



General Certificate of Education  
Advanced Subsidiary Examination  
January 2012

## Sociology

## SCLY1

### Unit 1

Thursday 12 January 2012 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

From a postmodernist point of view, leisure is no longer an activity controlled by large organisations or the state. It is now about choice and diversity. Individuals can choose from a wide range of leisure options and can join in the particular subculture associated with that leisure activity. This enables individuals to create and express their unique identity through their leisure choices.

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#### Item 1B

Social action or interactionist theories emphasise the importance of the self. Individuals develop a self-concept, a picture of themselves, which is an important influence on the way they act. This self-concept is developed through interactions with other people because it is based partly on how others react to the individual. This idea was developed by Cooley, who introduced the term 'looking-glass self' to describe this process.

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Critics of this approach argue that too much emphasis is given to individuals' ability to shape their own identity. Structural approaches such as functionalism and Marxism are more likely to focus on the role of social institutions or inequalities of power in shaping identity.

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- 0 1** Explain what is meant by 'subculture' (**Item 1A**). (2 marks)
- 0 2** Suggest **two** criticisms that other sociologists might make of the postmodernist view of leisure (**Item 1A**). (4 marks)
- 0 3** Suggest **three** ways in which people are socialised into a national identity, **apart from** the purchase of items such as food, music or clothing. (6 marks)
- 0 4** Examine the ways in which sociologists can contribute to our understanding of any **two** of the following: mass culture; folk culture; global culture; popular culture. (24 marks)
- 0 5** Using material from **Item 1B** and elsewhere, assess the extent to which social identity is shaped by interactions with others. (24 marks)

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**Section B: Families and Households**


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**Total for this section: 60 marks**

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

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 to 

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 that follow.

**Item 2A**

Sociologists analyse the domestic division of labour in many different ways. Parsons describes the division of labour in the traditional nuclear family in terms of an expressive role and an instrumental role. However, this traditional arrangement may have changed as families have changed, and many feminists use the term 'dual burden' to describe the woman's role in the family today.

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**Item 2B**

Government policies and laws include tax and benefit policies as well as legislation such as that relating to divorce and marriage. Sociologists have different views on the impact of these policies and laws on families. For example, feminists argue that social policies assume that the ideal family is a patriarchal nuclear family, and that government policies and laws therefore favour this sort of family.

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On the other hand, the New Right argue that the benefit system undermines traditional nuclear families by actively encouraging lone parents.

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|--|---|---|---|------------|
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>6</td></tr></table> | 0 | 6 | Explain what is meant by the 'dual burden' ( <b>Item 2A</b> ).  | (2 marks)  |
| 0  | 6 |   |   |            |
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>7</td></tr></table> | 0 | 7 | Explain the difference between the expressive role and the instrumental role ( <b>Item 2A</b> ).  | (4 marks)  |
| 0  | 7 |   |   |            |
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>8</td></tr></table> | 0 | 8 | Suggest <b>three</b> ways in which the differences between children and adults are becoming less clear in society today.                  | (6 marks)  |
| 0  | 8 |   |   |            |
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>9</td></tr></table> | 0 | 9 | Examine the reasons for, and the effects of, changes in family size over the past 100 years or so.  | (24 marks) |
| 0  | 9 |   |   |            |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>0</td></tr></table> | 1 | 0 | Using material from <b>Item 2B</b> and elsewhere, assess sociological views of the impact of government policies and laws on family life. | (24 marks) |
| 1  | 0 |   |   |            |

**Turn over for Section C**

**Turn over ►**

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**Section C: Wealth, Poverty and Welfare**


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**Total for this section: 60 marks**

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

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 that follow.

**Item 3A**

The unequal distribution of wealth is a feature of the United Kingdom today. Some sociologists argue that any serious attempt to tackle poverty must do something about this inequality. However, the redistribution of wealth through the tax system has proved to be hard to achieve for governments, not least because of difficulties in defining and measuring wealth.

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**Item 3B**

Sociologists from a social democratic perspective see the welfare state as a way of reducing poverty through a range of benefits. They argue that benefits such as health care, education, child benefit and bus passes for older people should be universal. This means that they would be available to all, regardless of income.

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Some writers, especially those from a New Right perspective, have expressed concerns about the cost of welfare. They argue that universal benefits are too costly and a waste of money. They would prefer a smaller welfare state targeted at the poorest members of society.

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|--|---|---|---|------------|
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>1</td></tr></table> | 1 | 1 | Suggest <b>two</b> problems of measuring wealth ( <b>Item 3A</b> ).   | (4 marks)  |
| 1  | 1 |   |   |            |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>2</td></tr></table> | 1 | 2 | Suggest <b>two</b> ways in which wealthy individuals are able to remain wealthy, <b>apart from</b> that mentioned in <b>Item 3A</b> .                     | (4 marks)  |
| 1  | 2 |   |   |            |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>3</td></tr></table> | 1 | 3 | Suggest <b>two</b> criticisms of the concept of relative poverty.   | (4 marks)  |
| 1  | 3 |   |   |            |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>4</td></tr></table> | 1 | 4 | Examine the reasons why women are more likely than men to experience poverty.   | (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 <b>Item 3B</b> and elsewhere, assess the view that welfare benefits should be targeted at the poor rather than available to everyone. | (24 marks) |
| 1  | 5 |   |   |            |

**END OF QUESTIONS**