

CAMBRIDGE INTERNATIONAL EXAMINATIONS  
General Certificate of Education  
Advanced Subsidiary Level and Advanced Level

**SOCIOLOGY**

**9699/02**

Paper 2 Principles and Methods 2

October/November 2003

Additional Materials: Answer Booklet/Paper

**1 hour 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 **two** 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.

This document consists of **3** printed pages and **1** blank page.



- 1 In most societies there are certain forms of behaviour that are regarded as appropriate for one gender and inappropriate for the other. For example, it is seen as normal in many societies for women to be gentle and emotional by nature; to wear dresses, skirts and make-up; to be better at cooking and dressmaking. On the other hand, for example, men are supposed to be less emotional than women; to be tough and physical; to have a strong sex drive; to regard clothes and their appearance as less important than they are for women; to have mechanical and athletic abilities.

These differences of behaviour that we expect from men and women are often seen as natural. Sociologists disagree. They argue instead that the differences in the way males and females behave are the result of socialisation into a culture that accentuates whatever natural differences there are between males and females.

- (a) Distinguish between *sex* and *gender*. [2]
- (b) Describe **two** sources of evidence that may be used by sociologists to show that gender differences are socially constructed. [4]
- (c) Explain the role of the family in gender socialisation. [8]
- (d) Assess feminist explanations of gender differences. [11]

- 2 Questionnaires are sets of written questions that are either mailed to individuals (postal questionnaires) or delivered by the researcher(s). The questions may be *pre-coded* – the respondents are asked a set question and instructed to mark-off an appropriate reply. Alternatively the respondent might be asked to answer a general question in his or her own words. This is known as an *open-ended* question.

Questionnaires tend to be used to produce quantitative data. Quantitative data may be considered more reliable than qualitative data. Since each individual respondent answers precisely the same questions in the same order, they are all responding to the same stimuli. Any differences in response should, in theory, reflect real differences between respondents. Furthermore, the responses produced can be checked by other researchers, and their reliability should therefore be higher.

- (a) Distinguish between *quantitative* and *qualitative* data. [2]
- (b) Describe an advantage **and** a limitation of using postal questionnaires in sociological research. [4]
- (c) Explain the factors that a researcher should take into consideration when designing a questionnaire. [8]
- (d) Assess the usefulness of questionnaires in terms of the concepts of objectivity, reliability and validity. [11]

- 3 Poverty is a state in which resources, usually material but sometimes cultural, are lacking. There is considerable disagreement about the definition and measurement of poverty. For example, researchers have disputed whether poverty should be measured in absolute or relative terms. Another dispute concerns whether poverty can be defined purely in material terms (for example, wealth and income), or whether the definition should be wider.

Sociologists also disagree about the causes of poverty. The earliest theories placed the blame for poverty with the poor themselves. Subsequent contributions have included the 'culture of poverty' theory, and various conflict theories that explain poverty in terms of the failure of society to allocate its resources fairly.

Another dispute concerns whether or not it is accurate to describe the poor as an 'underclass'.

- (a) Distinguish between *absolute* and *relative* poverty. [2]
- (b) Describe **two** problems with defining poverty purely in material terms. [4]
- (c) Discuss the arguments for **and** against viewing the poor as an *underclass*. [8]
- (d) Assess the 'culture of poverty' theory. [11]

