

General Certificate of Education
January 2006
Advanced Level Examination



SOCIOLOGY
Unit 6

SCY6

Monday 30 January 2006 1.30 pm to 3.00 pm

For this paper you must have:

- a 12-page answer book

Time allowed: 1 hour 30 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 SCY6.
- This paper is divided into **two** 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.
- The marks for questions (or part questions) are shown in brackets.
- You are reminded of the need for good English and clear presentation in your answers. Part questions carrying 12 or more marks should be answered in continuous prose. Quality of Written Communication will be assessed in these answers.

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

SECTION A: CRIME AND DEVIANCE

Total for this section: 60 marks

- 1** Read **Item A** below and answer parts (a) to (c) which follow.

Item A

Sociologists have used a wide variety of qualitative methods and sources of data to study deviance. For example, some have employed different kinds of observation, while Tony Parker used relatively unstructured interviews to study prisoners.

Another approach is to get deviants to write about themselves. This can be done in one of two ways: either they can be asked to keep a diary of their activities for the duration of the research, which can then be analysed later or, alternatively, deviants can be asked to write their own life histories (often with the help of the researcher). A classic example of the life history is Clifford Shaw's (1930) study, *'The Jack Roller'*, which uses this method to explore the world of a mugger. 5

Interpretivists favour such methods because they allow deviants to speak for themselves, and so enable us to see things from the deviants' viewpoint – one that may be very different from our own. 10

- (a) Identify and briefly explain:

- (i) **one** way in which crime and deviance may be related to **one** of the following areas: education, *or* wealth, poverty and welfare, *or* work and leisure; (4 marks)

and

- (ii) **one** way in which crime and deviance may be related to **one** of the following areas: power and politics, *or* religion, *or* world sociology. (4 marks)

This part of the question includes assessment of your understanding of the connections between Crime and Deviance and other substantive topic(s) you have studied.

- (b) Using material from **Item A** and elsewhere, examine some of the problems of using 'qualitative methods and sources of data to study deviance' (**Item A**, lines 1–2). (12 marks)

This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological methods.

- (c) Assess the usefulness of conflict theories for an understanding of crime and deviance. (40 marks)

This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological theory.

SECTION B: STRATIFICATION AND DIFFERENTIATION

Total for this section: 60 marks

- 2** Read **Item B** below and answer parts (a) to (c) which follow.

Item B

A number of sociological studies and media investigations have used actor tests (sometimes called ‘situation tests’) to study ethnic inequality in society. In an actor test, the researcher sends actors of different ethnic backgrounds to apply for the same jobs, accommodation or services. The actors selected are of the same sex and age group, and are equipped with similar ‘stories’; for example, actors applying for the same job will claim to have the same qualifications and experience. 5

The results are then recorded and analysed in an attempt to reveal patterns of discrimination. For example, actor tests conducted in Britain have consistently suggested a pattern of widespread discrimination, with employers and landlords more likely to offer employment or housing to white applicants than to non-whites. 10

- (a) Identify and briefly explain **two** problems of using actor tests to study ethnic inequality in society (**Item B**). (8 marks)

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological methods.

- (b) Examine the importance of gender inequality to our understanding of any **two** of the following areas: education; wealth, poverty and welfare; work and leisure; power and politics; religion; world sociology. (12 marks)

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and other substantive topic(s) you have studied.

- (c) Assess the view that the stratification systems of modern societies are now mainly meritocratic. (40 marks)

This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological theory.

END OF QUESTIONS

There are no questions printed on this page