Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/11**

Paper 1 Socialisation, Identity and Methods of Research **May/June 2023**

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 2023 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.

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 description 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 descriptions 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 descriptions.

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> characteristics of youth identity.** **Indicative content** • Rebellion and resistance (often to social control) • Seeking fun and excitement, and experimentation • Concern with image and consumption. • Focus on education • Focus on the use of technology especially digital media. • Use of language e.g. slang, figures of speech • Role confusion • Any other relevant characteristic. *Note: accept specific youth identities / subcultures and points about youth and class / gender* Reward a maximum of **two characteristics**. For each characteristic, up to 2 marks are available: 1 mark for identifying a characteristic. 1 mark for describing the identified characteristic. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons why a researcher might use a pilot study.** **Indicative content** • Identify problems with the research design. • Save the researcher time and money. • Reveal problems with non-cooperation or non-response by respondents. • Check the suitability or otherwise of a sampling frame. • May help to highlight deficiencies in the researcher's skill set. • Feedback may be sought that might lead to new or refined objectives. • Any other appropriate reason. For this question, use of sociological material is likely to be demonstrated through reference to knowledge of the stages of design of sociological research. 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. identify problems with the research design). 1 mark for explaining that point (e.g. this means that a researcher will be able to make modifications to the their method or approach before committing to the actual study). 1 mark for selecting relevant sociological material (e.g. amend how questions are worded in a questionnaire or interview schedule; the language and format and format used). 1 mark for explaining how the material supports the point (e.g. this will lead to research that is likely to be more valid and / or reliable than would have been the case without a pilot study). (2 × 4 marks)	**8**
2(b)	**Explain <u>two</u> strengths of questionnaires as a research method.** **Indicative content** Strengths • Less researcher bias / more objective / no interviewer effect. • High in reliability / easily replicable as each person answers exactly the same questions. • Ease of codifying / quantifying answers. • Can make use of large sample – representative; data is more generalizable. • Allows for easy comparisons to be made, patterns and trends to be identified.	**6**

Question	Answer	Marks
2(b)	• Easy to analyse data – often with the use of computer software (if closed). • Quick / cheap to administer – does not require a trained interviewer. • Can collect both qualitative and quantitative data / able to ask open and closed questions. • Any other appropriate strength. Reward a maximum of **two strengths.** For each one, up to 3 marks are available: 1 mark for identifying a strength of questionnaires (e.g. less researcher bias). 1 mark for explaining why this method has this strength (e.g. because they can be completed without the researcher present they are less likely to influence the respondent). 1 mark for explaining why it is a strength (e.g. this may increase the validity of the data obtained). (2 × 3 marks)	

Question	Answer	Marks
3(a)	**'Family is the main influence on ethnic identity.'** **Explain this view.** **Indicative content** • Family teaches the norms and values of an ethnic group, its culture. For example: traditional names, religion, a community's language and customs ('mother tongue' and bi-lingualism), traditional foods, dress and behaviour. • There may be gender elements e.g. Muslim male and female roles, marriage etc - Ghumann. In an ethnic minority setting this may lead to conflict between generations. • For Asian groups the importance of honour ('izaat'), duty and obligation instilled in the family; educational matters decided by parents. • Some evidence points to lower emphasis placed on long-term partnerships and especially on formal marriage by British African Caribbeans. Matrifocalism (Berthoud). • The importance of brothers, sisters, uncles and aunts to Caribbean families in the UK and the Caribbean; siblings often played a significant part in the upbringing of younger brother and sisters, nephews and nieces, and this was a much more notable feature compared to typical [white] British families (Chamberlain). • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of view that family is the main influence on ethnic identity. The response contains two clear and developed points. • Sociological materials such as concepts, theories and evidence, will be used to support both points. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 4–7 marks** • Some knowledge and understanding of the view that the family is the main influence on ethnic identity. The response contains one clear and developed point and one relevant but underdeveloped point. • Sociological material is used to support at least one point. The material selected is appropriate but not clearly focused on the question or its relevance is not made clear. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that the family is the main influence on ethnic identity. The response contains one relevant but underdeveloped point and one (or more) points related to the general topic rather than the specific question. • Any supporting material lacks focus on the specific question.	**10**

Question	Answer	Marks
3(a)	**Level 0: 0 marks** • No response worthy of credit.	
3(b)	**'Family is the main influence on ethnic identity.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • The role of family in socialising children may be exaggerated (over deterministic). Children are able to exercise agency in breaking rules and rebelling against parental authority e.g. in some Asian families there is family conflict with girls reporting having secret boyfriends (Drury). • Evidence of the emergence of hybrid identities highlights the diminishing impact of socialising agents in shaping identity including family. • The role of other agents of socialisation relative to the influence of family e.g. peer group may be a more important influence as children form subcultures based on ethnic groups within school ('white mask'). • It is too simplistic to isolate the power of one agent as the most significant. • Any other relevant argument. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view the family is the main influence on 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 the family is the main influence on 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 the family is the main influence on 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 nature is more important than nurture in shaping human behaviour.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Biological arguments that people are born with uncontrollable instincts and desires e.g. maternal instinct, male aggression etc.
• These are often expressed in strong (fixed traits) and weak (capabilities that are realised through environmental experience) terms
• Socio-biology – Wilson on the strong influence of ‘biogrammers’.
• Parsons’ view of family roles as strongly linked to biology</td><td>• Human behaviour is overwhelmingly learned via the process of socialisation e.g. language
• Accounts of examples of feral children raised in the absence of human socialisation support this.
• Studies that demonstrate the impact of social forces on human behaviour e.g. Durkheim on suicide, or cross-cultural variations in gender roles.
• Mead’s concept of the ‘social self’ as created through social interaction.</td></tr>
<tr><td>Research evidence</td><td>Wilson, Parsons</td><td>Podder & Bergvall, Durkheim, Mead</td></tr>
<tr><td>Additional concepts</td><td>Instrumental, expressive</td><td>Looking glass self</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</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 nature is more important than nurture in shaping human behaviour. • 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 nature is more important than nurture in shaping human behaviour. • 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 nature is more important than nurture in shaping human behaviour. • 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 nature is more important than nurture in shaping human behaviour. • 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 nature is more important than nurture in shaping human behaviour. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis / evaluation of the view that nature is more important than nurture in shaping human behaviour. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that nurture is more important than nature in shaping human behaviour.	**7–8**
3	• Some analysis / evaluation of the view that nature is more important than nurture in shaping human behaviour. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that nurture is more important than nature in shaping human behaviour.	**5–6**
2	• Basic analysis / evaluation of the view that nature is more important than nurture in shaping human behaviour. • There is an attempt to consider more than one side of the debate or one simple point suggesting that nurture is more important than nature in shaping human behaviour.	**3–4**
1	• Limited analysis / evaluation of the view that nature is more important than nurture in shaping human behaviour. • 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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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
Evaluate the view that qualitative methods are unsuitable for sociological research because they lack reliability.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Qualitative data cannot be easily replicated and so lacks reliability (positivist view).
• The data from qualitative methods lack objectivity are value laden and subjective.
• Respondents in qualitative research are likely to be influenced by the presence of the researcher as there is a closer connection between them. This is more likely to lead to researcher bias.
• Researcher imposition.
• The small numbers involved often leads to unrepresentative samples.
• Practical considerations – time, money etc.
• There are sometimes ethical problems linked to qualitative methods.</td><td>• The interpretivist view that qualitative methods are suitable for study of human behaviour as they allow you to understand the reasons behind behaviour.
• Qualitative methods produce highly valid data that explores the subjective meanings actors hold from their point of view.
• Variables in the social world cannot be controlled.
• Give more control to the subjects / less imposition from the researcher.
• Humans have free will and their behaviour cannot be measured (rebuttal of the scientific approach).
• Some qualitative methods arguably lead to a measure of reliability in the data produced e.g. semi-structured interviews, structured observations.</td></tr>
<tr><td>Research evidence</td><td></td><td></td></tr>
<tr><td>Additional concepts</td><td>Interpretivism</td><td>Positivism</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td>26</td></tr>
</table>

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 qualitative methods are unsuitable for sociological research because they lack reliability. • 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 qualitative methods are unsuitable for sociological research because they lack reliability. • 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 qualitative methods are unsuitable for sociological research because they lack reliability. • 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 qualitative methods are unsuitable for sociological research because they lack reliability. • 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 qualitative methods are unsuitable for sociological research because they lack reliability. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis / evaluation of the view that qualitative methods are unsuitable for sociological research because they lack reliability. • The evaluation is explicit and direct but not sustained or a more descriptive account of the strengths of qualitative methods in sociological research	**7–8**
3	• Some analysis / evaluation of the view that qualitative methods are unsuitable for sociological research because they lack reliability. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points about the strengths of qualitative methods in sociological research.	**5–6**
2	• Basic analysis / evaluation of the view that qualitative methods are unsuitable for sociological research because they lack reliability. • There is an attempt to consider more than one side of the debate or one simple point about the benefits of qualitative methods in sociological research.	**3–4**
1	• Limited analysis / evaluation of the view that qualitative methods are unsuitable for sociological research because they lack reliability. • 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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