

**GENERAL CERTIFICATE OF SECONDARY EDUCATION**  
**SOCIOLOGY**

**B673**

Applying Sociological Research Techniques

Candidates answer on the question paper.

**OCR supplied materials:**

- Pre-release material (inserted)

**Other materials required:**  
None

**Tuesday 21 June 2011**  
**Morning**

**Duration: 1 hour**



Candidate forename		Candidate surname	
-----------------------	--	----------------------	--

Centre number						Candidate number				
---------------	--	--	--	--	--	------------------	--	--	--	--

**INSTRUCTIONS TO CANDIDATES**

- The insert will be found in the centre of this document.
- 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 in sections **A**, **B** and **C**.
- 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 question 13 for the quality of written communication of your answer.
- This document consists of **12** pages. Any blank pages are indicated.

Section A

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

Answer **all** questions.

1 Identify the hypothesis used for Investigation 1.

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

2 (a) Identify how the behaviour of the children was recorded in Investigation 1 (line 36)

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

(b) Identify a **different** way the behaviour of the children could have been recorded in Investigation 1.

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

(c) Describe what is meant by the term non-participant observation.

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

The researcher in Investigation 1 wants to study the children again when they have left school (lines 44–47).

3 (a) Identify and explain **one** possible advantage of this for Investigation 1.

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

(b) Identify and explain **one** possible disadvantage of this for Investigation 1.

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

4 (a) Describe what is meant by the term validity.

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

(b) Identify and explain **two** reasons why the findings of the primary research in Investigation 1 (lines 49–60), might not be accurate.

1 .....

.....  
.....  
.....

2 .....

.....  
.....  
..... [4]

5 (a) Describe what is meant by the term primary research.

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

(b) Using the primary research in Investigation 1 (lines 49–60), explain why the study is unethical.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [6]

**Section A Total [23]**

Section B

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

Answer **all** questions.

6 Identify **one** aim for Investigation 2.

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

7 Identify **one** possible hypothesis the researcher could have used to study pupil success in school in Investigation 2.

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

8 (a) Identify and describe **one** advantage of using quantitative data to study classroom behaviour in Investigation 2.

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

(b) Identify and describe **one** disadvantage of using quantitative data to study classroom behaviour in Investigation 2.

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

9 Describe what is meant by the term objectivity.

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

10 Identify and describe **two** disadvantages of the design of the observation grid (page 6) in Investigation 2.

1 .....

.....  
.....  
.....

2 .....

.....  
.....  
..... [4]

11 Use the secondary sources from Investigation 2.

(a) From Source A (page 7), identify which ethnic group has the highest percentage of 5+A\* – C grades.

..... [1]

(b) From Source A (page 7), identify which ethnic group has the lowest percentage of 5+A\* – C grades.

..... [1]

(c) From Source B (page 8), identify the percentage of people from ethnic minority groups who are unemployed.

..... [1]

(d) From Source C (page 8), identify **one** way the Educational Maintenance Allowance (EMA) can help poorer students.

..... [1]

(e) Identify and explain **one** conclusion which could be made from Source D (page 8).

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

12 Identify and explain **three** ways using a questionnaire would be useful for studying pupil success in school in Investigation 2.

1 .....  
.....  
.....  
.....

2 .....  
.....  
.....  
.....

3 .....  
.....  
.....  
..... [6]

**Section B Total [25]**





.....

.....

.....

..... [12]

**Section C Total [12]**

**Paper Total [60]**



A series of 25 horizontal dotted lines spanning the width of the page, intended for writing.

**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.