Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/13**

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.

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.

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[Turn over

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.

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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 social roles associated with young people.** **Indicative content** • Student – engaged in education and learning, transitioning to adulthood • Son / daughter/ child – restrictions from parents • Friend – supportive of other members of peer group • Youth subcultural behaviour – e.g. goths • Consumer – Image oriented / concerned with image / experimental Reward a maximum of two social expectations. For each social role, up to 2 marks are available: 1 mark for identifying a social role 1 mark for describing the social role / expectations of the social role (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain two characteristics of the positivist approach to sociological research.** **Indicative content** • Use of scientific approach • Use of quantitative data/methods • Studying the social world in terms of laws of cause and effect • Using research questions to test and retest hypotheses to produce reliable data that can be generalised. • Collecting data that enables comparisons across groups and over time (patterns and trends). • Focus on gaining data that is high in reliability • Use of large research populations to produce representative results • Objective approach to research • Any other appropriate characteristic Reward a maximum of two reasons. Up to 4 marks are available for each reason: 1 mark for making a point / giving a characteristic (e.g. use of scientific methods). 1 mark for explaining that point (e.g. positivists believe that a scientific approach allows you to gain an objective understanding of society)	**8**

Question	Answer	Marks
2(a)	1 mark for selecting relevant sociological material (e.g. experimental methods allows you to collect scientific data from your study group) 1 mark for explaining how the material supports the point (e.g. experimental method allows you to test an hypothesis) (2 × 4 marks)	
2(b)	**Explain two strengths of structured interviews as a research method.** **Indicative content** Strengths • High in reliability • Good response rate • Ease of codifying answers and creating statistical data • No requirement for highly trained/skilled interviewers • Cost and time efficient compared with other methods. • Overcomes problems with illiteracy • Less interviewer bias as the questions are preset Reward a maximum of **two strengths.** For each strength, up to 3 marks are available: 1 mark for identifying a strength of structured interviews (e.g. they are high in reliability) 1 mark for explaining why this method has this strength (e.g. because the respondents will be answering the same questions, it's easy to repeat the research) 1 mark for explaining why it is a strength (e.g. the research can be replicated by other researchers to check findings) (2 x 3 marks)	**6**

Question	Answer	Marks
3(a)	**'The family is the most important influence on social class identity.'** **Explain this view.** **Indicative content** • Socialisation practices into norms and values of class culture e.g. working class culture might be family orientated and children might enjoy leisure activities such as watching TV etc. • Variations in class attitudes orienting gender roles established in family • child centredness – more likely in the middle class than working class; links to educational play (King and Raynor) • Middle class parents 'push' their daughters to achieve a high academic performance (Walkerdine). • Reay middle class mothers are able to influence their children's education more effectively than working class mothers • Use of cultural and/or social capital (Bourdieu) cultural capital inherited from parents (ways of acting, attitudes and lifestyle) and social capital [networks of influence] • The New Right argue that this primary socialisation has gone wrong. Lower working class children are socialised into 'welfare dependency' (Cater and Coleman). • Acquisition of linguistic differences (codes) – Bernstein • Parental class impacts on social mobility • Social closure especially in respect of upper class family networks, intermarriage etc For this question, use of sociological material is likely to be demonstrated through reference to knowledge of socialisation and the social construction of identity with reference to relevant empirical material, studies and concepts. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that the family is the most important influence on social class identity. 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 the family is the most important influence on social class identity. 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.	**10**

Question	Answer	Marks
3(a)	**Level 1: 1–3 marks** • Limited knowledge and understanding of the view the family is the most important influence on social class identity. 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.	
3(b)	**'The family is the most important influence on social class identity.'** **Using sociological material, give one argument against this view.** **Indicative content** • Class identity in adulthood – work environment and social status may be more important influences than the family on social class identity of adults • Class based differences between families have become less prevalent – middle-class and working-class families engage in the same activities and consume the same products • Underplays the part played by other agents, e.g. education and peer group have a larger impact on class identity (Willis). • The view that class identity itself has fragmented and declined overall **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the family is the most important influence on social class identity. • 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 the family is the most important influence on social class identity. • 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 the family is the most important influence on social class identity. , 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 social identities are changing due to increased choice.

Indicative content
<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• In contemporary societies individuals have greater opportunities to shape their own social identities.
• Increased choice in the meanings attached to gender (changing), ethnic (merging), class (disappearing) and age identity (malleable).
• The impact of globalisation and consumer culture facilitating choice.
• Arguments may be linked to the changing impact of the agents of socialisation on identity formation.
• An awareness of the difference between structuralist and interactionist views
• Potential use of theories such as postmodernism and feminism may be used in support.</td><td>• Evidence of traditional identities persisting
• Socialisation largely still traditional in respect of most identities.
• The ability to choose identity linked to and limited by inequality
• Identity ‘freedoms’ less common in some parts of the world.
• An awareness of the difference between structuralist and interactionist views</td></tr>
<tr><td>Research evidence</td><td>Sharpe, Connell, Bradley Hall</td><td>Oakley, Connell,</td></tr>
<tr><td>Additional concepts</td><td>Femininities/masculinities; Hybrid, class fragmentation</td><td>Patriarchy, determinism, social control,</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 social identities are changing due to increased choice. 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 social identities are changing due to increased choice. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that social identities are changing due to increased choice. 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 social identities are changing due to increased choice. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that social identities are not changing due to increased choice. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that social identities are changing due to increased choice. 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 social identities are changing due to increased choice. 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 social identities are not changing due to increased choice. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that social identities are changing due to increased choice. 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.	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Level 1: 1–5 marks
• Limited knowledge and understanding of the view that social identities are changing due to increased choice. 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.</td><td></td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>Evaluate the view that the strengths of overt participant observation outweigh the limitations.

Indicative content
<table>
<tr><th></th><th>Strengths</th><th>Limitations</th></tr>
<tr><td>Points</td><td>• Ethical reasons e.g. wanting to obtain the consent of those being observed
• Avert the possibility of ‘going native’ – more objective
• Practical reasons e.g. ability to record events contemporaneously, easier to obtain permission; can access all levels of a group/organisation
• Observer can ask questions and interview people
• Wider range of groups can be studied by overt rather than covert – e.g. when the researcher does not share characteristics of the group.</td><td>• Awareness of observer is likely to influence behaviour indirectly
• Observer may be identified with those who gave access (authority figures or sponsoring members) e.g. Willis
• Ethical problems e.g. witnessing illegal activity
• Practical limitations – e.g. difficult to access some groups overtly as they may not want to be studied.
• Not replicable
• Sample size</td></tr>
<tr><td>Research evidence</td><td>Whyte; Venkatesh</td><td>Willis; Barker</td></tr>
<tr><td>Additional concepts</td><td>Hawthorne effect</td><td>Going native</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 the strengths of overt participant observation outweigh the 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 the strengths of overt participant observation outweigh the limitations. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that the strengths of overt participant observation outweigh the 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 the strengths of overt participant observation outweigh the limitations. The evaluation may be explicit and direct but not sustained or a more descriptive account of the limitations of overt participant observation. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that the strengths of overt participant observation outweigh the 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 the strengths of overt participant observation outweigh the 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 overt participant observation. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that the strengths of overt participant observation outweigh the 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 the strengths of overt participant observation outweigh the 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.	