



**Cambridge Assessment  
International Education**

Learner Guide

**Cambridge IGCSE™  
Sociology 0495**

**Cambridge O Level  
Sociology 2251**

For examination from 2025



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## About this guide

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This guide explains what you need to know about your course and examinations. You should use this guide alongside the support of your teacher.

Download and save the document to a desktop computer to be able to explore the interactive tools including the ability to make notes and use the checklists.

### The Learner Guide will help you to:

- ✓ understand how you will be assessed
- ✓ understand the skills you need to have
- ✓ prepare for your Cambridge examinations
- ✓ plan your study and revision programme
- ✓ understand how to be responsible for your own learning.

### The Learner Guide gives you:

- ✓ tools and approaches to learning
- ✓ examples of exam questions and a guide on how to answer them well
- ✓ revision checklists to self-assess your own understanding and knowledge of the subject.

Cambridge IGCSE / O Level Sociology encourages you to think more deeply about the world we live in. The syllabus gives you an opportunity to learn about key sociological concepts, theories and arguments. Using these sociological ideas you will explore contemporary social, cultural and political issues from different perspectives. You will also develop important transferable skills, such as how to interpret, analyse and evaluate evidence about real world issues.

Cambridge IGCSE / O Level Sociology will encourage you to be:

- **confident**, improving your ability to express, communicate and debate sociological ideas and arguments
- **responsible**, developing a more informed awareness of contemporary real world issues, and a respect for different views
- **reflective**, developing skills that help you to take ownership of your learning, working both individually and with others
- **innovative**, developing new ways of thinking about familiar topics
- **engaged**, interested and ready to think more deeply about social, cultural, and political issues.

## 1. What you need to know

This section gives you an outline of the syllabus content for this course. Ask your teacher for more detail about each topic. You can also find more detail in the revision checklists of this guide.

The course is made up of two compulsory components, Paper 1 and Paper 2.

Paper 1 focuses on the topics of research methods, identity and social inequality.

Paper 2 focuses on the topics of family, education, and crime.

### Paper 1

#### Research Methods, Identity and Inequality

1. Research methods. In this topic you will learn how sociologists investigate issues in society; this includes the types of data, evidence, methods and approaches they use in research projects. You will learn how to do your own sociological research individually and with others.
2. Identity: self and society. In this topic you will learn about how our different social identities are influenced by agencies such as the family and education. You will also learn about how society controls our behaviour, including the impact of formal agencies such as the police and online influences such as social media.
3. Social stratification and inequality. In this topic you will learn about how societies are divided by gender, social class, ethnicity and age. These divisions are linked to inequalities in society, for example discrimination against women or the income gap between rich and poor. You will find out about how governments and others have tried to reduce social inequalities and consider whether these have succeeded. You will also think about global issues such as migration and ecological issues such as pollution and climate change and how these issues affect inequalities between societies around the world.

### Paper 2

#### Family, Education and Crime

1. Family. In this topic you will explore the modern family in a globalised world. You will learn about the different types of family, how ideas about marriage vary across cultures and alternatives to the family. You will be encouraged to think about how and why the family continues to change. You will also consider different sociological theories on the role of the family and evaluate the extent to which family life is a positive or a negative experience for its members.
2. Education. In this topic you will begin by exploring what is meant by education and schooling. You will learn about the different types of schools and their strengths and limitations and consider alternative approaches to education beyond traditional schooling. You will explore the different sociological theories of the role of education in society and consider the many factors that influence children's experience and educational achievement at school.
3. Crime, deviance and social control. In this topic you will learn about the important differences between the concepts of crime and deviance. You will explore how people conform to social rules and laws because of formal and informal social control. You will study different types of crime, how crime is measured by the government and the extent to which that measurement is accurate. You will consider how patterns of crime can be impacted by social class, gender, age or ethnicity. Finally, you will think about how crime is dealt with in different societies and how effective both policing and different types of punishment are in preventing further crime.

Always check the syllabus for the year you are taking the examination which is available at <https://www.cambridgeinternational.org>

## How you will be assessed

You will be assessed at the end of the course using two components:

- Paper 1. Paper 1 has three questions. You must answer Question 1 and either Question 2 or Question 3.
- Paper 2. Paper 2 has three questions. You must answer two of the three questions.

Find out from your teacher which two optional units you will be studying for Paper 2.

This table summarises the key information about each examination paper.

Component	Time and marks	Skills assessed	Details	Percentage of qualification
<b>Paper 1</b>	2 hours 80 marks	AO1: Knowledge and understanding AO2: Interpretation and application AO3: Analysis and evaluation	Answer <b>two structured</b> questions: Question 1 is compulsory and includes data response. Answer <b>either</b> Question 2 <b>or</b> Question 3.	50%
<b>Paper 2</b>	1 hour 45 minutes 80 marks	AO1: Knowledge and understanding AO2: Interpretation and application AO3: Analysis and evaluation	Answer <b>two optional structured</b> questions from a choice of three.	50%

## 2. What will be assessed

The areas of knowledge, understanding and skills that you will be assessed on are called **assessment objectives** (AOs).

The examiners take account of the following skills areas (**assessment objectives**) in the examination papers

- Knowledge and understanding
- Interpretation and application
- Analysis and evaluation.

It is important that you know the different weightings (%) of the assessment objectives, as this affects how the examiner will assess your work. For example, AO1: Knowledge and understanding is worth 35% of the total marks in Paper 1. However, in Paper 2, AO1 is worth 43 % of the total marks.

Assessment objectives (AO)	What do you need to be able to do?
<b>AO1 Knowledge and understanding</b>	Show knowledge and understanding of sociological concepts, theories, evidence, views and research methods.
<b>AO2 Interpretation and application</b>	Apply relevant sociological concepts, theories, evidence, views and research methods to support points or develop arguments. Explain how sociological concepts, theories, evidence, views and research methods apply to a particular issue or question.
<b>AO3 Analysis and evaluation</b>	Analyse and evaluate sociological theories, evidence, views and research methods: <ul style="list-style-type: none"> <li>• Explain the strengths and limitations of sociological theories, views and research methods</li> <li>• Construct, develop and discuss sociological arguments</li> <li>• Reach conclusions and make judgements based on a reasoned consideration of evidence.</li> </ul>

### 3. Example exam questions

#### Command and key words

This section will help you to understand how to identify command words and key words within exam questions, and to understand what is required in your response.

A command word is the part of the question that tells you what you need to do with your knowledge. For example, you might need to describe something, explain something, or argue a point of view. It is important that you understand the command words which indicate the approach you should take to answer the questions. Command words may be listed in the syllabus. The context of the whole question will affect the explicit meaning of the command words.

The information and advice given below, is specific to these example exam questions. In your exam, you need to pay careful attention to what each question is asking you to do.

#### Now let's look more closely at some example exam questions.

The command and key words in the questions have been highlighted and their meanings explained. This should help you to understand clearly what is required.

**Using information in Source A, explain two** reasons why in-depth interviews were useful in investigating what makes people healthy and happy. **[4 marks]**

The question requires you to identify information, in this case reasons why in-depth interviews were helpful, from Source A.

This means that the examiner will expect you to make the two reasons clear, by using your own knowledge to develop or describe them in detail.

**Discuss** the view that a global culture has now emerged.

Your answer should include:

- **at least three developed points with evidence.**

**[4 marks]**

This means you should write about the emergence of a global culture in depth and in a structured way.

This means that you should write three or more separate, detailed points using evidence (examples, concepts, sociological theory, statistics, etc).

**Evaluate** the view that capital punishment is the most effective punishment for crime.

Your answer should include:

- at least three arguments for the view and three arguments against the view
- **a conclusion**

**[14 marks]**

This means you must use arguments for and against capital punishment in order to decide whether it is the most effective punishment for crime.

This means that, at the end of your answer, you should make an explicit judgement as to whether capital punishment is, or is not, the most effective form of punishment and why, based on the arguments presented.





## Answering examination questions

In pairs, groups or individually

- think about what points to include in each answer
- think about how long your answer should be – look at the marks and the space available on the question paper. Do not write too much or too little
- now, write an example answer to the following questions.

### Specimen Paper 1 – Question 1(a)(ii)

- (ii) Using information in Source A, explain **two** reasons why in-depth interviews were useful in investigating what makes people healthy and happy. [4]

### Specimen Paper 1 – Question 2(e)

- (e) Discuss the view that a global culture has now emerged.  
Your answer should include:
- at least **three** developed points with evidence. [8]

### Specimen Paper 2 – Question 3(f)

- (f) Evaluate the view that capital punishment is the most effective punishment for crime.  
Your answer should include:
- at least **three** arguments for the view and **three** arguments against the view
  - a conclusion. [14]

Ask your teacher for the mark scheme for the specimen papers and mark your answers to see how well you have done.

## Advice and tips for the examination

- Read the instructions carefully and answer the right number of questions from the correct sections of the exam paper.
- Do not answer more questions than are needed. This will not gain you more marks.
- Plan your time according to the marks for each question. For example, a question worth 3 marks requires less time and a shorter answer, than a question worth 10 marks.
- Do not leave out questions or parts of questions. No answer means no mark.
- Read each question very carefully.
- Identify the command words in the question – underline or highlight them.
- Identify and underline the other key words in the question.
- Read all parts of a question before starting your answer. Think carefully about what is needed for each part. You will not need to repeat information.
- Look very carefully at the resource material / insert / diagrams, you are given.
- **Answer the question.** This is very important!
- Use your knowledge and understanding.
- Do not just write all you know, only write what is needed to answer the question.
- Make sure your writing is clear and easy to read. It is no good writing a brilliant answer if the examiner cannot read it.

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## 4. Study skills

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### A reflective journal

Keeping a reflective journal is a useful way to record, analyse and reflect on how you learn. Here are some questions to get you thinking.

**Which subjects are you studying? Think about what you want to achieve by studying each subject.**

I am studying the subject

because:

**What did you like about the subject when you have studied them in the past? Or what about a new subject interested you?**

I like

because:

**What skills will each subject help you develop? Are there any uses in the real world?**

is a good subject to learn because:

## Being organised

Being organised has many benefits – circle the statements which are important for you:

helps you to **PRIORITISE**      improves **TIME MANAGEMENT**      reduces **STRESS**  
 helps you to **FOCUS**  
 increases **CONFIDENCE**      increases **PRODUCTIVITY**      gives a better **BALANCE**  
 between works and play  
 increases **EFFICIENCY**

### How organised are you?

Tick the statements that apply to you.

**B**  
I get overwhelmed by how much work I have and I avoid starting large tasks.

**A**  
I always know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler.

**B**  
I leave homework to the last minute.

**A**  
I get my homework done on time.

**A**  
I write down homework and the deadlines in one place, such as a planner.

**A**  
I do my homework the day I get it.

**B**  
I often forget what homework I have.

**B**  
I hand in my homework late.

**B**  
I never know where everything I need is, such as my notes, books, pens, highlighter pens, paper and a ruler.

**A**  
I always rush my work.

**A**  
I never need to rush my work.

**B**  
I break down large tasks into smaller tasks and tick these off when I complete them.

Count the number of A statements you ticked and the number of B statements you ticked. Read the appropriate advice below. If you ticked an equal number of each, read both sets of advice.

**Mostly A:** You are a well-organised person who has developed strategies that work for you.

Be careful if you agreed with '*I do my homework the day I get it*' as this might not be the most efficient strategy; you need to prioritise homework according to deadline and how long it will take, and also make sure you allow time for fun and relaxation. See the table on the next page for more ideas of how to be organised.

**Mostly B:** You could use some support in being more organised in order to make life easier for yourself. Try some of the suggested methods for being organised in the table on the next page, then return to the activity above at a later date to see if you score differently.

**If you do some work each day, rather than leaving it all to the last minute, you will feel more in control.**



## How to be organised

Tick the boxes in the table below to reflect on how you work and what you will try in order to improve. Aim to try at least some of these methods.

How to be organised	I already do this	I will try this
Keep all my pens, paper and other equipment together in one place so I always know where everything is		
Keep my notes together and ordered by date as I go along; I will file them as soon as they are completed		
Use one place such as a planner to record each homework or assignment deadline as soon as I get it		
Include all activities in my planner so that I know what time I have available to work		
Estimate how long a given task will take me, then work backwards from the deadline and include some extra time to give me the date that I should start the work		
Be realistic about what I have time for		
Keep my planner up to date and check it every day		
Have a set time each day or week for completing homework or study so that it becomes part of my routine		
Prioritise homework or study according to which needs to be done first and not just which I like doing best		
Rank my homework as 1 (do it now), 2 (do it tomorrow), 3 (do it later in the week) and update the rank each day		
Break down any large assignments into smaller, more manageable tasks; each task will have its own deadline		
Tick off each homework or task once I have completed it		

## Tips for good notetaking

Writing and reviewing your lesson notes helps you to remember information.

Making notes as you go along, little and often, makes it easier when you revise. It is important to ask your teacher or classmates questions if you are unsure about anything or if you have missed something.

### Be prepared

- Bring different coloured pens and highlighter pens to your lesson (colour-coding makes your notes more interesting and can help with memory).
- Read your notes from the previous lesson (this helps you understand what you are being told in the current lesson and helps you to make better notes).

### Listen actively

Concentrate on listening carefully – if you listen actively, you can pick out the important information instead of writing down everything.

### In your own way

Your notes need to be meaningful to you, so develop your own approach.

- Develop your own shorthand, e.g. 'wi' for 'with'.
- Keep your notes simple and short.
- Use abbreviations, symbols, and diagrams.
- Start on a new page for each new lesson.
- Put a date at the start of your notes.

### Focus

- Do not write down everything, focus on the important points, such as:
  - key words and concepts – for example, definitions, examples, formulae, symbols, methods, dates, events, characters, etc.
  - new information – do not write down things you already know.
- Highlight and annotate handouts.

### Review

- As soon as you can, spend 15–20 minutes reading through your notes.
- Make sure your notes are clear.
- If there are gaps, ask your teacher for help to fill them.
- Summarise the information (onto cards).
- Compare your notes with a friend or classmate. This might lead to a discussion on what each of you think are the important points to know.

### Read the content before you write anything down

Then go back to the start and note down any keywords, dates, facts, concepts, or quotes. Now write your notes. Do not copy full sentences, write the content in your own words.

Here are some useful ways to format your notes:

**Freestyle method**

Just write down what you hear as the teacher says it.

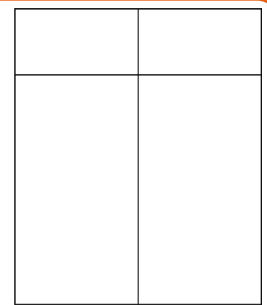
**Write on handouts**

Write notes at key points directly on handouts that contain notes or important information.

**Charting method**

Use when learning about different or contrasting factors or approaches.

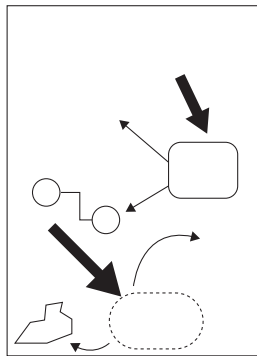
- Make a chart with a different column for each factor or approach.
- Write details in each column, placing the details so that you can easily compare items between columns.



**Flow method**

Learn while you listen. Create your own representation of the new information by:

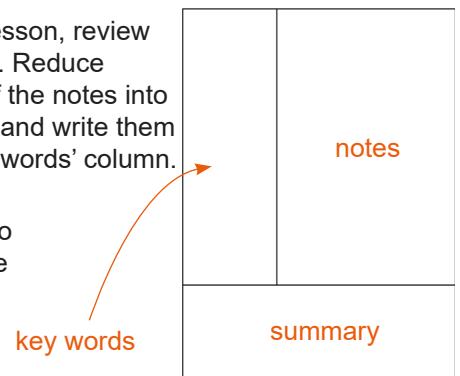
- putting what the teacher says into your own words
- using quick drawings to break down the content into simple ideas
- using arrows to link ideas together and to add supporting points
- circling or boxing different points using different lines, shapes or coloured pens.



**Cornell method**

Divide your page into three sections.

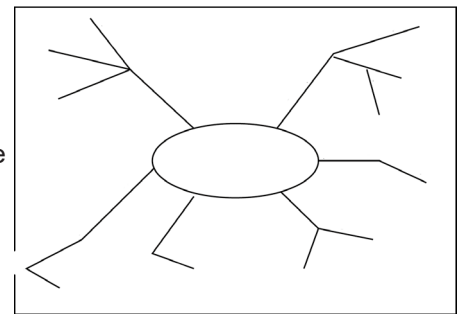
- Use the 'notes' section to make notes during the lesson.
- After the lesson, review your notes. Reduce sections of the notes into key words and write them in the 'key words' column.
- Write a summary to consolidate what you learned.



**Mind map method**

Write the lesson topic in the centre of your page.

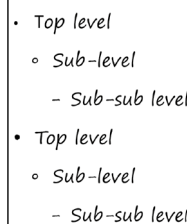
- Add a new branch for each new sub-topic.
- Add extra smaller and smaller branches for more detail; these show the connections between facts or ideas.
- Add notes using words and diagrams; use arrows to show links.
- Keep your notes short and put key words along branches.
- Use coloured pens and highlighter pens to emphasis key points.



**Outline method**

Use bullet points.

- Top level bullets are the key issues in the lesson.
- Sub-level bullets are details about the top-level points.
- Sub-sub level bullets provide more separation if needed.



This method is helpful if you already know the structure of the lesson and the structure of the learning point.

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## 5. Revision and preparation

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### Planning your revision

Start planning your revision in plenty of time for the exams so you can develop a revision technique that works for you. A well-structured revision plan can give you the best chance of success in your examinations.

Identify the time you will spend revising and schedule time for revision.

Create a revision plan: a weekly plan will include the detail of what you will revise in the weeks up to the examination. This can then be broken down into a daily planner which will include more detail.

Write the dates and times of each of the examinations you are taking, in a calendar, diary or planner.

Work out how much time you have before each examination, so you can leave yourself plenty of time to revise.

Plan to go back to your class notes and what you have already revised to recall information and keep everything fresh in your mind. Do not only recall words and definitions, make sure you recall main ideas, how things are related or different from one another, and new examples.



### It is important to have breaks to stay alert and productive

- Include one rest day per week, or break this up into shorter rest breaks across a week.
- Include at least two hours of rest before bedtime; working too late is unlikely to be productive.
- Take regular breaks during revision; revising for hours without a break will overload you.
- Have short revision sessions and short breaks between each session.
- Know ways to relax during your breaks; for example, physical exercise can be good during breaks.

### It is important to be flexible and realistic

- Include most days leading up to the exams and include any days or times when you are not able to revise (for example due to attending school, eating meals, participating in sports and hobbies).
- Be honest with yourself about how much time you can really spend revising.







## Revision plans

There are many different planners, calendars and timetables you can use to plan your revision. The plans provided here are just examples. The **Weekly plan** includes an overview of a week of revision leading up to the first examination. The **Daily plan** includes the detail of what you will be revising each day.

### Weekly plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

### Daily plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
08:00 – 09:00							
09:00 – 10:00							
10:00 – 11:00							
11:00 – 12:00							
12:00 – 13:00							
13:00 – 14:00							
14:00 – 15:00							
15:00 – 16:00							
16:00 – 17:00							
17:00 – 18:00							
18:00 – 19:00							
19:00 – 20:00							
20:00 – 21:00							

## Some revision techniques

### Mind maps

Mind maps are a great way to revise the links between different factors or to explore a larger topic.

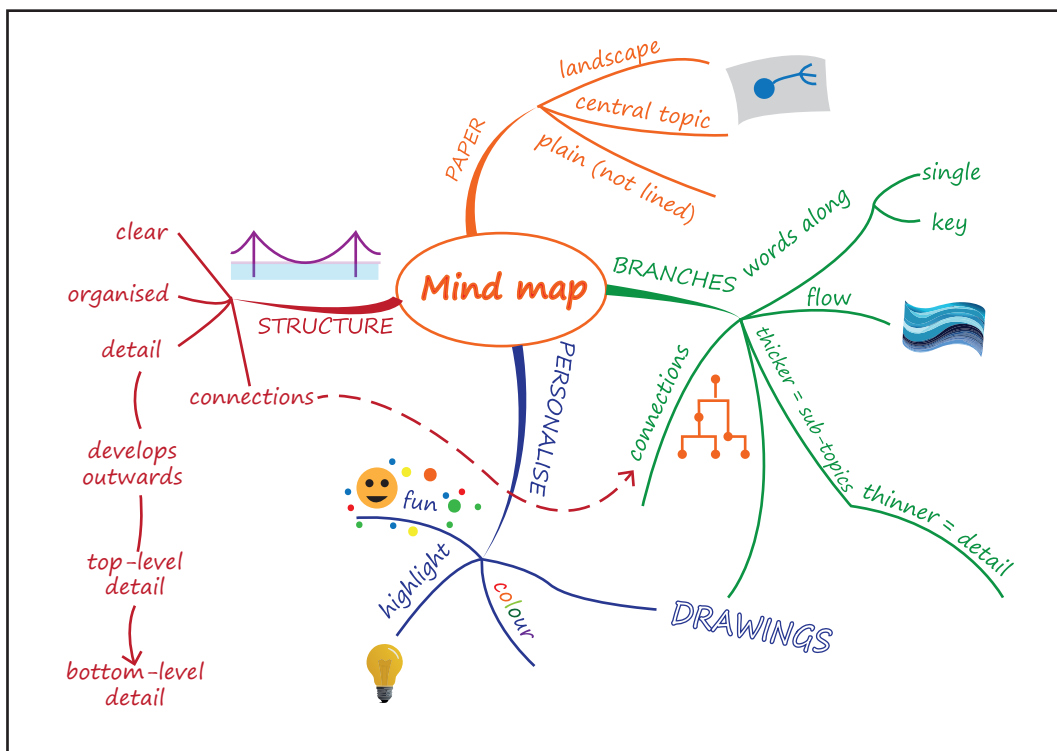
They can also be used to brainstorm your ideas.

1. Use a blank sheet of paper and turn it on its side (landscape).
2. Put the topic title in the middle of the page and build the mind map outwards using lines called 'branches'.
  - The first branches are from the central topic to sub-topics; draw these as thick lines
  - Add new branches from the sub-topics to include more detail; draw these as thinner lines.
  - Add even more detail to a point by adding more branches.

This creates a hierarchy of information from 'overview (the thick branches) to 'fine detail' (thinnest branches).

3. Write single key words or phrases along a branch and add drawings for visual impact.
4. Use different colours, highlighter pens, symbols and arrows to highlight key facts or issues.

It is a good idea to use a large piece of paper and lots of coloured pens.

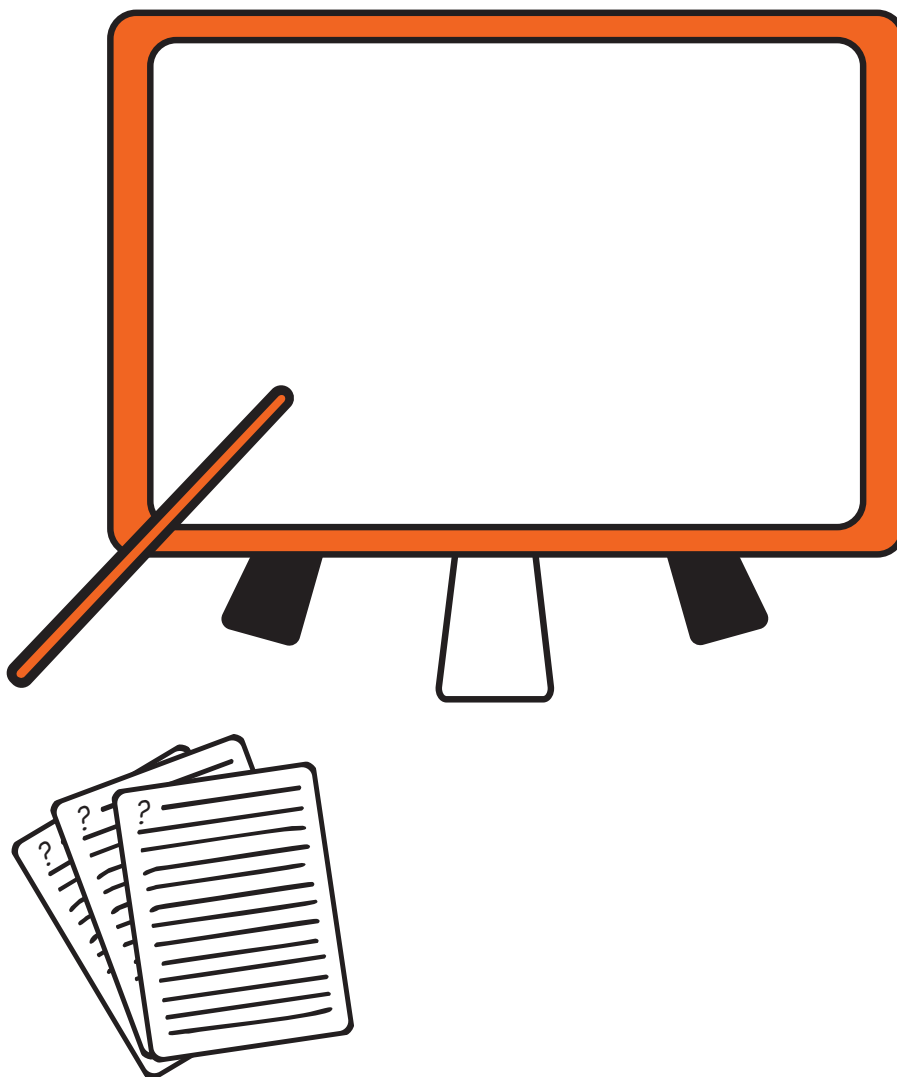


### Teach the topic

This is a very simple but effective technique that focuses on knowledge recall. It tests the brain and rehearses the information you need to know for a certain topic and so will help your revision.

1. Create some topic cards with key bullet points of information on. Leave space for ticks.
2. Give these to your parents, family, friends or whoever you want.
3. Give yourself 10 minutes maximum to teach your audience the main points of the topic. You could use a mini-whiteboard or flipchart to help.
4. Your audience tick off all the points you mention in your presentation and give you a final score.

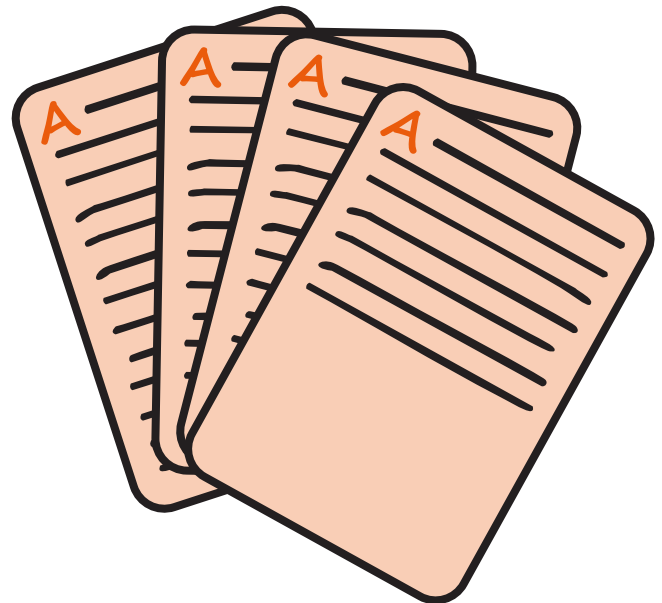
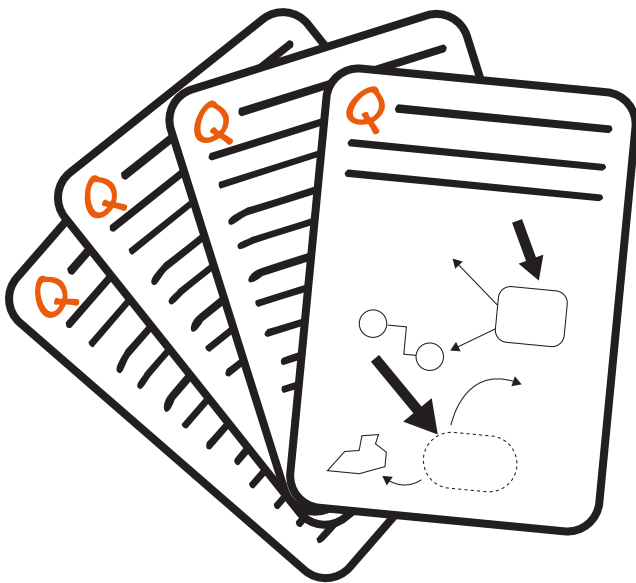
The brain loves competition, so if you do not score full marks you can repeat and try and again the next day or compete against friends. This system of repeat and rehearsal is very effective, especially with more complex topics, and does not take much preparation.



### Question and answer (Q & A) cards

This is very similar to 'Teach the topic', but less formal and less public for those who dislike performing in front of others. It tests knowledge recall and rehearses the information you need to know for a certain topic.

1. Pick a topic and create two sets of cards: question cards and answer cards. You might find it helpful to make the question cards a different size or use different coloured card for answers.
2. Make sure you have the topic, or something appropriate depending on what you are focusing on, as a heading on each card. The questions should test your knowledge and understanding of key areas of the course.
3. A friend or family member uses the cards to test you in short 5 or 10 minute periods at any time during the day.
4. You could also do this alone by reading the questions to yourself, giving the answer and then checking the correct answer card.
5. This game can be adapted by using the cards to find matching pairs: turn all cards face down across the space in front of you. Turn over two cards, leaving them where they are. If they match (one is a question card and the other is the corresponding answer card) pick up the pair and put them to one side. If they do not match, try to remember where they are and what is on each card, then turn them back over. Turn over two other cards. Continue until you have matched all pairs.



### Question paper and mark schemes

Looking at past question papers and the mark scheme helps to familiarise yourself with what to expect and what the standard is.

1. Ask your teacher for past paper questions with mark schemes for the course; ask your teacher for help to make sure you are answering the correct questions and to simplify the mark scheme.
2. Identify which topic a given question relates to so that you have a bank of questions for each topic; you might need to ask your teacher to help you do this.
3. Once you have finished revising a topic or unit, time yourself answering some appropriate exam questions. Check the mark schemes to see how well you would have scored or give the answers to your teacher to check.
4. Add details or notes to the mark scheme where you missed out on marks in your original answers using a different coloured pen. Use these notes when you revise and try the question again later.

You can find plenty of past exam papers and mark schemes on the Cambridge website.



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## 6. Revision checklists

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The following checklists include information from the syllabus that you should revise. The lists do not contain all the detailed knowledge you need to know, just an overview. For more detail see the syllabus and talk to your teacher.

When you have revised something from the checklist, use the R, A and G tick boxes to record how confident you feel about it:

R (**RED**) means you are unsure and lack confidence in that area; you might want to focus your revision here and possibly talk to your teacher for help.

A (**AMBER**) means you are reasonably confident in a topic but need some extra practice.

G (**GREEN**) means you are very confident in a topic.

As your revision progresses, you can concentrate on the **RED** and **AMBER** topics, to turn them into **GREEN** topics. You might find it helpful to highlight each topic in red, amber, or green to help you prioritise.

You can use the 'Comments' column to:

- add more information about the details for each point
- include a reference to a useful resource
- add learning aids such as rhymes, poems, or word play
- highlight areas of difficulty or things that you need to talk to your teacher about.

## Paper 1 Research Methods, Identity and Inequality

Syllabus content	What do you know?	R	A	G	Comments
<b>1.1</b>	<b>How do sociologists approach the study of society?</b>				
<b>1.1.1</b>	<b>The positivist approach:</b> the scientific method, a macro view, social facts, quantitative data, causation and correlation, patterns and trends, objectivity and reliability.				
<b>1.1.2</b>	<b>The interpretivist approach:</b> micro view, meanings and motivations, qualitative data, in-depth, subjectivity, validity and verstehen.				
<b>1.1.3</b>	<b>Approaches that combine different research methods and evidence:</b> triangulation, longitudinal studies.				
<b>1.1.4</b>	<b>The analysis and evaluation of research choices:</b> bias, interviewer effect, Hawthorne/observer effect, validity, reliability, representativeness, generalisability.				
<b>1.2</b>	<b>What types of data and evidence do sociologists use?</b>				
<b>1.2.1</b>	<b>Sources of data:</b> differences between primary and secondary sources of data, differences between qualitative and quantitative data. Strengths and limitations of each type of data.				
<b>1.2.2</b>	<b>Secondary evidence:</b> examples of official statistics, historical and personal documents, digital sources, media content. Strengths and limitations of each type of evidence.				
<b>1.2.3</b>	<b>Analysis, interpretation and evaluation of data from qualitative and quantitative sources:</b> summaries of sociological studies, diagrams, tables, charts, graphs.				
<b>1.3</b>	<b>How do sociologists investigate society?</b>				
<b>1.3.1</b>	<b>The stages in research design:</b> selection of topic, aims, hypothesis, target population, methods, operationalisation, pilot studies.				
<b>1.3.2</b>	<b>Sampling:</b> sampling frames, sampling techniques - random, systematic, stratified, snowball, quota. Strengths and limitations of each technique.				

Syllabus content	What do you know?	R	A	G	Comments
1.3.3	<p><b>Quantitative and qualitative primary research methods:</b> surveys, questionnaires, interviews (structured, semi-structured, unstructured, group) observations (participant, non-participant, covert, overt).</p> <p>Strengths and limitations of each method.</p>				
1.3.4	<p><b>Types of question:</b> open, closed, multiple choice, scaled.</p>				
1.3.5	<p><b>The theoretical and practical issues affecting research:</b> researcher perspective (positivist/interpretivist), access to sample, response rate, funding/cost, time.</p>				
1.3.6	<p>Ethical issues affecting research: informed consent, privacy/confidentiality, deception, prevention of harm, legality.</p>				
2.1	<b>How do we learn our identity?</b>				
2.1.1	<p><b>Society as a product of social construction:</b> culture, norms, values, customs, roles, status (achieved/ascribed), stereotypes. How these concepts influence individual behaviour and social identity.</p>				
2.1.2	<p><b>The social construction of our identity:</b> the nature–nurture debate, the relativity of culture, socialisation, norms and values.</p>				
2.1.3	<p><b>Primary and secondary socialisation:</b> Key agencies of socialisation: family, education, peer group, media, religion, workplace.</p> <p>The effectiveness of each agency in the socialisation process.</p>				
2.1.4	<p><b>Processes used by agencies of socialisation:</b> e.g. canalisation, hidden curriculum, media representations, peer pressure, religious teachings, role modelling, workplace training.</p>				
2.1.5	<p><b>The debate between sociological perspectives and theories on socialisation:</b> consensus and conflict. Functionalist ideas: inadequate socialisation, social cohesion/value consensus. Marxist ideas: socialisation into capitalist ideology, reproduction of social class. Feminist ideas: gender role socialisation into masculinity/femininity.</p>				
2.2	<b>How does society control us?</b>				
2.2.1	<p><b>Social control:</b> difference between formal and informal types of social control, positive and negative sanctions.</p> <p>Effectiveness of these in producing social conformity.</p>				



Syllabus content		What do you know?	R	A	G	Comments
2.2.2	<b>The debate between consensus and conflict views of social control:</b> Functionalism, Marxism, Feminism.					
2.2.3	<b>The effectiveness of agencies of formal social control:</b> government, police, courts, penal system, armed forces.					
2.2.4	<b>Methods of control used by formal agencies in achieving social conformity:</b> e.g. law-making, coercion, digital surveillance, arrest, sentencing, imprisonment.					
2.2.5	<b>The effectiveness of agencies of informal social control:</b> family, education, peer group, media, religion, workplace.					
2.2.6	<b>Methods of control used by informal agencies in achieving social conformity:</b> positive and negative sanctions, e.g.: ostracism, parental rewards, social media 'likes', religious rewards/sanctions, school punishments, dismissal from a job.					
2.2.7	<b>Resistance to social control through protest groups and sub-cultures:</b> reasons why some people join them, deviant and non-conformist behaviour. Examples of protest groups, online sub-cultures, youth sub-cultures, religious sub-cultures.					
2.3	<b>What influences our social identity?</b>					
2.3.1	<b>Key aspects of social identity:</b> age, gender, ethnicity, social class. Impact of each aspect on individuals and social groups in different societies.					
2.3.2	<b>The digital self and online identities:</b> positive and negative impacts of social networks, social media and virtual communities on identity.					
2.3.3	<b>Globalisation's influence on individual and social/cultural identities:</b> e.g. cultural defence, hybrid identities, the homogenisation of identities. Positive and negative impacts on identity of cultural diversity, multiculturalism, global culture.					
2.3.4	<b>Postmodernist views of identity as chosen rather than given:</b> digital identities, identities linked to consumption patterns and lifestyle in a 'pick and mix' society.					

Syllabus content	What do you know?	R	A	G	Comments
3.1	<b>What is stratification?</b>				
3.1.1	<b>Social stratification in open and closed societies:</b> achieved and ascribed status, poverty and wealth, power, social mobility, meritocracy, modern slavery, the caste system.				
3.1.2	<b>Differences in life chances affected by age, gender, ethnicity and social class:</b> life chances in education, employment, health, housing, life expectancy.				
3.1.3	<b>The intersectionality of age, ethnicity, gender and social class in understanding the impact of inequality on individuals.</b>				
3.1.4	<b>Different sociological theories on social inequality:</b> labelling theory, e.g. stereotypes, master status, self-fulfilling prophecy. Marxism, e.g. exploitation of the proletariat, ideological control, poverty trap, reserve army of labour.				
3.2	<b>What attempts have been made to reduce social inequalities?</b>				
3.2.1	<b>The use of legislation within societies to reduce inequality:</b> e.g. progressive taxation, the redistribution of wealth through benefits, minimum wage, equal opportunities laws, other government measures.				
3.2.2	<b>The development and impact of welfare states on life chances:</b> free and/or universal education, unemployment benefits, pensions, low-cost housing, free healthcare, universal basic income.				
3.2.3	<b>The global work of Non-Governmental Organisations (NGOs) to reduce inequalities:</b> reducing poverty, providing medical assistance, promoting business, improving education.				
3.2.4	<b>Sociological views of the success of attempts to reduce social inequalities:</b> New Right criticisms of the welfare state/underclass, the culture of poverty and the dependency culture, Marxist criticisms of the welfare state, criticisms of NGOs, feminist criticisms of equality legislation.				
3.3	<b>How has globalisation affected inequalities between societies?</b>				
3.3.1	<b>The impact of migration on societies:</b> immigration/emigration, push and pull factors, increasing cultural diversity, economic consequences, negative perceptions of migrants.				
3.3.2	<b>The impact of global ecological issues on societies:</b> the influence of transnational companies, climate change, pollution, urbanisation.				
3.3.3	<b>Sociological explanations for global inequalities:</b> Marxist views of capitalist exploitation, colonialism, feminist ideas of patriarchy.				

Syllabus content	What do you know?	R	A	G	Comments
4	<b>Family</b>				
4.1	<b>What are the different types of families?</b>				
4.1.1	<b>Different family structures:</b> nuclear, extended (e.g. modified, horizontal, vertical/beanpole), reconstituted, lone parent, empty nest, childless.  Strengths and limitations of different family structures.				
4.1.2	<b>Variations and diversity in the family:</b> cross-cultural, social class, ethnicity.				
4.1.3	<b>Sociological views on family diversity:</b> New Right views on family diversity and dysfunctional families, postmodernist views on the positive aspects of family diversity, the extent of family diversity and the dominance of the nuclear family.				
4.1.4	<b>Alternatives to the family:</b> single person households, shared households, friends as family.				
4.1.5	<b>Variations in types of marriage:</b> arranged, empty shell, love, monogamy, serial monogamy.				
4.2	<b>What is the role of the family for the individual and society?</b>				
4.2.1	<b>Functionalist views:</b> 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.				
4.2.2	<b>Marxist views:</b> how the family benefits capitalism, exploitation of family members, reproduction of class inequalities, family as a unit of consumption, family and ideological control.				
4.2.3	<b>Feminist views:</b> how the family benefits patriarchy and male power, the domestic division of labour, domestic violence and abuse, joint and segregated conjugal roles, dual burden / triple shift, decision-making, gendered socialisation.				
4.2.4	<b>Strengths and limitations of functionalist, Marxist and feminist views of the role of the family</b>				
4.2.5	<b>Debates about whether the experience of family life is positive or negative for family members</b>				
4.3	<b>How is family life changing?</b>				
4.3.1	<b>Demographic factors and their effects on family life:</b> family size, birth rates, life expectancy, ageing population, having children in later life.				

Syllabus content	What do you know?	R	A	G	Comments
4.3.2	<b>The impact of industrialisation and urbanisation on family structures and roles</b>				
4.3.3	<b>Explanations of changing patterns and trends in marriage, divorce and cohabitation:</b> legislation, societal attitudes and values, role of the internet, secularisation, cultural expectations, changes in the status and power of women / female empowerment.				
4.3.4	<b>Alternatives to marriage:</b> cohabitation, singlehood, lone parents, civil partnerships.				
4.3.5	<b>Changing family roles:</b> changing conjugal roles: more diverse family types, segregated to joint conjugal roles, e.g. symmetrical family, dual worker family, the pivot/sandwich generation. Changing roles of children: economic burden/cost, child-centredness, boomerang children. Changing roles of grandparents: childcare, economic support, wisdom and advice, dependent/a burden.				
5	<b>Education</b>				
5.1.	<b>What is education and schooling?</b>				
5.1.1	<b>Formal and informal education:</b> differences between formal and informal education, the official curriculum (testing, syllabus content and subjects), the hidden curriculum (norms and values, punctuality, conformity, gender roles).				
5.1.2	<b>Different types of schools:</b> the effectiveness of different types of schools, e.g. state/public, private, selective/non-selective. single-sex, co-educational, faith schools, international.  Strengths and limitations of each type of school.				
5.1.3	<b>Alternative approaches to education:</b> online learning, homeschooling, unschooling, vocational learning, progressive schooling.  Strengths and limitations of different approaches to education.				
5.2	<b>What are the roles and functions of education?</b>				
5.2.1	<b>The functionalist view:</b> the positive roles and functions of education: socialisation role, social control role, economic role, selective role; meritocracy and social mobility, role allocation, value consensus, equal opportunities, standardised testing, setting by ability, vocationalism.  Strengths and limitations of the functionalist view.				

Syllabus content	What do you know?	R	A	G	Comments
5.2.2	<p><b>The Marxist view:</b> the roles and functions of education in the reproduction of class inequalities: socialisation and social control as capitalist ideological control, the hidden and official curriculum, the middle-class culture in schools (e.g. the importance of cultural capital), the myth of meritocracy, material factors (e.g. access to digital technology), setting by ability.</p> <p>Strengths and limitations of the Marxist view.</p>				
5.2.3	<p><b>The feminist view:</b> the roles and functions of education in perpetuating gender inequalities: the patriarchal culture of education, male power, gender hierarchy, role model, access to education, gendered curriculum / subject choice, teacher expectations, peer groups and social control.</p> <p>Strengths and limitations of the feminist view.</p>				
5.3	<b>What factors help to explain differences in educational achievement and experience?</b>				
5.3.1	<p><b>Patterns in educational achievement and experience:</b> social class, ethnicity, gender, global differences.</p>				
5.3.2	<p><b>Explanations for differences in educational achievement and experience based on social class:</b> material factors (e.g. access to digital technology), cultural and social factors, cultural capital, home/community factors, linguistic factors, compensatory education, in-school factors (e.g. pro- and anti-school sub-cultures), selective and private education, labelling theory, Marxist explanations.</p>				
5.3.3	<p><b>Explanations for differences in educational achievement and experience based on ethnicity:</b> institutional racism , ethnocentric curriculum , role models , linguistic factors , cultural, material and social factors, home/community factors, in-school factors (e.g. pro- and anti-school sub-cultures, ethnic sub-cultures), labelling theory</p>				
5.3.4	<p><b>Explanations for differences in educational achievement and experience based on gender:</b> differential gendered socialisation and social control, teacher expectations, cultural and social factors, access to education, in-school factors (e.g. pro- and anti-school sub-cultures, gendered sub-cultures), labelling theory, feminist explanations (e.g. patriarchy).</p>				
5.3.5	<p><b>Global differences in educational achievement and experience:</b> reasons for differential achievement and experience in different countries, (e.g. availability of schools, poverty/wealth, access to education for girls, class sizes, norms, values and cultural differences, access to the internet / digital resources).</p>				

Syllabus content	What do you know?	R	A	G	Comments
5.3.6	<b>Strengths and limitations of the different explanations for differences in educational achievement and experience:</b> social class, ethnicity , gender, global differences.				
6	<b>Crime, deviance and social control</b>				
6.1	<b>What are crime, deviance and social control?</b>				
6.1.1	<b>The difference between crime and deviance:</b> definitions of crime and deviance, the relativity of crime and deviance - crime and deviance vary within and between societies, cultures, situations and across time.				
6.1.2	<b>Formal social control:</b> formal agencies of social control: the police, courts, armed forces, government, penal system. How formal agencies control individuals and prevent crime and deviance.				
6.1.3	<b>Informal social control:</b> informal agencies of social control: family, education, workplace, peer group, traditional and digital media, religion. How informal agencies control individuals and prevent crime and deviance.				
6.1.4	<b>The effectiveness of agencies and methods of social control in achieving conformity and preventing crime and deviance.</b>				
6.1.5	<b>Different types and examples of crimes:</b> violent crime, property crime, white-collar/corporate crime, expressive crime, instrumental crime, gang crime, green crime, global crime (e.g. organised crime), cybercrime, hate crime, domestic crime.				
6.1.6	<b>Measuring crime:</b> measurements of crime: official statistics, self-report studies, victim surveys (local and national). Strengths and limitations of each measurement of crime. The problem of unreported and unrecorded crime.				
6.2	<b>What are the patterns of and explanations for crime and deviance?</b>				
6.2.1	<b>Patterns of crime and victimisation: age, social class, gender, ethnicity.</b>				
6.2.2	<b>Explanations for crime and deviance based on age:</b> police targeting / stop and search, self-fulfilling prophecy, stereotyping, gang culture, socialisation and social control, lack of opportunity, status frustration.				
6.2.3	<b>Explanations for crime and deviance based on ethnicity:</b> institutional racism, prejudice and discrimination, police targeting / stop and search, material and relative deprivation, stereotyping, gang culture, status frustration.				

Syllabus content	What do you know?	R	A	G	Comments
6.2.4	<b>Explanations for crime and deviance based on gender:</b> chivalry thesis, culture of masculinity, socialisation and social control, misogyny, stereotyping, gang culture, lack of opportunity.				
6.2.5	<b>Explanations for crime and deviance based on social class:</b> social exclusion, material and relative deprivation, inadequate socialisation, lack of opportunity, status frustration, power inequalities, police targeting / stop and search.				
6.2.6	<b>Sociological theories on crime and deviance:</b> postmodernism, interactionism (including labelling and moral panic theory), functionalism (including the New Right, sub-culturalism and strain theory), Marxism, feminism.				
6.2.7	<b>Strengths and limitations of the different explanations for crime and deviance:</b> age, ethnicity, gender, social class, different sociological theories.				
6.3	<b>How is crime dealt with in different societies?</b>				
6.3.1	<b>Aims of punishment:</b> protection of citizens, deterrence, retribution, incapacitation, rehabilitation.				
6.3.2	<b>The effectiveness of different types of punishment:</b> community sentencing, financial penalties, prison, rehabilitation programmes, capital punishment, corporal punishment, exile, ostracism, non-custodial sentencing (e.g. electronic tagging, curfews, restraining orders), probation, police cautions, social media and vigilante groups.				
6.3.3	<b>The effectiveness of policing and law enforcement:</b> policing strategies (e.g. targeting and stop and search), surveillance - including digital surveillance, crime prevention, community and military style policing.				

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