



GCE AS MARKING SCHEME

SUMMER 2023

**AS
SOCIOLOGY – UNIT 1
2200U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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 2023 MARK SCHEME

SECTION A

Compulsory question

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

Sociologists are interested in what makes us human. One of the main areas of interest for them is culture; what it is, how it varies and how it is passed on from one generation to the next. The **norms** of our culture are passed on through the process of socialisation. Families play an important part in the first stage of this learning process. Children learn basic norms from parents and carers.

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

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

- Definition of the term norms as expected ways of behaving.
- Answer should refer examples of norms.
- Related terms such as subculture, norms, values, traditions and how norms can vary and change.
- Relevant examples.
- 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 concepts relating to the context of the question.	2 marks Answers demonstrate accurate and relevant selection of appropriate sociological examples. These are applied and interpreted in the context of the 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 concepts relating to the context of the question.	1 mark Answers demonstrate some ability to select, apply and interpret appropriate sociological concepts in the context of the 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 sociological knowledge, explain how any **two** agents of socialisation pass on culture. [10]

The focus of the answer should be on how any two agents of socialisation pass on culture.

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

- Processes such as positive and negative sanctions with appropriate examples.
- Processes such as role model, imitation and sanctions should be expected and rewarded.
- Processes such as canalisation, manipulation and peer pressure should be rewarded where appropriate.
- There will be accurate use of related terms and concepts.
- The best answers will refer to specific examples of norms and/or values and be clearly linked to culture for full marks in AO2.
- The item should be used to demonstrate understanding.
- Any other relevant point.

Band	AO1 <i>elements 1a & 1b</i>	AO2 <i>element 1a</i>
3	5-6 marks Answers demonstrate detailed knowledge and understanding of sociological concepts 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 concepts 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 reconstituted family. [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 family made up of at least one other pre-existing family.
- An understanding that this often involves new relationships such as step Mum/Dad/siblings.
- Examples to show understanding of various types.
- 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 a decline in the number of people choosing to marry.

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 role of women including the control of fertility, changing priorities and how this could affect decisions about marriage: Wilkinson, genderquake, Sharpe.
- 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 people choosing to co-habit; changing values, secularisation.
- Increased cost of marriage.
- Increase in divorce.
- Any other relevant point.

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) Discuss sociological explanations for changes in divorce rates in the 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

One explanation could be changes in Laws

- There should be a clear understanding of the changes in laws 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.

To discuss alternative explanations

Another explanation might be the changing role of women

- 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.

Other relevant explanations might include wider societal change

- Decline in marriage; fewer marriages= fewer divorces.
- Cultural change, secularisation and reduction in stigma attached to divorce. The growth of individualism; Beck and Beck-Gernsheim.
- Higher expectations of marriage; Thorne and Collard, Hart.
- 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

Or,

2. (c) "The nuclear family is the ideal family type". Evaluate this view. [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

Ideas and evidence supporting the view might include:

- Functionalist and New Right views of family with reference may be made to writers such as Murray, Morgan, Parsons, Murdock.
- Dennis and Erdos, who claim that children in lone parent families do not thrive.
- Saunders and various political thinkers who favour traditional roles and responsibilities and claim that inequalities in power are functional.
- Even non-traditional family types are often "nuclear".
- Marxists claim that the nuclear family type is ideal for capitalist society.
- Women have more independence and continue to choose the nuclear family model. The increased economic independence of women – Allan and Crow, Hochschild, Berthoud and Gershuny, Cheal, Dryden.
- Hakim; choice.

Ideas and evidence against the view might include:

- There should be a clear understanding of feminist views of the family and their views on how nuclear families oppress women and children.
- Roles may form part of the discussion with 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 in relation to the view that nuclear family types are not ideal.
- Any other relevant point.

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) Outline and explain the meaning of the term new-tribe. [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 Maffesoli, Bennett and Thornton’s ideas about youth cultures now being less distinct and more fluid.
- The characteristics of this; loose associations between young people who do not form coherent groups.
- Mix and match culture/ pick and mix.
- Relevant use of examples to illustrate understanding.
- 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) Sociological research suggests that there is a relationship between ethnicity and membership of youth cultures.

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

- Hebdige; clear link between black styles of dress, music, dancing and urban youth cultures.
- Black masculinities; Sewell
- Rastafarians used as an example of this link.
- Bhangra; 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 & 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) Discuss 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

Ideas and evidence in support of the view might include

- 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.

Ideas and evidence that might be used to challenge the view might include

- A criticism of this view and reference may be made to writers such as Parsons, Eisenstadt, Roszak.
- Other theories/explanations may be used to evaluate postmodern views:
 - Marxism – subculture and resistance; Phil Cohen, Hebdige.
 - The continued existence of youth subcultures with examples.
 - It can be argued that youth cultures are still linked to class gender and ethnicity with examples to support this.
- The strengths and weaknesses of ideas examined should be identified as part of the evaluative process.
- Any other relevant point.

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) Evaluate the view that some people join youth subcultures as a way of rejecting authority. [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

Ideas that could be used to support the view might include:

- Marxist ideas about the relationship between the economy and the development of youth cultures are central to this debate. Resistance.
- Hall and Jefferson saw the emergence of youth cultures as a reaction to the crisis of capitalism. Bricolage.
- Clarke; skinheads and exaggerated working class culture.
- Hebdige; mod style a reaction to boredom.
- Brake; magical solutions.

Ideas that could be used to challenge the view might include:

- Criticisms; ignores the involvement of girls, Heidensohn, Mc Robbie, Smart, Lincoln.
- Ignores ethnicity; Hebdige, Rastafarians, Bhangra. Some would argue that these groups were in fact resisting racist culture.
- Assumes that such youth cultures were working class.
- Young people probably joined youth cultures for fun.....a stage, a bridge; functionalist ideas.
- Post-modern ideas; Redhead, Bennett, neo-tribes, Polemus and the supermarket of style.
- 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.
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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