1.1 Culture, Norms, Values and Socialisation: 30-minute Pack

AQA 8192 · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Show your understanding by using sociological vocabulary and, where asked, your own examples.

1 Explain two reasons the peer group is often an important agency of secondary socialisation for teenagers.

(Total for Question 1 is 4 marks)

2 The functionalist sociologist Emile Durkheim used the term 'collective conscience' to describe how shared beliefs hold society together. Explain Durkheim's concept of collective conscience.

(Total for Question 2 is 3 marks)

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3 People often hold more than one social role at the same time, which can sometimes cause tension.

(a) Define the sociological term 'role'. **(2)**

(b) Give an example of a situation that could cause role conflict, and briefly explain why. **(2)**

(Total for Question 3 is 4 marks)

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4 Explain why sociologists describe socialisation as a lifelong process, rather than something that only happens in childhood.

(Total for Question 4 is 2 marks)

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5 Define the sociological term 'culture'.

(Total for Question 5 is 2 marks)

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6 Sociologists distinguish between ascribed status and achieved status.

(a) Define 'ascribed status', giving an example. **(2)**

(b) Define 'achieved status', giving an example. **(2)**

(Total for Question 6 is 4 marks)

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7 Socialisation happens throughout a person's life, but sociologists distinguish two main stages.

(a) Explain what is meant by primary socialisation. **(2)**

(b) Explain what is meant by secondary socialisation. **(2)**

(Total for Question 7 is 4 marks)

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8 Identify two agencies of secondary socialisation, other than the family.

(Total for Question 8 is 2 marks)

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Mark scheme · 1.1 Culture, Norms, Values and Socialisation: 30-minute Pack

Question 1

one reason, e.g. teenagers spend a large amount of time with peers, especially at school **B1**

development of that reason, e.g. so peer approval/disapproval strongly shapes behaviour, tastes and identity **B1**

a second, different reason, e.g. peers are seen as more like equals than parents or teachers **B1**

development of that reason, e.g. so young people may feel more comfortable testing new norms/values with peers than with adult authority figures **B1**

Answer: Peer groups matter because teenagers spend a great deal of time with them, so peer approval strongly shapes behaviour, and because peers are seen as equals, making it easier to test new attitudes than with adult authority figures.

Question 2

identifies the collective conscience as the shared norms, values and beliefs held in common by the members of a society **B1**

explains that this shared culture is what binds individuals together and creates social order/solidarity **B1**

development, e.g. without a strong collective conscience, Durkheim believed society would be less stable **B1**

Answer: Durkheim's 'collective conscience' refers to the shared norms, values and beliefs held in common across a society, which bind individuals together and create social order.

Question 3

(a) the pattern of expected behaviour attached to a particular status or position (oe) **B1**

(a) a correct example, e.g. the role of 'teacher', 'parent' or 'student' **B1**

(a) Answer: The pattern of behaviour expected of someone holding a particular status, e.g. the role of 'teacher'.

(b) a plausible example where two roles held by the same person make competing demands, e.g. a working parent whose job and parenting role both demand time at the same moment **B1**

(b) a brief, correct explanation of why this creates conflict, e.g. meeting the demands of one role means neglecting the other **B1**

(b) Answer: A working parent called into an urgent meeting during their child's school event faces role conflict: meeting the demands of the employee role means neglecting the parent role at the same time.

Question 4

identifies that people continue to learn new norms and values as they move into new situations/roles after childhood **B1**

a correct example, e.g. learning the norms of a new workplace, or adapting to the role of parent for the first time **B1**

Answer: People keep learning new norms and values as they enter new situations, e.g. learning the expected behaviour of a new workplace, so socialisation continues well beyond childhood.

Question 5

the shared way of life of a group or society (oe) **B1**

development, e.g. includes shared norms, values, beliefs, customs and knowledge that are learned rather than inherited biologically **B1**

Answer: The shared way of life of a group or society, including its learned norms, values, beliefs and customs.

Question 6

(a) a social position given to a person at birth, which they have little or no control over (oe) **B1**

(a) a correct example, e.g. being someone's son or daughter, a member of a royal family by birth, or (in some societies) caste **B1**

(a) Answer: A status given at birth that a person has little control over, e.g. being born into a royal family.

(b) a social position a person gains through their own effort, skill or choices (oe) **B1**

(b) a correct example, e.g. becoming a doctor, becoming a school prefect, getting married **B1**

(b) Answer: A status gained through a person's own effort or choices, e.g. qualifying as a doctor.

Question 7

(a) the early learning of basic norms, values and language, mainly within the family, in the first years of life **B1**

(a) development, e.g. it lays the foundations for later social behaviour **B1**

(a) Answer: The early learning of basic norms, values and language, mainly in the family, during the first years of a child's life.

(b) socialisation that happens later, outside the immediate family (oe) **B1**

(b) development, e.g. through agencies such as school, peer group, media and religion, continuing throughout life **B1**

(b) Answer: Socialisation that continues later in life through agencies outside the family, such as school, peer group, media and religion.

Question 8

one correct agency, e.g. school/education **B1**

a second correct, different agency, e.g. peer group, media, religion, workplace **B1**

Answer: Any two of: school, peer group, media, religion, workplace.

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