UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

0171695559

SOCIOLOGY **0495/21**

Paper 2 **October/November 2011**

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.
You may not need all the answer lines for your answer.

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 There are two different forms of marriage: monogamy and polygamy. Polygamy is widely practised in traditional societies, whereas monogamy is widely practised in modern industrial societies.

(a) What is meant by the term *polygamy*?

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(b) Describe **two** reasons why monogamy is the main form of marriage in modern industrial societies.

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(c) Explain why the number of marriages has been steadily declining in many modern industrial societies.

For Examiner's Use

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(d) How far is marriage still an important institution in modern industrial societies?

For Examiner's Use

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2 Although some men and women share tasks in the home today, segregated conjugal roles are still the norm.

For Examiner's Use

(a) What is meant by the term *segregated conjugal roles*?

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(b) Describe **two** reasons why some men may be sharing more tasks in the home today.

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(c) Explain the problems women may face in trying to achieve equal relationships with men in the family.

For Examiner's Use

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(d) To what extent are women disadvantaged in society by the roles they play in the home?

For Examiner's Use

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Section B: Education

For Examiner's Use

3 There are marked differences in educational performance between girls and boys. One reason for this is gender stereotyping. A culture of masculinity may also partly explain the educational performance of boys.

(a) What is meant by the term *culture of masculinity*?

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(b) Describe **two** ways in which girls may be treated differently to boys in schools.

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(c) Explain why girls are now achieving better examination results than boys in many modern industrial societies.

For Examiner's Use

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(d) How far can educational underachievement be explained in terms of cultural deprivation?

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4 Pupils learn what is expected of them in terms of social class, gender and ethnic identity through both the official curriculum and the hidden curriculum.

For Examiner's Use

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

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(b) Describe **two** examples of how the official curriculum can affect educational performance.

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(c) Explain why pupils from disadvantaged groups may be treated unequally at school.

For Examiner's Use

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(d) How far have policies to promote equal education helped to improve the performance of all pupils?

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Section C: Crime, Deviance and Social Control

For Examiner's Use

5 Sociologists make a distinction between the terms *crime* and *deviance*.

(a) What is meant by the term *deviance*?

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(b) Describe **two** examples of criminal behaviour.

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(c) Explain why some acts are defined as deviant while others are not.

For Examiner's Use

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For Examiner's Use

(d) Assess the view that laws in society serve the interests of the ruling class.

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6 Patterns of crime vary according to gender, ethnicity and social class. Crime rates are also affected by the distinction between rural and urban areas.

For Examiner's Use

(a) What is meant by the term *crime rates*?

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(b) Describe **two** reasons why working class people appear to commit more crime.

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(c) Explain the reasons why crime rates are higher in urban areas than they are in rural areas.

For Examiner's Use

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(d) Assess the view that social class is the main influence on who commits crime in modern industrial societies.

For Examiner's Use

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Section D: Mass Media

For Examiner's Use

7 The mass media have the power to scapegoat and label less powerful groups in society.

(a) What is meant by the term *labelling*?

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(b) Describe **two** groups of people who are more likely to be labelled by the mass media.

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(c) Explain the likely consequences for a group of people once they have become labelled.

For Examiner's Use

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(d) Assess the view that some groups of people have the power to label more than others.

For Examiner's Use

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8 The mass media play an important role in defining the dominant values of society. They may also help to shape youth culture and other sub-cultures.

For Examiner's Use

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

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(b) Describe **two** examples of dominant values in modern industrial societies.

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(c) Explain how the mass media can influence the values of young people.

For Examiner's Use

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(d) How far are the dominant values of society shaped by the mass media today?

For Examiner's Use

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