



General Certificate of Education  
January 2005  
Advanced Level Examination



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

**SOCIOLOGY**  
**Unit 6**

**SCY6**

Friday 28 January 2005 1.30 pm to 3.00 pm

**In addition to this paper you will require:**

a 12-page answer book.

You may use a calculator.

Time allowed: 1 hour 30 minutes

**Instructions**

- Use blue or black ink or 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 SCY6.
- This paper is divided into **two** Sections. Choose **one** Section and answer **all** parts of the question from that Section.
- Do all rough work in the answer book. Cross through any work you do not want marked.

**Information**

- The maximum mark for this paper is 60.
- Mark allocations are shown in brackets.
- You will be assessed on your ability to use an appropriate form and style of writing, to organise relevant information clearly and coherently, and to use specialist vocabulary where appropriate.
- The degree of legibility of your handwriting and the level of accuracy of your spelling, punctuation and grammar will also be taken into account.

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Choose **one** Section and answer **all** parts of the question from that Section.

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**SECTION A – CRIME AND DEVIANCE**

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**Total for this Section: 60 marks**

- 1** Read the item below and answer parts (a) to (c) which follow.

**Item A**

The British Crime Survey (BCS) is a large-scale survey that has been conducted regularly since 1982. It asks a representative cross-section of British households what crimes they have been victims of during the preceding year. It is a valuable supplement to police crime statistics, since these do not include crimes not reported to or not recorded by the police. The BCS shows, for example, that there is about four times as much crime as the police figures indicate, although much of it is minor. In general, therefore, it gives a more complete picture of crime. However, even large-scale victim studies such as the BCS still have serious limitations. 5

- (a) Identify and briefly explain **two** limitations of using victim studies in the study of crime and deviance (**Item A**). (8 marks)

*This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological methods.*

- (b) Examine the relationship between deviance and labelling. (12 marks)

*This part of the question includes assessment of your understanding of the connections between Crime and Deviance and sociological theory.*

- (c) Assess sociological explanations of gender differences in rates of crime and deviance. In your answer, make use of material from **two or more** of the following areas: families and households; health; mass media; education; wealth, poverty and welfare; work and leisure; power and politics; religion; world sociology. (40 marks)

*This part of the question includes assessment of your understanding of the connections between Crime and Deviance and other substantive topic(s) you have studied.*

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## SECTION B – STRATIFICATION AND DIFFERENTIATION

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**Total for this Section: 60 marks**

- 2 Read the item below and answer parts (a) to (c) which follow.

### Item B

With only one exception, the government has conducted a census of the British population every 10 years since 1801. Information from the census enables the government to plan for the future. For example, knowing the number of people who will soon be reaching retirement age allows it to plan for pensions and health care for the elderly.

Sociologists, too, make considerable use of census data when seeking to understand the patterns of class, gender and ethnic stratification. For example, by asking questions about the occupation and ethnic origins of every household, the census can tell us a great deal about patterns of ethnic and class inequality. Despite these uses, however, there are many problems in using census data to understand stratification. 5

- (a) Identify and briefly explain **two** problems of “using census data to understand stratification” (**Item B**, line 9). (8 marks)

*This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological methods.*

- (b) Examine some of the criticisms of the functionalist theory of stratification. (12 marks)

*This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and sociological theory.*

- (c) “In today’s postmodern society, social class is no longer significant. Other social divisions such as gender and ethnicity are now more important in structuring inequality.”

Assess sociological views of this statement. In your answer, make use of material from **two or more** of the following areas: families and households; health; mass media; education; wealth, poverty and welfare; work and leisure; power and politics; religion; world sociology. (40 marks)

*This part of the question includes assessment of your understanding of the connections between Stratification and Differentiation and other substantive topic(s) you have studied.*

**END OF QUESTIONS**

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**THERE ARE NO QUESTIONS PRINTED ON THIS PAGE**