

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS General Certificate of Education Ordinary Level

| CANDIDATE NAME | | | | | |
|-------------------|--|--|---------------------|--|--|
| CENTRE NUMBER | | | CANDIDATE NUMBER | | |

SOCIOLOGY 2251/13

Paper 1 October/November 2011

2 hours 30 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 Question 1 and three questions from Sections B to D.

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.

© UCLES 2011

Section A: Research Methods

For Examiner's Use

Sociologists who wish to collect qualitative data will use unstructured interviews and observational studies. Qualitative research methods are seen as having high validity. However, qualitative research methods have a number of limitations. For example, the problem of interviewer bias is likely to occur with unstructured interviews. Observational studies may also have a number of problems such as the difficulty in using these studies to make generalisations.

Positivist sociologists favour a scientific approach to research. They use quantitative methods to collect statistical data. Quantitative research methods are high in reliability. Sometimes sociologists use a mix of quantitative and qualitative research methods as a way of giving their studies greater credibility.

| (a) | In s | ociological research, what is meant by the following terms: |
|-----|-------|-------------------------------------------------------------|
| | (i) | unstructured interviews |
| | | |
| | | |
| | | |
| | | [2] |
| | (ii) | interviewer bias |
| | | |
| | | |
| | | |
| | | [2] |
| | (iii) | generalisations |
| | | |
| | | |
| | | |
| | | [2] |

| (b) | Describe two limitations in using unstructured interviews in sociological research. | For |
|--------------|-----------------------------------------------------------------------------------------------------------|-------------------|
| | | Examiner's Use |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | [4] | |
| | | |
| (c) | Describe two reasons why a sociologist might use unstructured interviews in sociological research. | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | [4] | |
| (4) | Distinguish between reliability and validity. | |
| (α) | Distinguish Between Fenaemity and Vanaky. | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | P 47 | 1 |

| | Describe two difficulties in recording data when carrying out <i>covert</i> observation. | |
|---|--------------------------------------------------------------------------------------------------------------------------------|-----|
| | | E |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| | | |
| | [4] | |
| | | |
| | Describe two strengths and two limitations of using <i>non-participant</i> observation in sociological research. | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| | | - 1 |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Section B: Culture and Socialisation

2

For Examiner's Use

| | Sociologists believe socialisation is very important in shaping a person's social development. The process of socialisation is supported by the use of sanctions and rewards. | | |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| (a) W | hat is meant by the term socialisation? | | |
| | | | |
| •••• | | | |
| •••• | | | |
| ••• | [2] | | |
| (b) De | escribe two sanctions that may be used to encourage social conformity. | | |
| ••• | | | |
| •••• | | | |
| | | | |
| •••• | | | |
| | | | |
| ••• | | | |
| •••• | | | |
| | [4] | | |

| (c) | Explain how parents socialise their children. |
|-----|-----------------------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [6] |

| | ow far do people from the same society share the same norms and values? | |
|-----|-------------------------------------------------------------------------|--|
| | | |
| | | |
| • • | | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| • | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

3

| Sociologists believe a person's gender roles are learned during their childhood and early adulthood. Gender is an important influence on a person's social identity. | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--|
| (a) What | t is meant by the term social identity? | |
| | | |
| | | |
| | | |
| | [2] | |
| (b) Desc | ribe two ways in which individuals learn their gender roles. | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | [4] | |

For Examiner's Use

| (c) | Explain why young people usually conform to their gender roles. |
|-----|-----------------------------------------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [6] |

| How far have gender roles changed in recent years? | |
|----------------------------------------------------|---|
| | 1 |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Section C: Social Stratification and Inequality

For Examiner's

| societies are more likely to experience relative poverty. |
|-----------------------------------------------------------|
| (a) What is meant by the term relative poverty? |
| |
| |
| |
| [2] |
| (b) Describe two examples of absolute poverty. |
| |
| |
| |
| |
| |
| |
| |

| (c) | Explain why people remain in absolute poverty in some societies. |
|-----|------------------------------------------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [6] |

| • | |
|---|--|
| | |
| • | |
| | |
| • | |
| | |
| • | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| • | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

5

| use a person's occupation to identify their social class. |
|------------------------------------------------------------------------------------|
| (a) What is meant by the term stratification? |
| |
| |
| |
| [2] |
| (b) Describe two problems of using occupation to identify a person's social class. |
| |
| |
| |
| |
| |
| |
| |
| [4] |

| (c) | Explain why white-collar workers often have better working conditions than other groups of workers. | For Examiner's Use |
|-----|-----------------------------------------------------------------------------------------------------|--------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | [6] | |

| | | | | | ••••• |
|-------|-----------|------|------|------|-------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| ••••• | ••••• | | | | |

Section D: Power and Authority

6

For Examiner's Use

| • | | ous forms of censorship are used in authoritarian regimes. However, in democratic societies ple have more freedom of expression and the ability to influence their government. |
|---|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | (a) | What is meant by the term freedom of expression? |
| | | |
| | | |
| | | |
| | | [2] |
| | (b) | Describe two ways in which censorship can be carried out. |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| (c) | Explain how power is maintained in authoritarian regimes. |
|-----|-----------------------------------------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [6] |

| How far do you agree with the pluralist view that power is widely distributed in democratic societies? | Ex |
|--------------------------------------------------------------------------------------------------------|----|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| [8] | |

7

| | e mass media play an important role in setting the political agenda in democratic societies. Itical parties have an equally important role in shaping public opinion. |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (a) | What is meant by the term setting the political agenda? |
| | |
| | |
| | rol . |
| (b) | Describe two ways in which the mass media may influence political discussion. |
| (13) | Describe two ways in which the mass media may inhacine political discussion. |
| | |
| | |
| | |
| | |
| | |
| | |
| | [4] |

| (c) | Explain how political parties try to influence voters at election times. | For |
|-----|--------------------------------------------------------------------------|-------------------|
| | | Examiner's Use |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | [6] | |

| • | |
|---|--|
| | |
| • | |
| _ | |
| • | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| • | |
| | |
| • | |
| | |
| • | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| • | |

BLANK PAGE

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