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**OXFORD CAMBRIDGE AND RSA EXAMINATIONS
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

B671

SOCIOLOGY

Sociology Basics

WEDNESDAY 15 JUNE 2011: Afternoon

DURATION: 1 hour

SUITABLE FOR VISUALLY IMPAIRED CANDIDATES

Candidates answer on the question paper.

OCR SUPPLIED MATERIALS:

None

OTHER MATERIALS REQUIRED:

None

READ INSTRUCTIONS OVERLEAF

INSTRUCTIONS TO CANDIDATES

- **Write your name, centre number and candidate number in the boxes on the first page. 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.**

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.**

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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]

SECTION B – KEY CONCEPTS IN SOCIOLOGY

Answer ALL questions.

6 Look at the diagram below.

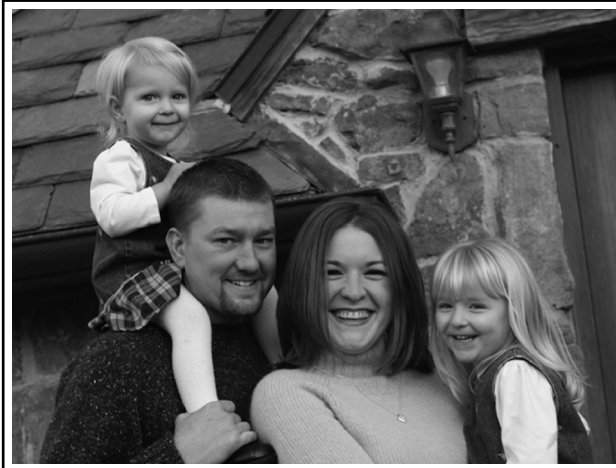
Match the key sociological concept with an arrow to the correct definition. The first one is done for you. There are more definitions than concepts.

KEY CONCEPT	DEFINITION
subculture	a smaller social group with some different norms and values from mainstream society e.g. punks
norms	written rules and laws enforced by agents such as the police and courts
formal social control	a position in society earned by an individual's own efforts
achieved status	accepted and expected behaviour in a specific situation
positive sanctions	rewards used to encourage acceptable behaviour
	general principles or beliefs that the majority of society agrees on and considers worthwhile

[4]

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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]

8 (a) Identify and describe ONE traditional stereotype of females.

[2]

(b) Identify and describe ONE example of gender role socialisation.

[2]

