

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

**SOCIOLOGY**

**0495/01**

Paper 1

October/November 2005

Additional Materials: Answer Booklet/Paper

**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.

This document consists of 4 printed pages.



**Section A: Research Methods**

- 1 Sources of information that the sociologist has not collected for him/herself are known as secondary sources. The *UK Census* – a national survey of the population conducted every ten years by the government – is an example of a secondary source. This, along with regular studies 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) Suggest **two** advantages for a sociologist of using data from a government census. [4]

(c) Give **three** reasons why sociologists are careful not to use government statistics uncritically. [6]

(d) Suggest **three** reasons why newspaper reports may contain bias. [6]

(e) Suggest **two** advantages and **two** limitations of using historical documents as a secondary source in sociological research.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

**Section B: Culture and Socialisation**

- 2 People who are not socialised into the norms and values of society are almost unrecognisable as humans in their behaviour.
- (a) What is meant by the term *norms*? [2]
- (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 *status*? [2]
- (b) Describe two ways that economic factors may divide people in modern societies. [4]
- (c) Explain how the working class differs from the middle class. [6]
- (d) To what extent are class divisions disappearing in modern societies? [8]
- 5 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 **two** 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]

**Section D: Power and Authority**

- 6 Most political systems can be described as either democratic or authoritarian.
- (a) What is meant by the term *democracy*? [2]
  - (b) Describe **two** features of an authoritarian political system. [4]
  - (c) Explain the part that a free press and television play in a democracy. [6]
  - (d) To what extent do some people have more power than others in modern democratic societies? [8]
- 7 Class and family background are two elements in the process of political socialisation that have an important influence on the way people vote.
- (a) What is meant by the term *political socialisation*? [2]
  - (b) Describe **two** factors, apart from class and family background, that may influence the way people vote. [4]
  - (c) Explain the role of political parties in elections. [6]
  - (d) Assess the extent to which social class is still an important influence on voting behaviour. [8]

---

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 University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.