



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education Advanced Subsidiary Level and Advanced Level



**SOCIOLOGY**

**9699/02**

Paper 2 Principles and Methods 2

**May/June 2008**

**1 hour 30 minutes**

Additional Materials: Answer Booklet/Paper



**READ THESE INSTRUCTIONS FIRST**

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.

Write your Centre number, candidate number and name on all the work you hand in.

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.

Answer **two** questions.

At the end of the examination, fasten all your work securely together.

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

This document consists of **4** printed pages.



Answer **two** questions.

- 1 For social order to exist, it is necessary that individuals conform to generally accepted patterns of behaviour, *at least to some extent*. Without a degree of conformity, life would be chaotic. Imagine, for example, if all the teachers and pupils in a school arrived one morning and did exactly what they wanted instead of carrying out their normal roles, order would quickly disappear. Social order largely depends on people fulfilling the roles they have learnt to play in a given situation. Pupils are expected to behave as pupils and teachers as teachers, and so on.

Rewards and sanctions play a key part in encouraging conformity. Individuals who are seen to perform their roles well may receive rewards such as a higher salary, job promotion, an official honour or title, or some other form of praise and esteem that is seen as desirable. People who behave in a way that is socially unacceptable may be punished with sanctions such as ostracism, loss of privileges, telling-off, and fines or jail sentences if they have broken the law.

There are essentially two types of explanation of social order, one of which can be linked with functionalism and the other with the Marxist perspective. Functionalists like Emile Durkheim and Talcott Parsons focus on the role of shared norms and values in maintaining cohesion in society. Parsons argued that social order is created through the process of socialisation whereby people come to internalise the same views about what is acceptable behaviour. By contrast, Marxists claim that weaker groups are pressured into accepting the rules of society by the powerful. Conflict rather than consensus underpins society in this view. For Marxists, order is maintained through the exercise of economic power and the influence of ruling class ideology.

- (a) What is meant by the term *ideology*? [2]
- (b) Describe **two** reasons why school pupils generally conform to their expected roles. [4]
- (c) Explain why some individuals and groups may fail to conform to generally accepted patterns of behaviour. [8]
- (d) Assess the functionalist theory of social order. [11]

- 2 The social survey is a type of research that involves collecting information from a number of people. While this information is typically gathered from questionnaires or interviews, it is not limited to any one technique of collecting information. In contrast to qualitative research which provides a more in-depth study of social life, surveys tend to produce information that is detailed but which can form the basis for making statistical generalisations over broad areas.

The data collected in surveys is seen as high in reliability, though critics argue that it lacks a great deal in terms of validity. Well-known examples of social surveys include the studies of poverty in the early years of the twentieth century undertaken by Booth and Rowntree, the Oxford Mobility Studies of the 1970s and the British Crime Surveys that have been carried out since the early 1980s.

In conducting a large-scale survey it is clearly impossible to investigate every single case or person, which raises the issue of sampling. The key problem with taking a sample is making it representative; sampling is essentially the process of selecting people or information to represent a larger population. Different types of sampling are available to the sociologist.

Surveys involving the collection of information at one point in time are referred to as *cross-sectional surveys*; they provide a snapshot picture. Longitudinal surveys provide data about different stages or periods in the life of an individual or group. This data can be used to analyse change at the individual or micro-level. The National Development Study in the UK is an example of a longitudinal study. In this survey a sample of children born in 1958 have been followed from birth and interviewed at various stages of their lives.

- (a) In sociological research what is meant by the term *reliability*? [2]
- (b) Describe **two** types of sampling used in sociological research. [4]
- (c) Explain the problems that a sociologist might experience in making a sample representative. [8]
- (d) Assess the strengths **and** limitations of longitudinal surveys. [11]

- 3 Although women are a growing proportion of the paid labour force, it is still far from the case that they are paid equally to men or are evenly distributed in the labour force. In the UK, for example, women's earnings as a proportion of men's earnings in all sectors have hovered around 85% since the passing of the Equal Pay Act in 1970.

An examination of the location of women in the workforce helps to explain why they earn less than men. It remains the case that the top positions in most workplaces are dominated by men. In 2004 in the UK, women still constituted only around 2% of chief executives and members of board of directors, 5% of all judges, 15% of senior managers in the private sector, and 22% of senior school head teachers. The low representation of women in these top positions is seen by feminists as evidence of a 'glass ceiling' that women encounter as they progress in their careers but beyond which very few go.

The sexual division of labour is also reflected in the type of paid work that women undertake. While men dominate professional and managerial posts in general, as well as jobs in science, engineering, technology, construction and transport, women form the vast majority of lower grade workers in education, health, office work, catering, and cleaning. One consequence of this is that women not only earn less than men on average but that they dominate the worst-paid jobs. Of the total of all workers classed as low-paid in the UK in 2004, 67% were women.

Studies also reveal that the vast majority of domestic labour in the home is undertaken by women. Culturally, domestic labour has a low status in most societies and that may be the key to understanding the poor position of women in paid employment. Indeed, some writers argue that the paid work that women do can be seen as an extension of their domestic role, providing for and cleaning up after men.

- (a) What is meant by the term *sexual division of labour*? [2]
- (b) Describe **two** similarities between domestic labour and the work that women typically undertake in paid employment. [4]
- (c) Explain why women still earn less than men in the UK despite the passing of the Equal Pay Act in 1970. [8]
- (d) 'Sexual inequality in the workplace is best explained in terms of Marxist theory.' Assess this claim. [11]