

General Certificate of Education
January 2005
Advanced Subsidiary Examination

SOCIOLOGY
Unit 2

SCY2



Monday 10 January 2005 Afternoon Session

In addition to this paper you will require:

an 8-page answer book.

You may use a calculator.

Time allowed: 1 hour 15 minutes

Instructions

- Use blue or black ink or 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 SCY2.
- This paper is divided into **three** Sections. Choose **one** Section and answer **all** parts of the question from that Section.
- Do all rough work in the answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 60.
- Mark allocations are shown in brackets.
- You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate.
- The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

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

SECTION A – EDUCATION

1

Total for this Section: 60 marks

Item 1A

Most sociologists see material deprivation as a major cause of under-achievement. However, according to cultural deprivation theory, some working-class and ethnic minority children fail because their parents do not socialise them into the appropriate norms, values and skills. For example, Douglas (1964) found that many working-class parents were uninterested in their children's progress and did little to support their education: they failed to attend parents' evenings, did not help them with their homework and did not read to them. 5

As a result, such children are poorly equipped to take advantage of educational opportunities. For cultural deprivation theorists, government and educational bodies need to introduce policies to remedy the situation and give such children the chance to succeed.

However, while cultural deprivation has been used to explain class and ethnic differences in achievement, most sociologists consider that when it comes to gender, other factors are more important, particularly as the pattern of achievement has changed rapidly in recent years, with girls now generally out-performing boys at all levels of schooling. 10

Item 1B

According to functionalists, the education system encourages open competition while giving everyone an equal chance to succeed. As a result, all pupils can show what they are capable of achieving and what kind of future work role they are best suited for. The system is then able to provide each child with an education appropriate to their talents and to fit each individual with the knowledge, skills and attitudes they will need in their adult role. 5

Functionalists see this as having two main advantages. For the individual, it allows social mobility and rewards people according to their ability, not their social background. For society, it promotes a successful economy by ensuring each job is filled by someone with the appropriate talents. This leads to higher living standards for everyone.

- (a) Explain what is meant by "material deprivation" (**Item 1A**, line 1). (2 marks)
- (b) Suggest **two** reasons why many working-class parents may fail to attend parents' evenings, **apart from** lack of interest (**Item 1A**, lines 5 – 6). (4 marks)
- (c) Identify **three** policies that government or educational bodies have introduced to overcome children's cultural deprivation (**Item 1A**, lines 8 – 9). (6 marks)
- (d) Identify and briefly explain **two** reasons why girls are "now generally out-performing boys at all levels of schooling" (**Item 1A**, line 13). (8 marks)
- (e) Examine the role of processes in schools in producing different educational achievement among pupils from different social groups. (20 marks)
- (f) Using material from **Item 1B** and elsewhere, assess the view that the function of the education system is to select and prepare individuals for their future work roles. (20 marks)

SECTION B – WEALTH, POVERTY AND WELFARE

2**Total for this Section: 60 marks****Item 2A**

The Marxist explanation sees poverty as the result of capitalism. Because it is built upon the exploitation of the working class, capitalism inevitably produces poverty. Marxists argue that poverty also exists because it is functional for capitalism. Some sociologists add that poverty can be functional for other groups in society too.

An important feature of the Marxist view is that the poor are part of the working class and not a separate group. As Ralph Miliband puts it, “poverty is a class thing, closely linked to a general situation of class inequality”. Marxists argue that under capitalism, all workers are at risk of falling into poverty. Similarly, John Westergaard and Henrietta Resler argue that sociologists should not regard the poor as a special disadvantaged group, since this merely diverts attention away from the wider structure of inequality in which poverty is embedded. For these reasons, Marxists tend to see poverty as relative. 5

Item 2B

One approach to tackling poverty is known as the institutional model of welfare. This involves the state providing the population as a whole with welfare services and benefits as an automatic right, available to all citizens, regardless of whether or not they are in poverty. Free state education from 5 to 16 is an example of a service favoured by the institutional model. 5

The New Right advocates a different approach, known as the selective model of welfare. This involves targeting state welfare benefits and services only at the poor. Rather than providing welfare automatically to all, the only people eligible to receive state support would be those who can prove themselves to be genuinely poor and with no other means of support. The selective model favours means-tested benefits such as income support. 10

- (a) Explain what is meant by “relative” poverty (**Item 2A**, line 11). (2 marks)
- (b) Suggest **two** reasons why the working class may be more at risk of poverty than other social groups (**Item 2A**). (4 marks)
- (c) Suggest **three** ways in which poverty may be functional (**Item 2A**, lines 3 – 4). (6 marks)
- (d) Identify and briefly describe **two** criticisms made of the Marxist explanation of poverty (**Item 2A**). (8 marks)
- (e) Examine some of the different ways in which sociologists define and measure wealth and poverty. (20 marks)
- (f) Using material from **Item 2B** and elsewhere, assess the view that “targeting state welfare benefits and services only at the poor” is the best way of dealing with poverty (**Item 2B**, line 7). (20 marks)

Turn over ►

SECTION C – WORK AND LEISURE

3**Total for this Section: 60 marks****Item 3A**

Karl Marx argued that alienation is a fundamental feature of the capitalist mode of production. In his view, all workers would inevitably experience alienation under capitalism, just as they all suffered exploitation. However, Elton Mayo's Human Relations approach argues that worker dissatisfaction and alienation are not inevitable and can be avoided. Similarly, other sociologists have argued that different groups of workers are likely to experience different levels of alienation or work satisfaction, depending on a variety of factors both in their work situation and outside it. 5

Some sociologists argue that the key factor affecting workers' sense of alienation is the way in which the production process is organised. For example, Fordist production systems are seen as producing much higher levels of alienation than either pre-Fordist or post-Fordist ways of organising and managing work. 10

Item 3B

Postmodernists argue that social class is no longer important in shaping individuals' leisure and identity. According to this view, in the past, people's work and their resulting class position were the dominant factors that shaped every aspect of their lifestyle, including their identity and their leisure and consumption patterns.

For postmodernists, this is no longer the case. Society is no longer made up of clear-cut, stable social structures and groups such as social classes. Even if classes still exist, they have lost their influence over our lives. Our leisure is no longer determined by our occupation and we have ceased to define our identity in terms of 'belonging to' a particular social class. In postmodern society, class is of little importance. Lifestyles are more fluid, individuals have greater choice and identities are shaped by consumption choices rather than by work or place in the class structure. 10

- (a) Explain what is meant by the "Human Relations approach" to the study of work (**Item 3A**, lines 3 – 4). (2 marks)
- (b) Suggest **two** criticisms of the Human Relations approach to the study of work. (4 marks)
- (c) Suggest **three** reasons why some workers may experience higher levels of alienation than others (**Item 3A**, lines 5 – 6). (6 marks)
- (d) Identify and briefly describe **two** features of "Fordist production systems" (**Item 3A**, line 9). (8 marks)
- (e) Examine the reasons for conflict at work. (20 marks)
- (f) Using material from **Item 3B** and elsewhere, assess the view that work is no longer important in shaping individuals' leisure and identity. (20 marks)

END OF QUESTIONS