



GCE AS MARKING SCHEME

SUMMER 2016

**SOCIOLOGY - UNIT 1 (NEW)
2200U10-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 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 2016 MARK SCHEME

Section A

Compulsory question

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

From an early age children begin to learn social expectations. They learn the norms and values of society as well as gender roles. The process of socialisation begins in the family. This is known as **primary socialisation**.

(a) With reference to the item and sociological knowledge, explain the meaning of the term **primary 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 primary socialisation – expect reference to both elements; primary /first, socialisation / learning culture.
- Related terms – role models, agent of socialisation, parents, siblings.
- 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 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 gender identity. [10]

The focus of the answer should be on how gender identity may 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, sanctions should be expected / rewarded.
- Terms such as canalisation, manipulation, peer pressure should be rewarded where appropriate.
- There will be accurate use of related terms and concepts such as feminine, masculine, norms, expectations
- The best answers will refer to specific examples.
- The item should be used to demonstrate understanding

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- earner 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 – both partners in a relationship in work
- A reflection of the fact that women with children now work
- The notion of the dual-career family (Rapoport and Rapoport)
- Dual-earner families and the double shift (Hochschild).
- David Cheal – Balancing employment and family life
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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

- (ii) Statistics and research show that there is an increase in the number of people who do not marry.
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

- Single women having choice due to increased opportunities in education and work (Scarse)
- The increased emphasis on independence and freedom (Hall)
- Women in particular are disillusioned with marriage (Gittins)
- Changing norms and values
- Later marriage and divorce (Somerville)
- Crisis of masculinity
- Increase in cohabitation
- Cost of marriage

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

Either

2. (b) Assess the view that the nuclear family is the ideal family form. [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 a functionalist and/or New Right view.
- There should be a discussion of this view and reference may be made to writers such as Parsons, Murray, Morgan, Dennis and Erdos, Saunders and various political thinkers.
- There may be reference to concerns that are raised about family diversity e.g. single parent families, the alleged negative influence of divorce on children. These points should be linked to the question.
- Other theoretical perspectives may be considered to assess the view that the nuclear family is ideal:
 - Feminist e.g. Delphy and Leonard
 - Marxist e.g. Zaretsky
 - Postmodernism e.g. Stacey
- Ideas should be compared and discussed with reference to supporting evidence and examples

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 significance of reasons for the high divorce rate 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 reasons for the high divorce rate in the contemporary UK
- Reference may be made to the extent of divorce in the contemporary UK. Expect accurate use of data.
- Legislative changes – Divorce Reform Act 1969/1971, Family Law Act 1996. Reference may be made to social policy that offers support to single parents
- Change attitudes to, and expectations of, marriage – Fletcher, Giddens, Allan and Crow, Gibson.
- Secularisation
- Changing social values and the normalisation of divorce - Cockett and Tripp
- The increased economic independence of women – Allan and Crow, Hochschild
- The significance of these reasons should be compared and discussed. There may be reference to theoretical debates - the New Right view that overgenerous welfare benefits encourage divorce or the feminist view that changes to the role of women has empowered them.

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 neo-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 loose grouping around shared style or tastes
- Bennett and the significance of the term neo-tribe
- Reference may be made to the features of neo-tribes e.g short lived, mix and match and blending of styles.
- Maffesoli, Bauman and changing identities
- Supermarket of style
- Based on choice
- Postmodernism

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

- (ii) Research has found that some young people form anti-school sub-cultures.
 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

- Status frustration – Cohen
- Macho lads – Mac an Ghail – coping with academic failure
- Willis – Learning to Labour – a strategy to cope with oppression and tedium
- A reaction to racist attitudes in schools – Sewell

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

Either

3. (b) Assess the view that youth cultures act as a form of resistance. [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 Marxist view of youth cultures.
- Expect references to the work of the CCCS and writers such as Hall and Jefferson, Phil Cohen, Hebdige. These references should be discussed in terms of resistance.
- The strengths and weaknesses of these ideas should be discussed
- Other theories/explanations may be used to counter the view that youth cultures act as a form of resistance
 - Functionalist – Parsons, Eisenstadt, the transition from childhood to adulthood.
 - Explanations of female youth culture – Bedroom culture, McRobbie and Garber
 - Conforming youth - Muncie
 - Postmodern views of youth cultures – Roberts, Maffesoli, Giroux

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.
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	0 marks NRSP	0 marks NRSP	0 marks NRSP

Or

3. (c) Discuss the significance of reasons for changes to youth cultures 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 reasons for changes to youth cultures contemporary UK. Reference may be made to writers such as Muggleton, Maffesoli, Furlong and Cartmel.
- Globalisation and hybrid youth sub-cultures – Luke and Luke, Cashmore
- Consumerism and consumption, Bennett
- Choice, Thornton
- Declining influence of class, Willis
- Participation and gender, McRobbie
- Less politicized, Hackett
- Reference may be made to relevant social or economic changes
- The significance of these reasons should be compared and discussed. There may be reference to theoretical debates

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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	0 marks NRSP	0 marks NRSP	0 marks NRSP