www.XtremePapers.com

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

| | |
|---|---|
| CANDIDATE NAME | |

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

**SOCIOLOGY** **0495/22**

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 on all the work you hand in.
Write in dark blue or black ink.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.
DO **NOT** WRITE IN ANY BARCODES.

Answer any **three** questions.
You may not need all the answer lines for your answer.
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.


© UCLES 2013

## Sociology

### Section A: The Family

For Examiner's Use

**1** In modern industrial societies the functions of the family are different to those performed in traditional societies.

**(a)** What is meant by the term *functions of the family*?

.....

.....

.....

..... [2]

**(b)** Describe **two** functions that are carried out by families in traditional societies.

.....

.....

.....

.....

.....

.....

.....

..... [4]

© UCLES 2013

**(c)** Explain how the functions performed by families in modern industrial societies have changed from those performed by families in traditional societies.

*For Examiner's Use*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

**(d)** To what extent is there a variety of family types in modern industrial societies today?

For Examiner's Use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

For Examiner's Use

**2** Families are found in almost every society. However, families can take many different forms including those based on arranged marriages and civil partnerships.

**(a)** What is meant by the term *civil partnerships*?

.....

.....

.....

..... [2]

**(b)** Describe **two** reasons why arranged marriages are favoured in some societies.

.....

.....

.....

.....

.....

.....

.....

..... [4]

**(c)** Explain why arranged marriages are less likely to be found in modern industrial societies.

For Examiner's Use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

© UCLES 2013

**(d)** How far is marriage still valued in modern industrial societies?

For Examiner's Use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

## Section B: Education

For Examiner's Use

**3** In modern industrial societies there is a greater range of schools than ever before, including faith schools.

**(a)** What is meant by the term *faith schools*?

.....

.....

.....

..... [2]

**(b)** Describe **two** types of school other than faith schools.

.....

.....

.....

.....

.....

.....

.....

..... [4]

**(c)** Explain the possible negative effects for society of faith schools.

*For Examiner's Use*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

**(d)** How far does a range of school types help to promote equality in education?

For Examiner's Use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

For Examiner's Use

**4** In a meritocratic society every pupil has equality of opportunity.

**(a)** What is meant by the term *meritocratic society*?

.....

.....

.....

..... [2]

**(b)** Describe **two** ways in which pupils may be treated unequally within the education system.

.....

.....

.....

.....

.....

.....

.....

..... [4]

**(c)** Explain why pupils from middle class homes may find it easier to perform well at school.

*For Examiner's Use*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

**(d)** How far is there equality of opportunity for all pupils within the education system in modern industrial societies?

*For Examiner's Use*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

## Section C: Crime, Deviance and Social Control

*For Examiner's Use*

**5** Official crime statistics and studies of the 'dark figure' of crime have shown an increase in crimes committed by females in recent years.

**(a)** What is meant by the term *dark figure*?

.....

.....

.....

..... [2]

**(b)** Describe **two** examples of crimes typically associated with females.

.....

.....

.....

.....

.....

.....

.....

..... [4]

**(c)** Explain why there has been an increase in crimes committed by females in recent years.

*For Examiner's Use*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

**(d)** To what extent are females treated differently from males within the criminal justice system?

For Examiner's Use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

For Examiner's Use

**6** In some societies young people are regarded as a separate group, with their own distinct youth cultures. Mods and Rockers are an early example of a youth culture.

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

.....

.....

.....

..... [2]

**(b)** Describe briefly **two** examples of youth cultures, other than Mods and Rockers.

.....

.....

.....

.....

.....

.....

.....

..... [4]

**(c)** Explain why youth cultures have become a feature of modern industrial societies.

For Examiner's Use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

**(d)** To what extent is youth culture the main influence on the identities of young people in modern industrial societies?

*For Examiner's Use*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

## Section D: Media

For Examiner's Use

**7** The media create many stereotypes which may lead to the creation of folk devils and moral panics.

**(a)** What is meant by the term *folk devils*?

.....

.....

.....

..... [2]

**(b)** Describe **two** examples of moral panics.

.....

.....

.....

.....

.....

.....

.....

..... [4]

© UCLES 2013

**(c)** Explain why some groups are more likely than others to be stereotyped by the media.

*For Examiner's Use*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

**(d)** How far is the behaviour of young women shaped by the media?

*For Examiner's Use*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

For Examiner's Use

**8** The media are now divided into traditional and new media.

**(a)** What is meant by the term *traditional media*?

.....

.....

.....

..... [2]

**(b)** Describe **two** examples of the new media.

.....

.....

.....

.....

.....

.....

.....

..... [4]

**(c)** Explain the differences between the traditional media and the new media.

For Examiner's Use

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

**(d)** To what extent do the new media increase opportunities for democratic participation in society?

*For Examiner's Use*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [8]

**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.

© UCLES 2013