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# **GCE AS MARKING SCHEME**

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**SUMMER 2018**

**AS (NEW)  
SOCIOLOGY - UNIT 1  
ACQUIRING CULTURE**

**2200U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**WJEC GCE AS SOCIOLOGY - UNIT 1  
ACQUIRING CULTURE**

**SUMMER 2018 MARK SCHEME**

**Section A**

**Compulsory question**

1. Read the item below and answer the following questions.

Education is compulsory in Wales between the ages of 5 and 16. It is therefore a very influential **agent of socialisation**. In schools pupils are taught specific subjects. They are also influenced by the hidden curriculum, and through these pupils may develop norms and values that are different to those of the home.

- (a) With reference to the item and your own sociological knowledge, explain the meaning of the term **agents of socialisation**. [5]

Answers should include accurate knowledge points for band 3AO1. Points should be supported with examples and/or evidence. For band 3 AO2 a clear explanation of the examples/evidence should be present.

**Indicative content**

- Definition of the term agents of socialisation as the groups or institutions that are involved in the process of socialisation.
- Answer may refer to primary and secondary agents.
- Related terms such as subculture, norms, values, traditions.
- Relevant examples.
- The item should be used to demonstrate understanding.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
3	3 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	2 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question. Reference will be made to the item to demonstrate ability to select appropriate examples.
2	2 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1 mark Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence context statement relating to the context of the debate/question.	
	0 marks NRSP	0 marks NRSP

- (b) Using material from the item and your own sociological knowledge, explain how any **two** agents of socialisation pass on norms and values . [10]

The focus of the answer should be on how young people can be influenced by any two agents of socialisation pass on norms and values.

Answers should examine two agents of socialisation for b and 3 in AO1 and AO2. There should be accurate use of key terminology, illustrating the process of socialisation in both agents for band 3AO1 marks. Appropriate examples should be used to demonstrate understanding for each agent and, where the item is used effectively, this will be consistent with band 3AO2 marks.

#### Indicative content

- Terms such as role model, imitation and sanctions should be expected and rewarded.
- Terms such as canalisation, manipulation and peer pressure should be rewarded where appropriate.
- There will be accurate use of related terms and concepts such as norms, values and identity.
- The best answers will refer to specific examples.
- The item should be used to demonstrate understanding.
- Any other relevant point.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
3	5-6 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. There will be appropriate use made of the item to demonstrate understanding.
2	3-4 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	2-3 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question. Some reference will be made to the item.
1	1-2 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

## Section B

Choose **one** of the following options

### Option 1 Families and Households

*Compulsory question*

2. (a) (i) Explain the meaning of the term triple shift. [5]

There should be an accurate definition. Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples and/or evidence. For band 3 AO2 a clear explanation of the examples/evidence should be present.

#### Indicative content

- An accurate definition of the term – a triple responsibility usually experienced by women; domestic work including childcare, paid work and emotion work.
- An understanding that this is a contested concept.
- Examples to show understanding of each responsibility and why feminists, cite this as a problem for women.
- The work of Duncombe and Marsden.
- Any other relevant point.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
3	3 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	2 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.
2	2 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1 mark Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence context statement relating to the context of the debate/question.	
	0 marks NRSP	0 marks NRSP

- (ii) Evidence suggests that there is an increase in the number of people living alone or with friends.  
 Explain **two** sociological reasons for this. [10]

For band 3AO1 there should be two reasons with supporting evidence/examples for both. For band 3 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

**Indicative content**

- Increased life expectancy and improved health of older people could leave one person living alone Gannon; this affects women most of all.
- Increased longevity; Blaikie includes increasing numbers of the elderly living alone.
- Increased economic activity of women gives them independence to live alone; Allen and Crowe.
- Delayed childbirth as a result of economic independence; Somerville.
- The increase in the number of young people going to University.
- Increased cost of buying property may result in young people living with friends.
- Increase in divorce.
- Any other relevant point.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
3	5-6 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
2	3-4 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	2-3 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1-2 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

**Either**

2. (b) Evaluate feminist views of the family. [30]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. However, answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

**Indicative content**

- Expect answers to consider different feminist views; Marxist feminists such as Benston and Ansley. Morgan could be used to criticise these ideas.
- Radical feminists such as Delphy and Leonard, Greer. They can be challenged because they ignore the progress of women.
- Liberal feminists such as Somerville but there is little evidence to support her ideas.
- Expect some explicit evaluation of feminist views such as reductionism; failure to acknowledge that some women are not exploited; Hakim and rational choice.
- Other theoretical perspectives may be considered to assess feminist ideas
  - Marxist e.g. Zaretsky
  - Postmodernist e.g. Stacey
- Functionalist and New Right ideas may be used to support criticisms of feminist views for example, reference to concerns that are raised about contemporary family structures and relationships e.g. single parent families, the alleged negative influence of divorce on children, the influence of feminism that has devalued traditional family structures, increased dependence on the welfare state, greater recognition of and rights for same sex families.
- Ideas should be compared and assessed with reference to supporting evidence and examples.
- Any other relevant point.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some of well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP



Or

2. (c) Discuss sociological explanations of the influence of diversity on family relationships. [30]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. However, answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

**Indicative content**

- Answers should identify the meaning of diversity; different family types and the impact on relationships.
- Increase in single parent families changes parent child relationships; Roseneil and Budgeon, Allen and Crow.
- Growth of bean pole families; Brannen and changing intergenerational relationships.
- Co-parenting; Smart et al and changing relationships between parents and children.
- Changes linked to ethnicity; Modood et al. Singh who talks about the move away from mutual help to individualism in the Sikh community.
- Expect the use of relevant concepts such as dual burden, gender scripts, triple shift, co-parenting and how these relationships are usually the outcome of diversity.
- The increased economic independence of women and its influence on gender roles within families – Allan and Crow, Hochschild, Berthoud and Gershuny, Cheal, Dryden.
- Issues such as time budget studies, decision making, power and domestic violence, emotional work, the new man will be discussed, and reference will be made to writers such as Allan and Crow, Vogler and Pahl, Duncombe and Marsden, McMahon, Stanko, Nazroo.
- Reference may be made to different family structures e.g., lone parent families, same sex families – Dunne, Weekes with the focus on how relationships can be affected by diversity.
- Any other relevant point.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

## Option 2 Youth Cultures

### Compulsory question

3. (a) (i) Explain the meaning of the term bedroom culture. [5]

There should be an accurate definition. Answers should include accurate knowledge points for band 3 AO1. Points should be supported with examples and/or evidence. For band 3 AO2 a clear explanation of the examples/evidence should be present.

#### Indicative content

- An accurate definition: A term originating from the work of Mc Robbie and Garber to describe the way that females experience youth culture.
- The characteristics of this; romance, fashion and makeup, gossiping with friends, girls magazines of the time such as Jackie.
- Relevant use of examples to illustrate understanding.
- Any other relevant point.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
3	3 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	2 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/ evidence. These are applied and interpreted in the context of the debate/question.
2	2 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	1 mark Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1 mark Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/ evidence context statement relating to the context of the debate/question.	
	0 marks NRSP	0 marks NRSP

- (ii) Sociological research suggests that ethnicity can influence the development of youth cultures. [10]

Explain **two** sociological reasons for this.

For band 3AO1 there should be two reasons with supporting evidence/examples for both. For band 3 AO2 a clear explanation of the reasons and supporting evidence/examples should be present.

**Indicative content**

- Hebdige; clear link between black styles of dress, music, dancing and urban youth cultures.
- Rastafarians used as an example of this link.
- Bangra; Bennett and the notion of fusion.
- The influence of ethnicity on hybrid youth cultures such as hip hop, gangsta rap.
- Any other relevant point.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>
3	5-6 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	4 marks Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
2	3-4 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/ evidence relating to the context of the debate/question.	2-3 marks Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
1	1-2 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.
	0 marks NRSP	0 marks NRSP

***Either***

3. (b) Evaluate postmodern views of youth culture. [30]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide-ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. However, answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

**Indicative content**

- There should be a clear understanding of the postmodern views of youth culture; the notion that they are fluid, pick and mix, broken down and fragmented.
- The work of the Manchester Institute of Popular Culture whose research suggests that youth styles are no longer linked to class gender or ethnicity. The work of Bennett is important here.
- Bennett's work on club and dance culture in which he coined the phrase neo-tribe to describe modern day youth culture.
- Polemus; supermarket of style supports this.
- There should be a discussion of this view and reference may be made to writers such as Parsons, Eisenstadt, Roszak.
- The strengths and weaknesses of their ideas should be discussed.
- Other theories/explanations may be used to evaluate postmodern views:
  - Marxism – subculture and resistance; Phil Cohen, Hebdige
  - The continued existence of youth subcultures
  - It can be argued that youth cultures are still linked to class gender and ethnicity with examples to support this.
- Any other relevant point.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP

**Or**

3. (c) Discuss sociological explanations for the participation of some young people in deviant subcultures. [30]

Answers should demonstrate the ability to make sense of sociological debates, offer sociological examples and explain sociological concepts. Answers need to use key terminology. Credit will be given to effective discussion where there is evidence of detailed and wide -ranging knowledge. Where answers demonstrate all skills to the highest standard they will be consistent with band 4. However, answers demonstrating knowledge but fewer skills of interpretation and discussion may achieve band 4 for AO1 but lower bands for AO2 and AO3.

**Indicative content**

- Answers should demonstrate a clear understanding of the relationship between deviance, crime and anti-social behaviour among young people. The term delinquency is likely to feature.
- The problem with statistics and getting a valid picture of the relationship between youth and deviance should be addressed.
- Self -report studies suggest that around 25% of young people engage in anti-social behaviour.
- Cohen's work in 1960s into Mods and Rockers and the creation of folk devils may be used to illustrate the relationship between the media and the apparent participation of young people in deviant subcultures. Status frustration.
- Labelling and moral panics.
- The link between this and moral panics and the work of Thornton into young people and drug taking.
- BCS data shows a link between age and type of offending and between ethnicity and offending.
- Gender; the work of Messerschmidt, Muncie, Smart; edgework linked to gender and the relationship between gender and the CJS.
- Black criminality; racism and the CJS. Lea and Young, deprivation.
- Functionalist explanations; Abrams, Eisenstadt and youth as a phase between childhood and adulthood.
- Alexander; the myth of the Asian gang.
- Marxist ideas; deviance as resistance.
- Any other relevant point.

Band	AO1 <i>elements 1a &amp; 1b</i>	AO2 <i>element 1a</i>	AO3 <i>strands 1-3</i>
4	12-14 marks Answers demonstrate detailed knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	4 marks Answers demonstrate accurate and relevant selection of appropriate sociological theories/ concepts/evidence. These are applied and interpreted in the context of the debate/question.	10-12 marks Answers demonstrate detailed, well organised and logical arguments. Logical judgements and conclusions will be offered based on explicit evaluation of the relevant theories/concepts/ evidence examined.
3	8-11 marks Answers demonstrate some knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	3 marks Answers demonstrate some accurate and relevant selection of appropriate sociological theories/ concepts/evidence. Some of which are applied and interpreted in the context of the debate/question.	7-9 marks Answers demonstrate some, well organised and logical arguments. Judgements and conclusions offered will show some evaluation of the relevant theories/ concepts/evidence examined.
2	4-7 marks Answers demonstrate basic knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	2 marks Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.	4-6 marks Answers demonstrate basic arguments. Judgements and conclusions offered will show basic evaluation of the theories/concepts/ evidence examined.
1	1-3 marks Answers demonstrate limited knowledge and understanding of sociological theories/ concepts/evidence relating to the context of the debate/question.	1 mark Answers demonstrate limited ability to select and/or interpret and/or apply sociological theories/ concepts/evidence in the context of the debate/question.	1-3 marks Answers demonstrate limited argument. Any judgements and conclusions offered will show limited evaluation of any theories/concepts/ evidence examined.
	0 marks NRSP	0 marks NRSP	0 marks NRSP