



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

| CANDIDATE NAME | | | | | |
|-------------------|--|--|---------------------|--|--|
| CENTRE NUMBER | | | CANDIDATE NUMBER | | |

SOCIOLOGY 0495/23

Paper 2 May/June 2013
1 hour 45 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.

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.

DO **NOT** WRITE IN ANY BARCODES.

Answer any three questions.

The number of marks is given in brackets [] at the end of each question or part question.

Section A: The Family

For Examiner's Use

| | be particularly true of some ethnic minority families. |
|-----|------------------------------------------------------------------------|
| (a) | What is meant by the term ethnic minority families? |
| | |
| | |
| | |
| | [2] |
| (b) | Describe two reasons why some people live in extended families. |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [1] |

| • | |
|---|--|
| | |
| • | |
| | |
| • | |
| | |
| • | |
| | |
| • | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| • | |
| | |
| | |
| | |
| | |
| | |
| • | |
| | |
| | |
| | |
| • | |
| | |
| | |
| | |
| | |

| extent is ethnicity the main factor influencing the structure of the family | |
|-----------------------------------------------------------------------------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| _ Fo |
|------------|
| Exam Us |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

For Examiner's Use

2

| • | sociologists believe that one of the functions of the family is to socialise children into a consensus. However, families are not always successful in carrying out this role. |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (a) W | What is meant by the term value consensus? |
| | |
| | |
| | |
| | [2] |
| (b) D | Describe two reasons why some families may fail to socialise their children successfully. |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [4] |

| family. | Examine Use |
|---------|----------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| • | |
|---|--|
| | |
| • | |
| | |
| | |
| | |
| | |
| • | |
| | |
| • | |
| | |
| • | |
| | |
| | |
| | |
| | |
| | |
| | |
| • | |
| | |
| | |
| | |
| | |
| | |
| | |
| • | |
| | |
| • | |
| | |
| | |
| | |
| | |
| • | |
| | |
| • | |
| | |
| • | |
| | |
| | |
| | |

| | 1 |
|-----|-----|
| | Exa |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| [8] | |

Section B: Education

3

For Examiner's Use

| | the principle of selective education. |
|-----|--------------------------------------------------------------------------------|
| (a) | What is meant by the term selective education? |
| | |
| | |
| | |
| 4. | [2] |
| (b) | Describe two possible benefits for pupils attending a selective school. |
| | |
| | |
| | |
| | |
| | |
| | |
| | [4] |

| opportunities. | For Examin Use |
|----------------|----------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| | o what extent may selective education create divisions in society? | |
|---|--------------------------------------------------------------------|--|
| | | |
| | | |
| • | | |
| | | |
| • | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| • | | |
| _ | | |
| • | | |
| | | |
| | | |
| | | |
| | | |
| • | | |
| | | |
| • | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| • | | |
| _ | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| • | | |
| | | |
| • | | |
| | | |

| For Examiner's Use | |
|--------------------------|-----|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | 101 |

| | nools are part of the formal education process through which pupils receive a preparation work. There is a debate about how far schools promote social mobility. |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (a) | What is meant by the term formal education? |
| | |
| | |
| | |
| | [2] |
| (b) | Describe two ways in which schools may promote upward social mobility. |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [4] |

For Examiner's Use

| • | |
|-----|--|
| | |
| • | |
| | |
| • • | |
| | |
| • • | |
| | |
| | |
| | |
| | |
| | |
| _ | |
| • • | |
| | |
| • | |
| | |
| • • | |
| | |
| ٠. | |
| | |
| | |
| | |
| | |
| | |
| | |
| • • | |
| | |
| • • | |
| | |
| ٠. | |
| | |
| | |
| | |
| | |
| | |
| | |
| • | |
| | |
| • • | |
| | |
| • • | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| • • | |
| | |

| To what extent does formal education promote social mobility? | F |
|---------------------------------------------------------------|-----------|
| | Exan U |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| | For Examiner's Use |
|-----|--------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| 181 | |

Section C: Crime, Deviance and Social Control

For Examiner's Use

| 5 | The | peer group can be a major influence on the deviant careers of juvenile delinquents. |
|---|-----|---------------------------------------------------------------------------------------------------|
| | (a) | What is meant by the term deviant careers? |
| | | |
| | | |
| | | |
| | | [2] |
| | (b) | Describe ${\bf two}$ reasons why a person may feel pressured to accept the norms of a peer group. |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| C) | Explain why young people rather than other age groups are more likely to appear in crime statistics. | For Examiner's Use |
|----|------------------------------------------------------------------------------------------------------|--------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| TO WHAT OXION | is juvenile delino | dericy a resul | וניטו אטטו שטטו | ansation: | |
|-----------------------------------------|-----------------------------------------|----------------|-----------------|-----------|-------|
| | | | | | |
| | • • • • • • • • • • • • • • • • • • • • | | ••••• | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | ••••• | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| • • • • • • • • • • • • • • • • • • • • | ••••• | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | ••••• |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | ••••• |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | ••••• |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | ••••• | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| | For |
|-----|-----------------|
| | Examiner Use |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| TO. | |

6

| Mos | st sociologists agree that deviance is difficult to define. | For |
|-----|-------------------------------------------------------------|-------------------|
| (a) | What is meant by the term deviance? | Examiner's Use |
| | | |
| | | |
| | [2] | |
| (b) | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | [4] | |
| | | 1 |

| ••••• | |
|-------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| ••••• | |
| | |
| | |

| For Examiner's Use |
|--------------------------|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Section D: Media

For Examiner's Use

| Wor | men and men often appear in the media in a limited number of stereotypical roles. |
|-----|-----------------------------------------------------------------------------------|
| (a) | What is meant by the term stereotypical roles? |
| | |
| | |
| | rea |
| /b\ | Describe two examples of sterestypical gapder roles |
| (b) | Describe two examples of stereotypical gender roles. |
| | |
| | |
| | |
| | |
| | |
| | |
| | [4] |

| Explain why the media construct stereotypical images of women and men. |
|------------------------------------------------------------------------|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| [6] |

| media? | | images presen | |
|--------|------|---------------|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| For Examiner's Use | |
|--------------------|-----|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [0] |

For Examiner's Use

8

| ne media play a major role in the communication of popular culture. The new media have become an important part of this process. | | | |
|----------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| (a) What is meant by the term popular culture? | | | |
| | | | |
| | | | |
| | | | |
| [2] | | | |
| (b) Describe two differences between popular culture and high culture. | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| [4] | | | |

| c) | Explain some of the ways in which the new media have increased the spread of popular culture. | For Examiner's Use |
|----|-----------------------------------------------------------------------------------------------|--------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| • | |
|---|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| | Exa |
|-----|-----|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| ισι | |

For Examiner's Use

BLANK PAGE

BLANK PAGE

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.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.