

GENERAL CERTIFICATE OF SECONDARY EDUCATION
SOCIOLOGY

Socialisation, Culture and Identity

B672

Candidates answer on the Answer Booklet

OCR Supplied Materials:

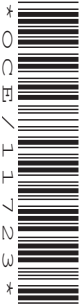
- 8 page Answer Booklet

Other Materials Required:

None

Tuesday 29 June 2010
Morning

Duration: 1 hour 30 minutes



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **any three** sections.
- Answer **all** the questions in each of the three sections that you choose.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **120**.
- This document consists of **8** pages. Any blank pages are indicated.
- You will be awarded marks in questions 3, 4, 7, 8, 11, 12, 15, 16, 19, 20, 23 and 24 for the quality of written communication of your answer.

Section A – Family

If you choose this section, answer **all** four questions.

- 1 Read the Source below and answer the questions which follow.

Source

Questionnaire results from a survey of a year 11 class

Most students felt their family had the greatest effect on their behaviour; for example, their parents taught them social norms such as table manners. However, some students said their peer group had more influence than family.

- (a) **From the source**, identify **one** example of how families affect behaviour. [1]
- (b) Using your wider sociological knowledge, identify **one other** example of how families affect behaviour. [1]
- (c) **From the source**, identify **one** agent of socialisation, other than family, that affects young people. [1]
- (d) Using your wider sociological knowledge, identify **one other** agent of socialisation **not** included in the source. [1]

- 2 **Names and concepts:**

Nuclear family

Reconstituted family

Symmetrical family

Lone parent family

Extended family

Write out the name or concept from the list above which best matches each of the statements below.

- (a) A family often known as step-family. [1]
- (b) A family which can include grandparents, parents and children. [1]
- (c) A family where one parent is absent from the household. [1]
- (d) A family with two generations, parents and children. [1]
- 3 Identify and explain **two** recent changes in family structure. [8]
- 4 'Family roles are equal today.' Evaluate the arguments for and against this claim. [24]

Section A Total [40]

Section B – Education

If you choose this section, answer **all** four questions.

- 5 Read the Source below and answer the questions which follow.

Source

GCSE results from a school in Manchester: percentage achieving grades A* to C.

Subject	Girls	Boys
Maths	68%	72%
English	75%	58%
Physical Education	65%	65%

- (a) **From the source**, identify **one** subject in which boys did better than girls. [1]
- (b) Using your wider sociological knowledge, identify **one other** school subject **not** included in the source, in which boys tend to do better than girls. [1]
- (c) **From the source**, identify **one** subject in which girls did better than boys. [1]
- (d) Using your wider sociological knowledge, identify **one other** school subject **not** included in the source, in which girls tend to do better than boys. [1]

6 Names and Concepts:

Hidden curriculum	National curriculum	Comprehensive education
Alternative education	Selective secondary education	

Write out the name or concept from the list above which best matches each of the statements below.

- (a) Free education for students of all abilities. [1]
- (b) Government requirements concerning the subjects to be taught in state schools. [1]
- (c) One example is home schooling. [1]
- (d) Learning that takes place in school but is not taught (e.g. social rules). [1]
- 7 Identify and explain **two** possible effects of labelling in schools. [8]
- 8 'Schools are only there to help students pass exams.' Evaluate the arguments for and against this claim. [24]

Section B Total [40]

Section C – Mass Media

If you choose this section, answer **all** four questions.

- 9 Read the Source below and answer the questions which follow.

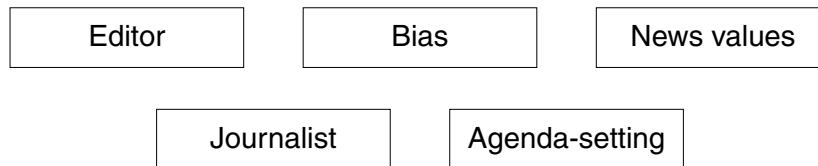
Source

Interview with a 15 year old boy for a TV documentary

'I get up, put on my radio whilst I get dressed and watch the television during breakfast. When I get home I go straight on the internet either for homework or to chat to my friends. My life would be nothing without media.'

- (a) **From the source**, identify **two** types of mass media used by the boy. [2]
- (b) Using your wider sociological knowledge, identify **one** type of mass media **not** included in the source. [1]
- (c) Using your wider sociological knowledge identify **one** use of mass media. [1]

- 10 **Names and Concepts:**



Write out the name or concept from the list above which best matches each of the statements below.

- (a) The process by which the media decides which subjects are appropriate for the news / discussion at a particular time. [1]
- (b) A one-sided report of events. [1]
- (c) Journalists' ideas about what makes an event worthy of being called 'news'. [1]
- (d) The person who decides the final content of the media. [1]
- 11 Identify and explain **two** ways the media is censored. [8]
- 12 'The mass media directly influence their audiences.' Evaluate the arguments for and against this claim. [24]

Section C Total [40]

Section D – Work

If you choose this section, answer **all** four questions.

13 Read the Source below and answer the questions which follow.

Source

Interview with a 40 year old female about her career

‘Some people believe women should still put their home life before their job. However, I feel that a woman can have a career as well as her family. I have been a manager at the office for two years. I do not feel gender has affected my career, but I am the only female manager there.’

- (a) **From the source**, identify **one** example of gender **equality** in the workplace. [1]
- (b) Using your wider sociological knowledge, identify **one other** example of gender **equality** in the workplace **not** included in the source. [1]
- (c) **From the source**, identify **one** example of gender **inequality** in the workplace. [1]
- (d) Using your wider sociological knowledge, identify **one other** example of gender **inequality** in the workplace **not** included in the source. [1]

14 **Names and Concepts:**

Discrimination

Sexism

Ageism

Double Burden

Trade Union

Which of the above best matches each of the statements below?

- (a) An organisation that tries to protect workers’ rights. [1]
- (b) People are treated unfairly due to a social or biological characteristic. [1]
- (c) An example is the ‘glass ceiling’. [1]
- (d) People are treated unfairly due to their age. [1]
- 15 Identify and explain **two** changes in patterns of paid work in the UK. [8]
- 16 ‘People only work to earn money.’ Evaluate the arguments for and against this claim. [24]

Section D Total [40]

Section E – Crime and Deviance

If you choose this section, answer **all** four questions.

17 Read the Source below and answer the questions which follow.

Source

Number of crimes in 2009 in one London street

Types of crimes	No. recorded in Police Statistics	No. recorded in Victim Surveys
Car theft	2	2
Theft	17	85
Violence	7	21

- (a) **From the source**, identify **two** crimes that victim surveys record more than police statistics. [2]
- (b) Using your wider sociological knowledge, identify **two** reasons why some crimes might not be recorded in police statistics. [2]

18 **Names and Concepts:**

Capital punishment

Anti-social behaviour order

Prison

Mental Health Order

Community service

Which of the above best matches each of the statements below?

- (a) The criminal has to do up to 240 hours of unpaid work. [1]
- (b) Used to control the behaviour of people over 10 years of age who act anti-socially. [1]
- (c) Adult criminals lose their freedom for a period of time. [1]
- (d) A person may be detained and required to take medication to prevent physical harm to themselves or others. [1]
- 19 Identify and explain **two** types of deviance. [8]
- 20 'People commit crime because they are poor.' Evaluate the arguments for and against this claim. [24]

Section E Total [40]

Section F – Youth

If you choose this section, answer **all** four questions.

21 Read the Source below and answer the questions which follow.

Source

Interviews about rites of passage

Anthony: I was 13 years old when I had my bar mitzvah. Jewish boys are expected to take lessons in Judaism, then take a test and perform religious ceremonies in the synagogue. From this point on you are accepted as a man.

Pam (17 years old): I am not religious but for me passing my driving test made me feel like an adult.

- (a) **From the source**, identify **two** rites of passage. [2]
- (b) Using your wider sociological knowledge, identify **one** example of a rite of passage **not** included in the source. [1]
- (c) Using your wider sociological knowledge, identify **one** reason why societies have rites of passage. [1]

22 **Names and Concepts:**

Adolescence

Peer group pressure

Middle aged

Formal social control

Informal social control

Which of the above best matches each of the statements below?

- (a) Feeling that you should conform to the expectations of others your age. [1]
- (b) Carried out by agencies which do not have control as their main function. [1]
- (c) The transition period between childhood and adulthood. [1]
- (d) This is carried out by agencies which have control as their main function. [1]
- 23** Identify and explain **two** ways that a peer group can affect behaviour. [8]
- 24** ‘Young people only join a subculture because they like the clothes.’ Evaluate the arguments for and against this claim. [24]

Section F Total [40]

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.