Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

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.

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> ways the increase in women in paid employment has affected the family.** **Indicative content** • Women have greater economic power – can lead to a more equal sharing of household chores / power between genders / greater gender equality / growth of symmetrical families. • Focussed on career before / rather than starting family – increased average age of first marriage / fewer marriages taking place. • Women are having fewer children – increase in child centeredness. • Growth of dual income families – improved quality of life due to better finances. • Increasingly financially independent – increased levels of divorce / growth in single parent female headed families. • Women no longer adopting main childcaring role / both parents now working – greater involvement of grandparents in taking care of children. • Adopting primary breadwinner role – men can increasingly undertake the expressive role / swapping of traditional roles / 'stay-at-home dads'. • Dual/triple burden on women – women are still expected to fulfil traditional expressive role in addition to paid employment. • More mothers working – increasingly leaving childcare responsibilities to the fathers. • Women adopting traditional male role of breadwinner – can cause tensions in relationship and lead to abuse or divorce, etc. • Mothers spending less time with their children – can possibly have negative impact on the socialisation of the child if both parents working. • Growth in 'new man' / stay-at-home dads – men are increasingly taking on more of the domestic duties within the family. • 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 way has impacted on the family. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways the family supports the economy.** **Indicative content** • Contributes economically through buying products – ensures profits. • Socialisation of children into attitudes required of a compliant worker / acceptance of hierarchy. • Pester power – children targeted as consumers to persuade parents to spend more / child centredness. • Reproduction of the next generation of workers / replacing dead workers. • Stabilises adult personalities so ensuring wage earner is focused on working / warm bath / relieves the man of his frustration from alienation and exploitation in the workplace – this prevents them from downing tools and striking. • Workers pay taxes from the wages they earn. • Any other appropriate way. For this question, use of sociological material is likely to be demonstrated through references to functionalist and Marxist sociologists, e.g. Murdock and Parsons, Althusser and concepts such as warm bath, primary socialisation, ideology, capitalism. 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. the family buys products). 1 mark for explaining that point (e.g. the family no longer produces its own goods, instead buys them from the capitalists who own the means of production). 1 mark for selecting relevant sociological material (e.g. unit of consumption). 1 mark for explaining how the material supports the point (e.g. this provides a profit for the capitalists as the goods cost less to produce than what they are sold for). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> strengths of Marxist views of the family.** **Indicative content** Strengths • Highlights the close relationship between the family and capitalism/the economy. • Highlights the economic importance of the family as a unit of consumption. • Identifies that the family performs an ideological role. • Highlights the inequalities of power that take place within the family. • Highlights the exploitation women experience within the family due to capitalism (MFem). • Any other appropriate strength. Reward a **maximum of two** strengths. For each strength, up to 3 marks are available: 1 mark for identifying a strength of Marxism (e.g. it highlights the close relationship between the family and capitalism). 1 mark for describing why Marxism has this strength (e.g. they argue that the family supports and maintains capitalist exploitation). 1 mark for explaining why it is a strength (e.g. this provides a more critical perspective on the relationship between the family and society than some other theories). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'The experience of childhood is different today than in the past.'** **Explain this view.** **Indicative content** Supporting reasons might include: • Families are more child centred now. • Childhood is now seen as a distinct period from adulthood in some societies. • Child protection welfare policies, e.g. Preventing child labour / compulsory education. • Period of childhood is now longer in some societies. • March of progress view / childhood is better now. • Recently in some societies there has been a blurring of the lines between childhood and adulthood – e.g. children have more rights whilst adults dress / behave more childlike. • In recent times, children are exposed to the adult world at an earlier age / childhood is disappearing • In some societies, childhood is moving away from a period of innocence and protection – they are being exposed to more adult realities such as mental health issues, eating disorders, and negative experiences such as cyberbullying, and academic pressures, etc. • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that the experience of childhood is different today than in the past. 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 experience of childhood is different today than in the past. 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 the experience of childhood is different today than in the past. The response contains one relevant but underdeveloped point and one (or more) point/s 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 experience of childhood is different today than in the past.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Cultural differences – traditional views towards children remain (e.g. As breadwinners/Bolivia's child miners). • Gender differences – girls continue to face more restrictions than boys (Hillman/Bonke). • Class differences still impact upon the experience of childhood as in the past e.g. less economically advantaged children may experience fewer family holidays, trips, books etc. • Many children continue to perform a caring role in the family. • Children are now exposed to the adult world at a young age through media - this is similar to the past when they were exposed to the adult world through work. • Childhood can't be different today than in the past, as it didn't exist in the past.... so have nothing to be different to. • Children continue to attend school and sit examinations etc. as they have done in the past. • Any other appropriate point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the experience of childhood is different today than in the past. • 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 experience of childhood is different today than in the past. • 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 experience of childhood is different today than in the past, 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 policies are the main reason for increased family diversity.

Indicative content
<table>
<tr><td></td><td>In support</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Laws making divorce more accessible to enable new family formation.
• New laws legally recognising other family forms, e.g. same sex.
• Welfare system to financially support single parent families.
• Social policies supporting religious and cultural diversity.
• Any other appropriate point.</td><td>• Increased migration – has led to an introduction of alternative family forms to the cultural dominant / Globalisation / transmission of western ideas onto non-western cultures.
• Changing social attitudes / wider acceptance of different family forms.
• Growth in individualism – people are increasingly choosing family forms that reflect their personal desires and ambitions, e.g. people actively choose not have children as they could impinge their lifestyles.
• Women focusing on education/careers is leading to them having children later in life – this results in smaller families.
• Secularisation / loss of religious influence.
• Demographic change.
• Impact of feminism / rise in female independence – don’t necessarily need a partner/husband in their life for financial security / has changed the relationship dynamics within the family, e.g. eroding of traditional gendered roles.</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>Against the view</td></tr>
<tr><td>Points</td><td></td><td>• Increased life expectancy – more chance of separating/divorcing and forming new family form.
• Increased family diversity is exaggerated – nuclear family remains the dominant family form.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence</td><td>Divorce Act/s, Civil Partnership Act/s, Murray, Morgan, New Right</td><td>Beck, Wilkinson, liberal feminism, Rapoport & Rapoport, Giddens, Global optimists, Smart & Stevens,</td></tr>
<tr><td>Additional concepts</td><td>Cohabitation, underclass, reconstituted and blended families, matrifocal,</td><td>Individualism, pure relationship, symmetrical family, negotiated family, life-course analysis, dual earner nuclear family,</td></tr>
</table>

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.
</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 the family is a patriarchal institution.

Indicative content
<table>
<tr><td></td><td>In support</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Cultural/religious support for patriarchal family relationships.
• Burden of domestic labour remains on the female / dual burden / triple shift to the benefit of males.
• Unequal power relations in the family favouring the male.
• Men use biological strength advantage to dominate women / Domestic violence against females by males.
• Women act to absorb the stresses of the men / warm bath
• Any other appropriate point.</td><td>• Rise in more egalitarian domestic relationships e.g. sharing chores/power/decision making.
• Increase in female independence – no longer need to rely on a man for security meaning men are less likely to enforce their rule to avoid relationship breakdown.
• Growth in dual income families / female breadwinners – means less inclined to accept male dominance.
• Growth of family diversity / decline of traditional nuclear family.
• Family has never been patriarchal, rather an equal relationship based on biologically determined gender roles.
• Family is not oppressed by patriarchy rather capitalism / men in the family are also exploited and oppressed by capitalism.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence</td><td>Radical feminism, Greer, Firestone, Oakley, Parsons, Marxist feminism,</td><td>Willmott & Young, Chester, liberal feminism, Equal Pay Act / Sex Discrimination Act / Equality Act, functionalism,</td></tr>
<tr><td>Additional concepts</td><td>Triple shift, gender socialisation, ideology, gender roles, segregated conjugal roles, warm bath, safety valve,</td><td>March of progress, new man/father, gender scripts, joint conjugal roles, Symmetrical family</td></tr>
</table></td><td>26</td></tr>
</table>

Question	Answer	Marks
5	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 5.	

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 policies are the main reason for increased family diversity. • 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 social policies are the main reason for increased family diversity. • 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 policies are the main reason for increased family diversity. • 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 policies are the main reason for increased family diversity. • 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 policies are the main reason for increased family diversity. The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis / evaluation of the view that social policies are the main reason for increased family diversity. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that social policies are **not** the main reason for family diversity.	**7–8**
3	• Some analysis / evaluation of the view that social policies are the main reason for increased family diversity. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that that social policies are **not** the main reason for family diversity.	**5–6**
2	• Basic analysis / evaluation of the view that social policies are the main reason for increased family diversity. • There is an attempt to consider more than one side of the debate or one simple point suggesting that social policies are **not** the main reason for family diversity.	**3–4**
1	• Limited analysis / evaluation of the view that social policies are the main reason for increased family diversity. • 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 is a patriarchal institution. • 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 is a patriarchal institution. • 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 is a patriarchal institution. • 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 is a patriarchal institution. • 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 the family is a patriarchal institution. The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis / evaluation of the view that the family is a patriarchal institution. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that the family is **not** necessarily a patriarchal institution.	**7–8**
3	• Some analysis / evaluation of the view that the family is a patriarchal institution. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that that the family is **not** necessarily a patriarchal institution.	**5–6**
2	• Basic analysis / evaluation of the view that the family is a patriarchal institution. • There is an attempt to consider more than one side of the debate or one simple point suggesting that the family is **not** necessarily a patriarchal institution.	**3–4**
1	• Limited analysis / evaluation of the view that the family is a patriarchal institution. • 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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