Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/11**

Paper 1 Socialisation, Identity and Methods of Research **May/June 2022**

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 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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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Using the mark scheme

Some of the questions are marked using a point-based system, awarding marks for specific points and accumulating a total mark by adding points.

Some of the questions are marked using level of response. For these, the level descriptor represents performance **at the top of the level**.

For levels of response marking you should:

- award a mark at the top of the level if all criteria in the level are met
- consider the level descriptors across the full range, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category
- award marks on a 'best-fit' basis; thus, compensation between higher and lower achievement for different criteria is acceptable

For **Question 4** and **Question 5**, award a mark for each assessment objective separately, using the level descriptors at the end of the mark scheme.

In some cases, candidates may provide a response which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

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Question	Answer	Marks
1	**Describe <u>two</u> examples of social norms.** **Indicative content** • Greetings, e.g. bowing, bumping noses, shaking hands. • Dress / clothing, e.g. school uniform, business clothes. • Cuisine / diet, e.g. • Queuing. • Any other example of a norm. Reward a maximum of two norms. For each norm, up to 2 marks are available: 1 mark for identifying a norm. 1 mark for describing the norm. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways sociological research may be affected by bias.** **Indicative content** • Personal values of the sociologist – choice of topic, methods and interpretation, researcher imposition, theoretical stance. • Collection of data – e.g. choice of questions to ask in an interview. • The effect of the researcher on the respondent – Hawthorne effect, social desirability – the responses of an interviewer may affect the answers given etc. • Funding and/or other institutional support for research. • Processing of data – Interpretation and presentation of findings may be influenced by beliefs – researcher imposition. • Selection of sample. • Any other appropriate way. For this question, use of sociological material is likely to be demonstrated through reference to the way that the researcher is connected with bias in the research data. 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. personal interest/values). 1 mark for explaining that point (e.g. a researchers' interests/values may influence the decisions they make about choice of topic). 1 mark for selecting relevant sociological material (e.g. feminist sociologists want to improve the position of women in society). 1 mark for explaining how the material supports the point (e.g. so they could sympathise with women they are studying and lose objectivity) (2 × 4 marks)	8

Question	Answer	Marks
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of unstructured interviews as a research method.** **Indicative content** Strengths • Flexibility: can probe and clarify. • Establishing trusting relationship with interviewee may promote validity (interpretivist). • Depth and detail – enables researcher to understand what people really think and feel. • Questions/issues not originally thought of may emerge, reducing researcher imposition. • Suited more to some topics particularly those with sensitive issues (rapport). • High response rate. • Any other appropriate strength. Limitations • Practical issues: costly and time consuming. • Their lack of reliability/replicability (positivist critique). • Sample size, lack of representativeness. • The interviewer effect. • Social desirability. • Researcher imposition. • 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 unstructured interviews (e.g. flexibility) 1 mark for explaining why this method has this strength (e.g. unstructured interviews enable researchers to probe further and seek clarification from interviewees). 1 mark for explaining why it is a strength (e.g. this is likely to increase the validity of the data obtained). Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of unstructured interviews (e.g. time consuming). 1 mark for explaining why this method has this limitation (e.g. the time and cost of conducting unstructured interviews means that only a small number of interviews take place). 1 mark for explaining why it is a limitation (e.g. the small sample size raises problems of representativeness). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'The family is the main influence on gender identity'.** **Explain this view.** **Indicative content** • Play and early learning • Role-models within the family • Differential treatment/rules for girls and boys by parents and other family members • Dress codes for boys and girls • Differentiated toys, games and activities • Different language used to speak to/describe boys and girls • Other relevant symbolic influences **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that the family is the main influence on gender 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 main influence on gender 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 be made clear. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that the family is the main influence on gender 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.	**10**

Question	Answer	Marks
3(b)	**'The family is the main influence on gender identity'.** **Using sociological material, give one argument against this view.** **Indicative content** • Peer group may be a more important influence as children form influential subcultures • The media may be more important as children are exposed to influence that may not be subject to parental monitoring. • Agency – the role of family in socialising children may be exaggerated. Children are able to exercise agency in breaking rules and rebelling against parental authority and can resist the impact of gender socialisation. • Biological claims about role played by sex. • Any other appropriate argument. Note: With arguments based around the importance of agents of socialisation other than the family, responses need to explain why another agent is a more important influence than the family. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the family is the main influence on gender 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 main influence on gender 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 main influence on gender 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 age is the main influence on a person's identity.

Indicative content

<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• References to different stages of the life course i.e. childhood / youth, middle age, old age with associated cultural characteristics.
• Role expectations are very strong when it comes to age. Many formal and informal signposts of the significance of age.
• All of the agents of socialisation create/reinforce the idea of age as a real category e.g. in education children are divided into chronological age groups.
• Focus may be on one or two age groups – peer pressure is very influential on youth; the old face ageism.
• Evidence of a generation gap e.g. over values (religion) over technology (‘digital natives’)
• Declining involvement in family.</td><td>• Age boundaries weakening: in modern society age ‘just a number’ with expectations blurring e.g. the ‘third age’ (Giddens) older people healthier and playing a more active role in society.
• Delayed adulthood as young people stay in education and at home for longer
• The ‘death of childhood’ (Postman) as children are exposed to an adult world through the media.
• Postmodernists argue we can create our own identities or pay money to look younger for longer
• Other groups as/more important e.g. gender, class, ethnicity plus all of these overlap with age identity.</td></tr>
<tr><td>Research evidence</td><td>Pilcher, Victor, Willis, & James, Laslett (fourth age), Bradley, Neugarten, Clarke & Warren (active ageing). Thornton (Youth Culture and identity).</td><td>Postman, Giddens</td></tr>
<tr><td>Additional concepts</td><td>Social construction of age, life course, youth culture, transition, peer group, subculture, rites of passage.</td><td></td></tr>
</table>

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

Question	Answer	Marks
4	The above content is indicative and other relevant approaches to the question should be rewarded appropriately. Use the levels of response marking grids at the end of the mark scheme to assess **Question 4**.	

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

Evaluate the use of experiments in sociological research.

Indicative content

<table>
<tr><td></td><td>Strengths of experiments</td><td>Weaknesses of experiments</td></tr>
<tr><td>Points</td><td>• Experiments are objective and value free.
• Allow researchers to control variables to establish cause and effect relationships.
• Can generate numerical data to test hypotheses.
• Research questions can be tested and retested to produce reliable data that can be generalised, particularly lab experiments.
• More likely to gain natural behaviour in field experiments (ecological validity) / less hawthorne effect than lab experiments.</td><td>• The difficulty of isolating variables for testing and identifying causes, particularly in field experiments.
• Problems of validity arising from the artificial setting in laboratory experiments [ecological validity];
• The influence of the presence of the observer.
• Possible ethical issues arising from treating individuals differently; of consent etc.
• Small-scale experiments likely to be unrepresentative.
• Interpretivist objections on the grounds that a scientific approach is inappropriate.</td></tr>
<tr><td>Research evidence</td><td>Positivist</td><td>Interpretivist</td></tr>
<tr><td>Additional concepts</td><td></td><td>Rapport, verstehen.</td></tr>
</table>

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

References to sociological theories other than positivism and interpretivism may be present but are not necessary even for full marks.

Use the levels of response marking grids at the end of the mark scheme to assess **Question 5**.

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

Levels of response for Question 4

The maximum mark for **Question 4** is 26.
Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that age is the main influence on a person's identity. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	**7–8**
3	• Reasonable knowledge and understanding of the view that age is the main influence on a person's identity. • 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.	**5–6**
2	• Basic knowledge and understanding of the view that age is the main influence on a person's identity. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	**3–4**
1	• Limited knowledge and understanding of the view that age is the main influence on a person's identity. • The response contains only assertive points or common-sense observations.	**1–2**
0	• No knowledge and understanding worthy of credit.	**0**

Level	AO2: Interpretation and Application	Marks
4	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	**7–8**
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	**5–6**
2	• Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.	**3–4**
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.	**1–2**
0	• No interpretation and application worthy of credit.	**0**

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that age is the main influence on a person's identity. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that age is the main influence on a person's identity. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that age is **not** the main influence on a person's identity.	**7–8**
3	• Some analysis/evaluation of the view that age is the main influence on a person's identity. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that age is **not** the main influence on a person's identity.	**5–6**
2	• Basic analysis/evaluation of the view that age is the main influence on a person's identity. • There is an attempt to consider more than one side of the debate or one simple point suggesting that age is **not** the main influence on a person's identity.	**3–4**
1	• Limited analysis/evaluation of the view that age is the main influence on a person's identity. • Any analysis or evaluation is incidental, confused or simply assertive.	**1–2**
0	• No analysis and evaluation worthy of credit.	**0**

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Levels of response for Question 5

The maximum mark for **Question 5** is 26.
Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the use of experiments in sociological research. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	**7–8**
3	• Reasonable knowledge and understanding of the use of experiments 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.	**5–6**
2	• Basic knowledge and understanding of the use of experiments in sociological research. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	**3–4**
1	• Limited knowledge and understanding of the use of experiments in sociological research. • The response contains only assertive points or common-sense observations.	**1–2**
0	• No knowledge and understanding worthy of credit.	**0**

Level	AO2: Interpretation and Application	Marks
4	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	**7–8**
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	**5–6**
2	• Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.	**3–4**
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.	**1–2**
0	• No interpretation and application worthy of credit.	**0**

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the use of experiments in sociological research. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the use of experiments in sociological research. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that experiments are **not** useful in sociological research.	**7–8**
3	• Some analysis/evaluation of the use of experiments in sociological research. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that experiments are **not** useful in sociological research.	**5–6**
2	• Basic analysis/evaluation of the use of experiments in sociological research. • There is an attempt to consider more than one side of the debate or one simple point suggesting that experiments are **not** useful in sociological research.	**3–4**
1	• Limited analysis/evaluation of the use of experiments in sociological research. • Any analysis or evaluation is incidental, confused or simply assertive.	**1–2**
0	• No analysis and evaluation worthy of credit.	**0**

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