Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SOCIOLOGY **0495/12**

Paper 1 **May/June 2016**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

0458664044

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer Question 1 and **either** Question 2 **or** Question 3.
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **3** printed pages, **1** blank page and **1** insert.

© UCLES 2016

CAMBRIDGE International Examinations

[Turn over

Section A: Theory and methods

Answer Question 1.

1 Source A

Rosenthal and Jacobson 'Pygmalion in the Classroom' (1968)

Rosenthal and Jacobson designed an experiment to test the hypothesis that teachers' expectations of their pupils' ability creates a self-fulfilling prophecy.

They selected a random sample of 20% of primary school pupils in California. The researchers then gave these pupils an IQ test. Their teachers were given false test results, where pupils with high scores were selected at random. These were not necessarily the pupils with the highest IQ scores.

The pupils were then given a second IQ test eight months later. Those pupils with a high score in the false test had made the greatest gains in IQ.

The results of the experiment appeared to support Rosenthal and Jacobson's hypothesis that the way teachers interact with pupils with higher IQ scores encouraged those pupils to do better in school.

(a) Identify **two** reasons why researchers might use a random sample. [2]

(b) Identify **two** methods that might be used to research classroom behaviour. [2]

(c) Using information from Source A, describe **two** ways in which field experiments might be unethical. [4]

(d) Describe **two** reasons for using a hypothesis in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using the structuralist approach in sociological research. [8]

(f) Explain why research using one method may not be accurate. [10]

(g) To what extent does bias impact on the validity of field experiments? [15]

© UCLES 2016

Answer **either** Question 2 **or** Question 3.

Section B: Culture, identity and socialisation

2 In 1981 Anne Oakley conducted a study into socialisation in the family. She found children were being taught how to be males and females. Parents used both manipulation and canalisation to help children learn their gender identity.

(a) What is meant by the term 'canalisation'? [2]

(b) Describe **two** examples of manipulation. [4]

(c) Explain how agencies of socialisation, apart from the family, help to develop gender identity. [6]

(d) Explain why the family is viewed by many sociologists as the most important agency of socialisation. [8]

(e) To what extent is a person's status ascribed at birth? [15]

Section C: Social inequality

3 The concept of the underclass is used in everyday speech to describe people living at the margins of society who rely on state benefits to make ends meet. However, the concept has been rejected by many sociologists such as Charles Murray. They have focused on the cultural deviancies of the so-called underclass, blaming them for their situation.

(a) What is meant by the term 'underclass'? [2]

(b) Describe **two** forms of social stratification, apart from social class. [4]

(c) Explain how social class might affect a person's life chances. [6]

(d) Explain why it is believed the underclass are to blame for their own situation. [8]

(e) To what extent is wealth the main cause of inequality? [15]

© UCLES 2016

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© UCLES 2016