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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

3080576902

SOCIOLOGY **0495/23**

Paper 2 **May/June 2011**

1 hour 45 minutes

Candidates answer on the Question Paper.

No additional materials are required.

READ THESE INSTRUCTIONS FIRST

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.
DO **NOT** WRITE IN ANY BARCODES.

Answer any **three** questions.
You may not need all the answer lines for your answer.
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.

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Section A: Family

For Examiner's Use

1 In modern industrial societies roles within the family have changed considerably.

(a) What is meant by the term *role*?

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(b) Describe **two** examples of how the roles of men have changed in modern industrial societies.

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(c) Explain why sociologists think that families have become increasingly child-centred in modern industrial societies.

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(d) How far is there equality in the roles performed by men and women within the family in modern industrial societies?

For Examiner's Use

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2 The reconstituted family has become increasingly common in modern industrial societies.

For Examiner's Use

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

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(b) Describe **two** reasons why the number of reconstituted families has increased over the last fifty years.

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(c) Explain the consequences for society of an increasingly high divorce rate.

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(d) How far can the increase in the divorce rate in modern industrial societies be explained in terms of the growing independence of women?

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Section B: Education

For Examiner's Use

3 Some sociologists claim that the main role of schools is to prepare young people to be hard-working and obedient members of society. This is achieved largely through processes outside the official curriculum.

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

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(b) Describe **two** ways in which schools encourage pupils to be hard-working.

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(c) Explain the role of informal education in traditional societies.

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(d) Assess the view that the main role of schools is to prepare young people to be obedient members of society.

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For Examiner's Use

4 Despite compensatory education and equality of opportunity, pupils from some social backgrounds still underachieve in schools today.

(a) What is meant by the term *equality of opportunity*?

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(b) Describe **two** groups of people who are more likely to underachieve at school.

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(c) Explain how schools use compensatory education in order to improve educational achievement.

For Examiner's Use

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(d) How far does equality of opportunity exist in the education systems of modern industrial societies?

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Section C: Crime, Deviance and Social Control

For Examiner's Use

5 Social conformity refers to a situation where people accept the dominant values of society. Sanctions and rewards are used to encourage social conformity.

(a) What is meant by the term *sanction*?

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(b) Describe **two** examples of rewards that may be used to encourage social conformity.

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(c) Explain how sanctions help to ensure social conformity.

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(d) How far is non-conformity a threat to the dominant values of society?

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6 The idea that there is a 'typical criminal' is a stereotype. Crimes are committed by people from a wide range of social backgrounds, though this fact might not be reflected in the official crime statistics.

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

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(b) Describe **two** groups who are likely to fit the stereotype of a criminal.

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(c) Explain why female crime is under-represented in the official crime statistics.

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(d) To what extent do self-report studies and victim surveys reflect the amount of crime in society more accurately than the official crime statistics?

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Section D: Mass Media

For Examiner's Use

7 Although the mass media in democratic societies is largely free from censorship, there are still some limits to what can be written and broadcast by the mass media.

(a) What is meant by the term *censorship*?

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(b) Describe **two** limits to the freedom of the mass media in modern industrial societies.

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(c) Explain the dangers for democratic societies of the mass media being owned by a few powerful individuals.

For Examiner's Use

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(d) How far can the mass media be used as an agent of social control?

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8 By dramatising and exaggerating certain behaviours, the mass media can cause what sociologists refer to as 'moral panic'.

For Examiner's Use

(a) What is meant by the term *moral panic*?

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(b) Describe **two** ways in which the mass media may exaggerate certain behaviours.

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(c) Explain how the mass media use scapegoats and stereotypes to create moral panics.

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(d) To what extent can moral panics lead to an increase in deviancy?

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