



General Certificate of Education
Advanced Level Examination
June 2014

Sociology

SCLY4

Unit 4 Crime and Deviance with Theory and Methods; Stratification and Differentiation with Theory and Methods

Monday 16 June 2014 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 **Paper Reference** is SCLY4.
- This paper is divided into **two** sections.
- Choose **one** section and answer **all** the 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.

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
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You are advised to spend approximately 30 minutes on question

0	2
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You are advised to spend approximately 20 minutes on question

0	3
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You are advised to spend approximately 40 minutes on question

0	4
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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

Some commentators argue that harm to the environment is an inevitable part of late modern society. Since no laws are broken, they do not consider it to be a crime. For others, the harm we do to the environment, often in the name of progress, is not just damage but green crime. Environmental damage does not respect national borders. There are many different types of green crime, all of which are related to human activities.

0	1
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Using material from **Item A** and elsewhere, assess sociological explanations for the types and patterns of green crime.

[21 marks]

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

Item B

Crime statistics appear to show higher rates of criminality in some social classes compared with others. Sociologists disagree about the reasons for these differences. For some, official crime statistics reflect the true patterns of crime and show that certain classes are more likely to commit crime than others. However, there is disagreement about the causes of these class differences in criminal activity.

Other sociologists are keen to highlight the view that some statistics on crime focus on those who have been prosecuted. They argue that this shows who is more likely to get caught, rather than who commits more crime.

0	2
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Using material from **Item B** and elsewhere, assess sociological explanations of the relationship between social class and 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 the public's perceptions of crime and fear of crime

The public's perceptions of crime are often very different from the reality of crime. Perceptions can be affected by the images of crime and crime rates that are highlighted in the media. The way in which crime is presented in the media may make some people more afraid of crime than others, even though they may be less likely to be victims.

Moral panics about those portrayed as criminals make it difficult to determine their true nature. Over-representation by the news media of these groups and their activities will affect the public's opinion of them. In addition, fictional crime in the media, for example in soap operas and drama series, often shows distorted views of the types of crime that occur.

People's own experiences of crime will also affect how they view crime, although often this relies on their memory of these experiences.

0	3
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Using material from **Item C** and elsewhere, assess the strengths and limitations of using unstructured interviews as a means of investigating the public's perceptions of crime and fear of crime.

[15 marks]

Theory and Methods

0	4
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Assess the contribution of feminist perspectives to our understanding of society.

[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

0	7
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You are advised to spend approximately 40 minutes on question

0	8
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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

Most sociological perspectives agree that stratification exists in society. However, these perspectives disagree about the basis of stratification.

Functionalists see stratification as an inevitable part of society. Society offers greater rewards to those who occupy higher social positions. This encourages members of society to work to the best of their ability. Those with greater ability will rise to higher positions than those without that ability. Functionalists argue that this system is accepted by all members of society.

Other sociologists disagree and argue that different factors determine an individual's social position.

0	5
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Using material from **Item D** and elsewhere, assess the usefulness of functionalist approaches to our understanding of stratification.

[21 marks]

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

Item E

Many factors determine an individual's social position. One key factor is class. Class is often measured by an individual's occupation, which links to income and working conditions. Class can be a key factor in determining life chances.

Weberian theory looks at more than class to understand social stratification. Weber thought that stratification also involved power and status, which is associated with social importance. These two factors also influence life chances but may not match with an individual's class position.

0	6
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Using material from **Item E** and elsewhere, assess the relative importance of class, status and power in understanding social stratification.

[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 racial discrimination
on the life chances of minority ethnic groups**

A person's ethnicity will have an impact on his or her life chances. Some minority ethnic groups are treated differently in education or employment. Discrimination may also affect access to housing or other services. This difference in treatment may be as a result of racial discrimination.

Racial discrimination may affect different ethnic groups in different ways. In education, Chinese students are known to have high achievement rates and so may be treated differently from members of other ethnic groups.

An individual's life chances may also be affected by his or her gender and social class.

0 7

Using material from **Item F** and elsewhere, assess the strengths and limitations of using field experiments as a means of investigating the effects of racial discrimination on the life chances of minority ethnic groups.

[15 marks]**Theory and Methods****0 8**

Assess the contribution of feminist perspectives to our understanding of society.

[33 marks]**END OF QUESTIONS**

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