

# OCR

Oxford Cambridge and RSA

## Thursday 19 May 2016 – Afternoon

### GCSE SOCIOLOGY

**B672/01** Socialisation, Culture and Identity

Candidates answer on the Question Paper.

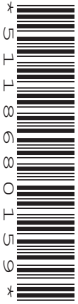
**OCR supplied materials:**

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.

<b>CONTENTS</b>	
<b>Section A – Family</b>	<b>Pages 3–7</b>
<b>Section B – Education</b>	<b>Pages 8–12</b>
<b>Section C – Mass Media</b>	<b>Pages 13–17</b>
<b>Section D – Workplace</b>	<b>Pages 18–22</b>
<b>Section E – Crime and Deviance</b>	<b>Pages 23–27</b>
<b>Section F – Youth</b>	<b>Pages 28–32</b>
<b>Additional answer space</b>	<b>Pages 33–35</b>

**SECTION A – Family**

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

**How ethnicity affects family life**

“I feel that I am now two people. With my friends I feel more British and change how I talk and act. When I am with my family, my ethnic group, which is Pakistani, matters a lot to me. It affects my family life in many ways. I am expected to dress in a certain way and do not have as much freedom as my friends.”

*Unstructured interview with an 18-year-old British Pakistani, 2014*

- 1 (a) **From the source**, identify **two** ways being Pakistani affects the young person’s family life.

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

- (b) Using your wider sociological knowledge, identify **another** ethnic group and describe how this ethnicity can affect family life.

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

2 Concepts:

- Boomerang family
  - Househusband
  - Housewife
- 
- Beanpole families
  - Conjugal roles

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 family in which non-dependent children return home to live with their parents.  
..... [1]
- (b) The parts played by a husband and wife.  
..... [1]
- (c) A new role in modern society.  
..... [1]
- (d) A tall, narrow extended family often containing four or five generations.  
..... [1]







**SECTION B – Education**

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

**The reasons parents send their children to school**

<b>Reason</b>	<b>Parents of Year 11 students</b>	<b>Parents of Year 7 students</b>
For qualifications	30%	50%
To learn new skills	15%	22%
To help get a job	45%	10%
Other	10%	18%

*Survey of parents in a Cardiff school, 2014*

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

**(i)** the most likely reason Year 11 parents send their children to school

..... [1]

**(ii)** the least likely reason Year 7 parents send their children to school.

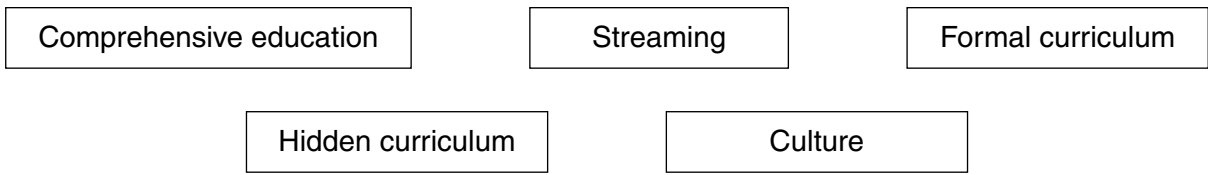
..... [1]

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

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



6 Concepts:



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 norms and values or way of life in a school.  
..... [1]
- (b) Schools for students of all abilities and backgrounds.  
..... [1]
- (c) Education that takes place outside of particular subjects and lessons as part of everyday school life.  
..... [1]
- (d) Education that is based on government or exam board guidelines on what to teach.  
..... [1]







**SECTION C – Mass Media**

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

**Media around the world**

Globalisation has meant that news is available all around the world. When events happen they are quickly spread to a global audience. The internet, smartphones and other technological changes have all made it possible for news to travel further.

*Broadsheet newspaper, 2015*

9 (a) **From the source**, identify **two** examples of how the news is now global.

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

(b) Using your wider sociological knowledge, identify **two other** examples of how the media is global.

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

10 Concepts:

Censorship

Mass Media

Communication

Bias

Selection

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) Any form of dialogue, written, verbal or visual, between people.

..... [1]

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

..... [1]

(c) The choices made when creating media content.

..... [1]

(d) One-sided, prejudiced reporting in the media.

..... [1]









**SECTION D – Workplace**

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

**The informal economy**

The informal economy can be divided into three areas:

- the hidden economy, where work is usually not declared and not taxed
- the domestic economy, which includes unpaid work at home such as DIY
- the communal economy, which includes unpaid work such as helping a neighbour.

*Adapted from a Sociology textbook, 2001*

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

(i) one area of the informal economy

..... [1]

(ii) one example of the domestic economy.

..... [1]

**(b) Using your wider sociological knowledge, identify **two** examples of unpaid work which are **not** in the source.**

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

14 Concepts:

Leisure

Employment

Computerisation

Automation

Life chances

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 which can store and process information.  
..... [1]
- (b) How likely an individual is to obtain desirable things like good health or high income.  
..... [1]
- (c) Earning a living by working for an employer or for oneself.  
..... [1]
- (d) Free time left over after work and other responsibilities have been completed.  
..... [1]







**SECTION E – Crime and Deviance**

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

**The relativity of deviance**

Deviance is not fixed: it is relative. Cross-cultural deviance reminds us that acceptable behaviour in one society (like drinking alcohol), might be considered deviant in another. Situational deviance tells us that the situation decides whether an act is deviant: punching someone in a boxing ring is acceptable, but in the street it is deviant. Ideas of what is deviant also change over time.

*Adapted from a Sociology journal, 2002*

**17 (a) From the source**, identify **two** types of deviance.

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

**(b)** Using your wider knowledge, identify **two** examples of how deviance changes over time.

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

18 Concepts:

Deviance

Official statistics

Victim surveys

Self-report studies

Crime

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) Government figures showing the number and types of recorded crime.

..... [1]

(b) Research asking people what crimes they have committed.

..... [1]

(c) Research asking people what crimes have been committed against them.

..... [1]

(d) Action that is against the law.

..... [1]









**SECTION F – Youth**

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

**Socialisation of youth through media representation**

Type of headline	Number of headlines	
	Tabloid newspapers	Broadsheet newspapers
Negative	8	6
Positive	1	2
Neutral (neither positive nor negative)	1	2

*Content analysis of one week’s newspaper headlines, 2013*

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

(i) how many negative headlines were in tabloid newspapers

..... [1]

(ii) which type of newspaper had the smallest number of positive headlines about youth.

..... [1]

**(b) Using your wider sociological knowledge, identify **two** agents that socialise youth other than the media.**

.....

.....

.....

..... [2]

22 Concepts:

Conformity

Formal control

Rites of passage

Informal control

Youth

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) Enforcing the law through agents such as the police and courts.

..... [1]

(b) Initiation into the next stage of life.

..... [1]

(c) Following the rules of a culture or subculture.

..... [1]

(d) The period between childhood and adulthood.

..... [1]









**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.

A large area of lined paper for writing answers. It features a vertical margin line on the left side and horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.





**PLEASE DO NOT WRITE ON THIS PAGE**



**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 and is freely available to download from our public website ([www.ocr.org.uk](http://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.