Cambridge Assessment International Education

# Cambridge International AS & A Level

**SOCIOLOGY** **9699/21**

Paper 2 The Family **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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| Question | Answer | Marks |
|---|---|---|
| 1 | **Describe <u>two</u> ways motherhood has changed.**<br><br>**Indicative content**<br>• Motherhood less likely to be seen as a woman's primary status/primary ambition/fewer social pressures for women to become mothers.<br>• Motherhood is increasingly burdened with wage earning/triple shift/dual shift.<br>• Likely to have fewer children - motherhood is more 'intensive'/child-centred.<br>• Increase in mothers choosing to raise children alone – as women become increasingly financially independent, they don't need to be in a relationship with the father of the child.<br>• Motherhood no longer considered solely in terms of caregiver/Less stigma attached to them having to fulfil traditional domestic duties<br>• Some women see motherhood as an oppressive ideology/actively avoid motherhood.<br>• Mothers increasingly adopting roles/activities traditionally viewed as that of the father/blurring distinction between motherhood and fatherhood.<br>• Increase in female same sex families with children – motherhood could be carried out by 'two mothers'.<br>• Motherhood on average occurs later in the woman's life – women are prioritising education/career before starting a family/having children.<br>• Traditional expressive role of motherhood increasingly adopted by the father/ Increased sharing of childcare with fathers.<br>• Less stigma attached to having to be married to have children.<br>• Mothers are increasingly holding down their career alongside performing duties traditionally expected of a mother.<br>• Technological advances mean motherhood can be achieved through non-traditional man/woman conception<br>• Women increasingly in control of whether to become mothers - greater accessibility of contraception means they have more control over their bodies.<br>• Any other appropriate way.<br><br>Reward a maximum of two ways. For each way, up to 2 marks are available:<br>1 mark for identifying a way.<br>1 mark for describing how the way shows motherhood has changed.<br><br>(2 × 2 marks) | **4** |

| Question | Answer | Marks |
|---|---|---|
| 2(a) | **Explain <u>two</u> ways the role of women in the family supports capitalism.**<br><br>**Indicative content**<br>• Act as a sponge/safety valve - absorbs the man's frustration of powerlessness in the workplace ensuring he is fit for work.<br>• Socialise children into future obedient workers.<br>• Reproduce next generation to replace dead/retired workers.<br>• Wives/mothers in employment/dual earner families/reserve army of labour - becomes an additional worker for the capitalists/cheap temporary workers in the absence of husband/fathers in the workplace.<br>• Contributes economically through consumerism/buying goods to meet family's needs.<br>• Provides unpaid domestic labour/childcare enabling the men to stay at work longer/can focus their energy on the workplace.<br>• Any other appropriate way.<br><br>For this question, use of sociological material is likely to be demonstrated through references to Marxist feminist sociologists, e.g. Benston, Ansley and concepts such ruling class ideology, ISA etc.<br><br>Reward a **maximum of two** ways. Up to 4 marks are available for each way.<br><br>1 mark for making a point/giving a way (e.g. women in the family act as a sponge).<br><br>1 mark for explaining that point (e.g. women absorb the man's anger and frustration brought home from their day at work).<br><br>1 mark for selecting relevant sociological material (e.g. Ansley).<br><br>1 mark for explaining how the material supports the point (e.g. sees women as absorbing the anger that would otherwise be directed at capitalism due to the male worker suffering a sense of alienation and exploitation at work).<br><br>(2 × 4 marks) | **8** |

| Question | Answer | Marks |
|---|---|---|
| 2(b) | **Explain <u>two</u> limitations of Marxist feminist views of the family.**<br><br>**Indicative content**<br>Limitations<br>• Outdated/less relevant today - traditional gender roles are becoming less common/many women are taking on the role of breadwinner and men are taking a more active role in childcare.<br>• Too deterministic - Ignores the diversity of women's experiences within the family/assumes all women's lives within the family are determined capitalism and patriarchy.<br>• Assumes women are passive victims of capitalism – women can be active agents in rejecting expectations placed on them by capitalism/some women actively embrace capitalism and pursue materialism, improved class status etc.<br>• Patriarchy is common in non-capitalist societies.<br>• Ignores the many benefits women gain from the family/ignores the satisfaction some women get from performing the caring/domestic roles.<br>• Any other appropriate limitation.<br><br>Reward a maximum of **two limitations**. For each limitation, up to 3 marks are available:<br><br>1 mark for identifying a limitation of Marxist feminism (e.g. less relevant today).<br><br>1 mark for describing why Marxist feminism has this limitation (e.g. focuses on the traditional nuclear family type consisting of male worker and female carer).<br><br>1 mark for explaining why it is a limitation (e.g. due to changing expectations of women and social policies, women are less likely to be taking on the traditional family role of caregiver/home carer assumed by Marxist feminism).<br><br>(2 × 3 marks) | **6** |

| Question | Answer | Marks |
|---|---|---|
| 3(a) | **'Changes in social policy are the main reason for an increase in divorce.'**<br><br>**Explain this view.**<br><br>**Indicative content**<br>• Divorce legislation, e.g. 1969 Divorce Reform act – making divorce more accessible to women – led to more women seeking divorce.<br>• Equality legislation, e.g. Equal Pay act sex discrimination act/equality act 2010 – women have increasingly created their own financial independence to survive leaving a marriage/divorcing their husband.<br>• Welfare legislation – New Right argue lone mothers don't need to rely on financial support of men as the state will support them and their children upon divorcing / family tax credit made financial sense for couples to divorce (could claim more welfare as single claimant).<br>• Any other appropriate point.<br><br>**Levels of response**<br><br>**Level 3: 8–10 marks**<br>• Good knowledge and understanding of the view that changes in social policy are the main reason for an increase in divorce. The response contains two clear and developed points.<br>• 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.<br><br>**Level 2: 4–7 marks**<br>• Some knowledge and understanding of the view that changes in social policy are the main reason for an increase in divorce. The response contains one clear and developed point and one relevant but underdeveloped point.<br>• 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.<br><br>**Level 1: 1–3 marks**<br>• Limited knowledge and understanding of the view that changes in social policy are the main reason for an increase in divorce. The response contains one relevant but underdeveloped point and one (or more) point/s related to the general topic rather than the specific question.<br>• Any supporting material lacks focus on the specific question.<br><br>**Level 0: 0 marks**<br>No response worthy of credit. | **10** |

| Question | Answer | Marks |
|---|---|---|
| 3(b) | **'Changes in social policy are the main reason for an increase in divorce.'**<br><br>**Using sociological material, give one argument against this view.**<br><br>**Indicative content**<br>Arguments might include:<br>• Social policies are not always effective in bringing about intended changes, e.g. It can still be difficult/costly to divorce, equal pay act has not led to equal pay.<br>• Higher expectations of marriage – will end marriage if it does not meet expectations (Thomas and Collard/Giddens).<br>• Working women still taking on majority share of domestic chores (Hart) – may lead to resentment and therefore divorce.<br>• Secularisation - marriage less sacred now in some societies and therefore ending a marriage via divorce is not considered sinful.<br>• Changing social attitudes – divorce less of a social taboo particularly for women.<br>• Declining influence of extended family to maintain marriage.<br>• Longer life expectancy - people have more time together to grow apart.<br>• Changes in social policy are a response to wider changes which are the real cause of the increase in divorce e.g. loss of religious traditions/changes in values regarding divorce.<br>• Wider economic factors e.g. recession – added financial stresses placed on couples could lead to increased divorce.<br>• In some countries where divorce is legal, social/religious stigmas pressure people into not divorcing.<br>• Any other appropriate point.<br><br>**Levels of response**<br><br>**Level 3: 5–6 marks**<br>• One clear and developed argument against the view that changes in social policy are the main reason for an increase in divorce.<br>• 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.<br><br>**Level 2: 3–4 marks**<br>• One clear but underdeveloped argument against the view that changes in social policy are the main reason for an increase in divorce.<br>• The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear.<br><br>**Level 1: 1–2 marks**<br>• One point disagreeing with the view that changes in social policy are the main reason for an increase in divorce, which is undeveloped or lacking clarity.<br>• Any supporting material lacks focus on the specific question.<br><br>**Level 0: 0 marks**<br>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 roles in the family are no longer fixed.<br><br>Indicative content
<table>
<tr><td></td><td>In support</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Changing status of women in relation to the workforce and the impact upon family roles.<br>• Postmodernism - increased choice and greater freedom to decide role/s.<br>• Decline in stigma and change in attitudes towards family roles means traditional roles are no longer the expected norm.<br>• Role of grandparents in childcare means greater opportunity for women to pursue own career.<br>• Social construction of childhood and changes in roles of children.<br>• Changes in motherhood and fatherhood.<br>• Increase in same sex families that don’t adopt gender ascribed roles.<br>• Family experiencing a loss of functions to ‘fit’ industrialised society, shows roles are not fixed.<br>• Any other appropriate point.</td><td>• Functionalists would argue that gender roles are fixed by biology/naturally determined.<br>• Domestic division of labour tends to still be fixed within working class families/adopt traditional gender roles.<br>• Housework still tends to be dominated by women/expected to undertake traditional role on top of paid employment.<br>• Cultural significance of patriarchy in the family resulting in traditional gendered norms and values/gendered roles.<br>• There is large cross-cultural variation in how much roles have become less fixed.<br>• Children are still seen as dependents, with laws preventing them from working.<br>• Any other appropriate point.</td></tr>
<tr><td>Research evidence</td><td>Liberal feminism, postmodernism, difference feminism, Willmott and Young, Hakim, Parsons,</td><td>Radical and Marxist feminism, Functionalism, Murdock and Parsons, Craig</td></tr>
<tr><td>Additional concepts</td><td>Symmetrical family, negotiated family, primary socialisation, child centeredness, gender scripts, new man/husband, secularisation, genderquake, fit theory,</td><td>Patriarchy, capitalism, triple shift/dual burden, instrumental and expressive roles, gender role socialisation, partnership penalty, motherhood penalty,</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.<br><br>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 view that the family benefits all its members equally.<br><br>Indicative content
<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• Economic function – pool resources to make sure everyone’s basic needs are met.<br>• Primary socialisation – children are taught society’s norms and values to be a useful member of society.<br>• Stabilises adult personalities – family relieves the stresses and strains of daily life/provides emotional support for each other.<br>• Increased diversity and choice in family types means that family forms are adapted to suit the needs of all members.<br>• Any other appropriate point.</td><td>• Benefits males whilst oppressing and exploiting females. e.g. women provide the majority of unpaid childcare and housework.<br>• Nobody in proletariat families benefit due to the exploitation they face due to capitalism.<br>• Children experience controls placed upon their freedoms/actions.<br>• Family relationships today are based more upon satisfying individuals' needs (not collective members’ needs).<br>• In some cultures the elderly are seen as a burden and face neglect.<br>• Evidence to show men contain the power of decision making in families.<br>• Any other appropriate point.</td></tr>
<tr><td>Research evidence</td><td>Functionalism, Murdock, Parsons, family functions, New Right, Wilmott and Young,</td><td>Marxism, Marxist and radical feminism, postmodernism, Barrett and McIntosh,</td></tr>
<tr><td>Additional concepts</td><td>Consensus, organic analogy, warm bath, fit thesis, child- centredness, expressive and instrumental roles, symmetrical family,</td><td>Capitalism, Bourgeoisie, proletariat, patriarchy, ideology, dual/triple shift, class inequality, domestic division of labour, anti-social family, age patriarchy, individualism</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.<br><br>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 roles in the family are no longer fixed.<br>• The response contains a range of detailed points with good use of concepts and theory/research evidence. | **7–8** |
| 3 | • Reasonable knowledge and understanding of the view that roles in the family are no longer fixed.<br>• 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 roles in the family are no longer fixed.<br>• 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 roles in the family are no longer fixed.<br>• 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 | • The material selected will be accurately interpreted, well developed and consistently applied to answering the question. | **7–8** |
| 3 | • The material selected will be accurate and relevant but lacks either some development or clear application to the question. | **5–6** |
| 2 | • The material selected is relevant to the question but is not applied accurately or has limited development. | **3–4** |
| 1 | • There is some attempt to apply sociological material but this lacks focus on or 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 roles in the family are no longer fixed.<br>• The evaluation is clear, explicit and sustained. | **9–10** |
| 4 | • Good analysis/evaluation of the view that roles in the family are no longer fixed.<br>• The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that roles in the family **remain fixed.** | **7–8** |
| 3 | • Some analysis/evaluation of the view that roles in the family are no longer fixed.<br>• There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that roles in the family **remain fixed.** | **5–6** |
| 2 | • Basic analysis/evaluation of the view that roles in the family are no longer fixed.<br>• There is an attempt to consider more than one side of the debate or one simple point suggesting that roles in the family **remain fixed.** | **3–4** |
| 1 | • Limited analysis/evaluation of the view that roles in the family are no longer fixed.<br>• 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 view that the family benefit all members equally.<br>• The response contains a range of detailed points with good use of concepts and theory/research evidence. | **7–8** |
| 3 | • Reasonable knowledge and understanding of the view that the family benefits all members equally.<br>• 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 the family benefits all members equally.<br>• 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 the family benefits all members equally.<br>• 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 | • The material selected will be accurately interpreted, well developed and consistently applied to answering the question. | **7–8** |
| 3 | • The material selected will be accurate and relevant but lacks either some development or clear application to the question. | **5–6** |
| 2 | • The material selected is relevant to the question but is not applied accurately or has limited development. | **3–4** |
| 1 | • There is some attempt to apply sociological material but this lacks focus on or 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 the family benefits all members equally.<br>• The evaluation is clear, explicit and sustained. | **9–10** |
| 4 | • Good analysis/evaluation of the view that the family benefits all members equally.<br>• The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that some members benefit more than others. | **7–8** |
| 3 | • Some analysis/evaluation of the view that the family benefits all members equally.<br>• There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that some members benefit more than others. | **5–6** |
| 2 | • Basic analysis/evaluation of the view that the family benefits all members equally.<br>• There is an attempt to consider more than one side of the debate or one simple point suggesting that some members benefit more than others. | **3–4** |
| 1 | • Limited analysis/evaluation of the view that the family benefits all members equally.<br>• 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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