

**GENERAL CERTIFICATE OF SECONDARY EDUCATION**  
**SOCIOLOGY**  
Sociology Basics

**B671**

Candidates answer on the question paper.

**OCR supplied materials:**  
None

**Other materials required:**  
None

**Wednesday 15 June 2011**  
**Afternoon**  
**Duration: 1 hour**



Candidate forename		Candidate surname	
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Centre number						Candidate number				
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**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.
- Answer **all** the questions.
- 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 **60**.
- You will be awarded marks in questions 5 and 9 for the quality of written communication of your answer.
- This document consists of **12** pages. Any blank pages are indicated.

**Section A – Research methods and evidence**

Answer **all** questions.

**Source A: Representations of males and females in fashion magazines**

*'I carried out a content analysis on two different fashion magazines to see how males and females are represented. I had ten different categories to analyse, including things like occupation, clothing, weight and leisure. I recorded my results into a pre-prepared grid that I'd made, using a tally system. I spent about an hour on each content analysis and worked on my own. I used the January editions of the two magazines for my research.'*

This is a summary of the main findings:

- More females than males featured in fashion magazines;
- Females tended to be younger than males;
- More males were shown in an occupational role than females;
- Both males and females were frequently shown in their underwear;
- Most females were clothes size 8–10.

(GCSE student's research, Liverpool, 2011)

**Source B: Gender Identities**

The information below is taken from a sociological study that used unstructured interviews to find out about young people's gender identities today. The researcher was an Asian female sociologist who worked undercover for 3 months as a teaching assistant in a London school. She chatted to the young people in her classes and at break and lunchtime. To maintain her secret identity she did not make notes whilst at school but instead wrote a diary of her interview findings each day when she got home.

*'I found that girls felt much more pressure to look good, dress fashionably and do well in education. Males were more concerned with looking 'cool' in front of their mates, boasting about their sexual behaviour and 'having a laugh'. It became clear, though, that males were also feeling pressure not to be overweight and to use beauty products to improve their appearance. They also worried a lot about future unemployment and student debt. My research made it clear that male and female gender identities are still not the same'.*

(Sociological research, London, 2004)

1 Using **Source A** to help you, state whether the following statements (**a–d**) are **true** or **false**.

Circle the correct answer like this:

TRUE      FALSE

Or

TRUE       FALSE

(a) The evidence in Source A was from a longitudinal study.

TRUE      FALSE [1]

(b) The data gained from Source A would be qualitative.

TRUE      FALSE [1]

(c) Males in the magazines tended to be older than females.

TRUE      FALSE [1]

(d) The researcher used more than one method in their research.

TRUE      FALSE [1]

2 Identify and explain **two** reasons why the evidence in **Source A** might **not** be useful to show how **all** males and females are represented in the mass media.

1. ....  
.....  
.....  
..... [2]

2. ....  
.....  
.....  
..... [2]

3 Using **Source A** and your wider sociological knowledge, describe **two** advantages and **two** disadvantages of using content analysis as a research method.

(a) Advantages:

- 1. ....  
.....
- 2. ....  
..... [2]

(b) Disadvantages:

- 1. ....  
.....
- 2. ....  
..... [2]

4 (a) (i) Identify the primary method used in **Source B**.

..... [1]

(ii) Identify one ethical issue from the research in **Source B**.

.....  
..... [1]

(b) Identify and explain **two** reasons why the evidence in **Source B** might **not** be accurate.

- 1. ....  
.....  
.....  
..... [2]

- 2. ....  
.....  
.....  
..... [2]

5 'Girls and boys are socialised differently'.

Explain and justify the methods and evidence you would use to investigate this hypothesis. You must include the following:

- first primary method and sample;
- second primary method and sample;
- secondary evidence;
- how your research will help you investigate the hypothesis 'girls and boys are socialised differently'.

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..... [12]

**Section A Total [30]**

## Section B – Key Concepts in Sociology

Answer **all** questions.

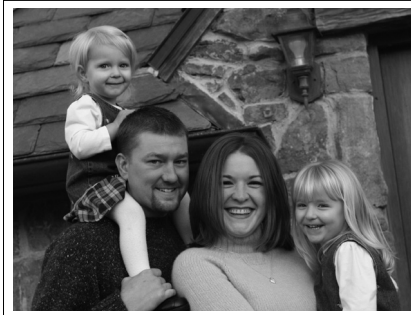
6 Look at the diagram below.

Match the key sociological concept with an arrow to the correct definition. The first one is done for you. There are more definitions than concepts.



[4]

Source C: Social Control



FAMILY



PEER GROUP

7 Answer the following questions using **Source C** to help you.

(a) What type of social control is shown in Source C?

..... [1]

(b) Name **one** agent of social control **not** shown in the images in Source C.

..... [1]

(c) Identify and explain **two** ways status can be ascribed.

1. ....  
.....  
.....  
..... [2]

2. ....  
.....  
.....  
..... [2]

(d) Identify and explain **two** values shared by many people in the UK today.

1. ....  
.....  
.....  
..... [2]

2. ....  
.....  
.....  
..... [2]









