CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

Paper 1 Socialisation, Identity and Methods of Research **February/March 2024**

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 2024 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 descriptions 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.

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.

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Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
E1	Explanation of the point
E2	Explanation of why it is a strength/ limitation
EXP	Development / description of the point.
EVAL	Evaluation point
DEV	Developed point
GEN	General point using sociological material but applied to the question
IR	Point is irrelevant to the question
J	Juxtaposition of point
M	Material used to support the point
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited
	Incorrect response
	Irrelevant material
	On page comment

Annotation	Meaning
	Off page comment
	Identification of a point

Question	Answer	Marks
1	**Describe <u>two</u> types of interview used in sociological research.** **Indicative content** • Structured. • Unstructured. • Semi-structured. • Focus/group. • Any other relevant argument. Reward a maximum of two types. For each type, up to 2 marks are available: 1 mark for identifying an interview. 1 mark for describing the identified interview. (2 x 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways of achieving reliability in sociological research.** **Indicative content** • Choose a replicable method • Use quantitative research methods • Use a scientific approach • Lower the involvement of the researcher • Ask all respondents the same question in the same order • Use of large representative samples • Use of closed answered questions • Any other appropriate response. For this question, use of sociological material is likely to be demonstrated through knowledge of quantitative method, positivism and relevant sociological material (studies and concepts). 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. choose replicable methods). 1 mark for explaining that point (e.g. a method that can be repeated by other researchers doing the same research at a different time). 1 mark for selecting relevant sociological material (e.g. a closed question questionnaire could be used). 1 mark for explaining how the material supports the point (e.g. it is likely that the same or similar results will be obtained by other researchers). (2 x 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of using a covert approach to participant observation.** **Indicative content** Limitations: • Lacks objectivity – deep personal involvement -'going native', can lead to invalid data. • Practical issues – hard to record data/have to rely on memory; have to devote a lot of time to gain access/build trust. • Can be dangerous – group members will not provide outsider protection to the researcher. • Can be hard to negotiate withdrawal from the group. • Potentially unethical – privacy, lack of informed consent, difficult to opt out of illegal/dubious activities. • Unreliable – studies cannot be replicated making comparisons difficult. • Time/cost consuming. • 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 using a covert approach to participant observation (e.g. lacks objectivity). 1 mark for explaining why the method has this limitation (e.g. personal involvement may lead to a researcher becoming too close to the participants and losing their detachment). 1 mark for explaining why it is a limitation (e.g. may lead to a loss of validity). (2 x 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Peer group is the most important influence on class identity.' Explain this view.** **Indicative content** • The role of 'peer pressure' with suitable examples and/or references to class subcultures e.g. Willis. • Evidence that peer groups may reinforce class identities e.g. upper-class peer groups that provide self-help contacts in later life formed in schools/university ('old boys' network'). • Examples of informal social sanctions from peers in respect of expectations and attitudes (e.g. towards school, work, leisure, politics, appearance etc.). • Individuals may hide alternative identities (e.g. educational success) to fit in with a peer group. • Any other relevant point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that peer group is the most important influence on class identity. The response contains two clear and developed points. • Sociological materials such as concepts, theories and evidence, will be used to support both points. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 4–7 marks** • Some knowledge and understanding of the view that peer group is the most important influence on class identity. The response contains one clear and developed point and one relevant but underdeveloped point. • Sociological material is used to support at least one point. The material selected is appropriate but not fully focused on the question or its relevance may not be made clear. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that peer group is the most important influence on class identity. The response contains one relevant but underdeveloped point and one (or more) points related to the general topic rather than the specific question. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

Question	Answer	Marks
3(b)	**'Peer group is the most important influence on class identity.' Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Strength of peer influence may vary in relation to different class groups. • Youth peer groups may have much greater impact on class identity than other age-based peers. • Deterministic explanation i.e. the influence of the peer group may be exaggerated, e.g. many individuals do not necessarily conform. • Evidence of changing attitudes toward class as a factor in identity formation. • Role of other agents of socialisation relative to the influence of the peer group, e.g. others may be more or less influential or that it is too simplistic to isolate the power of one agent as the most significant. * • Any other relevant argument. ***Note:** With these arguments responses need to explain why an agent is a more important influence than the peer group e.g. primary socialisation may be more fundamental in forming core values than peers; the context of peer behaviour often takes place in a school setting. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that peer group is the most important influence on class identity. • Sociological material, such as concepts, theories and evidence, is used to support the argument. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that peer group is the most important influence on class identity. • The material selected is appropriate but not fully focused on the question. Sociological evidence is used but its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that peer group is the most important influence on class identity, which is undeveloped or lacking clarity. • Any material selected 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 ethnicity has little influence on identity today.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>

- Ethnicity is becoming harder to identify i.e. the traditional markers of ethnic identity (traditions, language, diet, dress, religion etc.) that give cultural groups a sense of identity are breaking down.
- New/hybrid forms emerging – the option to adopt multiple identities depending on the social context e.g. ‘Brasian’, ‘white mask’, code switching etc.
- Globalisation, diaspora and inter-ethnic relationships as factors driving this change.
- Music, clothing, language and diet as cultural elements that are subject to a ‘pick and mix’ approach. White youth are also subject to this.
- Potential links to supporting theory e.g. postmodernism.
- Other groups as / more influential e.g. gender, class, age plus all of these overlap with ethnic identity.
- Any other appropriate point.

</td><td>

- There is little evidence that ethnic identity is disappearing: any change likely to be a response to racism/’fitting in’/playing down their own ethnicity and culture to gain acceptance rather than as a preferred option.
- The emergence of hybrid identities has been overstated and misunderstood, cultural differences between groups remain and, in many cases, may be hardening (Jacobson).
- Hybridity is a simplistic concept/hybrid influences may be superficial.
- Examples of ethnicity being asserted as a statement of difference e.g. Mirza on female British Muslims wearing the hijab to distinguish their identity. Black youth more inclined to use Patois to actively assert their ethnic identity in opposition to others.
- Awareness of the role played by structure and agency in relation to identity.
- Any other appropriate point.

</td></tr>
<tr><td>Research evidence/ theory</td><td>Johal, Butler, Hall</td><td>Jacobsen, Mirza</td></tr>
</table>

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

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Research evidence/ theory</td><td>Johal, Butler, Hall</td><td>Jacobsen, Mirza</td></tr>
<tr><td>Relevant concepts</td><td>Hybridity, ‘Brasian’, ‘white mask’, code switching; ‘pick and mix’, post-racial identity</td><td>mother tongue, cultural defense, ethnocentrism</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></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 ethnicity has little influence on identity today. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that ethnicity has little influence on identity 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 ethnicity has little influence on identity 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 ethnicity has little influence on identity today. • The response contains only assertive points or common sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

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

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that ethnicity has little influence on identity today. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that ethnicity has little influence on identity today. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that ethnicity **has** influence on identity today.	7–8
3	• Some analysis/evaluation of the view that ethnicity has little influence on identity today. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that ethnicity **has** influence on identity today.	5–6
2	• Basic analysis/evaluation of the view that ethnicity has little influence on identity today. • There is an attempt to consider more than one side of the debate or one simple point suggesting that ethnicity **has** influence on identity today.	3–4
1	• Limited analysis/evaluation of the view suggesting that ethnicity **has** influence on identity 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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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>

Evaluate the view that practical factors are the most important influence on choice of research method.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Time – often linked to money. Many methods / approaches can take considerable time e.g. longitudinal studies.
• Money – often linked to funding source; some methods are cheap.
• Location.
• Sample issues: size, access, cooperation.
• Nature of the study group/topic e.g. if they are easier to access such as poor/powerless groups.
• Researcher's skill set e.g. the difficulties involved in conducting different types of observation.
• Any other appropriate point.</td><td>• The theoretical stance of the researcher in shaping choice of method may be decisive.
• Ethical considerations.
• Researchers /sponsors values and ideological perspective may be a key influence on research methods.
• Practical factors more likely to be an influence on sponsored research. Research that is instigated by the researcher on their own account, without direct sponsorship from outside bodies is more likely to be influenced by ethical and theoretical concerns of the sociologist in terms of choice of research method.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence / theory</td><td>Becky Francis,</td><td>Feminist sociologists</td></tr>
<tr><td>Relevant concepts</td><td>(Insert concepts)</td><td>Positivism, Interpretivism, bias, ethics</td></tr>
</table>

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

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

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

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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 practical factors are the most important influence on choice of research method. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that practical factors are the most important influence on choice of research method. • 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 practical factors are the most important influence on choice of research method. • 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 practical factors are the most important influence on choice of research method. • The response contains only assertive points or common sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

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

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view • that practical factors are the most important influence on choice of research method. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that practical factors are the most important influence on choice of research method. • The evaluation is explicit and direct but not sustained or a more descriptive account of • evidence and arguments suggesting that practical factors are **not** the most important influence on choice of research method.	7–8
3	• Some analysis/evaluation of the view that practical factors are the most important influence on choice of research method. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that practical factors are **not** the most important influence on choice of research method.	5–6
2	• Basic analysis/evaluation of the view that practical factors are the most important influence on choice of research method. • There is an attempt to consider more than one side of the debate or one simple point suggesting that practical factors are **not** the most important influence on choice of research method.	3–4
1	• Limited analysis/evaluation of the view that practical factors are the most important influence on choice of research method. • 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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