Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

Paper 2 The Family **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)

1 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).

2 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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3 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 ways increased life expectancy has impacted on the family.** **Indicative content** • Increase in one person households over state pension age • Women over 65 more likely to live alone • Grandparents increasingly a source of quality socialisation / finance • Growth of the pivot / sandwich generation – adult parents take on caring role of their elderly parents / family members / Increased the domestic burden on women • Financial strain for the family taking care of elderly relatives / Elderly are an economic burden / increased dependency ratio • Growth in vertically extended family types e.g. beanpole • Increased involvement of grandparents in child caring to support dual earner families • Changes in marriage and divorce (increased remarriage, marrying later, increased divorce) • Any other appropriate way Reward a maximum of two ways. For each way, up to 2 marks are available: 1 mark for identifying a way 1 mark for describing how increased life expectancy impacts upon the family (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain two reasons why there may be greater gender equality in the family today than in the past.** **Indicative content** • More women in full time employment / increase in dual earner families • More women having equal access to education – more aware of rights / freedoms • Changes in the socialisation of children that promote gender equality • Changes in traditional male/female identities • Increased choice of women to decide lifestyle • Changes in power relationships in families due to greater economic power of women • Changes in social policy e.g. changes in education for boys & girls / maternity & paternity rights / Greater legal rights for women • Any other appropriate reason For this question, use of sociological material is likely to be demonstrated through references to liberal feminist sociologists e.g. Somerville, concepts e.g. 'new man' and social policies such as maternity / paternity leave etc. Reward a maximum of two reasons. Up to 4 marks are available for each reason. 1 mark for making a point / giving a reason (e.g. more women are in paid full time employment). 1 mark for explaining that point (e.g. more women in paid employment means a greater need for the male to undertake domestic and child caring duties, compared to the past) 1 mark for selecting relevant / accurate sociological material (e.g. Somerville) 1 mark for explaining how the material supports the point (e.g. Somerville argues more men are now voluntarily committed to sharing in these duties necessary for family survival as shown by the concept of 'new man') (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain one strength and one limitation of liberal feminist views of the family.** **Indicative content** Strengths • Liberal feminist ideas have had a positive impact on policy by passing laws e.g. Divorce laws, equal pay legislation, maternity / paternity leave, recognising domestic violence etc. • Recognises the impact of gender socialisation on children in creating inequalities • Contributed to greater equality being achieved within the family through changing social attitudes • Unlike other forms of feminism, liberal feminists recognise that men are taking a more active role in the domestic sphere • Offers practical strategies for improving gender equality • Any other appropriate strength Limitations • Fails to address main cause of women's oppression within the family, i.e. patriarchal ideologies (radical feminist criticism) • Fails to address the power and influence of capitalism in perpetuating women's inequality in the family (Marxist feminist criticism) • Only focuses on the values of white, heterosexual middle-class women (black feminist criticism) • Some women may choose to be more home orientated and some liberal feminists see this as a form of inequality rather than a positive choice • Fails to consider the negative consequences the impact of women's greater equality is having on the family (New Right e.g. dysfunctional families) • 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 liberal feminism (e.g. liberal feminist ideas have had a positive impact on policy) 1 mark for describing why liberal feminism has this strength (e.g. their ideas have led to policies such as the equal pay act and sex discrimination act) 1 mark for explaining why it is a strength (e.g. this has had a positive impact on women's lives and improved gender equality)	**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 liberal feminism (e.g. it fails to address the root cause of female oppression, patriarchy) 1 mark for describing why liberal feminism has this limitation (e.g. liberal feminism focuses on how gender inequality is a result of cultural attitudes and insufficient laws/policies) 1 mark for explaining why it is a limitation (e.g. it fails to recognise that such cultural norms and policies are bound up within a patriarchal structures and culture and therefore women will always be oppressed) (2×3 marks)	

Question	Answer	Marks
3(a)	**'Cohabitation is replacing marriage'** **Explain this view.** **Indicative content** • Growth in cohabitation levels • Decline in marriage levels • Conscious attempt amongst young people to create a more negotiated and equal relationship than conventional marriage (Bejin) • Easier to leave a cohabitating relationship than a marriage (Smart and Stevens) • Increased financial independence of women – no longer need marriage for financial security • Impact of secularisation – less pressure to marry • Less social stigma attached to living together unmarried • Any other appropriate point **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that cohabitation is replacing marriage. 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 cohabitation is replacing marriage. 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 cohabitation is replacing marriage. 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)	**'Cohabitation is replacing marriage'** **Using sociological material, give one argument against this view.** **Indicative content** • Difficult to make generalisations about the motivations of cohabitating couples (Kiernan) • Cohabitation is part of the process of getting married / trial period (Chester) • 75% of cohabitating couples plan to marry (Coast) • Importance of religious values to certain cultures continues to place emphasis on marriage • Life for many cohabiting couples is very similar to marriage so it is not radically different • Any other appropriate point **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that cohabitation is replacing marriage. • 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 cohabitation is replacing marriage. • 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 cohabitation is replacing marriage, 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 functionalist perspective on the role of the family.

Indicative content
<table>
<tr><td></td><td>In support of functionalism</td><td>Against functionalism</td></tr>
<tr><td>Points</td><td>• Organic analogy – family as the heart of society
• Functional fit/fit thesis
• Essential functions the family carries out e.g. core / peripheral
• Act as a bridge between the individual and society
• The expressive and instrumental leader and how these roles support family and society.
• Any other appropriate supporting point</td><td>• Marxist criticisms of functionalist views e.g. ignore role of family in supporting capitalism / reinforcing class inequalities
• Radical feminist criticisms of functionalist views e.g. fail to recognise role of the family in reinforcing patriarchy
• Postmodernist criticisms of functionalism as a grand-narrative
• Fails to recognise the diversity in family set up and how this affects the role/s carried out
• Other institutions are now carrying roles the family used to
• Any other appropriate evaluative point</td></tr>
<tr><td>Research evidence</td><td>Durkheim, Parsons, Murdock, Willmott and Young, Horowitz, Fletcher, loss of functions,</td><td>Leach, Cooper/Althusser, Ansley, Greer, Oakley, Beck-Gernshein and Stacey,</td></tr>
<tr><td>Additional concepts</td><td>Structuralist theory, Consensus, primary socialisation, gender roles, irreducible functions, warm bath,</td><td>Dark side of the family, patriarchy, oppression and exploitation, capitalism, ideology, Ideological state apparatus, agency of social control, reproduction of labour power, family diversity</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 functionalist perspective on the role of the family. 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 functionalist perspective on the role of the family. **Level 4: 17–21 marks** • Good knowledge and understanding of the functionalist perspective on the role of the family. 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 functionalist perspective on the role of the family. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments that contradict the functionalist perspective. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the functionalist perspective on the role of the family. 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 functionalist perspective on the role of the family. The evaluation may be a simple juxtaposition of different perspectives on the family which are not clearly focused on the question or a few simple points contradicting the functionalist approach. **Level 2: 6–10 marks** • Basic knowledge and understanding of the functionalist perspective on the role of the family. 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 the functionalist perspective on the role of the family. 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 social policies have had a positive impact upon the family.

Indicative content

<table>
<tr><th></th><th>In support</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Help families perform functions more effectively
• Improve bond between parent and new born child (e.g. Maternity/Paternity Acts)
• Promoting gender equality (Divorce Reform)
• Improved child welfare (The Children Act)
• Support diverse family forms (e.g. Civil Partnership / Marriage Act) / (postmodernism)
• Welfare provision
• Any other appropriate point</td><td>• Promote diversity / erosion of nuclear family (New Right)
• Break up families (Divorce Acts)
• Promote welfare dependency (New Right)
• Limit family size e.g. China’s Child policy
• Policing the family
• Undermines parental authority (New Right)
• Reinforces gender inequality/patriarchal family
• Policies failing women – Women still burdened within the family e.g. dual burden / triple shift
• Any other appropriate point</td></tr>
<tr><td>Research evidence</td><td>Functionalism/Fletcher, liberal feminism,</td><td>New Right, Murray/Almond, Donzelot,</td></tr>
<tr><td>Additional concepts</td><td>Consensus, march of progress, symmetrical family, new man/father</td><td>Underclass, lone parent families, dual burden/triple shift,</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

Levels of response

Level 5: 22–26 marks
- Very good knowledge and understanding of the view that social policies have had a positive impact upon the family. 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 policies have had a positive impact upon the family.

</td><td>26</td></tr>
</table>

Question	Answer	Marks
5	**Level 4: 17–21 marks** • Good knowledge and understanding of the view that social policies have had a positive impact upon the family. 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 policies have had a positive impact upon the family. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that social policies have not had a positive impact upon the family. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that social policies have had a positive impact upon the family. 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 policies have had a positive impact upon the family. 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 policies have not had a positive impact upon the family. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that social policies have had a positive impact upon the family. 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 the view that social policies have had a positive impact upon the family. 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.	

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