Cambridge IGCSE

Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

SOCIOLOGY **0495/12**

Paper 1 **October/November 2019**

2 hours (including 15 minutes' reading time)

Additional Materials: Answer Booklet/Paper

0810848811

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside the 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 **3** printed pages and **1** blank page.

Cambridge Assessment International Education

11_0495_12_2019_1.11
© UCLES 2019

[Turn over

Section A: Theory and methods

Answer Question 1

1 Source A

In the study 'Learning to Labour' Paul Willis conducted a longitudinal study of twelve male working-class students to gain in-depth data. He wanted to find out why working-class students usually work in manual or low-skilled jobs when they leave school. The study used triangulation as several methods were used including both participant and non-participant observations. It was important that Willis gained the trust of the male students, so they were more likely to show natural behaviour and give detailed answers.

Willis studied the students over a period of time as they moved from school into work. At the end of his research Willis compared the results from each method to produce his final conclusions. He found that due to factors such as the males creating anti-school sub-cultures they failed to gain many academic qualifications. He concluded that the students' social class position never changed as the only jobs they could get were low-skilled.

Adapted from Paul Willis Learning to Labour, (1977).

(a) From **Source A**, identify **two** reasons why the researcher needed to gain the trust of the male students in the study. [2]

(b) Identify **two** methods that might be used to research the behaviour and attitudes of students, apart from observation. [2]

(c) Using information from **Source A**, describe **two** reasons for conducting longitudinal research. [4]

(d) Describe **two** strengths of using a stratified sample in sociological research. [4]

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

(f) Explain how participant observation is a useful method of sociological research. [10]

(g) To what extent can the interpretivist approach to sociological research be criticised? [15]

© UCLES 2019

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

Section B: Culture, identity and socialisation

2 Some sociologists argue that gender identities are now beginning to change. However the hidden curriculum within schools still has a major impact on both male and female gender identity. This has the potential to impact on their education and later employment opportunities.

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

(b) Describe **two** ways the hidden curriculum is taught in schools. [4]

(c) Explain how primary socialisation affects an individual's gender identity. [6]

(d) Explain why social control leads to social conformity. [8]

(e) To what extent are gender identities changing in modern industrial societies? [15]

Section C: Social inequality

3 In many societies legislation exists to end discrimination based on gender. Despite this, statistics show that the glass ceiling still affects women. Some sociologists also argue that social class and ethnicity are as important as gender in explaining the inequalities in women's lives.

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

(b) Describe **two** features of social class inequality. [4]

(c) Explain how feminism has challenged gender inequality. [6]

(d) Explain why some women find it difficult to achieve high status jobs. [8]

(e) To what extent is ethnicity the most important factor in determining a person's life chances? [15]

© UCLES 2019

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 2019