Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/23**

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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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> functions performed by the family.** **Indicative content** • Primary socialisation of children – teaching norms, values, behaviours required to be a functional member of society/preparing young for the workplace e.g. obey authority. • Stabilisation of adult personalities – providing the physical and emotional support to ensure adults are healthy/fit for work. • Reproduction of new members of society – replacing the dead to ensure human survival/replacing those no longer working. • Sexual regulation – provide satisfaction of sex drive within monogamous marriage to ensure a healthy society. • Fulfils economic needs – provides family with basic necessities to survive/provides profits for the survival of capitalism/unit of consumption. • Family acts as a bridge – connecting children from the micro to the macro world. • Taking care of elderly/dependent relatives – often women will take on the caring of dependent parents. • Any other appropriate function. Reward a maximum of two functions. For each function, up to 2 marks are available: 1 mark for identifying a function. 1 mark for describing why the family performs the function. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons for an increase in the age of first marriage.** **Indicative content** • Women prioritising career over family – delay getting married. • Women are gaining more rights/freedoms – pursue extended education/careers before marriage. • Cohabitation as a pre-stage to marriage – test to see if want to marry / Growth of confluent love/pure love (Giddens) – can take a while in waiting for 'the one' • Growth in individualism/pursuit of personal ambitions over traditional expectations of marrying young. • Changes in laws/policies – rise in minimum age to get married (e.g. China's One Child policy raised the minimum age to marry). • Changes in social attitudes – less expectation on women to follow traditional values and norms prioritising marriage young. • Decline of extended family has meant less familial pressure from kin to marry young. • Any other appropriate reason. For this question, use of sociological material is likely to be demonstrated through references to feminist and postmodernist sociologists e.g. Sharpe, Giddens and concepts such as patriarchy, individualism, confluent love etc. 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. women prioritising career over having a family). 1 mark for explaining that point (e.g. as women are gaining more of an education than in the past, they are able to build a career of their own rather than follow the traditional path of marriage and family at a younger age). 1 mark for selecting relevant sociological material (e.g. state policies such as Sex Discrimination act and Equal Pay act). 1 mark for explaining how the material supports the point (e.g. as they have their own career, they become financially independent and therefore don't need to marry early to secure financial security). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of postmodernist views on family diversity.** **Indicative content** Strengths • Highlights the flexibility in family practices/roles unlike the meta-narratives of structuralist approaches. • Recognise that social changes such as increasing social fragmentation and diversity have made family more a matter of personal choice. • Highlights the diversity of family structures rather than focussing on the nuclear family like structuralist approaches. • Do not seek to judge particular family or relationship set ups as either right or wrong rather reflect individual needs. • Any other appropriate strength. Limitations • Exaggerates the extent of family diversity / underplays the continuing significance of the nuclear family / evidence suggests only 5% of people will never marry (Chester/Sommerville). • Fail to recognise structural forces such as social class and gender in shaping family practices. • By focussing too much on individualism, it under-estimates the importance common norms and values have in family life. • Exaggerates the role of choice in family diversity/some societies actively prevent through laws and religion / many types of diversity may not have been a choice (e.g. divorce, death of partner, migration). • Fail to recognise the persistence of patriarchy/the dark side of the family (radical feminist criticism). • 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 postmodernism (e.g. highlights that roles in the family are not fixed and can be negotiated to suit the needs of the individual) 1 mark for describing why postmodernism has this strength (e.g. postmodernist ideas have led to a better understanding of the social construction of common norms and values that influence family structures and relationships) 1 mark for explaining why it is a strength (e.g. this has had a positive impact on breaking down social stereotypes and convention and improved social equality) Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available:	**6**

Question	Answer	Marks
2(b)	1 mark for identifying a limitation of postmodernism (e.g. it exaggerates the extent of family diversity) 1 mark for describing why postmodernism has this limitation (e.g. fails to recognise that the basis of most family types are still modelled on the nuclear family such as cohabitating families can still be nuclear just without marriage). 1 mark for explaining why it is a limitation (e.g. it fails to recognise the influence of the nuclear family and its social importance on family structures) (2 × 3 marks)	

Question	Answer	Marks
3(a)	**'Men have more power than women in the family.'** **Explain this view.** **Indicative content** Supporting reasons might include: • Husband's power comes from his position as the major earner / main breadwinner (Edgell). • Men tend to make the very important financial decisions/men control the money (Edgell / Pahl and Vogler). • Even when the man is unemployed, women are still expected to do the domestic work (Morris) – reflects ingrained patriarchal norms and values/traditions. • Middle class women generally deferred to their husbands in major decisions (Hardill et. al.) – this reflects the man's economic status/power • Domestic abuse is used by the husband/man to reinforce authority (Dobash and Dobash). • Family exists within a culture of patriarchal ideology that oppresses women (radical feminism)/serves men. • Men continue to get the biggest share of family resources / income (Barrett and McIntosh) – reflects the man's power in controlling budgets etc. • Gender roles are based on biology and so men are naturally seen as superior and more suited to the role of breadwinner/women in the expressive role (functionalism) – this creates hierarchy of authority. • Any other appropriate point	**10**

Question	Answer	Marks
3(a)	**Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that men have more power than women in the family. 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 men have more power than women in the family. 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 men have more power than women in the family. 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.	

Question	Answer	Marks
3(b)	**'Men have more power than women in the family.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** Arguments might include: • Women have more financial power now – Professional women taken over financial decision making where the male is unemployed (Leighton)/Well qualified high earning women are more likely to have an equal say (Gershuny). • Official statistics show only a small difference in domestic violence between genders (Crime Survey England and Wales 2013). • Conjugal roles are increasingly based on negotiation in which there is less of a power imbalance (Beck) / families are becoming more symmetrical as relationships are increasingly based less on traditions of patriarchy and more on mutual agreement. • Status of women in society has improved and this is reflected within the family whereby men are no longer dominating power distribution. • Any other appropriate point **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that men have more power than women in the family. • 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 men have more power than women in the family. • 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 men have more power than women in the family, 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 increased life expectancy has had a positive impact on family members.

Indicative content

<table>
<tr><td></td><td>In support of the view</td><td>Against the view</td></tr>
<tr><td>Points</td><td>
• Family support – grandparents now often play important role in unpaid childcare.
• Gender equality – grandparent support means both parents can be in employment
• Increases the extended family – grandparents act as a bridge to the past for grandchildren (Ross et al) / more enriched socialisation of children.
• Due to advances in medicine people can be more active and healthier in retirement.
• Women in particular as they are living longer, expect more from life including higher expectations of marriage, therefore are more likely to free themselves from unhappy marriages.
• More opportunities for older relatives to explore new hobbies and intellectual pursuits, benefitting their mental and physical health.
• Grandparents can act as arbitrators – children maybe more likely to turn to them rather than their parents for help.
• Any other appropriate point.
</td><td>
• Increase in dependent female one person households as males tend to die earlier.
• Women in particular can be left socially isolated.
• Gender inequality – daughters tend to take disproportionate care of elderly parents (Healey and Yarrow)
• 'Sandwich carers' – women combine care of elderly parents with care of own children
• Economic inequality – women more likely than men to give up work to care for elderly relatives
• Gives more time for marriages to go wrong and divorce to occur.
• Caring for elderly relatives can mean financial hardship on the family.
• Any other appropriate point.
</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 of the view</td><td>Against the view</td></tr>
<tr><td>Research evidence</td><td>Brannen, Ross et al, Chester, Foster ('Villains'), Phillipson and Downs, O'Brien and Jones, Statham,</td><td>Feminism, Healey and Yarrow, Marxism,</td></tr>
<tr><td>Additional concepts</td><td>Vertically extended/beanpole family, dual earner family,</td><td>Dependency ratio, sandwich carers, expressive role,</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 nuclear family is no longer the dominant family form.

Indicative content
<table>
<tr><td></td><td>In support of the view</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Decline in the number of nuclear families/growth in other family structures – shows no longer the dominant family type.
• Changes in state policies encouraging other family types (e.g. same sex marriage) shows changing importance placed on the nuclear family.
• Growth in economic independence of women means no longer need a man to survive and raise children.</td><td>• Most adults still marry and have children.
• Most children are still reared by their natural married parents in a nuclear family.
• Most people have experienced a nuclear family and see it as the ideal family form.
• Nuclear family has simply adapted to become dual earner – 'neo-conventional' nuclear family.
• Religious and cultural importance of marriage/nuclear family remains in some non-western societies.
• Nuclear family is still the foundation of most family types.</td></tr>
</table>
</td><td>26</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
<table>
<tr><td></td><td>In support of the view</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Secularisation – traditional religious views on marriage and family relationships have declined – traditional marriage/family type no longer expected.
• Traditional gendered roles in family relationships no longer the norm / gender roles are more negotiated and not fixed.
• Changes in social attitudes and increased freedoms means people have wider choice of family form as traditional expectations become less important.
• Grandparents increasingly taking on role of childcare – no longer the role required of the mother
• Any other appropriate point</td><td>• Nuclear family is still often seen as the ideal type to aspire to, particularly in the media/ideologically dominant.
• Nuclear family holds importance/status in capitalist societies, and as capitalism shows no sign of weakening the nuclear family must still be dominant.
• Nuclear family has never been the dominant family form.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence</td><td>liberal feminism, Rapoport and Rapoport, post modernism, civil partnership / same sex marriage acts</td><td>Chester, Murray, New Right, functionalism, Fletcher, Parsons, Marxism,</td></tr>
<tr><td>Additional concepts</td><td>family diversity, individualism, life course analysis,</td><td>primary socialisation, re-marriage, cereal packet family, familial ideology, fit thesis,</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 5.
</td><td></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 increased life expectancy has had a positive impact on family members. • 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 increased life expectancy has had a positive impact on family members. • 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 increased life expectancy has had a positive impact on family members. • 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 increased life expectancy has had a positive impact on family members. • 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 increased life expectancy has had a positive impact on family members. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that increased life expectancy has had a positive impact on family members. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that increased life expectancy has had a **negative impact** on family members.	**7–8**
3	• Some analysis/evaluation of the view that increased life expectancy has had a positive impact on family members. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that increased life expectancy has had a **negative impact** on family members.	**5–6**
2	• Basic analysis/evaluation of the view that increased life expectancy has had a positive impact on family members. • There is an attempt to consider more than one side of the debate or one simple point suggesting that increased life expectancy has had a **negative impact** on family members.	**3–4**
1	• Limited analysis/evaluation of the view that increased life expectancy has had a positive impact on family members. • 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 nuclear family is no longer the dominant family form. • 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 the nuclear family is no longer the dominant family form. • 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 nuclear family is no longer the dominant family form. • 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 nuclear family is no longer the dominant family form. • 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 lacks either development or application 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 nuclear family is no longer the dominant family form. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the contribution of the view that the nuclear family is no longer the dominant family form. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that the nuclear family **is still** the dominant family form.	**7–8**
3	• Some analysis/evaluation of the view that the nuclear family is no longer the dominant family form. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that the nuclear family **is still** the dominant family form.	**5–6**
2	• Basic analysis/evaluation of the view that the nuclear family is no longer the dominant family form. • There is an attempt to consider more than one side of the debate or one simple point suggesting that the nuclear family **is still** the dominant family form.	**3–4**
1	• Limited analysis/evaluation of the view that the nuclear family is no longer the dominant family form. • 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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