



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

SOCIOLOGY

0495/01

Paper 1

For Examination from 2015

SPECIMEN PAPER

2 hours (including 15 minutes' reading time)

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 the work you hand in.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, glue or correction fluid.

Answer Question 1 and **one** question from Sections B or C.

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: Theory and methods

1 Source A: Questionnaire Survey measuring wellbeing in the UK.

Great Britain, adults aged 16 and over				
Socio-economic groups		Monitoring questions		
		How satisfied are you with your life?	How happy were you yesterday?	How anxious were you yesterday?
Marital Status	Married / Civil partnership	7.7	7.6	3.4
	Cohabiting	7.5	7.3	3.3
	Single	7.1	7.1	3.6
	Widowed	7.4	7.3	3.2
	Divorced, separated or former civil partner	6.5	6.9	3.7
Household Size	one-person household	6.9	7.0	3.5
	2 or more people	7.5	7.5	3.4
Economic Activity	In employment	7.6	7.5	3.3
	Unemployed	6.3	6.8	4.0
	Economically inactive	7.4	7.4	3.5
Respondents graded their answers on a scale of 0 to 10, where 0 equals not at all and 10 equals completely.				

Adapted from: April, June, July and August 2011 Opinion Surveys (ONS)

- (a) From the evidence in Source A, identify the **two** groups who are most satisfied with their lives. [2]
- (b) Identify **two** ways of selecting a sample for a questionnaire survey. [2]
- (c) Using information from Source A, describe **two** reasons why it might be difficult to measure happiness using questionnaires. [4]
- (d) Describe **two** strengths of using questionnaires for sociological research. [4]
- (e) Describe **two** strengths and **two** limitations of using official statistics in sociological research. [8]
- (f) Explain why positivists prefer using large-scale surveys. [10]
- (g) To what extent do quantitative research methods lack validity? [15]

Section B: Culture, identity and socialisation

- 2 Masculine and feminine roles vary from society to society. Margaret Mead's 1935 work in the South Pacific found tribes where men and women did not conform to what, in the West, would be seen as 'traditional' masculine and feminine roles. Gender roles, it can therefore be concluded, should not be seen as natural but as a social construction.
- (a) What is meant by the term 'social construction'? [2]
- (b) Describe **two** agencies of secondary socialisation. [4]
- (c) Explain how canalisation may be used to shape gender identity. [6]
- (d) Explain why gender roles vary from society to society. [8]
- (e) To what extent does globalisation threaten cultural diversity? [15]

Section C: Social inequality

3 According to the World Bank:

'Over the past few decades, hundreds of millions of people have benefited from a greater access to education and better-paying jobs – two of the most important tickets to a better life. Yet, nearly 1.3 billion people remain below the extreme poverty line with an income of US \$1.25 or less a day. Close to 2.5 billion – more than one third of the world's population – live on less than US \$2 a day, another common measurement of deep deprivation.'

Taken from <http://www.worldbank.org/en/topic/poverty/overview>

- (a) What is meant by the term 'poverty line'? [2]
- (b) Describe **one** example of absolute poverty and **one** example of relative poverty. [4]
- (c) Explain what measures governments have taken to reduce the extent of poverty. [6]
- (d) Explain why sociologists have found it difficult to define and measure poverty. [8]
- (e) To what extent will children born into poor households never escape poverty? [15]

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