Cambridge Assessment International Education

Cambridge IGCSE™

SOCIOLOGY **0495/12**

Paper 1 **May/June 2020**

2 hours

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

8402547323

INSTRUCTIONS

- Answer **two** questions in total:
  Section A: answer Question 1.
  Answer **either** Question 2 from Section B **or** Question 3 from Section C.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.

INFORMATION

- The total mark for this paper is 80.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **4** pages. Blank pages are indicated.

© UCLES 2020

[Turn over

Section A: Theory and methods

Answer Question 1

The comparative study is a scientific approach to sociological research and is often used by positivists. Sociologists can compare data between social groups and identify differences between them, such as educational achievement.

Sociologists may compare data such as the different female literacy rates around the world (Fig. 1.1). Female literacy rates refer to the percentage of women over 15 years of age that can read and write in a country. Another example of a comparative study is the UK census. Every ten years in the UK all households have to complete a detailed survey. Many of the questions are standardised and remain the same over time. Like many sources of official statistics the UK census gathers a large amount of quantitative data taking a macro approach.

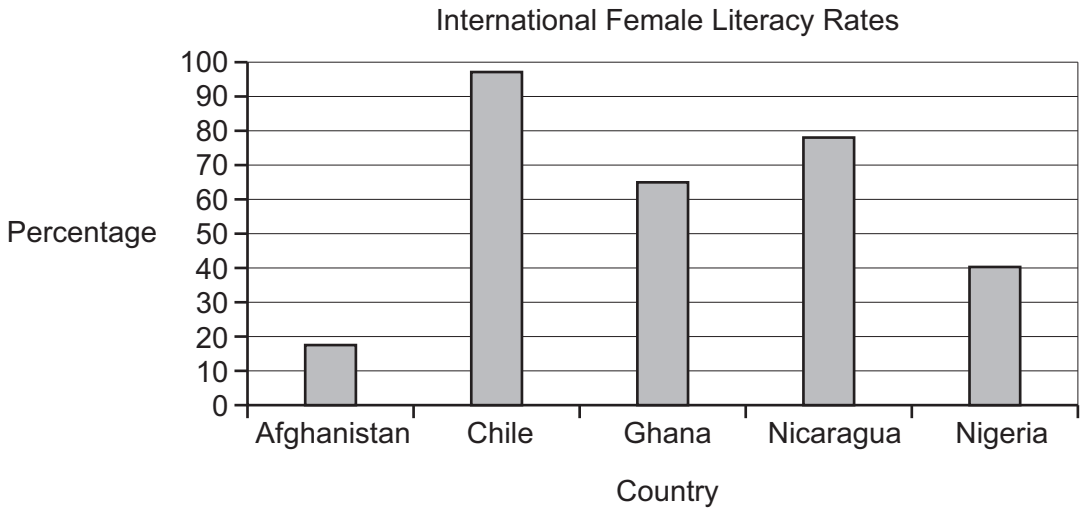


Fig. 1.1

1 **(a)** From **Source A**, identify the **two** countries with the lowest female literacy rates. [2]

(b) Identify **two** methods that could be used by positivists. [2]

(c) Using information from **Source A**, describe **two** reasons why researchers use official statistics. [4]

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

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

(f) Explain why objectivity is difficult to maintain when carrying out sociological research. [10]

(g) To what extent are macro structuralist approaches the most useful for understanding society? [15]

© UCLES 2020

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

Section B: Culture, identity and socialisation

2 Functionalists believe for society to work well people need to agree on a common set of values, this is known as value consensus. Sanctions and socialisation are ways to ensure that members of a society share the same values. However, socialisation and sanctions differ depending on the age and gender of the individual.

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

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

(c) Explain how traditional masculinity is changing. [6]

(d) Explain why some sociologists argue that childhood is a social construction. [8]

(e) To what extent does functionalism offer the best explanation of why individuals join youth sub-cultures? [15]

Section C: Social inequality

3 Karl Marx argued that society was divided into two main social classes: the bourgeoisie (the upper class) and the proletariat (the working class). Class stratification and status in modern industrial societies are changing and new classes have been formed, such as the underclass. Some sociologists argue there is now a growing middle class while others suggest proletarianisation is leading to a growing working class.

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

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

(c) Explain how the underclass is different from other social classes. [6]

(d) Explain why some sociologists believe that proletarianisation has occurred in modern industrial societies. [8]

(e) To what extent are Marxist explanations of social inequality the most useful? [15]

© UCLES 2020

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 Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

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

© UCLES 2020