



General Certificate of Education  
Advanced Subsidiary Examination  
June 2011

## Sociology

**SCLY2**

### Unit 2

**Friday 20 May 2011 1.30 pm to 3.30 pm**

**For this paper you must have:**

- an AQA 12-page answer book.

### Time allowed

- 2 hours

### 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 SCLY2.
- This paper is divided into **two** sections.
- Choose **one** section and answer **all** the questions 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 questions are shown in brackets.
- The maximum mark for this paper is 90.
- Questions carrying 12 marks or more 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 **either** Section A **or** Section B and answer **all** the questions from that section.

### Section A: Education with Research Methods

You are advised to spend approximately 50 minutes on questions 

0	1
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 to 

0	4
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You are advised to spend approximately 30 minutes on question 

0	5
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You are advised to spend approximately 40 minutes on questions 

0	6
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 to 

0	9
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**Total for this section: 90 marks**

#### Education

Read **Item A** below and answer questions 

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 to 

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 that follow.

#### Item A

There are major social class, gender and ethnic differences in how well pupils do in school. There has been much debate about the reasons for these differences.

Many sociologists argue that factors and processes within the school are the main cause of differences in the educational achievement of different social groups. For example, the positive or negative labelling of pupils by teachers can have important effects on performance. Similarly, organisational factors within the school, such as streaming or setting, and the way that pupils react to these factors, may also cause differences in achievement. 5

However, other sociologists argue that factors outside the school, such as pupils' home background, have a much greater effect on their achievement. 10

- |                                                                                        |   |   |                                                                                                                                                                                                            |            |
|----------------------------------------------------------------------------------------|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>1</td></tr></table> | 0 | 1 | Explain what is meant by the term 'immediate gratification'.                                                                                                                                               | (2 marks)  |
| 0                                                                                      | 1 |   |                                                                                                                                                                                                            |            |
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>2</td></tr></table> | 0 | 2 | Identify <b>three</b> policies that may promote the marketisation of education.                                                                                                                            | (6 marks)  |
| 0                                                                                      | 2 |   |                                                                                                                                                                                                            |            |
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>3</td></tr></table> | 0 | 3 | Outline some of the functions that the education system may perform.                                                                                                                                       | (12 marks) |
| 0                                                                                      | 3 |   |                                                                                                                                                                                                            |            |
| <table border="1" style="display: inline-table;"><tr><td>0</td><td>4</td></tr></table> | 0 | 4 | Using material from <b>Item A</b> and elsewhere, assess the view that factors and processes within the school are the main cause of differences in the educational achievement of different social groups. | (20 marks) |
| 0                                                                                      | 4 |   |                                                                                                                                                                                                            |            |

## Methods in Context

This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **education**.

Read **Item B** below and answer the question that follows.

### Item B

#### Investigating truancy from school

Truancy – unauthorised absence from school – is closely linked to educational under-achievement. Pupils doing badly at school are more likely to truant, and persistent truants tend to leave school with few qualifications. Truancy is also linked to juvenile delinquency.

Some sociologists may use official statistics to study truancy. The government collects statistics from every school, and these show national trends and patterns, such as that truancy peaks in year 11 and is more common among pupils receiving free school meals. Truancy statistics can also be used to discover the effect on pupils of factors such as changes in educational policies. However, some schools may redefine 'truancy' so as to meet government targets or to present a better public image. 5 10

Other sociologists may use participant observation to study truancy. This can allow the researcher to discover pupils' reasons and motives for truanting and what school attendance means to them. The researcher can also witness first hand any peer pressure on pupils to truant. However, an overt participant observer may find problems fitting in with truants, and so it may be necessary to adopt a covert role such as that of truancy officer. 15

0	5
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Using material from **Item B** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating truancy from school:

**EITHER** official statistics

**OR** participant observation.

(20 marks)

**Section A continues on the next page**

**Turn over ►**

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**Research Methods**

These questions permit you to draw examples from **any areas** of sociology with which you are familiar.

- |       |                                                                                                                   |                   |
|-------|-------------------------------------------------------------------------------------------------------------------|-------------------|
| 0   6 | Explain what is meant by 'validity' in sociological research.                                                     | <i>(2 marks)</i>  |
| 0   7 | Explain the difference between a sampling frame and a sample.                                                     | <i>(4 marks)</i>  |
| 0   8 | Suggest <b>two</b> problems of using documents in sociological research.                                          | <i>(4 marks)</i>  |
| 0   9 | Examine the problems that some sociologists may face when using different kinds of experiments in their research. | <i>(20 marks)</i> |

## Section B: Health with Research Methods

You are advised to spend approximately 50 minutes on questions 

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 to 

1	3
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You are advised to spend approximately 30 minutes on question 

1	4
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You are advised to spend approximately 40 minutes on questions 

1	5
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 to 

1	8
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**Total for this section: 90 marks**

### Health

Read **Item C** below and answer questions 

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 to 

1	3
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 that follow.

#### Item C

In the public's view, the role of the medical profession is to prevent or cure illness and to improve the health of the nation. This view of its role is shared by members of the medical profession.

However, many sociologists argue that the medical profession also performs the function of social control. For example, functionalists argue that doctors act as the gatekeepers to the sick role, permitting only those who are genuinely ill to access this role and the rights that go with it – such as the right not to have to work. This prevents a subculture of the sick from forming and undermining the work ethic.

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Other sociologists, such as Marxists, feminists and followers of Foucault, also see the medical profession as exerting power and control over the population, but not for the benefit of society as a whole.

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- |                                                                                        |   |   |                                                                                                                                                        |            |
|----------------------------------------------------------------------------------------|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>0</td></tr></table> | 1 | 0 | Explain what is meant by the term 'total institution'.                                                                                                 | (2 marks)  |
| 1                                                                                      | 0 |   |                                                                                                                                                        |            |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>1</td></tr></table> | 1 | 1 | Suggest <b>three</b> reasons for international differences in health and illness.                                                                      | (6 marks)  |
| 1                                                                                      | 1 |   |                                                                                                                                                        |            |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>2</td></tr></table> | 1 | 2 | Outline some of the reasons for gender differences in health chances.                                                                                  | (12 marks) |
| 1                                                                                      | 2 |   |                                                                                                                                                        |            |
| <table border="1" style="display: inline-table;"><tr><td>1</td><td>3</td></tr></table> | 1 | 3 | Using material from <b>Item C</b> and elsewhere, assess the view that the main function of the medical profession is social control of the population. | (20 marks) |
| 1                                                                                      | 3 |   |                                                                                                                                                        |            |

**Section B continues on the next page**

**Turn over ►**

## Methods in Context

This question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **health**.

Read **Item D** below and answer the question that follows.

### Item D

## Investigating diet and health

Sociologists are interested in the relationship between diet and health for at least two reasons. Firstly, inequalities in health can be caused by class, gender and ethnic differences in diet. Secondly, media pressure to conform to an ideal body image may be leading to an increase in eating disorders.

Some sociologists may use unstructured interviews to investigate diet and health. For example, feminists argue that this method gives women a voice and this is useful because women are more likely than men to suffer eating disorders. Unstructured interviews can also be useful for exploring the meanings that members of different social groups give to diet and health. However, interviewees may not always be truthful about their eating habits: for example, when these break religious dietary norms.

Other sociologists may use self-completion questionnaires to investigate diet and health. These are usually anonymous, encouraging respondents to answer honestly about their eating habits. Questionnaires also allow researchers to ask about a wide range of social factors to see if they correlate with differences in people's diet and health. However, some dietary-related terms, such as 'calories' or 'dinnertime', may be misunderstood.

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Using material from **Item D** and elsewhere, assess the strengths and limitations of **one** of the following methods for investigating diet and health:

**EITHER** unstructured interviews

**OR** self-completion questionnaires. (20 marks)

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**Research Methods**

These questions permit you to draw examples from **any areas** of sociology with which you are familiar.

- |       |                                                                                                                   |                   |
|-------|-------------------------------------------------------------------------------------------------------------------|-------------------|
| 1   5 | Explain what is meant by 'validity' in sociological research.                                                     | <i>(2 marks)</i>  |
| 1   6 | Explain the difference between a sampling frame and a sample.                                                     | <i>(4 marks)</i>  |
| 1   7 | Suggest <b>two</b> problems of using documents in sociological research.                                          | <i>(4 marks)</i>  |
| 1   8 | Examine the problems that some sociologists may face when using different kinds of experiments in their research. | <i>(20 marks)</i> |

**END OF QUESTIONS**

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