Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/11**

Paper 1 Socialisation, Identity and Methods of Research **May/June 2021**

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.

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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.

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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Question	Answer	Marks
1	**Describe two informal social sanctions.** **Indicative content** • Ostracism • Labelling • Disapproving / approving looks • Gossiping • Negative / positive verbal comments • Withdrawal of privileges • Ridicule Sanctions can be negative and positive Reward a maximum of two sanctions. For each sanction, up to 2 marks are available 1 mark for identifying an informal social sanction 1 mark for describing how the sanction encourages people to behave appropriately. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain two practical factors that can influence choice of research method.** **Indicative content** • 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, e.g. if they are easier to access, e.g. poor / powerless groups • Researcher's skill set, e.g. less skill needed to administer a structured interview than unstructured interview • Background of the researcher, e.g. gender / age / ethnicity may limit the possibilities of conducting covert observation For this question, use of sociological material is likely to be demonstrated through reference to knowledge of any sociological method and there may be empirical references to studies Reward a maximum of two practical factors. Up to 4 marks are available for each factor: 1 mark for making a point / giving a factor (e.g. time taken) 1 mark for explaining that point (e.g. some research methods take much longer to complete than others) 1 mark for selecting relevant sociological material (e.g. covert participant observation) 1 mark for explaining how the material supports the point (e.g. covert participant observation may take longer as you have to gain the trust of the group) (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain two limitations of using an overt approach to participant observation.** **Indicative content** Limitations • Hawthorne / observer effect may influence respondent behaviour • Some may refuse to participate if they know they are being studied • Can be more difficult to gain access to the group if they know you are studying them • Group may not accept your involvement in certain activities • Practical: time consuming (large amount of data), can take years to complete • Unrepresentative – study group likely to small and haphazardly selected • Reliability problems • Bias and lack of objectivity • Any other appropriate limitation Limitations need to specifically relate to the overt aspect and not participant observation in general Reward a maximum of **two limitations.** For each limitation, up to 3 marks are available 1 mark for identifying a limitation of (e.g. Hawthorne effect) 1 mark for explaining why this method has this limitation (e.g. because participants know they are being studied they may not act naturally) 1 mark for explaining why it is a limitation (e.g. this reduces the validity of the data) (2×3 marks)	**6**

Question	Answer	Marks
3(a)	**'Male identity is changing'.** **Explain this view** **Indicative content** • Decline in 'male' jobs – particularly in heavy manual work • More women working is a challenge to the male identity as the breadwinner (crisis of masculinity) • Traditional notions of hegemonic masculinity under threat with new masculinities emerging – the rise of 'new men', complicit males (Connell), metrosexual, etc. • Changes in gender roles within the family • Changing socialisation practices • Changing representations of masculinity in the media • Increased prominence of alternative gender identities (gay, transgender) **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that male identity is changing. 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 male identity is changing. 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 male identity is changing. 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)	**'Male identity is changing'.** **Using sociological material, give one argument against this view.** **Indicative content** • Evidence of traditional male identities persisting in work and elsewhere • Continued dominance of hegemonic masculinity • Evidence of socialisation into traditional male roles / identities • Functionalism and the 'instrumental' male • Evidence that new forms of masculinity are less common in some parts of the world • Discussion of how male identity is not uniform and can be modified by age, class and ethnicity **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that male identity is changing. • 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 male identity is changing. • 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 male identity is changing, 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 cultural explanations of deviance.

Indicative content

<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>Explanations including:
• Subcultures
• Under-socialisation
• Cultural deprivation theories that focus on inadequate socialisation practices
• Subcultural explanations that focus on the non-conformity of some groups (e.g. class based subcultures)
• Rise in anomie / deviance. Growth of industrial / urban societies that promote self-interest and individualism leading to greater challenges to traditional certainties</td><td>• 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</td></tr>
<tr><td>Research evidence</td><td></td><td>Durkheim</td></tr>
<tr><td>Additional concepts</td><td>Anomie, normlessness; organic / mechanical solidarity, positive / negative sanctions</td><td>Deterministic, dominant ideology; social exchange, social control, conformity,</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>

Question	Answer	Marks
4	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of cultural explanations of deviance. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence. • The material selected will be accurately interpreted, well developed and consistently applied to answering the question. • Clear, explicit and sustained analysis/evaluation of cultural explanations of deviance. **Level 4: 17–21 marks** • Good knowledge and understanding of cultural explanations of deviance. The response contains a range of detailed points with good use of concepts and theory/research evidence. • The material selected will be accurate and relevant but not always consistently applied to answering the question. • Good analysis/evaluation of a range of cultural explanations of deviance. The evaluation may be explicit and direct but not sustained or a more descriptive account of other explanations of deviance. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of cultural explanations of deviance. 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. • The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times. • Some analysis/evaluation of a range of cultural explanations of deviance. The evaluation may be a simple juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points outlining other explanations of deviance. **Level 2: 6–10 marks** • Basic knowledge and understanding of cultural explanations of deviance. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question. • Any analysis or evaluation is likely to be incidental, confused or simply assertive. **Level 1: 1–5 marks** • Limited knowledge and understanding of cultural explanations of deviance. The response contains only assertive points or common-sense observations. • There is little or no application of sociological material. • Little or no relevant analysis or evaluation. **Level 0: 0 marks** • No response worthy of credit.	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>

Evaluate the view that quantitative research methods have more strengths than limitations.

Indicative content

<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• Produce numerical data enabling identification of patterns / trends / comparisons
• Methods used: surveys / questionnaire, structured interviews, content analysis, official statistics
• Reliability – easily replicated
• Objective and value-free
• Large scale and representative samples
• Generalisable
• Practical advantages, e.g. computers can be used to analyse data.</td><td>• Methods unsuitable for study of human behaviour
• Methods not objective / value free
• Humans have free will and cannot be measured
• Resulting data lacks validity
• Variables in the social world cannot be controlled</td></tr>
<tr><td>Research evidence</td><td>Durkheim, Popper;</td><td>Weber</td></tr>
<tr><td>Additional concepts</td><td>Positivism, scientific approach; replicable, social facts; hypothesis</td><td>Interpretivism, agency, 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>

Question	Answer	Marks
5	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of the view that quantitative research methods have more strengths than limitations. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence. • The material selected will be accurately interpreted, well developed and consistently applied to answering the question. • Clear, explicit and sustained analysis/evaluation of the view that quantitative research methods have more strengths than limitations. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that quantitative research methods have more strengths than limitations. The response contains a range of detailed points with good use of concepts and theory/research evidence. • The material selected will be accurate and relevant but not always consistently applied to answering the question. • Good analysis/evaluation of the view that quantitative research methods have more strengths than limitations. The evaluation may be explicit and direct but not sustained or a more descriptive account of the limitations of quantitative research methods. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that quantitative research methods have more strengths than limitations. 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. • The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times. • Some analysis/evaluation of the view that quantitative research methods have more strengths than limitations. The evaluation may be a simple juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points about the limitations of quantitative research methods. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that quantitative research methods have more strengths than limitations. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question. • Any analysis or evaluation is likely to be incidental, confused or simply assertive.	

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Question	Answer	Marks
5	**Level 1: 1–5 marks** • Limited knowledge and understanding of the view that quantitative research methods have more strengths than limitations. The response contains only assertive points or common-sense observations. • There is little or no application of sociological material. • Little or no relevant analysis or evaluation. **Level 0: 0 marks** No response worthy of credit.	