Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/13**

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 dual burden.** 1 mark for a partial definition such as women have two roles in the family. 2 marks for a clear and accurate definition such as the idea that women perform two shifts, one inside the home as a domestic labourer and the other outside the home as a paid employee. *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 ways in which traditional gender roles in the family benefit men.** Points that can be included: • Benefit from free female labour. • Have decision making power. • Benefit from female emotion work. • Men have economic power. • Any other acceptable point. One mark for the way plus one mark for development (2×2 marks). Development can be by description of the way or how it benefits men.	**4**
1(c)	**Explain the liberal feminist and radical feminist views of the family.** **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. women do all the work) with no development. Higher in the level **(3–4 marks)**, a few limited observations (such as feminists say that women are exploited in families), 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. Answers in this level are likely to be limited to general feminist views can gain up to **4 marks** if well done. **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 and accurate reference to both liberal and radical feminist views. Lower in the level **(5–6 marks)**, an outline of either the liberal or radical feminist views on the family or a simplistic description of both.	**8**

Question	Answer	Marks
1(c)	Higher in the level **(7–8 marks)**, a detailed account of both feminist views. 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: • Liberal feminists argue there have been gradual improvements in female lives and equality of opportunity. • Liberal feminists such as Anne Oakley have examined inequality in the domestic division of labour. • Liberal feminists argue that women experience a dual burden. • Radical feminists argue that patriarchy is the source of female oppression. • Radical feminist views on domestic violence in the family • Any other acceptable point.	
1(d)	**Assess the Marxist view that the family serves the needs of capitalism.** **0–4** Answers at this level are likely to show only a limited appreciation of the issues raised in the question. Lower in the level **(1–2 marks)**, a simple answer (e.g. stating that family members work and keep businesses going); answers may describe a capitalist system or types of families rather than describing how the family serves the economy. Higher in the level **(3–4 marks)**, general descriptions (e.g. of a function of the family from a Marxist perspective). Other top of the level answers may argue from the functionalist view that the family is responsible for socialising members so they can take their place in society 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 the Marxist view compared to either that of the functionalist or the feminist). Answers make simple references to appropriate sociologists.	**11**

Question	Answer	Marks
1(d)	Higher in the level **(7–8 marks)**, a more detailed account (e.g. of how the family may or may not support capitalism). Answers at this level are likely to be supported by references to sociologists such as Zaretsky, Feeley, Morgan, Delphy and Leonard. 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 the Marxist view and at least one other but the answer will lack comparison alternatively, 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 by comparison of the two views. Lower in the level **(9–10 marks)**, the assessment may be based on a juxtaposition Marxism and other theories of the family, most probably functionalism. Alternatively, answers may be confined to just one or two explicitly evaluative points. At the top of the level **(11 marks)**, the Marxist view that the family serves the needs of the economy will be evaluated explicitly and in reasonable depth. The Marxist view should be directly addressed, probably by a discussion of key concepts such as ideological conditioning. This should be compared explicitly to at least one other theory most probably functionalism or feminism but at this level it may be evaluated by comparison to post-modernist or New Right theories and evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points. Points that can be included: • Ways in which the family may perpetuate inequality. • Zaretsky and the illusion of private life. • Family as a unit of consumption. • Family as an economic system. • Reproduction of the labour force. • The ideological function of the family. • Dysfunctions of the family and domestic violence. • Functionalism and the fit between the nuclear family and modern industrial societies. • Post modernism and choice in lifestyle and culture. • Feminist views of the family benefitting men. • Variety of feminist views. • Any other valid point.	

Question	Answer	Marks
1(d)	Concepts which may be referred to: Patriarchy, basic and irreducible functions, ideological conditioning, class consciousness, geographic mobility, fragmentation, inheritance, gender inequality, functional fit, collective conscience.	

Question	Answer	Marks
2	**Explain and assess the view that the extent of diversity in modern industrial societies has been exaggerated.** **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. In this level answers are likely to focus descriptions of family types. Lower in the level **(1–3 marks)**, one or two simple points based on assertion or common sense (e.g. stating that diversity is/is not to be found in modern industrial). 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 industrialisation has brought diversity in family structures). **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 meaning of diversity. 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 some aspects of the work of the Rapoports). Other answers may outline the work of Parsons in showing that industrialisation caused a change from extended to nuclear 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.	**25**

Question	Answer	Marks
2	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 a comparison of the Rapoports and post-modernist views about choice to those of the functionalists and the change from extended to nuclear families. Other answers may discuss historical evidence. 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 view that family diversity is exaggerated. There will be clear assessment of the view in the question (for example by using evidence of family diversity to question the view that it is exaggerated). 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: • Aspects of family diversity namely class, ethnicity, religion, family size, age, family life cycle • Diversity by organisational, cultural, life-stage, generational (Rapoports) • Historical evidence of Laslett and Anderson • Murdock, Parsons and Willmott and Young Concepts that could be referred to: Family of choice, symmetrical family, multigenerational families, convergence of diversity.	

Question	Answer	Marks
3	'**The elderly always have lower status than other age groups'. 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 yes because they are old **OR** no because they have wisdom). 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. answer simply stating that old age brings dependency **OR** that old age brings respect). Answers at this level are likely to show only limited appreciation of the issues raised in 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 addressing the status of the elderly in society. 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. In this level there is likely to be little reference to other social groups. Lower in the level **(7–9 marks)**, a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining the way in which the social/cultural position of the elderly may influence the amount of status they have based on such factors as class, gender, ethnicity and age). Or be supported by the work of such as Kegan. 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 the status of the elderly is likely to be compared directly to that of other social groups.	**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 work of Vincent or Kegan and the negotiation of family life. Other answers may discuss the complex way in which factors can combine e.g. gender and wealth. 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 view that the elderly always have lower status. They may also discuss alternative examples such as the Sherba/Inuit/ rural societies as well as how 'elderly' can be operationalised. There will be clear assessment of the view in the question (for example by discussing the links between wealth and status no matter what the age). 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: • Range of different social problems. • Health care and welfare services, cosmetic surgery. • Influence of religion. • Blurring of chronological age. • Victor and the status of the elderly. • Cultural attitudes.	

Question	Answer	Marks
3	Concepts which may be referred to: Socialisation, the fourth age, the grey pound, patriarchy, diversity, social problems, culture of dependency, dependency cycle, life expectancy, secularisation, age stratification, cohort.	