

Note: This version is effective from January 2012



General Certificate of Education
Advanced Level Examination
Specimen Paper

Sociology

SCLY4

Unit 4

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** 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. In these questions you will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

SCLY4

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

Section A: Crime and Deviance with Theory and Methods

You are advised to spend approximately 30 minutes on question

0	1
---	---

 .

You are advised to spend approximately 30 minutes on question

0	2
---	---

 .

You are advised to spend approximately 20 minutes on question

0	3
---	---

 .

You are advised to spend approximately 40 minutes on question

0	4
---	---

 .

Total for this section: 90 marks

Crime and Deviance

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

Item A					
Distribution of people by ethnicity at each stage of the Criminal Justice Process*					
Ethnicity	Stages of the Criminal Justice Process				
	Stops and searches %	Arrests %	Tried at Crown Court %	Prison Population %	In the general population %
White	72.3	83.1	75.2	81.5	91.3
Black	15.9	9.6	13.2	11.0	2.8
Asian	8.1	5.3	7.7	6.0	4.7
Other/unknown	3.7	2.0	3.9	1.5	1.2
Total	100	100	100	100	100

* England and Wales 2006/7

Source: adapted from *Statistics on Race and the Criminal Justice System – 2006/7*, Ministry of Justice, 2008
Reproduced under the terms of the Click-Use Licence

0	1
---	---

Using material from **Item A** and elsewhere, assess the view that ethnic differences in crime rates are the result of the ways in which the criminal justice system operates.

(21 marks)

Crime and Deviance (cont)

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

Item B

In late modern society, the mass media are at the centre of culture, and the media are obsessed with crime. As a result, they are our main source of knowledge about crime.

However, the media present us with a distorted picture. For example, crime fiction, whether TV 'cop shows' or the individual genius of a Sherlock Holmes, offers a false image of policing. Similarly, many sociologists accuse the news media of creating folk devils and of promoting unrealistic fears of crime. 5

Many people also blame the media for encouraging behaviour in the young and the poorly educated. Others note both the criminal opportunities and the scope for surveillance offered by the new media.

- 0 2** Using material from **Item B** and elsewhere, assess sociological views of the relationship between crime and the mass media. (21 marks)

Methods in Context

This 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

Some sociologists argue that much youthful criminal activity, such as vandalism, shoplifting, street crime and excessive drug use, can best be understood as motivated by thrill-seeking through risk-taking or 'edge work'. For example, as Katz (1988) argues, shoplifting can be seen as a thrilling and gratifying adventure, whose 'buzz' can be more important than any need by the shoplifter for the item stolen. For some thieves, the stolen item has more of a symbolic than a material value, as a trophy of the 'game'. 5

Members of educated and privileged groups may also indulge in thrill-seeking crimes, such as computer hacking or illicit stock market manipulation. However, the 'thrills and spills' of edge work as a motivation for crime tend to appeal particularly to young men from marginalised social groups as a way of expressing their masculinity. 10

- 0 3** Using material from **Item C** and elsewhere, assess the strengths and limitations of using covert participant observation as a means of investigating 'edge work as a motivation for crime' (**Item C**, line 10). (15 marks)

Turn over ►

Theory and Methods

0 4 'Sociology cannot and should not be a science.'

To what extent do sociological arguments and evidence support this view? (33 marks)

Section B: Stratification and Differentiation with Theory and Methods

You are advised to spend approximately 30 minutes on question

0	5
---	---

 .

You are advised to spend approximately 30 minutes on question

0	6
---	---

 .

You are advised to spend approximately 20 minutes on question

0	7
---	---

 .

You are advised to spend approximately 40 minutes on question

0	8
---	---

 .

Total for this section: 90 marks

Stratification and Differentiation

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

Item D

In the last half-century or so, there have been some significant changes in the class structure of the industrial societies of Europe and North America. For example, there has been a shift from manual to non-manual work, with a notable decline in the proportion of people employed in skilled and semi-skilled manual jobs, especially in manufacturing industry.

5

At the same time, the number of professional, managerial and clerical workers has increased, although there are signs that the expansion of this sector is now slowing down. There has also been a rise in the number of part-time workers and of people in insecure employment, such as 'temps' and casual workers.

Many sociologists see these changes in the class structure of the industrial societies as closely linked to globalisation and related processes.

10

0	5
---	---

Using material from **Item D** and elsewhere, assess sociological explanations of recent changes in the class structure of industrial societies.

(21 marks)

Turn over ►

Stratification and Differentiation (cont)

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

Item E

According to the functionalist theory of stratification, social inequality is an inevitable feature of human society. As evidence for this claim, functionalists point to the fact that, in one form or another, inequality is found in all known societies, from the simplest to the most complex.

Functionalist theory also argues that inequality is beneficial to society and its members. All societies have a shared value system that places a higher value on some roles than others because they are functionally more important. In order to fill these roles with the right people, society offers higher rewards to the occupants of these roles. 5

However, some sociologists argue that 'functional importance' is impossible to determine objectively and that functionalist theory is logically circular. 10

0 6

Using material from **Item E** and elsewhere, assess the value of the functionalist theory of stratification in understanding social inequality. (21 marks)

Methods in Context

This 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

Individuals' life chances are linked to their ethnicity. For example, in Britain, members of black ethnic groups are more likely to experience unemployment, low pay and poor housing than are members of the white majority ethnic group. It is claimed that such disadvantages are the product of discrimination.

One way in which sociologists have tried to demonstrate this claim is by the use of actor tests (also called situation tests). In these, actors of different ethnic backgrounds are used. The actors are matched in terms of characteristics such as age and gender, and in terms of their 'cover story'. For example, if applying for a job, each actor would claim to have similar qualifications and experience. Then, if for instance the white candidate is regularly chosen over an otherwise seemingly identical black candidate, this may demonstrate that discrimination is responsible for ethnic differences in life chances such as rates of unemployment.

5

10

0 7

Using material from **Item F** and elsewhere, assess the strengths and limitations of using actor tests to demonstrate that 'discrimination is responsible for ethnic differences in life chances' (**Item F**, lines 11-12). *(15 marks)*

Theory and Methods

0 8

Assess the contribution of interactionist theories and research to our understanding of society. *(33 marks)*

END OF QUESTIONS