UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE NAME	
CENTRE NUMBER	
CANDIDATE NUMBER	

1660545474

SOCIOLOGY **0495/23**

Paper 2 **October/November 2010**

1 hour 45 minutes

Candidates answer on the Question Paper.

No additional materials are required.

READ THESE INSTRUCTIONS FIRST

DO **NOT** WRITE IN ANY BARCODES.
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 any **three** questions.
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of **25** printed pages and **3** blank pages.

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Section A: Family

For Examiner's Use

1 In traditional societies the functions of the family are different, to some extent, from those performed by the family in modern industrial societies.

(a) What is meant by the term *traditional society*?

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(b) Describe **two** functions that are carried out by the family in all societies.

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(c) Explain how the functions performed by the family have changed as societies have modernised.

For Examiner's Use

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(d) How far, and in what ways, are families in modern industrial societies still as important as they were in the past?

For Examiner's Use

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2 It is argued that in modern industrial societies there has been a move from segregated conjugal roles to more integrated conjugal roles, giving rise to the symmetrical family.

For Examiner's Use

(a) What is meant by the term *symmetrical family*?

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(b) Describe the difference between segregated and integrated conjugal roles.

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(c) Explain the reasons why the symmetrical family has become more common in modern industrial societies.

For Examiner's Use

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(d) To what extent is the nuclear family still the dominant type of family unit in modern industrial societies?

For Examiner's Use

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Section B: Education

For Examiner's Use

3 The formal and informal curriculum can both be an influence on pupils' opportunities for upward social mobility.

(a) What is meant by the term *informal curriculum*?

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(b) Describe **two** ways in which the formal curriculum can help children from poor families achieve upward social mobility.

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(c) Explain why children from poor families often underachieve at school.

For Examiner's Use

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(d) How far, and in what ways, can schooling have a negative influence on the educational performance of children from poor families?

For Examiner's Use

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For Examiner's Use

4 The educational performance of ethnic minorities can be influenced by both home background and inside school factors.

(a) What is meant by the term *ethnic minorities*?

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(b) Describe **two** ways in which the peer group may influence a child's performance at school.

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(c) Explain how home background may influence the educational achievement of ethnic minority pupils.

For Examiner's Use

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(d) How far, and in what ways, can teachers and schools help improve the performance of ethnic minority pupils?

For Examiner's Use

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Section C: Crime, Deviance and Social Control

For Examiner's Use

5 The term moral panic has been used to explain why deviancy amplification occurs.

(a) What is meant by the term *deviancy amplification*?

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(b) Describe **two** examples of a moral panic.

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(c) Explain why a moral panic may lead to an increase in crime rates.

For Examiner's Use

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(d) To what extent is it true that some social groups commit more crime than other groups?

For Examiner's Use

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6 Official crime statistics can be misleading and open to interpretation. One reason for this is the so-called dark figure.

For Examiner's Use

(a) What is meant by the term *dark figure*?

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(b) Describe **two** reasons why people fail to report crimes to the police.

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(c) Explain why white-collar crimes often go unrecorded.

For Examiner's Use

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(d) How far, and in what ways, may the activities of the police influence the official crime statistics?

For Examiner's Use

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Section D: The Mass Media

For Examiner's Use

7 An important factor influencing the content and presentation of the news is the concept of news values.

(a) What is meant by the term *news values*?

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(b) Describe **two** factors, other than news values, that influence the content of the news.

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(c) Explain why news reports may contain bias.

For Examiner's Use

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(d) How far, and in what ways, is the mass media able to influence people's lifestyles?

For Examiner's Use

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8 Some groups are viewed as 'folk-devils' and blamed for many of the problems in society.

For Examiner's Use

(a) What is meant by the term *folk-devils*?

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(b) Describe **two** groups that are more likely to be used as folk-devils by the media.

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(c) Explain how the mass media use folk-devils to influence views in society.

For Examiner's Use

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(d) How far, and in what ways, can the mass media influence young people's behaviour?

For Examiner's Use

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