Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

Paper 2 The Family **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.

© UCLES 2023

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.

© UCLES 2023

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.

© UCLES 2023

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.

© UCLES 2023

Question	Answer	Marks
1	**Describe <u>two</u> reasons women are now marrying at a later age.** **Indicative content** • In education longer – delays marriage due to pursuit of further/higher education. • Focused on establishing a career first/have more opportunities today for employment before marrying. • Women are more economically independent – do not need to marry young for financial security. • Higher expectation of marriage – cohabitate first to ensure they are 'the one'. • Value independence/want to fulfil desires - do not want to be tied down at a young age. • Less extended family pressures on women to get married early. • Changes in social expectations of women - less stigma attached to getting married and having children later in life. • Influence of feminism – has changed ambitions and expectations of women to pursue ambitions before settling down into marriage. • Women have more rights/protections e.g. arranged/forced marriages no longer the norm in some societies therefore can wait/choose who and when they marry. • Impact of secularistation – the decline in religious conservative values towards marriage/pre-marital sex means women are not required to marry early. • Any other appropriate reason. Reward a maximum of **two reasons**. For each reason, up to 2 marks are available: 1 mark for identifying a reason. 1 mark for describing how the reason would lead to marrying at a later age. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways capitalism benefits from the role of women in the family.** **Indicative content** • Ensures male worker is fit to work – women absorb the anger and frustrations of the breadwinner. • Exploited in the home as free labour to the capitalists – undertake unpaid domestic labour. • Consumerism in purchasing goods for family – provides profits ensuring capitalism as an economic system continues. • Produces and nurtures future workers – raises children to be future workers at no cost to capitalists. • Acts as a reserve army of labour – fulfils role of male workers in times of shortage/crisis ensuring production is not lost. • More women in the family are entering the workforce today/becoming family breadwinners – provides additional workers for business owners. • Socialise their children into capitalist values/ideology – creates future compliant citizens/obedient workers. • Women give birth to legitimate male heirs – ensures wealth is kept in the hands of the bourgeois/capitalists. • Any other appropriate way. For this question, use of sociological material is likely to be demonstrated through references to Marxist feminist sociologists e.g. Benston, Ansley, and concepts such as ruling class ideology, alienation and reserve army of labour etc. Reward a maximum of **two ways**. Up to 4 marks are available for each way. 1 mark for making a point / giving a way (e.g. ensures male worker is fit to work). 1 mark for explaining that point (e.g. women absorb the frustration and anger of the husband/male worker). 1 mark for selecting relevant sociological material (e.g. Ansley – woman acts as a sponge). 1 mark for explaining how the material supports the point (e.g. this acts as a safety valve for capitalism as these men are not directing their anger at their bosses / capitalists). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> strengths of Marxist feminist views of the family.** **Indicative content** Strengths • Recognises women as doubly exploited due to both patriarchy and also capitalism. • Identifies the important role women play in the family to maintain capitalism. • Highlights the exploitation women face due to the relationship the family has with capitalism. • Challenges the functionalist rosy view of the warm bath theory – offers a more critical view by pointing out it is not a warm bath for women. • Highlights that gender inequality in the family is rooted in the structure of capitalism and so is unlikely to be improved significantly by legal changes alone i.e. equality will be achieved through the downfall of capitalism. • Recognises the oppression women face in the family due to the inequality in conjugal roles reinforced through capitalist ideology. • 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 Marxist feminism (e.g. recognises women as doubly exploited due to both their gender and also capitalism). 1 mark for explaining why Marxist feminism has this strength (e.g. they see social class relationships as the major cause of female inequality). 1 mark for explaining why it is a strength (e.g. it expands the analysis and understanding of female oppression beyond simply blaming patriarchy). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'The family has experienced a loss of functions.'** **Explain this view.** **Indicative content** • Functional Fit theory – the family adapted to economic needs/moved to a nuclear form, losing some functions e.g. moving from unit of production to consumption (Parsons). • Secondary functions transferred to specialist institutions e.g. education. • Impact of welfare state in fulfilling some functions, e.g. NHS taking care of sick, elderly etc. • Family now only concentrates on performing two functions, primary socialisation and stabilisation of adult personalities (Parsons). • Increase in lone parents who cannot fulfil some functions e.g. primary socialisation (New Right). • Loss of traditional expressive/instrumental leader role models in respect of gender role socialisation e.g. increase in men taking on the domestic role whilst women the breadwinner role. • Private nurseries/nannies caring for children during early years whilst parents work, rather than extended family. • With the rise in dual worker families, the primary socialisation role is being taken over by external agencies e.g. media, peers etc. • Rise in women focusing on careers/rise in Dual Income No Kids couples (DINKS) – opting not to have children thus not fulfilling reproduction function. • Any other appropriate point **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that the family has experienced a loss of functions. 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 has experienced a loss of functions. 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 has experienced a loss of functions. 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.	**10**

Question	Answer	Marks
3(a)	**Level 0: 0 marks** • No response worthy of credit.	
3(b)	**'The family has experienced a loss of functions.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Functions have adapted rather than been lost. • Role of grandparents in taking a more active caring/socialising role of children. • Family now has more responsibilities not fewer (Fletcher). • Role of social policy is to supplement the functions of the family, not replace them (Fletcher). • Many nuclear families provide care and financial support for extended kin (Chambers). • Family is still mainly responsible for the primary socialisation of children. • Nuclear family performs key functions/pre-requisites that only it can carry out e.g. stabilisation of adult personalities, primary socialisation etc, therefore the nuclear family has not lost core functions. • Has not lost economic function because women perform unpaid domestic labour as well as raising future workers/act as emotional care for current workers. • Any other appropriate point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the family has experienced a loss of functions. • 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 the view that the family has experienced a loss of functions. • 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 has experienced a loss of functions, 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 the main factor affecting the experiences of children in the family.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>
• Social class determines activities children experience.
• Middle class more likely to adopt parenting style that seeks to enhance child's talents/abilities.
• Middle class likely to have greater access to resources not available to poorer families e.g. economic and cultural capital.
• Middle class families tend to be more child-centred.
• Children of professionals more likely to be encouraged to aim high / have higher aspirations / working class parents less aspirational/less likely to value education.
• Middle class children are more equipped with the skills to make better choices due to parental investment of time and energy.
• Working class parents emphasise the natural growth of the child.
• Working class children more likely to experience illness due to poverty.
• Proletariat/Working class children are exposed to exploitative capitalist / ruling class ideologies through primary socialisation in the family.
</td><td>
• Gender expectations and the impact this has on socialisation/exposure to different activities as the main factor.
• Stricter social controls for girls regardless of class.
• Impact of Age Patriarchy and control over children's lives.
• Single parent mothers raise children lacking an authoritative figure – this leads to child delinquency.
• Impact of child abuse has more of an impact on health & well-being than class.
• Wide variation of experiences between ethnic groups.
• Indian and Chinese parents have higher levels of expectation regardless of class.
• White children have lower expectations of education than most minority ethnic groups.
• Impact of religion on child's experiences – live life according to religious values.
• Impact of non-class-based factors on health influencing experience of childhood.
</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><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td></td><td>• Any other appropriate point.</td><td>• Influence of globalisation on cultures. Increasing choice means children may reject social class influences.
• In postmodern societies social class is of less significance therefore is not the main factor. affecting experiences.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence</td><td>Marxism, Lareau, Vincent & Ball, Jeffries et al, Althusser, Hecht,</td><td>Liberal/Radical feminism, Oakley, Fine, McRobbie, Ghuman, Shaw, McHale, Stoltenborgh et al, Burgess & Wilson, Strand, Francis & Archer, postmodernism, New Right, Song,</td></tr>
<tr><td>Additional concepts</td><td>Concerted cultivation, cultural deprivation, material deprivation, socialisation, renaissance children, ascribed / achieved status, nurtured, Ideological State Apparatus, hierarchy, cultural capital,</td><td>Toxic masculinity, gendered primary socialisation, canalisation, verbal appellations, manipulation, Izzat,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</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 social class is the main factor affecting the experiences of children in the family. • 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 the main factor affecting the experiences of children in the family. • 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 the main factor affecting the experiences of children in the family. • 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 the main factor affecting the experiences of children in the family. • 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**

© UCLES 2023

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that social class is the main factor affecting the experiences of children in the family. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that social class is the main factor affecting the experiences of children in the family. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that social class in **not** the main factor affecting the experiences of children in the family.	**7–8**
3	• Some analysis/evaluation of the view that social class is the main factor affecting the experiences of children in the family. • 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 in **not** the main factor affecting the experiences of children in the family.	**5–6**
2	• Basic analysis/evaluation of the view that social class is the main factor affecting the experiences of children in the family. • There is an attempt to consider more than one side of the debate or one simple point suggesting that social class in **not** the main factor affecting the experiences of children in the family.	**3–4**
1	• Limited analysis/evaluation of the view that social class is the main factor affecting the experiences of children in the family. • Any analysis or evaluation is incidental, confused or simply assertive.	**1–2**
0	No analysis and evaluation worthy of credit.	**0**

© UCLES 2023

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>

Evaluate the view that increasing family diversity means the nuclear family is no longer dominant.

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 decline in nuclear family numbers.
- Evidence showing increase in other family types e.g. lone parent, same sex, extended family etc.
- Rapoports' 5 types of diversity e.g. organisational diversity, cohort diversity etc.
- Impact of ethnicity and multi-culturalism
- Impact of changes in lives of women e.g. becoming more financially independent.
- Decline in marriage and therefore nuclear family.
- Impact of welfare system financially supporting growth of single parent mothers/decline of nuclear family.
- Influence of secularisation
- Impact of changes in laws and social attitudes
- Growth in individualism
- Impact of migration on family relationships
- Go through different family types throughout our life cycle, therefore cannot be a dominant family type.

</td><td>

- Rappoports exaggerate extent of diversity - most people are part of a nuclear family at some point in their lives
- Universality of the nuclear family – forms the basis of all family types
- Most cohabitating couples eventually marry/form nuclear families.
- Nuclear family has adapted from conventional nuclear to neo-conventional/dual earner family
- Cross cultural examples of Government policies actively discouraging diversity e.g. same sex families / promoting the nuclear family.
- Family diversity is mostly witnessed in western societies, therefore not leading to a decline in the nuclear family everywhere.
- Capitalism is dependent on the nuclear family – as capitalism shows no sign of declining, the nuclear family must still be the dominant family type.

</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><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Increased diversity in roles e.g. women taking on the breadwinner role and men the domestic/expressive role, has led to a decline of the traditional nuclear family characterised by fixed gender roles.
• Any other appropriate point</td><td>• Cultural examples of where the nuclear family not dominant amongst the working classes/some ethnic/cultural groups regardless of increased diversity.
• Remains a common representation of family in the media in some societies.
• Any other appropriate point</td></tr>
<tr><td>Research evidence</td><td>Post-modernism, Rappoports, Beck, Eversley & Bonnerjea, New Right, Morgan, Murray,</td><td>Chester, Murdock, Parsons, Sommerville, Fletcher, Allan, Marxism,</td></tr>
<tr><td>Additional concepts</td><td>Negotiated family, risk society, Divorce Reform Act, civil partnership, new man/father, cohabitation, secularisation, life cycle, welfare dependency,</td><td>Life cycle, neo-conventional family,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></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.

© UCLES 2023

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that increasing family diversity means the nuclear family is no longer dominant. • 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 increasing family diversity means the nuclear family is no longer dominant. • 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 increasing family diversity means the nuclear family is no longer dominant. • 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 increasing family diversity means the nuclear family is no longer dominant. • 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**

© UCLES 2023

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that increasing family diversity means the nuclear family is no longer dominant. • The evaluation is clear, explicit and sustained	**9–10**
4	• Good analysis/evaluation of the view that increasing family diversity means the nuclear family is no longer dominant. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that the nuclear family is still dominant.	**7–8**
3	• Some analysis/evaluation of the view that increasing family diversity means the nuclear family is no longer dominant. • 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 dominant.	**5–6**
2	• Basic analysis/evaluation of the view that increasing family diversity means the nuclear family is no longer dominant. • There is an attempt to consider more than one side of the debate or one simple point suggesting that the nuclear family is still dominant	**3–4**
1	• Limited analysis/evaluation of the view that increasing family diversity means the nuclear family is no longer dominant. • Any analysis or evaluation is incidental, confused or simply assertive	**1–2**
0	No analysis and evaluation worthy of credit.	**0**

© UCLES 2023