



General Certificate of Education
Advanced Subsidiary Examination
June 2009

Sociology

SCLY1

Unit 1

Specimen paper for examinations in June 2010 onwards
This question paper uses the new numbering system and new AQA answer book

For this paper you must have:

- an AQA 8-page answer book.

Time allowed

- 1 hour

Instructions

- Use black ink or black 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 SCLY1.
- This paper is divided into **three** sections.
Choose **one** section and answer **all** the questions from that section.
Do **not** answer questions from more than one section.
- Do all rough work in your answer book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 60.
- Questions carrying 24 marks should be answered in continuous prose. In these questions you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Choose **one** section and answer **all** the questions from that section.

Section A Culture and Identity

Total for this section: 60 marks

Read **Items 1A and 1B** below and answer Questions **0 1** to **0 5** that follow.

Item 1A

The process of socialisation is conducted and controlled through a number of different social institutions. These agencies of socialisation play an important role in the teaching of appropriate norms and values. For example, in the family, parents may help to socialise their children into gender roles by buying them gender-specific toys.

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Item 1B

The idea of mass culture is often based on Marxist theories such as those put forward by sociologists of the Frankfurt School, including Marcuse and Adorno. They argue that, in capitalist society, mass culture helps to manipulate people into wanting and consuming products they do not really need. Other Marxists argue that culture industries exist mainly to make a profit rather than having any artistic merit.

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Critics of this view, such as pluralists and postmodernists, suggest that the consumers of cultural products are in fact active and creative people, rather than passive victims of capitalism.

- 0 1** Identify **two** agencies of socialisation, **apart from** that mentioned in **Item 1A**. (4 marks)
- 0 2** Suggest **two** ways in which parents may socialise their children into gender roles, **apart from** that mentioned in **Item 1A**. (4 marks)
- 0 3** Identify **two** characteristics of the postmodernist view of culture and/or identity, **apart from** that mentioned in **Item 1B**. (4 marks)
- 0 4** Examine the contribution of interactionist views to our understanding of identity. (24 marks)
- 0 5** Using material from **Item 1B** and elsewhere, assess the view that a mass culture exists in society today. (24 marks)

Section B Families and Households

Total for this section: 60 marks

Read **Items 2A** and **2B** below and answer Questions

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 that follow.

Item 2A

One feature of modern Britain is the variety of family and household forms. A number of social changes have contributed to this variety, such as the rise in lone-parent families and the increasing number of one-person households. The proportion of one-person households rose from 18% of households in 1971 to 29% in 2006.

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Item 2B

Some sociologists argue that a number of changes have taken place in gender roles and relationships within families. They suggest that changing attitudes to gender roles and increased participation by women in the labour market have led to more equality in modern family life. For example, Gershuny (1992) found that men were making more of an effort to do housework when their wives were in full-time employment.

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However, feminists are much more cautious about drawing such a conclusion. They point to inequalities of power and control that persist in modern family relationships.

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 Explain the difference between a family and a household (**Item 2A**). *(4 marks)*
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 Suggest **two** reasons why lone-parent families are more likely to be headed by a female. *(4 marks)*
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 Suggest **two** reasons why there has been an increase in one-person households (**Item 2A**, line 3). *(4 marks)*
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 Examine the reasons for changes in birth rates and family size since 1900. *(24 marks)*
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 Using material from **Item 2B** and elsewhere, assess the view that gender roles and relationships have become more equal in modern family life. *(24 marks)*

Turn over for Section C

Turn over ►

Section C Wealth, Poverty and Welfare

Total for this section: 60 marks

Read **Items 3A** and **3B** below and answer Questions

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 that follow.

Item 3A

Over the last few decades, welfare provision in the United Kingdom has changed. It has moved away from a system of care and services provided mainly by the state, towards a more mixed economy of welfare provision. There has also been a movement away from universal benefits and provision towards a more selective, means-tested system.

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Item 3B

Poverty is not just about lack of money and not being able to buy things – it also affects other aspects of people’s lives. There are a number of different explanations for the existence of poverty in the United Kingdom today. Some sociologists argue that poverty is the result of individual or cultural characteristics. The poor are said to be lazy and responsible for their own poverty. They are ‘scroungers’ who would prefer to claim benefits rather than go out and get a job. These ideas have been developed by writers such as Murray (1994), who argue that the poor make up an underclass with their own particular set of attitudes and values that keep them in poverty.

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Other sociologists argue that poverty is caused by social inequality and the structure of society.

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 Explain what is meant by a ‘mixed economy’ of welfare provision (**Item 3A**, line 3).
(2 marks)
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 Explain the difference between universal benefits and means-tested benefits (**Item 3A**).
(4 marks)
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 Suggest **three** ways in which being poor may have a negative effect on aspects of people’s lives, **apart from** those mentioned in **Item 3B**.
(6 marks)
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 Examine the ways in which sociologists have defined and measured poverty and wealth.
(24 marks)
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 Using material from **Item 3B** and elsewhere, assess different explanations for the causes of poverty in the United Kingdom.
(24 marks)

END OF QUESTIONS