Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

Paper 2 The Family **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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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	Answer	Marks
1	**Describe <u>two</u> ways grandparents may provide benefits for the family.** **Indicative content** • Provide free childcare for dual working parents ('Grandparent army'). • Enriched socialisation of grandchildren/teaching norms and values. • Take on a parenting role to absent parents (e.g. China's 'left behind' children). • Financial/economic – support towards grandchildren's upbringing e.g. buying clothes, paying for education, buying food etc. • Play a key role in listening to grandchildren/grandchildren more able to share problems with them than their parents/act as emotional support. • Act as a bridge to the past imparting history, culture and knowledge to grandchildren/Act as a wise source of knowledge to grandchildren. • Passing down skills to grandchildren. • Any other appropriate response. For each benefit, up to 2 marks are available: 1 mark for identifying a way/benefit. 1 mark for describing how the way benefits the family. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways that girls experience family life differently to boys, according to feminists.** **Indicative content** • Girls experience stricter controls over freedom than boys. • Experience different socialisation based on gendered norms of femininity/gendered expectations (Oakley, Fine) e.g. language used towards them, toys given, clothes dressed in etc. • Girls are more at risk of sexual violence and abuse than boys. • Poorer families tend to invest fewer resources in activities for girls (McHale et al). • Girls are socialised into the expressive role, boys the instrumental. • Any other appropriate response. For this question, use of sociological material is likely to be demonstrated through references to feminist sociologists e.g. Oakley, McRobbie, Greer and concepts such as patriarchy, canalisation, gendered norms, gender socialisation, toxic masculinity etc. 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. girls experience stricter social controls than boys). 1 mark for explaining that point (e.g. parents see girls as in greater need of protection from the outside world) 1 mark for selecting relevant sociological material (e.g. McRobbie) 1 mark for explaining how the material supports the point (e.g. consequently when they reach adolescence they subsequently spend more time in the home than boys) (2×4 marks)	**8**
2(b)	**Explain <u>two</u> strengths of radical feminist views of the family.** **Indicative content** Strengths: • Has raised awareness of the issue of domestic violence. • Highlights the inequalities of power that take place within the family due to patriarchy/recognises patriarchy as the main source of female oppression. • Has challenged traditional views held of gender and has highlighted some important features of female oppression. • Recognises that changes in law/policies is not enough and that underlying patriarchal ideology needs eradicating. • Any other appropriate strength. Reward a maximum of **two strengths**. Up to 3 marks are available for each strength. 1 mark for identifying a strength of radical feminism (e.g. has raised awareness of the issue of domestic violence). 1 mark for describing why radical feminism has this strength (e.g. they recognise the role of violence in maintaining male power in the home). 1 mark for explaining why it is a strength (e.g. this led to important policy changes in addressing problems such as domestic violence). (2×3 marks)	**6**

Question	Answer	Marks
3(a)	**'The main role of the family is to serve the needs of capitalism.'** **Explain this view.** **Indicative content** Supporting reasons might include: • Ideological state apparatus – the family enforces a set of beliefs and values that benefit capitalism/creates false class consciousness. • Unit of consumption – purchasing products to fulfil the family's needs, ensures profit is created. • Wife as a 'safety valve' – absorbs the stresses and frustration of the breadwinner to ensure they return to work/does not rise up against employers. • Monogamous marriage – ensures ownership of the means of production is passed on to rightful male heir/serves owners of the means of production • Reproduction of the labour force – the family produces and socialises future workers/replaces retired or dead workers. • Paying taxes for health and educations systems to ensure fit & healthy/trained workforce. • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that the main role of the family is to serve the needs of capitalism. 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 the main role of the family is to serve the needs of capitalism. 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 fully 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 main role of the family is to serve the needs of capitalism. The response contains one relevant but undeveloped point and one (or more) point/s related to the general topic rather than the specific question. • Any supporting material selected will lack focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

Question	Answer	Marks
3(b)	**'The main role of the family is to serve the needs of capitalism.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** Arguments might include • Family performs functional pre-requisites to ensure social harmony / serves the needs of society (functionalism). • Family serves the individual's needs whereby roles are negotiated (postmodernism). • Family serves the needs of men/patriarchy through the exploitation of women (feminism). • The view that the family serves the needs of capitalism is economically deterministic. • Families may actively oppose capitalism. • Growth of dysfunctional/welfare dependent families not serving capitalism (New Right) • Any other relevant argument. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the main role of the family is to serve the needs of capitalism. • Sociological material, such as concepts, theories and evidence, will be 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 the view that the main role of the family is to serve the needs of capitalism. • The material selected is appropriate but not fully focused on the question. Sociological evidence will be used but its relevance to the argument may not be made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that the main role of the family is to serve the needs of capitalism, which is undeveloped or lacking clarity. • Any material selected will lack 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 conjugal roles are equally shared between men and women today.

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 more equal sharing of housework, childcare, power in the family /growth in symmetrical family.
• Changes in the lives of women have led to greater equality/March of progress view.
• Impact of the commercialisation of housework – men now taking on more of the domestic role.
• Changes in masculinity – men now more active in taking on housework /childcare.
• Segregated roles does not necessarily mean unequal roles.
• Decline in traditional patriarchal families has led to more equality in conjugal roles.
• Any other appropriate point.</td><td>• Evidence of inequality in housework/childcare / emotion work/power/ decision making.
• Evidence of women taking on greater burden in the home.
• Radical feminism – existence of patriarchy perpetuates inequalities.
• Functionalism – gendered roles are biologically determined/women belong in the home as it is their natural role.
• Some religions/cultures encourage traditional gender roles.
• Women unconsciously view housework as the norm to be done unthinkingly.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence</td><td>Willmott and Young, Gershuny, Sullivan, British Social Attitudes survey, Bott, Silver and Schor, liberal feminism, Crompton, Ramos, functionalism, post modernism,</td><td>Oakley, Boulton, Ferri and Smith, Hochschild, radical/Marxist feminism, Delphy and Leonard, Dunscombe and Marsden, Greer</td></tr>
<tr><td>Additional concepts</td><td>New man/father, joint/integrated conjugal roles, crisis of masculinity, secularisation, expressive/instrumental roles,</td><td>Gender scripts, dual burden/triple shift, patriarchy, emotion work, domestic violence, motherhood penalty, partnership penalty, invisible work,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
Use the levels of response marking grids at the end of the mark scheme to assess Question 4.
</td><td>26</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>

Evaluate the view that the nuclear family continues to be the dominant family structure.

Indicative Content

<table>
<tr><td></td><td>In support of the view</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Nuclear family adapted to dual earner.
• Basic features of most family types still modelled on nuclear family/building block of all family forms/ Universality of the nuclear family.
• Extent of diversity exaggerated – most people don't live in alternative family types for long.
• Some societies continue to promote the nuclear family e.g. government policies.
• Media often continues to promote the nuclear family.
• Ideal fit needed for capitalist societies which continues to thrive.
• Any other appropriate point.</td><td>• Evidence of growth in family diversity/other family forms.
• Decline in the number of traditional nuclear family.
• Changes in position of women has contributed to growth in different family forms.
• Changing patterns of marriage and divorce.
• It is questionable whether the nuclear family was ever the dominant family form.
• Cultural/religious influences in creating diversity
• Any other appropriate point.</td></tr>
<tr><td>Research evidence</td><td>Chester, Somerville, Murdock, Parsons,</td><td>Rapoport & Rapoport, postmodernism, liberal feminism, Holdsworth & Morgan, Cheal, Giddens, Allan & Crow, Weeks</td></tr>
<tr><td>Additional concepts</td><td>Life cycle, neo-conventional nuclear family, cereal packet family, fit thesis,</td><td>Individualism, secularisation, life course/cycle, cohabitation</td></tr>
</table>

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

Use the levels of response marking grids at the end of the mark scheme to assess **Question 5**.

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

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 conjugal roles are equally shared between men and women today. • 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 conjugal roles are equally shared between men and women today. • 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 conjugal roles are equally shared between men and women today. • 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 conjugal roles are equally shared between men and women today. • 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 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 conjugal roles are equally shared between men and women today. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that conjugal roles are equally shared between men and women today. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that conjugal roles are **not** equally shared between men and women.	7–8
3	• Some analysis/evaluation of the view that conjugal roles are equally shared between men and women today. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that conjugal roles are **not** equally shared between men and women.	5–6
2	• Basic analysis/evaluation of the view that conjugal roles are equally shared between men and women today. • There is an attempt to consider more than one side of the debate or one simple point suggesting that conjugal roles are **not** equally shared between men and women.	3–4
1	• Limited analysis/evaluation of the view that conjugal roles are equally shared between men and women today. • 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 nuclear family continues to be the dominant family structure. • 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 nuclear family continues to be the dominant family structure. • 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 nuclear family continues to be the dominant family structure. • 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 nuclear family continues to be the dominant family structure. • 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 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 nuclear family continues to be the dominant family structure. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that the nuclear family continues to be the dominant family structure. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that the nuclear family is no longer the dominant family structure.	7–8
3	• Some analysis/evaluation of the view that the nuclear family continues to be the dominant family structure. • There is juxtaposition of the dominance and lack of dominance of the nuclear family without a clear focus on the question or a few simple points about the nuclear family is no longer the dominant family structure.	5–6
2	• Basic analysis/evaluation of the view that the nuclear family continues to be the dominant family structure. • There is an attempt to consider more than one side of the debate or one simple point about family diversity.	3–4
1	• Limited analysis/evaluation of the view that the nuclear family continues to be the dominant family structure. • 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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