OCR
RECOGNISING ACHIEVEMENT

Friday 17 May 2013 – Afternoon

GCSE SOCIOLOGY

B672/01 Socialisation, Culture and Identity

Candidates answer on the Question Paper.

OCR supplied materials:
None

Other materials required:
None

Duration: 1 hour 30 minutes

Candidate forename		Candidate surname	

Centre number						Candidate number				

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. HB pencil may be used for graphs and diagrams only.
- Answer **any** three sections.
- 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 page(s) at the end of this booklet. The question number(s) must be clearly shown.
- 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 **36** 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 your written communication of your answers.

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SECTION A – Family

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

Types of family, by ethnic group

Type of family	**White**	**Black**	**Pakistani and Bangladeshi**
Lone parent	30%	31%	7%
Nuclear	31%	23%	25%
Cohabitation	33%	23%	4%
Other	6%	23%	64%
Total	100%	100%	100%

Source: Local survey, Birmingham

1 **(a)** **From the source**, identify which:

(i) type of family Pakistanis and Bangladeshis were most likely to be in.

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

(ii) ethnic group is least likely to be in a lone parent family.

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

(b) Using your wider sociological knowledge, identify **two other** types of family **not** included in the source.

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

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2 Concepts:

Lone parent	Nuclear family	Cohabitation
Household	Divorce	

Write out the name or concept from the list above, which best matches each of the statements below. There are more concepts than statements.

(a) A two generation family.

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

(b) Living together as partners without being married.

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

(c) The legal termination of marriage.

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

(d) A mother or father living with children, but without a partner.

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

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3 Identify and explain **two** reasons why the family might not be good for everyone.

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4 'Socialisation is the most important function of the family.'

Evaluate the arguments for and against this claim. **[24]**

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END OF SECTION A

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SECTION B – Education

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

Quote from an interview with a politician on education policy

"Education in this country has improved. The introduction of the National Curriculum, the new types of schools and Ofsted have all helped. In Britain we believe that schools are there to prepare students for employment and the real world. Everyone should have an equal chance of success."

5 **(a)** **From the source**, identify **two** changes that the politician believes have helped education.

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

(b) Using your wider sociological knowledge, identify and explain **one** way schools prepare students for employment.

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

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6 Concepts:

Material deprivation	Segregation	Cultural deprivation
Formal curriculum	Hidden curriculum	

Write out the name or concept from the list above, which best matches each of the statements below. There are more concepts than statements.

(a) Separating students, often by gender within schools.

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

(b) Being without the norms and values needed to succeed in school.

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

(c) What schools teach students through everyday life.

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

(d) Being without the money and resources needed to succeed in school.

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

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7 Identify and explain **two** ways schools influence gender socialisation.

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8 'Setting and streaming have the greatest effect on students' chances of doing well in school.'

Evaluate the arguments for and against this claim. **[24]**

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END OF SECTION B

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SECTION C – Mass Media

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

The use of global media (media from around the world)

	Student	**Teacher**
Watch international news online	10%	99%
Watch television programmes made in other countries	99%	99%
Use the internet to buy products from other countries	100%	100%

Source: Survey from a London school

9 **(a)** **From the source**, identify the **two** most popular uses of global media for students.

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

(b) Using your wider sociological knowledge, identify and explain **one other** way people use global media **not** included in the source.

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

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10 Concepts:

Censorship	Stereotyping	Bias
Editor	News values	

Write out the name or concept from the list above, which best matches each of the statements below. There are more concepts than statements.

(a) One-sided, distorted or partial reporting in the mass media.

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

(b) Journalists' ideas about what is worthy of being called news.

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

(c) The person who decides on the final content of any media.

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

(d) Restrictions on the freedom of speech imposed by the government or gatekeepers.

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

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11 Identify and explain **two** ways media is controlled.

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..... **[8]**

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12 'The mass media directly affects behaviour.'

Evaluate the arguments for and against this claim. **[24]**

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END OF SECTION C

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SECTION D – Work

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

Negative experiences of work

Negative experience	**Male**	**Female**
Health problems	48%	52%
Boredom	21%	15%
Low status	35%	25%

Source: A survey of office workers, Wales

13 **(a)** **From the source**, identify:

(i) the **most common** problem for males.

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

(ii) the **least common** problem for females.

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

(b) Using your wider sociological knowledge, identify **two other** negative experiences people might have at work **not** included in the source.

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

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14 Concepts:

Computerisation	Part-time	Culture
Flexi-time	Automation	

Write out the name or concept from the list above, which best matches each of the statements below. There are more concepts than statements.

(a) The use of electronic machines capable of storing and processing information.

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

(b) Working for less than 35 hours per week.

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

(c) A way of life of a group of people with shared norms and values.

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

(d) Allowing workers some choice over when they work their agreed weekly hours.

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

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15 Identify and explain **two** reasons why people work.

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..... **[8]**

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16 'Gender has the greatest influence on career opportunities.'

Evaluate the arguments for and against this claim. **[24]**

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END OF SECTION D

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SECTION E – Crime and Deviance

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

Self-report study measuring youth crime

Type of youth crime	Year 7	Year 11	Year 13
Illegal downloading	4%	68%	72%
Shoplifting	1%	15%	8%
Vandalism	10%	25%	12%

Source: Survey in a school in Scotland

17 **(a)** **From the source**, identify:

(i) the type of youth crime Year 11 were most likely to have taken part in.

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

(ii) the type of youth crime Year 13 were least likely to have taken part in.

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

(b) Using your wider sociological knowledge, identify and explain **one other** way of measuring crime **not** included in the source.

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

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18 Concepts:

Deviance	Conformity	Values
Formal control	Situational deviance	

Write out the name or concept from the list above, which best matches each of the statements below. There are more concepts than statements.

(a) An act that breaks social norms or values in a certain time or place.

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

(b) Written rules and laws enforced by agents such as courts.

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

(c) General ideas of what is right or wrong about society.

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

(d) Behaviour that is against a group's norms.

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

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19 Identify and explain **two** possible solutions to crime.

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..... **[8]**

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20 'Young people commit crime because of peer pressure.'

Evaluate the arguments for and against this claim. **[24]**

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END OF SECTION E

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SECTION F – Youth

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

Views about agents of social control

Becky: "I always check what my friends are wearing before we go out, I do not want to be laughed at."
Karen: "I have to check with my mum if my clothes are ok. She does not care what my friends are wearing, she is very strict."
Nadya: "I get my ideas for outfits from my magazines, if the celebrity Cheryl Cole is wearing it, then so am I."

Source: Quotes from an interview with a focus group, 2011

21 **(a)** **From the source**, identify **two** influences of the girls' choice of clothes.

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

(b) Using your wider sociological knowledge, identify **two other** agents of social control that influence young people's behaviour **not** included in the source.

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

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22 Concepts:

Gang	Youth	Social construction of youth
Transition	Loss of innocence	

Write out the name or concept from the list above, which best matches each of the statements below. There are more concepts than statements.

(a) Period of change from one stage of life to another.

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

(b) A group with some form of membership, hierarchy and often involved in criminal activity.

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

(c) The period between childhood and adulthood.

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

(d) The belief that the age of youth is not the same everywhere.

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

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23 Identify and explain **two** rites of passage experienced by some youths.

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24 'Young people join youth subcultures because of shared interests.'

Evaluate the arguments for and against this claim. **[24]**

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END OF SECTION F

END OF QUESTION PAPER

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ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margins.

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