



General Certificate of Education
Advanced Subsidiary Examination
June 2012

Sociology

SCLY1

Unit 1

Thursday 17 May 2012 9.00 am to 10.00 am

For this paper you must have:

- an AQA 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** questions in 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 questions are shown in brackets.
- The maximum mark for this paper is 60.
- Questions carrying 24 marks should be answered in continuous prose. In these questions you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Choose **one** section and answer **all** questions in that section.

Section A: Culture and Identity

Total for this section: 60 marks

Read **Items 1A** and **1B** below and answer questions

0	1
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 to

0	5
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 that follow.

Item 1A

Individuals have a sense of their own identity. This is partly a product of how individuals interpret their own experiences, but this sense of identity may also be affected by the expectations and reaction of the rest of society. For example, having a disability may shape an individual's experience in society and, for some people, this disability may take on a master status.

Item 1B

From a Marxist perspective, the role of the socialisation process is to get people to accept the beliefs and values of the dominant class. All the agencies of socialisation play a part in the promotion of these beliefs and values. For example, according to Marxists, religion encourages conformity and an acceptance of hierarchy. This serves the interests of the rich and powerful in society.

However, some sociologists argue that socialisation benefits society as a whole. The socialisation process helps to guarantee the smooth functioning of society.

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| 0 | 1 |
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 Explain what is meant by 'master status' (**Item 1A**). *(2 marks)*
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| 0 | 2 |
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 Suggest **two** ways in which an individual's leisure choices may be affected by their social class. *(4 marks)*
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| 0 | 3 |
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 Suggest **three** ways in which disability may shape an individual's experience in society, **apart from** that referred to in **Item A**. *(6 marks)*
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 Examine the ways in which sociologists can contribute to our understanding of how social identity is shaped by gender. *(24 marks)*
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 Using material from **Item 1B** and elsewhere, assess the Marxist view of the role of the socialisation process. *(24 marks)*

Section B: Families and Households

Total for this section: 60 marks

Read **Items 2A** and **2B** below and answer questions

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 that follow.

Item 2A

Over the past 40 years or so, there has been a decline in the number of first marriages in the United Kingdom. One of the reasons for this decline is the change in the role of women in society. In order to develop their careers, women may be rejecting the notion of marriage altogether and remaining single. Over the same period, there has been an increase in the number of matrifocal families.

Item 2B

The New Right see the decline of the traditional nuclear family and the growth of family diversity as negative trends in modern society. For example, they point to the rising number of couples cohabiting and the large number of children born outside marriage. From the New Right perspective, these changes have undermined the family and are the cause of many social problems in Britain today.

Other sociologists suggest that changes to the family are exaggerated. For example, if we take a life-cycle approach to the study of families, then we will see that in fact most people marry and most have children within marriage.

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| 0 | 6 |
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 Explain what is meant by the 'matrifocal family' (**Item 2A**). *(2 marks)*
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| 0 | 7 |
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 Suggest **two** reasons for the decline in the number of first marriages over the past 40 years or so, **apart from** those referred to in **Item 2A**. *(4 marks)*
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| 0 | 8 |
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 Suggest **three** effects on society of an ageing population. *(6 marks)*
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| 0 | 9 |
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 Examine different sociological views on changes in the experience of childhood in the past 50 years or so. *(24 marks)*
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 Using material from **Item 2B** and elsewhere, assess the view that the growth of family diversity has led to the decline of the traditional nuclear family. *(24 marks)*

Turn over for Section C

Turn over ►

Section C: Wealth, Poverty and Welfare

Total for this section: 60 marks

Read **Items 3A** and **3B** below and answer questions

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1	5
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 that follow.

Item 3A

The number of people living in poverty at any one time is difficult to measure. This is partly due to the difficulty of agreeing on a definition of poverty. For example, using a subjective definition of poverty may give a different result from using an objective definition. Furthermore, many social groups, such as older people and lone-parent families, may live on the margins, moving in and out of poverty.

Item 3B

For many conflict sociologists, poverty is caused by the class structure of society. This is shown by the way in which social class is an important factor in the distribution of resources in society. Some argue that the key to poverty lies in the way the labour market works in capitalist society. The working class receive low pay and are likely to experience spells of unemployment.

Alternatively, some sociologists argue that poverty is caused mainly by the lifestyles and attitudes of the poor themselves, rather than by the class structure of society.

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| <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">1</td></tr></table> | 1 | 1 | Explain what is meant by 'subjective' poverty (Item 3A). | <i>(2 marks)</i> |
| 1 | 1 | | | |
| <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">2</td></tr></table> | 1 | 2 | Suggest two reasons why older people are more likely to experience poverty (Item 3A). | <i>(4 marks)</i> |
| 1 | 2 | | | |
| <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">3</td></tr></table> | 1 | 3 | Suggest three policies that governments might use to reduce differences in living standards between rich and poor. | <i>(6 marks)</i> |
| 1 | 3 | | | |
| <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">4</td></tr></table> | 1 | 4 | Examine the contribution of different types of welfare provider to meeting people's welfare needs. | <i>(24 marks)</i> |
| 1 | 4 | | | |
| <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="padding: 2px 5px;">1</td><td style="padding: 2px 5px;">5</td></tr></table> | 1 | 5 | Using material from Item 3B and elsewhere, assess the view that poverty is caused by the class structure of society. | <i>(24 marks)</i> |
| 1 | 5 | | | |

END OF QUESTIONS