



Oxford Cambridge and RSA

Tuesday 5 October 2021 – Afternoon

A Level Sociology

H580/01 Socialisation, culture and identity

Time allowed: 1 hour 30 minutes



You must have:

- the OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer **all** the questions in Section A.
- Choose **one** option in Section B and answer **all** the questions for that option.

INFORMATION

- The total mark for this paper is **90**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **4** pages.

ADVICE

- Read each question carefully before you start your answer.

SECTION A

Answer **all** the questions in Section A.

Source A



A group of Muslim friends

Source B

The aim of the project was to investigate the key themes and issues that young people identify with religion. The focus group discussions asked questions about the young people's own religious identity and faith backgrounds. The following quotes illustrate a range of belief and practice:

I do practise [...] on a daily basis; what I do is I wake up – as a Muslim I have to pray five times a day, so I'd wake up and then I'd pray and get ready, go to school; after I come back from school, I pray again and, then, when the sun sets, I have to do another prayer and then just before I go to bed, I also do another prayer.

(Year 10 male)

I'm not really religious, like I don't pray or anything, but I believe in God.

(Year 11 female)

I don't practise, but sometimes I do go to a temple to pray [...] mostly on religious festivals and occasions or weddings.

(Year 10 female)

I don't like read the Bible every day, but I do go to church, though. I go to church like almost every Sunday.

(Year 10 female)

In the group discussions, the young people also indicated that their families had a strong influence on whether they were themselves religious or not especially when parents felt strongly about religious upbringing.

Source: Adapted from Elisabeth Arweck & Gemma Penny (2015) Young People's Attitudes to Religious Diversity, *Journal of Intercultural Studies*

- 1 Explain, using examples, the concept of formal social control. [6]
- 2* Using sources A and B and your wider sociological knowledge, explain how religion socialises an individual into their norms and values. [12]
- 3* Outline and briefly evaluate the view that social class is no longer part of an individual's identity. [20]

Please turn over for the next question.

SECTION B

Choose **one** option from Section B and answer **all** the questions for that option.

OPTION 1**Families and relationships**

- 4* Outline **two** reasons why individuals delay having children. [12]
- 5* Explain and briefly evaluate the view that childhood has changed. [16]
- 6* Assess feminist views of the family. [24]

OPTION 2**Youth subcultures**

- 7* Outline **two** examples of anti-school subcultures. [12]
- 8* Explain and briefly evaluate the view that youth subcultures are linked to ethnicity. [16]
- 9* Assess feminist views on the role of youth culture in society. [24]

OPTION 3**Media**

- 10* Outline **two** examples of the 'uses and gratifications model'. [12]
- 11* Explain and briefly evaluate the view that media representations of old age are negative. [16]
- 12* Assess Marxist views on representations in the media. [24]

END OF QUESTION PAPER

OCR

Oxford Cambridge and RSA

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) 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 OCR Copyright Team, The Triangle Building, Shaftesbury Road, Cambridge CB2 8EA.

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.