



GCSE

217/01

SOCIOLOGY
FOUNDATION TIER

P.M. TUESDAY, 17 June 2008

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

Soap characters ‘damage ambition’.



The character, Stacey Slater, works as a market trader in EastEnders.

TV writers have been warned that giving teenage soap characters dead-end jobs is damaging young viewers’ career dreams. Characters in soaps like EastEnders are **role models** and could be shown making more use of their talent.

Julia Dowd, who speaks for an education organisation known as the *Learning and Skills Council* said that there are many characters who could be successful with a little good advice. She said that script writers should make sure they are setting a good example to their show’s fans.

Julia Dowd said: “Young people in soaps are role models. If they remain in dead end jobs there is a danger that young people will accept this as the **norm**.”

“While most young people have ambitions, there are still thousands without the qualifications employers need job applicants to have. We need the role models on TV to set a good example.”

Adapted from the BBC website

Source B

Many models and actresses who are popular in the **mass media** are often well below a healthy body weight because this is seen as attractive. Studies have suggested that there may be a link between very thin models and eating disorders such as anorexia where people control their eating to keep their weight very low indeed.

Adapted from the BBC website

Look at **Source A**.

- (a) What job does the EastEnders character Stacey Slater have? [1]
- (b) What type of television show is EastEnders? [1]
- (c) Why did Julia Dowd criticise the television scriptwriters? [1]
- (d) Using an example, explain the meaning of the term **role model**. [2]
- (e) Using an example, explain the meaning of the term **norm**. [2]

Look at **Source B**.

- (f) Why are many models and actresses very thin? [1]
- (g) What is anorexia? [1]
- (h) Explain the meaning of the term **mass media**. [1]
- (i) Using an example, explain the link between eating disorders among very thin models and actresses and young people. [2]

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

- (j) Suggest a reason why television programmes should set a good example to young people. [2]
- (k) Explain the meaning of the term **socialisation**. [1]
- (l) What is an **agency of socialisation**? Explain with examples. [2]
- (m) Explain some ways in which we learn social rules from people around us. [3]

2. Family



As the old saying goes, you choose your friends, but you can't choose your **family**. This is because you are born into your family. This is great if everyone gets on but pretty miserable when things go wrong. There's no such thing as a perfect family (no matter what anyone tells you), so most of us have to face family conflict at least once or twice in our lives.

Adapted from the BBC website

- (a) Using the source above, explain the meaning of the term **family**. [2]
- (b) What is meant by lone-parent families? [3]
- (c) Using examples, explain why we have lone-parent families. [4]
- (d) Using sociological knowledge, briefly explain social problems experienced by some lone-parent families in Britain. [5]
- (e) Using sociological knowledge, explain why societies need families. [6]

3. Education

A recent Government survey found out that nearly 80% of **truants** stay off school with their parent's approval which, of course, is against the law.

It's such a major cause of concern that the Government is considering plans to reduce or even stop the child benefit paid to parents of regular truants. Parents who allow their children to stay off school have already been sent to prison.

What's more, it's estimated that 20% of criminal damage, 40% of street crime, 25% of burglaries, and over 30% of car thefts are carried out by 10-16 year-olds during school hours. Children with poor qualifications also find it difficult to gain jobs when they leave school.

Adapted from the BBC website

- (a) Using the source above, explain the term **truant**. [2]
- (b) Explain the meaning of the term **compulsory education**. [3]
- (c) Using examples explain what is meant by the term **National Curriculum**. [4]
- (d) Using sociological knowledge, briefly explain how schools may help to socialise children. [5]
- (e) Using sociological knowledge, explain why it is important to have an education system. [6]

4. Work and Unemployment



How is work changing?

- Fewer low skill jobs, especially **manufacturing** things in factories.
- More jobs in ‘customer service’ industries like call centres.
- More women have jobs than in the past.
- More people able to work from home because of new office technology like computers and e-mail.
- More flexible, but less secure, ways of working – fixed-term contracts, temporary and part-time jobs and self-employment.
- More job changing – fewer people will stay in exactly the same job throughout their working life.

Adapted from the BBC Cymru website

- (a) Using the source above, explain the meaning of the term **manufacturing**. [2]
- (b) Explain the meaning of the term **work**. [3]
- (c) Using examples, explain how technology is changing work. [4]
- (d) Using sociological knowledge, briefly explain the difference between work and leisure. [5]
- (e) Using sociological knowledge, explain why more women have jobs today than 50 years ago. [6]

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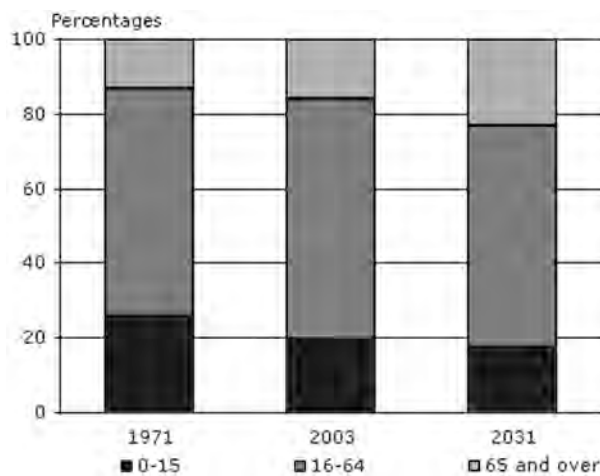
SECTION B

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

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

Source C

Changes in the percentage of people in each age group in Britain.



Average age of population continues to rise

The average age was 34 years in 1971. It was 38 in 2003.

The ageing of the population is the result of two factors. There are fewer children born. People live longer because the **death rate** has fallen.

The percentage of older people (aged 65 and over) was 13 per cent in 1971. It was 16 per cent in 2003 and it will rise to 23 per cent in 2031.

Source D**Many old people are poor.**

1.8 million old people in the UK live in poverty, thousands could die this winter. Please help us to help those old people!

How your gift today could help older people this winter ...

- £10 could go towards the cost of providing hot meals for those unable to cook for themselves.
- £15 could go towards the cost of essential warm clothes during the cold winter months.
- £20 could go towards the cost of our national campaigning work, such as asking the Government to increase the Basic State Pension.

Donations will help to fund all the work which Age Concern carries out on behalf of older people. Whatever you donate could help save a life this winter.

Adapted from the Age Concern website

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

- (a) What was the average age of people in Britain in 2003? [1]
- (b) What percentage of people was aged 15 and under in 2003? [1]
- (c) What is happening to the percentage of people aged under 15 in the population? [1]
- (d) What does the term **death rate** mean? [1]
- (e) Give **two** reasons why there are fewer children being born in Britain. [2]
- (f) Give **two** reasons why people are living longer. [2]

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

- (g) How many old people live in poverty in the UK? [1]
- (h) Describe **two** problems that poorer old people may face in winter. [2]
- (i) Explain why so many older people in Britain are poor. [4]

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

- (j) What is a stereotype? [1]
- (k) Describe **one** common stereotype of old people. [1]
- (l) Using your wider sociological knowledge, suggest social reasons why women tend to live longer than men. [3]

6. Social Class

Poverty in the UK

Being poor isn't just about a lack of money or possessions – the effects run much deeper. There are many studies to show that the education, health, **life-expectancy**, and employment prospects of the children of families with a low **income** (such as minimum wage) are much worse than they are for children born to richer parents.

Poverty also means being powerless – having no say in the decisions that affect your life. And it can also mean being treated as a second-class citizen by the rest of society. This is the same for most poor people, whether they live in a run-down housing estate in Wales, or a village in Ghana.

Adapted from the Oxfam website

- (a) Using the source above, explain the meaning of the term **income**. [2]
- (b) Explain the meaning of the term **life expectancy**. [3]
- (c) Using examples, explain **poverty**. [4]
- (d) Using sociological knowledge, briefly explain how being poor can affect life chances. [5]
- (e) Using sociological knowledge, explain which groups of people are most likely to be poor in Britain today. [6]

7. Participation and Protest

Each year, at the State opening of Parliament, the Queen lists Bills that will be presented before Parliament. A **Bill** is a proposal for a new law.

Most Bills are introduced into Parliament by the Government. Some Bills were promised as part of the government election campaign. Other Bills are made as a result of recent events or public campaigning.

Sometimes MPs (Members of Parliament) introduce Bills into Parliament. Very few of these Bills become law.

Adapted from the Parliament website

- (a) Using the source above, explain the meaning of the term **Bill**. [2]
- (b) Explain the meaning of the term **democracy**. [3]
- (c) Using examples, explain how a government is elected. [4]
- (d) Using sociological knowledge, briefly explain why people join political parties. [5]
- (e) Using sociological knowledge, explain how we can influence our government. [6]

8. Crime and Deviance

Burglary is a term that covers a variety of crimes and methods of committing **crime**. It involves breaking into property such as houses, shops, warehouses and hotels. Burglars may then remove items or damage them.

Older people experience less burglary than younger people such as students in rented accommodation. Very old people are frequent victims of bogus callers (distraction burglary). Criminals pose as an official or a social worker and then are invited into someone's home. The victim is kept talking while someone else goes through the house and takes things of value.

Based on information in the Home Office website

- (a) Using the source above, explain the meaning of the term **crime**. [2]
- (b) Explain the meaning of the term **deviance**. [3]
- (c) Using examples, explain ways in which we know about the amount of crime committed in Britain. [4]
- (d) Using sociological knowledge, briefly explain which groups of people are most likely to be convicted of crime. [5]
- (e) Using sociological knowledge, explain what sociologists have told us about why people commit crime. [6]