

GCE

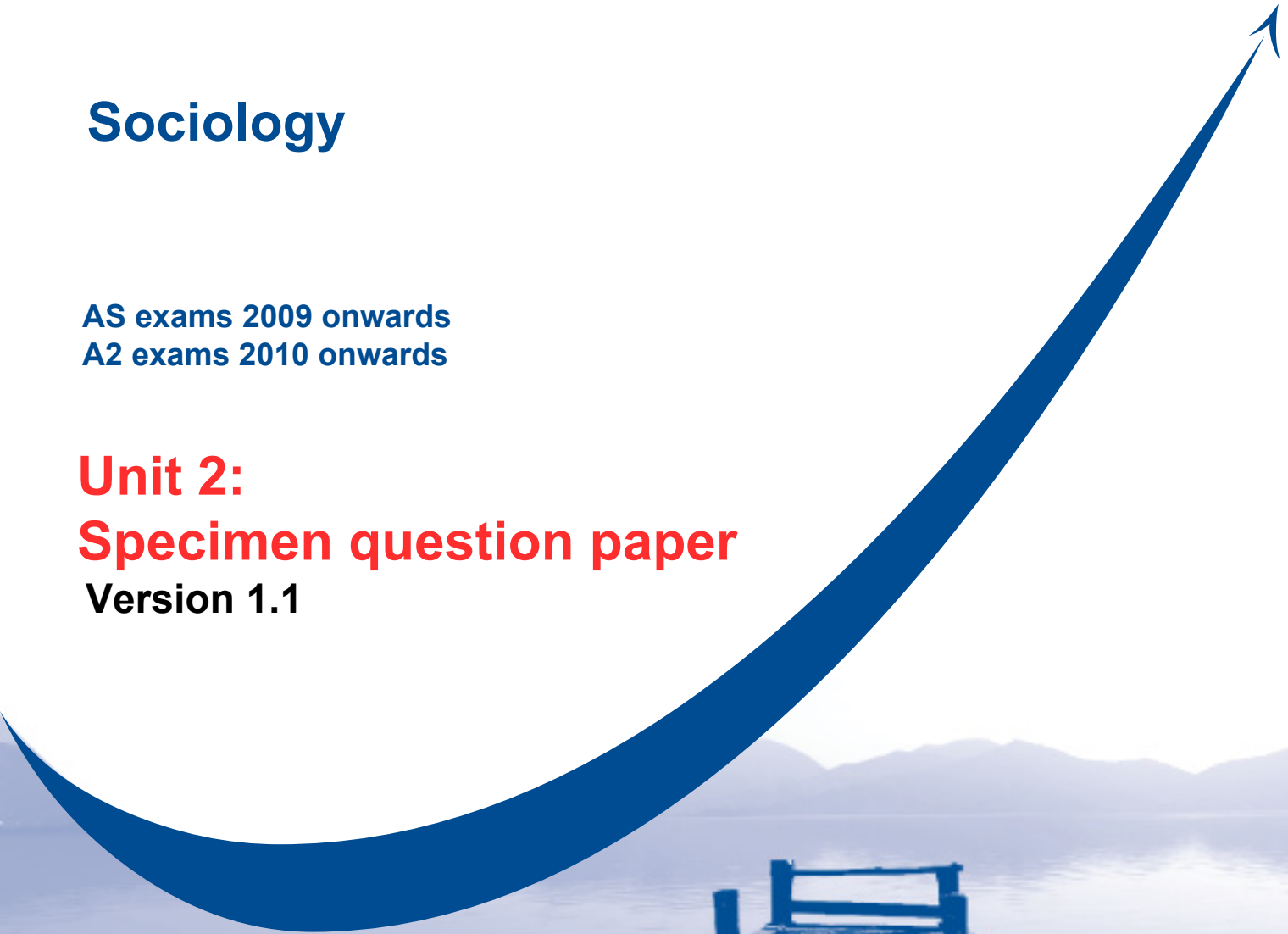
AS and A Level

Sociology

AS exams 2009 onwards

A2 exams 2010 onwards

Unit 2: **Specimen question paper** **Version 1.1**



General Certificate of Education
Specimen Paper 2007
Advanced Subsidiary Examination

SOCIOLOGY
Unit 2

SCLY2



Specimen Paper 2007

For this paper you must have:

- an 8-page answer book.

Time allowed: 2 hours

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 SCLY2.
- This paper is divided into **two** 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 the answer book. Cross through any work you do not want to be marked.

Information

- The maximum mark for this paper is 90.
- The marks for part-questions are shown in brackets.
- Questions and part-questions carrying 12 or more marks should be answered in continuous prose. In these questions and part-questions you will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

Advice

- Question 1 **or** Question 4 – You are advised to spend approximately 50 minutes on this question
- Question 2 **or** Question 5 – You are advised to spend approximately 25 minutes on this question
- Question 3 **or** Question 6 – You are advised to spend approximately 40 minutes on this question.

Choose **either** Section A **or** Section B and answer **all** the questions from that Section.

SECTION A: EDUCATION WITH RESEARCH METHODS

You are advised to spend approximately 50 minutes on Question 1

You are advised to spend approximately 25 minutes on Question 2

You are advised to spend approximately 40 minutes on Question 3

Total for this section: 90 marks

1 Read **Item A** below and answer parts (a) to (d) that follow.

Item A

According to some sociologists, many working-class children are disadvantaged by their early experiences. Studies of pre-school socialisation show important differences between social classes that contribute to differences in educational achievement. Some working-class parents have lower expectations of their children, place less emphasis on constant improvement and do not reward success systematically. Working-class homes, with fewer books and educational toys, may provide a less stimulating learning environment. Similarly, some working-class children are not taught to use the elaborated speech code used both by middle-class families and by the school.

5

The government considers these factors so important that it has sought to intervene. For example, Sure Start involves over 500 local programmes in deprived areas, working with disadvantaged families to promote young children's intellectual, linguistic and social development so that they are in a position to do well when they start school.

10

- (a) Explain what is meant by the term 'self-fulfilling prophecy'. (2 marks)
- (b) Suggest **three** functions that education may perform for individuals and/or society. (6 marks)
- (c) Outline some of the reasons for the educational under-achievement of boys. (12 marks)
- (d) Using material from **Item A** and elsewhere, assess the view that working-class under-achievement in education is the result of home circumstances and family background. (20 marks)

- 2 This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in education.

Read **Item B** below and answer the question that follows.

Item B

Investigating gender and subject choice

Sociologists have been interested in finding out how far there is a link between gender and the subjects pupils choose to study. For example, Stables and Wikely (1996) investigated the patterns of subject choice, looking to identify which subjects are more likely to be chosen by girls and which by boys.

Researchers have wanted to find out the reasons behind these patterns. They have researched the effect that peer group pressure might have on choice and to what extent teacher expectations 'channel' boys and girls into different subjects. Others have investigated the reasons why some subjects are perceived as being 'masculine' whilst others are seen as 'feminine'. 5

Using material from **Item B** and elsewhere, assess the strengths and limitations of **one** of the following methods for the study of gender and subject choice:

- (i) unstructured interviews
- (ii) official statistics. (20 marks)

- 3 This question permits you to draw examples from **any areas** of sociology with which you are familiar.

- (a) Explain what is meant by the term 'sampling frame'. (2 marks)
- (b) Suggest **two** social factors that could be used in the creation of a stratified sample, **apart from** social class. (4 marks)
- (c) Suggest **two** reasons why sociologists might use structured interviews. (4 marks)
- (d) Examine the problems sociologists may find when using participant observation in their research. (20 marks)

Turn over for Section B

SECTION B: HEALTH WITH RESEARCH METHODS

You are advised to spend approximately 50 minutes on Question 4

You are advised to spend approximately 25 minutes on Question 5

You are advised to spend approximately 40 minutes on Question 6

Total for this section: 90 marks

4 Read **Item C** below and answer the question that follows.

Item C

Working-class people, on average, die younger and suffer more illness and disability than middle-class people. According to the materialist explanation, these inequalities are the result of factors such as income, employment and unemployment, housing and other aspects of the social and physical environment. Working-class people are more likely to live in poor quality accommodation in more polluted environments; they earn lower incomes and are more likely to be out of work. These poverty-related factors damage their health. 5

This is sometimes also referred to as the structural explanation of health inequality, since it sees the unequal structure of society as the underlying cause. However, it has been claimed that in countries such as Britain, material poverty is no longer the major reason for class inequalities in health. For example, some sociologists see cultural or behavioural factors as more important. 10

- (a) Explain what is meant by the term ‘mortality rate’. (2 marks)
- (b) Identify **three** reasons why women on average live longer than men. (6 marks)
- (c) Outline some of the reasons why some ethnic groups experience worse health than others. (12 marks)
- (d) Using material from **Item C** and elsewhere, assess the materialist explanation of class inequalities in health. (20 marks)

- 5 This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in health.

Read **Item D** below and answer the question that follows.

Item D

**Investigating interaction between doctors and patients
in psychiatric wards**

Some sociologists have been interested in investigating the attitudes of medical staff and how these may affect the way they treat patients. For example, Rosenhan (1973) explored the way nursing staff accepted that the patients they looked after were 'mentally ill', even when their behaviour was quite 'normal'.

Sociologists are also interested in the way patients respond. For example, Quirk and Lelliott (2001) were interested in the responses of patients during face-to-face interaction between medical staff. A lot of research has focused on how labels, meanings, attitudes and values are negotiated through interaction in psychiatric wards.

5

Using material from **Item D** and elsewhere, assess the strengths and limitations of **one** of the following methods for the study of interaction between doctors and patients in psychiatric wards:

- (i) participant observation
- (ii) questionnaires.

(20 marks)

- 6 This question permits you to draw examples from **any areas** of sociology with which you are familiar.

- (a) Explain what is meant by the term 'snowball sample'. *(2 marks)*
- (b) Suggest **two** social factors that could be used in the creation of a stratified sample, **apart from** social class. *(4 marks)*
- (c) Suggest **two** reasons why sociologists might use structured interviews. *(4 marks)*
- (d) Examine the problems some sociologists may find when using secondary data in their research. *(20 marks)*

END OF QUESTIONS

There are no questions printed on this page