



GCE AS MARKING SCHEME

SUMMER 2019

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

2200U10-1

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 2019 MARK SCHEME**

Section A

Compulsory question

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

Peer groups can play a significant part in the socialisation process. Young people can be influenced by their peers. Young people can get valuable support and confidence from their friends but peers can also be the source of more negative things such as bullying. Peers influence what clothes to wear, what music to listen to and they have unwritten rules about behaviour.

- (a) With reference to the item and your own knowledge, explain the meaning of the term **peer groups**. [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 'peer groups' as a group of people usually of similar age who may be friends or who spend time together and can influence one another.
- Related terms such as subculture, norms, values.
- Relevant examples to illustrate understanding.
- The item should be used to demonstrate understanding.

Band	AO1 elements 1a & 1b	AO2 element 1a
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 knowledge explain how any **two** agents of socialisation control behaviour. [10]

Answers should examine two agents of socialisation for band 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; the focus should be on controlling behaviour.
- 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 appropriate to controlling behaviour.
- The item should be used to demonstrate understanding.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
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 dual burden. [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 – the roles that women have; childcare; paid work.
- An understanding that this is a contested term.
- Reference to Duncombe and Marsden
- Relevant examples to illustrate the components of the term.
- Any other relevant point

Band	AO1 <i>elements 1a & 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) Recent research into household trends suggest that there has been an increase in the number of bean pole families.

Explain **two** sociological reasons for this.

[10]

For band 3 AO1 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

- An understanding that this is a term used to describe two or more generations living in the same household; this is largely due to cost.
- High cost of housing and mortgage deposits.
- The high participation of women with dependent children in the workplace which, if combined with divorce could result in the woman moving in with parents; see below.
- Increased cultural diversity.
- The emergence of the beanpole family - Brannen.
- Increase in divorced and lone parents. Research suggests that these groups often rely on the support of grandparents - Brannen.
- Any other relevant point

Band	AO1 elements 1a & 1b	AO2 element 1a
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) Assess the view that families are patriarchal institutions. [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 feminist views of the family
- There should be a discussion of this view and reference may be made to writers such as Murray, Morgan, Dennis and Erdos, Saunders and various political thinkers.
- There will be 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.
- Expect some explicit assessment of the New Right view such as blaming people for problems that are outside their control, having an idealised view of the past, lack of evidence for their claims.
- Other theoretical perspectives may be considered to assess the New Right view:
 - Feminist e.g. Delphy and Leonard, Oakley
 - Marxist e.g. Zaretsky
 - Postmodernist e.g. Stacey
 - Functionalist
- Ideas should be compared and discussed with reference to supporting evidence and examples.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
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 the view that changes in the law are the main reason for high rates of divorce in the contemporary UK. [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 changes in the law and how these relate to rates of divorce.
- Changes in the Law are probably most significant especially 1971 DLRA; answers should explain why such changes affected divorce rates.
- The best answers will consider more than one legal change and the impact of the change on rates of divorce.
- Expect the use of relevant concepts such as dual burden, gender scripts, triple shift, co-parenting as factors, with reference to studies such as Duncombe and Marsden, Leonard.
- 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. The impact of this on divorce should be central.
- Decline in marriage; fewer marriages= fewer divorces
- Cultural change, secularisation and reduction in stigma attached to divorce.
- Points made should be compared and discussed in relation to the reasons for changes in rates of divorce.
- Any other relevant point

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
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 spectacular youth cultures. [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 group in society that is specific to young people with specific features such as style of dress, music and behaviour with specific reference to examples of spectacular youth cultures such as skinheads, punks etc.
- Reference may be made to functionalist ideas - a rite of passage, Parsons or developing as ascribed status, Eisenstadt.
- Reference may be made to Marxism and the argument that there a number of youth subcultures.
- Expect relevant examples of spectacular youth cultures.
- Any other relevant point.

Band	AO1 <i>elements 1a & 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) Research suggests that youth cultures are often linked to males.

Explain **two** sociological reasons for this.

[10]

Indicative content

- Concentration on involvement of boys in early youth subcultures, work of CCCS/Willis/Miller which may be due to either male stream sociology and the ignoring of girls' involvement, Heidensohn or more social control over girls and bedroom culture (McRobbie and Garber/Smart.)
- Masculine and feminine identities linked to studies such as Lees/Sewell/Frith/Hebdige/Connell/Katz.
- Traditional masculine identities; deviance.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a
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) Assess the view that neo-tribes have replaced spectacular youth subcultures in contemporary society. [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

- Neo-tribes and mix and match youth rather than distinct groups; postmodern ideas about youth.
- Marxist, youth cultures as an expression of working class resistance to capitalism (P. Cohen/Jefferson and Hall/Clarke/Hebdige.) examples from the past used to argue for the view
- Feminist, youth cultures allowing girls freedom to explore their identity away from boys in a patriarchal society (McRobbie and Garber.) more contemporary examples such as girl gangs or female sub-cultures based on style
- Postmodernist, youth cultures and neo-tribes present an opportunity for youth to create their own styles and identities
- Reference to the changing nature of youth culture and an examination of how social change may have had an impact on the role of youth cultures such as the growth of the media; globalisation, the changing role of women.
- These theories will be compared and evaluated with reference to evidence and examples such as conflict in youth cultures, ordinary and conformist youth, incorporation, male stream sociology.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
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 the view that youth culture acts as a rite of passage from childhood to adulthood. [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 clear evaluation of the sociological explanations of the role of youth culture such as functionalist, the role of youth cultures in promoting social integration and sense of belonging in the transitory period between childhood and adulthood (Parsons/Eisenstadt.)

- Marxist, youth cultures as an expression of working class resistance to capitalism (P. Cohen/Jefferson and Hall/Clarke/Hebdidge.)
- Feminist, youth cultures allowing girls freedom to explore their identity away from boys in a patriarchal society (McRobbie and Garber.)
- Postmodernist, youth cultures and neo-tribes present an opportunity for youth to create their own styles and identities (Willis.)
- Reference to the changing nature of youth culture and an examination of how social change may have had an impact on the role of youth cultures such as the growth of the media; globalisation, the changing role of women.
- These theories will be compared and evaluated with reference to evidence and examples such as conflict in youth cultures, ordinary and conformist youth, incorporation, male stream sociology.
- Any other relevant point.

Band	AO1 elements 1a & 1b	AO2 element 1a	AO3 strands 1-3
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.
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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