

General Certificate of Education
January 2004
Advanced Subsidiary Examination



SOCIOLOGY
Unit 1

SCY1

Thursday 8 January 2004 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 SCY1.
- This paper is divided into **three** Sections. Choose **one** Section and answer **all** parts of the question from the Section chosen.
- 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 the Section chosen.

SECTION A – FAMILIES AND HOUSEHOLDS

1

Total for this Section: 60 marks

Item A

Functionalists describe the modern family as having a gender division between instrumental and expressive roles, and they see the family as performing beneficial functions in all societies. By contrast, feminists are critical of the family, especially the traditional nuclear family favoured by functionalists. Radical feminists emphasise the patriarchal nature of the family as an institution and argue that men in general benefit by being able to exploit and oppress women within the family. Radical feminists argue that the only solution is the abolition of the family. They also tend to support the idea that women need to organise themselves separately from men and build an alternative society. However, while all feminists agree that the family can oppress women, many are critical both of the radical feminists' explanation and of their solution. 5 10

Item B

In the past, divorce was less common partly because the law made it difficult to obtain. For example, before 1857, divorce was only obtainable by a special and costly Act of Parliament. A change in the law in 1857 permitted men to divorce unfaithful wives, but women seeking a divorce had to prove not only adultery, but also their husbands' cruelty or other "matrimonial offence". Since then, changes in the law have made divorce easier and the number of divorces has increased enormously: there are now about 50 times more divorces each year than there were in 1921. 5

However, the divorce rate is not necessarily a good measure of the level of family breakdown. Low divorce rates do not necessarily mean low rates of breakdown. For example, when the law makes divorce difficult, couples may find other solutions to their problems and marital breakdown may take different forms instead of divorce. 10

- (a) Explain briefly what is meant by an “expressive” role (**Item A**, line 2). *(2 marks)*
- (b) Identify **two** ways in which men may be “able to exploit and oppress women within the family” (**Item A**, line 6). *(4 marks)*
- (c) Suggest **three** functions that functionalists would see the family as performing (**Item A**, lines 2 – 3). *(6 marks)*
- (d) Identify and briefly explain **two** criticisms of the radical feminist view of the family (**Item A**). *(8 marks)*
- (e) Examine the extent of, and the reasons for, changes in the position of children since industrialisation. *(20 marks)*
- (f) Using material from **Item B** and elsewhere, assess the view that changes in the law are the main cause of increases in the divorce rate. *(20 marks)*

TURN OVER FOR SECTION B

Turn over ►

SECTION B – HEALTH

2

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

Over the past 100 years or so, there has been a great overall improvement in public health in Britain. Yet class inequalities remain a widespread and persistent feature of the health chances of the population. For example, working-class people have a shorter life expectancy and higher levels of chronic illness than middle-class people.

These inequalities persist despite the existence of the National Health Service. One aim of the NHS was to provide free health care and to treat people on the basis of their health needs. Indeed, not only has the NHS failed to close the gap in health between the classes, but sociologists have shown that there are also class differences in access to health care itself. For example, studies show that middle-class patients typically have longer consultations with their GPs, are more likely to be referred to a specialist, and make more use of preventative services than working-class patients. 5 10

However, this is not to say that class is the only inequality: both gender and ethnic differences in health chances and health care also have important effects on people's lives.

Item B

Many sociologists argue that health, illness and disability are socially constructed and relative. That is, what counts as health, illness and disability varies from place to place, time to time and group to group. Different cultures have different views of what it means to be sick or healthy, of what causes illness, of how it should be treated and so on. For example, societies such as the Azande believed witchcraft to be a cause of illness. They regarded witchcraft as a physical substance in the body of witches, whose essence could leave the witch and take possession of another person's body, causing illness and even death. 5

Similarly, different groups within the same society have different views of health and illness. Studies show that middle-class women who suffer lower-back pain are more likely to seek medical treatment, whereas working-class women are more likely to define the condition as "normal" and thus not as "work for the doctor". 10

- (a) Explain briefly what is meant by “chronic illness” (**Item A**, line 4). *(2 marks)*
- (b) Identify **two** gender differences in health chances and/or health care (**Item A**, lines 12 – 13). *(4 marks)*
- (c) Suggest **three** reasons, **apart from** access to health care, why the working class has worse health chances than the middle class (**Item A**, lines 3 – 4). *(6 marks)*
- (d) Identify and briefly explain **two** reasons why there are “class differences in access to health care” (**Item A**, line 8). *(8 marks)*
- (e) Examine reasons for differences in **both** the health chances **and** the health care of different ethnic groups. *(20 marks)*
- (f) Using material from **Item B** and elsewhere, assess the view that health, illness and disability are socially constructed. *(20 marks)*

TURN OVER FOR SECTION C

Turn over ►

SECTION C – MASS MEDIA

3

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

Over the years, many studies have focused on the effects of the media on their audiences. For example, the effects of viewing violence on television have been widely studied and researchers have suggested an equally wide range of effects that this might have on viewers. Much of this research has been influenced by the hypodermic syringe model.

A different approach to the media-audience relationship is the uses and gratifications model. This model sees people as using the media in various ways to fulfil their needs. It sees audiences as being in control – as active interpreters of media output, using the media consciously and rationally as a way of satisfying their various needs. 5

The method generally used to investigate uses and gratifications is to compile a questionnaire listing different reasons for viewing and to give this to a cross-section of the audience. The researchers then analyse and categorise the responses into the different uses that the audience make of the media. 10

Item B

Text extract on pluralism from *Sociology: Themes and Perspectives*, HarperCollins Publishers Ltd, 2000, p. 936 – not reproduced here, due to third-party copyright constraints.

Source: adapted from M. HARALAMBOS AND M. HOLBORN, *Sociology: Themes and Perspectives*, (Collins) Fifth Edition 2000

- (a) Explain briefly what is meant by “the hypodermic syringe model” (**Item A**, line 4).
(2 marks)
- (b) Identify **two** possible effects that viewing violence on television may have upon audiences (**Item A**, lines 2 – 3).
(4 marks)
- (c) Suggest **three** needs that audiences might fulfil by using the mass media (**Item A**, line 6).
(6 marks)
- (d) Identify and briefly explain **two** criticisms of the uses and gratifications approach (**Item A**).
(8 marks)
- (e) Examine the ways in which gender and sexuality are portrayed in the mass media.
(20 marks)
- (f) Using material from **Item B** and elsewhere, assess the pluralist view of the mass media.
(20 marks)

END OF QUESTIONS