UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

SOCIOLOGY **0495/12**

Paper 1 **October/November 2010**

2 hours 30 minutes

Additional Materials: Answer Booklet/Paper

1111794356 8

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer Question 1 and **three** questions from Sections **B** to **D**.
At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **4** printed pages.

© UCLES 2010

Section A: Research Methods

Statistics collected by the government are one form of secondary data that sociologists use. These official records provide a useful source of information about social trends such as suicide, marriage, divorce and crime rates. However, statistics need to be viewed with care as they may not provide an accurate account of a particular trend.

Other sources of secondary data may also be used in sociological research. These include letters, historical documents, newspaper reports and television programmes. These sources are useful for the collection of qualitative data. This type of data is particularly suitable for sociologists who work within the interpretive tradition. Positivist sociologists prefer the collection of statistics from quantitative research methods.

Newspapers and television programmes can be useful sources of secondary data and positivist sociologists may use a method known as content analysis, which attempts to quantify the types of articles and programmes which appear. In contrast, interpretive sociologists try to decode images and messages found in newspaper reports and television programmes that people are exposed to in the mass media.

1 **(a)** In sociological research, what is meant by the following terms:

(i) secondary data [2]

(ii) positivist sociologists [2]

(iii) social trends. [2]

(b) Describe **two** reasons why official statistics may not be accurate. [4]

(c) Describe **two** advantages of using official statistics in sociological research. [4]

(d) Describe **one** advantage and **one** disadvantage of using content analysis in sociological research. [4]

(e) Describe **two** problems that might arise when using historical documents in sociological research. [4]

(f) Describe **two** advantages and **two** disadvantages of qualitative research. [8]

© UCLES 2010

Section B: Culture and Socialisation

2 Some sociologists believe that a person's social class background can have an important effect on their primary socialisation.

(a) What is meant by the term *primary socialisation*? [2]

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

(c) Explain how a child from a middle class background may be socialised differently to a child from a working class background. [6]

(d) To what extent is socialisation during childhood a major influence on a person's social development? [8]

3 The majority of people conform to social norms and this helps to ensure that social control is maintained.

(a) What is meant by the term *social norms*? [2]

(b) Describe **two** examples of behaviour that conforms to social norms. [4]

(c) Explain how social control is achieved among young people. [6]

(d) To what extent is *formal* social control more important than *informal* control in modern industrial societies? [8]

Section C: Social Stratification and Inequality

4 Ethnic minorities may be seen as different to the rest of a society and experience scape-goating for many of the social and economic problems that are experienced in modern industrial societies.

(a) What is meant by the term *scape-goating*? [2]

(b) Describe **two** ways in which ethnic minorities may experience discrimination at work. [4]

(c) Explain why ethnic minorities may be seen as different to the rest of society. [6]

(d) To what extent are some ethnic minorities less disadvantaged than others in modern industrial societies? [8]

5 In many societies there is an unequal distribution of wealth and opportunities, so social mobility may be limited.

(a) What is meant by the term *unequal distribution of wealth*? [2]

(b) Describe **two** forms of wealth an individual may possess. [4]

(c) Explain how a person may achieve upward social mobility. [6]

(d) How far does growing up in poverty affect an individual's life chances? [8]

© UCLES 2010

Section D: Power and Authority

6 Marxists believe that power in a democracy is held by an elite group, but other sociologists claim that the government must govern on behalf of all people.

(a) What is meant by the term *elite group*? [2]

(b) Describe **two** social groups who are likely to be part of the elite. [4]

(c) Explain how governments attempt to maintain their popularity between elections. [6]

(d) How far do governments attempt to represent, and govern on behalf of, all sections of society? [8]

7 Pressure groups and political parties are important means of political representation in democratic societies.

(a) What is meant by the term *political representation*? [2]

(b) Describe **two** features of a democratic society. [4]

(c) Explain how political parties differ from pressure groups. [6]

(d) To what extent is government decision-making influenced by pressure groups? [8]

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.

University of 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 2010