



**CAMBRIDGE**  
International Education

# Syllabus

## Cambridge International AS & A Level Sociology 9699

Use this syllabus for exams in 2027 and 2028.

Exams are available in the June and November series.

Exams are also available in the March series in India.



Version 1

For the purposes of screen readers, any mention in this document of Cambridge IGCSE refers to Cambridge International General Certificate of Secondary Education.

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## Why choose Cambridge?

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We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

As part of the University of Cambridge, we offer a globally trusted and flexible framework for education from age 3 to 19, informed by research, experience, and listening to educators.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

### Qualifications that are recognised and valued worldwide

From the world's top-ranked universities to local higher education institutions, Cambridge qualifications open doors to a world of opportunities.

### Setting a global standard

With over 160 years of experience in delivering fair, valid and reliable assessments to students worldwide, we offer a global, recognised performance standard for international education.

### Your path, your way

Schools can adapt our curriculum, high-quality teaching and learning resources and flexible assessments to their local context. Our aligned offer helps Cambridge schools support every learner to reach their potential and thrive.

### Learning with lasting impact

Cambridge learners build subject knowledge and conceptual understanding, and develop a broad range of skills, learning habits and attributes to help make them ready for the world.

### Improving learning outcomes through data-led insight and action

Our trusted baseline and diagnostic assessments, together with our insights and evaluation service, help schools turn data into knowledge and actionable insights, to inform teaching decisions and improve learner outcomes.

### Bringing together a community of experts

We bring together the collective knowledge of experts and our diverse community of educators worldwide, supporting them to learn from one another and share ideas and information.

### Tackling the climate crisis together

We believe that education is key to tackling the climate crisis. Together with Cambridge schools, we can empower young people with the skills and knowledge to take action on climate change, helping them be ready for the world.

### **School feedback:** 'We think the Cambridge curriculum is superb preparation for university.'

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

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## **Important: Changes to this syllabus**



The latest syllabus is version 1, published September 2024. There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.

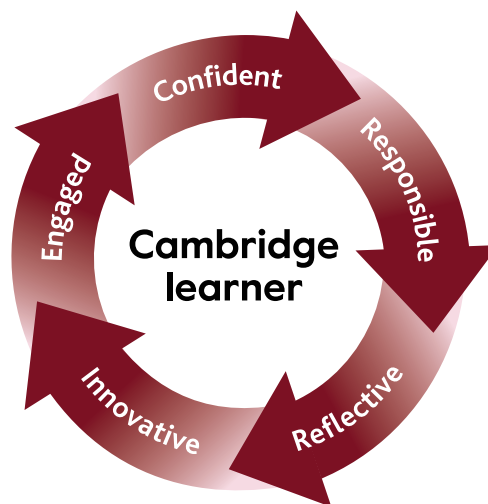
# 1 Why choose this syllabus?

## Key benefits

The best motivation for a student is a real passion for the subject they are learning. Cambridge International AS & A Level give schools flexibility to offer a broad and balanced curriculum with a choice of over 50 subjects. Students can select the subjects they love and that they are best at, enabling them to reach their potential and thrive.

Following a Cambridge International AS & A Level programme helps students develop abilities which universities value highly, including:

- a deep subject knowledge
- conceptual understanding and higher-level thinking skills
- presenting ordered and coherent arguments
- independent learning and research.



**Cambridge International AS & A Level Sociology** encourages learners to think sociologically about contemporary social, cultural and political issues. The syllabus provides opportunities to explore key concepts and debates that underpin the discipline of sociology and to develop the skills of interpretation, application, analysis and evaluation while studying a range of stimulating topics and real-world issues.

Our approach in Cambridge International AS & A Level Sociology supports the development of learners who are:

**confident**, communicating sociological ideas and arguments to others, and exploring contemporary social issues with maturity and insight

**responsible**, recognising the importance of culture and community and able to appreciate cultural differences and alternative perspectives on social issues

**reflective**, reviewing and refining their skills of analysis and evaluation and drawing connections between specific examples and wider issues

**innovative**, developing informed views about real-world issues, and an ability to think sociologically to understand problems and respond to questions

**engaged**, learning through independent study and collaboration; debating issues and using research findings to tackle sociological questions.

**School feedback:** ‘Cambridge students develop a deep understanding of subjects and independent thinking skills.’

**Feedback from:** Principal, Rockledge High School, USA

## Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education.

Carefully introducing and developing key concepts at the right time will help to underpin the teaching. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS & A Level Sociology are:

- **Inequality and opportunity**  
Inequality has a major influence on people's opportunities and life choices. Sociologists study the different forms of inequality (age, ethnicity, gender, class), seeking to understand why inequality exists and how it affects different sections of society.
- **Power, control and resistance**  
Power is important in understanding how order and control are achieved in society. There are many different theories about who holds power and how power is used to shape human behaviour. Sociologists are also interested in the ways people oppose and resist the exercise of power.
- **Social change and development**  
Understanding how societies have changed and developed helps sociologists to make sense of the way people live today. The change from traditional society to modern industrial society is particularly important. The terms 'modernity' and 'post-modernity' are used to reflect on this transition and on contemporary issues, such as how societies are affected by globalisation and the digital revolution in technology.
- **Socialisation, culture and identity**  
Sociologists believe that people learn how they are expected to behave through socialisation. The norms and values learned through socialisation may vary between cultures, impacting on social identity. The study of different social identities is central to contemporary sociology.
- **Structure and human agency**  
A central debate in sociology concerns the relationship between the individual and society: is behaviour shaped by wider social forces or is the social world shaped by the actions of individuals? Structural theories focus on how people's behaviour is constrained by social systems and institutions. Action theories emphasise how individuals establish meaning through social interaction and how this impacts on the behaviour of social groups and institutions.

## Qualifications that are recognised and valued worldwide

Cambridge qualifications prepare and equip learners with the skills they need to thrive at university and beyond. The world's best higher education institutions recognise our qualifications and value the critical thinking skills, independent research abilities and deep subject knowledge that Cambridge learners bring.

We continually work with universities and colleges in every part of the world to ensure that they understand and accept our qualifications. More than 2220 universities in over 90 countries formally recognise Cambridge qualifications, with many more accepting our qualifications on application.

UK ENIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge International AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

### A choice of assessment routes

Cambridge International AS & A Level offers a choice of assessment routes with staged assessment available in many subjects: Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level.

Cambridge International AS Level Sociology makes up the first half of the Cambridge International A Level course in sociology and provides a foundation for the study of sociology at Cambridge International A Level. The AS Level can also be delivered as a standalone qualification. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in sociology or some other subjects. It is also suitable as part of a course of general education.

Cambridge International A Level Sociology provides a foundation for the study of sociology or related courses in higher education. Equally it is suitable as part of a course of general education.

For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level see the 'Assessment overview' section of the Syllabus overview.

Visit [www.cambridgeinternational.org/recognition-search/](http://www.cambridgeinternational.org/recognition-search/) and university websites for the most up-to-date higher education entry requirements.

Learn more: [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

## Supporting teachers

We believe education works best when teaching and learning are closely aligned to the curriculum, resources and assessment. Our high-quality teaching support helps to maximise teaching time and enables teachers to engage learners of all backgrounds and abilities.

We aim to provide the following support for each Cambridge qualification:

- Syllabus
- Specimen question papers and mark schemes
- Specimen paper answers
- Schemes of Work
- Example candidate responses
- Past papers and mark schemes
- Principal examiner reports for teachers

These resources are available on the School Support Hub at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support), our secure online site for Cambridge teachers. Your exams officer can provide you with a login.

Additional teaching & learning resources are also available for many syllabuses and vary according to the nature of the subject and the structure of the assessment of each syllabus. These can include ready-built lesson materials, digital resources and multimedia for the classroom and homework, guidance on assessment and much more. Beyond the resources available on the Schools Support Hub, a wide range of endorsed textbooks and associated teaching and learning support are available from Cambridge at [www.cambridge.org/education](http://www.cambridge.org/education) and from other publishers. Resources vary according to the nature of the subject and the structure of the assessment of each syllabus.

You can also contact our global Cambridge community or talk to a senior examiner on our discussion forums.

Sign up for email notifications about changes to syllabuses, including new and revised products and services, at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

Find the next step on your professional development journey:

- **Introduction courses** – An introduction to Cambridge programmes and qualifications. For teachers who are new to Cambridge programmes or new to a specific syllabus.
- **Focus on Teaching courses** – These are for teachers who want to explore a specific area of teaching and learning within a syllabus or programme.
- **Focus on Assessment courses** – These are for teachers who want to understand the assessment of a syllabus in greater depth.
- **Marking workshops** – These workshops help you become more familiar with what examiners are looking for, and provide an opportunity to raise questions and share your experiences of the syllabus.
- **Enrichment Professional Development** – Transform your approach to teaching with our Enrichment workshops. Each workshop focuses on a specific area of teaching and learning practice.
- **Cambridge Professional Development Qualifications (PDQs)** – Practice-based programmes that transform professional learning for practicing teachers. Available at Certificate and Diploma level.

For more information visit [www.cambridgeinternational.org/support-for-teachers](http://www.cambridgeinternational.org/support-for-teachers)

### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers. Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)



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## 2 Syllabus overview

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### Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

- knowledge and understanding of sociological terms, theories, methods and research findings
- an awareness of the range and limitations of sociological theory and the ability to compare and contrast different theoretical perspectives
- an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life
- an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data
- improved skills of communication, interpretation, analysis and evaluation
- skills for further study.

We are an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.





## Content overview

This table gives an overview of the syllabus content for Cambridge International AS & A Level Sociology.

### Paper 1 – Socialisation, Identity and Methods of Research

Socialisation and the creation of social identity	<ul style="list-style-type: none"> <li>• The process of learning and socialisation</li> <li>• Social control, conformity and resistance</li> <li>• Social identity and change</li> </ul>
Methods of research	<ul style="list-style-type: none"> <li>• Types of data, methods and research design</li> <li>• Approaches to sociological research</li> <li>• Research issues</li> </ul>

### Paper 2 – The Family

Theories of the family and social change	<ul style="list-style-type: none"> <li>• Perspectives on the role of the family</li> <li>• Diversity and social change</li> </ul>
Family roles and changing relationships	<ul style="list-style-type: none"> <li>• Gender equality and experiences of family life</li> <li>• Age and family life</li> </ul>

### Paper 3 – Education

Education and society	<ul style="list-style-type: none"> <li>• Theories about the role of education</li> <li>• Education and social mobility</li> <li>• Influences on the curriculum</li> </ul>
Education and inequality	<ul style="list-style-type: none"> <li>• Intelligence and educational attainment</li> <li>• Social class and educational attainment</li> <li>• Ethnicity and educational attainment</li> <li>• Gender and educational attainment</li> </ul>

## Paper 4 – Globalisation, Media and Religion

### Globalisation

Key debates, concepts and perspectives

- Perspectives on globalisation
- Globalisation and identity
- Globalisation, power and politics

Contemporary issues

- Globalisation, poverty and inequalities
- Globalisation and migration
- Globalisation and crime

### Media

Ownership and control of the media

- Traditional media and the new media
- Theories of the media and influences on media content
- The impact of the new media

Media representation and effects

- Media representations of class, gender, ethnicity, and age groups
- Different models of media effects
- The impact of the media on behaviour

### Religion

Religion and social order

- Religion and society
- Religion and social order
- Religion as a source of social change

The influence of religion

- The secularisation debate
- Gender, feminism and religion
- Religion and post-modernity

**School feedback:** ‘Cambridge International AS & A Levels prepare students well for university because they’ve learnt to go into a subject in considerable depth. There’s that ability to really understand the depth and richness and the detail of a subject. It’s a wonderful preparation for what they are going to face at university.’

**Feedback from:** US Higher Education Advisory Council

## Assessment overview

### Paper 1

Socialisation, Identity and Methods of Research      1 hour 30 minutes  
60 marks  
Candidates answer four questions.  
Section A: three compulsory questions  
Section B: one essay (26 marks) from a choice of two  
Externally assessed  
50% of the AS Level  
25% of the A Level

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### Paper 2

The Family      1 hour 30 minutes  
60 marks  
Candidates answer four questions.  
Section A: three compulsory questions  
Section B: one essay (26 marks) from a choice of two  
Externally assessed  
50% of the AS Level  
25% of the A Level

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### Paper 3

Education      1 hour 15 minutes  
50 marks  
Candidates answer four compulsory questions.  
Question 4 is an essay (26 marks).  
Externally assessed  
20% of the A Level

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### Paper 4

Globalisation, Media and Religion      1 hour 45 minutes  
70 marks  
Candidates answer two essay questions (35 marks each).  
Section A: Globalisation  
Section B: Media  
Section C: Religion  
Each section has two essay questions.  
Candidates select one question from two different sections.  
Externally assessed  
30% of the A Level

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Information on availability is in the **Before you start** section.

There are three routes for Cambridge International AS & A Level Sociology:

Route	Paper 1	Paper 2	Paper 3	Paper 4
<b>1 AS Level only</b> (Candidates take all AS components in the same exam series)	yes	yes	no	no
<b>2 A Level</b> (staged over two years) Year 1 AS Level*	yes	yes	no	no
Year 2 Complete the A Level			yes	yes
<b>3 A Level</b> (Candidates take all components in the same exam series)	yes	yes	yes	yes

\* Candidates carry forward their AS Level marks subject to the rules and time limits described in the *Cambridge Handbook*. See **Making entries** for more information about carrying forward marks.

Candidates following an AS Level route are eligible for grades a–e. Candidates following an A Level route are eligible for grades A\*–E.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Knowledge and understanding

Demonstrating knowledge and understanding of:

- sociological concepts, theories, evidence, views, research methods, arguments and debates
- the theoretical and practical considerations that influence the design and execution of sociological research
- relevant sociological research findings.

### AO2 Interpretation and application

Interpreting sociological material, including concepts, theories and evidence, and applying this to a range of issues. This includes:

- using relevant sociological material to support points or develop arguments
- explaining how sociological material is applicable to a particular issue or question
- demonstrating awareness of the links between the concepts, theories and evidence used to support points or develop arguments.

### AO3 Analysis and evaluation

Analysing and evaluating sociological theories, evidence, views, research methods, and arguments. This includes:

- explaining the strengths and limitations of sociological theories, views and research methods
- developing arguments against sociological theories and views
- investigating sociological theories and arguments to reveal underlying assumptions, value judgements, misconceptions, logical flaws and ideological influences
- discussing counter viewpoints or evidence to demonstrate the complexity of sociological issues and debates
- recognising the limitations of, or bias in, sociological and non-sociological evidence
- reaching conclusions based on a reasoned consideration of available evidence and arguments.

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

### Assessment objectives as a percentage of the qualification

Assessment objective	Weighting in AS Level %	Weighting in A Level %
AO1 Knowledge and understanding	40	35
AO2 Interpretation and application	30	30
AO3 Analysis and evaluation	30	35
Total	100	100

### Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Knowledge and understanding	40	40	36	26
AO2 Interpretation and application	30	30	28	31
AO3 Analysis and evaluation	30	30	36	43
Total	100	100	100	100

## 3 Subject content

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

Candidates for Cambridge International AS Level should study the AS Level content for Paper 1 and Paper 2.

Candidates for Cambridge A Level should study all the syllabus content for Paper 1, Paper 2, Paper 3 and at least two of the three topic areas for Paper 4.

The content for each component is detailed below.

### AS Level

Paper 1 – Socialisation, Identity and Methods of Research

Paper 2 – The Family

### A Level

Paper 3 – Education

Paper 4 – Globalisation

Paper 4 – Media

Paper 4 – Religion

## Paper 1 – Socialisation, Identity and Methods of Research

This topic area has two central aims: first, to examine the role of socialisation in the creation of social identities; second, to introduce the basic methods of research, including concepts that can be used to evaluate the relevance and accuracy of sociological findings.

### 1 Socialisation and the creation of social identity

Candidates will explore the relationship between the individual and society, and how social order is maintained and resisted, drawing on the key concepts of *Socialisation, culture and identity* and *Power, control and resistance*. Candidates will consider contrasting views of the relationship between the individual and society, and changes in social identity, which can be linked to the key concepts of *Structure and human agency* and *Social change and development*.

#### 1.1 The process of learning and socialisation

- Culture, roles, norms, values, beliefs, customs, ideology, power and status as elements in the social construction of reality.
- The importance of socialisation in influencing human behaviour, including the nurture versus nature debate.
- Agencies of socialisation and social control, including family, education, peer group, media and religion.

### 1.2 Social control, conformity and resistance

- The role of structure and agency in shaping the relationship between the individual and society, including an awareness of the differences between structuralist and interactionist views.
- Factors explaining why individuals conform to social expectations, including sanctions, social pressure, self-interest and social exchange.
- The mechanisms through which order is maintained, including power, ideology, force and consensus.
- How sociologists explain deviance and non-conformity, including subcultures, under-socialisation, marginalisation, cultural deprivation and social resistance.

### 1.3 Social identity and change

- Social class, gender, ethnicity and age as elements in the construction of social identity.
- How social class, gender, ethnicity and age identities may be changing due to globalisation, increased choice and the creation of new/hybrid identities.

## 2 Methods of research

Candidates will examine the different research methods and types of data used in sociological research, exploring the strengths and limitations of these. They will look at the process of designing research, and at key ideas for assessing the value of different research methods. Candidates will examine questions such as whether sociology can and should be based on the natural sciences.

### 2.1 Types of data, methods and research design

- The differences between primary and secondary sources of data and between quantitative and qualitative data.
- The strengths and limitations of different secondary sources of data, including official statistics, personal documents, digital content and media sources.
- The strengths and limitations of different quantitative research methods, including questionnaires, structured interviews, experiments and content analysis.
- The strengths and limitations of different qualitative research methods, including overt and covert participant and non-participant observation, unstructured interviews, semi-structured interviews and group interviews.
- Stages of research design, including deciding on research strategy, formulating research questions and hypotheses, sampling frames, sampling techniques, pilot studies, operationalisation, conducting research and interpreting results.

### 2.2 Approaches to sociological research

- The use of approaches drawing on different research methods, including case studies, social surveys, ethnography and longitudinal studies.
- The mixed methods approach to research, including triangulation and methodological pluralism.
- The positivist approach, with reference to scientific method, objectivity, reliability and value-freedom.
- The interpretivist approach, with reference to verstehen, meaning, subjectivity and validity.
- The debates about whether sociology can/should be based on the methods and procedures of the natural sciences and the role of values in sociological research.



### 2.3 Research issues

- The theoretical, practical and ethical considerations influencing the choice of topic, choice of method(s) and conduct of research.
- How research findings may be biased by the actions and values of the sociologist and by choices made in funding, designing and conducting the research.
- Validity, reliability, objectivity, representativeness and ethics as important concepts in assessing the value of different research methods.

## Paper 2 – The Family

This topic area develops candidates' understanding of the family in a social context. The aim is to explore different sociological perspectives on the role of the family and family diversity, and to understand the way social change influences family life and different family members.

### 3 Theories of the family and social change

Candidates will explore different perspectives of the role of the family in society, giving an opportunity for them to reflect on the key concepts of *Power, control and resistance*, and *Socialisation, culture and identity*. Candidates will examine the effects of social change on the diversity of family and household forms, which link to the key concept of *Social change and development*.

#### 3.1 Perspectives on the role of the family

- Functionalist accounts of how the family benefits its members and society and how the functions of families have changed over time, including the 'loss of functions' debate.
- Marxist accounts of how the family benefits capitalism, including ideological control, reproduction of labour and consumption.
- Feminist responses to functionalist and Marxist accounts of the role of the family.

#### 3.2 Diversity and social change

- The causes and consequences of changing patterns of marriage, cohabitation, divorce and separation.
- Different family and household forms, including nuclear, extended, lone-parent, reconstituted and single-person households. If appropriate to the local context and not restricted by law or regulation, other family and household forms may also be taught, such as same-sex families and families of choice.
- Dimensions of family diversity, including organisational, cultural and class diversity.
- The debate about the extent of family diversity and the dominance of the nuclear family.
- New Right and postmodernist perspectives on family diversity.
- The state and social policy as influences on the family.

## 4 Family roles and changing relationships

Candidates will consider different ways in which the behaviours of some family members are controlled by others, and will examine equality in the family. These issues provide a context for the key concepts of *Power, control and resistance*, and *Inequality and opportunity*.

### 4.1 Gender equality and experiences of family life

- Different feminist perspectives on equality and power in the family, including liberal, radical and Marxist feminist.
- Conjugal roles and debates about gender equality in the family, including housework, childcare, power and emotion work.
- Debates about whether the experience of family life is positive or negative for family members.

### 4.2 Age and family life

- The social construction of childhood, and changes in the role and social position of children in the family.
- The role and social position of grandparents in the family, including cross-cultural comparisons and the impact of changing life expectancy upon the family.
- Social class, gender and ethnicity as factors affecting the experiences of children in the family.
- Changes in the concepts of motherhood and fatherhood.

## Paper 3 – Education

In this topic area, candidates investigate the processes of learning and education in their social context. The aim is to understand the factors affecting educational achievement and to recognise different perspectives on the role of education within wider society.

## 5 Education and society

Candidates will investigate the contribution of education to social order, ideological control and economic reproduction, which links to the key concept of *Power, control and resistance*. Candidates will examine the relationship between education and social mobility, and discuss the extent to which educational achievement is determined by wider social forces. This will stimulate thinking about the key concepts of *Inequality and opportunity* and *Structure and human agency*.

### 5.1 Theories about the role of education

- Functionalist views about how education contributes to value consensus and social solidarity.
- Education and role allocation.
- Marxist views about how education contributes to the maintenance of the capitalist economic system.
- Education as an instrument of ideological control and cultural reproduction.
- New Right and social democratic views on the relationship between education and the economy.

## 5.2 Education and social mobility

- Equal opportunity and the idea of meritocracy.
- The extent to which education systems are meritocratic today.
- The importance of education in influencing life chances, and the consequences of educational under-achievement for the individual and for society.
- Evidence and arguments about the links between education and social mobility.

## 5.3 Influences on the curriculum

- The social construction of knowledge.
- Factors influencing the content of the curriculum, including power, status, culture, economic demands, and gender.
- Education and cultural reproduction, including the ethnocentric curriculum, the gendered curriculum, and the hidden curriculum.
- The curriculum and the concept of cultural capital.

# 6 Education and inequality

Candidates will consider explanations for inequalities in educational attainment relating to social class, ethnicity and gender, and continue their thinking about the key concept of *Inequality and opportunity*. In addition, candidates will examine cultural explanations for differences in educational attainment, which relates to the key concept of *Socialisation, culture and identity*.

## 6.1 Intelligence and educational attainment

- The difficulties in defining intelligence.
- IQ tests and the extent to which they are influenced by social factors.
- Intelligence as an influence on educational attainment.

## 6.2 Social class and educational attainment

- The relationship between material factors and educational attainment.
- Cultural explanations for patterns in social class and educational attainment, including parental attitudes, values, speech codes, and cultural capital.
- In-school factors, including labelling, ability grouping and pupil subcultures.
- Compensatory education programmes.

## 6.3 Ethnicity and educational attainment

- Racism in schools.
- Cultural explanations for patterns in ethnicity and educational attainment.
- Ethnicity and subcultures.
- The relationship between ethnicity, social class and gender.

#### 6.4 Gender and educational attainment

- The relationship between gender socialisation and educational attainment.
- Wider social changes and gendered educational achievement, including changing female expectations and the crisis of masculinity.
- Gender and subcultures.
- Teacher expectations and gendered behaviour in the classroom.

## Paper 4 – Globalisation

In this topic area, candidates explore sociological debates and perspectives on the impact of globalisation. The aim is to make connections between the local and the global, a ‘glocal’ approach, and to examine emerging areas of sociology, such as new forms of global crime, global inequalities and recent global migration patterns.

### 7 Key debates, concepts and perspectives

Candidates will explore the ideas and issues central to globalisation and will examine the impact of globalisation on identity. These connect to the key concepts of *Social change and development*, and *Socialisation, culture and identity*. Candidates will also explore the impact of globalisation on power and politics, which links to the key concepts of *Power, control and resistance* and *Social change and development*.

#### 7.1 Perspectives on globalisation

- Key definitions and issues, including globalisation, glocalisation, global culture, and problems with defining globalisation.
- Different dimensions of globalisation including cultural, political and economic.
- Perspectives on who benefits from globalisation, including the Marxist, feminist, postmodernist, globalist, sceptic and transformationalist perspectives.

#### 7.2 Globalisation and identity

- The impact of globalisation on identity, including ethnic revitalisation, cultural defence and hybrid identity.
- Cultural divergence versus cultural convergence/homogenisation.
- The role of Western ideology in shaping identity and the concept of Westernisation.

#### 7.3 Globalisation, power and politics

- The spread of liberal democracy and human rights.
- Global social movements and attempts to oppose globalisation.
- Debates about the role of the nation state in tackling global social and environmental problems.

## 8 Contemporary issues

Candidates will explore patterns of global inequality and consider explanations for them. These ideas are central to the key concepts of *Power, control and resistance* and *Inequality and opportunity*. Through investigating the causes and consequences of migration, and by examining the nature of crime in a global context, candidates will address some wide-ranging examples of the key concept *Structure and human agency*.

### 8.1 Globalisation, poverty and inequalities

- Debates about the impact of globalisation on life chances in developing countries, in relation to education, income and health.
- The role of transnational organisations in tackling global inequalities and the extent to which they have been successful.
- Sociological explanations for global inequalities, including capitalism, colonialism, post-colonialism and patriarchy.

### 8.2 Globalisation and migration

- The causes of global migration, including immigration, emigration, net migration, push and pull factors, global labour patterns and tourism.
- The consequences of global migration, positive and negative, including cultural diversity, economic benefits, concerns over scarce resources and negative perceptions of migration.
- Debates about who benefits from migration.

### 8.3 Globalisation and crime

- Reasons for the emergence of global crimes, such as human trafficking, corporate crime and crimes against the environment.
- Explanations of who benefits from global crime, including Marxist and feminist perspectives.
- Policing and prosecuting global crime, including the benefits and challenges resulting from globalisation and new technology.

## Paper 4 – Media

In this topic area, candidates examine how the media is being transformed by recent developments, such as the growth of the new media, and the implications this has for the wider society. The aim is to understand where power lies in relation to the media and how individuals are influenced by media effects.

### 9 Ownership and control of media

Candidates will explore trends that are transforming the media today, such as the growth of the internet and digitalisation, and examine the question of who controls the media. Candidates will consider the influences on media content, the role of the state in media regulation, and the growth of the new media. The key concepts of *Power, control and resistance*, and *Social change and development* are important to these issues.

#### 9.1 Traditional media and the new media

- Trends affecting the organisation of the media, including cross-media ownership, digitalisation, media conglomerates and social media.
- Debates about who controls the media.
- Differences between the traditional media and the new media.
- The debate about whether the traditional media has been undermined by the growth of the new media.

#### 9.2 Theories of the media and influences on media content

- Pluralist theories of the media.
- Marxist and neo-Marxist theories of the media.
- Factors that influence the selection and presentation of news.
- The concepts of mass manipulation and hegemony as different ways of understanding the production of media content.
- The postmodernist contribution to understanding the media.
- Censorship as a factor influencing media content.
- How the media may influence the political process, including agenda setting, opinion polls, and news reporting.

#### 9.3 The impact of the new media

- How the new media is contributing to globalisation.
- The new media as a challenge to existing power structures.
- The debate about digital optimism versus digital pessimism.
- The impact of the new media on social identities and interpersonal relationships.

## 10 Media representation and effects

Candidates will consider media representations, models of media effects, and how the media influences human behaviour. These ideas are linked to the key concepts *Socialisation, culture and identity* and *Structure and human agency*. Candidates will also consider studies that illustrate the impact of the media on human behaviour, which links to the key concepts *Power, control and resistance*, and *Socialisation, culture and identity*.

### 10.1 Media representations of class, gender, ethnicity, and age groups

- How different groups are represented in the media.
- Ways that the media contributes to gender socialisation.
- Moral panics around class, gender, ethnicity and age groups.
- The relationship between the media and popular culture.

### 10.2 Different models of media effects

- Direct effects models of media influence, including the hypodermic syringe model.
- Indirect effects models of media influence, including the uses and gratification model, the two-step flow model, the normative model and the cultural effects model.
- Debates about the strengths and limitations of the different models of media effects.
- Arguments and evidence about the extent to which human behaviour is influenced by the media.

### 10.3 The impact of the media on behaviour

- Arguments and evidence about the extent to which violent media leads to violent behaviour.
- The impact of the media on crime, including deviance amplification and moral panics.
- Ways in which the media might have a positive impact on human behaviour.
- Ways in which people may be affected by media sensationalism and stereotyping.

## Paper 4 – Religion

This topic area will develop candidates' understanding of religion in its social context. The aim is to study different explanations of the role of religion in society and to understand the nature of religious movements and the factors influencing the level of religiosity in particular communities.

### 11 Religion and social order

Candidates will explore the role of religion in society and its relevance for different social groups, which are central to the key concepts of *Power, control and resistance*, and *Socialisation, culture and identity*. Candidates will examine the contribution of religion to some of the most far-reaching economic, social and political transformations of our time, which links to the key concept of *Social change and development*. This will provide an opportunity to contrast structural and interactionist theories of religion, thereby drawing connections to the key concept of *Structure and human agency*.

#### 11.1 Religion and society

- Ways of defining religion.
- Difficulties in measuring religious belief.
- Social groups and religiosity, including class, gender, ethnicity and age.
- Religion and other belief systems.

#### 11.2 Religion and social order

- Functionalist accounts of how religion contributes to social order and social solidarity.
- Marxist accounts of the relationship between religion, oppression and capitalism.
- Debates about the strengths and limitations of functionalist and Marxist perspectives on religion.

#### 11.3 Religion as a source of social change

- Weber's theory of the role of religion in the rise of capitalism.
- Alternative views about the relationship between religion and the origins of capitalism.
- Liberation theology as an example of religion acting as a vehicle for social change.
- The influence of religious movements on political debates and struggles, examined through case studies such as the Evangelical movement in US politics or the influence of the Ayatollahs in the Iranian revolution.



## 12 The influence of religion

Candidates will consider whether modern societies have experienced a gradual process of secularisation, giving an opportunity to reflect on the key concept of *Social change and development*. Candidates will explore the links between feminist theory and the analysis of religion, linking to the key concepts of *Socialisation, culture and identity*, and *Power, control and resistance*. They will consider different religious movements and the influence they exercise over their followers. The analysis of fundamentalist religious movements also provides a context for applying the key concept of *Inequality and Opportunity*.

### 12.1 The secularisation debate

- The secularisation thesis.
- Evidence for a decline in religious belief.
- Discussions about whether rationalisation is leading to a decline in religious belief.
- Debates about whether religion has lost its social significance.

### 12.2 Gender, feminism and religion

- Feminist perspectives on religion.
- Explanations for patriarchy and gender inequality in religion.
- Moves towards gender equality in religious organisations and evidence that religious practices may benefit women.

### 12.3 Religion and post-modernity

- Discussions about whether there has been a growth in privatised religion.
- The concept of spiritual shopping and its contribution to understanding religiosity today.
- Debates about whether resacrilisation is a feature of post-modernity.
- The significance of new religious movements (NRMs) and New Age ideas for understanding the meaning and significance of religion today.
- Different explanations for the growth in fundamentalist religions, including cultural defence, cultural transition, disengagement, marginality, and religious revival.

**Faculty feedback:** ‘Understanding how and why our climate is changing and providing the knowledge and skills to explore the challenges plays a key role in every student’s education.’

**Feedback from:** Dr Amy Munro-Faure, Head of Education and Student Engagement of Cambridge Zero

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## 4 Details of the assessment

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### Paper 1 – Socialisation, Identity and Methods of Research

Written paper, 1 hour 30 minutes, 60 marks

Paper 1 contains two sections:

- Section A has three questions
- Section B has two essay questions

Candidates should answer **all** the questions in Section A, and choose **one** from two questions in Section B.

#### Section A

Question 1 is a short-answer question which requires candidates to demonstrate AO1 skills.

Question 2 has two parts (a and b):

- Part 2a questions require candidates to give two explanations for an issue, theory or viewpoint drawn from the syllabus, demonstrating AO1 and AO2 skills.
- Part 2b questions require candidates to evaluate a research method by explaining its strengths and/or limitations, demonstrating AO1 and AO3 skills.

Question 3 has two parts (a and b) based on a sociological view expressed in a quotation:

- Part 3a questions require candidates to explain the view expressed in the quotation, demonstrating AO1 and AO2 skills.
- Part 3b questions require candidates to use sociological material to argue against the view in the quotation, demonstrating AO2 and AO3 skills.

#### Section B

Questions 4 and 5 require an essay response, demonstrating AO1, AO2 and AO3 skills. Candidates should answer **one** of these two questions.

## Paper 2 – The Family

Written paper, 1 hour 30 minutes, 60 marks

Paper 2 contains two sections:

- Section A has three questions
- Section B has two essay questions.

Candidates should answer **all** the questions in Section A, and choose **one** from two questions in Section B.

### Section A

Question 1 is a short-answer question which requires candidates to demonstrate AO1 skills.

Question 2 has two parts (a and b):

- Part 2a questions require candidates to give two explanations for an issue, theory or viewpoint drawn from the syllabus, demonstrating AO1 and AO2 skills.
- Part 2b questions require candidates to evaluate a sociological theory by explaining its strengths and/or limitations, demonstrating AO1 and AO3 skills.

Question 3 has two parts (a and b) based on a sociological view expressed in a quotation:

- Part 3a questions require candidates to explain the view expressed in the quotation, demonstrating AO1 and AO2 skills.
- Part 3b questions require candidates to use sociological material to argue against the view in the quotation, demonstrating AO2 and AO3 skills.

### Section B

Questions 4 and 5 require an essay response, demonstrating AO1, AO2 and AO3 skills. Candidates should answer **one** of these two questions.

Some subject content in the Family topic may be taught if appropriate to the local context. Teachers should decide whether to teach this content, taking into account learners' ages, cultural backgrounds, learning contexts, school policies and local legal requirements. This content will not be assessed, but may be used by candidates to support their responses where relevant.

## Paper 3 – Education

Written paper, 1 hour 15 minutes, 50 marks

Paper 3 has four questions, worth an increasing number of marks. Candidates should answer **all** the questions.

Question 1 is a short-answer question which requires candidates to demonstrate AO1 skills.

Question 2 requires candidates to give two explanations for an issue, theory or viewpoint drawn from the syllabus, demonstrating AO1 and AO2 skills.

Question 3 is based on a sociological view expressed in a quotation. Candidates are required to use sociological material to give two arguments against the view in the quotation, demonstrating AO2 and AO3 skills.

Question 4 requires an essay response, demonstrating AO1, AO2 and AO3 skills.

## Paper 4 – Globalisation, Media and Religion

Written paper, 1 hour 45 minutes, 70 marks

Paper 4 contains three sections:

- Section A: Globalisation
- Section B: Media
- Section C: Religion

There are six essay questions, two in each section. Candidates should answer **two** questions, each from a different section.

These questions require an extended essay response, demonstrating AO1, AO2 and AO3 skills. Candidates should explore contrasting views or evidence, in order to show an understanding of the issues raised by the questions.

## Command words

Command words and their meanings help candidates know what is expected from them in the exams. The table below includes command words used in the assessment for this syllabus. The use of the command word will relate to the subject context.

Command word	What it means
<b>Describe</b>	state the points of a topic / give characteristics and main features
<b>Evaluate</b>	judge or calculate the quality, importance, amount, or value of something
<b>Explain</b>	set out purposes or reasons / make the relationships between things clear / say why and/or how and support with relevant evidence
<b>Give</b>	produce an answer from a given source or recall/memory

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## 5 What else you need to know

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This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We do not expect learners starting this course to have previously studied Sociology.

#### Guided learning hours

We design Cambridge International AS & A Level syllabuses to require about 180 guided learning hours for each Cambridge International AS Level and about 360 guided learning hours for a Cambridge International A Level. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable. Find your administrative zone at [www.cambridgeinternational.org/adminzone](http://www.cambridgeinternational.org/adminzone)

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June and November exam series. If your school is in India, you can also enter your candidates in the March exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other syllabuses in a single exam series. The only exceptions are:

- syllabuses with the same title at the same level.

#### Group awards: Cambridge AICE Diploma

Cambridge AICE Diploma (Advanced International Certificate of Education) is a group award for Cambridge International AS & A Level. It encourages schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge AICE Diploma at [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

## Making entries

Exams officers are responsible for submitting entries. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has access to this guide.

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable.

Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Retakes and carrying forward marks

Candidates can retake Cambridge International AS Level and Cambridge International A Level as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)

Candidates can carry forward their Cambridge International AS Level marks from one series to complete their Cambridge International A Level in a following series. The rules, time limits and regulations for carry-forward entries can be found in the *Cambridge Handbook* for the relevant year of assessment and the *Carry-forward regulations supplement* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

To confirm what entry options are available for this syllabus, refer to the *Cambridge Guide to Making Entries* for the relevant series.

### Language

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

## Accessibility and equality

### Syllabus and assessment design

At Cambridge we recognise that our candidates have highly diverse socio-economic, cultural and linguistic backgrounds, and may also have a variety of protected characteristics. Protected characteristics include special educational needs and disability (SEND), religion and belief, and characteristics related to gender and identity.

We follow accessible design principles to make our syllabuses and assessment materials as accessible and inclusive as possible. We review language accessibility, visual resources, question layout and the contexts used in questions. Using this approach means that we give all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding.

## Access arrangements

Our design principles aim to make sure our assessment materials are accessible for all candidates. To further minimise barriers faced by candidates with SEND, illness or injury, we offer a range of access arrangements and modified papers. This is the principal way in which we comply with our duty to make 'reasonable adjustments', as guided by the UK Equality Act 2010.

### Important:

Requested access arrangements should be based on evidence of the candidate's barrier to taking an assessment and should also reflect their normal way of working. This is explained in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

- For Cambridge to approve an access arrangement, we need to agree that it constitutes a reasonable adjustment and does not affect the security or integrity of the assessment.
- Details of our standard access arrangements and modified question papers are available in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Centres are expected to check the availability of access arrangements and modified question papers at the start of the course. All applications should be made by the deadlines published in section 1.3 of the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Contact us at the start of the course to find out if we can approve an access arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.



## After the exam

### Grading and reporting

Grades a, b, c, d or e indicate the standard a candidate achieved at Cambridge International AS Level. 'a' is the highest and 'e' is the lowest grade.

Grades A\*, A, B, C, D or E indicate the standard a candidate achieved at Cambridge International A Level. A\* is the highest and E is the lowest grade.

'Ungraded' means that the candidate's performance did not meet the standard required for the lowest grade (E or e). 'Ungraded' is reported on the statement of results but not on the certificate. In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

If a candidate takes a Cambridge International A Level and fails to achieve grade E or higher, a Cambridge International AS Level grade will be awarded if both of the following apply:

- the components taken for the Cambridge International A Level by the candidate in that series included all the components making up a Cambridge International AS Level
- the candidate's performance on the AS Level components was sufficient to merit the award of a Cambridge International AS Level grade.

On the statement of results, Cambridge International AS & A Levels are shown as General Certificates of Education Advanced Subsidiary Level and Advanced Level, GCE Advanced Subsidiary Level (GCE AS Level) and GCE Advanced Level (GCE A Level).

On the certificates, Cambridge International AS & A Levels are shown as General Certificate of Education.

**School feedback:** 'Cambridge International A Levels are the 'gold standard' qualification. They are based on rigorous, academic syllabuses that are accessible to students from a wide range of abilities yet have the capacity to stretch our most able.'

**Feedback from:** Director of Studies, Auckland Grammar School, New Zealand

## How students, teachers and higher education can use the grades

### Cambridge International A Level

Assessment at Cambridge International A Level has two purposes:

- 1 to measure learning and achievement  
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success  
The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.  
The outcomes help students choose the most suitable course or career

### Cambridge International AS Level

Assessment at Cambridge International AS Level has two purposes:

- 1 to measure learning and achievement  
The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus.
- 2 to show likely future success  
The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.  
The outcomes help students choose the most suitable course or career.  
The outcomes help decide whether students part way through a Cambridge International A Level course are making enough progress to continue.  
The outcomes guide teaching and learning in the next stages of the Cambridge International A Level course.

## Changes to this syllabus for 2027 and 2028

The syllabus has been updated. This is version 1, published September 2024.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

There are no significant changes which affect teaching.

Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.



Syllabuses and specimen materials represent the final authority on the content and structure of all of our assessments.

With a Customer Services team available 24 hours a day, 6 days a week, and dedicated regional teams supporting schools in 160 countries, we understand your local context and are here to guide you so you can provide your learners with everything they need to prepare for Cambridge International AS & A Level.

### Quality management

We are committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international education programmes and qualifications for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/about-us/our-standards/](http://www.cambridgeinternational.org/about-us/our-standards/)



**School feedback:** ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

**Feedback from:** Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

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