



General Certificate of Education  
Advanced Level Examination  
Specimen Paper 2009

# Sociology

# SCLY4

## Unit 4

## Specimen Paper

**For this paper you must have:**

- a 12-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** parts of the question from that Section.  
Do **not** answer questions from more than one Section.
- Do all rough work in the answer book. Cross through any work that you do not want to be marked.

### Information

- The maximum mark for this paper is 90.
- The marks for part-questions are shown in brackets.
- Questions and part-questions carrying 12 or more marks should be answered in continuous prose. In these questions and part-questions you will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

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Choose **one** Section and answer **all** the questions from that Section.

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**SECTION A: CRIME AND DEVIANCE WITH THEORY AND METHODS**

You are advised to spend approximately 45 minutes on Question 1

You are advised to spend approximately 30 minutes on Question 2

You are advised to spend approximately 45 minutes on Question 3

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**Total for this section: 90 marks**

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

**Item A**

Situational crime prevention (SCP) involves intervening in the immediate situations in which crime takes place to reduce its likelihood or seriousness. It often involves ‘designing crime out’ of products, services and environments, for example by use of anti-climb paint, CCTV and security guards in shops, better street lighting, metal detectors at airports, neighbourhood watch schemes and the re-designing of housing estates.

5

SCP does not rely on intervening in children’s socialisation to prevent them becoming criminals later, or on the threat of punishments to deter current criminals. Instead, it makes specific changes aimed at influencing the decision or ability of offenders to commit particular crimes in particular situations. Like rational choice theory, SCP sees criminals as acting rationally. By making certain crimes less rewarding, more risky or needing greater effort, SCP makes criminals less likely to choose to commit them.

10

- (a) Examine the effectiveness of situational crime prevention as a means of reducing the impact of crime on society (**Item A**). *(12 marks)*
- (b) Assess the usefulness of conflict theories for an understanding of crime and deviance in contemporary society. *(21 marks)*

2 (a) Identify and briefly explain:

(i) **one** problem of using victim surveys to study victims of crime; (3 marks)

(ii) **two** problems of studying crime by interviewing serving prisoners about their behaviour. (6 marks)

Read **Item B** below and answer part (b) that follows.

**Item B**

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.

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

*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**.*

3 'Sociology cannot and should not be a science.'

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

**Turn over for Section B**

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**SECTION B: STRATIFICATION AND DIFFERENTIATION  
WITH THEORY AND METHODS**

You are advised to spend approximately 45 minutes on Question 4

You are advised to spend approximately 30 minutes on Question 5

You are advised to spend approximately 45 minutes on Question 6

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**Total for this section: 90 marks**

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

**Item C**

The structure of inequality in the United Kingdom has changed significantly in recent decades. The percentage of workers in the labour force officially classified as being in manual jobs has fallen steadily – for example, from 55 per cent in 1975 to 44 per cent in 2000 – while the percentage of workers in non-manual occupations has been rising. Similarly, as Roberts (2001) notes, half of the jobs that existed in manufacturing industry in the 1970s have been lost, and most of these were manual jobs. By 2006, only 3 million workers were employed in this sector of the economy.

5

We can distinguish between groups in terms of income and wealth, and there have been important changes here too. For example, recent years have seen the reversal of a long-term trend towards more equal income distribution. While the disposable income of the poorest groups has barely risen, that of the most affluent has grown rapidly.

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- (a) Examine some of the reasons for changes in the structure of inequality in the United Kingdom in the last forty years (**Item C**). *(12 marks)*
- (b) Assess sociological explanations of status differences between different social groups. *(21 marks)*

- 5 (a) Identify and briefly explain **three** problems of using census data to understand stratification. (9 marks)

Read **Item D** below and answer part (b) that follows.

**Item D**

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.

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

*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**.*

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

**END OF QUESTIONS**

**There are no questions printed on this page**