www.xtrapapers.com
www.PapaCambridge.com

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE NAME	

CENTRE NUMBER						CANDIDATE NUMBER				

3061936580

SOCIOLOGY **0495/22**

Paper 2 **October/November 2010**

1 hour 45 minutes

Candidates answer on the Question Paper.

No additional materials are required.

READ THESE INSTRUCTIONS FIRST

DO **NOT** WRITE IN ANY BARCODES.
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 any **three** questions.
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 2010

www.xtrapapers.com

www.PapaCambridge.com

Section A: Family

1 In traditional societies the functions of the family are different, to some extent, from those performed by the family in modern industrial societies.

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

.....

.....

.....

.....[2]

(b) Describe **two** functions that are carried out by the family in all societies.

.....

.....

.....

.....

.....

.....

.....

.....[4]

www.xtrapapers.com

www.PapaCambridge.com

(c) Explain how the functions performed by the family have changed as societies have modernised.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[6]

www.xtrapapers.com

www.PapaCambridge.com

(d) How far, and in what ways, are families in modern industrial societies still as im as they were in the past?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[8]

www.xtrapapers.com

www.PapaCambridge.com

2 It is argued that in modern industrial societies there has been a move from segr conjugal roles to more integrated conjugal roles, giving rise to the symmetrical family.

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

.....

.....

.....

.....[2]

(b) Describe the difference between segregated and integrated conjugal roles.

.....

.....

.....

.....

.....

.....

.....

.....[4]

www.xtrapapers.com

www.PapaCambridge.com

(c) Explain the reasons why the symmetrical family has become more common in industrial societies.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[6]

www.xtrapapers.com

www.PapaCambridge.com

(d) To what extent is the nuclear family still the dominant type of family unit in industrial societies?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[8]

www.xtrapapers.com

www.PapaCambridge.com

Section B: Education

3 The formal and informal curriculum can both be an influence on pupils' opportunities for upward social mobility.

(a) What is meant by the term *informal curriculum*?

.....

.....

.....

.....[2]

(b) Describe **two** ways in which the formal curriculum can help children from poor families achieve upward social mobility.

.....

.....

.....

.....

.....

.....

.....

.....[4]

www.xtrapapers.com

www.PapaCambridge.com

(c) Explain why children from poor families often underachieve at school.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[6]

www.xtrapapers.com

www.PapaCambridge.com

(d) How far, and in what ways, can schooling have a negative influence on the educational performance of children from poor families?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[8]

www.xtrapapers.com

www.PapaCambridge.com

4 The educational performance of ethnic minorities can be influenced by both home back and inside school factors.

(a) What is meant by the term *ethnic minorities*?

.....

.....

.....

.....[2]

(b) Describe **two** ways in which the peer group may influence a child's performance at school.

.....

.....

.....

.....

.....

.....

.....

.....[4]

www.xtrapapers.com

www.PapaCambridge.com

(c) Explain how home background may influence the educational achievement of minority pupils.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[6]

www.xtrapapers.com

www.PapaCambridge.com

(d) How far, and in what ways, can teachers and schools help improve the performa ethnic minority pupils?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[8]

www.xtrapapers.com

www.PapaCambridge.com

Section C: Crime, Deviance and Social Control

5 The term moral panic has been used to explain why deviancy amplification occurs.

(a) What is meant by the term *deviancy amplification*?

.....

.....

.....

.....[2]

(b) Describe **two** examples of a moral panic.

.....

.....

.....

.....

.....

.....

.....

.....[4]

www.xtrapapers.com

www.PapaCambridge.com

(c) Explain why a moral panic may lead to an increase in crime rates.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[6]

www.xtrapapers.com

www.PapaCambridge.com

(d) To what extent is it true that some social groups commit more crime than other g

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[8]

www.xtrapapers.com

www.PapaCambridge.com

6 Official crime statistics can be misleading and open to interpretation. One reason for [illegible] the so-called dark figure.

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

.....

.....

.....

.....[2]

(b) Describe **two** reasons why people fail to report crimes to the police.

.....

.....

.....

.....

.....

.....

.....

.....[4]

www.xtrapapers.com

www.PapaCambridge.com

(c) Explain why white-collar crimes often go unrecorded.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[6]

www.xtrapapers.com

www.PapaCambridge.com

(d) How far, and in what ways, may the activities of the police influence the official statistics?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[8]

www.xtrapapers.com

www.PapaCambridge.com

Section D: The Mass Media

7 An important factor influencing the content and presentation of the news is the concept of news values.

(a) What is meant by the term *news values*?

.....

.....

.....

.....[2]

(b) Describe **two** factors, other than news values, that influence the content of the news.

.....

.....

.....

.....

.....

.....

.....

.....[4]

www.xtrapapers.com

www.PapaCambridge.com

(c) Explain why news reports may contain bias.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[6]

www.xtrapapers.com

www.PapaCambridge.com

(d) How far, and in what ways, is the mass media able to influence people's lifestyles?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[8]

www.xtrapapers.com

www.PapaCambridge.com

8 Some groups are viewed as 'folk-devils' and blamed for many of the problems in socie

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

.....

.....

.....

.....[2]

(b) Describe **two** groups that are more likely to be used as folk-devils by the media.

.....

.....

.....

.....

.....

.....

.....

.....[4]

www.xtrapapers.com

www.PapaCambridge.com

(c) Explain how the mass media use folk-devils to influence views in society.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[6]

www.xtrapapers.com

www.PapaCambridge.com

(d) How far, and in what ways, can the mass media influence young people's behavi

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[8]

www.xtrapapers.com

www.PapaCambridge.com

BLANK PAGE

www.xtrapapers.com

www.PapaCambridge.com

BLANK PAGE

www.xtrapapers.com

www.PapaCambridge.com

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