Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

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> features of longitudinal studies.** **Indicative content** • Research done over a long period of time. • Research done on the same sample. • Repeated at regular intervals. • Measures changes/trends/relationships over time. • Answers cause and effect questions. • Can be quantitative or qualitative or both (a clear link must be made to longitudinal studies to receive credit). • Sample attrition (participants drop out of the study). • High cost – few organisations can afford to fund such lengthy studies. • Types e.g. cohort or panel studies. • Sample size can vary but typically they are large. • Any other relevant feature. Reward a maximum of **two features**. For each feature, up to 2 marks are available: 1 mark for identifying a feature of longitudinal studies. 1 mark for describing the identified feature of longitudinal studies. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways the values of the sociologist may lead to bias in research findings.** **Indicative content** • Conduct of research e.g. Interviewer bias – the responses of an interviewer may influence the interviewee; forming a close attachment with the sample. • Collection of data – e.g. construction of question in an interview – those posed/excluded. • Choice of research topic e.g. sympathy for the poor may lead to an interest in researching poverty and the way the research is conducted. • Processing of data – Interpretation and presentation of findings may be influenced by beliefs – researcher imposition. • Sociologists may sometimes be influenced by the common-sense ideas of their time, and this may then have a distorting influence on their research (Kuhn's paradigms). • Sociologist's beliefs about how research should be approached. • Any other appropriate way. For this question, use of sociological material is likely to be demonstrated through reference to methodological concepts or use of examples related to specific research methods. Reward a maximum of **two reasons**. Up to 4 marks are available for each reason: 1 mark for making a point/giving a way (e.g. the responses of an interviewer may influence the interviewee). 1 mark for explaining that point (e.g. the verbal or non-verbal reaction of the interviewer may influence the answers given). 1 mark for selecting relevant sociological material (e.g. interviewer bias…). 1 mark for explaining how the material supports the point (e.g. this may lead interviewees to provide answers that coincide with what they perceive as the researcher's values). (2 × 4 marks)	**8**
2(b)	**Explain <u>two</u> strengths of using a covert approach to participant observation.** **Indicative content** Strengths • Avoids the Hawthorne effect to the extent that the researcher is incognito • Ability to study groups that wouldn't otherwise give access to a researcher e.g. some deviant groups	**6**

Question	Answer	Marks
2(b)	• Ability to participate in activities that may otherwise be denied to an overt researcher e.g. dangerous activities (access to information unavailable by other means). • 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 (e.g. avoids Hawthorne effect) 1 mark for explaining why this method has this strength (e.g. because the participants do not know you are researching them they are less likely to change their behaviour) 1 mark for explaining why it is a strength (e.g. this increases the validity of the data) (2 × 3 marks)	

Question	Answer	Marks
3(a)	**'Socialisation is a one-way process.'** **Explain this view.** **Indicative content** • Human behaviour is overwhelmingly learned via the process of socialisation e.g. language. • Older members of society impart cultural knowledge and understanding to younger members (internalisation). • Accounts of examples of feral children raised in the absence of human socialisation. • Studies that demonstrate the impact of social forces on human behaviour e.g. Durkheim on suicide, or cross-cultural variations in gender roles. • Family has crucial effect on social learning, personal development and the acquisition of social roles; children imitate parents who provide blueprints for action. • Agents of secondary socialisation reinforce this early experience. • The process is concerned with social control and conformity via positive and negative sanctions. • Structural perspectives support this approach e.g. functionalist view on value consensus and roles (Parsons); Marxists and feminists also see the process as one-way but they focus on the ideological nature of socialisation – social reproduction. • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that socialisation is a one-way process. 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 socialisation is a one-way process. 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 socialisation is a one-way process. 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)	**'Socialisation is a one-way process.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • People actively participate in learning culture and don't simply accept what they are told e.g. media messages can be interpreted in an active way i.e. they are not simply absorbed and accepted. • Interactionists, in particular, reject the view that socialisation is simply a one way process: individuals are active in making sense of the world and in shaping their own identity and are not passive actors e.g. Mead's concept of the 'social self' as created through social interaction, looking glass self. • Different agents of socialisation reinforce different and sometimes conflicting values, e.g. religion, subcultures, and some forms of media. • People may resist or deviate from the norms and values they are taught through socialisation, e.g. for social resistance or due to marginalisation. • Key concepts: oversocialised, deterministic model. • Any other relevant argument. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that socialisation is a one-way process. • 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 socialisation is a one-way process. • 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 socialisation is a one-way process which is undeveloped or lacking clarity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**6**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>

Evaluate the view that social class is no longer an important influence on a person's identity.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Evidence that class identity has disappeared.
• Social changes especially in relation to work and migration (social mobility), have led to a blurring of boundaries with identity much more individualistic – 'we're all middle class now.'
• Class a dated and over-deterministic concept.
• Identity now linked to consumption, leisure and lifestyle choices.
• Subjective view.
• Replaced in importance by other forms of identity e.g. gender, ethnicity etc</td><td>• Evidence of diverse social characteristics between class groups i.e. it may be fragmenting but not disappearing.
• Class identity can still be linked to different socialisation experiences for each.
• Social class remains critical influence on attitudes and values and predictor of behaviour e.g. education, politics (voting), workplace, peer groups, cultural consumption etc.
• Survey evidence that people identify themselves in class terms.
• Many sociologists point to objective differences between class groups linked to work and income.
• Structural differences persist i.e. life chances still class based.
• Even those rejecting class labels recognise that class is an important 'structural' force in theirs and other people's lives (Savage).</td></tr>
<tr><td>Research evidence</td><td>Pakulski, Clarke and Saunders,</td><td>BSA, Savage</td></tr>
<tr><td>Additional concepts</td><td>Decentred identities; oversocialised, deterministic</td><td>Objective, subjective, life chances, centred identities</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

</td><td>26</td></tr>
</table>

Levels of response for Question 4

The maximum mark for Question 4 is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that social class is no longer an important influence on a person's identity. • 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 class is no longer an important influence on a person's identity. • The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	**5–6**
2	• Basic knowledge and understanding of the view that social class is no longer an important influence on a person's identity. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	**3–4**
1	• Limited knowledge and understanding of the view that social class is no longer an important influence on a person's identity. • 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 social class is no longer an important influence on a person's identity. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that social class is no longer an important influence on a person's identity. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that social class is still an important influence on a person's identity.	**7–8**
3	• Some analysis/evaluation of the view that social class is no longer an important influence on a person's identity. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that social class is still an important influence on a person's identity.	**5–6**
2	• Basic analysis/evaluation of the view that social class is no longer an important influence on a person's identity. • There is an attempt to consider more than one side of the debate or one simple point suggesting that social class is still an important influence on a person's identity.	**3–4**
1	• Limited analysis/evaluation of the view that social class is no longer an important influence on a person's identity • 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 sociologists should use a scientific approach to research.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Positivist view: objective, value-free and reliable
• Scientific methods used because the numerical data enables the identification of patterns / trends / comparisons
• Quantitative methods such as: experiments, surveys/questionnaire, structured interviews, content analysis, official statistics.
• Large scale and representative samples
• Generalisable</td><td>• Interpretivist view: methods unsuitable for study of human behaviour
• Humans have free will, act unpredictably on unobserved meanings which cannot be measured.
• Methods not objective/value free
• Resulting data lacks validity
• Variables in the social world cannot be controlled
• Practical problems
• Issue may depend on how you define a scientific subject.</td></tr>
<tr><td>Research evidence</td><td>Durkheim, Popper;</td><td>Gouldner, Weber, Kuhn, Kaplan</td></tr>
<tr><td>Additional concepts</td><td>Positivism, scientific approach; quantitative, replicable, social facts; hypothesis;</td><td>Interpretivism, agency, paradigms, realism</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

References to sociological theories such as Marxism, feminism, functionalism or postmodernism may be present but are not necessary even for full marks.

</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 sociologists should use a scientific approach to research. • 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 sociologists should use a scientific approach to research. • The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	**5–6**
2	• Basic knowledge and understanding of the view that sociologists should use a scientific approach to research. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	**3–4**
1	• Limited knowledge and understanding of the view that sociologists should use a scientific approach to research. • The response contains only assertive points or common sense observations	**1–2**
0	• No knowledge and understanding worthy of credit.	**0**

Level	AO2: Interpretation and Application	Marks
4	• 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 sociologists should use a scientific approach to research. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that sociologists should use a scientific approach to research. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that a scientific approach is not suitable for sociological research.	**7–8**
3	• Some analysis/evaluation of the view that sociologists should use a scientific approach to research. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that a scientific approach is not suitable for sociological research.	**5–6**
2	• Basic analysis/evaluation of the view that sociologists should use a scientific approach to research. • There is an attempt to consider more than one side of the debate or one simple point suggesting that a scientific approach is not suitable for sociological research.	**3–4**
1	• Limited analysis/evaluation of the view that sociologists should use a scientific approach to research. • Any analysis or evaluation is incidental, confused or simply assertive.	**1–2**
0	• No analysis and evaluation worthy of credit.	**0**

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