



GCE AS MARKING SCHEME

SUMMER 2017

**AS (NEW)
SOCIOLOGY – UNIT ACQUIRING CULTURE
2200U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2017 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.

GCE SOCIOLOGY
SUMMER 2017 MARK SCHEME

Section A

Compulsory question

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

Young people spend a large amount of their leisure time using various forms of the media. They are presented with vast amounts of content that can impact on their norms and values. Some people believe that this can have a negative influence on the identity of these young people. Others believe that the media transmit important messages about **culture**.

- (a) With reference to the item and sociological knowledge, explain the meaning of the term **culture**. (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 'culture' as a shared way of life of a group of people.
- Related terms such as subculture, norms, values, traditions.
- Relevant examples such as examples of cultural diversity.
- The item should be used to demonstrate understanding.

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. 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 sociological knowledge, explain how any **two** agents of socialisation influence young people. (10)

The focus of the answer should be on how young people can be influenced by any two agents of socialisation which should be named.

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.
- 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.

Band	AO1 <i>elements 1a & 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 'household'. (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 group of people sharing a common residence and sharing some financial and domestic responsibility.
- An understanding that a household could be a family group or another grouping such as students.
- The postmodern notion that the term 'household' better reflects modern society than the term 'family'.
- Statistical evidence referring to households such as the growth of single person households.
- There may be reference to problems of defining a household (Allan and Crow).

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 suggests that many grandparents are increasingly involved in caring for their grandchildren.

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.
- High cost of child care.
- The high participation of women with dependent children in the workplace.
- Increased ethnic 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.

Band	AO1 <i>elements 1a & 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) Assess the New Right view 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

- There should be a clear understanding of the view of the New Right that the traditional family is in decline or under threat.
- 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.

Band	AO1 <i>elements 1a & 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 the view that gender roles are equal within families 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 a range of gender roles and issues. As well as changes to female roles, references should be made to the role of males.
- Statistical evidence may be used to support arguments for or against equality.
- Expect the use of relevant concepts such as dual burden, gender scripts, triple shift, co-parenting.
- 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.
- Expect a comparison and discussion of the view of different feminist perspectives; radical, Marxist, liberal.
- Points made should be compared and discussed in relation to the extent of equality within families.

Band	AO1 <i>elements 1a & 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 'youth 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 group in society that is specific to young people with specific features such as style of dress, music and behaviour.
- 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 youth cultures.

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) Early youth subcultures were formed as a result of a number of different social changes. (10)
 Explain the influence of **two** of these changes on youth subcultures.
 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 economic power of young people – Abrams.
- The impact of American culture and music – Teddy Boys, Hall and Jefferson.
- The growth of the peace movement – Hippies, Willis.
- A reaction to the decline of working class communities and immigration - Skinheads, Phil Cohen.

Band	AO1 <i>elements 1a & 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) Assess the functionalist view 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 functionalist view of youth culture.
- 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 assess the functionalist view:
 - Marxism – subculture and resistance; Phil Cohen, Hebdige
 - Explanations of female youth culture – Bedroom culture, McRobbie and Garber
 - Conforming youth - Muncie
 - Postmodern views of youth cultures – Roberts, Maffesoli, Giroux and Thornton

Band	AO1 <i>elements 1a & 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 the view that there is a close link between social class and youth sub-cultures. (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 that this is a Marxist view. Expect to see a discussion of traditional and more recent youth cultures/subcultures.
- Examples of youth cultures will be used to illustrate the discussion.
- Expect the use of relevant concepts such as resistance, spectacular subcultures, capitalism, hegemony, globalisation, neo-tribes.
- The traditional Marxist explanations of subcultures will be explored in terms of their link to social class. Expect references to writers such as Hall and Jefferson, Phil Cohen, Hebdige, Brake, CCCS
- There may be a discussion regarding the validity of the Marxist approach. Hobbs suggested that fashion was more important than resistance to the skinheads. The work focused on spectacular subcultures and ignored ordinary youth and gender.
- More recent trends will be discussed which may suggest a decline in the influence of class. Expect references to writers such as Willis, Muncie, Roberts, Maffesoli, Bennett.
- Reference may be made to factors other than class that may influence youth cultures; ethnicity, Cashmore or gender McRobbie and Garber.
- Expect a comparison and discussion of the view from different perspectives; Marxist, postmodern, feminist.
- Points made should be compared and discussed in relation to the extent of the link between social class and youth cultures.

Band	AO1 <i>elements 1a & 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