

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
AS GCE**

**G671/01/I**

**SOCIOLOGY**

**Exploring Socialisation, Culture and  
Identity**

**INSERT – QUESTION BOOKLET**

**TUESDAY 21 MAY 2013: Morning**

**DURATION: 1 hour 30 minutes  
plus your additional time allowance**

**MODIFIED ENLARGED**

**READ INSTRUCTIONS OVERLEAF**

## **INSTRUCTIONS TO CANDIDATES**

- **Read each question carefully. Make sure you know what you have to do before starting your answer.**
- **Answer ALL the questions.**

## **INFORMATION FOR CANDIDATES**

- **The number of marks is given in brackets [ ] at the end of each question or part question.**
- **You may interpret and apply the pre-release material as well as your own sociological knowledge for any question, wherever it is relevant and appropriate.**
- **The total number of marks for this paper is 100.**
- **Any blank pages are indicated.**

## **INSTRUCTION TO EXAMS OFFICER/INVIGILATOR**

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**HEATH, A F, et al (2007) “WHO DO WE THINK WE ARE?  
THE DECLINE OF TRADITIONAL SOCIAL IDENTITIES”  
LONDON: SAGE.**

**Traditional social identities such as those based  
on social class are widely believed to be declining  
in post-industrial societies which are becoming  
increasingly globalised. Even if people still uphold  
a traditional identity, that identity may now have  
less influence on their attitudes and behaviour than  
it used to forty years ago. One of the key aims of  
this research was to measure change in the level of  
subjective social class identity. Another key aim was  
to assess whether social class identities are ‘given’  
or whether they are increasingly ‘chosen’.**

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**In order to make comparisons over time, Heath  
et al contributed some questions to the 2005 British  
Social Attitudes (BSA) survey which had originally  
been asked in the 1964 British Election Study. They  
also composed some additional questions relating  
to new social identities.**

**15**

**The BSA survey collects quantitative data  
annually on a range of social issues. The  
survey has two parts: one administered by an  
interviewer (structured interview) and one left for  
self-completion and later returned (structured  
questionnaire). The structured interviews were  
conducted by Computer-Assisted Personal  
Interviewing (CAPI) where respondents were asked  
to input answers to sensitive questions directly into  
the interviewer’s laptop computer.**

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**The sample was gained using random stratified  
sampling taken from the Postcode Address File. This  
technique tries to ensure that everyone has an equal**

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chance of taking part in the survey and that the results are representative of the British population. In total 4268 surveys were administered.

The interview questions about social class in the BSA survey were mainly closed-ended or fixed choice questions, such as: 35

Do you ever think of yourself as belonging to any particular class? YES ☐ or NO ☐

If YES, which class? \_\_\_\_\_

If NO, most people say that they belong to either the middle class or to the working class. 40

Do you ever think of yourself as being in one of these classes? YES ☐ or NO ☐

If YES, which class? \_\_\_\_\_

Heath et al also carried out 42 unstructured, follow-up interviews with selected respondents from the 2005 BSA survey to gather qualitative data. The aim of these interviews was to further investigate respondents' identities and to explore the processes linking identities and behaviour. 45

The BSA survey data showed that the balance between those calling themselves middle class and those calling themselves working class had changed. In 1964, for every person calling themselves middle class there were 2.4 who said they were working class. In 2005, for every person calling themselves middle class there were only 1.25 who said they were working class. 55

In relation to the BSA survey question on the previous page, the findings were:

60

Do you ever think of yourself as belonging to any particular class? (percentage of respondents)

	1964	2005
Unprompted: middle class	16.3	18.7
Unprompted: working class	42.8	26.1
<b>TOTAL UNPROMPTED</b>	<b>59.1</b>	<b>44.8</b>

65

Prompted: middle class	12.2	16.6
Prompted: working class	22.9	32.1
<b>TOTAL PROMPTED</b>	<b>35.1</b>	<b>48.7</b>

Did not identify	5.8	6.5
<b>TOTAL</b>	<b>100</b>	<b>100</b>

70

Overall, Heath et al concluded that class had become less important as a source of identity. People who feel a sense of belonging to their class differ little in their attitudes, values and voting behaviour from those who have a nominal sense of class identity or no class identity at all.

75

**Answer ALL questions.**

- 1 Define the concept of global culture. Illustrate your answer with examples. [8]**
- 2 Outline and explain TWO ways individuals are socialised into their social class identities. [16]**
- 3 Outline and briefly evaluate the view that an individual's identity is created by 'nurture' rather than 'nature'. [24]**
- 4 Using the pre-release material and your wider sociological knowledge, explain and evaluate the use of quantitative methods for researching the importance of social class as a source of identity. [52]**

**END OF QUESTION PAPER**

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