



GCE AS MARKING SCHEME

SUMMER 2022

**AS
SOCIOLOGY – UNIT 1
2200U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 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
UNIT 1 – ACQUIRING CULTURE
SUMMER 2022 MARK SCHEME

Section A

Compulsory question

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

In every society individuals are socialised into the norms and values of their society. This enables them to make sense of the world and to understand what is expected of them. This process of learning culture takes place in primary socialisation and **secondary socialisation**. Agents of socialisation such as the media can pass on messages about what is expected of boys and girls.

- (a) With reference to the item and your own knowledge, explain the meaning of the term **secondary 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; the second and life-long stage in the process of learning culture
- Answer may refer to secondary agents; education, work, peer group, media.
- Related terms such as subculture, norms, values, traditions.
- Relevant examples.
- The item should be used to demonstrate understanding.

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

- (b) Using material from the item and sociological knowledge, explain how any **two** agents of socialisation influence the development of gender roles. [10]

The focus of the answer should be on how young people can be influenced by any two agents of socialisation in the establishment of gender expected behaviour.

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 3 AO1 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 3 AO2 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 elements 1a & 1b	AO2 element 1a
3	<p>5-6 marks</p> <p>Answers demonstrate detailed knowledge and understanding of sociological concepts relating to the context of the debate/question.</p>	<p>4 marks</p> <p>Answers demonstrate a detailed ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.</p> <p>There will be appropriate use made of the item to demonstrate understanding.</p>
2	<p>3-4 marks</p> <p>Answers demonstrate some knowledge and understanding of sociological concepts relating to the context of the debate/question.</p>	<p>2-3 marks</p> <p>Answers demonstrate some ability to select, apply and interpret appropriate sociological theories/ concepts/evidence in the context of the debate/question.</p> <p>Some reference will be made to the item.</p>
1	<p>1-2 marks</p> <p>Answers demonstrate basic knowledge and understanding of sociological theories/concepts/ evidence relating to the context of the debate/question.</p>	<p>1 mark</p> <p>Answers demonstrate a basic ability to select, apply and interpret appropriate sociological theories/ concepts/ evidence in the context of the debate/question.</p>
	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 segregated conjugal roles. [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 – clearly defined and different role responsibilities of partners
- An understanding that this is a contested concept.
- Examples to show understanding through the use of examples
- 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) Evidence suggests that there has been an increase in lone parent families in the contemporary UK.

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

- Changing values, for example the growth of secularisation and changing attitudes towards marriage; more co-habiting couples
- Increased expectations of marriage; Allen and Crow; Giddens; higher rates of divorce
- Increase in births outside marriage
- Roseneil and Budgeon who discuss social change and the impact on diversity including lone parenthood
- 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

- (b) Assess the view that conjugal roles are unequal in families in contemporary UK 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

Reference to data from ONS and the Census may be used to examine the variation of family types in the contemporary UK and what this might show in relation to the predominance of any particular family type and to our understanding. The focus should be on discussing whether extended families are or are not less important in the contemporary UK.

Ideas and evidence supporting the view might include

- There should be a clear understanding of feminist views of the family and their views on inequality in conjugal roles
- Expect the use of relevant concepts such as dual burden, triple shift, as factors, with reference to studies such as Duncombe and Marsden, Leonard, Sclater.
- 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.

Ideas and evidence against the view might include

- Change; men more involved with childcare.;Burghes, Beck, though this should not be exaggerated as most research still suggests imbalance
- Women have more independence and ability to leave unequal relationships .The increased economic independence of women and its influence on gender roles within families – Allan and Crow, Hochschild, Berthoud and Gershuny, Cheal, Dryden.
- Hakim; choice
- Less patriarchy in same sex relationships; Weekes et al, Dunne
- Reference may be made to writers such as Murray, Morgan, Dennis and Erdos, Saunders and various political thinkers who favour traditional roles and responsibilities and inequalities in power
- Ideas should be compared and evaluated 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

- (c) Evaluate functionalist 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

- The focus should be on evaluating functionalist and New Right ideas about the family: Murray, the link between social problems and family
- The discussion should examine functionalist and New Right ideas about the value of the family including reference to the universality of the family and what that implies
- There may be a consideration focused on various family forms such as reconstituted families, cohabitating families, same sex families and the extent to which they can be considered 'nuclear', and concepts such as the ideology of the family, death of the family and what this might imply about family life and whether it is good or bad. Traditional nuclear v non-traditional nuclear might be addressed in the best answers
- The role of the family as an agent of primary socialisation discussed from different perspectives and focused on the debate; is the traditional nuclear family best?
- Marxist ideas about the family and critical thinkers such as Leach, Cooper, Laing which emphasise the dark side of families
- The increased significance of grandparents; Ross et al; how this is good
- An examination of how social change may have an impact on the role of the family, such as the increased importance of grandparents, the changing role of women and increased life expectancy. How this might impact on family structure
- 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

2. (a) (i) Explain the meaning of the term delinquent subculture. [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 used to describe a group with distinct norms and values that are different from the mainstream norms and values. Such groups are often involved in deviant/criminal behaviour.
- Linked to gender
- Linked to age
- Linked to class
- Linked to ethnicity
- 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) Some sociologists argue that youth subcultures are not important in contemporary society.

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

- Post -modern ideas that say style is more important, the notion of neo-tribes
- Pick and mix of styles
- The growth of consumerism
- 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

- (b) Assess the view that youth cultures no longer exist. [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 changes to youth cultures with particular focus on the impact of economic change v other factors

- Feminist, youth cultures and economic independence 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
- Bedroom culture; McRobbie and Garber, Lincoln updated study of bedroom culture
- Holland; night life in Newcastle girls just as much involved
- 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.
- Post 1950s economy was booming with young people easy targets for advertisers; more disposable income= more spending and new styles and more involvement of both males and females
- Heidensohn; girls have been involved but invisible
- Blackman; New Wave girls
- Differences linked to ethnicity
- Different types of involvement; males more likely to be deviant

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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	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or

- (c) Evaluate Marxist views about the role of youth cultures 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

- Youth cultures as a form of resistance
- Hall and Jefferson
- Clarke; exaggerated style
- Hebdige; Mods
- Magical solutions; Brake
- Work of CCCS

BUT

- Functionalists argue that youth cultures is less resistant and more a rite of passage; Parsons,
- Eisenstadt
- Marxism ignore gender and ethnicity and that not all youth cultures are working class
- Ignores the role of the media; Thornton
- Postmodernists argue that youth today is characterised by neo-tribes and a supermarket of style, not resistance

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.
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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