

General Certificate of Secondary Education
Sociology
B673 Applying Sociological Research
Techniques
Specimen Paper

J696

Time: 1 hour

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each **question** carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question 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 question 13 for the quality of written communication of your answer.

This document consists of **8** printed pages.

Section A: Using Investigation 1 and your sociological knowledge, answer the following questions.

Answer **all** questions.

1 Identify the hypothesis in Investigation 1.

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

2 (a) Describe what is meant by the term 'primary method'.

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

(b) Identify the **two** primary methods used to investigate the hypothesis in Investigation 1.

(i)
(ii) [2]

3 Identify and explain **two** issues associated with the use of closed questions in questionnaires, in Investigation 1.

(i).....
.....
(ii).....
..... [4]

4 (a) Identify and explain **two** advantages of using an interview in Investigation 1.

(i)
.....
(ii)
..... [4]

(b) Identify and explain **two** disadvantages of using an interview in Investigation 1.

(i)
.....
(ii)
..... [4]

5 (a) Describe what is meant by the term 'qualitative data'.

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

(b) Give **one** example of 'qualitative data'.

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

6 Evaluate the **secondary source** referred to in **Investigation 1**.

(a) How was it useful/ not useful in meeting the aims?

.....
.....
.....
..... [3]

(b) How was it not useful/ not useful in proving the hypothesis?

.....
.....
.....
..... [3]

Section A Total [25]

SPECIMEN

Section B: Using Investigation 2 and your sociological knowledge, answer the following questions.

Answer **all** questions.

7 Identify a possible hypothesis for Investigation 2.

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

8 Identify **one** aim of Investigation 2.

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

9 (a) Describe what is meant by the term 'sampling'.

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

(b) Describe the sample that was used in the Investigation 2.

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

10 Identify and explain **two** ethical issues associated with "doing covert observation on criminal friends".

(i).....
.....

(ii).....
..... [4]

11 (a) Identify and explain **two** ways the researcher could have tried to ensure that data from the questionnaires was accurate.

(i).....
.....

(ii).....
..... [4]

(b) Identify and explain **one** improvement the researcher could have made to the questionnaire.

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

12 Evaluate the **results from the questionnaire** referred to in Investigation 2.

(a) How were they useful/not useful in meeting the aims?

.....
.....
.....
..... [3]

(b) How were they useful/ not useful in proving the hypothesis?

.....
.....
.....
..... [3]

Section B Total [23]

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..... [12]

Section C Total [12]

Paper Total [60]

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SPECIMEN

Section A – Investigation 1		
Question Number	Answer	Max Mark
	Using Investigation 1 and your sociological knowledge, answer the following questions.	
1	<p>Identify the hypothesis in Investigation 1.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for the identification of the hypothesis ‘The police are more likely to stop teenage boys if they dress in a particular way’</p>	[1]
2(a)	<p>Describe what is meant by the term ‘primary method’.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for a vague description of the term primary method. Typically a 1 mark answer will reveal a vague idea of a primary method being data they have collected.</p> <p>Two marks for a concise and clear knowledge and understanding of the primary method. Typically a 2 mark answer will reveal an understanding of sociologists selecting this data/using techniques such as interviews etc to produce data that is new to the person collecting it.</p> <p>Two marks maximum</p>	[2]
2(b)	<p>Identify the <u>two</u> primary methods used to investigate the hypothesis in Investigation 1.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for the correct identification of a primary method from the Investigation: questionnaire.</p> <p>One mark for the correct identification of a primary method from the Investigation: interview.</p>	[2]
3	<p>Identify and explain <u>two</u> issues associated with the use of closed questions in questionnaires, in Investigation 1.</p> <p>Zero marks for no evidence submitted or response does not address the question</p> <p>One mark for the correct identification of an issue linked to the method e.g. underage sample, lack of anonymity</p> <p>One mark for an explanation of how this is an issue. e.g. BSA state anonymity of paramount importance To safeguard people. To safeguard the researcher</p>	

Section A – Investigation 1		
Question Number	Answer	Max Mark
	<p>To ensure they data is accurate and not shaped by introduced bias</p> <p>Two marks maximum for each issue</p> <p>Four marks maximum</p>	[4]
4(a)	<p>Identify and explain <u>two</u> advantages of using an interview in Investigation 1.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for one correct advantage of an interview.</p> <p>E.g. cost of informal interview Response rate Interviewee can use their own words and ideas</p> <p>One mark for referring this to the Investigation –</p> <p>E.g. This is unsponsored research- it keeps cost down The need for interviewees to be relaxed Questions can be rephrased or opened up if needed – e.g. about what kind of crime the policeman deals with.</p> <p>Two marks maximum for each advantage</p> <p>Four marks maximum</p>	[4]
4(b)	<p>Identify and explain <u>two</u> disadvantages of using an interview in Investigation 1.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for one correct disadvantage of an interview.</p> <p>E.g. interviewer bias Time it takes</p> <p>One mark for referring this to the Investigation.</p> <p>E.g. The interviewer says the policeman is “reasonable”. Is this interviewer bias?</p> <p>Two marks maximum for each disadvantage</p> <p>Difficult to obtain a large amount of information in the time available</p> <p>Four marks maximum</p>	[4]
5(a)	<p>Describe what is meant by the term ‘qualitative data’.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for the identification of a data that is based on descriptions of events, words.</p>	[1]

Section A – Investigation 1		
Question Number	Answer	Max Mark
5(b)	<p>Give <u>one</u> example of ‘qualitative data’.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for an example of qualitative data E.g. written text Newspaper article</p>	[1]
6 6(a)	<p>Evaluate the secondary source referred to in Investigation 1.</p> <p>How was it useful/ not useful in meeting the aims?</p> <p>One mark for evidence that candidate has identified at least two of the aims</p> <p>One mark for linking the aims to the article</p> <p>One mark for explanation of how the article met the aims</p>	[3]
6(b)	<p>How was it not useful/ not useful in proving the hypothesis?</p> <p>One mark for evidence that the candidate has identified the hypothesis</p> <p>Two further marks for understanding what evidence is needed to prove or disprove the hypothesis and how the information in the article provides this.</p>	[3]
Section A Total		[25]

Section B- Investigation 2		
Question Number	Answer	Max Mark
	Using <u>Investigation 2</u> and your sociological knowledge, answer the following questions.	
7	<p>Identify a possible hypothesis for Investigation 2.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for the identification of a statement to be tested.</p> <p>One mark for the identification of a statement relevant to the research in Investigation 1 e.g.</p>	[2]
8	<p>Identify <u>one</u> aim of Investigation 2.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for the correct identification of an aim</p> <p>Any one from:</p> <ul style="list-style-type: none"> • To find out why teenagers are labelled as troublemakers • To find out if the video games they play affect their behaviour • Does the music they listen to have an impact on the way they think 	[1]
9		
9(a)	<p>Describe what is meant by the term 'sampling'.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for a vague description of the term sampling. Typically a 1 mark answer will reveal a vague idea of sampling as choosing people to provide information.</p> <p>Two marks for a precise answer and clear knowledge and understanding of the term sampling. Typically a 2 mark answer will reveal an understanding of sociologists selecting their respondents, with either some indication of type and number, or reference to specific techniques of sampling.</p>	[2]
9(b)	<p>Describe the sample that was used in the Investigation 2.</p> <p>One mark for a vague idea of how sampling was used. The researcher asked people</p> <p>Two marks for a concise answer. The researcher sampled his group of mates and only interviewed teenagers.</p>	[2]

Section B- Investigation 2		
Question Number	Answer	Max Mark
10	<p>Identify and explain <u>two</u> ethical issues associated with “doing covert observation on criminal friends”.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for the correct identification of an ethical issue related to the method of covert observation of criminals E.g. Unethical to spy on people Group under study are underage as teenagers Could witness criminal behaviour</p> <p>One mark for an accurate explanation of this ethical issue – what makes it an ethical issue and how it is related to the method of covert observation E.g. E.g. Legal issues related to confidentiality of information especially linked to under 18 cohort If illegal behaviour is witnessed, the observer will be in a difficult position as this group are his friends.</p> <p>Two marks maximum for each ethical issue.</p> <p>Four marks maximum</p>	[4]

Section B- Applying the Methods		
Question Number	Answer	Max Mark
11(a)	<p>Identify and explain <u>two</u> ways the researcher could have tried to ensure that data from the questionnaires was accurate.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p> <p>One mark for the correct identification of a way the researcher could have tried to ensure that data from the questionnaires was valid. E.g. Could have made the questions more open ended Sample selection and response</p> <p>One mark for an accurate explanation of a way the researcher could have tried to ensure that data from the questionnaires was valid. E.g. By introducing more open ended questions the respondents view would be much clearer making the data more valid. Using an appropriate sample of respondents increases the chances of outcomes being representative of the relevant cohort</p> <p>Two marks maximum for each way Four marks maximum</p>	[4]
11(b)	<p>Identify and explain <u>one</u> improvement the researcher could have made to the questionnaire.</p> <p>One mark for the correct identification of an improvement the researcher could have made to the questionnaire. E.g. Including questions about behaviour</p> <p>One mark for an accurate explanation of an improvement the researcher could have made to the questionnaire. E.g. Including questions about behaviour would have allowed a link between the media and behaviour which at present is not there.</p>	[2]
12	<p>Evaluate the <u>results from the questionnaire</u> referred to in Investigation 2.</p>	
12(a)	<p>How were they useful/not useful in meeting the aims?</p> <p>One mark for evidence that candidate has identified at least two of the aims</p> <p>One mark for linking the aims to the questionnaire</p> <p>One mark for explanation of how the questionnaire met the aims</p>	[3]
12(b)	<p>How were they useful/ not useful in proving the hypothesis?</p> <p>One mark for evidence that the candidate has identified the hypothesis</p> <p>Two further marks for understanding what evidence is needed to prove or disprove the hypothesis and how the information in the questionnaire provides this.</p>	[3]
Section B Total		[23]

Section C -		
Question Number	Answer	Max Mark
13	<p>Using either Investigation 1 OR Investigation 2 and your sociological knowledge, answer the following questions.</p> <p>Using one of the Investigations and your sociological knowledge evaluate the investigation by looking at how you could improve the investigation. What were the weaknesses and how could you overcome them? You could focus on the following:</p> <ul style="list-style-type: none"> • the hypothesis; • the aims; • sampling; • methodology; • secondary evidence. <p>Candidates' responses may include:</p> <ul style="list-style-type: none"> • Some amendments to the hypothesis as a result of the data produced e.g. Teenagers wearing hooded jumpers are more likely to commit crime. • Total change to the hypothesis as a result of the outcome of the research i.e. the media has no effect on how teenagers act. • Some amendment to the aims as a result of the research process. This might be as a result of the difficulty of finding or being able to collect appropriate data, the aim being too broad or not helping to prove or disprove the hypothesis. e.g. to find out why teenagers are labelled as troublemakers as this is very broad • Suggestions for how the study could be developed further by identifying related areas or social problems. E.g. the link to ethnicity and gender, which link is more likely to be stopped. • Suggested changes to the sample – extending the age range, gender etc • Introducing new methods • Looking at different secondary sources like statistics on crime and youth etc <p>Candidates might also consider an extension of their study to different age groups or locations.</p> <p>Marks will be awarded for the depth and detail of the explanation for any changes. Candidates will also be rewarded for positive evaluation of their work.</p> <p>Zero marks for no evidence submitted or response does not address the question.</p>	

Section C -		
Question Number	Answer	Max Mark
	<p>Level 1 [1-4 marks] Candidates apply limited knowledge and examples to the question. Candidates analyse and evaluate the debate in a limited way. Information and evidence is presented with some lack of clarity and inaccuracy. Arguments and points are interpreted simply. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Level 2 [5-8 marks] Candidates reveal a basic knowledge of research as a tool and apply basic knowledge and examples to the question. Candidates analyse and evaluate the debate in a basic way. Relevant information and evidence is presented and meaning is generally clear. Typically answers will contain sociological ideas but without sociological language. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p> <p>Level 3 [9-12 marks] Candidates reveal a good knowledge of the research as a tool and apply good knowledge and examples to the question. Candidates analyse and evaluate the debate in a good way. A wide range of evidence and information is used to critically support substantiated arguments and conclusions in relation to the issue. Meaning is clear. Typically answers will contain a range of sociological ideas and language throughout. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	[12]
Section C Total		[12]
Paper Total		[60]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1	-	1	-	
2(a)	2	-	-	
2(b)	-	2	-	
3	-	2	2	
4(a)	-	2	2	
4(b)	-	2	2	
5(a)	1	-	-	
5(b)	1	-	-	
6(a)	-	-	3	
6(b)	-	-	3	
7	-	2	-	
8	-	1	-	
9(a)	2	-	-	
9(b)	-	2	-	
10	-	2	2	
11(a)	2	2	-	
11(b)	-	2	-	
12(a)	-	-	3	
12(b)	-	-	3	
13	2	4	6	
Totals	10	24	26	60