



## ADVANCED SUBSIDIARY GCE SOCIOLOGY

The Individual and Society

# 2532

Candidates answer on the Answer Booklet

### OCR Supplied Materials:

- 8 page Answer Booklet

### Other Materials Required:

None

**Thursday 15 January 2009  
Morning**

**Duration: 1 hour**



### INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- Answer **one** question.
- 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 for the quality of written communication where an answer requires a piece of extended writing.
- This document consists of **4** pages. Any blank pages are indicated.

Answer **one** question.

- 1 Study **Item A** carefully and then answer parts **(a)** to **(d)**.

**Item A**

Children's games frequently involve practising adults' gender roles. For example, girls playing the role of nurse to their brother's doctor, or girls pretending to be mothers or housewives by playing with dolls. Some girls may also experiment with make-up. Others may play games involving cooking or serving tea to brothers with toy tea sets.

By the age of three, most girls are already acting out the stereotyped female gender role. As children get older, participation in household duties shows a marked difference between the sexes. Girls are more likely than boys to do indoor housework, generally helping with domestic jobs.

Extract from K Browne, *An Introduction to Sociology*, Polity, 2005

- (a)** Using **Item A**, identify and briefly explain **two** ways in which girls learn their adult roles. [8]
- (b)** Identify and briefly explain **two** features of traditional masculine identity. [8]
- (c)** Outline and briefly evaluate **two** ways in which education may influence gender identity. [18]
- (d)** Discuss the view that there is a range of gender identities in the contemporary UK. [26]

**[Total: 60 marks]**

**2** Study **Item B** carefully and then answer parts **(a)** to **(d)**.

**Item B**

People in the upper class are often educated at public schools such as Eton and Harrow, and afterwards at 'old' universities like Oxford and Cambridge. They may be members of exclusive clubs and attend social events such as Royal Ascot and Henley Regatta. This helps them to develop an 'old boy network'.

The upper class tends to close itself off from contact with people in the lower classes. In their family lives they have a tendency to marry individuals from similar backgrounds. They usually have close family ties and kinship networks, resulting in the development of a strong sense of class identity.

Extract from M Haralambos et al, *Sociology in Focus for OCR AS Level*, Causeway Press, 2004

- (a)** Using **Item B**, identify and briefly explain **two** features of upper class identity. **[8]**
- (b)** Identify and briefly explain **two** features of the culture of the 'new working class'. **[8]**
- (c)** Outline and briefly evaluate **two** ways in which paid work affects an individual's identity. **[18]**
- (d)** Discuss the view that social behaviour is no longer shaped by social class in the contemporary UK. **[26]**

**[Total: 60 marks]**



*Copyright Acknowledgements:*

Item A      © K Browne, *An Introduction to Sociology*, p.85, Polity, 2005  
Item B      © M Haralambos et al, *Sociology in Focus for OCR AS Level*, Causeway Press, 2004

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