Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

Paper 1 Socialisation, Identity and Methods of Research **February/March 2022**

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 February/March 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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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Question	Annotation	Meaning
1		Identification of a point
	DEV	Development / description of the point.
2(a)		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
2(b)		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
3(a)		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
3(b)		Point that has been credited
	EXP	Some explanation but underdeveloped rather than developed
	DEV	Developed point
	M	Material used to support the point

Question	Annotation	Meaning
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> types of questionnaire**. **Indicative content** • Open questions • Closed questions • Postal questionnaire • Self-completion questionnaire • Internet questionnaire • Researcher administered / structured interview / telephone administered questionnaire. Reward a maximum of two type of questionnaire. For each type of questionnaire, up to 2 marks are available: 1 mark for identifying a type of questionnaire 1 mark for describing the identified type of questionnaire. (2 x 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways that research might be affected by how it is funded**. For this question, use of sociological material is likely to be demonstrated through reference to knowledge of different sociological methods / approaches and there may be references to empirical studies. **Indicative content** • The amount of money available will influence the scale of the research and types of method used. • The funding body may require the use of certain methods - for example, much research comes from government which often requires quantitative data (gatekeeper effect). • Choice of topic - whether the research is of current interest might affect its commission e.g. government sponsored research often linked to social problems. • Funder's interest may affect the objectivity of the research process - interpretation/presentation of results. • Sample selection - funder's interest may affect the type of group subject to research – some more or less likely to be deemed worthy of study (powerful and less powerful groups). Reward a maximum of two ways. Up to 4 marks are available for each way: 1 mark for making a point / giving a way (e.g. money available will influence which methods can be used). 1 mark for explaining that point (e.g. some research methods are more expensive than others). 1 mark for selecting relevant sociological material (e.g. covert participant observation). 1 mark for explaining how the material supports the point (e.g. covert participant observation may take longer as you have to gain the trust of the group and so you may only be able to use this method if you have a large funding source). (2×4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of using qualitative secondary data in sociological research**. **Indicative content** Strengths: • Obtain material otherwise not available e.g. historical records. • Practical – access to material that would otherwise involve great cost, time and effort. • Documentary evidence can be in great depth and detail, hence high in validity (e.g. diaries such as Frank/Pepys). • Facilitate comparison between past and present (e.g. Pearson on hooligan behaviour). • Facilitate semiological analysis. • Any other appropriate strength. Limitations: • Difficult to authenticate; not always easy to know if the sources are genuine (Scott). • Is the material credible; to what extent is it biased or exaggerated (Scott); is it in a complete form? • Unrepresentative – (historical) diaries written by individuals may not be typical e.g. literate v illiterate, thus making the data ungeneralisable. • Subjective –open to different interpretation, particularly if the meaning is unclear; does the data have the same meaning now as when first produced? • Reliability – cannot be repeated • Any other appropriate limitation. Reward a maximum of **one strength**. For this strength, up to 3 marks are available: 1 mark for identifying a strength of using qualitative secondary data (e.g. access to material otherwise not available). 1 mark for explaining why this method has this strength (e.g. –personal diaries provide access to information about the past). 1 mark for explaining why it is a strength (e.g. this may be the only way to access in-depth qualitative information from this time). Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of using secondary data (e.g. difficult to authenticate some historical documents). 1 mark for explaining why this method has this limitation (e.g. may not be sure who actually wrote the letter/diary). 1 mark for explaining why it is a limitation (e.g. the data may not show a true picture). (2 x 3 marks)	**6**

Question	Answer	Marks
3(a)	**'The existence of subcultures best explains deviant behaviour**.' **Explain this view.** **Indicative content** • Subcultures develop norms and values different from wider society (though not necessarily at odds with it). • Youth subcultures in particular may be linked to status frustration (links to structure and agency) and the difficulties some individuals/groups have in establishing identity and in receiving status in society. • Research examples: religious sects, teddy boys, mods and rockers, skinheads, punks, goths, emos and Rastas. • Range of education-related subcultures typically linked to class (e.g. delinquent subcultures), gender and ethnicity. • Any other reasonable point **Levels of response** **Level 3: 8– 10 marks** • Good knowledge and understanding of the view that the existence of subcultures best explains deviant behaviour. The response contains two clear and developed point. • 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 the existence of subcultures best explains deviant behaviour. 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 the existence of subcultures best explains deviant behaviour. 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)	**'The existence of subcultures best explains deviant behaviour**.' **Using sociological material**, **give <u>one</u> argument against this view**. **Indicative content** • Subcultural deviance tends to be focused on youth and therefore does not offer a generalised account of deviance / non-conformity. • Most deviant subcultures are short lived and so do not explain long term deviant behaviour. • The extent to which subcultures engage in deviant behaviour has been exaggerated; although they have some different norms it is misleading to call this deviant behaviour and many subcultures are more conformist than is often assumed. • Subcultures are one amongst many other explanations for deviant behaviour e.g. cultural deprivation, under-socialisation, marginalisation, social resistance and labelling theory. • Any other relevant argument. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the existence of subcultures best explains deviant behaviour. • 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 the existence of subcultures best explains deviant behaviour. • 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 subcultures provide the existence of subcultures best explains deviant behaviour, 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 socialisation is the most significant factor in shaping human behaviour.

Indicative content
<table>
<tr><td></td><td>Points in support of the view</td><td>Points against the view</td></tr>
<tr><td>Points</td><td>• Human behaviour is overwhelmingly learned via the process of socialisation e.g. language.
• Accounts of examples of feral children raised in the absence of human socialisation.
• Evidence of the importance of socialisation upon behaviour linked to different identities such as class, gender, ethnicity, age.
• Socialisation is a lifelong process with secondary socialisation reinforcing primary socialisation.
• Evidence of socialisation through different agents of socialisation.
• Studies that demonstrate the impact of social forces on human behaviour e.g. Durkheim on suicide or cross-cultural variations in gender roles.
• Mead's concept of the 'social self' as created through social interaction.
• Structural functionalist emphasis on societal determinism.</td><td>• Biological arguments that people are born with uncontrollable instincts and desires e.g. maternal instinct, male aggression etc
• These are often expressed in strong (fixed traits) and weak (capabilities that are realised through environmental experience) terms.
• Sociobiology - Wilson on the strong influence of ‘biogrammers’.
• Explanations of deviant behaviour as evidence that factors other than socialisation influence behaviour, e.g. marginalisation, poverty, subcultures, labelling.
• Ideology, power, and economic forces as other influences upon behaviour.
• Parsons’ view of family roles as strongly linked to biology.
• Social agency: arguments that point toward individuals resisting the influence of socialisation.</td></tr>
<tr><td>Research evidence</td><td>Podder and Bergvall, Durkheim, Mead</td><td>Wilson, Parons, Wrong</td></tr>
<tr><td>Additional concepts</td><td>Looking glass self</td><td>Instrumental, expressive, over-socialised man.</td></tr>
</table></td><td>26</td></tr>
</table>

Question	Answer	Marks
4	The above content is indicative and other relevant approaches to the question should be rewarded appropriately. *References to sociological theories such as interpretivism may be present but are not necessary even for full marks.* Use the levels of response marking grids at the end of the mark scheme to assess **Question 4**.	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>Evaluate the view that the research methods of the natural sciences should not be used in sociological research
Indicative content
<table>
<tr><td></td><td>Points in support of the view</td><td>Points against the view</td></tr>
<tr><td>Points</td><td>• Interpretivist view: methods unsuitable for study of human behaviour i.e. not a case of should not be used rather of ‘cannot’.
• Humans have free will, act unpredictably on unobserved meanings which cannot be measured.
• Scientific methods are not as objective/value free as claimed.
• Some sociologists would argue value freedom is neither possible nor desirable in the study of humans.
• Resulting data lacks validity.
• Variables in the social world cannot be controlled.
• Practical problems.
• Issue may depend on how you define a scientific subject.
• Some scientific methods may have particular ethical implications, e.g. experiments.</td><td>• Positivist view: objective, value-free and reliable.
• Produce numerical data enabling identification of patterns/trends/ comparisons.
• Large scale and representative samples.
• Generalisable.
• Examples of the use of scientific methods in sociology: experiments, surveys/questionnaire, structured interviews, content analysis, official statistics.</td></tr>
<tr><td>Research evidence</td><td>Gouldner, Weber, Kuhn, Kaplan</td><td>Durkheim, Popper, Kuhn.</td></tr>
<tr><td>Additional concepts</td><td>Agency, paradigms, realism.</td><td>Positivism, scientific approach; replicable, social facts; hypothesis</td></tr>
</table></td><td>26</td></tr>
</table>

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Question	Answer	Marks
5	The above content is indicative and other relevant approaches to the question should be rewarded appropriately. *References to sociological theories such as interpretivism may be present but are not necessary even for full marks.* Use the levels of response marking grids at the end of the mark scheme to assess **Question 5.**	

Levels of response for Question 4

The maximum mark for **Question 4** is 26.
Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that socialisation is the most significant factor in shaping human behaviour. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that socialisation is the most significant factor in shaping human behaviour. • 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.	5–6
2	• Basic knowledge and understanding of the view that socialisation is the most significant factor in shaping human behaviour. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the view that socialisation is the most significant factor in shaping human behaviour. • The response contains only assertive points or common-sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

Level	AO2: Interpretation and Application	Marks
4	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that socialisation is the most significant factor in shaping human behaviour. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that that socialisation is the most significant factor in shaping human behaviour. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that socialisation is not the most significant factor in shaping human behaviour.	7–8
3	• Some analysis/evaluation of the view that socialisation is the most significant factor in shaping human behaviour. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that socialisation is not the most significant factor in shaping human behaviour.	5–6
2	• Basic analysis/evaluation of the view that socialisation is the most significant factor in shaping human behaviour. • There is an attempt to consider more than one side of the debate or one simple point suggesting that socialisation is not the most significant factor in shaping human behaviour.	3–4
1	• Limited analysis/evaluation of the view that socialisation is the most significant factor in shaping human behaviour. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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Levels of response for Question 5

The maximum mark for **Question 5** is 26.
Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that the research methods of the natural sciences should not be used in sociological research • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that the research methods of the natural sciences should not be used in sociological research • 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.	5–6
2	• Basic knowledge and understanding of the view that the research methods of the natural sciences should not be used in sociological research • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the view that the research methods of the natural sciences should not be used in sociological research • The response contains only assertive points or common-sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

Level	AO2: Interpretation and Application	Marks
4	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some relevant material is selected and accurately interpreted but it lacks either development or application to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that the research methods of the natural sciences should not be used in sociological research • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that the research methods of the natural sciences should not be used in sociological research • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that scientific methods are useful for sociological research.	7–8
3	• Some analysis/evaluation of the view that the research methods of the natural sciences should not be used in sociological research • There is juxtaposition of the benefits and limitations of different research methods without a clear focus on the question or a few simple points suggesting that scientific methods are useful for sociological research.	5–6
2	• Basic analysis/evaluation of the view that the research methods of the natural sciences should not be used in sociological research • There is an attempt to consider more than one side of the debate or one simple point about using scientific methods in sociological research.	3–4
1	• Limited analysis/evaluation of the view that the research methods of the natural sciences should not be used in sociological research • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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