Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

Paper 1 Socialisation, Identity and Method 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.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

© UCLES 2021

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.

© UCLES 2021

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.

© UCLES 2021

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.

© UCLES 2021

Question	Answer	Marks
1	**Describe two sampling techniques.** **Indicative content** • Simple random – all members of sample population have equal chance of being selected • Systematic – selection of every nth name from a list. • Stratified random – sample reflects proportions of social characteristics of the target population. • Quota – selected according to known demographic features. Numbers in categories reflect population profile (non-random). • Opportunity – anyone who happens fit the criteria and is available (non-random). • Snowball – on the basis of introductions; often used for difficult to access groups (non-random). • Volunteer – where participants choose to join the research e.g. by replying to an advert. • Cluster – target population is sub-divided then a random sample is selected; this continues until required sample is achieved. • Multi-stage – a sample of a sample e.g. a sample of voters in a sample of constituencies. • Any other appropriate technique Reward a maximum of two techniques. For each technique, up to 2 marks are available: 1 mark for identifying a sampling technique 1 mark for describing the sampling technique (2×2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain two ethical issues associated with sociological research.** **Indicative content** • Informed consent/researcher deception. • Confidentiality/anonymity of the information gained. • Avoidance of harm/doing good. • Potential involvement in dubious activities. • Right to withdraw from the study. For this question, use of sociological material is likely to be demonstrated through reference to knowledge of any sociological method, most likely observations, interviews or experiments. Reward a maximum of two ethical issues Up to 4 marks are available for each issue. 1 mark for making a point (e.g. informed consent). 1 mark for explaining that point (e.g. respondents should have the right to decide whether or not they want to be involved in the research) 1 mark for selecting relevant sociological material (e.g. covert observation illustrates this ethical issue) 1 mark for explaining how the material supports the point (e.g. because people do not know they are being studied they are unable to give their consent). (2×4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain one strength and one limitation of official statistics.** **Indicative content** Strengths • Conducted on a large scale – surveys leads to representative, generalisable data. • Product of a reliable method that is objective and value-free. • Show change over time as they are published on a regular basis/trends can be identified [positivists]. • Can be used to identify patterns between variables/make comparisons /test hypotheses. [Durkheim]. • Can compare between different countries/regions. • Can be used to study groups that otherwise might be inaccessible. • Practical reasons – only available source of data/cheap to access/saves time. • Any other appropriate strength. Limitations • Survey design is not by researcher. • Concepts used not operationalised by the researcher e.g. poverty. The definitions and classifications used may be unsuitable. • Researchers have to decide what the data means. • Outdated – some data may not released on a regular or timely basis • Official statistics are produced by the state – may be prone to government manipulation, especially in areas such as crime or employment. • Partial picture because they only provide data on recorded events e.g. they don't show unrecorded crime. • Interpretivist critique of validity – they don't reveal the reasons why behaviour takes place • The statistics are socially constructed (shaped by decisions/interpretations) rather than being objective facts • Serve interests of elite groups [Marxists and feminists] • Any other appropriate limitation Reward a maximum of **one strength**. For this strength, up to 3 marks are available: 1 mark for identifying a strength of official statistics (e.g. conducted on a large scale) 1 mark for explaining why this method has this strength (e.g. official statistics are produced by government who have the resources to conduct surveys on a large scale) 1 mark for explaining why it is a strength (e.g. likely to be representative/generalisable)	**6**

Question	Answer	Marks
2(b)	Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of official statistics (e.g. survey design is not by researcher) 1 mark for explaining why this method has this limitation (e.g. the data supplied by official statistics is designed for use in relation to social policy, not for sociological use) 1 mark for explaining why it is a limitation (e.g. they may not be precisely the questions a sociologist would choose to ask which may affect a study's validity) (2×3 marks)	

Question	Answer	Marks
3(a)	**'Ethnic identity is changing, with new hybrid identities emerging.'** **Explain this view.** **Indicative content** • Hybrid: an identity from the mix of two or more identities. • Ethnic identity is becoming harder to identify i.e. the traditional markers of ethnicity (traditions, language, diet, dress, religion etc) that give cultural groups a sense of identity are breaking down. • Globalisation, diaspora and inter-ethnic relationships as factors driving this change. • New/hybrid forms emerging – the option to adopt multiple identities depending on the social context e.g. 'Brasian', 'white mask', code switching etc (Johal, Butler, Hall) • Music, clothing, language and diet as cultural elements that are subject to a 'pick and mix' approach. White youth are also subject to this. • Concept of hybridity as a counterpoint to the simplistic idea of 'caught between two cultures' – fusion not confusion • Potential links to supporting theory e.g. postmodernism and the idea of a media saturated and consumer choice **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that ethnic identity is changing, with new hybrid identities are emerging. 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 ethnic identity is changing, with new hybrid identities are emerging. 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 ethnic identity is changing, with new hybrid identities are emerging. 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)	**'Ethnic identity is changing, with new hybrid identities emerging.'** **Using sociological material, give one argument against this view.** **Indicative content** • An overstated and simplistic concept – cultural differences between groups remain and in many cases may be hardening (Jacobson). Troyna, 'turning inward' as form of protection against racism – cultural resistance rather than hybridity. • Rejection of the idea that identity is a simply a matter of personal choice: as 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. • Examples of ethnicity being asserted as a statement of difference e.g. Mirza on female British Muslims wearing the hijab to distinguish their identity • Awareness of the role played by structure and agency in relation to identity **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that ethnic identity is changing, with new hybrid identities are emerging. • 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 ethnic identity is changing, with new hybrid identities are emerging. • 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 ethnic identity is changing, with new hybrid identities are emerging, 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 the view that human behaviour is shaped entirely by the process of socialisation.

Indicative content
<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• Human behaviour is overwhelmingly learned via the process of socialisation e.g. language.
• Accounts of examples of feral children raised in the absence of human socialisation.
• Studies that demonstrate the impact of social forces on human behaviour e.g. Durkheim on suicide, or cross-cultural variations in gender roles.
• Mead’s concept of the ‘social self’ as created through social interaction, looking glass self.
• Deviant behaviour /crime as alternatives explanations
• Power, coercion (games theory).</td><td>• Biological arguments that people are born with uncontrollable instincts and desires e.g. maternal instinct, male aggression etc.
• These are often expressed in strong (fixed traits) and weak (capabilities that are realised through environmental experience) terms
• Socio-biology – Wilson on the strong influence of ‘biogrammers’
• Parsons’ view of family roles as strongly linked to biology
• Wilson, Parsons. Instrumental, expressive
• Plomin’s twin study
• Social agency: arguments that point toward individuals resisting the influence of socialisation.</td></tr>
<tr><td>Research evidence</td><td>Podder & Bergvall, Durkheim, Mead.</td><td>Wilson, Parsons, Plomin Wrong</td></tr>
<tr><td>Additional concepts</td><td></td><td></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 the view that human behaviour is shaped entirely by the process of socialisation. 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 human behaviour is shaped entirely by the process of socialisation. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that human behaviour is shaped entirely by the process of socialisation. 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 human behaviour is shaped entirely by the process of socialisation. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that human behaviour is shaped by factors other than socialisation. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that human behaviour is shaped entirely by the process of socialisation. 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 human behaviour is shaped entirely by the process of socialisation. 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 suggesting that human behaviour is shaped by factors other than socialisation. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that human behaviour is shaped entirely by the process of socialisation. 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.	

Question	Answer	Marks
4	**Level 1: 1–5 marks** • Limited knowledge and understanding of the view that human behaviour is shaped entirely by the process of socialisation. 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 use of qualitative interview methods in sociological research.

Indicative content
<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• Establishing relationship with interviewee may promote validity
• Depth and detail (this will vary dependent on interview being discussed)
• Flexibility: can probe and clarify
• Suited more to some topics (this will vary dependent on interview being discussed)
• Note: common strengths between unstructured, semi and group as well as ones specific to each</td><td>• Their lack of reliability/replicability
• Sample size, lack of representativeness
• The interviewer effect
• Social desirability
• Researcher imposition
• Non-scientific characteristics [not quantifiable etc.]
• Practical issues</td></tr>
<tr><td>Research evidence</td><td>interpretivist</td><td>positivist</td></tr>
<tr><td>Additional concepts</td><td>Rapport; verstehen;</td><td></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 use of qualitative interview methods in sociological research. 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 use of qualitative interview methods in sociological research. **Level 4: 17–21 marks** • Good knowledge and understanding of the use of qualitative interview methods in sociological research. 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 use of qualitative interview methods in sociological research. The evaluation may be explicit and direct but not sustained or a more descriptive account of the limitations of qualitative interview methods. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the use of qualitative interview methods in sociological research. 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 use of qualitative interview methods in sociological research. 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 qualitative interview methods. **Level 2: 6–10 marks** • Basic knowledge and understanding of the use of qualitative interview methods in sociological research. 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.	

© UCLES 2021

Question	Answer	Marks
5	**Level 1: 1–5 marks** • Limited knowledge and understanding of the use of qualitative interview methods in sociological research. 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.	