Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

Paper 2 The Family **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

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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
	J	Juxtaposition
	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> social policies that restrict the behaviour of children.** **Indicative content** • Age restricted laws for certain behaviours / activities, e.g. minimum age for working, voting, drinking alcohol, driving etc. • Child protection and welfare legislation. • Compulsory education. • Parents' permission legally required for certain decisions e.g. change of name, child's medical treatment, choice of school, taking the child abroad, where the child lives. • Any other appropriate social policy. Reward a maximum of two social policies. For each, up to 2 marks are available: 1 mark for identifying a type of social policy 1 mark for describing how the policy restricts the behaviour of children. (2×2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways in which the family benefits society, according to functionalists.** **Indicative content** • Socialisation of children into societies' norms & values. • Reproduction of the next generation. • Stabilises adult personalities / emotional support. • Regulates sexual behaviour. • Contributes economically. • Interrelates with other social institutions to ensure society runs smoothly. • Any other appropriate way. For this question, use of sociological material is likely to be demonstrated through references to functionalist sociologists e.g. Murdock and Parsons and concepts such as warm bath, primary socialisation, organic analogy etc. Reward a maximum of **two ways**. Up to 4 marks are available for each way. 1 mark for giving a way (e.g. the family socialises children). 1 mark for explaining that way (e.g. children through the process of primary socialisation learn society's common norms and values). 1 mark for selecting relevant sociological material (e.g. Parsons theory of primary socialisation). 1 mark for explaining how the material supports the way (e.g. Parsons sees primary socialisation as children learning and internalising society's commonly accepted culture such as language, history and values). (2 × 4 marks)	8

Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of the functionalist view of the family.** **Indicative content** Limitations • Out of date/old fashioned view of gendered roles. • Assumes the family is always positive for members (e.g. ignores dark side of the family). • Assumes everyone benefits from the family (e.g. Marxists would argue the family supports capitalism). • Ignores the exploitation of women / children. • Ignores diversity / idealises the nuclear family. • Criticisms of the evidence base for functionalist theory (e.g. Laslett / Anderson criticisms of Parsons). • Too deterministic e.g. assumes socialisation is a one way process. • Any other appropriate limitation. Reward a maximum of **two limitations**. For each limitation, up to 3 marks are available: 1 mark for identifying a limitation of functionalism (e.g. it has an outdated view of the gendered roles within the family). 1 mark for describing why functionalism has this limitation (e.g. functionalism assumes that biologically men are best suited to the instrumental role and women to the expressive). 1 mark for explaining why it is a limitation (e.g. roles performed nowadays are seen more as negotiated based upon the needs of the relationship and not from assumptions of biology). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Marriage has become less important in society'.** **Explain this view.** **Indicative content** • Less pressure to marry due to changing social attitudes. • Secularisation – influence of the church and subsequently marriage has declined. • Decline in stigma attached to alternatives to marriage. • Growth in economic independence of women. • Increase in divorce rate. • Growth in individualisation has meant people focussing more on themselves / their ambitions then getting married. • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that marriage has become less important. 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 marriage has become less important. 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 marriage has become less important. 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)	**'Marriage has become less important in society'.** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Higher expectations of marriage (Fletcher). • Increased rates of re-marriage. • Only a small percentage of people won't marry in their lives (Somerville). • Religious and cultural importance of marriage. • Cross-cultural evidence. Marriage not in decline in all societies. • Considered the best environment to raise children (New Right / Functionalism). • Cohabitation is a pre-cursor to marriage. • Introduction of Civil marriage / same-sex marriage in some societies. • Any other appropriate point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that marriage has become less important. • 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 marriage has become less important. • 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 marriage has become less important, 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 family life is harmful for some family members.

Indicative content

<table>
<tr><td></td><td>In support</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Oppression and exploitation of women in serving patriarchy
• Oppression and exploitation of women in serving needs of capitalism
• Child abuse and neglect
• Dark side of the family
• Elder abuse within the family
• Any other appropriate point</td><td>• Fulfils core functions
• Greater equality for women in the home
• Women choose domestic role
• Families vary according to the wishes and needs of its members
• Welfare system to protect family members e.g. Child Protection Act
• Any other appropriate point</td></tr>
<tr><td>Research evidence</td><td>Laing, Radical and Marxist feminism, Marxism, NSPCC</td><td>Functionalism, Murdock and Parsons, Willmott and Young, liberal feminism, postmodernism, difference feminism, Beck, Hakim</td></tr>
<tr><td>Additional concepts</td><td>Patriarchy, capitalism, Ideological state apparatus, political lesbianism, triple shift/dual burden, social control, bourgeoisie,</td><td>Symmetrical family, negotiated family, primary socialisation,</td></tr>
</table>

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

Levels of response

Level 5: 22–26 marks

- Very good knowledge and understanding of the view that family life is harmful for some family members. 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 the experience of family life is harmful for some family members.

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

Question	Answer	Marks
4	**Level 4: 17–21 marks** • Good knowledge and understanding of the view that family life is harmful for some family members. 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 family life is harmful for some family members. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments about the benefits of family life for family members. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view family life is harmful for some family members. 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 family life is harmful for some family members. 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 about the benefits of family life for family members. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that family life is harmful for some family members. 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. **Level 1: 1–5 marks** • Limited knowledge and understanding of the view that family life is harmful for some family members. 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 cultural differences are the main reason for family diversity.

Indicative content
<table>
<tr><td></td><td>In support</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Rapoports' cultural diversity
• Statistical evidence of different family types associated with different cultural groups
• Wider cultural changes in society have resulted in increased family diversity, e.g. less stigma towards divorce, single parenthood, same-sex families.
• Any other appropriate point</td><td>• Social class diversity
• Life stage diversity
• Generational diversity
• Organisational diversity
• Individualisation thesis
• State policies
• Any other appropriate point</td></tr>
<tr><td>Research evidence</td><td>Rapoport and Rapoport, Berthoud, Ballard</td><td>Rapoport and Rapoport, Charles' study of Swansea, Giddens and Beck, New Right</td></tr>
<tr><td>Additional concepts</td><td>modern individualism (Caribbean families), Matriarchal, patriarchal</td><td>Extended families, regional diversity, life cycle</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

Levels of response

Level 5: 22–26 marks
• Very good knowledge and understanding of the view that cultural differences are the main reason for family diversity. 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 cultural differences are the main reason for family diversity.
</td><td>26</td></tr>
</table>

Question	Answer	Marks
5	**Level 4: 17–21 marks** • Good knowledge and understanding of the view that cultural differences are the main reason for family diversity. 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 cultural differences are the main reason for family diversity. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments about other types of family diversity. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view cultural differences are the main reason for family diversity. 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 cultural differences are the main reason for family diversity. 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 about other types of family diversity. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that cultural differences are the main reason for family diversity. 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. **Level 1: 1–5 marks** • Limited knowledge and understanding of the view that cultural differences are the main reason for family diversity. 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.	

Question	Answer	Marks
5	**Level 0: 0 marks** No response worthy of credit.	

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