

Sociology

41901

Unit 1

Wednesday 15 June 2011 1.30 pm to 3.00 pm

For this paper you must have:

• an AQA 12-page answer book.

Time allowed

• 1 hour 30 minutes

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 41901.
- This paper is divided into three Topic Areas.
 - Topic 1: Answer all questions.
 - Topic 2: Answer all questions in Section 1 and one question from Section 2.
 - Topic 3: Answer all questions in Section 3 and one question from Section 4.
- 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 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.

Advice

You are advised to spend about 30 minutes answering each of the three topics.

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Topic 1: Studying Society

You must answer **all** questions on this topic.

Total for this topic: 30 marks

Study Items A, B and C and answer the questions that follow.

Item A

Truancy and exam results: England – 2007

| Percentage who: | Achieved 5 or more GCSEs at A* – C | Achieved no GCSEs |
|----------------------------------|--|-------------------|
| Persistently truanted in Year 11 | 13 | 20 |
| Occasionally truanted in Year 11 | 49 | 4 |
| Never truanted in Year 11 | 67 | 3 |

Item B

School experiences and pupil attendance

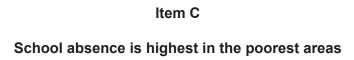
A recent study by Heather Malcolm found that many truants said the reasons they missed school was due to being bullied, boring lessons, problems with teachers and peer pressure. The research found that 16% of secondary school pupils admitted truanting from school.

Information was collected from 17 schools from various parts of England. The research was obtained from questionnaires completed by over 650 pupils.

From Item A, what percentage of persistent truants did not achieve any GCSEs?

(1 mark)

The initial content of th





Government figures show that persistent absence from school is five times higher in England's poorest areas. In 2009, 6% of children in the most socially deprived areas were persistently absent compared with just 1% of children in the wealthiest areas. Similar patterns have been found in Scotland and Wales.

The government defines persistent absence as missing at least one fifth (1/5) of the available school sessions for any reason, including truancy. It believes the link between attendance and exam results is important and has spent more than £1.4 billion on anti-truancy drives.

- Study **Item C**. Describe how sociologists may approach a study of truancy and explain how this might differ from the approach of psychologists. (4 marks)
- 0 5 Explain what sociologists mean by social deprivation. (4 marks)
- **0 6** Explain **one** way in which sociological research might help educational authorities to design policies to reduce truancy in Britain. (4 marks)

You have been asked as a sociologist to investigate truancy amongst secondary school pupils.

- 0 7 Identify what sociologists mean by official statistics and explain how useful these might be for your investigation. (4 marks)
- ldentify **one** ethical issue that you may need to consider **and** explain why you need to consider this ethical issue for this investigation. (4 marks)
- 0 9 Identify **one** sampling method that you would use **and** explain why it is better than another possible sampling technique for obtaining a representative sample. (6 marks)

Topic 2: Education

Answer all questions in Section 1 and one question from Section 2.

Total for this topic: 30 marks

Study **Items D and E** and answer the questions that follow.

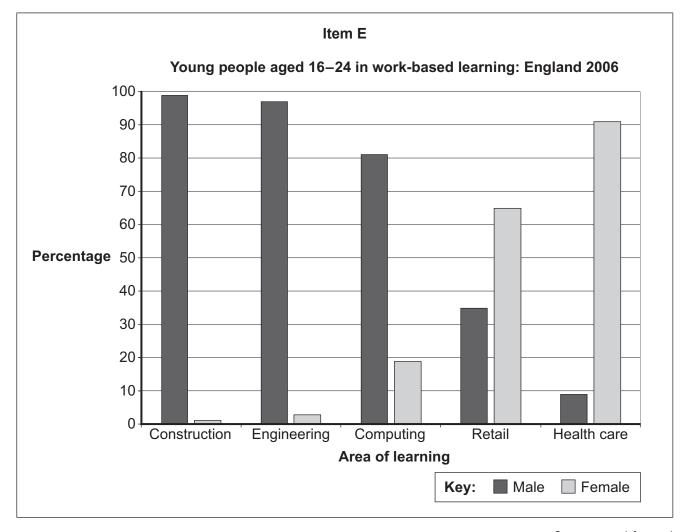
Item D

White working class boys 'failing'

Government figures show that in 2008 only 15% of white working class boys in England gained five GCSEs with grades A* to C, including English and Maths. This compares with 25% of black boys, 32% of Indian boys and 44% of Chinese boys of similar backgrounds.

The national average for all pupils achieving five GCSEs at grades A* to C, including English and Maths, was 46%.

Source: www.news.bbc.co.uk



Source: www.dcfs.gov.uk

Section 1 From Item D, what percentage of Indian working class boys achieved five GCSEs at 0 A* to C grades, including English and Maths? (1 mark) 1 1 From **Item E**, which area of learning had the highest percentage of females? (1 mark) 2 Identify one advantage and one disadvantage of the publication of school league tables. (2 marks) 3 Explain what sociologists mean by vocationalism in education. (4 marks) 4 Describe one way in which schools attempt to encourage a sense of what it means to be British **and** explain how this may help to improve social cohesion. (5 marks) 5 Describe one government policy of the last 20 years which has attempted to widen the range of young people participating in post-16 education. Explain how this policy may or may not have increased educational opportunities. (5 marks)

Section 2

EITHER

1 6 Discuss how far sociologists would agree that a student's ethnic background is the main reason for differences in educational achievement. (12 marks)

OR

1 7 Discuss how far sociologists would agree that peer group pressure has a significant effect on a student's choice of subjects at school and of courses at college. (12 marks)

Turn over for the next topic

Topic 3: Families

Answer all questions in Section 3 and one question from Section 4.

Total for this topic: 30 marks

Study **Items F and G** and answer the questions that follow.

Item F

A survey asked men and women who had partners to report on their partner's contribution to laundry and shopping for groceries. The results are shown below.

| | Percentage (%) of respondents who reported 'Always' done by the woman | | | |
|------------------------|--|------------|----------|------------|
| | 1994 | | 2006 | |
| Household tasks | Men % | Women % | Men % | Women % |
| Laundry | 77 | 84 | 71 | 80 |
| Shopping for groceries | 39 | 45 | 38 | 45 |

Item G Families with dependent children: by ethnic group and family type United Kingdom – 2008

| | | Percentage living as: | | | |
|--------------|----------------|-----------------------|-------------|--|--|
| Ethnic group | Married couple | Cohabiting couple | Lone parent | | |
| White | 63 | 14 | 23 | | |
| Asian | 87 | 1 | 12 | | |
| Black | 46 | 6 | 48 | | |
| Mixed | 48 | 13 | 39 | | |

Section 3

From **Item F**, what percentage of men with partners in 2006 reported that laundry was 8 always done by the woman? (1 mark) 1 9 From Item G, which ethnic group has the lowest percentage of dependent children living in a lone parent family? (1 mark) 2 0 Identify two reasons why there has been an increase in the percentage of children living in lone parent families in the last 30 years or so. (2 marks) 1 Explain what sociologists mean by a reconstituted family. (4 marks) 2 2 Describe one way in which relations between parents and children have changed in the last 30 years or so and explain why this change has happened. (5 marks) 3 Describe the feminist approach to the family and explain how this approach is different 2

Section 4

EITHER

2 4 Discuss how far sociologists would agree that there is equality between men and women in the family. (12 marks)

(5 marks)

from other sociological approaches.

OR

Discuss how far sociologists would agree that the wider extended family is becoming less important in society today. (12 marks)

END OF QUESTIONS

There are no questions printed on this page

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- Item C: BBC News at www.bbc.co.uk/news, 2009. Photograph © Getty Images.
- Item D: BBC News at www.bbc.co.uk/news, 2008.
- Item E: Further Education and Work Based Learning for Young People, National Statistics, 2007.

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- Item F: British Social Attitudes 24th Report, National Centre for Social Research, 2008.
- Item G: Social Trends 39, 2009. Reproduced under the terms of the Click-Use Licence.

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