

217/02

SOCIOLOGY

HIGHER TIER

A.M. MONDAY, 26 June 2006

(2½ 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 child**, Andrei Tolstykh, 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 in the beautiful Siberian region of Altai. 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 characteristics including walking on all fours and biting people, sniffing his food before he ate it and general feral behaviour.

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.

Andrei's is not the only case of a feral child in Russia. In

1998, police near Moscow rescued Ivan Mishukov, then aged six from a pack of wild dogs. Ivan had been abused by his mother and her boyfriend. He started to beg for food which he shared with wild dogs.

In return, Ivan became a member of the dog pack who protected him from cold, and refused to let the police and social workers near him. Ivan, too, behaved in a doglike manner when he was found and is being taught the social skills needed for life with other people.



Source B

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) How was the wild boy, Andrei discovered? [1]
- (b) What animals had reared Andrei from infancy? [1]
- (c) How did Ivan and Andrei behave when rescued? [2]
- (d) What is the meaning of the term **wild** or **feral child**? [2]

Look at **Source B**.

- (e) Explain the meaning of the term **norm**. [1]
- (f) Explain the meaning of the term **culture**. [1]
- (g) Explain why the role of parent is so important in any culture. [2]

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

- (h) Using examples, explain the meaning of the term **socialisation**. [2]
- (i) Using examples, explain the difference between **nature** and **nurture** theories of human behaviour. [4]
- (j) Explain why many sociologists reject nature theories of behaviour. [4]

2. Family



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

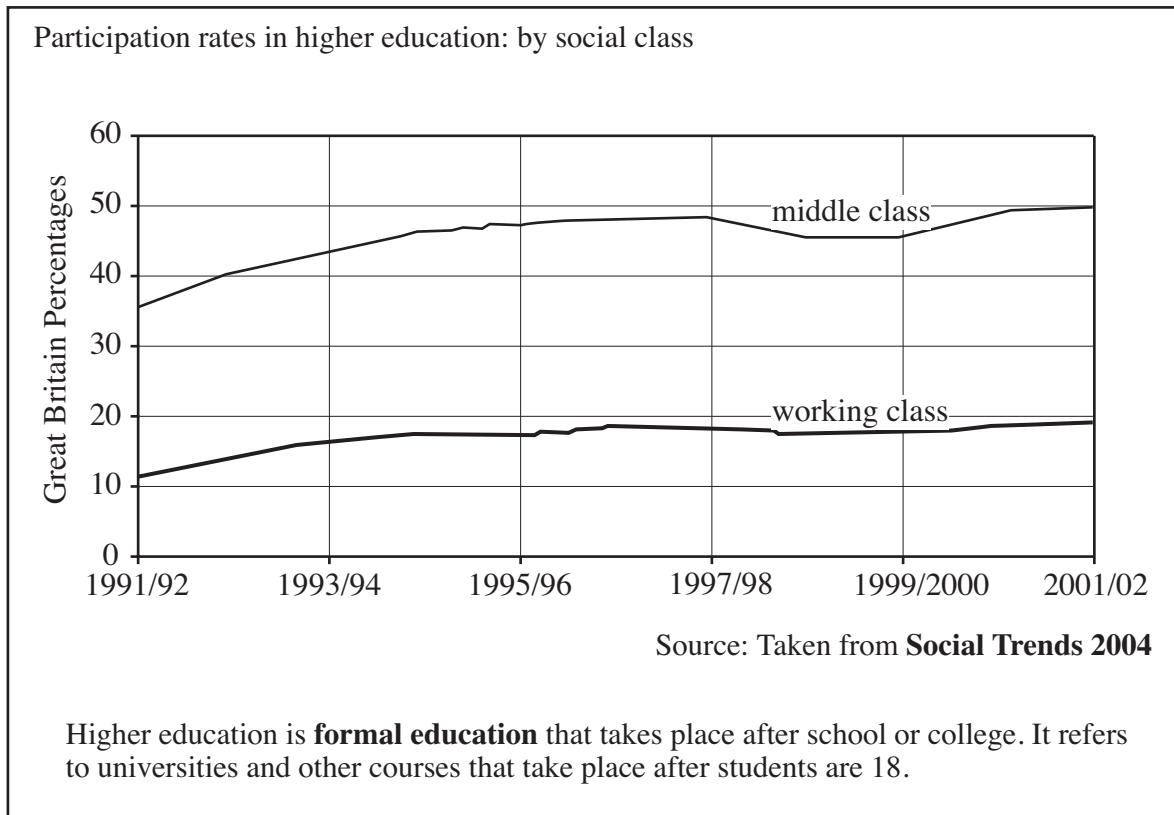
In the 1950s, **domestic labour** such as childcare and housework were seen as tasks that belonged to women. In most families, a man worked to support his family.

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.

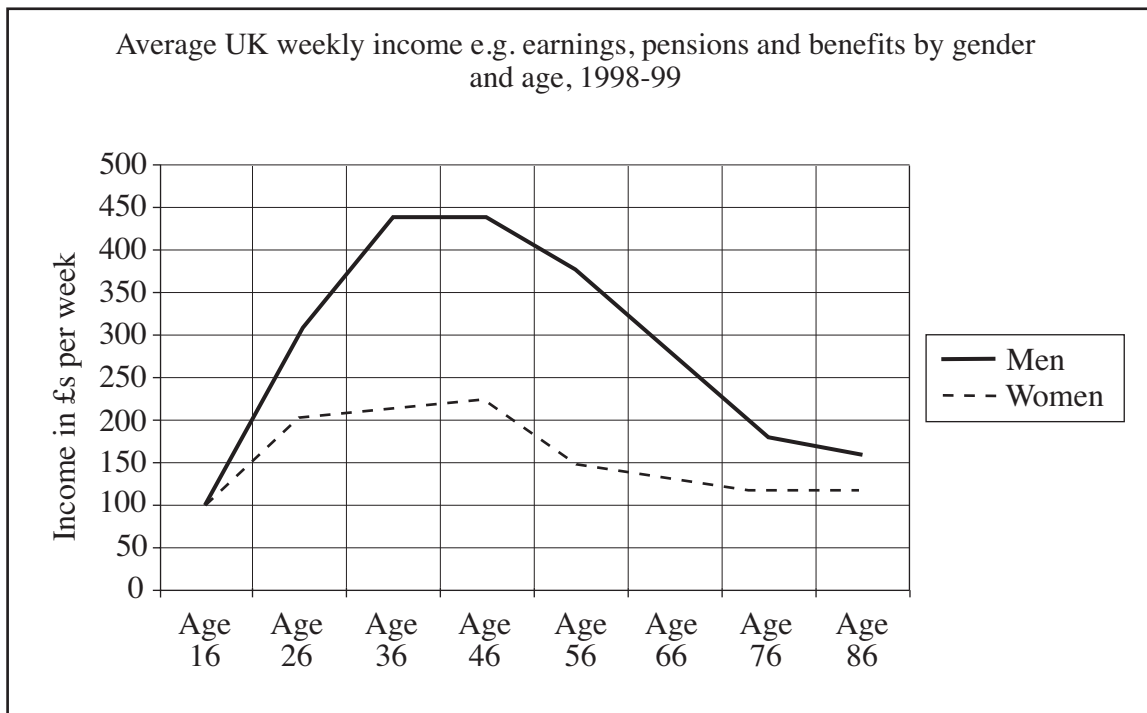
- (a) Using the source above, explain the meaning of the term **domestic labour**. [2]
- (b) Identify and explain why **domestic labour** was seen as a female activity in the 1950s. [3]
- (c) Using sociological knowledge, briefly explain *how* domestic roles within the family have changed since the 1950s. [5]
- (d) Using sociological knowledge, explain *why* families have changed since the 1950s. [10]

3. Education



- (a) Using the source above, describe the change in working class participation in higher education between 1991 and 2002. [2]
- (b) Identify and explain the meaning of **formal education**. [3]
- (c) Using sociological knowledge, briefly explain reasons why many people wish to continue their education beyond the age of 18. [5]
- (d) Using sociological knowledge, explain why children of middle class parents are more likely to go on to higher education than the children of working class parents. [10]

4. Work and Unemployment



- (a) Using the source above, describe the differences in income between men and women. [2]
- (b) Identify and explain why incomes usually decline from age 50. [3]
- (c) Using sociological knowledge, briefly explain why some people earn more than others when in work. [5]
- (d) Using sociological knowledge, explain why there are differences between the average incomes for males and for females. [10]

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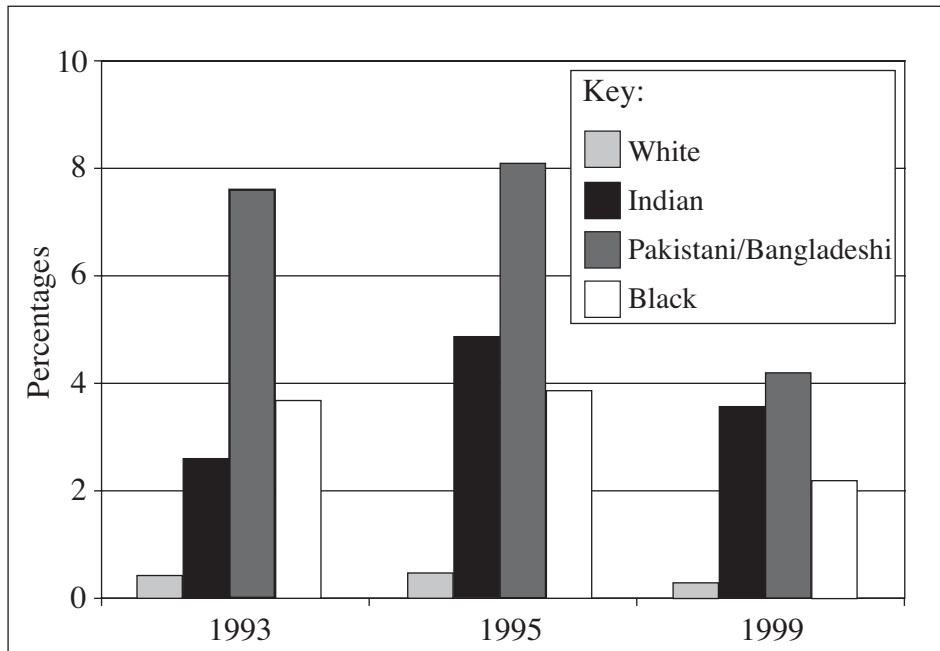
SECTION B

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

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

Source C

Risk of being a victim of a racially motivated incident: by ethnic group, England and Wales, taken from the *British Crime Survey, 2004*



Source: <http://www.statistics.gov.uk/cci/nugget.asp?id=467>

In 1999, the risk of being the victim of a racially motivated incident was considerably higher for members of minority ethnic groups than for White people. The highest risk was for Pakistani and Bangladeshi people at 4.2 per cent, followed by 3.6 per cent for Indian people and 2.2 per cent for Black people. This compared with 0.3 per cent for White people. Racially motivated incidents represented 12 per cent of all crime against minority ethnic people compared with 2 per cent for White people.

According to the British Crime Survey, the estimated number of racially motivated offences in England and Wales fell from 390,000 in 1995 to 280,000 in 1999. The number of racially motivated incidents against Black, Indian, Pakistani and Bangladeshi people fell, from 145,000 in 1995 to 98,000 in 1999. This indicates that increased levels of racially motivated incidents as recorded by police statistics, relate to improvements in recording and higher levels of reporting such incidents.

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 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 inquiry known as the *McPherson Report* reported on the murder investigation and claimed that the Metropolitan police were institutionally racist. The police had made basic errors in their investigation due to racist attitudes and misunderstandings. This suggests that the way that they work is unfair and **discriminates** against 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) What was the risk of being the victim of a racially motivated incident for British people of Pakistani and Bangladeshi origin in 1995? [1]
- (b) What was the risk of being the victim of a racially motivated incident for White people in 1999? [1]
- (c) What was the trend in the number of victims reporting racially motivated incidents between 1993 and 1999? [2]

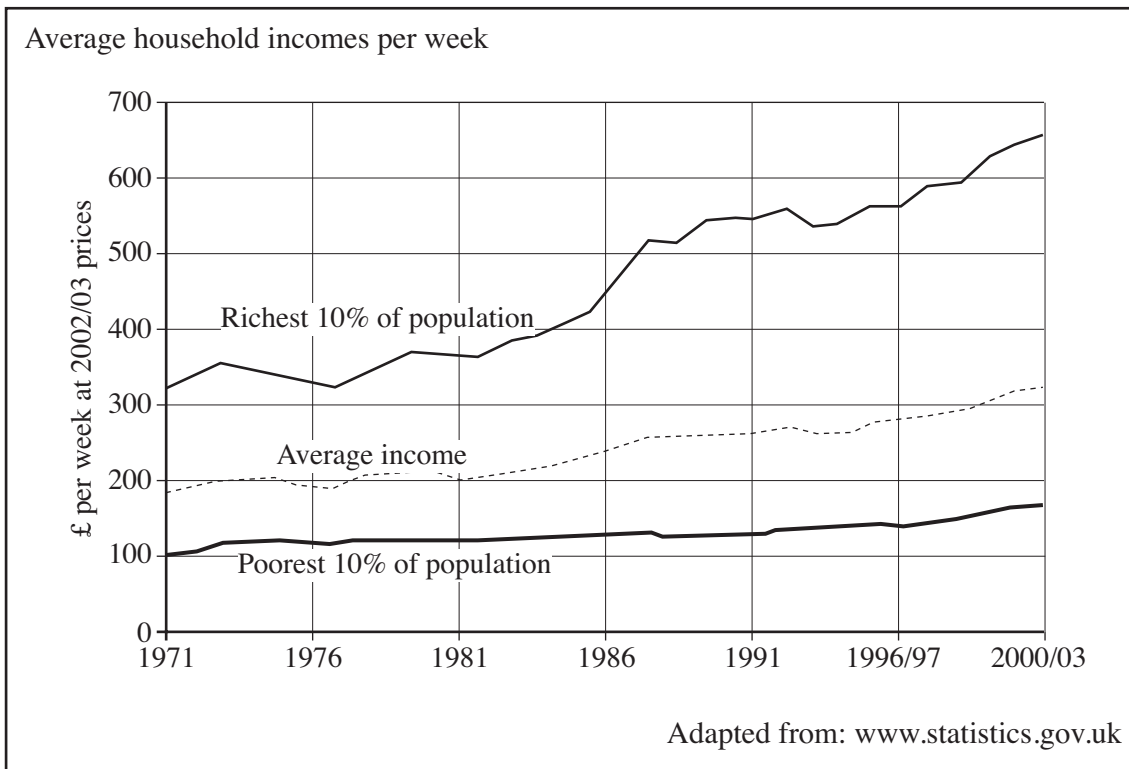
Using **Source D**, answer the following questions.

- (d) What was the *McPherson Report*? [1]
- (e) Why did the McPherson Report criticise the Metropolitan Police? [2]

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

- (f) Explain the meaning of the term **discrimination**. [1]
- (g) Outline and explain the meaning of the term **racism**. [2]
- (h) Outline and explain sociological reasons to explain why racism occurs. [4]
- (i) What sociological evidence is there to suggest that members of ethnic minorities may experience inequality in British society? [6]

6. Social Class



- (a) Using the source above, explain what has happened to the incomes of the richest 10% of the population of Britain over the last thirty years? [2]
- (b) Identify and explain the meaning of the term **life chances**. [3]
- (c) Using sociological knowledge, briefly explain how parents may pass on their social class position to their children. [5]
- (d) Using sociological knowledge, explain whether social class still affects people's lives in Britain. [10]

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

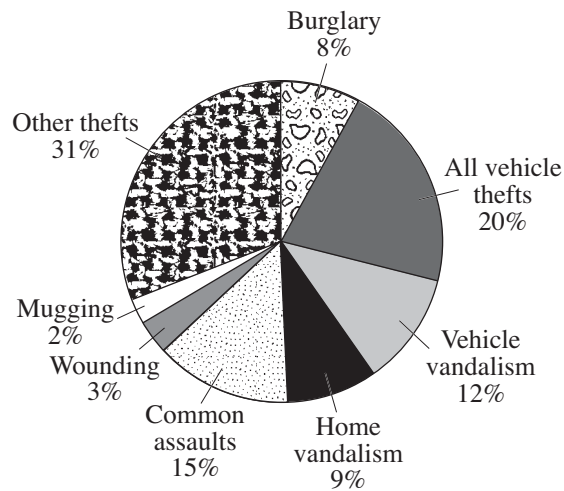
- (a) Using the source above, explain the meaning of the term **interest group**. [2]
- (b) Identify and explain why we have **interest groups** in our society. [3]
- (c) Using sociological knowledge, briefly explain reasons why people join **interest groups**. [5]
- (d) Using sociological knowledge, explain how **interest groups** are able to influence government in our society. [10]

8. Crime and Deviance

The **British Crime Survey (BCS)** which produced the pie chart shown below is published every two years.

It is based on asking people if they have been the victim of crime and is known as a **victim study**. 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 meaning of the term **victim study**. [2]
- (b) Identify and explain the meaning of the term **hidden** or **dark figure of crime**. [3]
- (c) Using sociological knowledge, briefly explain why official statistics on crime are collected. [5]
- (d) Using sociological knowledge, explain why sociologists suggest that official crime statistics may not give a full picture of the crime that takes place in Britain. [10]