



General Certificate of Education  
Advanced Level Examination  
June 2013

## Sociology

## SCLY4

### Unit 4

Thursday 13 June 2013 9.00 am to 11.00 am

**For this paper you must have:**

- an AQA 16-page answer book.

### Time allowed

- 2 hours

### 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 SCLY4.
- This paper is divided into **two** sections.
- Choose **one** section and answer **all** the questions in that section.
- Do **not** answer questions from more than one section.
- 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.
- All questions should be answered in continuous prose. You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

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Choose **either** Section A **or** Section B and answer **all** the questions in that section.

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**Section A: Crime and Deviance with Theory and Methods**

You are advised to spend approximately 30 minutes on question 

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You are advised to spend approximately 30 minutes on question 

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You are advised to spend approximately 20 minutes on question 

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You are advised to spend approximately 40 minutes on question 

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**Total for this section: 90 marks**

**Crime and Deviance**

Read **Item A** below and answer the question that follows.

**Item A**

The news media are one of our main sources of knowledge about crime and deviance. Often the media will create a moral panic surrounding crimes and criminals or deviants.

Moral panics can lead to a range of responses by the public, by agents of social control and by the criminals or deviants themselves. Over-representation of certain types of crimes may lead to heightened fear of these crimes by the public. In some cases, moral panics may also result in a change in the law.

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Using material from **Item A** and elsewhere, assess sociological explanations of the role of the mass media in creating moral panics about crime and deviance. *(21 marks)*

Read **Item B** below and answer the question that follows.

**Item B**

Punishment of offenders is seen by some sociologists as vital to maintaining social solidarity, by showing people the consequences of breaking the norms of society. Other sociologists see punishment as one way in which those in power are able to exert their authority.

The forms of punishment will vary between different societies and may change over time. An example of a change is the move in some societies from public execution to life imprisonment for the punishment of murderers.

The punishment of offenders may also vary depending on the desired outcome of the punishment. Punishments may act as a deterrent or as a form of rehabilitation.

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Using material from **Item B** and elsewhere, assess sociological explanations of the functions and forms of the punishment of offenders. *(21 marks)*

## Methods in Context

The following question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **crime and deviance**.

Read **Item C** below and answer the question that follows.

### Item C

#### Investigating young offenders

Young offenders are likely to have certain characteristics, such as underachievement in school. Many will use slang and street language. Young offenders may also be from a working-class background. Some may be members of an anti-school subculture and, as such, are likely to resent authority. Membership of a criminal subculture may also mean that young offenders feel pressured by the group.

Young offenders may be in custody, or may live in temporary or less stable accommodation. Although offenders will be known to the criminal justice system, their age may mean that data relating to them are not freely available.

Young offenders often feel socially excluded and marginalised from society, and so they may welcome the chance to talk about their experiences.

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Using material from **Item C** and elsewhere, assess the strengths and limitations of using group interviews as a means of investigating young offenders. *(15 marks)*

## Theory and Methods

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Assess the contribution of Marxism to our understanding of society. *(33 marks)*

**Turn over for Section B**

**Turn over ►**

## Section B: Stratification and Differentiation with Theory and Methods

You are advised to spend approximately 30 minutes on question 

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You are advised to spend approximately 30 minutes on question 

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You are advised to spend approximately 20 minutes on question 

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You are advised to spend approximately 40 minutes on question 

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**Total for this section: 90 marks**

### Stratification and Differentiation

Read **Item D** below and answer the question that follows.

#### Item D

The study of social mobility can tell sociologists a great deal about a society. Social mobility can take different forms and can involve individuals or groups. Social mobility may be upward or downward. For example, high levels of upward mobility might indicate a successful economy or a meritocratic system.

Studies conducted in the United Kingdom over the past 30 years or so show that rates of upward social mobility have declined. This is illustrated by statistics on the social background of university graduates.

The patterns of social mobility are different for men and women and also for those from minority ethnic groups.

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Using material from **Item D** and elsewhere, assess sociological explanations of changes in social mobility over the past 30 years or so. *(21 marks)*

Read **Item E** below and answer the question that follows.

#### Item E

An individual's life chances depend on a wide range of factors. These same factors may determine whether or not the individual is likely to be stereotyped.

Our opinion of others is often based on the stereotypes we have about particular groups of people. These stereotypes may be positive or negative and can lead to discrimination.

The disadvantages suffered by some groups in society have led to a range of laws and policies. The Equality Act 2010 aims to simplify and strengthen existing legislation, by providing a new anti-discrimination law to protect individuals from unfair treatment and to promote a fairer and more equal society.

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Using material from **Item E** and elsewhere, assess the view that stereotyping and discrimination are the main factors determining an individual's life chances. *(21 marks)*

## Methods in Context

The following question requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **stratification and differentiation**.

Read **Item F** below and answer the question that follows.

### Item F

#### Investigating the meaning of independence for young people with disabilities

For young people with disabilities, independence is often more complex than for those who have no disability. Young people with disabilities may have very different life chances and experiences from those without disability. Physical or mental impairments may mean that young people are more reliant on parents and carers. Equally, for the parents of these young people, having a disabled child may mean changes to their lives.

There is a wide range of disabilities, both physical and mental. Those with physical disabilities may experience lack of mobility, sight or hearing. Disability may mean that young people are less able to take part in activities in and out of school. In some cases, young people may live in institutions and may experience a sense of isolation. The way they are viewed by their peers may also cause low self-esteem. Often, young people with disabilities feel vulnerable and stigmatised.

However, many young people with disabilities feel determined to overcome their disability.

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Using material from **Item F** and elsewhere, assess the strengths and limitations of using unstructured interviews as a means of investigating the meaning of independence for young people with disabilities. (15 marks)

## Theory and Methods

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Assess the contribution of Marxism to our understanding of society. (33 marks)

**END OF QUESTIONS**

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