Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/13**

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> features of globalisation.** **Indicative content** • Interdependent societies. • Similar social cultural characteristics/products/identities. • Similar consumer goods. • Global economic interests. • Any other feature of globalisation Globalisation is a process in which the constraints of geography on social and cultural arrangements recede and there is growing similarity in social and cultural life across the world. Reward a maximum of two features of globalisation. For each feature, up to 2 marks are available: 1 mark for identifying a feature of globalisation. 1 mark for describing the identified feature of globalisation. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> problems a researcher may face in gaining access to a study group.** **Indicative content** • Making contact with the group. • Being accepted by the group. • Blending into the group if the sociologist is from a different social background. • Explaining your presence in the group without arousing suspicion. • Legal/ethical issues may constrain the level of access. • Any other appropriate problem. For this question, use of sociological material is likely to be demonstrated through reference to knowledge of the stages of design of sociological research most likely in relation to observation techniques. 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. making contact with the group in the first place). 1 mark for explaining that point (e.g. depending on who the target group are researchers may not have a direct means of making contact). 1 mark for selecting relevant sociological material (e.g. may have to rely on a gatekeeper). 1 mark for explaining how the material supports the point (e.g. if researching education and wishing to research in a school, a sociologist will need permission from the head teacher). (2 × 4 marks)	8

Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of longitudinal studies.** **Indicative content** Limitations • Sample attrition – likely to reduce representativeness. • Hawthorne effect – knowledge that respondents are to be repeatedly reviewed may affect behaviour. this can affect the study's validity. • Money – an expensive technique; few agencies willing to commit. this can affect the type of groups researched and the nature of the study. • Possibility that researchers 'go native' and become too involved with their study group (a criticism levelled at Skeggs). • Maintaining the research team over time can present practical problems. • 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 longitudinal studies (e.g. sample attrition). 1 mark for explaining why this method has this limitation (e.g. over time the sample size is likely to fall as individuals drop out for various reasons such as death or unwillingness to continue). 1 mark for explaining why it is a limitation (e.g. the research is therefore likely to become unrepresentative). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Religion is the most important factor shaping ethnic identity.'** **Explain this view.** **Indicative content** • Ethnic minority groups show much higher degrees of religiosity than the majority group (though this varies between them). • This tends to reflect the stronger beliefs of their originating countries (bird). • Acts as a basis for community solidarity following migration and maintains cultural identity for minority groups ('cultural transition'). • Can help groups cope with disadvantage and oppression – 'cultural defence' is when religious identity becomes a way of asserting ethnic pride and often as a means of resisting racism and building a positive identity (pryce/black Caribbean community). • Revival in Islamic identity globally. • Any other relevant factor. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that religion is the most important factor shaping ethnic identity. • 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 religion is the most important factor shaping ethnic identity. The response contains one clear and developed point and one relevant but undeveloped 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 religion is the most important factor shaping ethnic identity. • The response contains one relevant but undeveloped 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)	**'Religion is the most important factor shaping ethnic identity.'** **Using sociological material, give one argument against this view.** **Indicative content** • The influence of the religion on ethnic identity may be exaggerated, e.g. many individuals do not necessarily conform and this varies greatly between groups. • The role of the religion in influencing ethnic identity may be stronger for some age groups (e.g. youth) than it is for others. • The role of other agents of socialisation relative to the influence of the religion. • Any other appropriate argument. • Note: With these arguments responses need to explain why an agent is a more important influence than the religion, e.g. 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/community monitoring. Education may introduce countervailing ideas and experiences. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that religion is the most important factor shaping ethnic 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 religion is the most important factor shaping ethnic 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 religion is the most important influence in shaping ethnic 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 class has little influence on identity today.

Indicative content
<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• Evidence that (class) identity has declined.
• Social changes especially in relation to work and migration, have ledto a blurring of boundaries with identity much more individualistic – ‘we’re all middle class now’.
• Class a dated and over-deterministic concept.
• Identity now linked to consumption, leisure and lifestyle choice.
• Postmodern arguments about the decline of traditional identities.</td><td>• Evidence of diverse social characteristics between class groups, i.e.it may be fragmenting but not disappearing.
• Class identity can still be linked to different socialisation experiencesfor each.
• Social class remains critical influence on attitudes and values and predictor of behaviour, e.g. education, politics (voting), workplace, peergroups, cultural consumption etc.
• Survey evidence that people identify themselves in class terms.
• Many sociologists point to objective differences between class groups linked to work and income.
• Structural differences persist, i.e. life chances still class based. Even those rejecting class labels recognise that class is an important ‘structural’ force in theirs and other people’s lives (Savage).</td></tr>
<tr><td>Research evidence</td><td>Pakulski, Clarke and Saunders</td><td>BSA, Savage</td></tr>
</table>
</td><td>26</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Additional concepts</td><td>Decentred identities; oversocialised, deterministic, pick and mix identity</td><td>Objective, subjective, life chances, centred identities</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

References to sociological theories such as postmodernism, functionalism or Marxism 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 4.
</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 qualitative interviews have little value in sociological research.

Indicative content

<table>
<tr><td></td><td>Strengths of Interviews</td><td>Weakness of interviews</td></tr>
<tr><td>Points</td><td>• Their lack of reliability/replicability – variously shown via unstructured,semi-structured and group interviews.
• Their lack of representativeness.
• The interviewer effect.
• Social desirability.
• Researcher imposition.
• Positivist angle: non-scientific characteristics (not quantifiable etc.)</td><td>• High validity: the use of qualitative interviews allows subjective meanings and interpretations to emerge – variously shown via unstructured, semi-structured and group interviews.
• Interpretivist account.
• Reduces researcher imposition.
• Semi-structured interviews have a measure of reliability.
• Question whether qualitative researchers are at all concerned to achieve reliable outcomes;
• ‘Fit for purpose’ arguments.</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 social class has little influence on identity today. • 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 social class has little influence on identity today. • 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 social class has little influence on identity today. • 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 social class has little influence on identity today. • 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 social class has little influence on identity today. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that social class has little influence on identity today. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that social class **is** the main influence on identity today.	**7–8**
3	• Some analysis/evaluation of the view that social class has little influence on identity today. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that social class **is** the main influence on identity today.	**5–6**
2	• Basic analysis/evaluation of the view that social class has little influence on identity today. • There is an attempt to consider more than one side of the debate or one simple point suggesting that social class **is** the main influence on identity today.	**3–4**
1	• Limited analysis/evaluation of the view that social class has little influence on identity today. • 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 qualitative interviews 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 qualitative interviews 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 qualitative interviews 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 qualitative interviews 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 qualitative interviews in sociological research. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the use of qualitative interviews 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 qualitative interviews **have** value in sociological research.	**7–8**
3	• Some analysis/evaluation of the use of qualitative interviews 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 qualitative interviews **have** value in sociological research.	**5–6**
2	• Basic analysis/evaluation of the use of qualitative interviews in sociological research. • There is an attempt to consider more than one side of the debate or one simple point suggesting that qualitative interviews **have** value in sociological research.	**3–4**
1	• Limited analysis/evaluation of the use of qualitative interviews 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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