



General Certificate of Education  
Advanced Level Examination  
January 2013

## Sociology

## SCLY4

### Unit 4

**Monday 28 January 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** 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**

Functionalist sociologists focus on how far individuals accept the norms and values of society. Central to their study of crime is the attempt to understand why people break the rules of society.

Despite their focus on the importance of shared norms and values, functionalists see a small amount of crime as necessary and beneficial to society. The publicity given to crime highlights the boundaries of acceptable behaviour.

However, the beneficial effects of crime for society are limited; too much crime can indicate problems.

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Using material from **Item A** and elsewhere, assess the usefulness of functionalist approaches in explaining crime. *(21 marks)*

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

**Item B**

According to crime statistics, men are more likely than women to commit crime. However, this statistical difference may be due to the way in which the criminal justice system deals with men and women. In some cases, the nature of female crimes means that they are less likely to be recorded.

Men and women seem to commit different types of crime. Those committed by women are seen as more serious if they go against expected gender norms. For men, crime can be seen as an expression of masculinity and a way of gaining social status.

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Using material from **Item B** and elsewhere, assess sociological explanations of gender differences in the patterns of crime. *(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 suicide

Suicide is a difficult topic to study because those who commit suicide are not available to research. Moreover, the loss of someone through suicide often results in strong responses and emotions. Many friends and relatives will be in a state of shock and grief. It is also likely to be a sensitive issue for those who have failed in their attempt to commit suicide.

For any death for which there is an inquest, the coroner's decision will determine how it is classified. The inquest draws attention to the person who has died. The resulting media interest can be very stressful for bereaved relatives and friends, particularly where a death is reported in an insensitive or inaccurate manner.

Not all people who die by suicide have mental health problems at the time of death. However, according to the Samaritans, the majority of people who take their own lives do have such problems. Sometimes this has been diagnosed before the person's death and sometimes not.

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Using material from **Item C** and elsewhere, assess the strengths and limitations of using qualitative documents as a means of investigating suicide. *(15 marks)*

## Theory and Methods

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'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**

**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**

Feminist theories of stratification focus on gender inequalities in society. Feminism developed as a response to the limited attention given to gender issues by other sociological perspectives and studies.

Although different branches of feminism take differing approaches to gender inequality and stratification, all agree that society is patriarchal. The life chances and experiences of men and women are very different. Socialisation and social norms serve to perpetuate this inequality.

Other sociologists disagree with the feminist view and see other factors as more important for understanding inequality in society.

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Using material from **Item D** and elsewhere, assess the usefulness of feminist theories of stratification for understanding gender inequality. *(21 marks)*

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

**Item E**

The class structure of the United Kingdom has seen a number of changes in recent decades. The decline of heavy industry and the rise in service sector employment have changed the labour market and, with it, the class structure.

Higher standards of living have also led to the growth of leisure industries and therefore a rise in employment in this sector. This has led to a decline in the size of the working class and a growth in the middle class.

These changes in the class structure contradict Marx's prediction that the middle class would shrink.

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Using material from **Item E** and elsewhere, assess sociological explanations for changes in the class structure in the United Kingdom in the past 40 years or so. *(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 effects of poverty on life chances

A low class position is often associated with poverty. A household is deemed to be in poverty if its income is less than 60 per cent of average household income for the year in question. In 2008/09, by this definition, 13.1 million people in the United Kingdom were living in poverty. The number of people in deepest poverty, with a household income below 40 per cent of the average, was 5.8 million.

Poverty can have a major effect on life chances. Those living in poverty are more likely to suffer from poor health and lack of access to essential services. Poorer people are more likely to feel stigmatised and socially excluded.

In 2009, there was the first rise for over a decade in the proportion of 11-year-olds not reaching basic levels of literacy and numeracy. This rise was more pronounced in literacy than in numeracy and among schools with high proportions of children eligible for free school meals.

Life chances for those in poverty may depend not only on their class but also on their ethnicity and gender.

Source: adapted from *Monitoring poverty and social exclusion 2010* published by the Joseph Rowntree Foundation

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Using material from **Item F** and elsewhere, assess the strengths and limitations of using written questionnaires as a means of investigating the effects of poverty on life chances. (15 marks)

## Theory and Methods

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'Sociology cannot and should not be a science.'

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

**END OF QUESTIONS**

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