



General Certificate of Education
Advanced Subsidiary Examination
June 2010

Sociology

SCLY1

Unit 1

Thursday 27 May 2010 9.00 am to 10.00 am

For this paper you must have:

- an 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

Social action approaches suggest that identity emerges partly as a result of social interaction. For example, people may deliberately present a version of themselves in public to manipulate how others see them. Some groups may have difficulty presenting a positive view of themselves because they suffer from social stigma. For example, people with disabilities may be labelled negatively by other members of society.

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Item 1B

Postmodernists argue that leisure and consumption choices are now important in determining social identity. People have many more choices and they are therefore able to construct any identity they wish. Through consumer and lifestyle choices, people are able to buy the image and status that they wish to present to the rest of society.

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However, some sociologists suggest that postmodernists exaggerate the changes that have taken place in society. They argue that factors such as social class, gender and ethnicity are still significant in shaping a person's social identity.

- 0 1** Explain what is meant by 'status' (**Item 1B**). (2 marks)
- 0 2** Identify **two** stereotypes that have been attached to people with disabilities (**Item 1A**). (4 marks)
- 0 3** Suggest **three** sources from which ethnic groups may construct their identity. (6 marks)
- 0 4** Examine the ways in which **two** of the following agencies may shape the process of socialisation: family; education; mass media; religion. (24 marks)
- 0 5** Using material from **Item 1B** and elsewhere, assess the view that patterns of leisure and consumption are the main factors determining social identity. (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

Marriage patterns are undergoing a number of changes. For example, the number of marriages is declining while the number of remarriages is rising. This has led to a pattern of relationships described as serial monogamy. Furthermore, couples are marrying later and cohabitation is rising. For some couples, cohabitation is replacing marriage while, for others, cohabitation is a prelude to marriage.

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Item 2B

For functionalist sociologists, the family fulfils a number of important functions for individuals and for society, such as the socialisation of children and the stabilisation of adult personalities.

However, some sociologists suggest that, in today's society, these functions are being taken over by other institutions and the family is losing its importance. For example, nurseries and playgroups have an increasingly important role in the socialisation of young children whose parents are working full-time. Also, family life is much less stable than it was in the past and this undermines the traditional functions of the family.

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 Explain what is meant by 'serial monogamy' (**Item 2A**). *(2 marks)*
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 Suggest **two** reasons why there has been an increase in cohabitation (**Item 2A**). *(4 marks)*
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 Identify **three** ways in which childhood may not be a positive experience for some children. *(6 marks)*
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 Examine the reasons for, and the consequences of, the fall in the death rate since 1900. *(24 marks)*
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 Using material from **Item 2B** and elsewhere, assess the view that, in today's society, the family is losing its functions. *(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

Poverty is a difficult concept to define and measure. Some researchers use an absolute definition of poverty while others use the idea of relative poverty. Many construct a deprivation index to measure the extent of poverty.

Whatever definition is used, poverty is not evenly distributed. Certain social groups, such as women and the working class, are more likely to experience poverty. 5

Item 3B

Some sociologists suggest that the population's welfare needs are best met by a mixed economy of provision. This means that private companies, voluntary organisations, state-run organisations, and families and communities, are all involved in the provision of welfare. This diversity of providers means that people have more choice, with different providers offering different services. Some of these providers may compete to improve the quality of service available. 5

However, critics argue that not everyone has equal access to these different providers and therefore this may lead to inequalities in provision.

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| <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">1</td></tr></table> | 1 | 1 | Explain what is meant by a 'deprivation index' (Item 3A). | (2 marks) |
| 1 | 1 | | | |
| <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">2</td></tr></table> | 1 | 2 | Identify two problems of using an 'absolute definition of poverty' (Item 3A). | (4 marks) |
| 1 | 2 | | | |
| <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">3</td></tr></table> | 1 | 3 | Suggest three reasons why members of the working class may be more likely than other social groups to experience poverty (Item 3A). | (6 marks) |
| 1 | 3 | | | |
| <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">4</td></tr></table> | 1 | 4 | Examine the ways in which government policies attempt to deal with the problem of poverty in society. | (24 marks) |
| 1 | 4 | | | |
| <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">5</td></tr></table> | 1 | 5 | Using material from Item 3B and elsewhere, assess the view that 'a mixed economy of provision' is the most effective way of providing for the welfare needs of the population. | (24 marks) |
| 1 | 5 | | | |

END OF QUESTIONS