SOCIOLOGY

Theme: Socialisation, Culture and Identity

June 2015
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Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

• Content: a clear outline of the content covered by the delivery guide;
• Thinking Conceptually: expert guidance on the key concepts involved, common difficulties learners may have, approaches to teaching that can help learners understand these concepts and how this topic links conceptually to other areas of the subject;
• Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

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KEY

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Click to view external resources

AS Level content only
This section introduces key concepts that will enable learners to develop a sociological understanding of their social world. Learners are exposed to the core themes of culture, socialisation and identity and will benefit from opportunities to reflect on their interactions and practices, whilst also examining their complexities in relation to variations and how they overlap. There is an emphasis on differences in cultural practices over time, context and place.

A strong basis in cultural formation is essential to establish its role in the process of socialisation. Learners must be able to distinguish between the biological and social influences of socialisation in order to hold a balanced evaluation of the nature/nurture debate. The role of the agencies of socialisation must be explored using correct concepts alongside the mechanisms of social control to determine similarities and differences.

The final key issue relates to the creation of identities with reference to socialisation and culture. Learners must be encouraged to use concepts and studies when explaining how each social identity is created, reinforced and in some cases fused. The importance of identity to individuals and societies must be emphasised. Teachers must take account of the additional concepts and expected learning outcomes to ensure effective delivery.
### Section A: Introducing socialisation, culture and identity

<table>
<thead>
<tr>
<th>Key questions</th>
<th>Content</th>
<th>Learners should:</th>
</tr>
</thead>
</table>
| 1. What is culture? | Culture, norms and values  
Types of culture:  
• subculture  
• high culture  
• popular culture  
• global culture  
• consumer culture  
Cultural diversity  
Cultural hybridity | be able to understand the relative nature of culture, norms and values. Cross-cultural material should be used here. |
| 2. What is socialisation? | Primary and secondary socialisation  
Agencies of socialisation:  
• family  
• peer group  
• media  
• religion  
• education  
• workplace  
Nature/nurture debate | be able to link definitions of primary socialisation and secondary socialisation to relevant agencies of socialisation, understanding that socialisation is a lifelong process.  
understand the link between socialisation and the creation of identities.  
consider the implications of the nature/nurture debate for an understanding of socialisation. |
### Key questions

#### Content

**Formal agencies of social control:**
- police
- law/legal system
- courts
- government
- military

**Informal agencies of social control:**
- family
- peer group/subcultures
- media
- religion
- education
- workplace

**Learners should:**

explore the overlap between formal and informal social control for work, education and religion.

#### 3. What is identity?

**The concept of identity**

Aspects of identity and the associated cultural characteristics:
- ethnicity
- nationality
- gender
- social class
- sexuality
- age
- disability

**Hybrid identities**

**Learners should:**

understand how identities are created, including the influence of agencies of socialisation.

understand the different aspects of an individual's identity, their relative importance to individuals and ways in which they may intersect.

consider changing identities.
Appropahes to teaching the content

This section provides the basics of sociological thinking and must be approached holistically to draw the concepts of culture, socialisation and identity together. Using video clips to explore norms and values can be both informative and engaging. It will help learners get to grips with key concepts such as diversity and social construction, enabling the idea of culture as an evolving concept. Learners need to explore variations in norms and values within the different types of culture.

The second topic allows knowledge of culture to be applied to the process of socialisation. The language of teaching must emphasise the key concepts, encouraging learners to use and apply these with studies and contemporary knowledge. Teaching must show the continuous aspects of socialisation within the roles played by the primary and secondary agents.

Learners need to show a clear understanding of how the mechanisms of social control influence the creation of culture. They must be able to distinguish between the roles played by the formal and informal mechanisms, including possible overlaps. The nature and nurture debate will provide opportunities to develop skills in research and persuasive presentation.

The final topic allows learners to show how the processes of socialisation and social control can influence the creation and reinforcement of identities. Every opportunity must be given for discussions to enable the development of analytical and evaluative skills. Contemporary examples may be drawn from newspaper articles, radio broadcasts, YouTube clips and relevant websites.

Common misconceptions or difficulties learners may have

Learners can start off confidently but may experience problems when required to apply the concepts and/or produce coherent sociological answers. The concept of culture is also sometimes confused with a commonly held view related to ethnicity and as a result learners may struggle to acknowledge and distinguish between the different types.

They may also struggle with the notion of social control as a contributor to socialisation, and therefore experience difficulty in explaining the agents of socialisation also as mechanisms of social control.

Planning and delivery must account for these possible hurdles by employing a range of strategies to overcome them.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course

When teaching this section, it is imperative to emphasise its purpose in underpinning subsequent topics and the importance of demonstrating the core skills of knowledge, interpretation, application and analysis within a sociological framework. Emerging concepts such as social construction and diversity need to be emphasised. Learners will need to build a glossary of concepts for reference. A critical examination of information and studies must always be encouraged. Once this skill has been embedded, learners will be able to access successive content with a critical mindset to enable an appreciation of theoretical debates later on.

Thinking Conceptually
The following activities will be useful as starters, plenaries, class or home learning activities. They are suitable for introducing or consolidating topics and as extension activities. Careful planning will ensure that learners get the best opportunities to work at differentiated paces and levels. Teachers may alter and use them as appropriate for their learners.

### Activities

#### Activity 1: Introducing norms, values and culture

The first part of Activity 1 requires learners to watch a series of funny and engaging YouTube clips which provide a good introduction to norms and culture and will help draw out the concepts of diversity and social construction and patterns of behaviour. Learners can also be encouraged to search for other useful clips.

This would be a good time to introduce research skills by asking learners to interview family members of different generations and their peers at school about norms and values. The findings can be displayed around the classroom.

Watch [https://www.youtube.com/watch?v=GOHvMz7dl2A](https://www.youtube.com/watch?v=GOHvMz7dl2A) and discuss in groups.

#### Activity 2: Change over time

Activity 2 provides an extension to Activity 1, consolidating learning and drawing out other useful concepts. It revisits the YouTube clip and asks learners to analyse it in some detail. It will also enable research activities into other societies and periods which will address the concept of social construction.

Learners can watch clips to collect a range of shared practices. Their work can be set out as posters or fliers which can be displayed and used for reference. Learners can be given questions such as: How and why has the culture changed over time? How might the culture have developed? It may provide opportunities for historic evidence to be collected for classroom discussions.

The links given below summarise the concept of culture and how it may vary in different times and places. They will also introduce the concept of diversity and social construction.

[https://www.youtube.com/watch?v=GOHvMz7dl2A](https://www.youtube.com/watch?v=GOHvMz7dl2A)

[https://www.youtube.com/watch?v=BT0kfF4A-WQ](https://www.youtube.com/watch?v=BT0kfF4A-WQ)

Learners should discuss the clips in groups. Following this, they should complete the table in Learner Resource 1 with information that can be referred to for revision.
Thinking Contextually

### Activities

<table>
<thead>
<tr>
<th>Activity 3: Writing a comedy script or article</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>This activity provides an opportunity for extended and creative thinking whilst enabling learners to apply and analyse knowledge. It asks learners to select one type of culture on which to base a comedy script or newspaper article and then answer questions to demonstrate particular norms and values. See Learner Resource 2.</td>
<td><img src="#" alt="Learner Resource 2" /></td>
</tr>
</tbody>
</table>

Activities 4 and 5 focus on using the correct concepts to explain the process of socialisation.

<table>
<thead>
<tr>
<th>Activity 4: Examining socialisation</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>This activity provides opportunity for learners to “brainstorm” language associated with socialisation. Learners may work independently or in pairs to complete the table by reading through texts. See Learner Resource 3 and Teacher Answers 2. A useful follow-on activity is to produce flashcards for mix-and-match activities which can also double up as revision tools. When completing the table, learners must be encouraged to include more than three keywords or phrases. In addition they must be encouraged to include studies including Ward and Winstanley (2005), Currie (1999) and Sewell (2000).</td>
<td><img src="#" alt="Learner Resource 3" /> <img src="#" alt="Teacher Answers 2" /></td>
</tr>
</tbody>
</table>
### Activities

<table>
<thead>
<tr>
<th>Activity 5: The process of socialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>This activity gives an opportunity for learners to select a creative way to show their understanding of the process of socialisation. The activity can be repeated until all the agents are covered. Additional activities can be extended to the mechanisms of social control.</td>
</tr>
<tr>
<td>Learners can produce these as independent projects for private revision or posters to be displayed around the classroom. Correct terminology must be encouraged and the collage must include keywords. Ask learners to:</td>
</tr>
<tr>
<td>1) Create a word wall dialogue to show the how an individual can be socialised by any <strong>one</strong> of the agents of socialisation or</td>
</tr>
<tr>
<td>2) Create a collage of images to tell the story of the process of socialisation for any <strong>one</strong> agent of socialisation. Associated keywords must be included.</td>
</tr>
</tbody>
</table>

Activities 6 and 7 provide opportunities to differentiate between and discuss the various forms of identities.

<table>
<thead>
<tr>
<th>Activity 6: Exploring social identities – spider diagrams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners must create spider diagrams to show the associated key words and features of each of a selected number of identities including gender, social class, ethnic and age identities. There are four additional identities and learners must be directed to discuss these in addition to the original four given above. See Learner Resource 4 and Teacher Answers 3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 7: Types of identity – questions to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask learners to complete Learner Resource 5. The answers they give to these questions can serve as a basis for discussion.</td>
</tr>
</tbody>
</table>
### Activities

<table>
<thead>
<tr>
<th>Activity 8: Recap of key concepts</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>This will serve as a recap activity to allow learners time to reflect on the topics covered. Show them the YouTube clip below. You may decide not to show the full clip. <a href="https://www.youtube.com/watch?v=4rxiU826ysk#t=91">Click here</a></td>
<td><a href="https://www.youtube.com/watch?v=4rxiU826ysk#t=91">Click here</a></td>
</tr>
</tbody>
</table>
| 1) Ask learners to watch the clip and note down all the concepts. They should then create flashcards of the concepts to use for private revision and for game activities such as Taboo.  
2) Hold a class discussion with the purpose of ascertaining learners' levels of understanding and their ability to present views from a sociological angle. | |

### Activity 9: Suggested debate topics

The purpose of this activity is to enable the development of evaluative skills and enhance the art of persuasion. Opportunities have been included for learners to develop some research skills. Teachers must emphasise the correct use of concepts and studies.

A structured approach to holding a debate will enable learners to conduct research investigations, select appropriate evidence and plan evidenced based arguments for and against a hypothesis. This will additionally encourage and develop an ability to deliver a coherent case that will demonstrate knowledge, understanding and an ability to interpret and analyse information. Teachers are encouraged to create their own debate motions based on their groups.

Here are some possible debate topics. Learners can use Learner Resource 6 to help them plan their argument.

- This house believes that norms and values remain constant over time.
- This house believes that the family is most influential in the process of socialisation.
- This house believes that socialisation is a lifelong process.
- This house believes that the formal mechanisms of social control are more effective than the informal mechanisms.
- This house believes that cultural hybridity is a direct result of global culture.
- This house believes that identities do not exist independently of each other.
### Learner Resource 1 Activity 2

<table>
<thead>
<tr>
<th>Description of contemporary culture (norms and values)</th>
<th>Description of culture in ‘traditional’ times (50 years ago and more)</th>
<th>Description of culture in different places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women rarely wear hats</td>
<td>Ladies wore hats as part of their attire</td>
<td>Caribbean women consider it appropriate to wear a hat to church</td>
</tr>
</tbody>
</table>

See page 9
In your groups select one type of culture on which to base a comedy script or newspaper article. If you choose to write a comedy script, it should be for no more than four characters. Be prepared to share your article or role-play your script. You must be ready to answer questions to demonstrate how particular norms and values relate to the selected type of culture.

**Guidance for script and article: things to consider**

- How many types of culture are there?
- Explain your selected type of culture using a range of examples (studies).
- What are the main norms and values associated with the culture? Have these changed over time or have they stayed the same?
- Make use of the correct concepts.
- Select one other type of culture to compare and contrast with your initially chosen type.

**Additional information to include as extension activity:**

Produce a sociological explanation of cultural hybridity and cultural diversity. Show the relationship of these two concepts to global culture.
Include a minimum of **three** keywords (or key phrases) associated with the items listed. Examples have been given.

<table>
<thead>
<tr>
<th>Primary socialisation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary socialisation</td>
<td></td>
</tr>
<tr>
<td>Nature</td>
<td>Fixed</td>
</tr>
<tr>
<td>Nurture</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Peer group</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Hidden curriculum</td>
</tr>
<tr>
<td>Media</td>
<td>Role models</td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Workplace</td>
<td></td>
</tr>
</tbody>
</table>
Gender identity
Ethnic identity
1. Outline and explain nationality as a form of identity.

2. What similarities and differences exist between nationality and ethnicity as forms of identity? Describe these, making references to appropriate studies and concepts.

3. Outline and explain sexuality as a form of identity.
4. How has sexuality as a form of identity changed over time in Britain?

5. Is this change reflected throughout the world? Explain your answer using examples.

6. Outline and explain how disability can be expressed as a form of identity.
7. Show how disability as a form of identity may be of importance to the individual.

8. Produce a brief explanation of hybrid identity.

9. Show how this form of identity may be of importance to the individual.
10. Thinking back to socialisation, explain how the agents of socialisation influence the creation of the following three identities:

Nationality

Sexuality

Hybrid identity
1. This house believes that norms and values remain constant over time.

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
</table>

2. This house believes that the family is most influential in the process of socialisation.

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
</table>
3. This house believes that socialisation is a lifelong process.

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. This house believes that the formal mechanisms of social control are more effective than the informal mechanisms.

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>
5. This house believes that cultural hybridity is a direct result of global culture.

<table>
<thead>
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<th>Against</th>
</tr>
</thead>
</table>

6. This house believes that identities do not exist independently of each other.

<table>
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<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of contemporary culture (norms and values)</td>
<td>Description of culture in ‘traditional times’ (50 years ago and more)</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Women rarely wear hats</td>
<td>Ladies wore hats as part of their attire</td>
</tr>
<tr>
<td>Most people do not sleep during the day</td>
<td>People generally did not sleep during the day</td>
</tr>
<tr>
<td>Young people will most likely have a kebab after a night out</td>
<td>Young people would often have chips after a night out</td>
</tr>
<tr>
<td>People are expected to clear the food on their plate</td>
<td>People were expected to clear the food on their plate – due to rationing and austerity</td>
</tr>
<tr>
<td>Smoking is no longer acceptable in public places including restaurants and offices</td>
<td>Smoking was permitted everywhere including public places</td>
</tr>
<tr>
<td>People are more sensitive to animal welfare and avoid wearing real or fake fur coats</td>
<td>It was a fashion statement to wear a fur coat – real or fake</td>
</tr>
<tr>
<td>Multigenerational living is becoming more common</td>
<td>Baby boomers could buy their own homes</td>
</tr>
</tbody>
</table>
Include a minimum of **three** keywords (or key phrases) associated with the items listed. Examples have been given.

<table>
<thead>
<tr>
<th>Primary socialisation</th>
<th>First influence, birth, family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary socialisation</td>
<td>Later influence, education, religion, media</td>
</tr>
<tr>
<td>Nature</td>
<td>Fixed, natural, biological, innate, inherited, instinctive</td>
</tr>
<tr>
<td>Nurture</td>
<td>Variable, environmental, upbringing</td>
</tr>
<tr>
<td>Family</td>
<td>Role models, imitation, rewards, manipulation</td>
</tr>
<tr>
<td>Peer group</td>
<td>Conformity, peer pressure and influence, imitation, role models</td>
</tr>
<tr>
<td>Education</td>
<td>Hidden curriculum, formal curriculum, rules, positive and negative sanctions</td>
</tr>
<tr>
<td>Media</td>
<td>Role models, representation, influence, copycat</td>
</tr>
<tr>
<td>Religion</td>
<td>Written rules, moral codes, figure of authority, dress code</td>
</tr>
<tr>
<td>Workplace</td>
<td>Rules and regulations, unwritten rules, positive and negative sanctions, dress code</td>
</tr>
</tbody>
</table>
Gender identity

- Masculinity
- Male
- Connell
- Complicit masculinity
- Giddens
- Female
- Femininity
- Questioning femininity

See page 11
Teacher Answers 3 Activity 6

- Race
- Modood
- Cultural attachment
- "Othering"
- Hybridity
- Nationality
- Dual identity
- Code switching

Ethnic identity
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