Cambridge Assessment International Education

Cambridge IGCSE™

SOCIOLOGY **0495/22**

Paper 2 **October/November 2020**

1 hour 45 minutes

You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)

6055142357

INSTRUCTIONS

- Answer **two** questions.
- 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 70.
- The number of marks for each question or part question is shown in brackets [ ].

This document has **4** pages. Blank pages are indicated.

© UCLES 2020

[Turn over

Answer **two** questions

Section A: Family

1 There are many types of family in society today, for example nuclear, single parent and reconstituted. Experiences of family life are therefore very different depending upon the type of family a person lives in. Family functions and conjugal roles are also changing. This may explain the continuing sociological debate over whether family life is a negative or a positive experience for its members.

(a) What is meant by the term 'reconstituted family'? [2]

(b) Describe **two** demographic trends that affect family life. [4]

(c) Explain how family functions are changing in modern industrial societies. [6]

(d) Explain why traditional conjugal roles are less likely to be found in modern industrial societies. [8]

(e) To what extent is family life negative for its members? [15]

Section B: Education

2 The education system uses sanctions and rewards which many sociologists consider to be as important as teaching knowledge and skills and gaining qualifications. Sociologists also debate whether all students have the same chance to be successful. This debate often focuses on factors such as language, subject choice and material factors.

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

(b) Describe **two** ways students' subject choice can be influenced by gender. [4]

(c) Explain how linguistic influences from the family can affect educational achievement. [6]

(d) Explain why material factors can influence educational success. [8]

(e) To what extent does private education challenge the functionalist view that education is meritocratic? [15]

© UCLES 2020

Section C: Crime, deviance and social control

3 Why do some peer groups and individuals not conform to social norms and laws? There is no simple answer to this question. Some factors which sociologists have identified as being relevant include a lack of opportunity and inadequate socialisation. As a response to the problem of crime, policing strategies aim to reduce the crime rate to keep individuals and society safe.

(a) What is meant by the term 'peer group'? [2]

(b) Describe **two** policing strategies that aim to reduce crime. [4]

(c) Explain how white-collar crime is treated differently to other crimes. [6]

(d) Explain why a lack of opportunity may lead to crime. [8]

(e) To what extent can inadequate socialisation explain criminal behaviour? [15]

Section D: Media

4 Some members of the public and regulatory bodies argue that media content needs to be controlled due to media violence and its negative effects on individuals. Sociologists discuss the invisibility of certain social groups in the media, such as women and ethnic minorities. This has created divisions in sociology about the role and importance of the media in a digital world. For example, pluralists and Marxists have very different views.

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

(b) Describe **two** ways violence in the media may influence violence in society. [4]

(c) Explain how the working class are represented in the media. [6]

(d) Explain why the digital divide exists. [8]

(e) To what extent is the Marxist view of the media correct? [15]

© UCLES 2020

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 2020