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GCSE SOCIOLOGY

B673/01/CS Applying Sociological Research Techniques

PRE-RELEASE MATERIAL FOR 2016 EXAMINATION

JUNE 2016



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INFORMATION FOR CANDIDATES

- You **must** make yourself familiar with the pre-release material before you sit the examination.
- A clean copy of the pre-release material will be given to you with the question paper.
- This document consists of **12** pages. Any blank pages are indicated.

Investigation 1 – Study by male Year 10 student in East London in 2015

In my Business Studies class we discussed how important it is for young people to understand about managing money. We also talked about how much pocket money we got and I was surprised that some of my classmates got loads!

I learnt about research methods and the topic of youth in my Sociology lessons. I decided to use my knowledge to find out about how much pocket money people get, whether this has changed and what children and young people use their pocket money for. I wondered if any of them saved it.

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Hypothesis

‘Young people today get more pocket money than their parents did and use it in a different way to their parents.’

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Plan of Research

My Sociology teacher says it is useful to use secondary sources, as well as carrying out primary methods, to get data to prove or disprove a hypothesis. I will use a range of sources to find out the views of young people and also their parents so that I can compare them. I will also find out what young people in my school think by carrying out a questionnaire. There are several primary methods I could have used but in the end I decided a questionnaire would give me the type of information I needed.

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Source 1

Mumsnet website survey – September 2014

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Users of Mumsnet were asked what they had spent their pocket money on and how much they got compared to what they give their children. There were 286 replies.

I have selected and adapted 10 of the replies to use for my research. They are listed below:

1. 25p every Saturday. Half was spent on a mixture of sweets. After that it was all about saving up £1.79 to buy a 12" vinyl disc.

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2. I liked the Sherbet Fountains which were something like 7p and left some spare change for the ‘three for a penny’ sweets.

3. I got about 50p, it was a long time ago!

For me it was comics, I remember waiting in the queue with my Bunty or Mandy and I just couldn’t wait to get home to read it from cover to cover. Simple times.

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4. I used to get 50p a week. I used to buy a copy of Disco 45 magazine. It was fab, it had all the words to the current chart hits inside!

5. I would get £1.00 – £1.50 every weekend but only if I had done jobs around the house. I bought as many pink and white 1p sweet foam mushrooms as I could.

6. My grandfather would give us 10p between four of us and we’d buy a bag of sweets EACH with that! Those were the days!

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7. I don’t remember how much I used to get, but I do remember going to the shop to buy a 10p mix – a bag of mixed sweets, lots of which were only 0.5p.

8. I used to buy comics, Dandy or Bunty (my brother always bought the Beano so I knew it was a waste to get that one) and a mixed bag of sweets. 40
9. Around 1980 I got pocket money – 30p to get a comic plus a small chocolate bar. Now I would need to give £3 a week to my son for that.
10. I used to get 10p a day. It always went on sweets, never saved. It was spent on either 2oz of cherry lips or 2oz of candy cigarettes.

Source 2

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The Guardian – August 30, 2013

The newspaper reported on surveys into pocket money done by two companies: Halifax and Aviva. Halifax questioned 1269 children aged between 8 – 15 and Aviva questioned 1469 parents.

Findings:

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- the average amount of pocket money according to children was £6.50
- the average amount of pocket money according to parents was £5.75
- 84% of children said they got pocket money
- 73% of parents said they gave their children pocket money
- boys got more pocket money (£6.67) than girls (£6.32) but girls felt more satisfied than boys with the amount they got 55
- 75% of children said they saved 25% of their pocket money.

Table 1

The survey also showed there were regional differences in the amount of pocket money given and how this has changed since 2012. The data for London, South West and North East was collected by Halifax and for West Midlands and Wales by Aviva. I selected some of this information to put into a table. 60

UK regional differences in pocket money in 2013:

Region	Amount of pocket money given	Change in amount from 2012
London	£7.60	up
South West	£5.29	down
North East	£6.71	down
West Midlands	£9.75	*
Wales	£4.95	*

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*no data available

Source 3

The Guardian – September 8, 2014

The Guardian reported on another survey on pocket money done a year later in 2014.

In this, parents were asked how they had used their pocket money when they were children. 55% said they had regularly added to their savings but 45% had not. 75

The survey showed that pocket money was less likely to be saved than money earned from part-time jobs such as a paper round.

One conclusion was that children who had earned money from jobs managed their money better as adults, compared to children who were just given pocket money. Another conclusion was that attitudes to finance are shaped at an early age. 80

Primary Research

Method 1

I decided to carry out a questionnaire using the students in my school as my survey population. Perhaps a stratified sample would have been better but for my sample I just chose people in the playground at breaktime one Friday afternoon. I guessed the year group of each person I asked and think I got people from all the years, 7 to 11. There were no sixth formers because they are taught in a separate block and have different break times. I did find some of the Year 11 boys a bit scary and others were playing football. Year 11 girls don't like to be seen talking to boys younger than themselves but girls in Years 7 and 8 were very keen to fill in my questionnaire. I think I did well to get 53 questionnaires back. 85 90

As well as finding out about the amount of pocket money and how they use it, I also thought it would be interesting to find out if there are differences based on gender.

This is a blank copy of my questionnaire:

Questionnaire on Pocket Money

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I am a student in Year 10 and doing a project on pocket money as part of my lessons. I would be very grateful if you would answer my questions by either ticking a box or writing an answer.

1. Name _____

2. How much do you get? 0 – 5 5 – 10 11 – 15
 16 – 20 Over 20

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3. Are you satisfied with this amount?

Please explain _____

4. Do you feel you are as affluent as your peers?

Yes No

Please explain _____

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5. What do you spend your pocket money on?

Toys	<input type="checkbox"/>	Computer games	<input type="checkbox"/>
Sweets	<input type="checkbox"/>	Magazines	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	Cigarettes	<input type="checkbox"/>

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6. Do you think you get more than your parents and spend it in a different way?

Please explain _____

Thank you for completing my questionnaire. I will keep the answers confidential.

Overall

I wrote up my results and learnt a lot from my research. My teachers thought I did well!

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Investigation 2 – Study by a male sixth form student in Manchester – 2015

I am applying to university for a course in Childhood Studies. To prepare for my interview I decided I would do some research into childhood as I have not studied this in my A level courses.

I want to know what ‘childhood’ means. I think of my little brothers and sisters as precious but wonder whether everyone thinks like this. One of my aims is to find out if children are valued everywhere and whether all societies at all times in history have been child-centred. I am also keen to find out if all children from different backgrounds and genders are treated equally. 120

Source A

United Nations Convention

In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow to be as healthy as possible, can learn at school, are protected, have their views listened to and are treated fairly. A child is classed as under 18. 125

In total there are 54 articles, each of which is a right. I have selected and shortened some of them. 130

Article 7

Every child has the right to a legal name and nationality.

Article 9

Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child).

Article 12

Every child has the right to have a say in all matters affecting them and to have their views taken seriously.

Article 15

Every child has the right to meet with other children and to join groups and organisations.

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 24

Every child has the right to the best possible health.

Governments must work to provide good quality health care, clean water, nutritious food and a clean environment. 135

Article 27

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. 140

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. 145

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. 150

Source B

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Newspaper article (adapted from the Daily Mirror – March 23, 1988)

‘Boy raised by dog while his parents went out drinking’

Three-year-old Horst Reinhard of West Germany had no-one in the world who cared for him, apart from his family’s pet dog. Known as ‘puppy boy’, he was brought up by his parent’s Alsatian, Asta.

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The dog, ‘deprived of her own litter’, turned her attention to the boy. Horst spent day after day in the dog’s company and became ‘so dog like that he didn’t know how to use the toilet and cocked his leg instead’.

The article said, ‘Asta nuzzled him and licked his hands, face and bottom clean’.

Horst’s situation was only discovered after he was found wandering the streets in his pyjamas. His parents, who were given a suspended sentence, got him back after they attended parenting classes.

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Source C

BBC News Europe – September 2013

Parliament in France has banned child beauty pageants for under 16s. Organisers of such pageants and parents who enter their children may face a jail term of up to two years and a fine of 30 000 euros (£25 000).

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This was prompted by a row over a photo shoot in Vogue magazine. The photos published in December 2010 showed a girl of ten with two others, all three in heavy make-up and wearing tight dresses, high heels and expensive jewellery.

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It also recommended a ban on child-size adult clothing such as padded bras and high-heeled shoes. ‘Let us not make our girls believe from a very young age that their worth is only judged by their appearance,’ said former Sports Minister Chantal Jouanno.

Source D

TV Documentary: ‘Blinging up baby’ – Channel 5, 28 July, 2014

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The programme told us the UK market for children’s clothes is worth £5 billion per year. It used 3 case studies; all single mothers with limited income and from three different areas in the UK.

Essex – mum Sophie has two daughters; Princess Bliss Tiami May, aged 4 and Precious Belle Ruby Rosina, aged 1. She describes them as, ‘Barbie babes’ and ‘shrunken celebrities’. They have regular spray tans and their daily routine is wearing hair pieces and large frilly dresses decorated with crystals.

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Doncaster – mum Sammi bought her one-year-old daughter many dresses before she was born and said, ‘All women think of their daughter as a doll’. She has already spent thousands of pounds on clothes for her daughter. The last specially made dress cost £170.00. She admits her daughter does not like being dressed up.

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Portsmouth – Leanne, mum to Bessie-Sue, aged 6 and Scarlet, aged 4, dreams her daughters will win the Miss World competition one day. They have dyed hair, nail and beauty treatments. They are entered for child beauty pageants wearing revealing dresses, swimming costumes and encouraged to do twerking-type dancing. Leanne tells them, ‘If you come second you are the first loser’. She also admits Scarlet ‘would be a tomboy if I let her’. She calls Scarlet ‘Sexy-girl’ and says her daughters are just copying celebrities such as those on TOWIE and music videos.

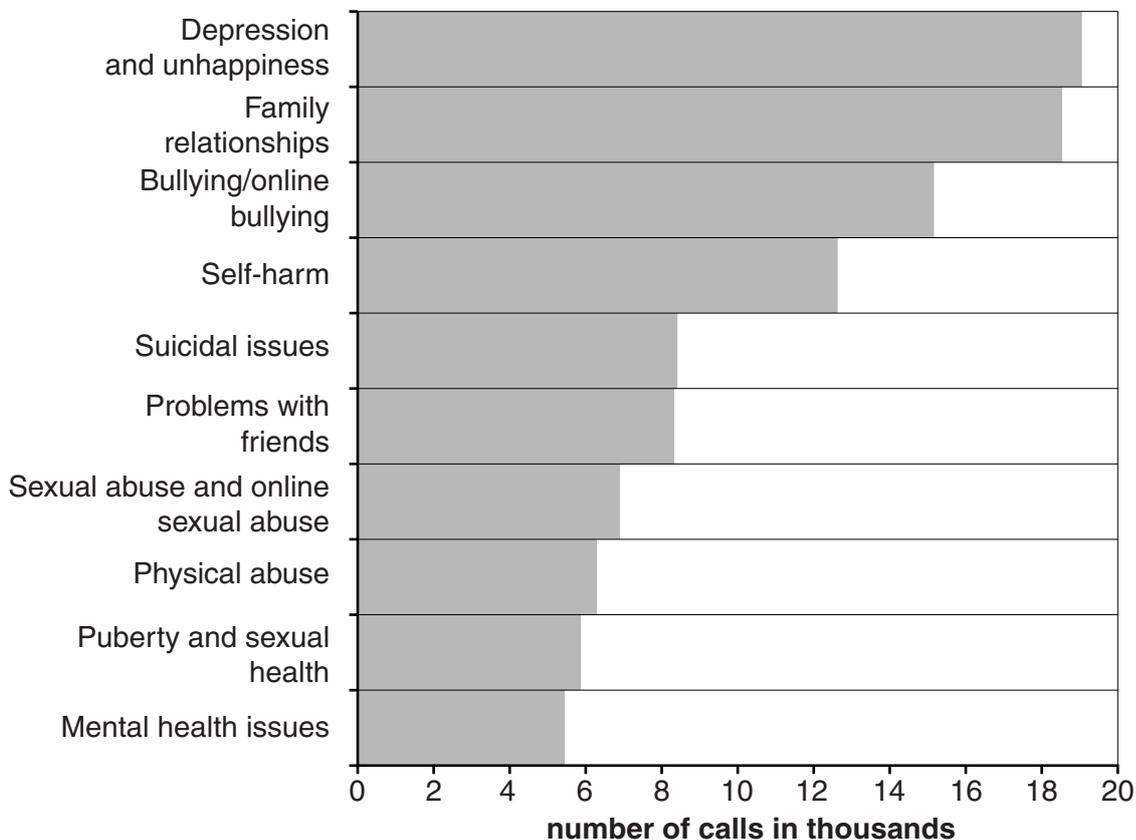
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The owner of the ‘Blinging Boutique’ in Liverpool where many of the dresses are made and bought, specialises in ‘blinging up’ anything, eg baby baths, because this is what Beyoncé does.

Source E

Top ten reasons for contacting Childline 2012/2013

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Source: NSPCC

Source F

Average number of minutes per day spent on main activities by men and women in Great Britain 2005:

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Main activity	Men	Women	All
Washing and dressing	40	48	44
Resting	43	48	46
Eating and drinking	85	79	82
Cooking, washing up	27	54	41
Cleaning, tidying	13	47	30
Repairs and gardening	23	11	17
Shopping, appointments	27	40	34
Caring for their own children	15	32	24
TV, videos, DVDs, radio and music	170	145	158
Reading	23	26	24

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Adapted from The Time Use Survey 2005 – Office for National Statistics

Primary Research**Method 2**

As well as using media material, I decided to do my own research.

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I wanted to find out if adults abide by the articles and laws that protect children's rights. In general, I wanted to find out if parents respect children, and how they treat children.

I decided that asking parents and children would not give me truthful information so I decided to study them using non-participant observation. I would watch 'from the outside'. I would watch how parents act, how children behave and also how parents and children relate to each other.

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I decided not to use a hypothesis or even an observation grid as these would be putting my views on the research before it even began. Instead I would just record anything of interest.

I did have some broad areas to look out for:

- how parents speak to children
- how much freedom children have
- how much attention children receive from their parents
- how far children are involved in decision making
- whether parents are positive role models.

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Sample

There were two ways I found people for my study:

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1. Families I know either as relatives, friends of my parents or my friends' families
2. People out shopping or in the park

Recording the data

Mostly I made video recordings of the conversations (sometimes arguments) between people. I was able to do this on my mobile phone as it looked like I was just recording my friends or younger brothers and sisters. This way I was able to see the behaviour of parents and children in their homes, in the shopping centre and in the local park. Video recording was not always possible and some information had to be remembered and written down when I got home.

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Results

I wrote everything up as case studies. When I didn't know people's names ie strangers in the park and shopping centre, I just made up the names. So I didn't get confused, I made sure none of the made-up names were the same as the real names used for the people I knew.

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Conclusion

Most parents were very child-centred and treated their children with respect. However, I was surprised by the behaviour of some adults. One of my parents' friends makes his 12-year-old daughter work in their corner shop until 11pm if they are short staffed! My friend's dad lets his 6-year-old son play 'Call of Duty'! I recorded a mum shouting and swearing at her children in the park. I was so shocked by the names she called them and that she smacked one of them, that I put the recording on social media.

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