Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

Paper 1 Socialisation, Identity and Methods of Research **February/March 2023**

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 2023 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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Using the mark scheme

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 the peer group may influence behaviour.** **Indicative content** • Approval or disapproval in respect of style, taste, attitude, etc. • Ostracism / exclusion from the group. • Gendered play in formal and informal settings. • Use of language. • Any other relevant argument. Reward a maximum of two ways. For each way, up to 2 marks are available: 1 mark for identifying a way. 1 mark for describing the way. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> practical factors to consider when conducting observational studies.** **Indicative content** • Taking notes / recording events (particularly if participating). • Gaining acceptance from / fitting in with the group (particularly if from a different social group. • Maintaining cover (if covert). • Gaining access to the group. • Time involved. • Cost of the study (if conducted over a long period of time). • How to exit the group (particularly if covert participant). • How to get a holistic view of the study group / activities (particularly if participating). • Any other relevant argument. 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** factors**.** Up to 4 marks are available for each factor: 1 mark for making a point / giving a reason (e.g. how to record events/ happening). 1 mark for explaining that point (e.g. if the researcher is taking part in activities it can be hard to record accurately what is happening) 1 mark for selecting relevant sociological material (e.g. this is particularly an issue in covert participant observation) 1 mark for explaining how the material supports the point (e.g. as the researcher needs to maintain cover so cannot take notes while observing) (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of using content analysis as a research method.** **Indicative content** Strengths • High in reliability. • Can identify underlying themes and patterns encoded in representations. • Produces (quantitative) data which is easily comparable – across media, over time, between societies. • Practical: cheap to produce – from easily available sources [TV, newspapers and internet.] • May have a predictive element. • Can be used easily in combination with other methods e.g. semiology. • Any other appropriate strength. Limitations • Potential for researcher bias - coding categories may be affected by the researcher's values. • Only collects a quantitative tally of frequency. • Data needs to be interpreted by the researcher – this can be subjective. • The audience understanding of media messages is not known. • 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 content analysis (e.g. high in reliability) 1 mark for explaining why this method has this strength (e.g. uses a coding system which can be easily replicated by another researcher). 1 mark for explaining why it is a strength (e.g. this entails that when the same research is repeated by another researcher the results will be the same.) Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of content analysis (e.g. potential for researcher bias) 1 mark for explaining why this method has this limitation (e.g. coding categories may be affected by subjective judgements) 1 mark for explaining why it is a limitation (e.g. researchers may make decisions made about categories and the assignment of behaviour which may be different to other researchers) (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Under-socialisation is the main reason that individuals act in deviant ways.'** **Explain this view.** **Indicative content** • Under-socialisation is the idea that some groups experience inadequate socialisation which can negatively impact on their behaviour. • Failings in early socialisation and family background mean that many young people are raised without appropriate norms, values and attitudes which means they are likely to behave in deviant ways. • Some sociologists argue that there is a growing underclass who account for a great deal of criminal behaviour. This concept is often linked to the idea of an overgenerous welfare system which they argue makes it easier for young women to be single mothers and for men to reject the idea that it is important to have a job. • Any other reasonable point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that under-socialisation is the main reason that individuals act in deviant ways. 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 under-socialisation is the main reason that individuals act in deviant ways. 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 under-socialisation is the main reason that individuals act in deviant ways. 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)	**'Under-socialisation is the main reason that individuals act in deviant ways.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Critique of the explanation in terms of differences in culture rather than under-socialisation (subcultural); • It is very difficult to measure/define what constitutes under-socialisation, and so it is difficult to study whether under-socialisation is the main cause of deviance; • It fails to explain the occurrence of deviant acts among individuals and groups who might be expected to have experienced adequate socialisation, such as university students and those from the middle class who commit white-collar crime; • Social resistance; • Marginalisation – approaches that view the relationships between different groups as shaped by power leads to some marginalised/resistant groups (e.g. The young) being 'labelled' as deviant etc.; • Biological/psychological explanations for deviant behaviour focusing on deficient personalities more prone to deviance; • Evidence of the persistence of social pressure promoting conformity (social exchange theory); • Structural approaches that focus on socio-economic factors that give rise to deviant/criminal behaviour. • Any other relevant argument **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that under-socialisation is the main reason that individuals act in deviant ways. • 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 under-socialisation is the main reason that individuals act in deviant ways. • 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 under-socialisation is the main reason that individuals act in deviant ways 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 society can be studied objectively.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></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
• 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
• Any other appropriate point.</td><td>• The interpretivist position on the nature of objectivity and how values affect the selection of topics and execution of research
• Humans have free will, act unpredictably on unobserved meanings which cannot be measured objectively.
• The effect of the researcher on the respondent.
• Funding and/or other institutional support for research
• The way in which the research is conducted – is a full account given
• Publication of data so that research can be checked/repeated by others.
• Variables in the social world cannot be controlled
• Partisan sociologists (e.g. Becker) or some Marxists and feminists believe that researchers should be ‘committed’ and open in their sympathies
• Any other appropriate point.</td></tr>
<tr><td>Research evidence</td><td>Durkheim, Popper;</td><td>Gouldner, Weber, Kuhn, Kaplan</td></tr>
<tr><td>Additional concepts</td><td>Positivism, scientific approach; replicable, social facts; hypothesis;</td><td>Interpretivism, agency, paradigms, realism</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>

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

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.

<table>
<tr><th>Level</th><th>AO1: Knowledge and Understanding</th><th>Marks</th></tr>
<tr><td>4</td><td>• Good knowledge and understanding of the view that society can be studied objectively.
• The response contains a range of detailed points with good use of concepts and theory/research evidence.</td><td>7–8</td></tr>
<tr><td>3</td><td>• Reasonable knowledge and understanding of the view that society can be studied objectively.
• 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.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic knowledge and understanding of the view that society can be studied objectively.
• The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited knowledge and understanding of the view that society can be studied objectively.
• The response contains only assertive points or common sense observations.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No knowledge and understanding worthy of credit.</td><td>0</td></tr>
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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th>Level</th><th>AO2: Interpretation and Application</th><th>Marks</th></tr>
<tr><td>4</td><td>• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.</td><td>7–8</td></tr>
<tr><td>3</td><td>• The material selected will be accurate and relevant but lacks either some development or clear application to the question.</td><td>5–6</td></tr>
<tr><td>2</td><td>• The material selected is relevant to the question but is not applied accurately or has limited development.</td><td>3–4</td></tr>
<tr><td>1</td><td>• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No interpretation and application worthy of credit.</td><td>0</td></tr>
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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th>Level</th><th>AO3: Analysis and Evaluation</th><th>Marks</th></tr>
<tr><td>5</td><td>• Very good analysis/evaluation of the view society can be studied objectively.
• The evaluation is clear, explicit and sustained.</td><td>9–10</td></tr>
<tr><td>4</td><td>• Good analysis/evaluation of the view that society can be studied objectively.
• The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that society cannot/should not be studied objectively.</td><td>7–8</td></tr>
<tr><td>3</td><td>• Some analysis/evaluation of the view that society can be studied objectively.
• There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that society cannot/should not be studied objectively.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic analysis/evaluation of the view that society can be studied objectively.
• There is an attempt to consider more than one side of the debate or one simple point suggesting society cannot/should not be studied objectively.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited analysis/evaluation of the view that society can be studied objectively.
• Any analysis or evaluation is incidental, confused or simply assertive.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No analysis and evaluation worthy of credit.</td><td>0</td></tr>
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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>Evaluate the view that age identities are no longer clear and fixed.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Social construction sees age as a social/cultural process rather than a biological/chronological one
• Age is becoming ‘just a number’ and expectations are blurring e.g.
• Older groups - the ‘third age’ (Giddens) as old people are healthier and play a more active role in society.
• Historical variations in respect of children, youth and older age groups: e.g. children as once seen as economic assets; latterly a period defined as one of innocence and protection
• Youth: delayed adulthood as young people stay in education and at home for longer
• Postmodernists argue we can create our own identities or pay money to look younger for longer – ‘we are what we feel’
• Evidence of cross and intra-cultural variation: different societies vary in how they define and age groups. In modern societies individuals have greater opportunities to create their social identities.</td><td>• Evidence of traditional identities persisting
• Widespread agreement across cultures that there are some fundamental differences between age groups e.g. that children are physically and psychologically immature compared to adults.
• Agents of socialisation largely still traditional in respect of most identities.
• Role expectations still very strong when it comes to age. Many formal and informal signposts of the significance of age persist.
• The ability to create/choose identity linked to ageism and inequality
• Identity ‘freedoms’ less common in some parts of the world.
• An awareness of structuralist views
• The actions of the state reflect this in relation to a range of protective laws linked to the young and the elderly.</td></tr>
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<tr><td>5</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td></td><td>• The impact of globalisation and consumer culture facilitating choice.
• An awareness of interactionist views</td><td></td></tr>
<tr><td>Research evidence</td><td>Aries, Pilcher, Victor, Willis, & James, Laslett (fourth age), Bradley, Neugarten, Clarke & Warren (active ageing). Thornton (Youth Culture and identity).</td><td>Postman, Giddens</td></tr>
<tr><td>Additional concepts</td><td>social construction of age, life course, youth culture, transition, peer group, subculture, rites of passage</td><td></td></tr>
<tr><td colspan="3">The above content is indicative and other relevant approaches to the question should be rewarded appropriately.</td></tr>
</table>
References to sociological theories such as Marxism, feminism, functionalism or postmodernism may be present but are not necessary even for full marks.
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
</td><td></td></tr>
</table>

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<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
<table>
<tr><th>Level</th><th>AO1: Knowledge and Understanding</th><th>Marks</th></tr>
<tr><td>4</td><td>• Good knowledge and understanding of the view that age identities are no longer clear and fixed.
• The response contains a range of detailed points with good use of concepts and theory/research evidence.</td><td>7–8</td></tr>
<tr><td>3</td><td>• Reasonable knowledge and understanding of the view that age identities are no longer clear and fixed
• 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.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic knowledge and understanding of the view that age identities are no longer clear and fixed
• The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited knowledge and understanding of the view that age identities are no longer clear and fixed.
• The response contains only assertive points or common sense observations.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No knowledge and understanding worthy of credit.</td><td>0</td></tr>
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<table>
<tr><th>Level</th><th>AO2: Interpretation and Application</th><th>Marks</th></tr>
<tr><td>4</td><td>• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.</td><td>7–8</td></tr>
<tr><td>3</td><td>• The material selected will be accurate and relevant but lacks either some development or clear application to the question.</td><td>5–6</td></tr>
<tr><td>2</td><td>• The material selected is relevant to the question but is not applied accurately or has limited development.</td><td>3–4</td></tr>
<tr><td>1</td><td>• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No interpretation and application worthy of credit.</td><td>0</td></tr>
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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
<table>
<tr><th>Level</th><th>AO3: Analysis and Evaluation</th><th>Marks</th></tr>
<tr><td>5</td><td>• Very good analysis/evaluation of the view that age identities are no longer clear and fixed.
• The evaluation is clear, explicit and sustained.</td><td>9–10</td></tr>
<tr><td>4</td><td>• Good analysis/evaluation of the view that age identities are no longer clear and fixed
• The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that age identities are clear and fixed.</td><td>7–8</td></tr>
<tr><td>3</td><td>• Some analysis/evaluation of the view that age identities are no longer clear and fixed.
• There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that age identities are clear and fixed.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic analysis/evaluation of the view that age identities are no longer clear and fixed.
• There is an attempt to consider more than one side of the debate or one simple point suggesting that age identities are clear and fixed.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited analysis/evaluation of the view that age identities are no longer clear and fixed.
• Any analysis or evaluation is incidental, confused or simply assertive.</td><td>1–2</td></tr>
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