Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

Paper 1 Socialisation, Identity and Methods of Research **March 2021**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the March 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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[Turn over

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Using the mark scheme

Some of the questions are marked using a point-based system, awarding marks for specific points and accumulating a total mark by adding points.
Some of the questions are marked holistically using levels of response mark schemes. When marking holistically, the marks awarded for an answer are usually based on a judgement of the overall quality of the response.

For holistic marking, inevitably, the mark scheme cannot cover all responses that candidates may make for all of the questions. In some cases, candidates may make some responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

Question	Annotation	Meaning
1		Identification of a point
	DEV	Development / description of the point.
2a		Point that has been credited
	E1	Explanation of the point
	M	Material used to support the point
	E2	Explanation of how the material supports the point
2b		Strength / weakness that has been credited
	E1	Explanation of why the method has that strength/weakness
	E2	Explanation of why it is a strength/weakness
3a		Point that has been credited
	EXP	Some explanation but underdeveloped rather than developed
	DEV	Developed point
	M	Material used to support the point
	GEN	Point on the general topic area rather than specific question

Question	Annotation	Meaning
3b	✓	Point that has been credited
	EXP	Some explanation but underdeveloped rather than developed
	DEV	Developed point
	M	Material used to support the point
4/5	✓	Point that has been credited
	EXP	Some explanation but underdeveloped rather than developed
	DEV	Developed point
	M	Material used to support the point
	EVAL	Evaluation point
Other annotations	SEEN	This material receives no credit
	BOD	Benefit of the doubt given
	Vertical wavy line	Irrelevant material

Question	Answer	Marks
1	**Describe <u>two</u> characteristics of upper-class culture.** **Indicative content** • Conspicuous consumption. • Ascribed status. • Appreciation of 'high culture'– e.g. fine art, opera, classical music, etc. • Private education, especially public schools followed by Oxbridge • Exclusive social networks – peer groups that provide contacts in later life formed in schools/university ('old boys' network'). • Participation in certain leisure activities like hunting and shooting, tennis, golf etc. As well as attendance at elite sporting events like Wimbledon, Henley and (Royal) Ascot. • Codes of etiquette and manners – ways of speaking and behaving that confer superiority. • Social closure – excluding other classes from entry into the upper class, e.g. by promoting marriage between families. • Ideological power – culture of the upper class defines a way of life that others should follow. • Any other appropriate point. Reward a maximum of two characteristics. For each characteristic, up to 2 marks are available: 1 mark for identifying a characteristic of upper-class culture. 1 mark for describing the identified characteristic. (2×2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> characteristics of the interpretivist approach to sociological research.** **Indicative content** • Use of qualitative data/methods. • Building a rapport/connection with subject of study. • Studying the way of life of the study group by observing them in their natural environment. • Gaining verstehen / empathetic understanding / seeing through the eyes of the subjects. • Focus on gaining data that is high in validity. • Focus on understanding the meanings behind behaviour. • Subjective approach to research. • Focus on agency over structure. • Any other appropriate characteristic. For this question, use of sociological material is likely to be demonstrated through reference to methodological concepts or use of examples related to specific research methods. Reward a maximum of two reasons. Up to 4 marks are available for each characteristic: 1 mark for making a point / giving a characteristic (e.g. use of qualitative methods). 1 mark for explaining that point (e.g. interpretivists believe that qualitative methods allow you to gain a better understanding of the people you are studying). 1 mark for selecting relevant sociological material (e.g. participant observation). 1 mark for explaining how the material supports the point (e.g. P.O allows you to gain verstehen /experience a situation from the point of view of the group being studied). (2×4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> strengths of closed-ended questionnaires as a research method.** **Indicative content** Strengths • Ease of codifying / quantifying answers. • Easy to analyse data. • Easily replicated / high in reliability. • Allows for easy comparisons to be made, patterns and trends to be identified. • Less bias / more objective / no interviewer effect. • No need for highly trained interviewer. • Can make use of large samples. • Quick / cheap to administer. • Any other appropriate strengths. Reward a maximum of **two strengths**. For each strength, up to 3 marks are available: 1 mark for identifying a strength of (e.g. ease of codifying answers). 1 mark for explaining why this method has this strength (e.g. because it allows researchers to easily convert responses into quantifiable data). 1 mark for explaining why it is a strength (e.g. gaining information in this way enables the collection of large amounts of data potentially increasing its representativeness). (2×3 marks)	**6**

Question	Answer	Marks
3(a)	**'Education is the most important agent of socialisation in shaping identity.'** **Explain this view.** **Indicative content** • The role of education as an agent of secondary socialisation with suitable examples and/or references. • The role played by the formal and informal (hidden) curriculum in the transmission of norms, values and social roles. • Evidence that education may reinforce particular identities (such as gender, ethnicity, class and age) supported by reference to a range of studies. • Links to social control. • Potential usage of theory to support points (e.g. functionalism, Marxism, feminism). • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that education is the most important influence in shaping an individual's identity. The response contains two clear and developed points. • Sociological materials such as concepts, theories and evidence, will be used to support both points. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 4–7 marks** • Some knowledge and understanding of the view that education is the most important influence in shaping an individual's identity. The response contains one clear and developed point and one relevant but underdeveloped point. • Sociological material is used to support at least one point. The material selected is appropriate but not clearly focused on the question or its relevance is not made clear. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that education is the most important influence in shaping an individual's identity. The response contains one relevant but underdeveloped point and one (or more) points related to the general topic rather than the specific question. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

Question	Answer	Marks
3(b)	**'Education is the most important agent of socialisation in shaping identity.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • The role of education in socialising children may be exaggerated. Children are able to exercise agency in breaking rules and rebelling against authority. • Education is largely imposed on children without choice – identity may be more influenced by agents of socialisation that people freely choose based on personal preferences and self expression. • The role of other agents of socialisation relative to the influence of education e.g. peer group may be a more important influence as children form subcultures within school; family may be more important as parents largely choose the type of school that children attend. • Any other appropriate argument. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that education is the most important influence in shaping an individual's identity. • Sociological material, such as concepts, theories and evidence, is used to support the argument. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that education is the most important influence in shaping an individual's identity. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that education is the most important influence in shaping an individual's identity, which is undeveloped or lacking clarity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**6**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>

Evaluate the view that gender identity is changing.

Indicative content

<table>
<tr><td></td><td>In support of the view</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Evidence of new gender identities forming.
• Evidence of changing socialisation patterns.
• Changes to female and male priorities, for example in relation to work and family focus
• Evidence of gender fluidity challenging traditional notions identity.
• Changing representations of gender (media)</td><td>• Evidence of traditional gender identities persisting.
• Socialisation largely still traditional.
• Workplace inequalities remain.
• ‘New’ gender identities are less common in some parts of the world.
• Gender identity is not uniform and can be modified by age, ethnicity and class.
• Biological approach</td></tr>
<tr><td>Research evidence</td><td>Sharpe, Connell, Wilkinson</td><td>Oakley, Connell, Mort</td></tr>
<tr><td>Key concepts</td><td>Assertive femininity; new man; metrosexual; ‘laddettes’; gender fluidity, genderquake.</td><td>Patriarchy, determinism, social control, normative/passive femininity, hegemonic/marginalised masculinity</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

References to sociological theories such as feminism, functionalism or postmodernism may be present but are not necessary even for full marks.

</td><td>26</td></tr>
</table>

Question	Answer	Marks
4	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of the view that gender identity is changing. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence. • The material selected will be accurately interpreted, well developed and consistently applied to answering the question. • Clear, explicit and sustained analysis/evaluation of the view that gender identity is changing. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that gender identity is changing. The response contains a range of detailed points with good use of concepts and theory/research evidence. • The material selected will be accurate and relevant but not always consistently applied to answering the question. • Good analysis/evaluation of the view that gender identity is changing. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that gender identity is not changing. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that gender identity is changing. The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence. • The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times. • Some analysis/evaluation of the view that gender identity is changing. The evaluation may be a simple juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that gender identity is not changing. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that gender identity is changing. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question. • Any analysis or evaluation is likely to be incidental, confused or simply assertive.	

Question	Answer	Marks
4	**Level 1: 1–5 marks** • Limited knowledge and understanding of the view that gender identity is changing. The response contains only assertive points or common sense observations. • There is little or no application of sociological material. • Little or no relevant analysis or evaluation. **Level 0: 0 marks** • No response worthy of credit.	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>Evaluate the view that sociological research should be value free.

Indicative content
<table>
<tr><td></td><td>In support of the view</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Positivist argument: via the hypothetico-deductive method objectivity can be achieved; in choice of method, execution of research and interpretation of results
• It is important to resist the imposition of subjective elements like values that distort research.
• Popper’s view that value laden theories will eventually be falsified,
• A realist or postmodern position</td><td>• Partisan sociologists (e.g. Becker) or some Marxists and feminists believe that researchers should be ‘committed’ and open in their sympathies.
• It is impossible to fully separate values from research so researchers should be clear about their views.
• These sociologists (e.g. Gouldner) are critical of those they regard as ‘pretending’ they are value free, scientific and neutral e.g. Parsons, Merton – they confuse value-freedom and objectivity.
• The interpretivist position on the nature of objectivity and how values affect the selection of topics and execution of research
• Weber’s view that sociologists cannot be value free in selecting topics, and that their choice of topic (and methods) will reflect this but that they can be objective in their research</td></tr>
<tr><td>Research evidence</td><td>Positivism</td><td>Becker, Gouldner, Goffman, and many Marxists and feminists</td></tr>
<tr><td>Key concepts</td><td>Subjectivity</td><td>value-free, value-neutral, objectivity, committed sociology</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.</td><td>26</td></tr>
</table>

Question	Answer	Marks
5	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of the view that that sociological research should be value free. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence. • The material selected will be accurately interpreted, well developed and consistently applied to answering the question. • Clear, explicit and sustained analysis/evaluation of the view that that sociological research should be value free. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that the sociological research should be value free. The response contains a range of detailed points with good use of concepts and theory/research evidence. • The material selected will be accurate and relevant but not always consistently applied to answering the question. • Good analysis/evaluation of the view that sociological research should be value free. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that sociological research cannot/should not be value free. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that sociological research should be value free. The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence. • The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times. • Some analysis/evaluation of the view that sociological research should be value free. The evaluation may be a simple juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that sociological research cannot/should not be value free. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that sociological research should be value free. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question. • Any analysis or evaluation is likely to be incidental, confused or simply assertive.	

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Question	Answer	Marks
5	**Level 1: 1–5 marks** • Limited knowledge and understanding of the view that sociological research should be value free. The response contains only assertive points or common sense observations. • There is little or no application of sociological material. • Little or no relevant analysis or evaluation. **Level 0: 0 marks** • No response worthy of credit.	