



# Sociology

# 41901

## Unit 1

**Specimen paper for examinations in June 2010 onwards**

**This question paper uses the [new numbering system](#) and [new AQA answer book](#)**

**For this paper you must have:**

- an AQA 12-page answer book.

### Time allowed

- 1 hour 30 minutes

### 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 41901.
- This paper is divided into **three** Topic Areas.  
Topic 1: Answer **all** questions.  
Topic 2: Answer **all** questions from Section 1 **and one** question from Section 2.  
Topic 3: Answer **all** questions from Section 3 **and one** question from Section 4.
- Do all rough work in your answer book. Cross through any work that you do not want to be marked.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 90.
- Quality of Written Communication will be assessed in all questions where extended writing is required. In these questions you will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate

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**TOPIC 1: Studying Society**

You must answer **all** questions on this topic.

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**Total for this topic: 30 marks**

Study **Items A, B and C** below and answer the questions that follow.

<b>Item A</b>		
<b>Ethnic and Gender Differences in Examination Performance Percentage of Boys and Girls Achieving 5 A*–C GCSE Grades</b>		
<b>Ethnic Group</b>	<b>Girls %</b>	<b>Boys %</b>
White	60	50
Black Caribbean	49	33
Indian	76	65
Pakistani	54	43
Chinese	85	77

**Item B****Learning To Labour**

In a study entitled 'Learning to Labour: How Working Class Kids Get Working Class Jobs', Paul Willis studied a group of 12 working class boys during their last year and a half at a Midlands' school. He observed 'the lads' in classes, around the school and during their leisure activities and interviewed several of them together. In these group interviews, he was also able to observe the social interaction between these working class boys.

### Item C

#### Human Diversity



The idea of race refers to the attempt to divide humans according to physical characteristics (like skin colour) into different racial groups, such as Caucasian (white). Sociologists generally regard this as a rather pointless exercise, as it has no value in explaining human culture. This is because human behaviour is largely the result of socialisation, and cannot be explained by purely biological characteristics.

- 0 1** From **Item A**, for every ethnic group listed, do boys or girls achieve a higher percentage of 5 A\*–C GCSE grades? *(1 mark)*
- 0 2** From **Item B**, identify a research method used by Paul Willis. *(1 mark)*
- 0 3** Outline **one** advantage and **one** disadvantage of using the research method you have identified in (b) (i) above. *(2 marks)*
- 0 4** Study **Item C**. Describe how the sociological idea of ethnic groups differs from the biological idea of race. *(4 marks)*
- 0 5** Explain what sociologists mean by a multicultural, multi-ethnic society. *(4 marks)*
- 0 6** Explain **one** way in which sociological research might help educational authorities to design policies to reduce educational underachievement in Britain. *(4 marks)*
- You have been asked as a sociologist to investigate the attitudes towards schooling amongst different ethnic groups.
- 0 7** Identify and explain **one** ethical issue which may arise in the course of doing your research. *(4 marks)*
- 0 8** Identify **one** useful secondary source you might use **and** explain why it would help. *(4 marks)*
- 0 9** Identify **one** primary research method you would use **and** explain why it is better than another possible primary method for obtaining the information you need *(6 marks)*

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**TOPIC 2: Education**

Answer **all** questions from **Section 1** and **one** from **Section 2**.

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**Total for this topic: 30 marks**

Study **Items D and E** below and answer the questions that follow.

**Item D****Faith Schools**

The debate about faith schools and whether they help to create a divided society is not simple. Many people see Muslim faith schools as reinforcing the way in which some communities have become isolated. Others believe that parental choice and population changes are more important factors. The government wishes to encourage more faith schools within the state sector, seeing them as able to raise educational standards.

Source: adapted from an article in *The Guardian*,  
Copyright Guardian Newspapers Limited, September 26, 2007

**Item E****Educational Success and Family Income**

A five-year-old whose parents earn £30,000 to £67,500 has reading skills almost 4 months more advanced than one whose parents are jobless. Families with an earned income are more likely to be actively involved in society, have a stricter attitude to their children's learning and have higher expectations of their children. Teachers will assume that children who enter school already confident, fluent and familiar with learning have great potential.

Source: adapted from *The Guardian*  
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**Section 1**

- 1 0** From **Item D**, identify **one** possible disadvantage of faith schools. (1 mark)
- 1 1** From **Item E**, why might teachers expect higher academic achievements from children whose parents have a higher income? (1 mark)
- 1 2** Identify **two** reasons why parents may wish to send their children to faith schools (2 marks)
- 1 3** Explain what sociologists mean by selective education. (4 marks)
- 1 4** Describe **one** way in which pupils with Special Educational Needs may be educated **and** explain the advantages of this method of education. (5 marks)
- 1 5** Describe **one** way in which governments have attempted to improve educational standards over the last 20 years **and** explain how successful this policy has been. (5 marks)

**Section 2****EITHER**

- 1 6** Discuss how far sociologists would agree that encouraging pupils to adopt British values has become in recent years the most important function of the education system. (12 marks)

**OR**

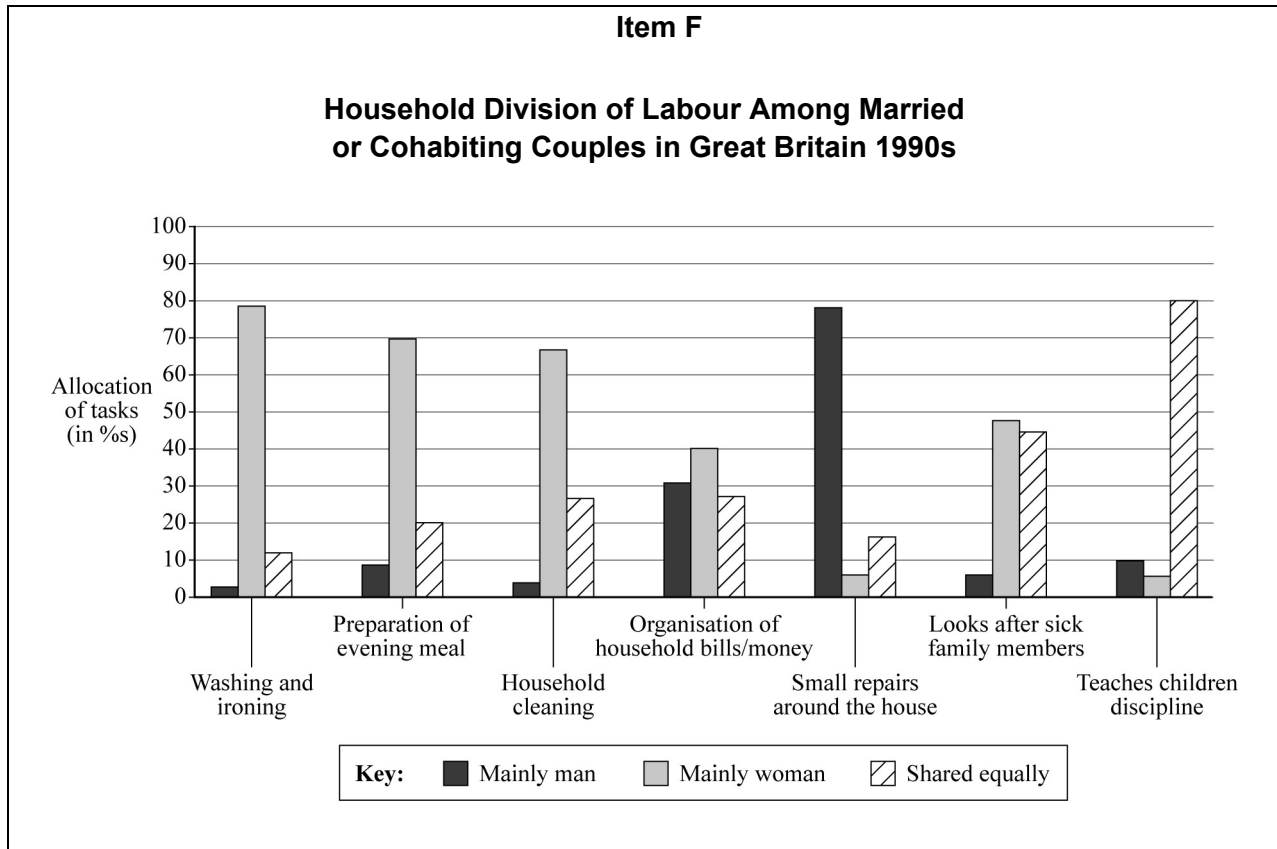
- 1 7** Discuss how far sociologists would agree that parental attitudes are the most important influence on a child's educational achievement. (12 marks)

**TOPIC 3: Families**

Answer **all** questions from **Section 3** and **one** from **Section 4**.

**Total for this topic: 30 marks**

Study **Items F and G** below and answer the questions that follow.



Source: adapted from *An introduction to Sociology* 3<sup>rd</sup> edition, by KEN BROWNE, Polity, 2005

## Item G

**Percentage of Lone Parent Households with Dependent Children  
By Ethnic Group in Great Britain – 2001**

<b>Ethnic Group</b>	<b>Lone Parent Households %</b>
Black Caribbean	18
Black African	17
Bangladeshi	8
Pakistani	8
White	7
Chinese	6
Indian	4

Source: adapted from *Social Trends 37*, The Office for National Statistics, Palgrave Macmillan, 2007  
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## Section 3

- 1 8** From **Item F**, which household task is most shared? (1 mark)
- 1 9** From **Item G**, identify the ethnic group that had the highest percentage of lone parent households. (1 mark)
- 2 0** Identify **two** reasons for the general rise in the divorce rate in Britain during the last 40 years. (2 marks)
- 2 1** Explain what sociologists mean by a reconstituted family. (4 marks)
- 2 2** Describe **one** way governments have attempted to help families in recent years **and** explain how successful this policy has been. (5 marks)
- 2 3** Describe **one** social or economic need of the elderly in our society **and** explain how governments might try to meet that need. (5 marks)

## Section 4

## EITHER

- 2 4** Discuss how far sociologists would agree that living in a family tends to benefit men more than women. (12 marks)

## OR

- 2 5** Discuss how far sociologists would agree that it is realistic to talk of a typical British family today. (12 marks)

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**END OF QUESTIONS****ACKNOWLEDGMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS**

Question 1 Item A: Source: adapted from DCFS

Item B: Source: adapted from *Sociology Themes and Perspectives* 6<sup>th</sup> edition, by HARALAMBOS and HOLBORN, Collins, 2004

Item C: Source: adapted from JORGENSEN, BIRD, HEYHOE, RUSSELL, SAVVAS, *Sociology: An interactive Approach*, HarperCollins, 1997.

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