



General Certificate of Education
Advanced Subsidiary Examination
January 2013

Sociology

SCLY1

Unit 1

Friday 11 January 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
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 to

0	5
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 that follow.

Item 1A

A narrow definition of culture is that it is the artistic and intellectual work of a society. Sociologists define culture in this sense as high culture. However, sociologists identify many other types and definitions of culture. For example, some sociologists contrast folk culture with mass culture, while others discuss the idea of a global culture.

Item 1B

Postmodernists argue that we have freedom of choice over our leisure activities. We are free to choose who we want to be, and our choice of leisure helps to create our identity. Whatever our original class, age, gender or ethnicity, we can become who we want to be through our leisure choices.

However, other sociologists argue that this ignores a whole range of influences and constraints that affect leisure patterns and lifestyle choices.

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 Explain what is meant by 'global culture' (**Item 1A**). *(2 marks)*
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 Identify **two** characteristics of folk culture (**Item 1A**). *(4 marks)*
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 Suggest **three** ways in which individuals may be socialised into a class identity. *(6 marks)*
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 Examine sociological contributions to an understanding of how identity is shaped by any **two** of the following: disability; sexuality; nationality; age. *(24 marks)*
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 Using material from **Item 1B** and elsewhere, assess the view that people today have freedom of choice over their leisure activities. *(24 marks)*

Section B: Families and Households

Total for this section: 60 marks

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

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 that follow.

Item 2A

From a functionalist point of view, government welfare policies support families in performing their functions. For example, the provision of health care by the National Health Service means that parents are better able to care for their sick children. This is one of the reasons for the fall in the infant mortality rate over the past 100 years or so.

Item 2B

Life course analysis suggests that there is flexibility and variation in people's family lives. Individuals make decisions and choices at different times in their lives and this determines how their lives turn out. Postmodernists argue that we no longer have clear structures such as the nuclear family, but instead individuals have greater choice. This means that there is greater fragmentation and diversity of family types and lifestyles.

Other sociologists suggest that this range of choices is exaggerated and that society's structures and expectations still have a large influence on family types and relationships.

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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 'nuclear' family (Item 2B). | <i>(2 marks)</i> |
| 0 | 6 | | | |
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>7</td></tr></table> | 0 | 7 | Suggest two reasons for the fall in the infant mortality rate, apart from that mentioned in Item 2A . | <i>(4 marks)</i> |
| 0 | 7 | | | |
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>8</td></tr></table> | 0 | 8 | Identify three ways in which adults may control the activities of children. | <i>(6 marks)</i> |
| 0 | 8 | | | |
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>9</td></tr></table> | 0 | 9 | Examine Marxist views of the role of the family. | <i>(24 marks)</i> |
| 0 | 9 | | | |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>0</td></tr></table> | 1 | 0 | Using material from Item 2B and elsewhere, assess the view that there is greater diversity of family types and lifestyles today. | <i>(24 marks)</i> |
| 1 | 0 | | | |

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

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 that follow.

Item 3A

In modern society, the poor are often stigmatised. Society views them negatively and some see the poor as being responsible for their own situation. Some sociologists talk about the existence of a dependency culture among the poor.

On the other hand, it is possible to argue that poverty is functional for society and that the poor fulfil useful social roles.

Item 3B

The distribution of poverty among different social groups in the United Kingdom is complex. Certain social groups, including older people, ethnic minorities and children, are at greater risk of poverty. Being old does not necessarily make people poor, but the risk of falling into poverty increases in old age.

Furthermore, family structure and employment are important causes of poverty.

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| <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 'dependency culture' (Item 3A). | <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 two functions of poverty (Item 3A). | <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 three criticisms made of welfare services provided by private and/or voluntary organisations. | <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 role of the welfare state in reducing 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 Item 3B and elsewhere, assess sociological explanations for the distribution of poverty among different social groups in the United Kingdom. | <i>(24 marks)</i> |
| 1 | 5 | | | |

END OF QUESTIONS