



General Certificate of Education
Advanced Level Examination
June 2010

Sociology

SCLY4

Unit 4

Tuesday 29 June 2010 1.30 pm to 3.30 pm

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** 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 questions are shown in brackets.
- The maximum mark for this paper is 90.
- Questions carrying 12 marks or more 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.

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 questions

0	1
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 and

0	2
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You are advised to spend approximately 30 minutes on questions

0	3
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 and

0	4
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You are advised to spend approximately 45 minutes on question

0	5
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Total for this section: 90 marks

Crime and Deviance

0	1
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 Examine some of the reasons why females may be less likely than males to commit crimes. *(12 marks)*

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

Item A

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 criminal behaviour in the young and the poorly educated. Others note both the criminal opportunities and the scope for surveillance offered by the new media. 10

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

Methods in Context

- 0 3** Identify and briefly explain **three** problems of using self-report studies to study offending. (9 marks)

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

Item B	
Investigating police attitudes	
<p>A police force is a large, complex formal organisation consisting of trained officers, both uniformed and plain-clothes, with different ranks and numerous specialist units. As an organisation, the police have been criticised for institutional racism in recruitment and promotion. Most officers are white males.</p>	
<p>Some sociologists argue that the police have a 'canteen culture' – the taken-for-granted attitudes, beliefs and stereotypes that officers regard as common sense. This influences their notion of 'trouble' and leads them to view their role as one of 'controlling' an area. This is reinforced by the nature of the job: often tedious, working shifts, sometimes in areas where they are resented by the local community. As a result, the police may develop a strong sense of group identity and a suspicion of outsiders.</p>	<p>5</p> <p>10</p>

- 0 4** Using material from **Item B** and elsewhere, assess the strengths and limitations of overt participant observation as a means of investigating police attitudes. (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**.*

Theory and Methods

- 0 5** Assess the relative importance of the different factors that affect sociologists' choice of research methods and of topics to investigate. (33 marks)

Turn over for Section B

Turn over ►

Section B: Stratification and Differentiation with Theory and Methods

You are advised to spend approximately 45 minutes on questions **0 6** and **0 7**

You are advised to spend approximately 30 minutes on questions **0 8**, **0 9** and **1 0**

You are advised to spend approximately 45 minutes on question **1 1**

Total for this section: 90 marks

Stratification and Differentiation

0 6 Examine the relationship between class, status and power. (12 marks)

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

Item C

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

Methods in Context

- 0 8** Identify and briefly explain **two** problems of using occupation to operationalise the concept of social class. (6 marks)
- 0 9** Identify and briefly explain **one** advantage of using occupation to operationalise the concept of social class. (3 marks)

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

Item D	
Investigating experiences of disability	
There are many disabled people in the United Kingdom today, and the effects of disability on their lifestyles and life chances vary widely. However, in general, people with disabilities are more likely to be unemployed and less well educated than the average citizen.	
The term 'disability' covers a very wide range of conditions, both physical and mental. Some disabled people have full-time carers, or may live in 'institutions', while many find themselves isolated by the attitudes of others and by a society that turns their impairment into exclusion – for example by not making buildings and transport accessible to wheelchair-users.	5
However, partly because of campaigns by disabled activists seeking justice and equality, legislation has now begun to bring greater rights and opportunities for disabled people than in the past.	10

- 1 0** Using material from **Item D** and elsewhere, assess the strengths and limitations of written questionnaires as a means of investigating experiences of disability. (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**.*

Theory and Methods

- 1 1** Assess the relative importance of the different factors that affect sociologists' choice of research methods and of topics to investigate. (33 marks)

END OF QUESTIONS

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