

329/01

SOCIOLOGY SOC3

UNIT 3 – UNDERSTANDING CULTURE

A.M. WEDNESDAY, 23 May 2007

(1½ hours)

ADDITIONAL MATERIALS

In addition to this examination paper, you will need an 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Answer all questions from **ONE** option only.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

The time you spend on a question should be in proportion to the marks available.

You are reminded that marking will take into account the quality of written communication used in your answer.

*Answer all the questions from **one** option only.*

Option 1: Education

1. Read items **A** and **B**, and then answer **all** the questions that follow.

Item A

Ethnicity, education and employment

Educational achievements have helped children of working-class parents in the Caribbean, African, Indian and Chinese communities to obtain high status jobs at a faster rate than their white counterparts.

Research for the Joseph Rowntree Foundation, looking at **differential educational attainment** among ethnic groups, found Caribbean, Black African, Indian and Chinese young people in the UK were more likely to have found professional jobs than white young people.

The study found that young people from the Pakistani community are an exception. Although their parents are concentrated in the working class, they show less movement into higher paid work than children from white working class families.

Lucinda Platt, a Lecturer in Sociology said: “There is good news in that many of the young people who succeed are the children of immigrant parents. But it appears to be so much harder for young people from Pakistani or Bangladeshi families to get ahead. We need to do much more to understand why this is happening and the extent to which factors such as racial discrimination are involved.”

Source: adapted from <http://www.jrf.org.uk>

Item B**Attainment of five or more GCSE grades A* to C:¹
by ethnic group**

England & Wales	Percentages			
	1992	1996	2000	2004
White	37	45	50	54
Indian	38	48	60	72
Pakistani	26	23	29	37
Bangladeshi	14	25	29	46
Other Asian ²	46	61	72	66
Black	23	23	39	35
Other ethnic group ³	..	46	43	59

1 Attainment in Year 11.

2 Includes the Chinese group.

3 Data for 1992 are not available due to small sample size.

Source: Youth Cohort Study, Department for Education and Skills

Source: Social Trends 36 (2006 edition) ONS

- (a) Using **Item A**, explain what is meant by **differential educational attainment**. [10]
- (b) (i) Using **Item A**, identify the main findings of the study. [10]
- (ii) Using **Item B** identify patterns in the GCSE attainment of different ethnic groups in the education system. [10]
- (c) Outline and explain how schools may act as an agent of socialisation. [25]
- (d) Discuss sociological explanations for differences in education attainment between ethnic groups. [45]

Option 2: Health

1. Read items **A** and **B**, and then answer **all** the questions that follow.

Item A

Gender and health in old age

Results of in-depth interviews showed that older divorced men have the highest levels of smoking and drinking, followed by older never-married men. Married men have the healthiest behaviours. The **mortality** rate is lower for married men than unmarried or widowed men.

When the men were asked if they were likely to attend a Day Centre, most said they would not. They thought that the only 'activities' at Day Centres involved sitting around, chatting or playing Bingo - the sort of things that 'old women' enjoy doing.

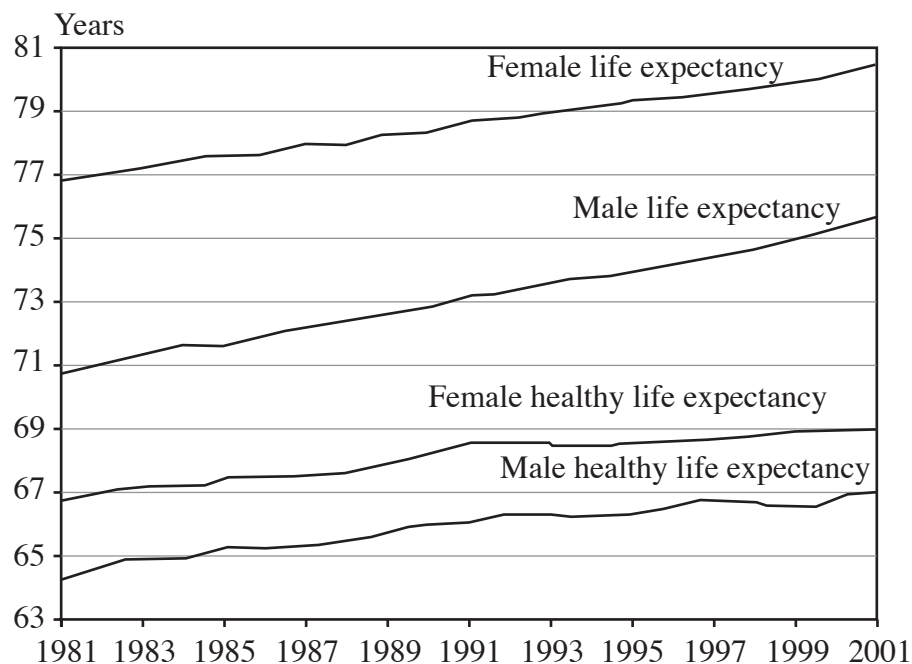
Never-married men and divorced men described themselves as 'loners', 'individuals' or 'completely independent'. Interviews revealed that men attached importance to independence. These findings suggest that when women find themselves living alone in later life, they strengthen social ties with neighbours. For men, social ties with neighbours become weaker, suggesting that their wives had previously been important in maintaining supportive relationships with neighbours.

Men do not want to be seen to give in to sickness and admit postponing making an appointment with the doctor until they are very sick. Women however routinely visit the doctor through their life course for contraception, pregnancy, or taking children when they are sick. The men interviewed saw going to the doctor as a sign of weakness.

Source: Adapted from the ESRC website

Item B

Life expectancy and healthy life expectancy at birth: by sex



Source: Adapted from the National Statistics Website

- (a) Using **Item A**, explain what is meant by the term **mortality**. [10]
- (b) (i) Using **Item A**, identify what the findings suggest may be the differences between the social lives of older men and older women. [10]
- (ii) Using **Item B**, identify patterns in healthy life expectancy and life expectancy for people since the 1980s. [10]
- (c) Outline and explain social factors which may affect the health of elderly people. [25]
- (d) Discuss sociological explanations for the different life expectancy of males and females.[45]

Option 3: Religion

1. Read items **A** and **B**, and then answer **all** the questions that follow.

Item A

Do faith groups exert too much influence?

By Hanne Stinson

According to research, there can be little doubt that **religion**, however measured, is in rapid decline.

A Home Office study showed that only 20 per cent of the population considers their religion or belief important to their self identity.

However, the current government pledged to support religion when trying to draw people together. Religious groups now have access to funding support for their work. There have been measures to encourage religious groups to develop community activities and encourage their leaders to have a say in policy development for community change.

According to research, the leaders of religious groups are almost always male and considerably more conservative in their views than the people they claim to represent. They are given too much attention by Government. These leaders then make demands for religious schools, for the right to discriminate on the grounds of religion or belief or even on the grounds of sexual orientation and for protection against anything that is seen as insulting to their beliefs.

We now have the situation that, as religious beliefs and practice decline throughout the UK, including within minority faiths, the influence of religion on national and local policy is growing at an enormous rate.

Adapted from The Edge (the journal of the ESRC) July 2006

Item B

Year	% males attending church	% females attending church
1980	9.7	12.2
1985	8.8	11.5
1990	8.1	11
1995	6.9	10
2000	6.1	9.2
2005	5.3	8.2

Source: adapted from data presented on <http://www.christian-research.org.uk>

- (a) Using **Item A**, explain what is meant by the term **religion**. [10]
- (b) (i) Using **Item A**, identify the claims made about the relationship between religion and the government of the UK. [10]
- (ii) Using **Item B**, identify patterns of Church attendance of males and females in the UK. [10]
- (c) Outline and explain reasons why people may have religious belief. [25]
- (d) Discuss whether spirituality is in decline in the UK. [45]