Cambridge Assessment International Education

# Cambridge IGCSE™

**SOCIOLOGY** **0495/12**

Paper 1 **October/November 2020**

**2 hours**

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

*5226190116*

**INSTRUCTIONS**

- Answer **two** questions in total:
  - Section A: answer Question 1.
  - Answer **either** Question 2 in Section B **or** Question 3 in 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.


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## Section A: Theory and methods

Answer Question 1

**1 Source A**

Using the method of content analysis McCabe et al looked at the representation of male and female characters in children's books in the United States. The study 'Gender in Twentieth-Century Children's Books' examined more than 5000 books published from 1900 to 2000.

Some of the results of the study were:

- males were the main characters in 57% of children's books published each year, while only 31% had female main characters;
- male animals were the main characters in more than 23% of children's books per year, while female animals were the main characters in only 7.5%;
- on average, 36.5% of children's books in each year included a male in the title, compared to only 17.5% that included a female;
- in children's books published in the 1990s there was more equality between male and female human characters, but there were still twice the number of male animal characters compared to female.

McCabe et al concluded that overall the representation of females did not change throughout the twentieth century.

Adapted from source: www.sciencedaily.com

**(a)** From the evidence in **Source A**, identify **two** results about the representation of females in children's books. [2]

**(b)** Identify **two** primary methods sociologists could use to investigate gender inequality, apart from content analysis. [2]

**(c)** Using information from **Source A**, describe **two** problems with the validity of the data in the content analysis. [4]

**(d)** Describe **two** strengths of quota sampling. [4]

**(e)** Describe **two** strengths and **two** limitations of non-participant observation. [8]

**(f)** Explain why case studies may be useful in sociological research. [10]

**(g)** To what extent are interviews the best method for achieving validity in research? [15]

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

## Section B: Culture, identity and socialisation

**2** Cultures have different norms and values which affect roles and identities such as gender, ethnicity and age. Despite this there are aspects of all societies that are similar such as the institution of the family and the processes of socialisation and social control. Some argue that in modern industrial societies education is the most effective agent of social control whereas other sociologists disagree.

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

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

**(c)** Explain how individuals are socialised into an ethnic identity. [6]

**(d)** Explain why old age is a social construction. [8]

**(e)** To what extent is education the most effective agent of social control? [15]

## Section C: Social inequality

**3** In all modern societies relative poverty still exists. Equal opportunities legislation is often used to argue that society is becoming more fair today, with individuals able to improve their income, wealth and status. But poverty is difficult to measure accurately and sociologists disagree about the exact causes of social and economic inequality.

**(a)** What is meant by the term 'relative poverty'? [2]

**(b)** Describe **two** ways status can be achieved. [4]

**(c)** Explain how traditional male roles have changed in modern industrial societies. [6]

**(d)** Explain why poverty is difficult to define. [8]

**(e)** To what extent have government measures failed to reduce social inequality? [15]

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