

General Certificate of Education  
June 2005  
Advanced Level Examination



**SOCIOLOGY**  
**Unit 4**

**SCY4**

Friday 17 June 2005 Afternoon Session

**In addition to this paper you will require:**  
a 12-page answer book.

Time allowed: 1 hour 30 minutes

**Instructions**

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is SCY4.
- This paper is divided into **three** Sections. Choose **one** Section. Do **not** answer questions from more than one Section.
- Do all rough work in the answer book. Cross through any work you do not want marked.

**Information**

- The maximum mark for this paper is 60.
- Mark allocations are shown in brackets.
- You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate.
- The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

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Choose **one** Section.  
Do **not** answer questions from more than one Section.

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**SECTION A – POWER AND POLITICS**

If you choose this Section, answer Question 1 and **either** Question 2 **or** Question 3.

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**Total for this Section: 60 marks**

- 1 Read the Item below and answer parts (a) and (b) which follow.

**Item A**

Changes in the social composition of left and right wing parties and the changing characteristics of trade union activities have been cited as illustrations of a ‘new’ style of politics in western democracies. Political analysts claim that the ‘old’ style of political participation, involving social class alignment, partisan alignment, and formal pressure group activity, is disappearing. Some ‘old’ style pressure groups such as trade unions have less influence today. It is argued that a ‘new’ style of political participation is emerging, where individuals pick and choose which issues to support. The ‘new’ style involves class dealignment, partisan dealignment, and loosely linked campaigns for social and political change with greater emphasis on wider moral concerns. 5

*Source: adapted from I. MARSH ET AL, Making Sense of Society (Pearson Education) 1997*

- (a) Identify and briefly explain some of the reasons why class dealignment in politics may have taken place over the last thirty years (**Item A**, lines 7 – 8). (8 marks)
- (b) Examine some of the reasons why there may have been a change from “formal pressure group activity” to “loosely linked campaigns for social and political change” (**Item A**, lines 4 – 5 and 8 – 9). (12 marks)

**EITHER**

- 2 “Britain is not open and democratic. It operates on dimensions of power that are hidden, closed and inaccessible to most of the population.”

To what extent do sociological arguments and evidence support this view of the nature and distribution of power in Britain today? (40 marks)

**OR**

- 3 Evaluate both how **and** why the role of the modern state has changed over the last thirty years. (40 marks)

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**SECTION B – RELIGION**

If you choose this Section, answer Question 4 and **either** Question 5 **or** Question 6.

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**Total for this Section: 60 marks**

- 4 Read the Item below and answer parts (a) and (b) which follow.

**Item B**

The Church of England yesterday claimed that by using improved counting methods it had found an extra 90 000 worshippers that took figures for church attendances back over the one million mark.

After years in which the established Church has been contesting claims of its declining influence and popularity as measured by attendance at services, its officials breathed a sigh of relief that the Church was not quite as unpopular as they had been led to believe. 5

When attendance figures fell below one million a few years ago, the Church refused for a time to publish them on the grounds that they were a clumsy way of measuring the wellbeing of the Church of England.

The new figures, drawn up over four weeks in October 2000, replace earlier figures taken as a snapshot of churchgoers on a particular Sunday, and take account of those attending services and less formal prayer meetings during the week. 10

Even so, they show that the Church of England's average attendance on a Sunday is only 1 058 000. Although attendance is higher at peak festivals, the Church attracts only seven per cent of the English population. 15

*Source: adapted from S. BATES, "Church attendance tops one million mark after recount" Copyright Guardian Newspapers Limited 2002*

- (a) Identify and briefly explain some of the reasons why church attendance might be seen as an unreliable measure of belief today. (8 marks)
- (b) Briefly examine the view that the established Church has suffered from "declining influence" over most social groups in Britain today (**Item B**, lines 4 – 5). (12 marks)

**EITHER**

- 5 "The main function of religion in society today is to dull the pain of oppression."

To what extent do sociological arguments and evidence support this view of religion today? (40 marks)

**OR**

- 6 "There is more to religion than just belief. For instance, religion and religious organisations may help groups to cope with changes such as migration and adjustment to new societies. For some, religion provides the whole basis on which their lives are structured."

To what extent do sociological arguments and evidence support this view of the relationship between religious beliefs, religious organisations and social groups? (40 marks)

**Turn over ►**

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**SECTION C – WORLD SOCIOLOGY**

If you choose this Section, answer Question 7 and **either** Question 8 **or** Question 9.

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**Total for this Section: 60 marks**

7 Read the Item below and answer parts (a) and (b) which follow.

**Item C**

Worldwide, 125 million children are not attending school, two-thirds of them girls, despite a decade of promises at UN conferences to get every child in the world into a classroom. That promise was originally supposed to be fulfilled by 2000. On current trends, 75 million children will still be missing school even by the revised deadline of 2015, most of them in Africa. 5

Half of Africa's children either do not enter primary school or drop out before finishing, joining the ranks of the world's one billion illiterates. Of those who make it through the continent's desperately under-resourced primary schools, only a third continue their education.

In many countries, those children lucky enough to attend school receive a pitiful standard of education. Classes are vast, teaching facilities dilapidated, books almost non-existent, and teachers work at second jobs because their pay is not enough to support their families. Teaching is poor, and often not in the children's first language. Cash-strapped governments have cut education budgets, forcing schools to charge fees. Even the tiny sums charged to pupils are out of reach of the poorest families, forcing some to withdraw their children. Education does not seem to be a priority for many governments. 10  
15

No country has ever succeeded in lifting its citizens out of poverty without improving its education system, which is why universal primary education is one of the UN's eight anti-poverty goals. The costs of achieving it are estimated at \$7-8 billion a year in addition to current spending.

*Source: adapted from C. DENNY, P. BROWN AND T. RADFORD,  
"The Shackles of Poverty" Copyright Guardian Newspapers Limited 2002*

- (a) Identify and briefly explain some of the reasons why education may not be "a priority for many governments" (**Item C**, line 15). (8 marks)
- (b) Examine some of the ways in which education could contribute to the process of development. (12 marks)

**EITHER**

8 "For development to be successful it must be sustainable."

To what extent do sociological arguments and evidence support this view? (40 marks)

**OR**

9 Evaluate the roles of transnational corporations and other non-governmental organisations in the process of development. (40 marks)

**END OF QUESTIONS**