

**GCSE**

**Sociology**

General Certificate of Secondary Education

Unit **B673**: Applying Sociological Research Techniques

**Mark Scheme for June 2016**

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Sociological Concept
	Relevant point made
	Where a full definition or description has been made on a 2 mark question
	If writing or idea or answer is unclear
	To be used in question 13 to show the development of a point
	
	To show an evaluation point in question 13
	To show benefit of doubt has been awarded
	To show where no benefit of doubt has been awarded
	To show where answer has included application to the study of work, or the investigation – question 13
	To show where an answer has included irrelevant information
	To show that information has been looked at when there is no other annotation on the answer.
	To show a level one answer on questions 6 & 13. To be placed at the end of the answer.
	To show a level two answer on questions 6 & 13. To be placed at the end of the answer.
	To show a level three answer on questions 6 & 13. To be placed at the end of the answer.

Question		Answer	Mark	Guidance
1		Young people today get more pocket money than their parents did and use it in a different way to their parents	1	The hypothesis written should be the same as on the pre-release. Credit can be given if there are minor changes / omissions but re-phrasing of the hypothesis cannot be credited.
2		<p><b>One mark</b> for an accurate id of one method.</p> <p><b>Two marks</b> for an accurate id of two methods.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> <li>• interviews</li> <li>• observation</li> <li>• content analysis</li> <li>• experiments</li> <li>• focus groups</li> <li>• any other reasonable response</li> </ul>	2	<p>Questionnaires cannot be credited. Surveys or the survey method cannot be credited.</p> <p>Different types of a method can be credited with 2 marks Eg structured and unstructured interviews</p> <p>Case studies cannot be credited.</p>
3	(a)	286	1	
	(b)	<p><b>One mark</b> for id of, to buy sweets.</p> <p><b>One additional mark</b> for the id described ie supported by reference to the data. Eg 7 of the 10 replies referred to sweets 8 of the 10 replies referred to sweets or chocolate 4 of the 10 replies referred to magazines / comics</p> <p>The additional mark cannot be given for examples of sweets bought.</p>	2	<p>No response, other than sweets (or sweets and chocolate) can be credited with the id mark.</p> <p>More than one i.e. sweets and magazines cannot be credited.</p> <p>Responses which state that the majority / most / many replies referred to sweets is not described fully and cannot be credited with the additional mark.</p> <p>Replies which state that 8 out of 10 responses refer to sweets, without stating chocolate, can be credited with the additional mark</p>

Question		Answer	Mark	Guidance
4	(a)	<p><b>One mark</b> for an accurate id of a difference.</p> <p>Possible answers are:</p> <ul style="list-style-type: none"> <li>• Difference in the amount they get</li> <li>• Difference in whether they get pocket money or not</li> </ul> <p><b>Two marks</b> for the id described. Eg parents and children disagree with the average amount of pocket money given; parents say £5.75 whilst children say £6.50.</p>	2	Reference to numbered lines of the pre-release without discussion of content cannot be credited.
	(b)	<p><b>One mark</b> for one correct problem identified. Answers might include:-</p> <ul style="list-style-type: none"> <li>• not all regions of England/UK are included</li> <li>• not all countries in the UK are included</li> <li>• not all regions show changes</li> <li>• data collected by 2 different companies</li> <li>• the researcher selected the information</li> <li>• no indication of the size of the change</li> </ul> <p>Any other reasonable response.</p> <p><b>Two marks</b> for two correct problems identified.</p> <p><b>One additional mark</b> for each problem explained ie supported by reference to the data.</p> <ul style="list-style-type: none"> <li>• eg Not all regions are included – South East, East Midlands for example are missing</li> <li>• eg Not all countries in the UK are included – Scotland / Ireland for example are missing</li> <li>• eg Not all regions show changes – West Midlands and Wales for example don't show whether it has gone up or down</li> </ul>	4	<p>No credit can be given for responses which say only that the information has been changed or adapted.</p> <p>“Out of date” cannot be credited.</p> <p>Responses credited with “data has been selected” must say more than simply what selection means to be credited with the additional mark. i.e. what could have been left out.</p> <p>Simply saying that data is unreliable, lacks validity or is not representative cannot be credited as either an id or an additional mark.</p>

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	<ul style="list-style-type: none"> <li>• eg The data was collected by 2 companies – Halifax and Aviva may have collected the data in a different way</li> <li>• eg. The researcher selected the information (omission / bias) and did not include all regions / countries only 5 areas on the table.</li> </ul> <p>Any other reasonable response</p>		
(c)	<p><b>One mark</b> for identification of a difference in behaviour with regard to saving/spending money.</p> <p><b>One additional mark</b> for this being explained. Eg They disagree about whether they save money. The Mumsnet responses show only one parent saved but 55% of the parents in Source 3 said they saved.</p>	2	<p>The additional mark can be credited for responses which say more than half / the majority of parents in source 3 said they saved.</p> <p>Responses which say many or most, will not be credited with the additional mark.</p> <p>Credit can be given for an additional mark for responses which say 1/10 or 10% of Mumsnet responses referred to saving.</p>
5	(a) <p><b>One mark</b> for a partial description of a stratified sample which relates in some way to the sample having a range of different types of people but the answer lacks a clear understanding.</p> <p>Eg. A sample with all the different groups of people in it.</p> <p><b>Two marks</b> for a clear description which shows understanding of a stratified sample as being divided into different groups each of which represents the people in the research population in the correct proportions.</p> <p>A weak description can be given 2 marks if a clear example is given to support it.</p>	2	<p>The additional mark cannot be credited for examples of groups without reference to proportion.</p> <p>“Groups selected in equal numbers” cannot be credited</p> <p>The additional mark must reference to proportion in relation to the wider or sample population.</p>

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	<p>eg A sample with different groups of people. For example, if half of the people being studied are female, half of the sample is female.</p> <p>Any other reasonable response.</p>		
(b)	<p><b>One</b> mark for the identification of a disadvantage of the sampling</p> <ul style="list-style-type: none"> <li>• Sampling done on a Friday afternoon</li> <li>• Some students may not go into the playground at break</li> <li>• Researcher guessed the year group of each respondent</li> <li>• Sixth form were not included</li> <li>• Year 11 students may not be included</li> <li>• May be too many year 7 and 8 girls</li> <li>• Choosing students in the playground lacks objectivity</li> <li>• Sample from only one school</li> <li>• Sample from only one area</li> <li>• Too busy playing</li> </ul> <p><b>Two marks</b> for two correct disadvantages identified.</p> <p><b>One</b> additional mark for each explanation of the disadvantage</p> <p>eg. the sixth form were not included as the sample was selected at break but the sixth form have different break times</p> <p>eg. the sample may have too many younger girl pupils as the researcher says they were keen to fill in his questionnaire</p> <p>Any other reasonable response</p>	4	<p>Responses which identify a disadvantage in a generic way as not representing all groups in the school can be credited. But this cannot be credited twice as a second disadvantage.</p> <p>Simple reference to representation as an explanation cannot be credited twice.</p> <p>However, a second different generic disadvantage e.g. cannot make generalisations can be credited with an i.d. mark.</p> <p>Responses which identify an overall gender bias in the sample cannot be credited as this cannot be justified.</p> <p>Suggestion of a better sampling technique to explain the disadvantage identified can be credited Eg. the sample may have too many year 7 and 8 girls whereas a random sample selected from the school register could avoid this.</p> <p>Responses that say the sample is small cannot be credited.</p>

Question	Answer	Mark	Guidance
6	<p><b>Level 3 [5–6]</b> At this level candidates demonstrate good evaluation and understanding of the questionnaire and how useful it is to provide accurate data.</p> <p>There will be clear identification and explanation of at least one advantage and one disadvantage of the questionnaire related to validity.</p> <p><b>Level 2 [3–4]</b> At this level candidates demonstrate basic evaluation and understanding of the questionnaire and how useful it is to provide accurate data. At the bottom of the level issues of accuracy / validity may be implicit.</p> <p>At this level the answers are likely to focus on only one side of the debate.</p> <p><b>Level 1 [1 – 2]</b> At this level candidates show limited understanding and knowledge of the questionnaire.</p> <p>Answers might include: Disadvantages</p> <ul style="list-style-type: none"> <li>• pre-determined questions mean there is already researcher bias</li> <li>• completed at break – may be answered too quickly</li> <li>• completed in the playground – answers may be affected by peer responses</li> <li>• Q1 asks for name. Confidentiality compromised – may lead to invalid answers</li> <li>• Q2 cannot find out the number who do not receive pocket money</li> <li>• Q2 first 2 categories overlap – so 5 is duplicated</li> <li>• Q2 no units on numbers</li> </ul>	6	<p>It is likely that responses will focus mainly on disadvantages of the content of the questionnaire i.e. the quality of the questions.</p> <p>For level 3, responses must include both advantages and disadvantages although there is no requirement for this to be balanced.</p> <p>For <b>6 marks</b>, answers will be more developed. There will be clear understanding of a wider range of factors applied to the structure of the questionnaire and how these could affect the accuracy of the data gained. The response will be conceptual with clear reference to issues of validity. Both advantages and disadvantages will be discussed.</p> <p>For <b>5 marks</b>, answers will have some development. There will be clear understanding of a range of factors applied to the structure of the questionnaire and how these could affect the accuracy of the data gained. More than one advantage or disadvantage will be discussed.</p> <p>For <b>4 marks</b>, candidates will identify more than one advantage or disadvantage. At least one will be closely applied to the structure of the questionnaire. There will be explanation of how the accuracy of the data is affected.</p> <p>For <b>3 marks</b>, candidates must identify and explain one clear advantage or disadvantage applied to the structure of the questionnaire, or more than one advantage or disadvantage but not applied specifically to the structure of the questionnaire</p> <p>For <b>2 marks</b> there will be some attempt to address the question although the points made may be brief, or implicit, or general. E.g. questionnaires are easy for people to lie.</p>

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	<ul style="list-style-type: none"> <li>• Q3/4/6 may be reluctant to spend break writing detailed answers</li> <li>• Q3 understanding of 'satisfied' may have different understanding between respondents</li> <li>• Q3 responses may be difficult to analyse objectively</li> <li>• Q4 may not understand the terms affluent and peers</li> <li>• Q4 lack of space to respond in detail</li> <li>• Q5 limited no of responses eg saving, alcohol not included</li> <li>• Q5 no instructions as to whether to tick one or more</li> <li>• Q5 may not admit to buying cigarettes / drugs as illegal</li> <li>• Q5 may say they buy cigarettes / drugs to impress peers</li> <li>• Q6 leading question therefore biased</li> <li>• Q6 contains 2 questions in one</li> <li>• Q6 may not know this so make up answers</li> <li>• Q6 vague question as it does not state the age the parent receives pocket money or any reference at all to pocket money</li> </ul> <p>Advantages</p> <ul style="list-style-type: none"> <li>• name could be used to establish gender to process valid results to link to the aims</li> <li>• polite and clear instructions / information about the research at the start will encourage respondents</li> <li>• Q3/4/6 help to provide qualitative data</li> <li>• Q2/4/5 will provide some quantitative data</li> <li>• note at end re: confidentiality may encourage accuracy</li> <li>• Can gain specific information as required</li> </ul>		<p>For <b>one mark</b> answers may make some brief reference to one or two factors relating to the questionnaire, but without explanation. E.g the boxes overlap</p> <p>No credit will be given for evaluating the representation of the sample.</p> <p>Responses which are wholly generic and make no specific to the sources cannot be credited above level 1.</p> <p>Responses which do not go beyond listing what can be found out e.g. can find out how much money they get / what they spend it on cannot be credited with more than one mark. Credit of one mark can be given as it implies that specific information can be gathered.</p>

Question		Answer	Mark	Guidance
7		<p><b>One mark</b> for correct id of one aim. Answers include:</p> <ul style="list-style-type: none"> <li>to find out if children are valued everywhere</li> <li>to find out whether all societies at all times in history have been child-centred</li> <li>to find out if all children from different backgrounds and gender are treated equally.</li> </ul>	1	<p>The aim written should be the same as one of those on the pre-release. Credit can be given if there are minor changes / omissions but re-phrasing of the aim cannot be credited.</p> <p>Credit can be given if “to find out” is missed off</p>
8	(a)	<p><b>One mark</b> for id of a correct right Possible answers: Articles 15,19, 24, 27, 31</p> <p><b>One additional mark</b> for an explanation of how this was not met in source B Eg article 27 because a child cannot have a standard of living which meets their needs if brought up by a dog Eg article 24 because being licked clean by a dog is not healthy</p>	2	<p>Credit should be given for an id through either writing the number or description of the article. Credit can be given without writing out the article in full. To be credited, the explanation must go beyond the repetition of the right, i.e. it must be linked directly to source B. It must explain explicitly how the right is not met.</p>
	(b)	<p><b>One mark</b> for the correct answer: 24</p>	1	
9		<p>One mark <b>for a partial description which is likely to be one or more examples. If a more generic response, it will lack a clear understanding.</b></p> <p><b>Eg from the TV what we read / see</b></p> <p><b>Two marks</b> for a clear description which shows understanding of media material as different forms of communication which can be transmitted to many people.</p>	2	<p>Credit can be given for identification of media material as secondary data / secondary information / secondary sources. This could be implicit. E.g. data taken and used for research.</p> <p>Examples of the media alone, can be credited with only one mark.</p>

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	<p>A weak description can be given two marks if a clear example is given to support it.</p> <p>Eg. TV goes out to many people at the same time</p> <p>Any other reasonable response.</p>		
10	<p><b>One</b> mark for the correct identification of an advantage of non-participant observation. Possible answers</p> <ul style="list-style-type: none"> <li>• reduces researcher bias as not involved in the group</li> <li>• don't have to find a role to 'fit in'</li> <li>• easier to record data</li> <li>• can study a wider range of people by being non-participant</li> <li>• Can focus more on the research</li> <li>• First hand data / can see for yourself</li> <li>• being non-participant makes it easier to be covert</li> </ul> <p><b>Two marks</b> for two correct advantages identified.</p> <p><b>One additional</b> mark for each correct explanation of the advantage related to childhood and / or Investigation 2.</p> <p>eg. not involved in the group so did not take sides when there were 'sometimes arguments' observed eg. did not need to find a role to fit into the group so it was possible to study children of a different age</p> <p>Any other reasonable response</p>	4	<p>An advantage of observation generally can be credited (unless this relates specifically to participant observation).</p> <p>Eg observation is good because you can see for yourself how people behave rather than relying on what they tell you.</p> <p>An advantage of covert observation can only be credited if related to the observation being non-participant (note last bullet point in answer column)</p>

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11 (a)	<p>One mark for a partial description of a case study which relates in some way to studying one person or group but the answer lacks a clear understanding.</p> <p>Eg writing about one person</p> <p>Two marks for a clear description which shows understanding of a case study as a detailed and in depth study of one particular group or situation</p> <p>A weak description can be given 2 marks if a clear example is given to support it.</p> <p>eg writing about one family to find out all about their lives.</p> <p>Any other reasonable response.</p>	2	<p>Credit cannot be given to responses that relate to a large amount of data without stating that this is qualitative / in depth / detailed.</p> <p>Responses which say studying a “group of people” cannot be credited unless there is some indication of a small or specific group.</p>
(b)	<p><b>One mark</b> for identification of one way the research is not ethical.</p> <p>Possible responses are:-</p> <ul style="list-style-type: none"> <li>• made video recordings of people at home</li> <li>• observed without them knowing</li> <li>• used real names for the people he knew</li> <li>• put himself in danger</li> <li>• put information on the internet</li> <li>• uncovered behaviour which could be illegal / undesirable</li> </ul> <p><b>Two marks</b> for identification of two ways the research is not ethical</p> <p><b>One additional mark</b> for explanation of why each way the research in Investigation 2 is not ethical</p>	4	<p>For two id marks there must be two distinct ways given. One identification with two explanations (if accurate) can be credited with a maximum of two marks.</p> <p>Credit cannot be given for responses that say recording people is illegal</p>

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	<p>Possible responses are:-</p> <ul style="list-style-type: none"> <li>• made video recordings which are an invasion of privacy</li> <li>• observed without them knowing which means informed consent was not given</li> <li>• put himself in danger as parents in the park may respond aggressively to being recorded</li> <li>• put information on the internet which could cause negative reaction to the family eg bullying / police investigation</li> <li>• uncovered behaviour which could be illegal / undesirable such as children working late at night / smacking children/ allowing children to watch 18+ media material.</li> </ul>		
12	<p><b>One mark</b> for correct identification of one way interviews would be useful.  <b>Two marks</b> correct identification of two ways interviews would be useful.  <b>Three marks</b> correct identification of three ways interviews would be useful.</p> <p>Possible answers might include:          (If structured)</p> <ul style="list-style-type: none"> <li>• can ask exactly what you want</li> <li>• interviewer bias lower than with unstructured interviews</li> <li>• can produce statistical results (numbers / quantitative)</li> <li>• all respondents asked the same questions – can compare answers</li> <li>• quick / easy / cheap</li> <li>• can use large sample – more representative</li> <li>• research more reliable</li> </ul>	6	<p>Candidates can be credited if they focus on one type of interview or different types.</p> <p>Unless the advantage relates to interviews generally, the type of interview must be specified. This may be done without using the term structured or unstructured as long as it is clear. E.g. “preset list of questions”. Credit cannot be given for an advantage if it is related inaccurately to a particular type.</p> <p>Reference to a weakness of another method to show the advantage of using interviews can be credited</p> <p>The same advantage cannot be credited twice even if there is a different explanation.</p> <p>Eg structured interviews are good because they only have open questions which gain detailed information</p> <p>Simple reference to childhood or childhood experience</p>

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	<ul style="list-style-type: none"> <li>• can make generalisations (patterns / trends)</li> <li>• can present results as statistical data</li> <li>• can use open or closed questions or both</li> <li>• can gain a large sample</li> </ul> <p>(If unstructured)</p> <ul style="list-style-type: none"> <li>• can gain qualitative, detailed data</li> <li>• gains an in-depth understanding</li> <li>• unlike a questionnaire, respondents can talk about what is important to them</li> <li>• increases validity</li> </ul> <p>(Interviews generally)</p> <ul style="list-style-type: none"> <li>• less likely to be unethical than other methods (people can refuse to take part)</li> <li>• can ask about the past / present / future in an interview (unlike observation);</li> <li>• if conducted face to face, can also observe the respondent and observe how seriously they seem to be taking the interview;</li> <li>• can get depth (compared with self-completion questionnaires) because many people prefer to talk than to write.</li> <li>• Interviewer can explain the question if not understood</li> <li>• If conducted face to face, respondents are less likely to lie, creating more validity.</li> </ul> <p>Any other reasonable response. Three marks maximum</p> <p><b>One additional mark</b> for each way which is related to peoples' experiences of childhood.</p> <p>Eg. respondents can be asked the same questions. This means it is possible to compare the experiences of two</p>		<p>cannot be credited with additional mark.</p> <p>Responses which simply identify possible questions or focus of an interview without identifying an advantage cannot be credited.</p> <p>E.g. "you can interview children and ask them how they feel about their lives".</p>

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	<p>generations to see if childhood has changed</p> <p>Eg. The issue of childhood is very broad. Structured interviews mean the researcher can focus on the areas he /she is interested in, to meet aims.</p> <p>Eg. People's experiences of childhood are very varied So unstructured interviews means they can talk about what is important to them</p>		
13	<p><b>Level 3: 9-12 marks</b></p> <p>Candidates demonstrate a good knowledge of the secondary sources.</p> <p>At this level, candidates analyse and evaluate through identification of both advantages and disadvantages of the sources in a good way.</p> <p>A wide range of evidence from the sources is used with developed, if not fully balanced arguments. There will be clear reference to childhood and how this has changed.</p> <p>At the top, candidates will have evaluated a wide range of sources in depth and considered a range of issues in detail. For full marks, candidates must have identified as least one advantage and disadvantage <i>within</i> at least one source.</p> <p>Typically answers will contain a range of sociological ideas and language throughout. Complex ideas will be expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be few, if any, errors of spelling, punctuation and grammar. Meaning and explanation is clear.</p>	12	<p>Credit cannot be given for responses or parts of responses which refer to the primary methods in Investigations 1 and 2 or the secondary sources in Investigation 1.</p> <p>Responses which provide a general account of the advantages or disadvantages of secondary sources, without reference to the investigation, can only be credited in level 1.</p> <p>A point made about a source can be credited as either an advantage or a disadvantage depending on how it is explained.</p> <p>The study was done in 2015 so credit cannot be given for stating any source earlier than 5 years before this as being out of date.</p> <p>Credit can be given for identification of a lack of detailed information about a source eg sample sizes for surveys / length of an extract etc. However, repetition of this for each source should not be credited.</p> <p>.</p>

Question	Answer	Mark	Guidance
	<p><b>Level 2: 5-8 marks</b> Candidates demonstrate a basic knowledge of the secondary sources.</p> <p>At this level, candidates analyse and evaluate through identification of advantages and / or disadvantages of the sources in a basic way. There will be some detail and explanation but this will lack development in places. <i>More than one source must</i> be used. A wider range of sources may be used but arguments will not be developed or there may be fewer sources used but explained in more depth.</p> <p>At the top of the level, clear understanding of the sources will be demonstrated. The response may start to develop an argument and there will be some reference to studying childhood and / or how this has changed.</p> <p>Typically answers will contain sociological ideas but without or limited sociological language. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning. Relevant information and evidence is presented and meaning is generally clear.</p> <p><b>Level 1: 1-4 marks</b> Candidates demonstrate a limited knowledge of the secondary sources.</p> <p>At this level, candidates apply limited knowledge and examples to the question. There is likely to be some identified and descriptive points made about the sources. Arguments and points are interpreted simply. Typical answers at the bottom may be restricted to one or two points about some of the sources or discussion about only</p>		

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	<p>one of the sources. Candidates may show limited understanding of how they are useful. Information and evidence is presented with some lack of clarity and inaccuracy.</p> <p>At the top of this level, there will be more points made and with some simple criticism of some part of one or more of the sources showing some understanding of where there may be weakness.</p> <p>There are likely to be some errors of spelling, punctuation and grammar, some of which might be noticeable and intrusive.</p> <p>Possible answers could include discussion of some of the following:</p> <p>Source A</p> <ul style="list-style-type: none"> <li>• UN convention – can be verified</li> <li>• shows clearly governments responsibility to children</li> <li>• lays down clearly the place of children in society</li> <li>• applies to the present day</li>   <li>• some articles omitted</li> <li>• wording has been changed</li> <li>• source says nothing about how children are actually treated</li> </ul> <p>Source B</p> <ul style="list-style-type: none"> <li>• qualitative data</li> <li>• names stated – can be checked</li> <li>• shows rights of children not always met</li>   <li>• from a tabloid newspaper</li> <li>• may have been exaggerated for entertainment</li> </ul>		

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	<ul style="list-style-type: none"> <li>• outdated – 1988</li> <li>• in Germany – may not be representative</li> <li>• sample small - only one child</li> </ul> <p>Source C</p> <ul style="list-style-type: none"> <li>• BBC news highly regarded as a valid source</li> <li>• reports government vote which can be verified</li> <li>• provides useful information about the French government's view about the role of children</li> <li>• shows changes in attitude about childhood</li> <li>• named quote which can be verified</li> </ul> <ul style="list-style-type: none"> <li>• media source for entertainment</li> <li>• may have been edited to create bias</li> </ul> <p>Source D</p> <ul style="list-style-type: none"> <li>• qualitative data</li> <li>• provides understanding of some parents attitudes to children today</li> <li>• sample of parents from across UK</li> <li>• see /hear the parents speaking</li> <li>• shows how some children today are treated as small adults (possibly unlike the past)</li> </ul> <ul style="list-style-type: none"> <li>• sample of only 3 case studies</li> <li>• possible editorial bias</li> <li>• exaggerated / distorted for entertainment</li> <li>• only mothers so not representative of male parents</li> <li>• only daughters so no male children represented</li> <li>• biased sample (may have been chosen simply because their behaviour was very untypical and would therefore attract the viewing audience)</li> </ul>		

Question	Answer	Mark	Guidance
	<p>Source E</p> <ul style="list-style-type: none"> <li>• quantitative data</li> <li>• statistics from Childline – reliable source</li> <li>• data produced by NSPCC – reliable source</li> <li>• chart easy to understand</li> <li>• provides information about issues which affect children today</li> <li>• counters the view that childhood is about joy and innocence.</li> <li>• does not give qualitative, detailed information</li> <li>• statistics apply only to children who have contacted Childline so does not show the full picture</li> <li>• Childline based in UK – not international</li> <li>• NSPCC a charity based in parts of UK – not international (or Scotland)</li> <li>• Only one set of statistics so it does not show change from before or since 2012 / 2013</li> </ul> <p>Source F</p> <ul style="list-style-type: none"> <li>• quantitative data</li> <li>• government statistics – generally considered to be reliable</li> <li>• large sample probable so can make generalisations</li> <li>• presented as clear and easy to understand table</li> <li>• shows families as not very child-centred</li> <li>• little information about childhood</li> <li>• has been adapted</li> <li>• not all activities shown eg sleep / work</li> <li>• does not show attention given to children by other groups eg grandparents</li> <li>• relates only to GB</li> <li>• only one set of statistics so it does not show change from before or since 2005</li> </ul>		

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