Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/23**

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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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 ways the state may influence the family.** **Indicative content** • Family size – e.g. China's Child policy limits the number of children in a family • Family break up – Divorce Acts make divorce easier and may therefore encourage families to break up • Legal age of marriage – restricts when can get married and start family • Prevention of child labour – may add to hardship as children not financially contributing • Improve parent and child bond – maternity/paternity policies encourage parents to spend important time with new born child • Increase diversity – e.g. Civil Partnership / Marriage Acts encourage same sex families • Policies encouraging marriage e.g. Marriage Tax allowance / housing allowance • Prevention of certain family types e.g. ban on same sex marriage • Prevent extreme poverty / hardship – welfare / financial support can help to provide basic essentials such as food and shelter / can prevent ill health / can extend life expectancy of the elderly • China's 'cooling off' period – has led to a decrease in numbers of 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 the state may influence the family (2 x 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain two ways the family supports the interests of men, according to feminists.** **Indicative content** • Married men generally gain more from the relationship than the wife / men report higher satisfaction • Men benefit from women's unpaid domestic labour / women are dual burdened • Men benefit from emotional care/emotion work which is largely provided by women / triple shift • Family perpetuates male power / patriarchy / authority • Public/private divide - Men spend more time out of the home than women • Any other appropriate way For this question, use of sociological material is likely to be demonstrated through references to radical feminist sociologists e.g. Greer and concepts such as patriarchy etc. Reward a maximum of two ways. Up to 4 marks are available for each way. 1 mark for making a point / giving a way (e.g. men generally gain more from family relationships). 1 mark for explaining that point (e.g. the woman traditionally seen in her domestic role has the duty of caring for the man) 1 mark for selecting relevant sociological material (e.g. dual burden / triple shift) 1 mark for explaining how the material supports the point (e.g. whilst men carry the role of breadwinner, more often nowadays women are adopting the role of breadwinner alongside their domestic roles) (2 x 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain two limitations of radical feminist views of the family.** **Indicative content** Limitations • What is seen as oppression and inequality may actually be the result of women exercising free choice (Hakim / rational choice theory) • Exaggerates the prevalence of negative experiences for females in the family (e.g. domestic violence) • Ignores that not all heterosexual relationships are male dominant • Does not take into account the progress towards gender equality in the family (Somerville / liberal feminist criticisms) • Fails to recognise women's roles are not the same in all families e.g. growth in dual earner families • Over two thirds of divorces are initiated by women indicating that women can and do leave unhappy or exploitative marriages • Have failed to introduce social policies / legislation to improve woman's position? • Any other appropriate limitation Reward a maximum of **two limitations**. For each limitation, up to 3 marks are available: 1 mark for identifying a limitation of radical feminism (e.g. radical feminism fails to recognise the freedom of choice women have) 1 mark for explaining why radical feminism has this limitation (e.g. it assumes that the nature of patriarchy will inevitably oppress and dominate women, suggesting women are forced or coerced into roles against their will) 1 mark for explaining why it is a limitation (e.g. does not recognise that some women may choose to become full time housewives and mothers because they find it fulfilling and rewarding). (2 x 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Social class is the main influence on family structure'** **Explain this view.** **Indicative content** • Income differences affect family structure e.g. working-class families more likely to have a modified extended family for support • Wealthier families can afford to have more children • Middle class families more likely to be isolated nuclear reflecting greater geographic mobility for economic opportunities • Marxism – upper class favour nuclear families to ensure legitimate heirs • New Right – underclass more likely to be lone parent • First marriage has a higher probability of ending in divorce for those from lower socio-economic status \ become single parents • Any other appropriate point **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that social class is the main influence on family structure. 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 social class is the main influence on family structure. 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 social class is the main influence on family structure. 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)	**'Social class is the main influence upon family structure'** **Using sociological material, give one argument against this view.** **Indicative content** • Culture and ethnicity e.g. South Asian families have a tendency to be more traditional and extended patriarchal whilst African Caribbean have a high proportion of matrifocal single parent families • Life stage diversity – family structures differ according to the stage reached in the life cycle e.g. newlyweds, retired couples etc. - life stage has an influence on structure regardless of social class • Generational diversity – older and younger generations have different attitudes and experiences that reflect the period in which they live e.g. differing views on the morality of divorce \ single parenting \ married nuclear family • The economic needs of society are the main influence upon family structure in that society, overriding influences such as social class \ 'fit thesis'. • Social class now has less of an influence on identity and lifestyle and people have the flexibility to pick and choose a family structure that meets their needs / individualism (postmodern view). • Any other appropriate point **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that social class is the main influence on family structure. 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 social class is the main influence on family structure. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear.	**6**

Question	Answer	Marks
3(b)	**Level 1: 1–2 marks** • One point disagreeing with the view that social class is the main influence upon family structure. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** No response worthy of credit.	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
Evaluate the view that increased social opportunities for women are the main reason for the rise in divorce rates.

Indicative content
<table>
<tr><th></th><th>In support</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Breaking down of traditional / stereotypical gender socialisation – women’s rising expectations of life and marriage may lead to tension and subsequently divorce
• Increased educational opportunities – able to establish own careers and gain financial independence so doesn’t need to rely on a husband
• Increased career opportunities – now entering men’s traditional areas of work, which may cause tensions in a marriage
• Any other appropriate response</td><td>• Changes in laws – e.g. Divorce Acts, make divorce more accessible
• Secularisation – places less emphasis on remaining in marriage
• Changing social attitudes – divorce has less of a stigma / is now more accepted
• Increasing life expectancy – more opportunity to experience stress and tension in a marriage / become dissatisfied within a marriage
• Growth in privatised family – isolation from extended kin can increase demands and expectations on each partner
• The extent to which social opportunities for women have increased may be exaggerated, particularly for disadvantaged groups.
• Any other appropriate response</td></tr>
<tr><td>Research evidence</td><td>Allan and Crow, Hochschild, Sigle-Rushton, radical feminism / Bernard, functionalism / Fletcher and Parsons, Giddens</td><td>Goode and Gibson, Postmodernism, Mitchell and Goody, Beck and Beck-Gernsheim</td></tr>
<tr><td>Additional concepts</td><td>Equal Pay Act, dual burden/triple shift, confluent love</td><td>Divorce Acts, empty shell marriages, individualisation,</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>

4	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of the view that increased social opportunities for women are the main reason for rise in divorce rates. 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 increased social opportunities for women are the main reason for rise in divorce rates. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that increased social opportunities for women are the main reason for rise in divorce rates. 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 increased social opportunities for women are the main reason for rise in divorce rates. The evaluation may be explicit and direct but not sustained or a more descriptive account of other explanations for the rise in divorce rates. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that view that increased social opportunities for women are the main reason for rise in divorce rates. 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 increased social opportunities for women are the main reason for rise in divorce rates. 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 other explanations for the rise in divorce rates.	

Question	Answer	Marks
	Level 2: 6–10 marks • Basic knowledge and understanding of the view that view that increased social opportunities for women are the main reason for rise in divorce rates. 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 increased social opportunities for women are the main reason for rise in divorce rates. 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 Marxist explanations of the role of the family.

Indicative content

<table>
<tr><th></th><th>In support of Marxism</th><th>Against Marxism</th></tr>
<tr><td>Points</td><td>• Serves the needs of capitalism
• Reproduces social class inequalities
• Ideological functions / spreads ruling class ideology
• Family acts as a unit of consumption providing profits for capitalism
• Reproduction of labour power to ensure sufficient workers for capitalism
• Any other appropriate point</td><td>• Too economically deterministic
• Ignores the role of perpetuating patriarchy
• Functionalism – ignores the role of the family in creating social solidarity
• Ignores the role of the family as an integral institution that together with others, ensures the smooth running of society / organic analogy
• Postmodernism – rejects the grand narrative of Marxism. Old fashioned / out of date - ignores family diversity
• Any other appropriate point</td></tr>
<tr><td>Research evidence</td><td>Engels (private property), Althusser (ISA), Zaretsky / Safe haven for male workers</td><td>Parsons and Murdock, radical feminism, Greer</td></tr>
<tr><td>Additional concepts</td><td>Structuralism, socialisation, false class consciousness, oppression, exploitation, alienation, bourgeoisie, proletariat, nuclear family</td><td>Warm bath, primary socialisation, stabilisation of adult personalities, fit thesis, patriarchy, structural differentiation, consensus, meta-narrative, organic analogy</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>

5	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of Marxist explanations of 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 Marxist explanations of the role of the family. **Level 4: 17–21 marks** • Good knowledge and understanding of Marxist explanations of 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 Marxist explanations of 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 Marxist perspective. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of Marxist explanations of 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 Marxist explanations of the role of the family. The evaluation may be a simple juxtaposition of different theories of the family which are not clearly focused on the question or a few simple points that contradict the Marxist perspective. **Level 2: 6–10 marks** • Basic knowledge and understanding of Marxist explanations of 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.	

Question	Answer	Marks
	Level 1: 1–5 marks • Limited knowledge and understanding of Marxist explanations of 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.	