

217/01

SOCIOLOGY

FOUNDATION TIER

A.M. MONDAY, 26 June 2006

(2 hours)

ADDITIONAL MATERIALS

A 12 page answer book.

INSTRUCTIONS TO CANDIDATES

Section A: Answer **question 1** and **one** other question.

Section B: Answer **question 5** and **one** other question.

Write your answers in the separate answer book provided.

In your answers you should, wherever possible,

- (i) make comparisons/contrasts with other societies/cultures,
- (ii) refer to your own life situations or local social environment,
- (iii) use examples to illustrate your answer.

INFORMATION FOR CANDIDATES

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

You will be awarded marks for accurate spelling, punctuation and grammar.

SECTION A

Answer **Question 1** and **one other question** from this section.

1. Look at the sources below and answer the questions which follow.

Source A

Look at the following article, which is adapted from a story which appeared in a newspaper, *The Independent*, in August 2004

Siberian boy, 7, raised by dogs after parents abandoned him

A wild boy, Andrei Tolstyk, who appears to have been raised by a dog since he was three months old has been discovered living in a remote part of Siberia, part of Russia, seven years after he was abandoned by his parents.

Andrei, now seven was found by social workers who wondered why the boy had not enrolled at his local school. They discovered that he had been

abandoned by his parents who are now being looked for by the police.

Deprived of human contact for so long, Andrei could not talk and had adopted many dog like habits including walking on all fours and biting people.

When he arrived in a children's shelter he was afraid of people, behaved aggressively and sniffed his food in a doglike way before eating. Doctors are

currently trying to work out whether Andrei can be taught normal human behaviour.



Source B

A role is the way a person is expected to act when in certain social situations. The role of parent shows how an adult is supposed to behave when with his or her children. An important part of the role of parent in any society is to train children in the **norms** and values of that culture.

Look at **Source A**.

- (a) In what country was Andrei found? [1]
- (b) What animals raised Andrei? [1]
- (c) How old was Andrei when he was abandoned by his parents? [2]
- (d) How did Andrei behave when he was discovered? [2]
- (e) Suggest why Andrei did not behave like other children. [2]

Look at **Source B**.

- (f) What is a **norm**? [1]
- (g) Explain **one** way in which children learn to behave from the adults around them. [2]

Using **both sources** and **your own knowledge**, answer the following questions.

- (h) What is meant by the term **socialisation**? [2]
- (i) Why is the family such an important part of early socialisation? [2]
- (j) Explain the term **nature theory**. [2]
- (k) Explain the term **nurture theory**. [2]
- (l) Suggest why sociologists disagree with nature theories of behaviour. [2]

2. Family



An image of a 1950's housewife taken from an advertisement

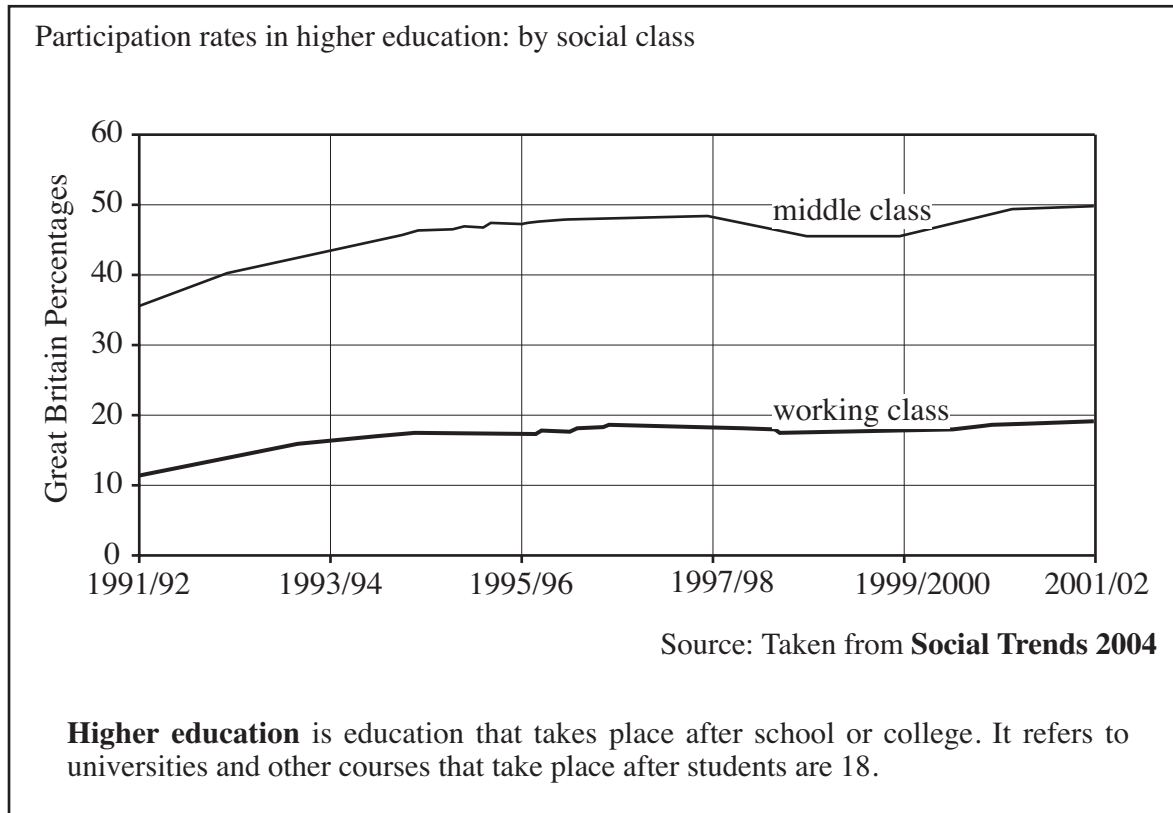
In the 1950s, **domestic labour** such as childcare and housework were seen as tasks that belonged to women. In most families, a man worked to support his family.

A wife stayed at home to look after the children and the home. The culture of the time made it difficult for women to have well-paid work outside the home. In school, girls were taught to be good housewives.

Since that time, family lives have changed. There has been an increase in the number of women who have jobs. Many women now expect to have careers as well as children. Today men are more likely to do housework and help with children. However, in many homes, both partners work but the wife still does the most housework and childcare. Girls may be expected to help more in the home than their brothers.

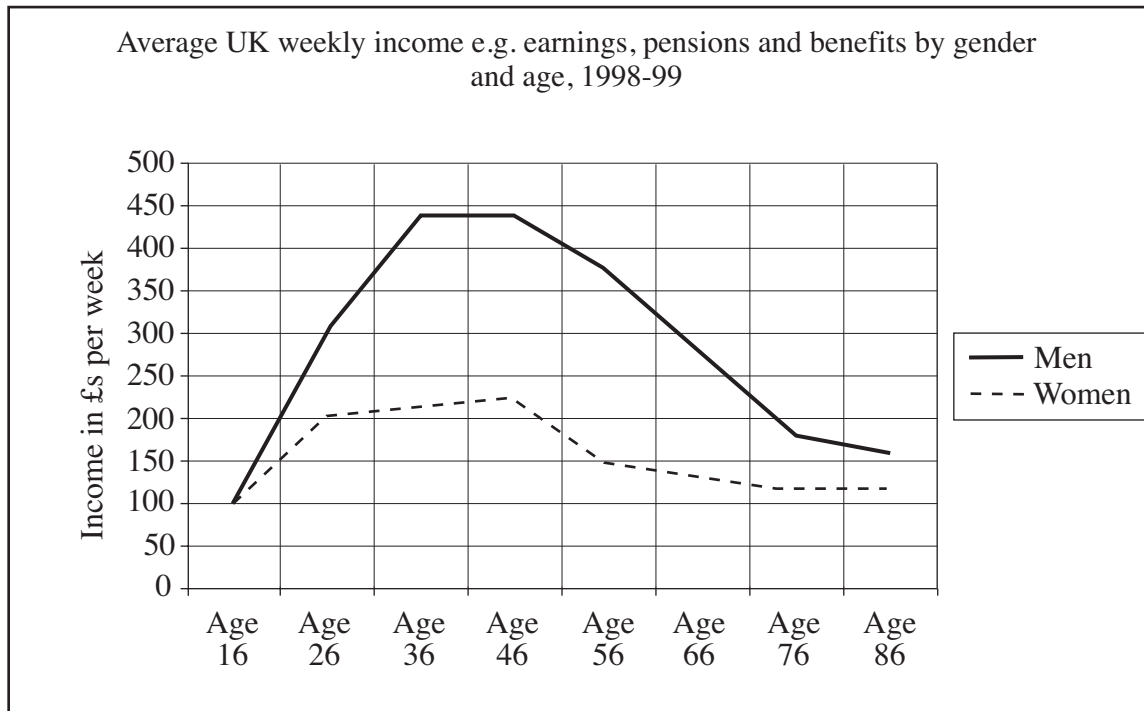
- (a) Using the source above, explain the meaning of **domestic labour**. [2]
- (b) Explain why **domestic labour** was seen as women's work in the 1950s. [3]
- (c) Using examples, describe a nuclear family. [4]
- (d) Using sociological knowledge, briefly explain reasons why the domestic roles of men and women have changed. [5]
- (e) Using sociological knowledge, explain why all societies need families. [6]

3. Education



- (a) Using the source above, describe the difference in attendance at University between working and middle class in 2002. [2]
- (b) Explain the meaning of the term **higher education**. [3]
- (c) Using examples, explain **informal education**. [4]
- (d) Using sociological knowledge, briefly explain why children whose parents are working class are less likely than others to go to university. [5]
- (e) Using sociological knowledge, explain why education is important to people in our society. [6]

4. Work and Unemployment



- (a) Using the source above, describe the differences in weekly income between men and women aged 36. [2]
- (b) Explain the meaning of the term **income**. [3]
- (c) Using examples, explain why older people usually have lower incomes than people aged between 30 and 50. [4]
- (d) Using sociological knowledge, briefly explain why women usually have lower incomes than men. [5]
- (e) Using sociological knowledge, explain why some jobs pay more than others. [6]

BLANK PAGE

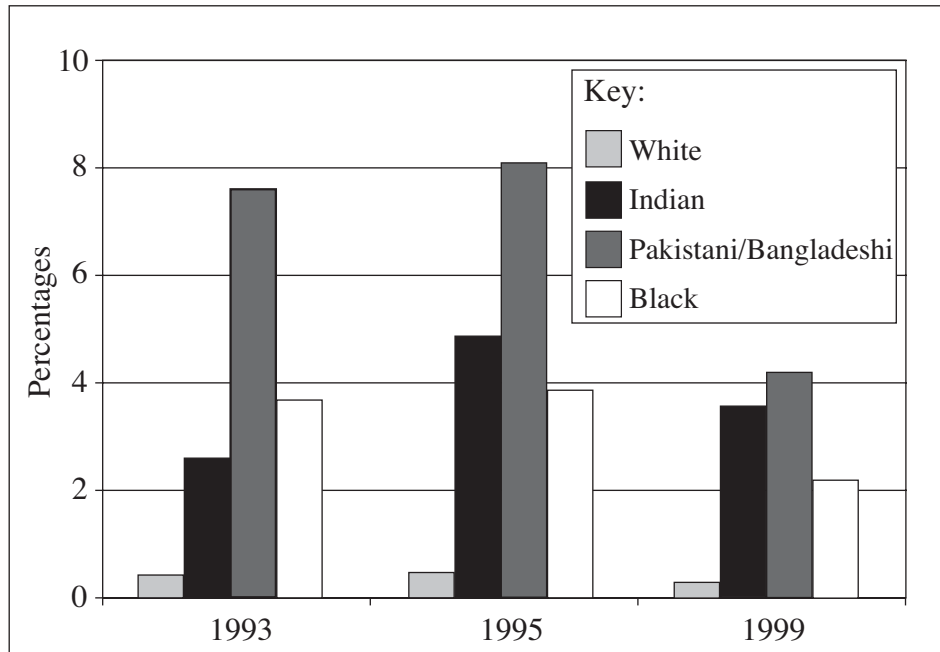
SECTION B

Answer **Question 5** and *one other question* in this section.

5. Look at the following sources and answer the questions that follow.

Source C

Risk of being a victim of a racist crime: by ethnic group, taken from the British Crime Survey, 2004



According to government statistics, in 1999, the risk of being the victim of a racist crime was very much higher for members of minority ethnic groups than for White people.

Racist crime represented 12 per cent of all crime against minority ethnic people compared with 2 per cent for White people.

Emotional reactions to racist incidents were generally more serious than for non-racially motivated incidents. In 1999, 42 per cent of victims of racist crime said that they had been 'very much affected'.

Indian, Bangladeshi and Pakistani people are more likely to be victims of household crime than Black or White people. Indians were particularly more at risk of burglary than others.

Source: adapted from www.statistics.gov.uk

Source D

This photograph shows Stephen Lawrence, a young African Caribbean man who was murdered in London in 1993. He was the victim of a racist attack. His murderers were never convicted; though charges were brought against five men and they are widely thought to be guilty.

In 1999, an official report into the murder investigation claimed that the Metropolitan police were **institutionally racist**. This means that the way they work is unfair and unequal to people from minority ethnic communities. Black people are five times more likely to be stopped and searched, for instance, than White people.

Using **Source C**, answer the following questions.

- (a) Which ethnic group is least likely to experience a racist crime? [1]
- (b) Which ethnic group is most likely to experience a racist crime. [1]
- (c) What percentage of people from Pakistani and Bangladeshi origin experienced racist crime in 1995? [1]
- (d) What percentage of crime against people from minority ethnic groups was racist? [1]
- (e) What percentage of people who were the victims of racist crimes felt themselves to be 'very much affected'? [1]
- (f) What is the source of the information shown on the graph? [1]

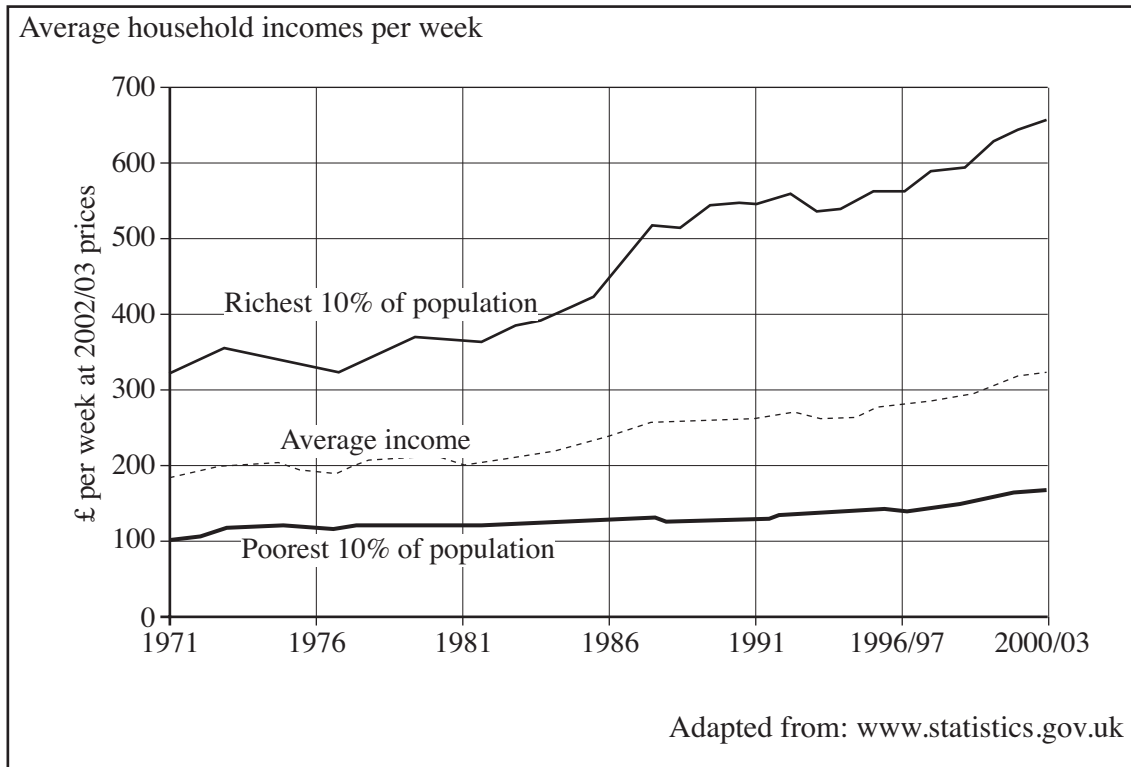
Using **Source D**, answer the following questions.

- (g) In what year was Stephen Lawrence murdered? [1]
- (h) Why did the official report criticise the Metropolitan Police? [1]
- (i) Using examples, explain the meaning of the term **racism**. [2]
- (j) Using examples, what is the meaning of **institutional racism**? [2]

Using **both sources** and **your own knowledge**, answer the following questions.

- (k) Explain **why** British people from minority ethnic groups may experience discrimination in our society. [4]
- (l) Using your wider sociological knowledge, suggest **how** British people from certain ethnic minorities are discriminated against in our society. [4]

6. Social Class



- (a) Using the source above, what was the difference between the income of the richest 10% and poorest 10% in 1991. [2]
- (b) Explain the meaning of the term **wealth**. [3]
- (c) Using examples, explain the meaning of **life style**. [4]
- (d) Using sociological knowledge, briefly explain the meaning of **social inequality**. [5]
- (e) Using sociological knowledge, explain why people in higher social classes usually have higher incomes than people in lower social classes. [6]

7. Participation and Protest



Child Poverty Action Group (CPAG) is an **interest group** and charity campaigning to prevent poverty among children and young people in the UK.

It aims to

- raise awareness of the extent, nature and impact of poverty;
- ask the government to solve problems of poverty.

In order to realise these aims, CPAG:

- researches and publishes the latest facts and figures of family and child poverty in the UK;
- campaigns to influence government to prevent child and family poverty;
- provides up to date information and advice on child poverty.

Adapted from the website of the Child Poverty Action Group

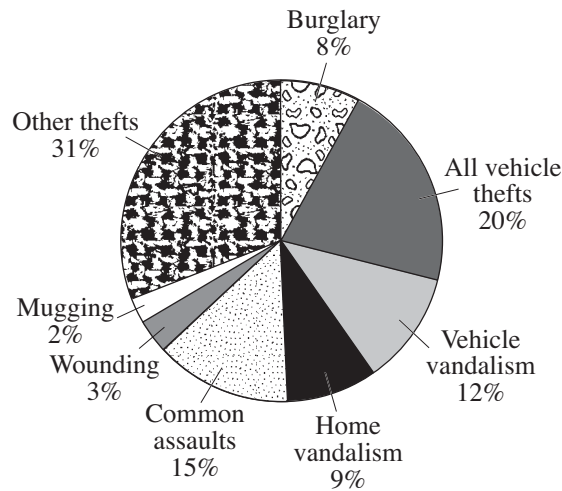
- (a) Using the source above, explain the meaning of the term **interest group**. [2]
- (b) Explain the meaning of the term **democracy**. [3]
- (c) Using examples, explain why Britain is described as being a **democracy**. [4]
- (d) Using sociological knowledge, briefly explain **why** interest groups are important to democracy. [5]
- (e) Using sociological knowledge, explain **how** interest groups try to influence governments. [6]

8. Crime and Deviance

The **British Crime Survey (BCS)** pie chart shown below, is produced by sociologists for the government.

These statistics are important for planning and understanding law and order issues. It is based on asking people if they have been the victim of crime. Many people believe that the British Crime Survey is more accurate than figures produced by the Police who only note **reported crimes**.

Breakdown of 2000 British Crime Survey crime by offence category



Source: www.homeoffice.gov.uk

- (a) Using the source above, explain the most common form of crime. [2]
- (b) Explain the meaning of the term **reported crime**. [3]
- (c) Using examples, explain the meaning of the term **dark or hidden figure of crime**. [4]
- (d) Using sociological knowledge, briefly explain the importance of collecting information on crime in Britain. [5]
- (e) Using sociological knowledge, explain what problems there are with official police crime statistics. [6]