Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

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 extended family.** 1 mark for a partial definition such as a large family. 2 marks for a clear and accurate definition such as family structure containing more family members than the parents and children of the nuclear structure. *An example on its own 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 features of the nuclear family.** Points that can be included: • Has children • Has economic co-operation • Has common residence • Is privatised • Accept features of the traditional nuclear family, e.g. father instrumental/mother expressive, married couple • Any other acceptable point One mark for the feature plus one mark for development (2×2 marks).	**4**
1(c)	**Explain the functionalist view that the extended family was the most common family type in pre-industrial societies.** **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. because they were farmers) with no development. Higher in the level **(3–4 marks)**, a few limited observations (such as the family was an economic unit of production), 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. outlining the work of Parsons) which is lacking in either breadth or depth, perhaps with some over reliance on the material in the data. Others may argue that they	**8**

Question	Answer	Marks
1(c)	were not dominant quoting historical detail such as that of Anderson or Laslett, perhaps with some over reliance on material in the data. Higher in the level **(7–8 marks)**, the explanation will be detailed and well informed. There will be a detailed account of why extended families may have been dominant in pre-industrial societies and there may be good use of examples to illustrate points made. 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: • The 'fit' thesis • The work of sociologists such as Parsons and Goode • Labour intensive subsistence agriculture required many people to work the land. • The ability to move away from the family group was limited by poor communications and transport systems. • Elderly, infirm and sick family members relied on their kin for care in the absence of any universal welfare system. • Any other acceptable explanation	
1(d)	**Assess the view that there is no dominant family type.** **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.an answer stating that the nuclear family is or it is not dominant); answers may describe a family type without considering dominance. Higher in the level **(3–4 marks)**, general descriptions (e.g. of different family types or the benefits of the nuclear family). Other top of the level answers may argue you find all sorts of families everywhere 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.	**11**

Question	Answer	Marks
1(d)	Lower in the level **(5–6 marks)**, a simplistic description (e.g. of family diversity or universal features of the nuclear family). Higher in the level **(7–8 marks)**, a more detailed account (e.g. of the work of the Rapoports and diversity or Murdock's claim of the universal presence of the nuclear family). 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 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 evidence for and against the dominance of the nuclear family. Alternatively, answers may be confined to just one or two explicitly evaluative points. At the top of the level **(11 marks)**, the view that there is no dominant family in any society will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points. This is most likely through descriptions of different specific societies, and through a discussion of key concepts such as kinship. Some answers may note that demographic changes influence the type of family structure to be found in a society, and that single parent families have always been present in societies but maybe for different reasons (death) than in contemporary societies (divorce). Points that can be included: • Murdock and Parsons and the change from extended to nuclear families. • The work of historians such as Laslett and Anderson. • Class and single parent families, family size and relationships, parenting styles and conjugal roles. • Age differences within and between generations. Impact of changing life expectancy on family forms. • Ethnicity and the impact of religious traditions, marriage arrangements, division of labour. • Life cycle of the family. • Cross cultural comparisons. Concepts which may be referred to: Extended, nuclear, beanpole, single parent families, multigenerational family, symmetrical family.	

Question	Answer	Marks
2	**'The rise in divorce rates is due to individuals having higher expectations of marriage.' Explain and assess this view.** **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 people divorce for other reasons). 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 people now get divorced if their partner isn't perfect for them). **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 outlining some reasons why people divorce. 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. At this level answers are likely to focus on personal rather than structural reasons. Lower in the level **(7–9 marks)**, a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining personal reasons why individuals may want to divorce such as affairs, cruelty or falling out of love). 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. At this level answers are likely to include structural reasons. 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. 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
	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 of the view that the rise in divorce rates is due to individuals having higher expectations of marriage which should be contrasted to other reasons and may also discuss post-modernist views of choice. There will be clear assessment of the view in the question (for example by discussing whether divorce is the result of expectations or not). 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: • Legal and financial changes allowing more opportunities to escape. • Changing financial status of women and welfare support for single parents. • Morgan and the effects of divorce • Oswald and life style choice. • Secularisation and the loss of traditional values. • Becker and stable relationships. • Giddens and confluent love. • Any other valid point. Concepts that could be referred to: Confluent love, secularisation, fluidity, romantic love, serial monogamy, stigma, status enhancement (Coverman), plastic sexuality.	

Question	Answer	Marks
3	**'Gender is the most significant factor influencing the experience of family life.' Explain and assess this view.** **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. I Lower in the level **(1–3 marks)**, one or two simple points based on assertion or common sense (e.g. stating that parents treat boys and girls differently). 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. stating that males have more freedom in families that females). **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 outlining the influence of gender on family life. 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. a brief discussion of the conjugal roles debate). 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 should be some direct comparison of gender to another factor such as age in relation to family life. 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 factors such as social status or economic position which may over ride gender. Other answers may discuss the work of Vincent and the position of the elderly in families.	**25**

Question	Answer	Marks
	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 of the influence of gender on family life and may also discuss the way in which other factors such as class and ethnicity influence the experience of family life. Answers are likely to cover the influence of gender on both adults and children in the household. Others may note that age status changes, but gender status is fixed. There will be clear assessment of the view in the question (for example by discussing cross cultural examples). 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: • The domestic labour debate. • Exercise of power and agenda setting in the family. • Functionalist views of the expressive and instrumental roles. • Feminist views of the impact of patriarchy on the family. • Oakley and the effects of canalisation. • Influence of ascribed and achieved status. • Any other valid point. Concepts that could be referred to: Life course, dependency ratio, childhood, old age, age stratification, infantalisation, family obligation, cultural variation, patriarchy, class, and canalisation.	

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