UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

SOCIOLOGY **0495/02**

Paper 2

May/June 2005

1 hour 45 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 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 any **three** 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.

UNIVERSITY *of* CAMBRIDGE
International Examinations

[Turn over

Section A: Family

1   The nuclear family is a common type of family unit in modern industrial societies. Family units tend to be larger in traditional societies.

   (a) What is meant by the term *nuclear family*? [2]

   (b) Describe **two** other types of family unit. [4]

   (c) Why do family units tend to be quite large in traditional societies? [6]

   (d) Assess the claim that the nuclear family is in decline in modern industrial societies. [8]

2   Divorce rates tend to be quite high in modern industrial societies. For example, more than one in three marriages end in divorce in the UK today.

   (a) What is meant by the term *divorce*? [2]

   (b) Describe **two** forms of marital breakdown apart from divorce. [4]

   (c) Explain why divorce rates tend to be quite high in modern industrial societies. [6]

   (d) To what extent are marriages based on equal relations between the partners in modern industrial societies today? [8]

Section B: Education

3   Formal education systems provide one means through which children from poor families can achieve upward social mobility.

   (a) What is meant by the term *formal education*? [2]

   (b) Describe **two** ways in which formal education systems can give children from poor families a chance to achieve upward social mobility. [4]

   (c) Explain why many children from poor families underachieve at school. [6]

   (d) What measures can schools take to help improve the educational performance of children from poor families, and how likely are they to be successful? [8]

4   The hidden curriculum plays an important part in what pupils learn at school. It may also affect which individuals and groups are most successful in the education system.

   (a) What is meant by the term *hidden curriculum*? [2]

   (b) Describe **two** examples of how the hidden curriculum may reinforce gender roles in schools. [4]

   (c) Explain how the educational performance of pupils from ethnic minority groups may be affected by the hidden curriculum. [6]

   (d) How far, and in what ways, are teachers an important influence on the educational performance of their pupils? [8]

Section C: Crime, Deviance and Social Control

5 What is regarded as deviant behaviour may vary from one society to another. Some groups have more power than others to define deviant behaviour.

(a) What is meant by the term *deviant behaviour*? [2]

(b) Describe **two** examples of how definitions of deviance may vary between societies. [4]

(c) Explain how labelling theory has contributed to an understanding of deviant behaviour. [6]

(d) Which groups in society are more likely to be labelled as deviant, and why? [8]

6 It is very difficult to measure the true pattern of crime in society. The official statistics of crime are distorted by the 'dark figure'.

(a) What is meant by the term *dark figure*? [2]

(b) Describe **two** reasons why some crimes are never reported to the police. [4]

(c) Explain why some groups are more likely to be represented in crime statistics than others. [6]

(d) To what extent may the actions of the police lead to an increase in the level of recorded crime? [8]

Section D: Mass Media

7 The mass media often make use of stereotypes when describing particular individuals or groups in society. This is particularly the case with media images of males and females.

(a) What is meant by the term *stereotype*? [2]

(b) Describe **two** examples of stereotypes that may be used by the mass media. [4]

(c) In what ways do the mass media help to reinforce the division of roles between males and females? [6]

(d) How far, and in what ways, do the mass media influence the lifestyles of young people? [8]

8 The mass media are often accused of bias and distortion in the way they present the news. Important information may be left out and not all sides to a story are given equal coverage.

(a) What is meant by the phrase *bias and distortion*? [2]

(b) Describe **two** reasons why important information may be left out of a news report. [4]

(c) Explain how the process of gathering and editing news reports may lead to bias and distortion. [6]

(d) To what extent do the owners of newspapers control what is published? [8]

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