Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SOCIOLOGY **0495/13**

Paper 1 **May/June 2017**

2 hours (including 15 minutes' reading time)

No Additional Materials are required.

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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 **4** printed pages and **1** insert.

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Section A: Theory and methods

Answer Question 1.

1 Source A

Children at war

CHILD SOLDIERS

Child **soldier**. Some words don't belong together.

It's bad enough that children's lives are torn apart by wars they didn't start. But when they're forced into fighting in the conflict themselves, it causes psychological and physical damage that can often never be repaired.

Every child has the right to go to school and to live free from violence. Using children as soldiers is a breach of those rights and it is simply wrong.

THERE ARE ESTIMATED TO BE 250,000 CHILD SOLDIERS IN THE WORLD. 40% OF CHILD SOLDIERS ARE GIRLS

Key facts and statistics about child soldiers

- There are an estimated 250,000 child soldiers in the world today.
- Many rebel groups use child soldiers to fight the government, but some governments also use child soldiers in armed conflict.
- Not all children take part in active combat. Some are also used as porters, cooks and spies.
- As part of their recruitment, children are sometimes forced to kill or hurt a family member – thus breaking the bonds with their community and making it difficult for them to return home.

This image is an example of secondary data from the website of the charity 'War Child'.

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(a) From Source A, identify **two** facts a sociologist might learn about the impact of war on children. [2]

(b) Identify **two** ways in which secondary data may be biased. [2]

(c) Using information from Source A, describe **two** ways of using secondary data in sociological research. [4]

(d) Describe **two** limitations of using field experiments in sociological research. [4]

(e) Describe **two** strengths and **two** limitations of using case studies in sociological research. [8]

(f) Explain why primary data may not be valid. [10]

(g) To what extent is the interpretivist approach the best way of conducting sociological research? [15]

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[Turn over

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

Section B: Culture, identity and socialisation

2 In modern multicultural society the experience of socialisation can be diverse. Cultural diversity may mean that socialisation in the family does not produce value consensus. Despite cultural diversity, there are certain universal values that all members of society share.

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

(b) Describe **two** processes of socialisation. [4]

(c) Explain how value consensus is maintained. [6]

(d) Explain why diversity can result in conflict in society. [8]

(e) To what extent are values socially constructed? [15]

Section C: Social inequality

3 The poverty line is the dividing point between those who are poor and those who are not. The official poverty line used in the UK is 60% of the average income. Those living below this line can experience poor life chances.

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

(b) Describe **two** causes of poverty in modern industrial societies. [4]

(c) Explain how governments can redistribute wealth in society. [6]

(d) Explain why life chances differ between social groups. [8]

(e) To what extent does gender discrimination still exist in modern industrial societies? [15]

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