



General Certificate of Education  
Advanced Subsidiary Examination  
June 2013

## Sociology

## SCLY1

### Unit 1

Monday 13 May 2013 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** the questions in 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 in 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**

Many people see leisure time as an opportunity to do as they please. However, it may not be as simple as that. For example, feminists point out that social expectations concerning gender roles have an impact on the leisure opportunities and experiences of men and women. Marxists emphasise the way in which leisure has become commercialised.

**Item 1B**

There are a number of different agencies of socialisation. These can be divided into primary and secondary agencies. Sociologists disagree about the role these agencies play. For example, from a functionalist point of view, the education system may help to promote social solidarity.

However, Marxists are more likely to emphasise the role of the education system in maintaining social control.

- |   |   |
|---|---|
| 0 | 1 |
|---|---|

 Explain what is meant by the 'commercialisation' of leisure (**Item 1A**). *(2 marks)*
- |   |   |
|---|---|
| 0 | 2 |
|---|---|

 Identify **two** characteristics of mass culture. *(4 marks)*
- |   |   |
|---|---|
| 0 | 3 |
|---|---|

 Identify **three** reasons for gender differences in leisure opportunities, **apart from** social expectations (**Item 1A**). *(6 marks)*
- |   |   |
|---|---|
| 0 | 4 |
|---|---|

 Examine sociological explanations of the ways in which social class may shape social identity. *(24 marks)*
- |   |   |
|---|---|
| 0 | 5 |
|---|---|

 Using material from **Item 1B** and elsewhere, assess the role of different agencies of socialisation. *(24 marks)*

---

**Section B: Families and Households**


---

**Total for this section: 60 marks**

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

|   |   |
|---|---|
| 0 | 6 |
|---|---|

 to 

|   |   |
|---|---|
| 1 | 0 |
|---|---|

 that follow.

**Item 2A**

Improvements in medicine and health care have had an impact on family life over the past 100 years or so. At one end of the life cycle, the fall in the infant mortality rate has contributed to a fall in the birth rate and a reduction in family size. At the other end of the life cycle, rising life expectancy has contributed to an ageing population.

**Item 2B**

For functionalist sociologists, the family is an important institution in society. They see the family as having a number of roles essential to the smooth running of society. For example, the family is seen as key to socialising children into the norms and values of society.

Other sociologists argue that the functionalist view is too uncritical and ignores the conflict that takes place within the family.

- |   |   |
|---|---|
| 0 | 6 |
|---|---|

 Explain what is meant by the infant mortality rate (**Item 2A**). *(2 marks)*
- |   |   |
|---|---|
| 0 | 7 |
|---|---|

 Suggest **two** reasons for rising life expectancy over the past 100 years or so, **apart from** improvements in medicine and health care (**Item 2A**). *(4 marks)*
- |   |   |
|---|---|
| 0 | 8 |
|---|---|

 Identify **three** reasons for changes in the divorce rate, **apart from** changes in divorce law. *(6 marks)*
- |   |   |
|---|---|
| 0 | 9 |
|---|---|

 Examine the factors affecting power relationships and the division of labour between couples. *(24 marks)*
- |   |   |
|---|---|
| 1 | 0 |
|---|---|

 Using material from **Item 2B** and elsewhere, assess the contribution of functionalist sociologists to our understanding of the family. *(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 

|   |   |
|---|---|
| 1 | 1 |
|---|---|

 to 

|   |   |
|---|---|
| 1 | 5 |
|---|---|

 that follow.

### Item 3A

State provision of welfare attracts a lot of media attention. One aspect of this is the discussion about whether welfare benefits should be universal or whether they should be means-tested. However, many welfare services are delivered by informal providers and there is less discussion in the media about this aspect of welfare.

### Item 3B

According to a report published in 2011, there is a widening income gap between rich and poor in the United Kingdom. In particular, the share of total income taken by the top one per cent of earners rose from 7.1% in 1970 to 14.3% in 2005. Among the poorest sections of society, growing unemployment is a problem. Young people are particularly vulnerable, as they lack experience and therefore find it difficult to gain entry to the labour market.

Marxists argue that the underlying cause of inequality in society is capitalism and the globalisation of the world economy.

- |  |   |   |  |                   |
|--|---|---|--|-------------------|
| <table border="1" style="display: inline-table;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">1</td></tr></table> | 1 | 1 | Explain what is meant by informal providers of welfare ( <b>Item 3A</b> ).   | <i>(2 marks)</i>  |
| 1  | 1 |   |  |                   |
| <table border="1" style="display: inline-table;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">2</td></tr></table> | 1 | 2 | Suggest <b>two</b> disadvantages of means-tested benefits ( <b>Item 3A</b> ).  | <i>(4 marks)</i>  |
| 1  | 2 |   |  |                   |
| <table border="1" style="display: inline-table;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">3</td></tr></table> | 1 | 3 | Identify <b>three</b> ways in which poverty may be passed on to the next generation.   | <i>(6 marks)</i>  |
| 1  | 3 |   |  |                   |
| <table border="1" style="display: inline-table;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">4</td></tr></table> | 1 | 4 | Examine the problems of defining and measuring poverty.  | <i>(24 marks)</i> |
| 1  | 4 |   |  |                   |
| <table border="1" style="display: inline-table;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">5</td></tr></table> | 1 | 5 | Using material from <b>Item 3B</b> and elsewhere, assess the reasons for the widening gap between rich and poor in the United Kingdom. | <i>(24 marks)</i> |
| 1  | 5 |   |  |                   |

**END OF QUESTIONS**