

| Please write clearly in | block capitals. | | |
|-------------------------|-----------------|------------------|---|
| Centre number | | Candidate number | |
| Surname | | | · |
| Forename(s) | | | |
| Candidate signature | | | |

GCSE SOCIOLOGY

Paper 2 The Sociology of Crime and Deviance and Social Stratification

Friday 24 May 2019

Afternoon

Time allowed: 1 hour 45 minutes

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer all questions.
- You must answer the questions in the spaces provided. Do **not** write outside the box around each page or on blank pages.
- Do all rough work in this answer book. Cross through any work you do not want to be marked.

| For Examiner's Use | | |
|--------------------|------|--|
| Section | Mark | |
| Α | | |
| В | | |
| TOTAL | | |

Information

- The marks for each question are shown in brackets.
- The maximum mark for this paper is 100.
- Questions should be answered in continuous prose. You will be assessed on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.



Section A: Crime and Deviance

| Answer all questions in this section. | | | | |
|---------------------------------------|---|--|--|--|
| | | | | |
| CORRECT If you w If you w as show | ant to change your answer you must cross out your ish to return to an answer previously crossed out, ri | original answer as shown. | | |
| 0 1 | What term is commonly used by sociologists to des | scribe the lenient treatment of women in | | |
| | the criminal justice system? | [1 mark] | | |
| | A Anomie | 0 | | |
| | B Chivalry thesis | 0 | | |
| | C Institutional racism | 0 | | |
| | D Social control | 0 | | |
| 0 2 | What term is commonly used by sociologists to des media's reporting of anti-social behaviour? | cribe public concern caused by the | | |
| | A Deviancy amplification | 0 | | |
| | B Folk devils | 0 | | |
| | C Moral panic | 0 | | |
| | D News values | 0 | | |
| | | | | |



| 0 3 | Describe one example of white collar crime. | [3 marks] |
|-----|---|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| 0 4 | Identify and describe one source of data on crime. | |
| | | [3 marks] |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |





Item A

Anne Campbell studied the role of girls in street gangs in New York in the 1970s and 1980s. Up to this point, research only focused on male gangs.

To understand female members more clearly, Campbell selected three gangs. She spent six months with each gang, focusing on a particular girl in each gang. She used a range of methods, such as unstructured interviews and overt observation.

Campbell found that the girls in the gangs did not have a different set of norms and values to the rest of society. In fact, they had the same goals in life as most other women – financial security, freedom, stable relationships and a family, meaning that they were not so different from women in wider society.

Source: Girl Delinquents (1981)

| 0 5 | From Item A , examine one strength of the research. | [2 marks] |
|-----|---|-----------|
| | | |
| | | |
| | | |
| | | · |
| | | |
| | | |
| | | |
| | | |



| 0 6 | Identify and explain one reason why the life goals of the girls did not differ from mainstream society, as referred to in Item A . | | | |
|-----|--|-----------|--|--|
| | | [4 marks] | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | Turn over for the next question | | | |
| | rum over for the next question | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Turn over ▶



| Identify and explain one disadvantage of using unstructured interviews to invedelinquent behaviour. | | ews to investigate | |
|--|---|--------------------|------|
| domiquone bonaviour. | | | [4 m |
| | | | |
| | | | |
| | _ | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| - | | | |
| | | | |
| | | | |
| | | | |
| | · | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |



Item B

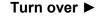
Becker believed that all social groups make rules and attempt to enforce them. Becker wrote that social rules 'define situations and all kinds of behaviour ... specifying some actions as right and forbidding others as wrong'.

Becker was interested in the way in which society 'created' deviancy, and labelled individuals as criminals. He suggested that no act is deviant in itself, but the act becomes so when society reacts against it.

If the actions of a group or an individual are considered to be deviant, the agencies of social control, including the police and the courts, have the power to make this label stick. This label can become a 'master status', which will affect how others see them and respond to them.

Source: Outsiders (1963)

| 8 0 | From Item B , identify and describe one way in which Becker argued that behavilabelled as deviant, including what you know of his perspective on deviance. | our can be [4 marks] |
|-----|--|----------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |





| | | | [4 |
|---|----------|--|----|
| - | <u> </u> | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |



| ssue in the | |
|-------------|--|
| 2 marks] | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |







| | Do not writ |
|---------------------------------|-------------|
| | box |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| Turn over for the next question | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Turn over ▶



| 1 1 | Discuss how far sociologists would agree that inadequate socialisation is the main cause of criminal and deviant behaviour. | | | |
|-----|---|------------|--|--|
| | | [12 marks] | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |



Turn over ▶



| •• | |
|------------------|-------------|
| | Do not writ |
| | box |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | 50 |
| END OF SECTION A | |
| | |
| | |
| | |
| | |
| | |
| | |
| | I |



| | Section B: Social Stratification | | | |
|-----|---|----------|--|--|
| | Answer all questions in this s | ection. | | |
| | | | | |
| 1 2 | What term is commonly used by sociologists to desc to share in the rewards of society? | | | |
| | A Life chances | [1 mark] | | |
| | B Life course | 0 | | |
| | C Life expectancy | 0 | | |
| | D Lifestyle | 0 | | |
| | | | | |
| 1 3 | What term is commonly used by sociologists to desconfidentiality? | | | |
| | A. A. a. a. a. the little of a second | [1 mark] | | |
| | A Accessibility issues | 0 | | |
| | B Ethical issues | 0 | | |
| | C Practical issues | 0 | | |
| | D Theoretical issues | 0 | | |
| | | | | |
| | Turn over for the next que | stion | | |
| | ram ever for the max que | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |





| Describe one example of a barrier that may limit or prevent social mobility. | [3 marks] |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| Identify and describe one form of authority according to Weber. | [3 marks] |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | Describe one example of a barrier that may limit or prevent social mobility. Identify and describe one form of authority according to Weber. |



Item C

Peter Townsend developed a new way of looking at poverty by measuring relative deprivation.

His research was largely based on detailed questionnaires issued to over 2000 households and over 6000 individuals. He used a 39-page questionnaire which included questions on housing and employment, cash income, assets and savings, health and disability, access to services and style of living.

Townsend developed a 'deprivation index' based on the responses to his questionnaire. The higher an individual scored on this index the more deprived (relatively poor) he concluded they were.

The table shows the percentage of men and women who said that they belonged to a particular social class and who had either very high or very low deprivation scores:

| | Middle class men | Working class men | Middle class women | Working class women |
|--|---------------------|----------------------|-----------------------|------------------------|
| Highly deprived (Deprivation index 7+) | 13% | 84% | 21% | 77% |
| Number in each category | 102 | | 170 | |
| Not deprived (Deprivation index 0) | 67% | 29% | 68% | 29% |
| Number in each category | 69 | | 6 | 62 |

Source: Poverty in the United Kingdom (1979)

| 1 6 | From Item C , examine one weakness of the research. | [2 marks] |
|-------|---|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |





| to in Item C. | | [4 |
|---------------|--|----|
| | | • |
| | | |
| | | |
| | | |
| | | |
| | | |
| - | | |
| | | |
| | | |
| | | _ |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



| 1 8 | Identify and explain one disadvantage of using relative measurements of poverty. [4 marks] |
|-----|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | Turn over for the next question |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Turn over ▶



Item D

Devine looked at social class and noted that it had not really changed as much as Goldthorpe and Lockwood had suggested. She rejected the idea of the 'new working class' and denied that more well-off workers accepted capitalism without criticism – many of those she interviewed continued to resent the privileges of inherited wealth – they thought that class inequality was deeply unfair.

Source: Affluent Workers Revisited (1992)

| 1 9 | From Item D , identify and describe one way Devine suggests that class attitudes and values have not changed significantly, including what you know of her perspective on this issue. |
|-----|---|
| | [4 marks] |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |



| 2 0 | Identify and explain one way in which age continues to divide British society. | [4 marks] |
|-----|---|-----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | Turn over for the next question | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Turn over ▶



2 1 Discuss how far sociologists would agree that a glass ceiling for women still exists in British society. [12 marks]



Turn over ▶



| | Do not write outside the box |
|--|------------------------------------|
| | DOX |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |



| 2 2 | Discuss how far sociologists would agree that the welfare state has helped to culture of dependency amongst some groups in Britain. | |
|-----|---|------------|
| | | [12 marks] |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | ` |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |





| _ | |
|---|--|
| _ | |
| | |
| | |
| | |
| _ | |
| | |
| _ | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| _ | |
| _ | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| _ | |
| | |
| | |
| | |
| | |
| | |
| | |
| _ | |
| | |
| | |
| | |



| | D ' |
|------------------|--------------------------|
| | Do not write outside the |
| | box |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| - | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | 50 |
| END OF QUESTIONS | |
| END OF GOLDHON | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |



There are no questions printed on this page DO NOT WRITE ON THIS PAGE ANSWER IN THE SPACES PROVIDED

Copyright information

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third-party copyright material are published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.

Copyright © 2019 AQA and its licensors. All rights reserved.





IB/GJun19/8192/2