Cambridge Assessment
International Education

Syllabus

Cambridge International AS & A Level Sociology 9699

For examination in June and November 2020.
Also available for examination in March 2020 for India only.

Cambridge Pathway

Contents

Why choose Cambridge Assessment International Education?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Every year, nearly a million Cambridge learners from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge.

Cambridge learners

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially ready to make a difference.
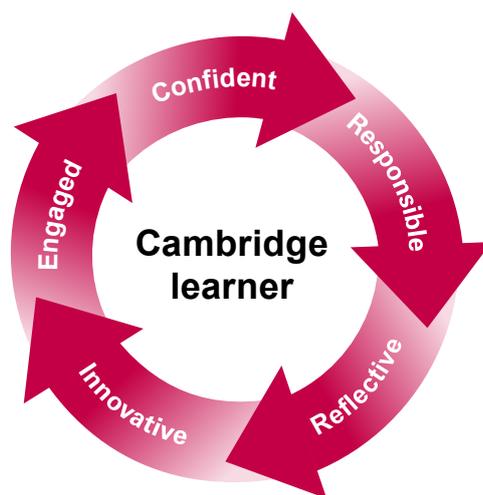
Learn more about the Cambridge learner attributes in Chapter 2 of our *Implementing the curriculum with Cambridge* guide at www.cambridgeinternational.org/curriculumguide

Why Cambridge International AS & A Levels?
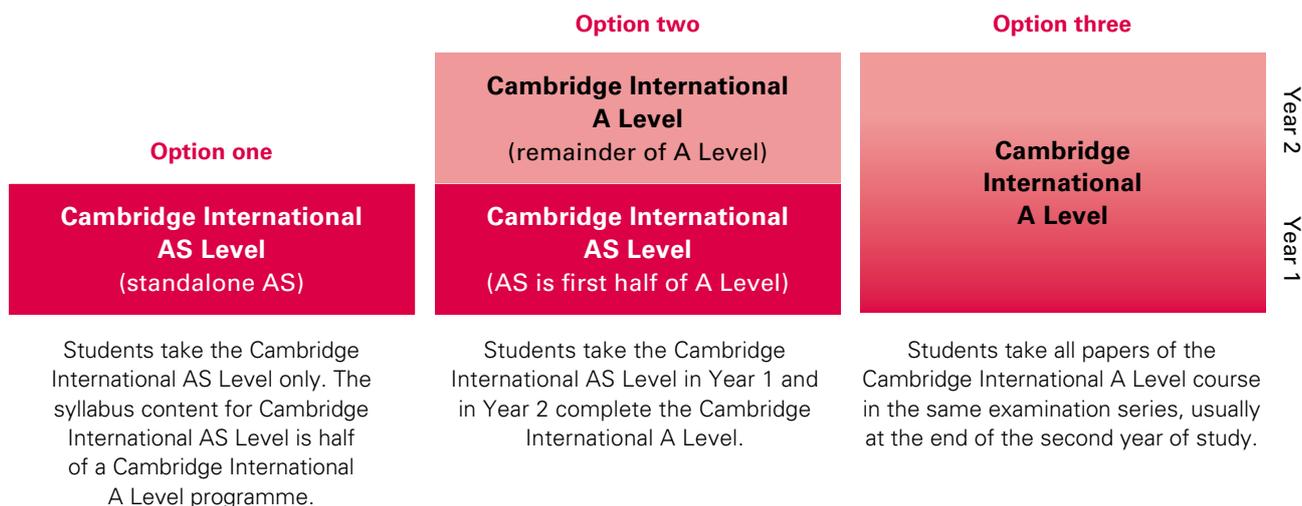
Cambridge International AS & A Levels are international in outlook, but retain a local relevance. The syllabuses provide opportunities for contextualised learning and the content has been created to suit a wide variety of schools, avoid cultural bias and develop essential lifelong skills, including creative thinking and problem-solving.

Our aim is to balance knowledge, understanding and skills in our qualifications to enable students to become effective learners and to provide a solid foundation for their continuing educational journey. Cambridge International AS & A Levels give students building blocks for an individualised curriculum that develops their knowledge, understanding and skills.

Cambridge International AS & A Level curricula are flexible. It is possible to offer almost any combination from a wide range of subjects. Cambridge International A Level is typically a two-year course, and Cambridge International AS Level is typically one year. Some subjects can be started as a Cambridge International AS Level and extended to a Cambridge International A Level.

There are three possible assessment approaches for Cambridge International AS & A Level:

Option one	**Option two**	**Option three**	
	Cambridge International A Level (remainder of A Level)	**Cambridge International A Level**	Year 2
Cambridge International AS Level (standalone AS)	**Cambridge International AS Level** (AS is first half of A Level)		Year 1
Students take the Cambridge International AS Level only. The syllabus content for Cambridge International AS Level is half of a Cambridge International A Level programme.	Students take the Cambridge International AS Level in Year 1 and in Year 2 complete the Cambridge International A Level.	Students take all papers of the Cambridge International A Level course in the same examination series, usually at the end of the second year of study.	

Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted across 195 countries. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), European nations, Australia, Canada and New Zealand. Learners should check the university website for specific entry requirements before applying.

Did you know?

In some countries universities accept Cambridge International AS Levels in their own right as qualifications counting towards entry to courses in the same or other related subjects. Many students who take Cambridge International AS Levels also choose to progress to Cambridge International A Level.

Learn more

For more details go to www.cambridgeinternational.org/recognition

Why Cambridge International AS & A Level Sociology?

About the syllabus

In a rapidly changing world, Cambridge International AS and A Level Sociology offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of Sociology should stimulate awareness of contemporary social, cultural and political issues, and focus attention on the importance of examining these issues in a rigorous, reasoned and analytical way. The Cambridge International AS Level provides a solid grounding in the central ideas and approaches in Sociology, including family as well as theory and methods. Cambridge International A Level students can choose to explore a variety of important areas of sociological enquiry including global development, education, religion and media.

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 guided learning hours for Cambridge International AS Level, and around 360 guided learning hours for Cambridge International A Level.

These figures are for guidance only. The number of hours needed to gain the qualification may vary depending on local practice and the learners' previous experience of the subject.

Prior learning

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

Progression

Cambridge International A Level Sociology provides a suitable foundation for the study of Sociology or related courses in higher education. Equally it is suitable for candidates intending to pursue careers or further study in Sociology, or as part of a course of general education.

Cambridge International AS Level Sociology constitutes the first half of the Cambridge International A Level course in Sociology and therefore provides a suitable foundation for the study of Sociology at Cambridge International A Level and thence for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in Sociology or some other subjects. It is also suitable for candidates intending to pursue careers or further study in Sociology, or as part of a course of general education.

We recommend learners check the Cambridge recognitions database and the university websites to find the most up-to-date entry requirements for courses they wish to study.

How can I find out more?

If you are already a Cambridge school

You can make entries for this qualification through your usual channels. If you have any questions, please contact us at info@cambridgeinternational.org

If you are not yet a Cambridge school

Learn more about the benefits of becoming a Cambridge school from our website at www.cambridgeinternational.org/startcambridge
Email us at info@cambridgeinternational.org to find out how your organisation can register to become a Cambridge school.

Cambridge AICE

Cambridge AICE Diploma is the group award of the Cambridge International AS & A Level. It gives schools the opportunity to benefit from offering a broad and balanced curriculum by recognising the achievements of candidates who pass examinations from different curriculum groups.

Learn more

For more details go to www.cambridgeinternational.org/aice

> 66 Our research has shown that students who came to the university with a Cambridge AICE background performed better than anyone else that came to the university. That really wasn't surprising considering the emphasis they have on critical research and analysis, and that's what we require at university. 99
>
> John Barnhill, Assistant Vice President for Enrollment Management, Florida State University, USA

Teacher support

We offer a wide range of practical and innovative support to help teachers plan and deliver our programmes and qualifications confidently.

The support package for our Cambridge International AS & A Levels gives teachers access to a worldwide teaching community enabling them to connect with other teachers, swap ideas and share best practice.

Teaching and learning

- Support materials provide teachers with ideas and planning resources for their lessons.
- Endorsed textbooks, ebooks and digital resources are produced by leading publishers. We have quality checked these materials to make sure they provide a high level of support for teachers and learners.
- Resource lists to help support teaching, including textbooks and websites.

Exam preparation

- Past question papers and mark schemes so teachers can give learners the opportunity to practise answering different questions.
- Example candidate responses help teachers understand exactly what examiners are looking for.
- Principal examiner reports describing learners' overall performance on each part of the papers. The reports give insight into common misconceptions shown by learners, which teachers can address in lessons.

Cambridge International AS & A Level support for teachers

Professional development

Face-to-face training

We hold workshops around the world to support teachers in delivering Cambridge syllabuses and developing their skills.

Online training

We offer self-study and tutor-led online training courses via our virtual learning environment. A wide range of syllabus-specific courses and skills courses is available. We also offer training via video conference and webinars.

Qualifications

We offer a wide range of practice-based qualifications at Certificate and Diploma level, providing a framework for continuing professional development.

Learn more

Find out more about support for this syllabus at www.cambridgeinternational.org/alevel

Visit our online resource bank and discussion forum at www.cambridgeinternational.org/support

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at www.cambridgeinternational.org/social-media

1   Syllabus content at a glance

Cambridge International AS Level		
Paper 1 Unit 1:	The Family	The family and social change Family roles, marriage and changing relationships The social construction of age
Paper 2 Unit 2:	Theory and methods	The sociological perspective Socialisation and the creation of social identity Methods of research The relationship between theory and methods
Cambridge International A Level		
Paper 1 and Paper 2		
Paper 3 Unit 3:	Education	Education in social context Structures and processes within schools
Unit 4:	Global development	Development and inequality Global issues
Unit 5:	Media	Ownership and control of the media Media representation and effects
Unit 6:	Religion	Religion and social change Religious movements

2   Assessment at a glance

Cambridge International AS Level

Cambridge International AS Level candidates take only Papers 1 and 2 (in the same examination series).

Candidates take:		
Paper 1 1 hour 30 minutes		**Paper 2** 1 hour 30 minutes
Candidates answer one compulsory data response question and one essay question from a choice of two.		Candidates answer one compulsory data response question and one essay question from a choice of two.
50% of total marks		50% of total marks

Cambridge International A Level

Cambridge International A Level candidates have two choices. Candidates who want to take the whole of the Cambridge International A Level qualification at the end of a course of study take all three papers together. Candidates who want to get the Cambridge International A Level qualification in two stages take the Cambridge International AS Level first. If they pass Cambridge International AS Level, they then only need to take Paper 3 in order to complete the Cambridge International A Level.

Candidates take:		
Paper 1 1 hour 30 minutes		**Paper 2** 1 hour 30 minutes
Paper 1 for A Level is the same as Paper 1 for AS Level.		Paper 2 for A Level is the same as Paper 2 for AS Level.
25% of total marks		25% of total marks
and:		
Paper 3 3 hours		
Candidates answer three essay style questions from four sections with two questions per section.		
50% of total marks		

Availability

This syllabus is examined in the June and November examination series. This syllabus is also available for examination in March for India only.

This syllabus is available to private candidates.

Detailed timetables are available from www.cambridgeinternational.org/timetables

Combining this with other syllabuses

Candidates can combine this syllabus in an examination series with any other Cambridge International syllabus, except:

• syllabuses with the same title at the same level.

3   Syllabus aims and assessment objectives

3.1   Syllabus aims

The aims of the Cambridge International AS and A Level Sociology syllabus are for candidates to develop:

- knowledge and understanding of sociological concepts, theories, methods and research findings, as well as sociological principles, perspectives and applications
- an awareness of the range and limitations of sociological theory and research and the ability to compare and contrast different theoretical positions
- an understanding of the relationship between sociological findings and everyday life, including contemporary social, cultural and political issues
- 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
- an excellent foundation for further study.

3.2   Assessment objectives

Cambridge International AS Level

There are two papers (Papers 1 and 2) for the Cambridge International AS Level qualification. These papers both test syllabus units 1 and 2:

Unit 1: The Family

Unit 2: Theory and methods

The topics in these units form the core content of contemporary sociology. Studying these topics provides a thorough introduction to the subject and an appropriate foundation for candidates and centres who want to progress to the Cambridge International A Level qualification.

Paper 1: The paper is in two sections. Section A comprises a compulsory data response question. Section B comprises two essay questions, with the candidates having the choice of which one to answer.

Paper 2: The paper is in two sections. Section A comprises a compulsory data response question. Section B comprises two essay questions, with the candidates having the choice of which one to answer.

Cambridge International A Level

Paper 3 tests syllabus units 3 to 6:

Unit 3: Education

Unit 4: Global development

Unit 5: Media

Unit 6: Religion

These four topics are central to mainstream sociology. Candidates and centres need to cover at least three units. The syllabus allows candidates to study sociology in the context of different societies, including their own, and from a wider global perspective. The distinction between traditional and modern industrial societies is a central theme in most of the study units.

Paper 3 is in four sections, one for each unit. There are two essay questions in each section. Candidates must choose three questions from three different sections. Each question is divided into a part (a) and a part (b). There are 9 marks for part (a) and 16 marks for part (b).

3.3   Assessment objectives and their weighting in the exam papers

To pass Cambridge International AS and A Level Sociology, candidates must demonstrate ability in the following areas:

AO1: Knowledge and understanding

- offer definitions and explanations of relevant sociological terms and concepts
- demonstrate appropriate knowledge of relevant principles, theories and methods
- demonstrate awareness of relevant sociological arguments, debates and issues
- discuss the theoretical and practical considerations influencing the design and execution of sociological enquiry
- outline the findings from relevant sociological studies and research data.

AO2: Interpretation and application

- interpret sociological material presented in a variety of forms, including qualitative and quantitative data
- recognise the special character of sociological knowledge and distinguish it from the knowledge and understanding produced by other academic subjects such as biology and psychology
- identify and explore the links between relevant sociological concepts, theories, and research findings
- select and use sociological material appropriately to analyse relevant arguments and debates
- apply concepts, theories and evidence to support arguments and conclusions.

AO3: Analysis and evaluation

- evaluate the strengths and limitations of particular sociological theories and methods
- analyse and assess sociological and non-sociological evidence and arguments
- reach conclusions based on a reasoned consideration of available evidence and arguments
- recognise limitations and bias in evidence and distinguish between fact, opinion and value.

Assessment Objective	Paper 1	Paper 2	Paper 3
Knowledge and understanding	40%	40%	30%
Interpretation and application	30%	30%	30%
Analysis and evaluation	30%	30%	40%

4   Syllabus content

4.1   Core content: Cambridge International AS Level

Unit 1: The Family

This unit examines the family and how the processes of social change have affected it. The aim is to explore the diverse forms of family life and to understand the role of the family in relation to individuals and the social structure.

1. **The family and social change**
   - The distinction between households and families and between types of families: lone parent, nuclear and extended.
   - Changes in family and household structure and their relationship to industrialisation, urbanisation and globalisation.
   - Diversity in family forms according to class, ethnicity, religion, family size, marital status, age and family life cycle.
   - The debate about the postulated universality of the nuclear family.
   - Different theories about the relationship between the family and the economy.

2. **Family roles, marriage and changing relationships**
   - Changes and continuities in family functions; debates about the relationship between the family and the state.
   - Roles and responsibilities within the family, including the roles of parents, children and grandparents.
   - Conjugal roles and debates about gender equality within the family.
   - Changing patterns of marriage, cohabitation, civil partnership, separation, divorce and child bearing; the causes and consequences of these changes.
   - The impact of family life on individual members.

3. **The social construction of age**
   - The social significance of divisions based on age groups.
   - Childhood as a concept that is socially constructed.
   - Class, ethnicity and gender as factors affecting the experience and status of childhood, youth and older age groups.
   - Debates about the social position and status of the elderly in different societies.

Key concepts

- adolescence
- ageism
- age set
- age stratification
- beanpole family
- civil partnership
- child-centred families
- childhood
- chosen family
- cohabitation
- common-law family
- communes
- confluent love
- conjugal roles
- convergence of diversity
- demographic transition
- dependency ratio
- disengagement
- divorce
- domestic division of labour
- domestic labour
- domestic violence
- double shift/dual burden
- dysfunctional family
- emotion work
- empty-shell marriage
- extended family
- family diversity

- family functions
- family ideology
- female carer-core
- fertility rate
- functional fit
- functional prerequisites
- same sex families (gay and lesbian)
- gender inequality
- horizontal and vertical structures
- households
- industrialisation
- infantilisation
- instrumental/expressive roles
- joint/segregated conjugal roles
- kibbutzim
- kinship patterns (networks)
- life course analysis
- lone/single parent family
- loss of function
- marriage
- marital breakdown/instability
- matriarchy
- matrifocal family
- matrilineal
- matrilocal residence
- migration
- modified extended family

- monogamy
- neolocal residence
- new man
- nuclear family particularistic values
- partnership
- patriarchy
- patrifocal family
- patrilineal
- patrilocal residence
- pensioner household
- pester power
- polyandry
- polygamy
- polygyny
- post-modern family
- primary socialisation
- privatised family
- reconstituted family
- rite of passage
- serial monogamy
- social construction
- symmetrical family
- triple shift
- universalistic values
- urbanisation
- youth culture

Unit 2: Theory and Methods

This unit contains two central aims. First, it introduces candidates to the key concepts and theories associated with a sociological understanding of human behaviour. Candidates begin to explore the nature of sociological enquiry and the insights that it provides into the relationship between individuals and social structures. Second, the unit introduces candidates to the basic concepts and issues in research design and evaluation. The aim is to make candidates aware of the way in which sociologists can claim that their findings are truthful and worthwhile.

1. **The sociological perspective**
   - Sociology as a reasoned and rigorous study of social life.
   - Sociology as a science: positivist, interpretivist and post-modernist perspectives.
   - The uses of sociological knowledge; the role of values in sociology.
   - Sociology and social policy; the differences between sociological problems and social problems
   - The diversity of human behaviour and cultural variation.
   - The nature of social order, social control and social change.

2. **Socialisation and the creation of social identity**
   - Structuralist and interactionist views of the relationship between the individual and society.
   - The processes of learning and socialisation; how the individual becomes a competent social actor.
   - Agencies of socialisation: family, education, peer group, media, religion.
   - Culture, roles, norms, values, beliefs, ideology, power and status as elements in the social construction of reality.
   - Social class, gender and ethnicity as elements in the construction of social identities.
   - Theories of culture and identity with reference to modernism and post-modernism.

3. **Methods of research**
   - The distinctions between primary and secondary data and between quantitative and qualitative data.
   - The different quantitative and qualitative methods and sources of data, including questionnaires, interviews, observation techniques, experiments, longitudinal studies, case studies, content analysis, semiology, documents and official statistics.
   - The stages of research design: deciding on research strategy; formulating research problems and hypotheses; sampling and pilot studies; conducting the research; interpreting the results and reporting the findings.

4. **The relationship between theory and methods**
   - Positivist and anti-positivist approaches.
   - The theoretical, practical and ethical considerations influencing the choice of topic, choice of method(s) and the conduct of research.
   - The strengths and limitations of different sources of data and methods of research.
   - Validity, reliability, objectivity and representativeness as key concepts in assessing the value of different methods of research.
   - Triangulation and methodological pluralism.

Key concepts:

- action theory
- beliefs
- capitalism
- case studies
- causation
- coercion
- collective conscience
- comparative analysis
- conformity
- consumerism
- content analysis
- control group
- correlation
- covert observation
- critical theory
- cross-sectional surveys
- culture
- customs
- demand characteristics
- determinism
- economic determinism
- ethical issues
- ethnographic
- ethnomethodology
- experimental group
- falsification
- feminist theory (liberal, radical, Marxist, black feminist theory)
- field experiments
- forces of production and relations of production
- free will
- functionalist theory
- functions, manifest and latent functions
- gender
- globalisation
- Hawthorne effect
- hypothesis
- hypothetico-deductive method
- ideology/ruling class ideology

- interactionist
- interpretivism
- interviews (structured, semi-structured, unstructured and group interviews)
- laboratory experiments
- longitudinal surveys
- looking-glass self
- macrosociology
- Marxist theory
- mass culture (popular culture)
- methodological pluralism
- microsociology
- modern industrial society
- modernity and post-modernity
- nature versus nurture debate
- neo-Marxist theory
- non-participant observation
- norms
- objectivity
- official statistics
- organic and mechanical solidarity
- operationalisation
- over-socialised conception of man
- overt observation
- paradigms
- participant observation
- personal documents/historical documents
- phenomenology
- pilot studies
- positivism
- post-modernism
- power
- primary data
- qualitative data
- questionnaires
- reliability
- representativeness

- research funding
- researcher bias
- researcher effect
- respondent
- roles
- sampling and sampling techniques
- sampling error
- scientific method
- secondary data
- semiology
- significant others
- social change
- social construction of reality
- social control
- social desirability
- social engineering
- social identity
- social order
- social policy
- social problems
- social sanctions
- social self
- socialisation
- structuralist
- structuration
- sub-culture
- subjectivity
- survey/social survey
- symbolic interactionism
- traditional society
- triangulation
- validity
- value consensus
- value judgement
- value-freedom
- values
- variables
- verstehen
- Weberian theory

4.2 Core content: Cambridge International A Level

Unit 3: Education

In this unit candidates examine an important source of secondary socialisation and study in more detail the issues of inequality, power, control and ideology that were introduced at AS Level.

1. **Education in social context**
   - Theories about the links between education and the economy.
   - Explanations of educational achievement and intelligence.
   - The relationship between education and social mobility.
   - Debates about the links between social inequality (class, gender, ethnicity) and educational opportunity and achievement.

2. **Structures and processes within schools**
   - The social construction of knowledge and learning; power and social control as factors influencing the structure, content and development of the curriculum.
   - Language, deprivation and knowledge.
   - Teacher/pupil relationships: streaming, labelling, hidden curriculum and the gendered curriculum.
   - Pupil sub-cultures and attitudes to education.

Key concepts:
- compensatory education
- comprehensive education
- correspondence principle
- counter-school culture
- cultural capital
- cultural reproduction
- deferred/immediate gratification
- deprivation – material and cultural
- deschooling
- educational achievement
- elaborated and restricted speech codes
- equality of opportunity
- ethnicity
- ethnocentric curriculum
- feminine/masculine identities
- formal education
- gender
- gender stereotyping
- gendered curriculum
- hidden curriculum
- ideological state apparatus
- informal education
- inequality
- intelligence
- intelligence quotient
- knowledge
- labelling
- language
- marketisation
- meritocracy
- minority ethnic group
- positional theory
- peer group
- positive discrimination
- pupil sub-cultures
- self-fulfilling prophecy
- social class
- social capital
- social democratic theory
- social exclusion
- social inequality
- social mobility
- streaming
- vocationalism

Unit 4: Global Development

In this unit candidates examine the processes of global development and consider the nature of social inequality on an international scale.

1. **Development and inequality**
    - Concepts of development and global inequality.
    - Population growth and development.
    - Debates about aid and development.
    - Different theories of development; modernisation theory, underdevelopment theory, world system theory, state-centred theories.

2. **Global issues**
    - Migration, international employment patterns and demographic change.
    - Theories of the causes and consequences of poverty; distribution of wealth within and between countries.
    - Sociological theories of globalisation and its effects.
    - The role of transnational organisations in national economic and cultural systems.

Key concepts:

- absolute poverty
- aid
- aid agencies
- basic needs
- capitalism
- colonialism
- convergence theory
- culture of poverty
- decolonisation
- democratic transition
- demographic change
- demographic transition model
- dependency
- development
- development strategies
- environmentalism
- exploitation
- globalisation
- high-income country
- human development index
- human rights
- industrialisation
- low-income country
- migration
- modes of production
- modernisation theory
- multi-national companies
- newly industrialising countries
- poverty
- poverty trap
- proto industrialisation
- relative poverty
- slavery
- social deprivation
- social inequality
- sustainable development
- tiger economies
- transnational organisations
- underdevelopment theory
- wealth
- welfare dependency
- world system theory

Unit 5: Media

In this unit candidates examine how the media are organised, how they represent different issues and social groups, and what effects they have on individuals and societies.

1. Ownership and control of the media

- Trends in the organisation and control of the media; ownership patterns.
- Different perspectives on the relationship between ownership and control of the media.
- Pluralist, Marxist and post-modernist theories of the nature and role of the media.
- Different explanations of the processes of selection and presentation of media content.
- Debates about the relationship between the media and the State; the impact of the media on the political process in democratic and authoritarian states.
- The impact of the 'new media' on society

2. Media representation and effects

- The role of the media in the representation of social groups and ideas, with particular reference to class, gender, ethnicity, and age.
- Social patterns in listening, viewing and reading.
- Different theories of the effects and uses of the media; hypodermic syringe; uses and gratification; cultural effects studies.
- Impact of the media on behaviour, violence, deviance amplification.
- Problems of researching the effects of the media on audiences.

Key concepts:

- agenda setting
- audience reception
- broadcasting
- catharsis
- censorship
- content analysis
- cultural effects model
- cross-media corporations
- cybercrime
- deviance amplification
- discourse analysis
- diversion
- Empowerment
- folk devils
- gate-keeping
- globalisation
- hegemonic/professional/ negotiated/oppositional codes
- hegemony
- high culture
- hyper-reality
- hypodermic syringe
- ideology
- ideological state apparatus
- interpretative community
- interactive media
- media effects
- mass culture
- media
- media manipulation
- media ownership
- metanarrative
- moral panics
- media regulation
- media representation
- media sensationalism
- narrowcasting
- new media
- normative model
- opinion polls
- political socialisation
- popular culture
- propaganda
- selection and presentation of media content
- semiotics
- social media
- symbolisation
- stereotype
- traditional media
- two step flow model
- uses and gratification
- youth sub-culture

Unit 6: Religion

In this unit candidates develop their 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.

1. Religion and social change
- Sociological perspectives on religion.
- Religion and social change.
- Religion and its links with modernity and post-modernity.
- Fundamentalism.

2. Religious movements
- Different religious movements and their power within society: cults, sects, denominations, churches, new religious movements, New Age ideas.
- Debates about secularisation.
- Sociological studies of the relationship between religious beliefs, organisations and social groups (including links to class, gender and ethnicity).

Key concepts:
- agnosticism
- asceticism
- atheism
- birth rate/death rate
- churches
- civil religion
- collective conscience
- cultural defence
- cultural transition
- cults
- denominations
- desacrilisation
- disenchantment
- disengagement
- fundamentalism
- globalisation
- ideology
- infant mortality/rate
- liberation theology
- marginality
- millenarian movements
- modernity
- new age
- new religious movements
- patriarchy
- post-modernity
- privatised forms of worship
- protestant ethic
- rationalisation
- religiosity
- religious beliefs
- religious consumerism
- religious diversity
- religious pluralism
- religious revivals
- ritual
- sacred and profane
- sectarian cycle
- sects
- secularisation
- social solidarity
- spiritual shopping
- totemism
- world rejecting/ world accommodating/world affirming sects

5   Other information

Equality and inclusion

We have taken great care in the preparation of this syllabus and related assessment materials to avoid bias of any kind. To comply with the UK Equality Act (2010), we have designed this qualification with the aim of avoiding direct and indirect discrimination.

The standard assessment arrangements may present unnecessary barriers for candidates with disabilities or learning difficulties. Arrangements can be put in place for these candidates to enable them to access the assessments and receive recognition of their attainment. Access arrangements will not be agreed if they give candidates an unfair advantage over others or if they compromise the standards being assessed. Candidates who are unable to access the assessment of any component may be eligible to receive an award based on the parts of the assessment they have taken.

Information on access arrangements is found in the *Cambridge Handbook*, which can be downloaded from the website **www.cambridgeinternational.org/examsofficers**

Language

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

Grading and reporting

Cambridge International A Level results are shown by one of the grades A*, A, B, C, D or E, indicating the standard achieved, A* being the highest and E the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade E. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not on the certificate.

Cambridge International AS Level results are shown by one of the grades a, b, c, d or e, indicating the standard achieved, 'a' being the highest and 'e' the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for grade 'e'. 'Ungraded' will be reported on the statement of results but not on the certificate. The letters Q (result pending), X (no result) and Y (to be issued) may also appear on the statement of results but not 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.

For the assessment of languages other than English, Cambridge International also reports separate speaking endorsement grades (Distinction, Merit and Pass), for candidates who satisfy the conditions stated in the syllabus.

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 one 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.

'While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.'

Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China