

# Lesson 1

Draw a family

LO: All: to be able to describe different types of family in the UK. Most: To identify legal changes that have enabled change Some: To explain the impact of the changes



What assumptions are being made in this picture?

‘The family is a social group characterised by common residence, economic co-operation and reproduction. It includes adults of both sexes, at least two of who maintain a socially approved sexual relationship, and one or more children, own or adopted or the sexually co-habiting adults’

George Murdoch

Murdoch was arguing that the nuclear family was the basis of all family units in all cultures (even if in many societies they might include other relatives, i.e. extended family, or that in some place polygyny is accepted).

**Can you think of any examples to support or oppose Murdoch’s argument?**

# FAMILY DIVERSITY



Key questions	Content	Learners should:
<p><b>1. How diverse are modern families?</b></p>	<p>The diversity of family and household types in the contemporary UK:</p> <ul style="list-style-type: none"> <li>• nuclear families</li> <li>• extended families</li> <li>• lone parent families</li> <li>• reconstituted families</li> <li>• same-sex families</li> <li>• non-family households</li> </ul> <p>Aspects of and reasons for family and household diversity in the contemporary UK, including:</p> <ul style="list-style-type: none"> <li>• trends in marriage, divorce and cohabitation</li> <li>• demographic changes:               <ul style="list-style-type: none"> <li>○ birth-rate</li> <li>○ family size</li> <li>○ age at marriage</li> <li>○ age of child-bearing</li> <li>○ ageing population</li> </ul> </li> <li>• family diversity in terms of:               <ul style="list-style-type: none"> <li>○ social class</li> <li>○ ethnicity</li> <li>○ sexuality</li> </ul> </li> </ul> <p>The ideology of the nuclear family and the theoretical debates about the role and desirability of the nuclear family in contemporary society:</p> <ul style="list-style-type: none"> <li>• functionalism</li> <li>• New Right</li> <li>• Marxism</li> <li>• feminism</li> <li>• postmodernism</li> </ul> <p>Debates about the extent of family diversity in the contemporary UK</p>	<p>also consider newer/emerging types of families and households.</p> <p>have an overview of trends over the last 30 years and consider the key reasons for these changes. Detailed knowledge of statistics on marriage, divorce and demographic changes is not required.</p> <p>consider issues of consensus versus conflict, social order and control in relation to theoretical views of the role of the family in contemporary society. A theoretical approach to considering the extent of family diversity should be taken.</p>

LO: All: to be able to describe different types of family in the UK. Most: To identify legal changes that have enabled change Some: To explain the impact of the changes

Changes in the family reflect wider changes in society. In the past, the family was stable, nuclear and roles were largely traditional with men going out to work and women caring for the children. Ideas about the family were based on religious and traditional ideas, in contrast to this, in the postmodern era, the family became far more fluid and flexible and based on individualism.

**Sort the statements below into the correct column of the table.**

Grandparents living longer and playing more of a role in their grandchildren's lives as both parents

1980's to today

Stability: Formal, distant, based on women's economic dependence on men, empty shell marriage are likely to work

Negotiated, dual worker families, dual burden, gender scripts, egalitarian

Instability and Choice: Closer and deeper, confluent love (Giddens) greater individualism

Grandparents: less involved in grandchildren's lives. Less able in old age.

1900-1970's

Nuclear (two generation family, heterosexual couple, married with one or more children)

Traditional, expressive and instrumental roles, the development of the housewife role

Diverse: nuclear, Single parent families, cohabitating couples and families, homosexual families, co-parenting, reconstituted families, beanpole families, lone person households, LATS, empty nest families, class and ethnic diversity, extended families

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CHARACTERISTIC	MODERN FAMILY	POSTMODERN FAMILY
Approximate dates		
Family structure		
Roles within the family		
Relationships		
Role of extended family		

The ideology of the nuclear family

LO: All: To identify the key features of sociological theories Most: To consider theoretical explanations of the role of the family Some: To understand the functionalist explanation of the role of the family.

What is the family  
for?

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### **An introduction to the ideology of the nuclear family**

An ideology is a set of ideas. Ideology about the family has shifted from traditional ideas about the dominance of the traditional nuclear family to the emergence of a more complex set of ideas about the family and relationships. The emergence of the traditional nuclear family occurred within the context of several huge changes in society, which sociologists sought to explain. These explanations of change are known as social theories.

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# What is the family for?

**Marxist?**

LO: All: To identify the key features of sociological theories Most: To consider theoretical explanations of the role of the family Some: To understand the functionalist explanation of the role of the family.

# What is the family for?

**Functionalist?**

LO: All: To identify the key features of sociological theories Most: To consider theoretical explanations of the role of the family Some: To understand the functionalist explanation of the role of the family.

# What is the family for?

**Feminist?**

LO: All: To identify the key features of sociological theories Most: To consider theoretical explanations of the role of the family Some: To understand the functionalist explanation of the role of the family.

# What is the family for?

**Post Modernist?**

LO: To identify the Functionalist view on what the role and purpose of the family is. To explain the Functionalist view of the family. To evaluate the functionalist view of the family.

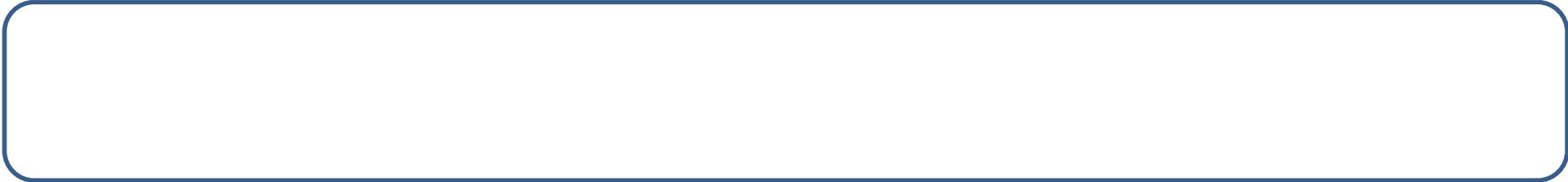
## The Role and Purpose of the Family: The functionalist approach

1. Explain Murdoch's 4 functions of the family.
2. Does this fit with family life today? Why not? Refer to Murdoch's views on family as the "universal institution".
3. What is Parson's response to this?
4. Explain the criticisms of the work of Murdoch and Parsons
5. Explain, with examples, what is meant by the "fit" between family type and society.
6. Explain what is meant by the "instrumental" and "expressive" needs of society
7. What are the criticisms of this?

LO: To identify the Functionalist view on what the role and purpose of the family is. To explain the Functionalist view of the family. To evaluate the functionalist view of the family.

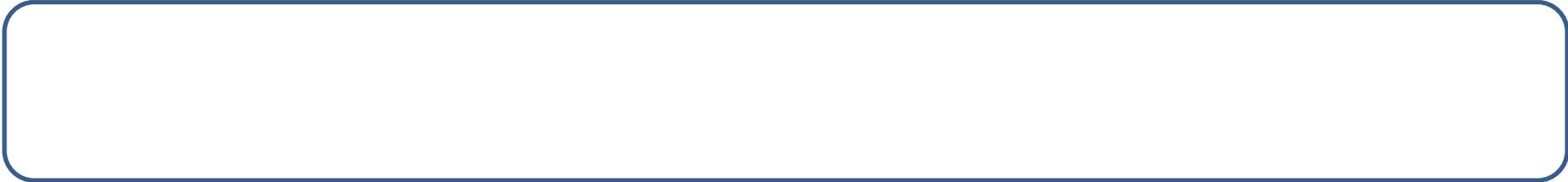
## The Role and Purpose of the Family: The functionalist approach

1. Read the information about the functionalist approach in your handout
2. Match the correct answers to the questions, then stick them down in the correct order.



**Q: Why did the nuclear family evolve?**

**A:** The nuclear family evolved to meet the needs of men; by reducing women to unpaid workers as housewives and mothers. Men retained cultural and political power and this allows women to be exploited.



**Q: Why did the nuclear family evolve?**

**A:** The nuclear family evolved to meet the needs of the capitalist class, by making them isolated and promoting the idea of families being a unit of consumption.



**Q: Why did the nuclear family evolve?**

**A:** As society became more industrialised it needed a more mobile workforce. A smaller family, with specialised roles, made this possible. The nuclear family evolved to meet the needs of this new industrialised society.

**Q: What do functionalist sociologists mean by 'functional prerequisites' of society?**

A: These are the basic needs of society. These needs must be met if society is to successfully continue. For example a successful society is underpinned by social order and economic stability.

**Q: What should social institutions, such as the family do to meet the 'functional pre-requisites' (i.e. Needs of society)?**

A: Society needs to

- i) transmit norms and values of society to create a value consensus
- ii) teach skills needed for effective economy
- iii) allocate people to family / occupational roles that make the best use of their talents

**Q: What did Murdock identify as the four main functions of the universal family?**

**A:**

- i) Reproductive (producing children)
- ii) Sexual –to create bond between couples
- iii) Educational – to pass on culture
- iv) Economic – to work together to provide for the family

**Q: One of the key functions of the family, according to functionalists, is the PRIMARY SOCIALISATION OF CHILDREN. How does Parsons explain this?**

**A:**

- i) Nuclear families are 'personality factories' = they churn out young citizens committed to the norms and values of their society
- ii) Mothers play an important role. They are the EXPRESSIVE LEADERS, who are biologically suited to looking after children.

**Q: Another key functions of the family, according to functionalists, is the STABILIZATION OF THE ADULT PERSONALITY. What do Steel and Kidd say about this?**

A:

This occurs because the family provides a loving and stable environment where adults can be themselves and be relieved from stress, whilst at the same time gaining a sense of stability and responsibility.

**Q: How are the views of Steel and Kidd (on the stabilization of the adult personality) sometimes referred to?**

A:

The “Warm bath theory”. As it claims that the family is like a warm bath relieving the stresses and strains of modern day living.

**Q: Another key function of the family, according to functionalists, is GENDER ROLE SOCIALIZATION. What does Chapman say about this?**

A:

That boys and girls are socialised by the family into behaving in a way that is gendered and socially acceptable. I.e. Boys play in ways that reflect the role of breadwinner e.g. Building, whereas girls play at doing things associated with being homemakers e.g. Dollies.

**Q: Another key function of the family, according to functionalists, is SOCIAL CONTROL. How does Murdock explain this?**

A:

Families are the moral centre of society and teach children the boundaries of what is right and wrong through informal control e.g. Positive and negative sanctions (rewards and punishments).

**Q: Another key function of the family, according to functionalists, is the passing on of SOCIAL STATUS - why is this?**

A:

Being born into a family results in a person gaining a number of ascribed statuses (i.e. On basis of age, gender, birth order, ethnicity, religion and social class).

Also affects quality of opportunities – e.g. Through the cultural and economic support that parents offer.

**Q: Another key function of the family, according to functionalists, is the economic function of CONSUMPTION. What does Sclater say about this?**

**A:**

Families have changed from being producers of goods, they have now become units of consumption of goods. The family is the main market for goods, and family income is largely spent on things for the family.

**Q: Another key function of the family, according to functionalists, is RECREATION AND LEISURE. What do Evans and Chandler say about this.**

A:

They note that modern homes are the centre for recreation and leisure and that this is becoming more and more the case. Children's bedrooms are often furnished with technological and media entertainment.

**Q: Another key function of the family, according to functionalists, is to do with PROTECTION AND WELFARE. How is this explained?**

A:

Children are protected and provided for by the family (although this depends very much on the socio-economic status of the family).

Also the family looks after their own sick and elderly therefore protecting vulnerable members of society.

LO: All: To identify the key features of sociological theories Most: To consider theoretical explanations of the role of the family Some: To understand the functionalist explanation of the role of the family.

# Criticisms of the Functionalist view:

Explain each criticism of the Functionalist view of the family

For each point you make, be clear about exactly what is being criticised.

Who?	Criticism	What specifically is being criticised?

LO: All: To identify theoretical responses to the role of the family Most: Explain how the other theoretical perspectives agree and disagree with functionalist views. Some: Be able to apply theory to questions about changes to the family.

## **Marxist View on the Role of the Family**

Marxists take a conflict view of the family, arguing that it functions to maintain and reinforce capitalist society. Capitalism is the type of society that we live in today. It is based on the ownership of private property and the nuclear family reinforces capitalist ideology and keeps people in their class positions, either working class or middle class. The nuclear family does this through preventing children and adults from questioning the unfairness of the system and providing a place where the frustrations with the system can be vented.

How does the Marxist view support Functionalist theory?

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## **Marxist View on the Role of the Family**

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How does the Marxist view challenge Functionalist theory?

LO: All: To identify theoretical responses to the role of the family Most: Explain how the other theoretical perspectives agree and disagree with functionalist views. Some: Be able to apply theory to questions about changes to the family.

## Theoretical Views on the Role of the Family

Read through the information on your theoretical view. In your groups decide how they might respond to each question. Answer the questions on your sheet.  
Each person in the group must be ready to explain the responses.

LO: All: To identify theoretical responses to the role of the family Most: Explain how the other theoretical perspectives agree and disagree with functionalist views. Some: Be able to apply theory to questions about changes to the family.

## Theoretical Views on the Role of the Family

### Role play activity

Discuss the following issues from the perspective of that social theory. What is the cause of each change or issue? What solutions or suggestions might each theory offer?

- High divorce rates
- Antisocial behaviour (such as the cause of the riots that took place in the UK in 2011)
- Women choosing not to have children
- Increase in same sex families
- Domestic violence within the family.



## Marxist View on the Role of the Family

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**Discuss the following issues from the perspective of that social theory. What is the cause of each change or issue? What solutions or suggestions might each theory offer?**

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- Women choosing not to have children
  
  
  
  
  
  
  
  
  
  
- Increase in same sex families
  
  
  
  
  
  
  
  
  
  
- Domestic violence within the family.







# Exam question:

- Assess the view that the nuclear family is the ideal family

**Question 6:** Assess the view that .....

**24 marks AO1:** 8 marks, **AO2:** 8 marks, **AO3** 8 marks

The quality of your  
written  
communication will be  
assessed.

**Intro** – define any key terms in the question e.g. primary socialisation

**Main body:** (At least) 3 x PEEL + 3 x Evaluation (PEEL) Paragraphs

**Conclusion:** Overall, how far does the evidence support the view.

PEELs should focus on THEORIES

**Timing: 24 minutes**

## Question 6: Assess the view that .....

### AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
3	5–6	The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
2	3–4	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
1	1–2	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
0		No relevant sociological knowledge or understanding.

### AO2: Application (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	5–6	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	3–4	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1–2	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

### AO3: Analysis and Evaluation (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.
3	5–6	The candidate demonstrates a good ability to analyse and evaluate sociological material. Some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.
2	3–4	The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and/or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. If present, the conclusion is likely to be summative.
1	1–2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported.
0		No relevant analysis or evaluation.

**Model answers: PLEASE NOTE THAT THESE RESPONSES ARE FROM THE YOUTH SECTION OF THE PAPER – the content IS accurate.**

## **Assess the view that most youth subcultures are based on social class (24)**

Youth subculture is a small group within a culture, which shares norms and values that are different to the majority culture. Social class is a system of stratification whereby it places people into a position in the hierarchical order.

Marxists sociologists Fyvel, and Hall and Jefferson argues that youth culture is based on class as the working classes form them to resist capitalism. For example the teddy boys are working class boys that have come together due to the destruction of their communities and feel that their job opportunities were threatened by the ethnic minority that has increased in population. As a result they imitated the middle and upper classes by wearing Edwardian style clothing, heavy soled shoes and a duck tail hairstyle.

On the other hand Feminist Jackson disagreed with this and states that youth subculture in formed in relation to gender. Ladettes were a group of girls with anti-school values (anti-school subcultures) that did not do well in class as they were disruptive, showed up late to classes and did not show any hegemonic feminine values. This shows that youth subcultures can be based on gender due to resistance to the patriarchy.

Marxists Clarke and Brake talk about how skinhead cultures were formed due to reinforcing their working class identity. Skinheads wore Doc Martins and Ben Sherman shirts to signify that they had a steady income and were the breadwinner although they were unemployed. They had characteristics of being territorial and excluded people who did not come from working class backgrounds, showing that social class was an important factor in the development of subculture.

On the other hand sociologists such as Suranandan disagrees with this and states that youth cultures is based on the reaction to racism. The Afro Caribbean boys turned inwards due to racism by the majority and instead focused on their own ethnic identity. They created groups such as Rastafarians which were characterised by people wearing red, gold and green cloths, smoking cannabis and having dreadlocked hair, showing that ethnicity and reactions to racism were more important than class.

Youth subcultures are based n social class according to Marxists Cohen and Hebalidge who studied mods. Mods were characterised by loving to dance and party. They imitated upper class clothing to look smarter. They had disposable income according to Abrahams due to 'affluence to responsibility' whereby their mums had jobs, so they would spend their money on their own. They also had scooters. This shows that Youth subculture is based on social class as a key characteristic of the mods are resistance to capitalism and imitating upper class clothing.

On the other hand Postmodernist sociologist Thornton believes that youth subcultures does not exists however neo tribes did. He studied ravers and found that youth subculture was based on shared values and hobbies that members have subcultural capital in which increased their status of the things that were considered right for that subculture. This is supported by Borden who s studied ravers in which they gain statues by ability to create their subcultural style.

LO: All: to be able to describe different types of family in the UK. Most: To identify legal changes that have enabled change Some: To explain the impact of the changes

# Family diversity

Are all families the same?

Consider the ways in which the family can be different

LO: All: to be able to describe different types of family in the UK. Most: To identify legal changes that have enabled change Some: To explain the impact of the changes

# Family diversity

Rapoport and Rapoport (1982) (The Rapoport) identify five types of family diversity:

**Organisational diversity** – which is due to different patterns of work outside and inside the home, and to changing marital trends. This category includes ‘reconstituted families’ as a result of divorce and remarriage, and dual career families, some of which have resulted in a greater democratisation of domestic labour.

**Cultural diversity** – which accounts for much family diversity from the indigenous population to migrant households from diverse regions such as Western Europe, Southern Europe, Middle Eastern and many groups from East and Southeast Asia bring with them aspects of family and household composition.

**Social class diversity** – which is demonstrated in the material resources of families, the relationships between couples and between parents and their children, and the socialisation and education of children.

**Life cycle diversity** – which exists between families whose members are from different historical periods. The impact of the Depression and the experience of war were defining influences for many Australian parents of the baby boomer generation. Baby boomers, in their turn, have tended to rear their children differently because of the greater economic prosperity and rapidly changing social mores of the 1960s and 1970s.

**Family life course diversity** – which refers to the difference that occurs when a family has a baby, when the children reach their teens, and finally when (or, increasingly, if) they leave home. At each of these stages, families have different priorities, and may organise themselves in terms of work and domestic labour, rather differently than at other times. (Bernardes 1997: 11–12)

LO: All: to be able to describe different types of family in the UK. Most: To identify legal changes that have enabled change Some: To explain the impact of the changes

What other types of family / household are there in the UK?

For each identify: Structure, Roles:, Relationships – use pages 50-52 to help you

Nuclear family:

Household:

LO: All: to be able to describe different types of family in the UK. Most: To identify legal changes that have enabled change Some: To explain the impact of the changes

## Reason for change

You need to be able to explain reasons why families have changed.

We will study 3 reasons:

1. Social policy – i.e. things that the government
2. Second wave feminism
3. Secularisation – i.e. the decline in the importance of religion
4. Individualisation – changing expectations of relationships

There have been some significant changes in the law, which have had impact on family life. These are known as social policies. Social policies can be defined as a law, guideline or plan of action, created by the government which seeks to address a social problem in society.

Place these laws into chronological order on your washing line and suggest the impact they may have had on family life. You may need to look up the dates on the Internet as well as the intentions of the policy. Write your work up on the worksheet which follows.

See page 10

**Civil Partnership Act**

Similar to marriage, a legally binding relationship for same sex couples. Non-religious.

**Divorce Reform Act**

Made it possible for people to divorce to occur on the basis of 'irretrievable breakdown' rather than there having to find one partner at fault.

**The Equality Act**

This law makes it unlawful for an employer to discriminate against employees because of their gender.

**Same Sex Marriage**

Full marriage rights extended to same sex couples.

**Working families tax credit**

Designed to encourage women back to work after having children, by giving low income families tax breaks.

**Rape made illegal in marriage**

Challenging domestic violence and turning it into a public issue.

**Adoption for Gay couples**

Making it possible for gay couples to adopt children.

**The Child Support Agency**

Set up to make sure that parents take responsibility for their children, financially. Very controversial.

**Children's Act**

Prioritising the needs of the children over adults, with an emphasis on the desirability of traditional nuclear families.





LO: All: to be able to describe the difference between a family and a household. Most: to explain why there were changes to the family Some: To explain the theoretical responses to family diversity

### **Reason for change: Changes to social policy**

1. Read through the text on your worksheet. Use the key words at the bottom to complete the paragraphs.
2. One of the big reasons for changes in attitudes was as a result of second wave feminism. Produce a fact sheet on second wave feminism.

## Reason for change: Changes to social policy

In the earlier part of the 1900's, women were effectively squeezed out of the \_\_\_\_\_, and made responsible for the care of children while men earned the \_\_\_\_\_. During the Second World War, women were seen as a \_\_\_\_\_; they were used to work in factories and in other positions to support the war effort. However, women found themselves back in the home in the \_\_\_\_\_, when the ideology of the housewife role was at its height. This set of ideas encouraged women to see themselves as caregivers whose priorities were in the home, known as the \_\_\_\_\_. The man continued to be considered as the primary breadwinner, supporting the family financially, known as the \_\_\_\_\_.

It was not until the 1960's when there was a shift in social attitudes towards relationships and gender. This was partly due to the second wave of \_\_\_\_\_, which resulted in greater legal rights for women as well as changes to the way women perceived roles and relationships in the family and beyond.

For the past 30 years, men and women have begun to have \_\_\_\_\_ of relationships, for example, expecting marriage to be based on \_\_\_\_\_ rather than practical arrangements alone. \_\_\_\_\_ became more of a norm, which means to have one faithful relationship after another. Divorce \_\_\_\_\_ as women in particular felt less obliged to stay in unhappy, oppressive relationships. This is reflected by the fact that two thirds of divorces are petitioned by women. This coincided with the fact that women were participating in \_\_\_\_\_ at a much higher rate.

At the same time, children's rights were expanding and families were becoming smaller. This reflects \_\_\_\_\_ society where children are valued and listened to. This is due to the fact that parents have much closer relationships with their parents. Also, childhood takes place over a much longer period today.

The increasing focus on individual fulfilment has led to the search for emotional fulfilment. There is less pressure on people to conform to \_\_\_\_\_ which were previously upheld by \_\_\_\_\_, the state and other institutions. Today there is a greater tolerance towards \_\_\_\_\_, for example. This represents a significant shift away from the recent past. For example, it was not until 1967 that homosexuality was decriminalised.

**work place**

**increased**

**Serial monogamy**

**Reserve army of labour**

**child centred**

**Same sex relationships**

**higher expectations**

**family wage**

**religion**

**feminism**

**instrumental role**

**paid labour**

**1950's**

**expressive role**

**emotional intimacy**

**traditional family values**

## Reason for change: Changes to social policy

In the earlier part of the 1900's, women were effectively squeezed out of the **workplace**, and made responsible for the care of children while men earned the **family wage**. During the Second World War, women were seen as a **reserve army of labour** ; they were used to work in factories and in other positions to support the war effort. However, women found themselves back in the home in the **1950s**, when the ideology of the housewife role was at its height. This set of ideas encouraged women to see themselves as caregivers whose priorities were in the home, known as the **expressive role** The man continued to be considered as the primary breadwinner, supporting the family financially, known as the **instrumental role**.

It was not until the 1960's when there was a shift in social attitudes towards relationships and gender. This was partly due to the second wave of **feminism**, which resulted in greater legal rights for women as well as changes to the way women perceived roles and relationships in the family and beyond.

For the past 30 years, men and women have begun to have **higher expectations** of relationships, for example, expecting marriage to be based on **emotional intimacy** rather than practical arrangements alone. **Serial monogamy** became more of a norm, which means to have one faithful relationship after another. Divorce **increased** as women in particular felt less obliged to stay in unhappy, oppressive relationships. This is reflected by the fact that two thirds of divorces are petitioned by women. This coincided with the fact that women were participating in **paid labour** at a much higher rate.

At the same time, children's rights were expanding and families were becoming smaller. This reflects **child centred** society where children are valued and listened to. This is due to the fact that parents have much closer relationships with their parents. Also, childhood takes place over a much longer period today.

The increasing focus on individual fulfilment has led to the search for emotional fulfilment. There is less pressure on people to conform to **traditional family values** which were previously upheld by **religion**, the state and other institutions. Today there is a greater tolerance towards **same sex relationships**, for example. This represents a significant shift away from the recent past. For example, it was not until 1967 that homosexuality was decriminalised.

**work place**

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**Reserve army of labour**

**child centred**

**Same sex relationships**

**higher expectations**

**family wage**

**religion**

**feminism**

**instrumental role**

**paid labour**

**1950's**

**expressive role**

**emotional intimacy**

**traditional family values**

# Lesson 2

LO: All: To identify the impact changes have had on the family Most: To explain sociologists responses to changes in the family

## How has government policy had an impact on Family structure?

Definition of social policy:

Policy & year	Description	Effects on family life/family diversity
1969		
1989		
1991		
1993		
1997		
2002		
2004		
2010		
2014		

LO: All: To identify the impact changes have had on the family Most: To explain sociologists responses to changes in the family

## **New Family Types: Beanpole families**

- 1. Describe beanpole families.**
- 2. Name two reasons for the increase in beanpole families.**
- 3. What are the problems with the effect of beanpole families on children?**
- 4. What is the sandwich generation?**
- 5. What are boomerang children?**
- 6. Why are beanpole families more damaging to women potentially?**

LO: All: To identify the impact changes have had on the family Most: To explain sociologists responses to changes in the family

## New Family Types: LAT

### Living Apart Together: A New Family Form

Traditionally, according to Irene Levin (2004), marriage has been the social institution for couples that have been together for a long period. However, some decades ago, non-marital cohabitation began to appear in the western world as a new social institution. 'Living apart together' – the LAT relationship – is the most recent development, which seems to have the potential of becoming the third stage in the process of the emerging forms of close emotional relationships. In contrast to couples in 'commuting marriages', who have one main household in common, couples living in LAT relationships have one household each. Levin carried out research on data on the frequency of LAT relationships in Sweden and Norway, and explores the variation which exists within LAT relationships. Levin argues that the establishment of LAT relationships is the natural progression from a society where cohabitation has been established as a family structure.

*Adapted from Current Sociology March 2004 vol. 52 no. 2 223-240*

- Read the [Guardian article](#) and watch the [video](#)
  1. Explain what a LAT is
  2. Explain why LAT families have increased (make reference to individualisation (Beck) and changes to roles of women in your answer)

LO: To find out about the criticisms of the functionalist view of the family. Identify ways in which families have changed / stayed the same in Britain in the 1980s and 1990s.

How have families changed?

McGlone et al studied changes raised by the Social Attitudes Surveys of 1986 and 1995. They suggested a number of changes that might affect family life.

Brainstorm the impact each might have on the family

1. a rising proportion of elderly people in the population
2. increasing levels of divorce
3. increasing levels of cohabitation
4. increasing levels of lone parenthood / births outside marriage
5. decline in male unskilled jobs / rise in female employment
6. some young people staying reliant on families for longer

a rising proportion of elderly people in the population

increasing levels of divorce

Increased cohabitation

Some young people staying reliant of families for longer

•Increasing levels of lone parenthood

decline in male unskilled jobs / rise in female employment

# Lesson 3

LO: All: To identify what is meant by sexual / cultural / class diversity Most: To explain how families display sexual / cultural / class identity. Some: To explain how secularisation might have had an impact on family structure

# Class diversity

Using the information provided (photocopy from old textbook page 138) and the study on page 74, complete the table showing class diversity. Include key sociologists and concepts in your table.

	Working class	Middle class	Upper class
Family structure			
Child rearing			
Conjugal roles			
Culture			

Read the information on page 73 of the textbook

Explain how Marxists say that the family leads to class reproduction.

LO: All: To identify what is meant by sexual / cultural / class diversity Most: To explain how families display sexual / cultural / class identity. Some: To explain how secularisation might have had an impact on family structure

# Sexual diversity

Use the information provided (p 138-139):

1. Explain what Weeks means by 'chosen families'.
2. What has facilitated sexually diverse families?
3. Explain the findings of Roseneil and Budgen

Using page 77 of your textbook

4. Explain Calhoun's feminist response to sexual diversity
5. What proportion of couples were same sex couples in the UK?

LO: All: To identify what is meant by sexual / cultural / class diversity Most: To explain how families display sexual / cultural / class identity. Some: To explain how secularisation might have had an impact on family structure

## Cultural diversity

Read the items in the activity on page 76.

Discuss the answers to each question with your partner.

LO: All: To identify what is meant by sexual / cultural / class diversity Most: To explain how families display sexual / cultural / class identity. Some: To explain how secularisation might have had an impact on family structure

# Cultural diversity

Read pages 74-75 of your textbook.

Create a mindmap to show the evidence that families differ between cultures.

Ensure you clearly show where there are key concepts, sociologists or theorists.

Identify and explain two ways in  
which family life may differ  
according to ethnicity

# COMPONENT 1 SECTION B: Families and Relationships

**Question 4:** Outline **two** ..... for .... and illustrate your answer with examples.

**12 marks (AO1 = 8 marks, AO2 = 4 marks)**

The quality of your written communication will be assessed.

**Point:** First sentence must always clearly identify the reason you will be discussing i.e.

“One reason for ... is ...”

**Evidence and Explanation:** Explain how you know. Make sure that you include

SOCIOLOGICAL evidence to support your assertion. i.e. **study**, theory – explain it using sociological concepts, contemporary example etc.

**Link:** Link every point back to the question. Use the exact wording of the question i.e.

“This shows that ...”

AO1: Knowledge and understanding (8 marks)

**Question 4:** Outline **two** reasons for .... and illustrate your answer with examples.

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	7–8	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	5–6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	3–4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
1	1–2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0		No relevant sociological knowledge or understanding.

AO2: Application (4 marks)

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application.

### High band – Sample answer

Over the years there have been several changes to both family structure and households. One of the most noticeable changes to non-family household is the increased number of woman that live alone in one person households. Helen Wilkinson argues that females in the UK have experienced a 'gender quake' meaning they now have more opportunities than ever before. Since women have entered the workplace it has provided them with a greater sense of financial freedom and success. This means that women are able to make the decision to live on their own and enjoy the period of singlehood with no reliance on men for money. Feminists are in support of this as women are able to enjoy the same freedom in living arrangements as men.

Another reason for the increase in non-family households is the growth of people who live in shared accommodation with friends. The postmodern view on this is that friends have become the new family. This is a choice that many people make and has increased in particular because of the economic crisis in 2008. House prices have risen drastically and people cannot afford to buy or rent a house alone so it's very common to see 20 somethings sharing accommodation with their friends. They form very close bonds with the people they live with and eventually they value the views and advice of their friends more so than their biological families. Peers have always been an influential agent of socialisation and it would appear that as more people make the postmodern choice of living with friends, peer groups will become more influential especially in living arrangements.

A01 – 7 out of 8 marks    A02 – 4 out of 4 marks

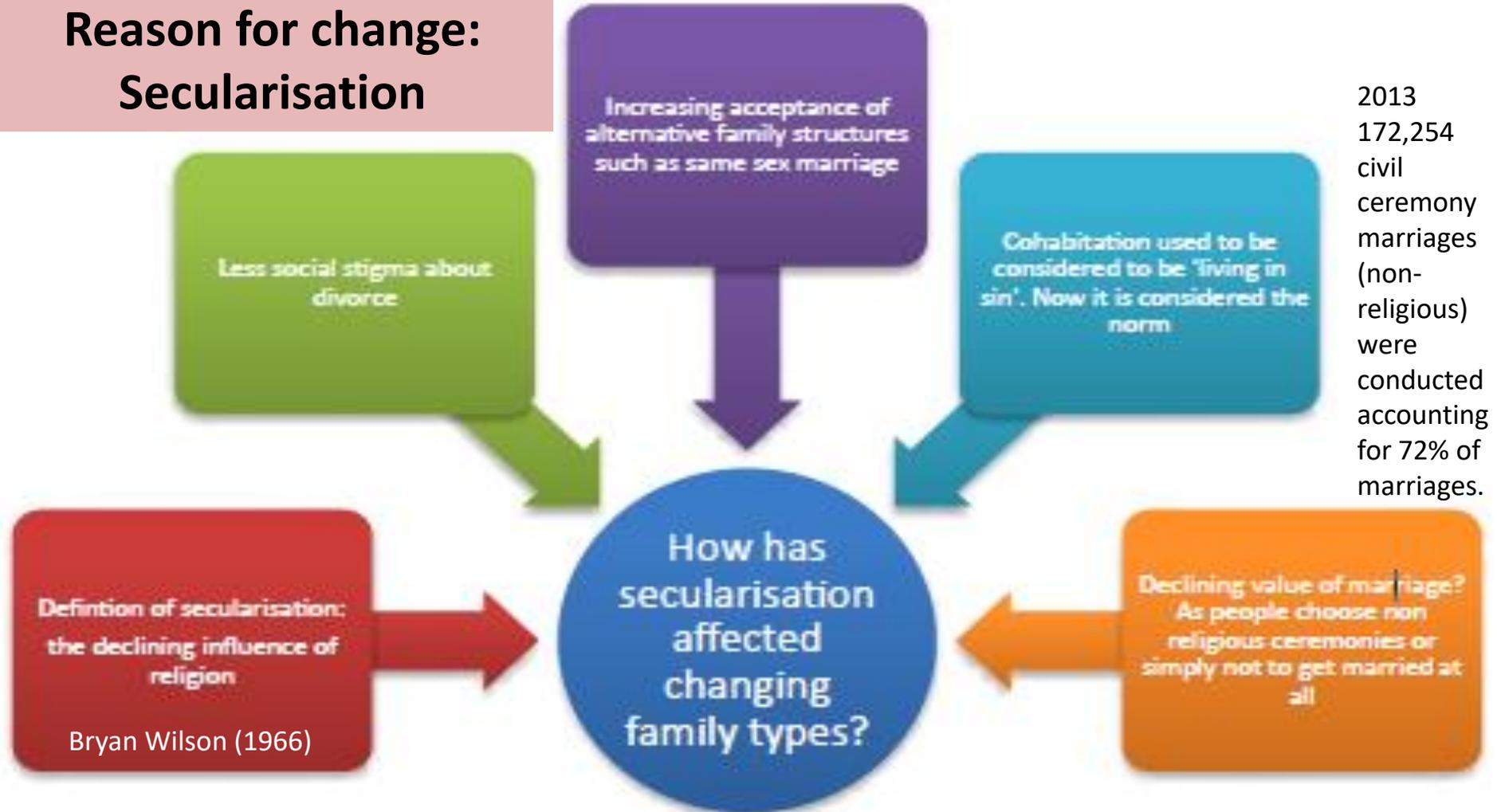
Total = 11 out of 12 marks

**Commentary:** This answer shows excellent knowledge and understanding and has two clear and detailed reasons. It is logically structured and the material presented is relevant. The material applied is accurate and related to the question.

**How the answer could be improved** - The first point is more developed than the first, for the second point more sociological theory could be added such as the work of Beck and Beck-Gernsheim.

LO: All: To identify what is meant by sexual / cultural / class diversity Most: To explain how families display sexual / cultural / class identity.

## Reason for change: Secularisation



Using the diagram above:

1. Explain what impact secularisation might have on family structure
2. Explain why this might have a different impact depending on ethnic background

LO: All: To identify what is meant by sexual / cultural / class diversity Most: To explain how families display sexual / cultural / class identity.

## Reason for change: Individualisation



**“My marriages, they’ve been very successful, in [my] personal opinion. And when they came to an end, it was a choice that was made because we chose to be happy, and sometimes happiness didn’t exist within that arrangement anymore.”**

LO: All: To identify what is meant by sexual / cultural / class diversity Most: To explain how families display sexual / cultural / class identity.

## Reason for change: Individualisation

Read Giddens study on page 89 – **Reflexive Modernisation**

- Explain what is meant by reflexivity
- Explain what is meant by confluent love
- Explain how this is different to traditional relationships
- Explain why this might contribute to changing family structures

# Lesson 4 Research and presentation

LO: ALL will define demography. MOST should identify and explain demographic changes in the UK. SOME could describe the difference explanations for this.

# Trends and changes to the family

You will investigate 2 areas of changes to the family

- Changes to family structure
- Demographic changes

LO: ALL will define demography. MOST should identify and explain demographic changes in the UK. SOME could describe the difference explanations for this.

## What is demography?

In your pairs spend 30 seconds discussing what demography is.

Demography is numbers of births, deaths, net migration (how many people leave / enter the country).

The study of demography focuses on how these factors will affect the size, sex and age structure of the population.

You need to record the definition of demography in your glossary.

LO: All to be able to describe the difference between a family and a household. To be able to explain different types of family in the UK

## Trends and changes to the family

**Task: To gain a picture of the key changes to the family up to the present day**

Research one of these changes and produce a PowerPoint presentation for your group.

Presentation should include;

- what has changed
- **at least 2 reasons** why there has been change
- Impact of change

You must also have a handout summarising your findings. Your handout must be typed (not handwritten) and is limited to **one side of A4.**

Changes to family structure	Demographic changes
Trends in marriage Trends in cohabitation Single person families Trends in divorce	Birth and fertility rates Family size Births outside marriage Age of marriage / childbearing Ageing population

**ALL THE INFORMATION YOU NEED IS IN YOUR TEXTBOOK**

**MAKE SURE YOU FULLY EXPLAIN REASONS**

**PROVIDE EVIDENCE TO BACK UP YOUR POINTS**

You must have your PowerPoint on memory stick and handouts printed out. **YOU WILL NOT BE ABLE TO PRINT IN THE ACCESS YOUR AREA**

# Identify and explain two...

4 Outline **two** reasons for the increase in non-family households and illustrate your answer with examples. [12]\*

4\* Outline **two** possible consequences of an ageing population. Illustrate your answer with examples. [12]

4 Identify and explain TWO reasons for the growth in one parent families in the last 20 years

4 Identify and explain *two* ways that demographic changes have an impact on family life

# COMPONENT 1 SECTION B: Families and Relationships

**Question 4:** Outline **two** ..... for .... and illustrate your answer with examples.

**12 marks (AO1 = 8 marks, AO2 = 4 marks)**

The quality of your written communication will be assessed.

**Point:** First sentence must always clearly identify the reason you will be discussing i.e.

“One reason for ... is ...”

**Evidence and Explanation:** Explain how you know. Make sure that you include

SOCIOLOGICAL evidence to support your assertion. i.e. **study**, theory – explain it using sociological concepts, contemporary example etc.

**Link:** Link every point back to the question. Use the exact wording of the question i.e.

“This shows that ...”

AO1: Knowledge and understanding (8 marks)

**Question 4:** Outline **two** reasons for .... and illustrate your answer with examples.

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	7-8	<p>The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>
3	5-6	<p>The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>
2	3-4	<p>The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>
1	1-2	<p>The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.</p> <p>The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>
0		No relevant sociological knowledge or understanding.

AO2: Application (4 marks)

Level	Marks	Generic Mark Scheme questions 4, 7 and 10
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application.

### High band – Sample answer

Over the years there have been several changes to both family structure and households. One of the most noticeable changes to non-family household is the increased number of woman that live alone in one person households. Helen Wilkinson argues that females in the UK have experienced a 'gender quake' meaning they now have more opportunities than ever before. Since women have entered the workplace it has provided them with a greater sense of financial freedom and success. This means that women are able to make the decision to live on their own and enjoy the period of singlehood with no reliance on men for money. Feminists are in support of this as women are able to enjoy the same freedom in living arrangements as men.

Another reason for the increase in non-family households is the growth of people who live in shared accommodation with friends. The postmodern view on this is that friends have become the new family. This is a choice that many people make and has increased in particular because of the economic crisis in 2008. House prices have risen drastically and people cannot afford to buy or rent a house alone so it's very common to see 20 somethings sharing accommodation with their friends. They form very close bonds with the people they live with and eventually they value the views and advice of their friends more so than their biological families. Peers have always been an influential agent of socialisation and it would appear that as more people make the postmodern choice of living with friends, peer groups will become more influential especially in living arrangements.

A01 – 7 out of 8 marks    A02 – 4 out of 4 marks

Total = 11 out of 12 marks

**Commentary:** This answer shows excellent knowledge and understanding and has two clear and detailed reasons. It is logically structured and the material presented is relevant. The material applied is accurate and related to the question.

**How the answer could be improved** - The first point is more developed than the first, for the second point more sociological theory could be added such as the work of Beck and Beck-Gernsheim.

LO: All: To identify theoretical responses to the role of the family Most: Explain how the other theoretical perspectives agree and disagree with functionalist views. Some: Be able to apply theory to questions about changes to the family.

Read the information on the other theoretical perspectives (p 78 – 91)

For each make notes on:

Key writers

Key concepts

Views on the nuclear family

Views on family diversity

Evaluative points (positive and critical points).

# Functionalism

Make notes on:

Key writers

Key concepts

Views on nuclear family

Views on family

diversity

Roles in the family

Evaluation

## New Right

Make notes on:

Key writers

Key concepts

Views on nuclear family

Views on family

diversity

Roles in the family

Evaluation

# Marxism

Make notes on:

Key writers

Key concepts

Views on nuclear family

Views on family

diversity

Roles in the family

Evaluation

# Feminism

Make notes on:

Key writers

Key concepts

Views on nuclear family

Views on family

diversity

Roles in the family

Evaluation

## Individualisation theories

Make notes on:

Key writers

Key concepts

Views on nuclear family

Views on family  
diversity

Roles in the family

Evaluation

# Postmodernism

Make notes on:

Key writers

Key concepts

Views on nuclear family

Views on family

diversity

Roles in the family

Evaluation

# Contemporary views on family diversity

1. Identify criticisms of diversity
2. Identify strengths of diversity
3. Explain why, despite increased diversity, Feminists suggest that patriarchy still dominates family types
4. Explain the argument that the nuclear family remains the dominant family type. Refer to Chester, Somerville, Gittens and Leach (Cereal Packet Family) in your response.
5. Explain what Carol Smart means by 'personal life'.

**5\*** Explain and briefly evaluate the view that extended families have disappeared from the contemporary UK. **[16]**

**Question 5:** Explain and briefly evaluate the view that ...

**16 marks (AO1: 8 marks, AO2: 4 marks, AO3 4 marks)**

The quality of your written communication will be assessed.

**Intro** – define any key terms in the question  
e.g. primary socialisation

**Main body:**

Explain all the evidence that supports the view. Write **2** PEEL paragraphs. Each PEEL – **ONE** theory/study explained fully.

Write **1** evaluation paragraph – **ONE** study fully explained in relation to the question

**Conclusion:** Overall, how far does the evidence support the view.

**Tips:**

Use signposting language

“One way in which individuals learn societies norms is by...”

“This means that ...”

“On the other hand...”

Make sure that all evidence is **SPECIFIC AND DETAILED**. Non sociological description will not be rewarded.

The **BEST** answers will have a clear line of reasoning throughout.

**Timing: 16 minutes**

**Question 5:** Explain and briefly evaluate the view that

**AO1: Knowledge and understanding (8 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	7–8	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed.  There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
3	5–6	The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped.  There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
2	3–4	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped.  The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
1	1–2	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity.  The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
0		No relevant sociological knowledge or understanding.

**AO2: Application (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	3	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	2	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

**AO3: Analysis and Evaluation (4 marks)**

Level	Marks	Generic Mark Scheme questions 5, 8 and 11
4	4	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.
3	3	The candidate demonstrates a good ability to analyse and evaluate sociological material. There is some analysis and evaluation and some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.
2	2	The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and/or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. If present, the conclusion is likely to be summative.
1	1	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported.
0		No relevant analysis or evaluation.

***Model answers: PLEASE NOTE THAT THESE RESPONSES ARE FROM THE YOUTH SECTION OF THE PAPER – the content IS accurate.***

**Explain and briefly evaluate the view that youth culture contributes to social order and consensus within society.**

Functionalist Parsons believed that youth is a bridge from adolescence to adulthood in which youth became independent and when particularistic values became universalistic values. Youth culture contributes to consensus as it is a norm for the youth to let go of the secure place at home and go into the workforce.

Functionalist Eisenstadt says that youth cultures where the youth go from ascribed status to achieved status. It also is a forum for frustration as it is a stressful time. Youth culture is inherently binding; peers become essential as they are going through the same experiences. This contributes to consensus as youth culture allows their peers to develop the same norms and values.

On the other hand Hall and Jefferson argue that youth cultures do not contribute to consensus and in fact are a form of resistance. They argued that youth subcultures react against what was seen as the crisis of capitalism (high unemployment / low wages). Through adopting a subcultural style young people were able to resist and therefore resist the dominant hegemonic culture.

**6** Assess the view that the Nuclear Family remains the dominant family type (24)

**Question 6:** Assess the view that .....

**24 marks AO1:** 8 marks, **AO2:** 8 marks, **AO3** 8 marks

The quality of your  
written  
communication will be  
assessed.

**Intro** – define any key terms in the question e.g. primary socialisation

**Main body:** (At least) 3 x PEEL + 3 x Evaluation (PEEL) Paragraphs

**Conclusion:** Overall, how far does the evidence support the view.

PEELs should focus on THEORIES

**Timing: 24 minutes**

## Question 6: Assess the view that .....

### AO1: Knowledge and understanding (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent knowledge and understanding of a range of sociological material; the material is generally accurate and detailed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.
3	5–6	The candidate demonstrates a good knowledge and understanding of <b>either</b> a range of sociological material <b>or</b> some material in detail. The material is generally accurate but underdeveloped. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
2	3–4	The candidate demonstrates a basic knowledge and understanding of some sociological material. The response lacks range and detail. The response may lack clarity at times and contain some inaccuracies. The response may be partial and undeveloped. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
1	1–2	The candidate demonstrates a limited knowledge and understanding of sociological material. Very little relevant sociological material is presented; the response contains considerable inaccuracy and lacks clarity. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
0		No relevant sociological knowledge or understanding.

### AO2: Application (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to apply relevant sociological material. The material is consistently and frequently related to the question.
3	5–6	The candidate demonstrates a good ability to apply sociological material. The material is generally relevant but is explicitly related to the question only occasionally.
2	3–4	The candidate demonstrates a basic ability to apply sociological material. The material is related to the question mainly implicitly and lacks focus on the question. The response may be generalised.
1	1–2	The candidate demonstrates a limited ability to apply sociological material. The material is tangential to the question and of marginal relevance.
0		No relevant application

### AO3: Analysis and Evaluation (8 marks)

Level	Marks	Generic Mark Scheme questions 6, 9 and 12
4	7–8	The candidate demonstrates an excellent ability to analyse and evaluate sociological material. Analysis and evaluation are sustained with a range of strengths and weaknesses discussed, giving the response a reflective tone. The candidate reaches a credible and fully supported critical conclusion.
3	5–6	The candidate demonstrates a good ability to analyse and evaluate sociological material. Some strengths and weaknesses are discussed explicitly but these may be underdeveloped. The candidate reaches a reasoned conclusion that is generally supported.
2	3–4	The candidate demonstrates a basic ability to analyse and evaluate. A few generalised analytic and/or evaluative points are raised or asserted with little supporting discussion. Arguments may simply be juxtaposed. If present, the conclusion is likely to be summative.
1	1–2	The candidate demonstrates a limited ability to analyse and evaluate. Only implicit or tangential analysis or evaluation is present. If present, the conclusion is likely to be asserted and unsupported.
0		No relevant analysis or evaluation.

**Model answers: PLEASE NOTE THAT THESE RESPONSES ARE FROM THE YOUTH SECTION OF THE PAPER – the content IS accurate.**

## **Assess the view that most youth subcultures are based on social class (24)**

Youth subculture is a small group within a culture, which shares norms and values that are different to the majority culture. Social class is a system of stratification whereby it places people into a position in the hierarchical order.

Marxists sociologists Fyvel, and Hall and Jefferson argues that youth culture is based on class as the working classes form them to resist capitalism. For example the teddy boys are working class boys that have come together due to the destruction of their communities and feel that their job opportunities were threatened by the ethnic minority that has increased in population. As a result they imitated the middle and upper classes by wearing Edwardian style clothing, heavy soled shoes and a duck tail hairstyle.

On the other hand Feminist Jackson disagreed with this and states that youth subculture in formed in relation to gender. Ladettes were a group of girls with anti-school values (anti-school subcultures) that did not do well in class as they were disruptive, showed up late to classes and did not show any hegemonic feminine values. This shows that youth subcultures can be based on gender due to resistance to the patriarchy.

Marxists Clarke and Brake talk about how skinhead cultures were formed due to reinforcing their working class identity. Skinheads wore Doc Martins and Ben Sherman shirts to signify that they had a steady income and were the breadwinner although they were unemployed. They had characteristics of being territorial and excluded people who did not come from working class backgrounds, showing that social class was an important factor in the development of subculture.

On the other hand sociologists such as Suranandan disagrees with this and states that youth cultures is based on the reaction to racism. The Afro Caribbean boys turned inwards due to racism by the majority and instead focused on their own ethnic identity. They created groups such as Rastafarians which were characterised by people wearing red, gold and green cloths, smoking cannabis and having dreadlocked hair, showing that ethnicity and reactions to racism were more important than class.

Youth subcultures are based n social class according to Marxists Cohen and Hebalidge who studied mods. Mods were characterised by loving to dance and party. They imitated upper class clothing to look smarter. They had disposable income according to Abrahams due to 'affluence to responsibility' whereby their mums had jobs, so they would spend their money on their own. They also had scooters. This shows that Youth subculture is based on social class as a key characteristic of the mods are resistance to capitalism and imitating upper class clothing.

On the other hand Postmodernist sociologist Thornton believes that youth subcultures does not exists however neo tribes did. He studied ravers and found that youth subculture was based on shared values and hobbies that members have subcultural capital in which increased their status of the things that were considered right for that subculture. This is supported by Borden who s studied ravers in which they gain statues by ability to create their subcultural style.

5\* Explain and briefly evaluate the view that extended families have disappeared from the contemporary UK. [16]

Supporting point 1

Study:

Supporting point 2

Study:

Opposing Point

Study:

Conclusion

6 Assess the view that the Nuclear Family remains the dominant family type (24)

For Point 1:  
Study

Against point 1:  
Study

For point 2:  
Study

Against point 2:  
Study

For point 3:  
Study

Against point 3:  
Study

Conclusion