



General Certificate of Education  
Advanced Level Examination  
January 2010

## Sociology

## SCLY4

### Unit 4

Tuesday 26 January 2010 9.00 am to 11.00 am

**For this paper you must have:**

- a 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 from 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 part-questions are shown in brackets.
- The maximum mark for this paper is 90.
- 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.

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

## 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

**Total for this section: 90 marks**

1 Read **Item A** below and answer parts (a) and (b) that follow.

<b>Item A</b>					
<b>Distribution of people by ethnicity at each stage of the Criminal Justice Process*</b>					
<b>Ethnicity</b>	<b>Stages of the Criminal Justice Process</b>				
	<b>Stops and searches %</b>	<b>Arrests %</b>	<b>Tried at Crown Court %</b>	<b>Prison population %</b>	<b>In the general population %</b>
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  
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- (a) Examine some of the ways in which crime and globalisation may be related. (12 marks)
- (b) 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)

- 2 (a) Identify and briefly explain **three** problems of using qualitative methods and/or sources of data to study suicide. (9 marks)

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

**Item B**

**Investigating victims of crime**

According to Christie (1986), there is a widely-held view of victims of crime as:

- weak in relation to the offender (female, sick, old or young)
- going about their legitimate everyday business and blameless for what happens to them
- unrelated to the particular ‘stranger’ who has committed a ‘one-off’ offence against them (and who is ‘big and bad’). 5

In this view, the victim is innocent. On the other hand, numerous studies have shown that criminals are more frequently victimised than non-criminals, and some sociologists argue that victims may encourage their own victimisation.

However, there is a danger of victim-blaming. Feminists argue that, in cases of rape and sexual assault for example, the criminal justice system and the media often see female victims as having brought the assault upon themselves by their own behaviour. Some victims internalise such ideas and feel intense guilt and shame as a result. 10

- (b) Using material from **Item B** and elsewhere, assess the strengths and limitations of unstructured interviews as a means of investigating victims of crime. (15 marks)

*Question 2(b) requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **crime and deviance**.*

- 3 “Feminism has revolutionised sociology by placing women at the centre of its analysis of society. However, while all feminists share this starting point, there are now many different ‘feminisms’ within sociology.”

Assess the contribution of feminist theorists and researchers to an understanding of society today. (33 marks)

**Turn over for Section B**

**Turn over ►**

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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 parts (a) and (b) that follow.

**Item C**

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

- (a) Examine some of the reasons for ethnic differences in life chances. (12 marks)
- (b) Using material from **Item C** and elsewhere, assess sociological explanations of recent changes in the class structure of industrial societies. (21 marks)

- 5 (a) Identify and briefly explain **three** problems of using field experiments to study racial discrimination in hiring employees. (9 marks)

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

**Item D**

**Investigating social class position**

Everyone has a social class position, and most people are aware of this fact. Class affects many basic aspects of people's lives, such as educational and income levels. Many studies have shown correlations between class and a range of life chances such as these.

Almost everyone in the United Kingdom identifies themselves as a member of a class. The British Social Attitudes Survey (2007) found that, although fewer people today see themselves as working-class, they remain a majority (57%), while 37% identify themselves as middle-class. 5

However, this subjective social class does not always correspond with the 'objective' class to which sociologists assign individuals on the basis of their occupation. Nevertheless, occupation is widely used to operationalise class in empirical research. 10

Awareness of class affects social interaction. Individuals often prefer the company of people of the same class, and feel uncomfortable interacting with those of a different class. Views of class can change according to circumstances. For example, a worker sitting at home may see class differently from when he or she is at a strike meeting with fellow workers. 15

- (b) Using material from **Item D** and elsewhere, assess the strengths and limitations of structured interviews as a means of investigating social class position. (15 marks)

*Question 5(b) requires you to **apply** your knowledge and understanding of sociological research methods to the study of this **particular** issue in **stratification and differentiation**.*

- 6 "Feminism has revolutionised sociology by placing women at the centre of its analysis of society. However, while all feminists share this starting point, there are now many different 'feminisms' within sociology."

Assess the contribution of feminist theorists and researchers to an understanding of society today. (33 marks)

**END OF QUESTIONS**

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