



General Certificate of Education
Advanced Subsidiary Examination
January 2011

Sociology

SCLY1

Unit 1

Friday 14 January 2011 1.30 pm to 2.30 pm

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** 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** 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

There are many sources of social identity in modern society. For example, gender and ethnicity are important in shaping identity. Age is also a significant factor because people of different ages experience social life differently according to their age. For example, leisure activities may vary across different age groups.

Item 1B

Postmodernist views of society include the idea that people are able to create their own identity. Postmodernists argue that people are able to build their identities around their leisure and consumption choices. In the past, social class was a significant factor in shaping social identity, but according to postmodernists this is no longer the case.

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This postmodernist view is opposed by those who argue that social class is still important. For example, Westergaard (1997) argues that class divisions are becoming more significant and not less.

- 0 1** Explain what is meant by 'ethnicity' (**Item 1A**). *(2 marks)*
- 0 2** Suggest **two** ways in which an individual's social experiences may be affected by age, **apart from** that referred to in **Item 1A**. *(4 marks)*
- 0 3** Suggest **three** characteristics of the globalisation of culture. *(6 marks)*
- 0 4** Examine the ways in which sociologists have explained the process of socialisation. *(24 marks)*
- 0 5** Using material from **Item 1B** and elsewhere, assess the view that social class is no longer a significant factor in shaping 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

In addition to changes in the birth rate and the death rate, the other factor contributing to the size of the population is net migration. The search for employment is an important reason for migration. This was particularly true for those who came to the United Kingdom from the Caribbean in the 1950s. Immigration has created greater ethnic diversity in the population and contributed to family diversity.

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Item 2B

'March of progress' sociologists suggest that the modern family has become more child-centred than in the past. Each individual child is seen as important. Parents spend a great deal of time and money making sure that their children enjoy a comfortable upbringing. They want their children to have opportunities that they themselves never had.

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Critics of this view would point to examples of child abuse and other negative experiences that children today may face.

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 Explain what is meant by 'net migration' (**Item 2A**). *(2 marks)*
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 Suggest **two** reasons why people may migrate to the United Kingdom, **apart from** that referred to in **Item 2A**. *(4 marks)*
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 Identify **three** ways in which greater ethnic diversity has contributed to family diversity (**Item 2A**). *(6 marks)*
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 Examine the reasons for changes in the patterns of marriage and cohabitation in the last 40 years or so. *(24 marks)*
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 Using material from **Item 2B** and elsewhere, assess the view that the modern family has become more child-centred. *(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

Some sociologists see poverty as a result of the unequal nature of society. The way that society is organised and structured means that it is inevitable that some people end up in poverty. On the other hand, writers from a New Right perspective assume that the problem of poverty is more to do with the poor themselves. Similarly, some sociologists suggest that the poor have a culture of poverty that makes it difficult for them to escape their poverty.

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Item 3B

Measuring poverty has proved to be a difficult task for sociologists. One approach has been to identify how much money a family would need to live on and then define as poor anyone whose income is below that level.

However, in practice, it has been difficult to define what the basic standard of living should be in a society. Furthermore, some argue that the measurement of poverty is not just about lack of income, but should be broader and take into account wider aspects of deprivation such as social exclusion.

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| <table border="1" style="display: inline-table;"><tr><td>1</td><td>1</td></tr></table> | 1 | 1 | Explain what is meant by 'social exclusion' (Item 3B). | (2 marks) |
| 1 | 1 | | | |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>2</td></tr></table> | 1 | 2 | Identify two characteristics of the 'culture of poverty' (Item 3A). | (4 marks) |
| 1 | 2 | | | |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>3</td></tr></table> | 1 | 3 | Suggest three reasons why people with disabilities may be more likely than other social groups to experience poverty. | (6 marks) |
| 1 | 3 | | | |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>4</td></tr></table> | 1 | 4 | Examine the ways in which poverty may be functional for society. | (24 marks) |
| 1 | 4 | | | |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>5</td></tr></table> | 1 | 5 | Using material from Item 3B and elsewhere, assess different sociological approaches to measuring the level of poverty in society. | (24 marks) |
| 1 | 5 | | | |

END OF QUESTIONS