

Society & Methods Questions

Norms & Values:

- 1 Explain what sociologists mean by 'norms'. (3)
- 2 Explain what sociologists mean when they say that norms are 'socially defined'. (3)
- 3 Explain what sociologists mean by socialisation. (3)
- 4 Explain the difference between primary socialisation and secondary socialisation. (3)
- 5 Explain what sociologists mean by gender socialisation. (3)
- 6 Identify and explain one example of secondary socialisation. (4)
- 7 Explain what sociologists mean by social control. (3)
- 8 Explain what sociologists mean by a 'feral child'. (3)
- 9 Explain why sociologists think that human behaviour is due to 'nature'. (3)
- 10 Explain why sociologists think that human behaviour is due to 'nurture'. (3)
- 11 Explain what sociologists mean by stratification. (3)
- 12 Explain what sociologists mean by ethnicity. (3)

Approaches:

- 1 Explain the Marxist view towards society. (4)
- 2 Explain the Functionalist view towards society. (4)
- 3 Explain the Feminist view towards society. (4)
- 4 Explain the Interactionist (labelling theory) view towards society. (4)

Higher level questions:

- 5 Evaluate the Marxist view towards society. (4)
- 6 Evaluate the Functionalist view towards society. (4)
- 7 Evaluate the Feminist view towards society. (4)
- 8 Evaluate the Interactionist (labelling theory) view towards society. (4)

Research Methods:

- 1 Explain the purpose of sociological research. (3)
- 2 Explain how a journalist may conduct research. (3)
- 3 Explain how a biologist may conduct research. (3)
- 4 Explain how a psychologist may conduct research. (3)
- 5 Explain how a sociologist may conduct research. (3)
- 6 Explain what is meant by a sampling method and sampling frame. (3)
- 7 Explain random sampling. (3)
- 8 Explain one weakness of random sampling (3)
- 9 Explain volunteer sampling. (3)
- 10 Explain one weakness of volunteer sampling (3)
- 11 Explain systematic sampling. (3)
- 12 Explain one weakness of systematic sampling (3)
- 13 Explain one weakness of using questionnaires in sociological research. (3)
- 14 Explain one weakness of using unstructured interviews in sociological research. (3)

- 15 Explain one strength of using group interviews in sociological research. (3)
- 16 Explain one strength of using covert observations in sociological research. (3)
- 17 Explain the difference between qualitative and quantitative data. (3)
- 18 Explain the difference between primary and secondary data. (3)
- 19 Identify and explain one ethical consideration. (4)
- 20 Explain what is meant by content analysis. (4)

Methods in Context:

- 1 Identify and explain one advantage of using unstructured interviews to investigate relationships between family members. (4)
- 2 Identify one function of the family and explain how you would investigate this function using questionnaires. (4)
- 3 Identify and explain one disadvantage of using questionnaires to investigate the literacy skills of parents. (4)
- 4 Identify and explain one advantage of using observation to investigate policing in urban areas. (4)
- 5 Identify one ethical issue that you would need to consider when investigating anti-social behaviour in a community and explain how you would deal with this issue in your investigation. (4)
- 6 Identify and explain one disadvantage of using structured interviews to research young people's experience of unemployment. (4)

Item Questions:

Item A

Despite concerns over the increase in the number of children in single-parent families, recent research has found that children raised by a single parent are no less happy than those living with two biological parents. Rather, it is the quality of relationships at home which are most strongly linked to a child's well-being.

Researchers analysed data from the Millennium Cohort Study, which was made up of 12 877 children aged seven, in 2008, from across the UK. The children came from three family types: those living with two biological parents; those living with a step-parent and a biological parent; and those with just a single parent.

The seven-year-olds were asked the question: "How often do you feel happy?" Of the children living with a lone parent, 36 per cent said they were happy "all the time" while the remaining 64 per cent reported being happy "sometimes or never".

Exactly the same percentages were recorded when the question was put to children from the other family types.

The results were largely unchanged when other factors which could influence a child's well-being were taken into account, such as their parents' social class or the affluence of the area in which they live.

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From **Item A**, examine **one** strength of the research.

[2 marks]

Item C

Many sociologists are concerned about the relatively poor performance of working class pupils when compared to their middle class peers. According to a study by the universities of Leicester and Leeds middle class pupils do better because parents put more effort into their children's education. The researchers suggested that policies aimed at improving parental effort could be effective in increasing children's educational attainment. Effort was measured using indicators of a student's attitude, such as the answers given by 16-year-olds to questions including whether they think school is a "waste of time", and teachers' views about students' laziness. Other factors studied were the parents' interest in their children's education, measured by, for example, whether they read to their child.

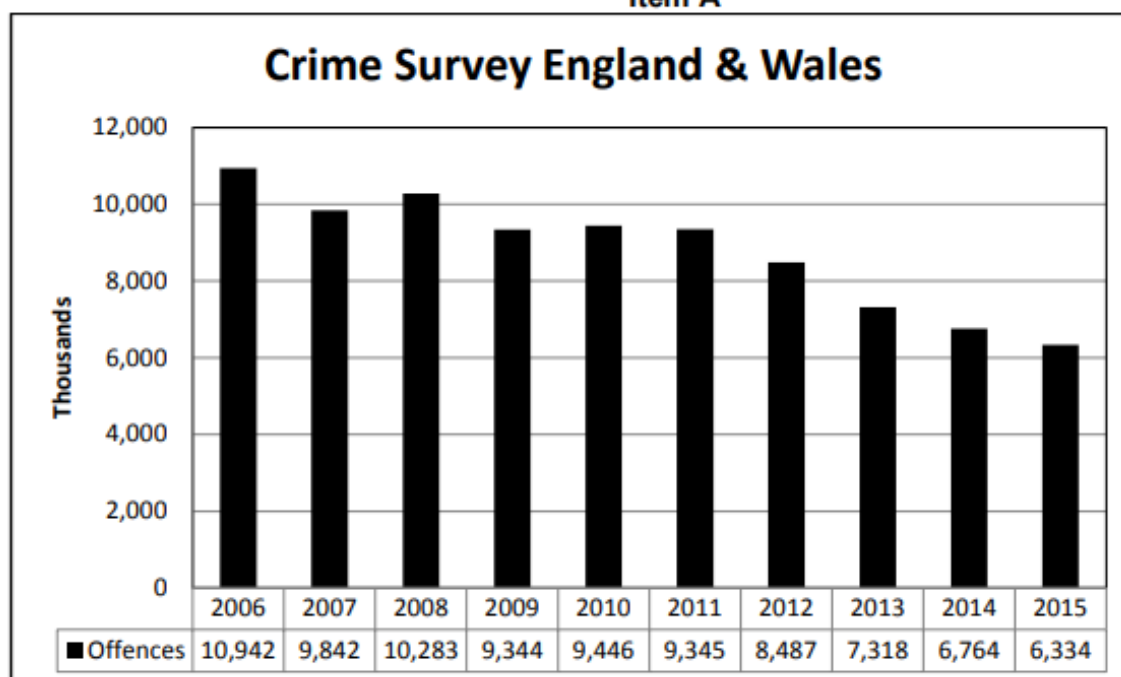
The research, Must Try Harder, used the National Child Development Study, which follows individuals born in a given week in 1958 throughout their lives.

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From **Item C**, examine **one** weakness in the research.

[2 marks]

Item A



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From **Item A**, examine **one** strength of research using official statistics on crime.

[2 marks]

Item C

The sociologist Steve Craine studied the lives of 39 unqualified urban school leavers, 19 males and 20 females, over a ten year period between 1980 and 1990. As a youth worker he was familiar with the area in which these young people lived and he used both his own observations and interviews in his research.

Craine looked at how these young people's lives developed and how they made choices about what to do next. Many of the members of this group failed to secure long-term employment. They experienced regular cycles of unemployment, government schemes and work in the informal economy. Some individuals became involved in criminal activities. Only those who received appropriate support from professionals or family members were able to escape this cycle.

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From **Item C**, examine **one** strength of the research.

[2 marks]