



General Certificate of Education  
Advanced Subsidiary Examination  
January 2010

## Sociology

## SCLY1

### Unit 1

Friday 15 January 2010 1.30 pm to 2.30 pm

**For this paper you must have:**

- a 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** parts of the question from 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 part-questions are shown in brackets.
- The maximum mark for this paper is 60.
- Parts (d) and (e) of your chosen question should be answered in continuous prose.  
In these part-questions you will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

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Choose **one** Section and answer **all** parts of the question from that Section.

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**SECTION A: CULTURE AND IDENTITY**

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**Total for this section: 60 marks**

**1** Read **Items 1A and 1B** below and answer parts (a) to (e) that follow.

**Item 1A**

The term ‘culture’ refers to the language, norms, values, beliefs, knowledge and customs of a society. However, within this broad definition, sociologists use the concept of culture in many different ways. For example, sociologists refer to folk culture, high culture, low culture, popular culture and mass culture to describe aspects of culture in society.

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**Item 1B**

Functionalists argue that society has certain functional prerequisites (basic needs or requirements). One of these is the need to socialise new members into the norms and values of society. Society needs everybody to internalise these norms and values and the resulting consensus will help to create and maintain social order.

However, Marxists argue that society is characterised by social inequality and class exploitation, maintained by ruling-class ideology. This is the set of ruling-class ideas and attitudes that is passed on via the socialisation process.

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- (a) Explain what is meant by ‘folk’ culture (**Item 1A**). *(2 marks)*
- (b) Explain the difference between ‘high culture’ and ‘low culture’ (**Item 1A**). *(4 marks)*
- (c) Suggest **three** ways in which gender may affect leisure opportunities. *(6 marks)*
- (d) Examine sociological contributions to our understanding of how identity is shaped by any **two** of the following: social class; disability; sexuality; age. *(24 marks)*
- (e) Using material from **Item 1B** and elsewhere, assess the functionalist view that socialisation is mainly concerned with transmitting the ‘norms and values of society’ (**Item 1B**, lines 2-3). *(24 marks)*

**Turn over for Section B**

**Turn over ►**

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**SECTION B: FAMILIES AND HOUSEHOLDS**

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**Total for this section: 60 marks**

**2** Read **Items 2A and 2B** below and answer parts (a) to (e) that follow.

**Item 2A**

Over the last one hundred years, there has been a general decline in the birth rate. One factor causing this is the decline in the fertility rate, partly due to women choosing to delay having children.

These changes have affected the position and status of children in society. Some sociologists suggest that these changes have led to an improvement in the position of children, while other sociologists are more cautious about any such improvement.

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**Item 2B**

Marxists see all social institutions as serving the interests of capitalism. They argue that institutions such as the family help to maintain the system of class inequality and exploitation. One way in which the family does this is by socialising children into accepting hierarchy. The family is also an important market for consumer goods.

Alternatively, functionalists argue that the family performs vital functions for society. For example, it benefits family members by offering mutual support and emotional satisfaction.

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- (a) Explain the difference between the ‘birth rate’ and the ‘fertility rate’ (**Item 2A**). *(4 marks)*
- (b) Suggest **two** reasons why women might delay having children (**Item 2A**). *(4 marks)*
- (c) Suggest **two** ways in which the position of children could be said to have improved over the last one hundred years. *(4 marks)*
- (d) Examine the ways in which government policies and laws may affect the nature and extent of family diversity. *(24 marks)*
- (e) Using material from **Item 2B** and elsewhere, assess the Marxist view that the main role of the family is to serve the interests of capitalism. *(24 marks)*

**Turn over for Section C**

**Turn over ►**

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**SECTION C: WEALTH, POVERTY AND WELFARE**

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**Total for this section: 60 marks**

**3** Read **Items 3A and 3B** below and answer parts (a) to (e) that follow.

**Item 3A**

Welfare pluralism is a feature of welfare provision in Britain today. Alongside the state or public sector, the private sector and voluntary organisations play an increasing role in the provision of welfare services. There is also a role for the informal sector. This informal sector is made up of family, friends and neighbours who may provide for a range of day-to-day needs, as well as help in times of crisis.

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**Item 3B**

Marxists argue that the welfare state fails to tackle the real causes of poverty. In fact, it helps to maintain the current system of social inequality by providing a minimum standard of living. This minimum standard deals with the extremes of poverty and therefore helps to prevent serious opposition to the way society is organised. For Marxists, the key to eliminating poverty is a radical change in society, where the rich are forced to give up their ownership of the wealth of society.

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However, sociologists from a social democratic perspective argue that the welfare state does in fact address poverty, and is an important part of government strategies to abolish poverty in society.

- (a) Explain what is meant by the ‘private’ sector of welfare providers (**Item 3A**). (2 marks)
- (b) Explain the difference between relative poverty and absolute poverty. (4 marks)
- (c) Suggest **three** ways in which the informal sector may provide day-to-day support to people in need (**Item 3A**). (6 marks)
- (d) Examine the reasons why some minority ethnic groups are likely to experience poverty. (24 marks)
- (e) Using material from **Item 3B** and elsewhere, assess the view that the welfare state has failed to abolish poverty. (24 marks)

**END OF QUESTIONS**

**There are no questions printed on this page**