# UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education SOCIOLOGY 0495/01 Paper 1 October/November 2005 2 hours 30 minutes

## **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 on both sides of the paper. 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 Question 1 and **three** questions from Sections **B** to **D**. 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.

#### **Section A: Research Methods**

www.papaCambridge.com Sources of information that the sociologist has not collected for him/herself are kn 1 secondary sources. The UK Census - a national survey of the population conducted even years by the government - is an example of a secondary source. This, along with regular study such as the National Household Survey, keep the government (and sociologists) up to date with changing social trends in Britain and allow social policy to be planned. However, sociologists take care not to use government statistics uncritically.

Other secondary sources include, for example, newspaper reports, letters, diaries and autobiographies produced by individuals. The secondary sources used by sociologists may be contemporary or historical, and the data available from them may be primarily quantitative or qualitative. When sociologists refer to existing sociological studies by other writers in their own research, these become secondary sources.

Sociologists find secondary sources very useful but they have to be treated with great caution. Their reliability and validity are open to question, and often they do not provide the exact information required by a sociologist for their research.

(a) What is meant by the following terms:

• •			
	(i)	Social trends	[2]
	(ii)	Quantitative data	[2]
	(iii)	Validity?	[2]
(b)	Sug	gest <b>two</b> advantages for a sociologist of using data from a government census.	[4]
(c)	Giv	e three reasons why sociologists are careful not to use government statistics uncritical	lly. [6]
(d)	Sug	gest three reasons why newspaper reports may contain bias.	[6]
(a)	Suc	uport two advantages and two limitations of using historical desuments as a second	

(e) Suggest two advantages and two limitations of using historical documents as a secondary source in sociological research. [8]

## Section B: Culture and Socialisation

- www.papaCambridge.com 2 People who are not socialised into the norms and values of society are almost unrecognis humans in their behaviour.
  - (a) What is meant by the term *norms*?

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- (b) Describe two examples of how people learn the norms and values of society. [4]
- (c) Explain why the values that people hold may vary from one group to another. [6]
- (d) To what extent is socialisation more important than instinct in shaping human behaviour? [8]
- 3 In most societies, there are certain types of behaviour that are regarded as appropriate for one gender and inappropriate for the other.

(a)	What is meant by the term gender?	[2]
(b)	Describe two examples of appropriate gender behaviour in your society.	[4]
(c)	Explain how gender roles are learned.	[6]
(d)	What pressures encourage people to conform to their gender roles?	[8]

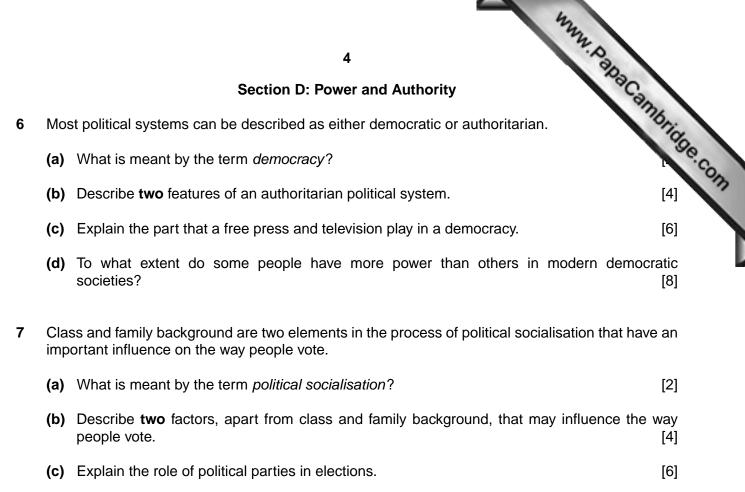
### **Section C: Social Stratification and Inequality**

4 Max Weber suggested that there are three factors that divide people in modern societies: power, status and economic factors.

(a) What is meant by the term <i>status</i> ?	[2]			
(b) Describe two ways that economic factors may divide pe	eople in modern societies. [4]			
(c) Explain how the working class differs from the middle of	lass. [6]			
(d) To what extent are class divisions disappearing in mod	ern societies? [8]			
The main difference between caste and class societies is that in a class-based society there is social mobility.				

(a)	What is meant by the term social mobility?	[2]
(b)	Describe <b>two</b> ways in which a person can achieve a higher social position.	[4]
(c)	Explain the main features of the caste system.	[6]
(d)	Assess how much social mobility there is in modern societies.	[8]

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<sup>(</sup>d) Assess the extent to which social class is still an important influence on voting behaviour. [8]

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