

General Certificate of Education
January 2004
Advanced Subsidiary Examination



SOCIOLOGY
Unit 2

SCY2

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 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.

SCY2

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

SECTION A – EDUCATION

1

Total for this Section: 60 marks

Item A

The education system has two key functions – the reproduction of class inequality and the legitimisation of class inequality. It may do this in various ways. For example, Stephen Ball argues that in recent years the education systems in many countries have undergone a process of “marketisation”. In Britain, this has come about largely as a result of the 1988 Education Reform Act. This Act introduced policies such as the publication of examination league tables, and funding for schools based on the number of pupils they could attract. The Act also brought in what Miriam David describes as “parentocracy”: the idea that parents would be able to choose which school their child would attend. In reality, however, not all parents are equally successful choosers: evidence from both Britain and the USA shows that middle-class and white parents are more likely to succeed in gaining places for their children in schools that get better results. 5

Item B

Text extract from article "State pupils aged 14 at same level as prep school 11-year-olds", *Evening Standard*, 18 October 2002 – not reproduced here, due to third-party copyright constraints.

Source: adapted from TIM MILES, “State pupils aged 14 at same level as prep school 11-year-olds”, *The Evening Standard*, 18 October 2002

- (a) Explain briefly what is meant by the “reproduction” of class inequality (**Item A**, line 1). (2 marks)
- (b) Identify **two** reasons why some parents are better able than others to choose which school their child attends (**Item A**, lines 7 – 8). (4 marks)
- (c) Suggest **three** functions that education may perform **apart from** those mentioned in **Item A**. (6 marks)
- (d) Identify **two** educational policies **apart from** those mentioned in **Item A** that may have affected differences in educational achievement, and briefly describe how each policy has done this. (8 marks)
- (e) Examine the reasons for differences in educational achievement between different ethnic groups. (20 marks)
- (f) Using material from **Item B** and elsewhere, assess the view that schools and what takes place within them are the main cause of social class differences in educational achievement. (20 marks)

SECTION B – WEALTH, POVERTY AND WELFARE

2

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

Not everyone is equally likely to fall into poverty, just as not everyone has an equal chance of being rich. Certain social groups contain a much higher proportion of poor people. For example, women are more likely than men to experience poverty, as are members of some ethnic minority groups. Those who are dependent on benefits are more at risk of poverty, especially if these are means-tested rather than universal benefits, since the latter tend to be higher. Furthermore, those who are eligible to receive welfare benefits and services of various kinds do not always take them up. Sociologists such as Rowntree have argued that some people who theoretically have enough to meet their needs, fail to do so because they do not spend their income appropriately – for example on cheap but nutritious foodstuffs – and as a result they find themselves in poverty. 5 10

Item B

Sociologists from a social democratic or liberal perspective argue that the welfare state was set up to eliminate or reduce poverty by redistributing some of the wealth of the better off to the poor by means of progressive taxation and welfare benefits and services. By contrast, New Right thinkers and politicians argue that the welfare state, far from being a solution to the problem of poverty, is in fact a major cause of poverty. For example, high taxation on the profits or salaries of business people will discourage them from setting up or expanding their businesses. This in turn means fewer jobs will be created, thus producing higher levels of unemployment and poverty. Similarly, high levels of welfare benefits will act as a disincentive to the unemployed to find work, since they can live comfortably without doing so. 5 10

- (a) Explain briefly what is meant by “universal benefits” (**Item A**, line 5). (2 marks)
- (b) Identify **two** reasons why some poor people “do not spend their income appropriately” (**Item A**, line 9). (4 marks)
- (c) Suggest **three** reasons why “women are more likely than men to experience poverty” (**Item A**, line 3). (6 marks)
- (d) Identify and briefly explain **two** reasons why “those who are eligible to receive welfare benefits and services of various kinds do not always take them up” (**Item A**, lines 6 – 7). (8 marks)
- (e) Examine some of the ways in which poverty, wealth and income may be defined and measured. (20 marks)
- (f) Using material from **Item B** and elsewhere, assess the view that the welfare state is the cause of poverty rather than the solution to poverty. (20 marks)

TURN OVER FOR SECTION C**Turn over ►**

SECTION C – WORK AND LEISURE

3

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

Text extract on effects of unemployment from *Sociology in Focus*, Causeway Press, 1995, p. 349-350 – not reproduced here, due to third-party copyright constraints.

Source: adapted from P. TAYLOR ET AL, *Sociology in Focus*, Causeway Press (1995)

Item B

Conflict at work can take many forms. Workers may take organised actions such as an official strike or overtime ban, as well as less organised ways of expressing hostility to their employer, such as absenteeism and industrial sabotage. Employers too can take actions, ranging from victimising individual workers, large-scale redundancies and lockouts, to cutting wages or speeding up assembly lines. 5

Some sociologists see strikes and conflict at work as an abnormal or unnecessary state of affairs, caused for example by poor communication between managers and workers. By contrast, others see conflict as normal. For example, Marxists argue that industrial conflict is the inevitable result of the exploitation of workers on which capitalism is based. However, this does not explain why strike rates vary between different industries. 10

- (a) Explain briefly what is meant by “industrial sabotage” (**Item B**, line 3). (2 marks)
- (b) Identify **two** reasons why unemployment among the young tends to be higher than for older age groups (**Item A**, lines 1 – 2). (4 marks)
- (c) Suggest **three** effects that unemployment may have on wider society (**Item A**, line 13). (6 marks)
- (d) Identify and briefly explain **two** reasons why “different groups experience unemployment in different ways” (**Item A**, line 10). (8 marks)
- (e) Examine the factors affecting the ways in which work is organised and managed. (20 marks)
- (f) Using material from **Item B** and elsewhere, assess sociological explanations of conflict at work. (20 marks)

END OF QUESTIONS