General Certificate of Education
January 2006
Advanced Subsidiary Examination

SOCIOLOGY   **SCY2**
Unit 2

Tuesday 10 January 2006   1.30 pm to 2.45 pm

For this paper you must have:
- an 8-page answer book

Time allowed: 1 hour 15 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 SCY2.
- This paper is divided into **three** Sections. Choose **one** Section and answer **all** parts of the question from that 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.
- The marks for questions (or part questions) are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers. Part questions (e) and (f) should be answered in continuous prose. Quality of Written Communication will be assessed in these answers.

SCY2

Choose **one** Section and answer **all** parts of the question from that Section.

SECTION A: EDUCATION

Total for this section: 60 marks

1 Read **Items 1A and 1B** below and answer parts (a) to (f) which follow.

Item 1A

Marxist sociologists believe that the primary role of education is simply to reproduce the existing class system. However, they disagree as to how this occurs. For example, Bowles and Gintis believe that it is the product of the hidden curriculum and the correspondence principle, namely that schooling in capitalist society mirrors the world of work. By contrast, Paul Willis believes that working-class pupils end up in working-class jobs because they actively reject the values of the school. 5

Another Marxist, Pierre Bourdieu, argued that reproduction occurs because the middle class possess cultural capital, which they are able to turn into educational success because schools are themselves middle-class institutions. Although Bourdieu can be described as a Marxist, there are similarities with Bernstein's ideas about the role of restricted and elaborated speech 10 codes in producing unequal educational achievement.

Item 1B

According to Tony Sewell (1998), one reason for the under-achievement of black boys is labelling by teachers who hold racist stereotypes of the 'black macho lad'. According to this stereotype, all black boys are anti-school and resentful of authority. Teachers see them as not equipped to learn and they leave school with few qualifications. However, Sewell found that only a small minority of black boys in fact belonged to such a 'rebel' subculture. Most 5 either accepted the school's goals, or were opposed to the school but still wanted to achieve.

Sewell also argues that factors outside school play a part in under-achievement. These include the absence of fathers in some black families and the image of the ultra-tough ghetto superstar put forward as a role model by commercial youth culture.

(a) Explain what is meant by 'cultural capital' (**Item 1A**, line 8). *(2 marks)*

(b) Suggest **two** criticisms that could be made of Marxist views of education (**Item 1A**).
(4 marks)

(c) Identify **three** features of the restricted speech code (**Item 1A**, lines 10 – 11). *(6 marks)*

(d) Identify and briefly describe **two** ways in which schooling in capitalist society may mirror the world of work (**Item 1A**, line 4). *(8 marks)*

(e) Examine the reasons why females now tend to achieve more than males in the education system. *(20 marks)*

(f) Using material from **Item 1B** and elsewhere, assess sociological explanations of ethnic differences in educational achievement. *(20 marks)*

Turn over for Section B

Turn over ▶

SECTION B: WEALTH, POVERTY AND WELFARE

Total for this section: 60 marks

2 Read **Items 2A and 2B** below and answer parts (a) to (f) which follow.

Item 2A

Although early investigators such as Rowntree and Booth used an absolute definition of poverty as the starting point for their research, more recent studies by sociologists such as Townsend, and Mack and Lansley, have generally defined and measured poverty in relative terms.

Moreover, many sociologists today claim that we must see poverty in terms of lifestyles, not just money incomes. For example, Townsend argues that concentrating solely on a household's money income neglects other forms of income and resources that may affect whether its members are in poverty or not.   5

However, conducting primary research into the extent of poverty is costly and time-consuming. By contrast, official statistics on poverty are often collected and published by governments, and these can be a valuable source of free information for sociologists to use.   10

Item 2B

Poverty is not equally distributed between different social groups. Although the overall proportion of poor people in the population is about 26 per cent, some groups have a greater risk of poverty:

Group	Percentage in income poverty	
Unemployed people	77	5
People on income support	70	
Lone parents	62	
Council tenants	61	
Sick or disabled people not in work	61	
Women	29	10

Carers, young people, families with younger children, retired people and members of black and minority ethnic communities are also more likely to be poor.

Source: adapted from M HOWARD et al., *Poverty: the facts*, 4th edition, Child Poverty Action Group, 2001

(a) Explain what is meant by 'income' (**Item 2A**, line 7).   *(2 marks)*

(b) Explain the difference between absolute and relative poverty (**Item 2A**, lines 1 – 4).
                                                                                  (4 marks)

(c) Suggest **three** forms of income and/or resources, **apart from** money income, that may
affect whether a household is in poverty (**Item 2A**, lines 7 – 8).   *(6 marks)*

(d) Identify and briefly explain **two** problems that sociologists might face in using official
statistics on poverty (**Item 2A**, line 10).   *(8 marks)*

(e) Examine the reasons why some people favour means-tested benefits while others oppose
them.   *(20 marks)*

(f) Using material from **Item 2B** and elsewhere, assess sociological explanations of the unequal
distribution of poverty between different social groups.   *(20 marks)*

Turn over for Section C

Turn over ▶

SECTION C: WORK AND LEISURE

Total for this section: 60 marks

3   Read **Items 3A and 3B** below and answer parts (a) to (f) which follow.

Item 3A

According to postmodernists, leisure is no longer an organised mass activity, controlled, for example, by the state or elite groups. Instead, it is now diverse and fragmented. There are, today, countless 'leisure subcultures', from surfers to stamp collectors and from bee-keepers to bungee jumpers. In the postmodernist view, leisure has ceased to be a means of self-improvement or of recovery from work. Instead, it is now a means of expressing our identity through the choices we make. If different groups, such as men and women, have different leisure patterns, it is because they make different choices.

5

Postmodernists also see the breakdown of the traditional distinction between work and leisure. Work increasingly intrudes into home life, while work in postmodern society becomes an extension of leisure. For example, the hospitality, tourism, entertainment and media industries are now a huge source of employment, and many people working in these fields regard their jobs as 'fun'.

10

Item 3B

Some sociologists take a technological determinist view. That is, they see technology as the single most important factor, or even the only factor, shaping all aspects of work, including workers' experience of and attitudes to work. For example, Robert Blauner believed that the type of technology used in an industry determines the degree of alienation that workers experience.

5

Similarly, Shushana Zuboff found that, in some workplaces, the introduction of computers reduced the importance of manual skills. Likewise, clerical workers lost personal contact with customers and colleagues, were less able to use their initiative, and felt over-qualified. However, Zuboff found that, in other workplaces, computers took over the routine work and helped staff provide a better service to customers. Similarly, she argues that managers can choose to use computers either to make work more hierarchical or to involve more workers in decision-making.

10

(a) Explain what is meant by 'alienation' (**Item 3B**, line 4). *(2 marks)*

(b) Suggest **two** ways in which work may increasingly intrude into home life today (**Item 3A**, line 9). *(4 marks)*

(c) Identify **three** differences in the leisure patterns of men and women (**Item 3A**, lines 6 – 7). *(6 marks)*

(d) Identify and briefly explain **two** criticisms made of the postmodernist view of work and leisure described in **Item 3A**. *(8 marks)*

(e) Examine the reasons why some social groups have higher rates of unemployment than others. *(20 marks)*

(f) Using material from **Item 3B** and elsewhere, assess the view that technology is the most important factor affecting workers' experience of and attitudes to work. *(20 marks)*

END OF QUESTIONS

There are no questions printed on this page