

General Certificate of Education  
June 2004  
Advanced Subsidiary Examination



**SOCIOLOGY**  
**Unit 2**

**SCY2**

Wednesday 26 May 2004 Morning Session

**In addition to this paper you will require:**

an 8-page answer book.

You may use a calculator.

Time allowed: 1 hour 15 minutes

**Instructions**

- Use blue or black ink or 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 SCY2.
- This paper is divided into **three** Sections. Choose **one** Section and answer **all** parts of the question from that Section.
- Do all rough work in the answer book. Cross through any work you do not want marked.

**Information**

- The maximum mark for this paper is 60.
- Mark allocations are shown in brackets.
- You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate.
- The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

Choose **one** Section and answer **all** parts of the question from that Section.

**SECTION A – EDUCATION**

**1**

**Total for this Section: 60 marks**

**Item A**

Students of all social classes are achieving more highly than ever before, but major differences in educational achievement persist. For example, those from professional and managerial backgrounds (classes I and II) are about two and a half times more likely to get five or more A\* to C GCSEs than pupils from the unskilled manual class V. Similarly, class I students are five to six times more likely to go on to higher education than those from class V.

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Such differences are the result of a variety of factors. Within schools, processes such as teachers' expectations of and interactions with their pupils, labelling, and the self-fulfilling prophecy, all tend to disadvantage working-class pupils and negatively affect their achievement. However, some sociologists argue that material factors outside school are more important, while others argue that cultural differences between the classes are the key to explaining differences in achievement.

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**Item B**

In general, girls now outperform boys in education. For example, girls are more successful in tests at 7, 11 and 14, and at GCSE. This continues at AS and A level, where girls do better than boys even in so-called "boys' subjects". For example, girls are now more likely than boys to gain A, B and C grades even in subjects such as maths, physics and chemistry. More females than males now enter higher education.

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Yet other gender differences remain. Girls are more likely to opt for languages, literature and social sciences at A level; on vocational courses, few boys opt for hairdressing and few girls choose construction.

In addition, the everyday experiences of girls and boys in school can differ greatly. Both teachers and other pupils may apply unequal standards and expectations to the behaviour of girls and boys, and use different sanctions and forms of control when these expectations appear not to be met.

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- (a) Explain what is meant by the "self-fulfilling prophecy" (**Item A**, line 7). (2 marks)
- (b) Identify **two** other factors or processes within schools, **apart from** those mentioned in **Item A**, that may negatively affect working-class pupils' achievement. (4 marks)
- (c) Suggest **three** "material factors" that may be responsible for working-class under-achievement in education (**Item A**, line 9). (6 marks)
- (d) Identify and briefly explain **two** "cultural differences between the classes" that may explain class differences in achievement (**Item A**, line 10). (8 marks)
- (e) Examine the ways in which educational policies may reproduce and justify social class inequalities. (20 marks)
- (f) Using material from **Item B** and elsewhere, assess sociological explanations of gender differences in education. (20 marks)

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**SECTION B – WEALTH, POVERTY AND WELFARE**


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2

**Total for this Section: 60 marks****Item A**

Sociologists have developed a number of definitions and measures of poverty. In the late 19th century, Seebohm Rowntree developed the concept of absolute poverty, based on the idea that it is possible to identify a fixed set of basic needs and to calculate the minimum sum a person would require to meet these. This sum provides the researcher with a poverty line: anyone with an income below this minimum would be unable to meet their basic needs and would thus be in poverty. In defining ‘basic’ needs, Rowntree deliberately excluded items that his critics might claim were ‘luxuries’, such as the price of a newspaper, a postage stamp or public transport fares, or money to put in the collection plate at church on Sunday. In doing so, Rowntree believed he had established a scientific definition of poverty. 5 10

However, many sociologists argue that the concept of absolute poverty is unsatisfactory and prefer to use the concept of relative poverty as an alternative. Yet the concept of relative poverty, too, has been criticised.

**Item B**

Welfare pluralism is the view that the population’s welfare needs are best met by a number of different kinds of provider. In addition to the state or public sector, welfare pluralism involves the informal, voluntary and private sectors. The informal sector is made up of family, friends and neighbours and, in fact, it is these people who do most of the caring for others, usually without pay, in Britain today. Supporters of welfare pluralism argue that it is more responsive to people’s needs than state welfare alone can be and offers consumers more choice. However, critics argue that it results in unequal, two-tier provision and that it exploits the labour of informal carers. 5

- (a) Explain what is meant by the “private” sector of welfare providers (**Item B**, line 3). (2 marks)
- (b) Identify **two** needs that Rowntree would regard as “basic” (**Item A**, line 3). (4 marks)
- (c) Suggest **three** reasons why the concept of “absolute poverty” may be unsatisfactory (**Item A**, line 11). (6 marks)
- (d) Identify and briefly explain **two** criticisms of the concept of “relative poverty” (**Item A**, lines 12 – 13). (8 marks)
- (e) Examine some of the reasons why women are at greater risk of poverty than men and why children and older people are at greater risk than adults of working age. (20 marks)
- (f) Using material from **Item B** and elsewhere, assess the welfare pluralist view that “the population’s welfare needs are best met by a number of different kinds of provider” (**Item B**, lines 1 – 2). (20 marks)

**TURN OVER FOR SECTION C****Turn over ►**

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**SECTION C – WORK AND LEISURE**


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3

**Total for this Section: 60 marks****Item A**

Leisure patterns are influenced by social differences and inequalities. For example, unskilled workers tend to have different leisure pursuits from those in professional occupations, and some groups may be leisure-poor while others are leisure-rich. Similarly, women's leisure patterns tend to differ from those of men.

Leisure patterns also vary along with the type of society in which they are found. For example, in pre-industrial societies, leisure tended to be informally organised and based in the community or family. In modern industrial or post-industrial societies, while this type of leisure still exists, new forms of leisure and new ways of organising it have emerged.

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**Item B**

Text adapted from extract on "Technological Change and Work" from P TAYLOR et al, *Sociology in Focus* (Causeway Press), 1995, p. 328  
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- (a) Explain what is meant by "leisure-poor" (**Item A**, line 3). *(2 marks)*
- (b) Identify **two** features of "scientific management" (**Item B**, line 8). *(4 marks)*
- (c) Suggest **three** ways in which leisure may have changed since industrialisation (**Item A**, lines 7 – 8). *(6 marks)*
- (d) Identify and briefly explain **two** reasons why "women's leisure patterns tend to differ from those of men" (**Item A**, line 4). *(8 marks)*
- (e) Examine some of the causes and effects of unemployment. *(20 marks)*
- (f) Using material from **Item B** and elsewhere, assess the view that work has become increasingly deskilled over the last 100 years. *(20 marks)*

**END OF QUESTIONS**