Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/13**

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> negative social sanctions.** **Indicative content** • Ridicule • Ostracism • Labelling • Disapproving looks • Gossiping • Negative verbal comments • Withdrawal of privileges • Imprisonment / community service / fines – written legal rules – laws enforced by the police or courts which might lead to punishment • School expulsion • Dismissal from work • Any other relevant point Reward a maximum of **two negative sanctions**. For each negative sanction, up to 2 marks are available: 1 mark for identifying a negative social sanction. 1 mark for describing the identified negative social sanction. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons why interpretivists use participant observation in sociological research.** **Indicative content** • The ability to experience the way of life of the study group. • The ability to observe interaction and understand meanings [verstehen]. • The depth of understanding gained will be high (valid data). • Opportunity to build relationships based on trust [rapport] may promote data that are more valid. • The opportunity to study subcultural and deviant groups. • Issues not originally thought of may emerge, reducing researcher imposition. • Makes use of qualitative data. • Any other appropriate reason. For this question, use of sociological material is likely to be demonstrated through reference to methodological concepts or use of examples related to specific methods. 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. ability to experience the way of life of the study group) 1 mark for explaining that point (e.g. participant observation permits research to take place in a natural environment which interpretivists see as vital) 1 mark for selecting relevant sociological material (e.g. Whyte's study Street Corner enabled him to study the behaviour of the gangs up close) 1 mark for explaining how the material supports the point (e.g. it is only by using methods that allow respondents to be active participants that researchers will be able to collect valid data) (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> strengths of using official statistics in sociological research.** **Indicative content** Strengths • Conducted on a large scale – surveys leads to representative, generalisable data. • Product of a reliable method that is objective and value-free. • Conducted on a regular basis – enables trends to be identified over time. • Collected regionally / nationally so can be used to compare and identify patterns across different places. • Can be used to test hypotheses. [Durkheim]. • Practical reasons – may be the only available source of data. • Readily available and cheap to use. • 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 official statistics (e.g. conducted on a large scale). 1 mark for explaining why this method has this strength (e.g. official statistics are produced by government who have the resources to conduct surveys on a large scale). 1 mark for explaining why it is a strength (e.g. likely to be representative / generalisable). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Marginalisation provides the best explanation for deviant behaviour.'** **Explain this view.** **Indicative content** • Marginalisation is the idea that some groups experience multiple disadvantages that push them to the margins of society, e.g. lack resources and facilities, poor education and job opportunities (social exclusion). • Unemployment, poverty, lack of education, disability, racism etc lead to socially excluded groups unable to access or take a full part in social life. • As a result of poverty, marginalised groups may commit crime to gain resources, e.g. theft, burglary etc. • Some groups may lack political representation, this weakens their connection to dominant value system or ideology. • Marginalisation may lead people to join subcultures and reject the values of society. • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that marginalisation provides the best explanation for deviant behaviour. 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 marginalisation provides the best explanation for deviant behaviour. 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 marginalisation provides the best explanation for deviant behaviour. 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. **Level 0: 0 marks** • No response worthy of credit.	**10**

Question	Answer	Marks
3(b)	**'Marginalisation provides the best explanation for deviant behaviour.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Some arguments take a more individualistic approach and suggest marginalisation can be explained in terms of fatalism and dependency. Marginalisation is one amongst many other sociological explanations for deviance e.g. subcultural, under-socialisation, cultural deprivation and social resistance. • Some researchers would argue that a psychological or biological approach is required to fully understand deviant behaviour. • Most marginalised people do not commit crime or deviant behaviour so on its own it is not a strong explanation. • Evidence showing that marginalised groups commit crime may be a result of social practices such as policing, stop and search, etc. • Dominant groups (who are not marginalised) have the power to define what counts as deviant behaviour. • Any other relevant argument. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that marginalisation provides the best explanation for deviant behaviour. • 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 marginalisation provides the best explanation for deviant behaviour. • 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 marginalisation provides the best explanation for deviant behaviour. • 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 changes in gender identity have been exaggerated.

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 of traditional gender identities persisting.
• Socialisation largely still traditional.
• Workplace inequalities remain.
• ‘New’ gender identities are less common in some parts of the world.
• Gender identity is not uniform and can be modified by age, ethnicity and class.
• Biological explanations that counter the socially constructed narrative</td><td>• Evidence of new gender identities forming.
• Evidence of changing socialisation patterns.
• Changes to female and male priorities, for example in relation to work and family focus
• Evidence of gender fluidity challenging traditional notions identity.
• Changing representations of gender (media)</td></tr>
<tr><td>Research evidence</td><td>Oakley, Connell, Mort</td><td>Sharpe, Connell, Wilkinson</td></tr>
<tr><td>Additional concepts</td><td>Patriarchy, determinism, social control, normative / passive femininity, hegemonic/marginalised masculinity</td><td>Assertive femininity; new man; metrosexual; ‘laddettes’</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 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 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 changes in gender identity have been exaggerated. • 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 changes in gender identity have been exaggerated. • 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 changes in gender identity have been exaggerated. • 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 changes in gender identity have been exaggerated. • 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 changes in gender identity have been exaggerated. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis / evaluation of the view that changes in gender identity have been exaggerated. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that changes in gender identity have not been exaggerated.	**7–8**
3	• Some analysis / evaluation of the view that changes in gender identity have been exaggerated. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that changes in gender identity have not been exaggerated.	**5–6**
2	• Basic analysis / evaluation of the view that changes in gender identity have been exaggerated. • There is an attempt to consider more than one side of the debate or one simple point suggesting that changes in gender identity have not been exaggerated.	**3–4**
1	• Limited analysis / evaluation of the view that changes in gender identity have been exaggerated. • 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 interviews are a better method than questionnaires for studying society.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Interpretivist critique of quantitative data and methods.
• Interviews collect data that is high in validity, unlike questionnaires.
• Qualitative interviews provide detailed, in-depth research of groups and of the meaning they attach to their actions (verstehen).
• Permit clarification; a flexible tool.
• Depth and validity related partly to the relationship forged by researcher with respondent i.e. rapport (especially in unstructured interviews.) this is not possible with questionnaires.
• Suitability of qualitative interviews to sensitive subject matter.
• Weber’s view that sociologists cannot be value free in selecting topics, and that their choice of topic (and methods) will reflect this but that they can be objective in their research.</td><td>• Questionnaires produce numerical data enabling identification of patterns/ trends/ comparisons, unlike qualitative interviews.
• Positivist argument: via quantitative methods objectivity / reliability / value-freedom can be achieved; in choice of method (questionnaire), execution of research and interpretation of results (imposition problem). This is not possible with qualitative interviews.
• Demand characteristics removed with questionnaires.
• Large scale and representative samples unlike qualitative interviews.
• Generalisable.
• It is important to resist the imposition of subjective elements like values that distort research.
• Open-ended questionnaires can produce a qualitative element.</td></tr>
<tr><td>Research evidence</td><td></td><td></td></tr>
<tr><td>Additional concepts</td><td>Rapport, trust, value-free, value-neutral, objectivity</td><td></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 interviews are a better method than questionnaires for studying society. • 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 interviews are a better method than questionnaires for studying society. • 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 interviews are a better method than questionnaires for studying society. • 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 interviews are a better method than questionnaires for studying society. • 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 interviews are a better method than questionnaires for studying society. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis / evaluation of the view that qualitative interviews are a better method than questionnaires for studying society. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that questionnaires are better than qualitative interviews.	**7–8**
3	• Some analysis / evaluation of the view that qualitative interviews are a better method than questionnaires for studying society. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that questionnaires are better than qualitative interviews.	**5–6**
2	• Basic analysis / evaluation of the view that qualitative interviews are a better method than questionnaires for studying society. • There is an attempt to consider more than one side of the debate or one simple point suggesting that questionnaires are better than qualitative interviews.	**3–4**
1	• Limited analysis / evaluation of the view that qualitative interviews are a better method than questionnaires for studying society. • 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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