



Oxford Cambridge and RSA

**Tuesday 16 May 2017 – Morning**

**AS GCE SOCIOLOGY**

**G671/01** Exploring Socialisation, Culture and Identity

Candidates answer on the Answer Booklet.

**OCR supplied materials:**

- 12 page Answer Booklet (OCR12)  
(sent with general stationery)

**Other materials required:**

None

**Duration:** 1 hour 30 minutes



**INSTRUCTIONS TO CANDIDATES**

- Write your name, centre number and candidate number in the spaces provided on the Answer Booklet. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Do **not** write in the barcodes.

**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**.
- This document consists of **4** pages. Any blank pages are indicated.

**INSTRUCTION TO EXAMS OFFICER/INVIGILATOR**

- Do not send this Question Paper for marking; it should be retained in the centre or recycled. Please contact OCR Copyright should you wish to re-use this document.

**Lehmann Wolfgang (2009) “Becoming Middle-Class: How working-class students experience university” in *Sociology* 2009: 43; 631**

Although the number of university students from working-class backgrounds has increased, a vast amount of research based evidence shows that these students still experience university in different and uniquely working-class ways. The aim of this study by Wolfgang Lehmann was to investigate the influence of working-class students’ social background on their experiences of university. More specifically, Lehmann wanted to investigate these working-class students’ decision to attend university: to what degree these students encountered structural barriers to success, and how they negotiated their working-class status in an institutional environment that is generally characterised as essentially middle-class. 5

The research was a three-year longitudinal study. It focussed on first-generation students; those who were the first in their extended family to attend university. The research took place in three phases, collecting data in students’ first two years and then in their final year at university. 10

Participants were recruited through advertisements in the student newspaper, posters around campus and in halls of residence, and through announcements made in first-year classes across all the subjects offered at the university. In the first phase, 75 newly enrolled first-generation students were interviewed soon after arriving on campus and beginning their studies. Of the 75 participants in the first phase of interviews 55 were re-interviewed during their second year of studies. All interviews lasted between 45 minutes and two hours, were of an in-depth unstructured format and were conducted in offices and classrooms on campus. 15

In order to gain a sample of students who fit the criteria of being working-class, Wolfgang used two main indicators. The first indicator was students who were the first generation in their families to go to university. Approximately 65 per cent of fathers and mothers in the sample had no further education beyond secondary school. The second criteria was parental occupation. None of the parents were employed in positions generally considered middle-class such as the professions or higher levels of management. Most of the fathers were employed in blue collar occupations (e.g. factory workers, truck drivers) and the mothers were mostly employed in lower-level service occupations or in factory work. 20 25

During first-phase interviews, participants were asked to discuss their reasons for coming to university, the role played by others (e.g. parents, siblings, peers and teachers) in their decision to attend university, and their expectations for university. In the second-phase interviews however, the focus was on actual experiences at university, which allowed the researchers to ask participants to reflect upon and compare what they had initially said in the first interview. The interviews were recorded and transcribed and the researchers used pseudonyms throughout to protect the confidentiality and anonymity of the research participants. 30

Lehmann found that for those students who had, by the second phase of interviews, made relatively successful transitions into university life, a sense of entitlement and belongingness seemed to have emerged. This belongingness did not simply reflect a notion of feeling comfortable at university, but perhaps more importantly also becoming middle-class: 35

“I’m trying to move up in society, to *become* these people that have just lived with [privilege] all their lives and it’s normal for them. For me, it’s not normal, but it will become normal for my children. [I tell myself], ‘look at what they have, you could have that too. So you should work harder to get that.’” 40  
(Abby, second phase, emphasis added).

Answer **all** questions

- 1 Define the concept of 'high culture'. Illustrate your answer with examples. [8]
- 2 Outline and explain **two** ways in which education socialises individuals into their social class identities. [16]
- 3 Explain and briefly evaluate the view that secondary socialisation is a powerful force on the creation and reinforcement of an individual's identity. [24]
- 4 Using the pre-release material and your wider sociological knowledge, explain and evaluate the use of unstructured interviews to research the experience of working-class students at university. [52]

**END OF QUESTION PAPER**

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website ([www.ocr.org.uk](http://www.ocr.org.uk)) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.