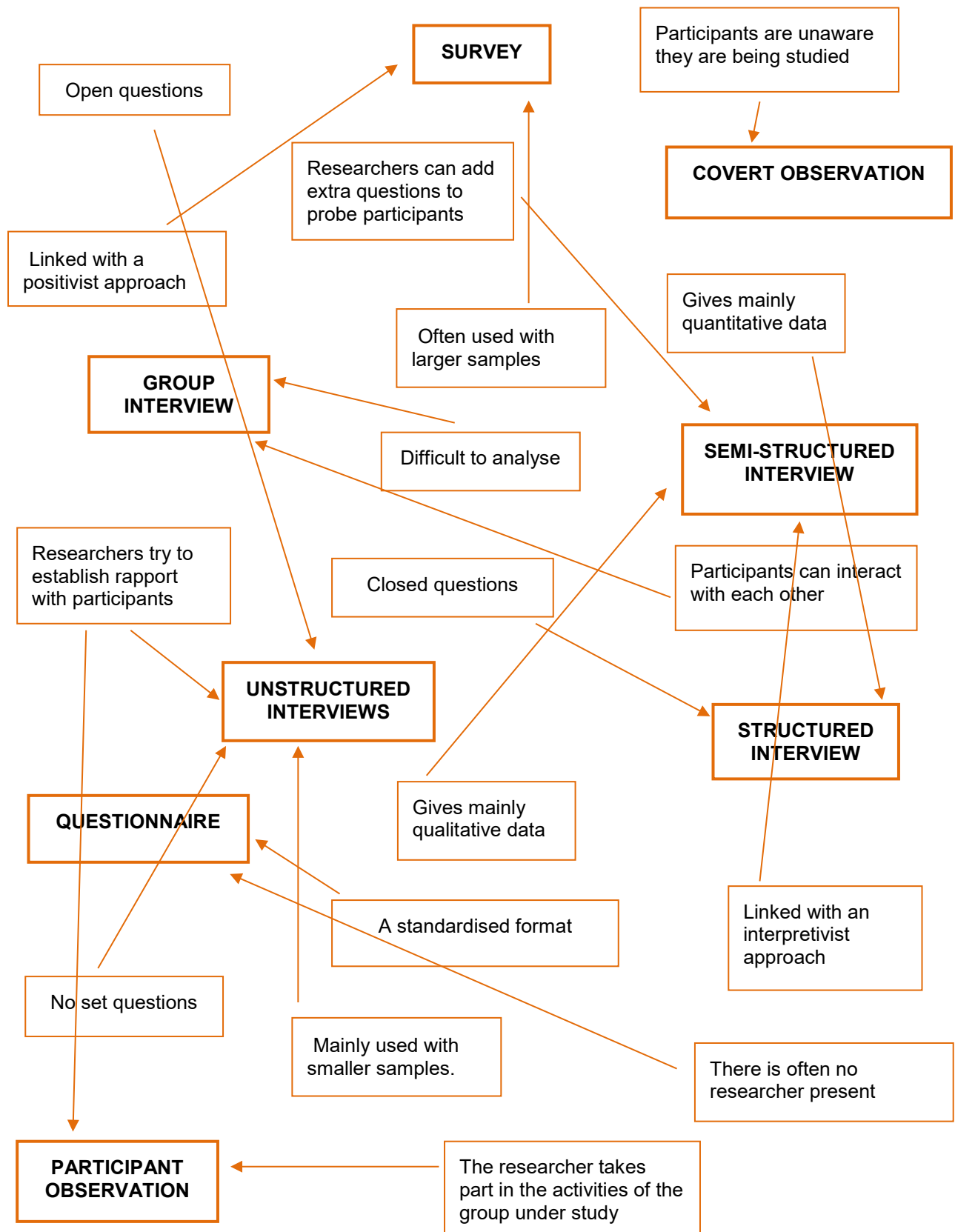
To increase the level of challenge for learners, use a similar worksheet but leave several boxes empty. Learners fill in the empty boxes with other characteristics of the research methods and connect them appropriately.

Worksheet 5: Research methods connectives

Make connections between the research methods in **bold** and their associated concepts and characteristics. Draw lines between the boxes to show the connections.



Worksheet 5 answers: One descriptive statement may apply to more than one method. Here are some example connections.



Activity 3: Methodological definitions and examples

It is useful to prepare learners for Topic 1 Research methods by giving them access to a set of accurate definitions for key methodological terms. Most of the terms are found in the syllabus and can be found in the course text book or on the internet.

Topic 1 Research methods can be split into the following sub-topics depending on how many learners you have.

| Topic | Sub-topics |
|----------------------------|--|
| 1. Research methods | <p>1.1 How do sociologists approach the study of society?</p> <p>1.1.1 The positivist approach</p> <p>1.1.2 The interpretivist approach</p> <p>1.1.3 Approaches that combine different research methods and evidence</p> <p>1.1.4 The analysis and evaluation of research choices</p> <p>1.2 What types of data and evidence do sociologists use?</p> <p>1.2.1 Sources of data</p> <p>1.2.2 Secondary evidence</p> <p>1.2.3 Analysis, interpretation and evaluation of data from qualitative and quantitative sources</p> <p>1.3 How do sociologists investigate society?</p> <p>1.3.1 The stages in research design</p> <p>1.3.2 Sampling</p> <p>1.3.3 Quantitative and qualitative primary research methods</p> <p>1.3.4 Types of question</p> <p>1.3.5 The theoretical and practical issues affecting research</p> <p>1.3.6 Ethical issues affecting research</p> |

Learners list every methodological term they can find in their topic from the syllabus.

Alternatively, you can provide learners with a list.

In **Worksheet 6 Methodological definitions and examples** learners are given selected concepts. Learners work individually or in pairs to find a definition and an example of the concept and record it.

When completed, lead a discussion and fill in any gaps so learners have a complete and accurate list.

Worksheet 6: Methodological definitions and examples

Find an accurate definition and an example for each methodological concept listed in the table. Record your answers in the columns.

| Research methods (1.1.1–1.2.2) | Definition | Example |
|-----------------------------------|------------|---------|
| Positivism | | |
| Macro view | | |
| Quantitative data | | |
| Causation | | |
| Trends | | |
| Interpretivism | | |
| Micro view | | |
| Qualitative data | | |
| Primary data | | |
| Secondary data | | |
| Official statistics | | |
| Historical documents | | |
| Digital sources | | |
| Media content | | |

Worksheet 6 answers:

| Research methods (1.1.1–1.2.2) | Definition | Example |
|-----------------------------------|---|---|
| Positivism | An approach to research based on studying society in a scientific manner using quantitative methods. | Durkheim's study on suicide or Milgram's obedience experiment. |
| Macro view | Macro views focus on the large scale of whole societies. | Marx's study of capitalism and social class or functionalist works like Merton's strain theory. |
| Quantitative data | Information in numerical form. | Official statistics, data from a closed question survey. |
| Causation | Where a change in one variable is linked with a similar change in another variable across cases in a data set. | The higher a person's social class the more likely they are to go to university. |
| Trends | Patterns of change over time in data. | How patterns of crime change year on year. How exam results of boys and girls have changed in the last 10 years. |
| Interpretivism | An approach to research that starts at the level of the individual, focusing on small-scale behaviours using qualitative methods. | Studies such as 'Gang Leader for a Day' by Venkatesh or Irving Goffman's 'The Presentation of self in everyday life'. |
| Micro view | Micro views focus on small-scale interactions within a society. | Studies such as Cohen's 'Delinquent Boys' or Paul Willis 'Learning to Labour'. |
| Qualitative data | Information in word form. | Data from an unstructured interview or a diary. |
| Primary data | Information collected first-hand by the researcher doing research. | Information gained from conducting questionnaires, interviews etc. |
| Secondary data | Information that already exists and has previously been collected by other researchers. | Official statistics, studies by other sociologists. |
| Official statistics | Existing sources of quantitative data compiled by the government. | Official crime statistics, official statistics on education. |
| Historical documents | Any documents from the past. These are secondary sources as the data already exists and may be qualitative or quantitative. | Quantitative: birth, marriage and death records, the census. Qualitative: letters and diaries. |
| Digital sources | Online sources of information linked to new media technologies like blogs, social networks. | Instagram, Pinterest, Facebook, emails. |
| Media content | Data from media sources including books, newspapers, television shows, documentaries and social media. | Newspaper reports on youth crime, a documentary about changing gender identities, Twitter blogs. |

Exercise 3: Know your sociological theories

The Cambridge IGCSE / O Level Sociology syllabus includes five main sociological theories that learners need to know and understand: functionalism, Marxism, feminism, postmodernism and labelling theory.

Examination questions in option topics may focus explicitly on theoretical views.

In addition, learners are expected to integrate knowledge and understanding of sociological theory into the evidence they present in their answers.

It is common for learners to find sociological theory challenging. Testing and clarifying conceptual misunderstandings will build learner confidence.

Activity 1: Odd one out

It is important that learners know and understand the concepts and terms associated with the sociological theories in their chosen syllabus topics.

Worksheet 7: Odd one out can be used to test and clarify learners' knowledge and understanding of core concepts in sociological theories for Topic 6 Crime, deviance and social control. Concepts from the theories in other option topics may be substituted.

Each question presents a sequence of three concepts. Two concepts derive from the same sociological theory leaving the third concept as the odd one out.

Learners identify the concept that is the odd one out and then explain why the selected concept is different from the other two concepts.

Lead a class discussion ensuring that learners understand why one concept is the odd one out and clarify any misconceptions.

Worksheet 7: Odd one out?

Which concept comes from a different sociological theory to the other two concepts in each sequence? Highlight/underline the word and explain why it is the odd one out in the box below.

1.

- Labelling
- Relative deprivation
- Moral panic

Why is it the odd one out?

2.

- Strain to anomie
- White collar crime
- Material deprivation

Why is it the odd one out?

3.

- Double deviance
- Toxic masculinity
- Inadequate socialisation

Why is it the odd one out?

4.

- Immediate gratification
- Gendered socialisation
- Welfare dependency

Why is it the odd one out?

5.

- Status frustration
- Delinquent or criminal subcultures
- Master status

Why is it the odd one out?

Worksheet 7 answers:

1.

- Labelling
- **Relative deprivation**
- Moral panic

Why is it the odd one out?

The other two concepts are part of the interactionist theory of crime. Labelling is the process of attaching criminal stereotypes to individuals which may lead to a media moral panic. Relative deprivation is linked to the Marxist explanation for crime and is the idea that some people are poorer in relation to others in society.

2.

- **Strain to anomie**
- White collar crime
- Material deprivation

Why is it the odd one out?

The other two concepts are part of a Marxist explanation for crime. White collar crime are financial crimes committed by the middle and upper classes. Material deprivation is the poverty experienced by the working and underclass which may be a reason to commit crime. Strain to anomie is linked to Merton's Strain theory where there is the tension between the desire for socially approved goods and the lack of socially approved means of achieving them, often leads to crime.

3.

- Double deviance
- Toxic masculinity
- **Inadequate socialisation**

Why is it the odd one out?

The other two concepts are part of a feminist explanation for crime. Double deviance is the idea that women are punished more harshly for crimes that deviate against their traditional feminine role. Toxic masculinity refers to the hegemonic masculinity that can result in violent crime. Inadequate socialisation is linked to a New Right explanation which blames single mothers and underclass families for failing to socialise children into the correct social values, leading to criminal behaviour.

4.

- Immediate gratification
- **Gendered socialisation**
- Welfare dependency

Why is it the odd one out?

The other two concepts are part of a New Right explanation for crime. Immediate gratification is the need to have desired goods now rather than the future. Fatalism is the idea that the underclass is unable to see a way out of poverty and hence turns to crime. Gendered socialisation is the feminist idea that men are socialised to be more risk-taking and aggressive leading to a higher crime rate than women.

5.

- Status frustration
- Delinquent or criminal subcultures
- **Master status**

Why is it the odd one out?

The other two concepts are part of Cohen's theory of crime. Status frustration is experienced by individuals who occupy a low status position who thus join a delinquent or criminal subculture to achieve status from their group. Master status is part of labelling theory and is the idea that an individual may be seen as a 'criminal' above all their other statuses, such as an employee or father etc.

Activity 2: Fill in the gaps

Higher mark questions in the Cambridge Sociology examinations require learners to be able to write about sociological theory in an extended way.

Learners need a holistic knowledge and understanding of each theory (AO1) and to then apply this knowledge to issues raised in exam questions (AO2).

It is important that learners grasp the basic framework of each sociological theory.

The activities in **Worksheet 8: Fill in the gaps** will help learners to clarify and contrast three theories in Topic 2 Identity: self and society. The subject matter for the exercises can be changed for other topics.

Lead a class discussion to ensure learners are using the correct words to each sociological theory.

Worksheet 8: Fill in the gaps

Complete the description of each theory of socialisation by inserting the missing words. The words to use are given underneath each description box.

1.

Functionalism

Functionalism is a _____ theory. They think that people agree on the basic _____ and _____ of society. These are transmitted through the processes of _____. This occurs in two phases _____ and _____. Informal _____ reinforces what is taught through negative and positive _____. If socialisation is successful it leads to _____ which means people have a sense of _____ and there is social order.

**social control consensus norms belonging values sanctions primary social cohesion
socialisation secondary**

2.

Marxism

Marxism is a _____ theory. They think there is no real _____ on social norms and values. Instead, society is split into two _____: the bourgeoisie or owners of the _____ and the _____ who are the _____. The bourgeoisie dominate and exploit the workers who suffer from _____. This means they do not realise they are being _____. They accept capitalist values including the idea that the rich _____ their wealth and _____. So they are unlikely to _____ the ruling ideas and remain in their low _____ position.

**means of production conflict false consciousness classes privileges proletariat deserve
workers challenge oppressed agreement status**

3.

Feminism

Feminists are like Marxists in that they see society as _____, not based on social class but based on _____. Ann _____ argued that children are socialised into _____ in the _____ through processes such as canalisation, _____ and _____. This is reinforced by other _____ of _____. Girls learn to become _____ and boys learn to be _____ and they are rewarded if they _____ to gender _____ and negatively _____ if they deviate.

**stereotypes Oakley agents gender roles divided socialisation manipulation sanctioned
verbal appellations family conform masculine**

Worksheet 8 answers:

1.

Functionalism

Functionalism is a consensus theory. They think that people agree on the basic norms and values of society. These are transmitted through the processes of socialisation. This occurs in two phases primary and secondary. Informal social control reinforces what is taught through negative and positive sanctions. If socialisation is successful it leads to social cohesion which means people have a sense of belonging and there is social order.

social control consensus norms belonging values sanctions primary social cohesion
socialisation secondary

2.

Marxism

Marxism is a conflict theory. They think there is no real agreement on social norms and values. Instead, society is split into two classes: the bourgeoisie or owners of the means of production and the proletariat who are the workers. The bourgeoisie dominate and exploit the workers who suffer from false consciousness. This means they do not realise they are being oppressed. They accept capitalist values including the idea that the rich deserve their wealth and privileges. So they are unlikely to challenge the ruling ideas and remain in their low status position.

means of production conflict false consciousness classes privileges proletariat deserve
workers challenge oppressed agreement status

3.

Feminism

Feminists are like Marxists in that they see society as divided, not based on social class but based on gender. Ann Oakley argued that children are socialised into gender roles in the family through processes such as canalisation, manipulation and verbal appellations. This is reinforced by other agents of socialisation. Girls learn to become feminine and boys learn to be masculine and they are rewarded if they conform to gender stereotypes and negatively sanctioned if they deviate.

stereotypes Oakley agents gender roles divided socialisation manipulation sanctioned
verbal appellations family conform masculine

Activity 3: Presentations on theories of the family

Learners need to understand different aspects of sociological theories and apply them to the option topics.

Divide the class into three groups. Each group will research and then teach the class the main points in each sociological theory of Topic 4 Family (4.2 What is the role of the family for the individual and society?).

The three theories are functionalism, Marxism and feminism.

Each theory can be broken down into different sections as follows:

| Functionalist views | Marxist views | Feminist views |
|---|---|--|
| <ul style="list-style-type: none"> • How the family benefits its members and society • Functions of the family • The loss of functions debate • How family functions have changed over time • 'Warm bath' theory • Importance of the nuclear family | <ul style="list-style-type: none"> • How the family benefits capitalism • Exploitation of family members • Reproduction of class inequalities • Family as a unit of consumption • Family and ideological control | <ul style="list-style-type: none"> • How the family benefits patriarchy • The domestic division of labour • Domestic violence and abuse • Joint and segregated conjugal roles • Dual burden / triple shift • Decision-making • Gendered socialisation |

These sections can be replaced by others in different option topics.

Depending on the number of learners, you may need to give each learner more than one section.

Each group works collaboratively to prepare a visual presentation on their theory of the Family.

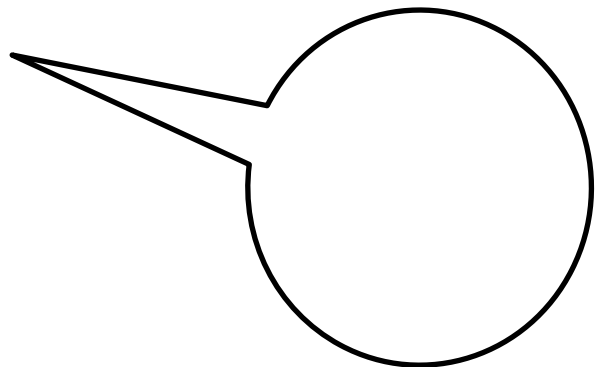
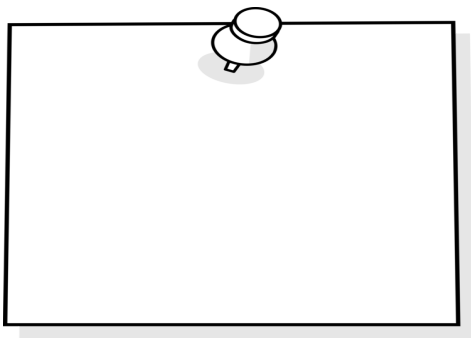
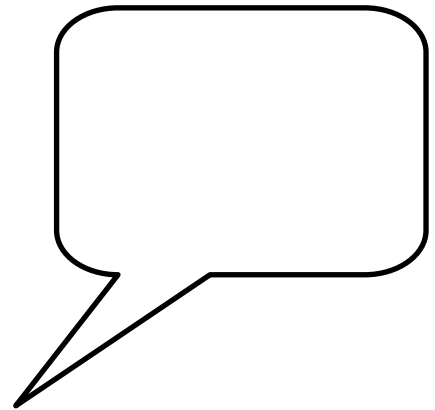
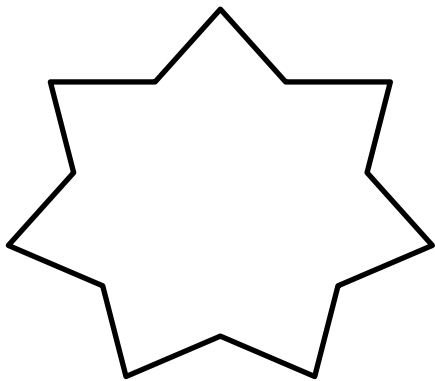
Remind learners that their aim is to teach the class something new, so they should avoid copying from the course text book or the internet. The aim is to understand the theory and to teach others about it.

Alternatively, if you have more learners, you can extend each group's presentation into a mini lesson. This will involve other group members conducting a starter activity and/or an activity to check how much learners have understood the content of the presentation. Each group may also wish to provide a set of notes or handout for learners to take away.

Worksheet 9: Starter and plenary can be used by you or the learner groups to check both the level of understanding before the presentation and at the end of the presentation.

Worksheet 9: Starter and plenary

Starter: What do you already know about the theory?



Plenary: What can you now recall about the theory of family?



Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

© Cambridge University Press & Assessment 2022