IM 30 SYLLABUS

Sociology

2027

Table of Contents

Introduction

The syllabus is based on a range of thematic areas that represent some of the key contemporary fields of inquiry in the discipline. The syllabus content is intended to function both as a stand-alone post-secondary area of study, and as a foundation for candidates interested in taking up sociology/social studies at University level. The syllabus seeks to achieve a synergy between theory and practice. It does this not by sectioning the two into different areas; rather, the emphasis is on as seamless as possible an application of theory throughout. Exam questions will be topic-specific and limited to the topics included in the syllabus.

List of Subject Foci

1. Culture, Identity and Socialisation

2. Families and Intimate Relationships

3. Poverty, Social Exclusion and Welfare

4. Environment

5. Crime and Deviance

6. Information Society

List of Learning Outcomes

At the end of the programme, I can:

LO 1.   write an essay that shows structure and coherent discussion that reflects an assimilation and evaluation of diverse sociological perspectives;

LO 2.   discuss fundamental concepts related to culture, identity and socialisation, referring to theory as appropriate;

LO 3.   discuss fundamental concepts related to family, marriage, households and intimate relationships, referring to theory as appropriate;

LO 4.   discuss fundamental concepts related to poverty, social exclusion and welfare provision, referring to theory as appropriate;

LO 5.   discuss the relationship between the natural and the social environments;

LO 6.   discuss fundamental concepts related to the environmental outcomes of social and economic processes, environmental sustainability and environmental inequalities;

LO 7.   discuss the basic concepts related to crime and deviance, referring to theory as appropriate;

LO 8.   discuss the role of the media in society, referring to theory as appropriate.

Learning Outcomes and Assessment Criteria

Subject Focus	Essay Writing Skills
Learning Outcome 1:	I can write an essay that shows structure and coherent discussion that reflects an assimilation and evaluation of diverse sociological perspectives. *This is an overarching learning outcome applicable to all other learning outcomes. Not assessable on its own.*

Topic	Sub-Topic	Assessment Criteria
1.1 Comprehension of the question		1) Demonstrate an understanding of the requirements of the question. 2) Demonstrate an understanding of the ideas, themes, concepts and perspectives required by the question.
1.2 Coherence of discussion in relation to the requirements of the question		3) Develop arguments by referring to applicable theories and concepts. 4) Critically evaluate theories and concepts. 5) Discuss theories and concepts in context. 6) Apply theories and concepts. 7) Discuss with the use of examples where applicable.

1.3 Writing skills		1) Write an introduction to address the question and to define the direction of the discussion.
		2) Develop a coherent argument.
		3) Structure the argument using paragraphs where necessary.
		4) Write a conclusion summarising the central points of the discussion and how the discussion fulfils the requirements of the question.
1.4 Lexical Knowledge		5) Demonstrate skill in using suitable vocabulary to effectively communicate ideas.
		6) Use terminology correctly.

Subject Focus:	Culture, Identity and Socialisation
Learning Outcome 2:	I can discuss fundamental concepts related to culture, identity and socialisation, referring to theory as appropriate.

Topic	Sub-Topic	Assessment Criteria
2.1 The concept of culture		1) Discuss the different aspects of culture. *E.g. values; norms; language; beliefs; traditions; cultural diversity.*
2.2 Different types of culture	2.2.1 Types of culture	2) Discuss the different types of culture. *E.g. global culture; dominant culture; subculture; popular culture.*
2.3 Culture and socialisation	2.3.1 The socialisation process	3) Discuss primary and secondary socialisation. 4) Discuss the different agents of socialisation. *E.g. the family; education; the peer group; the workplace; the media; religion.* 5) Discuss the different theoretical approaches to socialisation. *E.g. Functionalism; Marxism; Feminism; Symbolic interactionism.*
2.4 Identity as process	2.4.1 Factors shaping identity	6) Discuss the factors that shape identity. *E.g. class; gender; sexuality; religion; ethnicity; race; nationality; age; consumption.*

Subject Focus:	Families and Intimate Relationships
Learning Outcome 3:	I can discuss fundamental concepts related to family, marriage, households and intimate relationships, referring to theory as appropriate.

Topic	Sub-Topic	Assessment Criteria
3.1 Family, marriage, households and intimate relationships	3.1.1 Different forms of family, marriage and households, relationships	1) Discuss the different forms of family, marriage and households. *E.g. monogamy; polygamy; polygyny; polyandry; arranged marriage; civil partnership; extended; modified extended; nuclear; living apart together (LAT); same-sex; step/blended/reconstructed; beanpole; lone parent; cohabitation.*
	3.1.2 The transformation of intimate relationships	2) Discuss the transformation of intimate relationships in contemporary societies. *E.g. liquid love; normal chaos of love; confluent love.*
	3.1.3 Theoretical perspectives	3) Discuss the theoretical perspective/s on the family. *E.g. Functionalism; Marxism; Feminism; New Right; contemporary perspectives.*

Subject Focus:	Poverty, Social Exclusion and Welfare	
Learning Outcome 4:	I can discuss fundamental concepts related to poverty, social exclusion and welfare provision, referring to theory as appropriate.	

Topic	Sub-Topic	Assessment Criteria
4.1 Poverty and social exclusion	4.1.1 Types of poverty and social exclusion	1) Discuss the differences between relative and absolute poverty. 2) Discuss factors that may lead to social exclusion. *E.g. rural marginality; marginalised urban neighbourhoods; crime; homelessness; race/ethnicity; disability; sexuality.*
4.2 The persistence of poverty	4.2.1 Theories of poverty	3) Discuss the different theories of poverty. *E.g. individualist, culturalist and structuralist theories of poverty.*
	4.2.2 Poverty Risk Groups	4) Discuss the groups which are at a higher risk of poverty. *E.g. persons with disabilities; ethnic minorities; the unemployed; people in precarious employment; the elderly; children; women; migrants; lone parents.*
4.3 Welfare	4.3.1 Types of welfare	5) Discuss the different types of welfare providers. *E.g. informal; voluntary; private; religious institutions; the state.*
	4.3.2 Welfare state	6) Discuss the different models of the welfare state with reference to Esping-Andersen.

Subject Focus:	Environment
Learning Outcome 5:	I can discuss the relationship between the natural and the social environments.

Topic	Sub-Topic	Assessment Criteria
5.1 Environment	5.1.1 Natural and social environments	1) Discuss the relationship between the natural and the social environments.

Subject Focus:	Environment
Learning Outcome 6:	I can discuss fundamental concepts related to the environmental outcomes of social and economic processes, environmental sustainability and environmental inequalities.

Topic	Sub-Topic	Assessment Criteria
6.1 Environmental outcomes	6.1.1 Economic systems and the environment	1) Discuss the relationship between consumerism and the environment.
	6.1.2 Sustainability	2) Discuss the concept of sustainable development.
	6.1.3 Environmental inequalities	3) Discuss environmental inequalities in relation to social factors. *E.g. gender, ethnicity, race, age and class.*

Subject Focus:	Crime and Deviance
Learning Outcome 7:	**I can discuss the basic concepts related to crime and deviance, referring to theory as appropriate.**

Topic	Sub-Topic	Assessment Criteria
7.1 Theoretical approaches		1) Discuss theories of crime and deviance. *E.g. Functionalism; Marxism and Neo-Marxism; Feminism; Interactionism.*
7.2 Patterns of crime		2) Discuss the demographic patterns of victims and perpetrators of crime. *E.g. ethnicity; nationality; race; gender; sexuality; age; religion; social class.*
7.3 Globalization of crime		3) Discuss different aspects of the globalization of crime. *E.g. cybercrime; human trafficking; money laundering; transnational organised crime; wildlife illegal trade.*

Subject Focus:	Information Society	
Learning Outcome 8:	I can discuss the role of the media in society, referring to theory as appropriate.	

8.1 Types and functions of media		1) Discuss the transition from the traditional to the new media. *E.g. of traditional media: tv, film, radio, print media.* *E.g. of new media: digital and online media.*
8.2 Perspectives on the media		2) Discuss the different perspectives on the role of the media in society. *E.g. Functionalist; Critical theory; Interactionist; Post-Modernist; Feminist.*
8.3 Globalization and the media		3) Discuss the globalization of the media. *E.g. 'global village' and the media; transnational media corporations; media mergers and convergence; media super-companies; media imperialism and its alternatives.*

Scheme of Assessment

The syllabus will be assessed by means of **ONE** written examination paper. The written paper will be of **THREE** hours duration.

In this paper, answers will be required in essay form. Assessment will be based on the candidates' demonstrated achievement of the learning outcomes.

The exam paper will consist of **SIX** essay type questions covering Learning Outcomes 2 to 8, from which candidates will answer any **THREE**. Each question will carry equal marks.

Note to candidates and educators
The use of 'E.g.' (examples) in the assessment criteria will be taken to mean that none of the mentioned 'e.g'. will be specifically examinable. Candidates and educators may make reference to different examples other than those listed as long as they are relevant to the subject of the question.