Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/11**

Paper 1 The Family **May/June 2020**

MARK SCHEME

Maximum Mark: 50

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & 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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Question	Answer	Marks
1(a)	**Define the term *household.*** 1 mark for a partial definition such as people living together. 2 marks for a clear and accurate definition such as people living together in the same house who share aspects of the lives together. *An example on its own (such as a single person household or cohabiting couple) will not be credited. If an example is used to support a definition, thereby demonstrating understanding of the term, this can be credited.*	**2**
1(b)	**Describe *two* types of extended family.** Points that can be included: • Vertical extended • Horizontally extended • Modified • Dispersed • Attenuated • Beanpole Any other relevant type One mark for the named type plus one mark for description (2×2 marks).	**4**
1(c)	**Explain the functionalist idea that there is a 'fit' between the nuclear family and wider society.** **0–4** Answers at this level are likely to show only limited appreciation of the issues raised in the question. Lower in the level **(1–2 marks)**, a simple answer (e.g. nuclear families suit industrial societies) with no development. Higher in the level **(3–4 marks)**, a few limited observations (such as smaller families can move to the city more easily), but with little depth in the explanations offered and the answer may rely on description rather than explanation. Answers which implicitly link to research or methods may reach the top of the level. **5–8** Answers at this level show some sociological knowledge and understanding of the question. At this level there is likely to be some accurate use of theory, studies or concepts. Lower in the level **(5–6 marks)**, a simplistic description (e.g. extended families were too large to cope with moving to cities, it was much easier for nuclear families to do that) which is lacking in either breadth or depth, perhaps with some over reliance on material in the data.	**8**

Question	Answer	Marks
1(c)	Higher in the level **(7–8 marks)**, the explanation will be detailed and well informed. Place at the top of the level according to depth and/or range of examples explained and supported with theory, empirical data or concepts. A good list of undeveloped points may gain up to 6 marks. To go higher there needs to be some development of three or more points or detailed development of two or more points. This question asks candidates to 'explain' therefore there is no requirement for assessment. Points that can be included: • Geographic mobility of the nuclear family. • Labour flexibility of the nuclear family. • Decline of nepotism. • Need for a skilled workforce for industrialisation. • Isolated nuclear family prevents conflict between achieved status in society and ascribed status in the family. Any other acceptable link between industrial families and nuclear families.	
1(d)	**Assess the view that the role of the family is to support capitalism.** **0–4** Answers at this level are likely to show only limited appreciation of the issues raised in the question. Lower in the level **(1–2 marks)**, a simple answer (e.g. family members work which supports capitalism); answers may describe a capitalism rather than showing how the family may or may not support it. Higher in the level **(3–4 marks)**, general descriptions (e.g. of how the family reproduces and replaces the work force). Other top of the level answers may argue that there is no link because it is the function of the family to socialise its members with little or no reference to the question. Answers which offer weak, possibly non-sociological points even if on both sides should be placed within this level. Use of sociological references in this level may be dated, misplaced or inaccurate. **5–8** Answers at this level show some sociological knowledge and understanding of the question. Lower in the level **(5–6 marks)**, a simplistic description (e.g. of Marxist views of the link between families and the reproduction of the workforce). Higher in the level **(7–8 marks)**, a more detailed account (e.g. of two ways in which Marxists see the family supporting capitalist economic systems).	**11**

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Question	Answer	Marks
1(d)	Answers at this level are likely to be supported by references to writers such as Zaretsky. Place at the top of the level according to depth and/or range of examples explained and supported by reference to theory, empirical data or concepts. Answers in this level should address both sides of the debate by describing how the family may or may not support capitalist systems but a one-sided answer that is done very well, could also gain up to 8 marks. **9–11** Answers at this level must achieve three things: • First, there will be good sociological knowledge and understanding. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, there must also be some evidence of assessment. Lower in the level **(9–10 marks)**, the assessment may be based on a simple juxtaposition of Marxist and other views (most probably functionalist). Alternatively, answers may be confined to just one or two explicitly evaluative points. At the top of the level **(11 marks)**, the view that the family supports capitalist economic systems will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points. Whether the family does or does not support capitalist systems should be directly addressed, most likely through a range of perspectives on the role of the family, and through a discussion of key concepts. Some answers may note that the family exists in all types of societies, not just capitalist ones, and caries out similar functions. Points that can be included An outline of the Marxist views • Ideological control • Reproduction of the labour force • Consumption • The work of Althusser and Zaretsky Outline of other theories • Functionalist views of the role of the family • Neo-Marxist views of the role of the family Concepts which may be referred to: Privatised family, ideological state apparatus, class, dead labour, consumption role, social capital, symbolic capital, alienation, unit of consumption, safety valve.	

Question	Answer	Marks
2	**Explain and assess the view that men have power over women in the family.** **0–6** Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question. Lower in the level **(1–3 marks)**, one or two simple points based on assertion or common sense (e.g. stating that men always rule families). Higher in the level **(4–6 marks)**, a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. an answer simply stating that as societies are patriarchal so are families). **7–12** Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by describing the ways in which the family is patriarchal. At this level, answers are likely to be one sided, but may reference both sides of a debate albeit with little use of sociological theories, studies or concepts. Lower in the level **(7–9 marks)**, a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining the work of Somerville and the changing status of women in families). Higher in the level **(10–12 marks)**, a narrow range of developed points or a wider range of underdeveloped points. **13–18** Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no requirement for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts. Lower in the level **(13–15 marks)**, a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places. Higher in the level **(16–18 marks)**, answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points. Relevant knowledge could include the status and roles of sons/daughters, sisters/brothers as well as other members of the family. Other answers may discuss different societies. At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts.	**25**

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Question	Answer	Marks
2	**19–25** Answers at this level must achieve three things: • First, there will be good sociological knowledge and understanding showing that men and women in the family means more than just conjugal roles. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, there must also be some evidence of assessment. Answers in this level are likely to provide an excellent account and assessment of whether relationships in families are always patriarchal and may also discuss relationships between men and women in different cultures. There will be clear assessment of the view in the question (for example by exploring social changes that may have given women more power in the family or resulted in more equal gender roles). Lower in the level **(19–21 marks)**, the assessment may be largely delivered through juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. Higher in the level **(22–25 marks)**, there will be sustained assessment and the points offered will be explicit and well-directed towards the question. There likely to be a well formulated conclusion. Points that can be included: • Feminist views of power in the family to benefit men. This can include radical, Marxist. liberal and black feminist views. • Functionalist views of the family supporting all its members. • Marxist views of the family and false consciousness. • Postmodern views of the family and choice. • Any other relevant point. Concepts that could be referred to: Gender, patriarchy, new man, instrumental/expressive roles, conjugal roles, equality of opportunity, cultural capital, dual burden, triple shift, emotion work, matriarchy, domestic violence.	

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Question	Answer	Marks
3	**Explain and assess the view that the nuclear family is the ideal family type.** **0–6** Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question. Lower in the level **(1–3 marks)**, one or two simple points based on assertion or common sense (e.g. nuclear families are ideal as they raise 'good' children) others may describe families rather than consider the 'best' type of family. Higher in the level **(4–6 marks)**, a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. an assertion that a family with two parents is better able to socialise children into their gender roles). Answers at this level are likely to show only limited appreciation of the issues raised in the question. Other top of the level answers may argue that other family types are positive with little or no reference to the question. Answers which offer weak, possibly non-sociological points even if on both sides should be placed within this level. Use of sociological references in this level may be dated, misplaced or inaccurate. **7–12** Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by displaying an understanding of the view that the nuclear family is the best type. At this level, answers are likely to be one sided, but may reference both sides of a debate albeit with little use of sociological theories, studies or concepts. However, in this level there is likely to be some consideration of either society or family members. Lower in the level **(7–9 marks)**, a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining some aspects of the work of Murray. Other answers may outline the work of postmodernists about a variety of family types). Higher in the level **(10–12 marks)**, a narrow range of developed points or a wider range of underdeveloped points. **13–18** Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no requirement for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts. In this level there could be an identification of the views of the New Right in relation to family members/society.	**25**

Question	Answer	Marks
3	Lower in the level **(13–15 marks)**, a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places. Higher in the level **(16–18 marks)**, answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points. Relevant knowledge could include an outline of the social problems caused to society and to individuals compared to the functions of the nuclear family. Postmodernist optimism may be an alternative. Other answers may contrast the views of the New Right to those of the feminists and the damage caused to women. At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts. **19–25** Answers at this level must achieve three things: • First, there will be good sociological knowledge and understanding. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, there must also be some evidence of assessment. Answers in this level are likely to provide an excellent account and assessment New Right and/or functionalist views that the nuclear family is the ideal family type. There will be clear assessment of the view in the question (for example a comparison of the views of the New Right and other theories such as postmodernist/neo-functionalist). Answers may well highlight problems faced by some nuclear families). Lower in the level **(19–21 marks)**, the assessment may be largely delivered through juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. Higher in the level **(22–25 marks)**, there will be sustained assessment and the points offered will be explicit and well-directed towards the question. Some answers may question the notion of 'ideal type' raising the question of ideal for whom? There likely to be a well formulated conclusion.	

Question	Answer	Marks
3	Points that can be included: • New Right views on the problems of family types other than the nuclear family. • Functionalist and neo-functionalist views on the nuclear family. • Marxist views of role of family to produce ideological conditioning. • Feminist views that functionalism overlooks patriarchy. • Postmodernist critiques of these structuralist views. • Images of the nuclear family both advertised and promoted • Any other relevant point Concepts which may be referred to: socialisation, functions, ideological conditioning, patriarchy, diversity, social problems, culture of dependency, dependency cycle, underclass, deviant, functional 'fit'.	

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