Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/23**

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.

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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> reasons people may stay in an unhappy marriage.** **Indicative content** • Religious/cultural/social pressures – in more traditional/religious societies, there tends to be a stigma attached to divorce/divorce is considered a taboo. • Extended family pressures – elder relatives may feel it shameful to leave a marriage/failure of marriage may reflect badly on the wife. • Financial dependency e.g. the husband may be the sole breadwinner. • Can be an expensive process to go through a divorce e.g. hiring lawyers. • For the sake of the children/offspring – don't wish to inflict emotional or psychological distress upon them/don't want to jeopardise their relationship with the child. • Fear of retribution/revenge attacks – spurned partner may seek harm due to leaving them. • Isolation from/lack of support network. • Lack of divorce laws allowing women the legal right to the breakup of a marriage. • 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 prevent someone leaving the marriage. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways the family prepares children for the workplace.** **Indicative content** • Socialises children to respect parents/elders – this translates into accepting authority/obedience of bosses in the workplace. • Promotes a common set of norms and values necessary for the workplace e.g. hard working, competitiveness which the children internalise. • Teaches children language, necessary to communicate in the workplace. • Sends children to school to gain qualifications to ensure they are suitably qualified to fulfil jobs. • Punishes children for unacceptable behaviour/rewards for acceptable behaviour – children learn not breaking the rules/toeing the line brings rewards which translates to the workplace as job promotion for example. • Helps maintain good health/keeps them fit and healthy to be able to work when they become old enough. • Children socialised into gender roles e.g. boys socialised to become breadwinners. • Any other appropriate way. For this question, use of sociological material is likely to be demonstrated through references to Marxist and functionalist sociologists e.g. Zaretsky, Parsons, and concepts such as ruling class ideology, primary socialisation 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. socialises children to respect parents/elders). 1 mark for explaining that point (e.g. by learning to obey parents). 1 mark for selecting relevant sociological material (e.g. positive/negative sanctions). 1 mark for explaining how the material supports the point (e.g. consequently children learn there will always be someone in authority i.e. a boss in the workplace). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of Marxist views of the family.** **Indicative content** Limitations • Ignore the many benefits of the nuclear family to its members e.g. provides emotional and economic support etc. • Too economically deterministic – fails to consider other factors that influence the family such as gender, consensus of norms and values etc. • Assumes children are passive receivers of capitalist ideology/fails to take into account free will – parents/children may actively reject capitalist values/not suffer false class consciousness. • Assumes family members are not conscious of the exploitation and oppression they experience – some may be content with their situation. • Outdated as based upon the traditional nuclear family/ignores family diversity • Do not recognise the increased independence women have gained – this has given them greater power/equality in the family. • Less relevant in postmodern societies – upward social mobility is less restricted/greater access to it, due to the impact of e.g. consumerism as a measure of social status the family has. • Any other appropriate limitation. Reward a maximum of **two limitations**. For each limitation, up to 3 marks are available: 1 mark for identifying a limitation of Marxism (e.g. Marxism ignores the benefits the nuclear family provides for its members). 1 mark for explaining why Marxism has this limitation (e.g. it focuses on the exploitation of members that takes place within the family). 1 mark for explaining why it is a limitation (e.g. functionalists would argue that family relationships are in fact mutually beneficial in satisfying people's needs e.g. economic and emotional). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'The improved social position of women is the main reason for the increase in divorce.'** **Explain this view.** **Indicative content** • Increased financial independence – women can afford to divorce/don't need the man for financial security. • Greater expectations of marriage now – more inclined to leave a marriage if expectations are not met/not prepared to settle. • Less prepared to solely take on the domestic role alongside employment – if domestic responsibilities are not shared, women now have the capacity to divorce and support themselves financially. • Crisis of masculinity – causes more conflict as the man feels insecure about the woman's improved social position. • Women's improved social position reflected in laws/policies granting greater freedoms to make own choices/take control of their lives e.g. Divorce Reform Act. • Less inclined to have children – fewer ties to marriage/reasons to remain married. • Improved social position means status no longer defined by their role as 'wife' – less stigma attached to leaving a marriage/divorcing is less frowned upon. • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that the improved social position of women is the main reason for the increase in divorce. 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 improved social position of women is the main reason for the increase in divorce. 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.	**10**

Question	Answer	Marks
3(a)	**Level 1: 1–3 marks** • Limited knowledge and understanding of the view that the improved social position of women is the main reason for the increase in divorce. The response contains one relevant but underdeveloped point and one (or more) point/s related to the general topic rather than the specific question. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	
3(b)	**'The improved social position of women is the main reason for the increase in divorce.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Changes in divorce laws – has enabled greater access to divorce • Generous welfare system – means women with children can afford to leave a marriage due to financial support from the government. • Secularisation – fewer religious pressures/expectations to remain in unhappy marriages/divorce is no longer stigmatised. • Changing social attitudes – societies becoming increasingly liberal/less conservative towards traditional family values of marriage for life. • Increased life expectancy – long retirement with spouse/ enough time to start again if found to be incompatible. • An increased emphasis on individualism – people have become more focused on their self–interests and self–fulfilment – will divorce if the marriage does not bring this. • Spread of radical feminist ideology – made women increasingly aware of the exploitative/oppressive harm of patriarchy on them within the family, leading them to divorce. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the improved social position of women is the main reason for the increase in divorce. • 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 improved social position of women is the main reason for the increase in divorce. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear.	**6**

Question	Answer	Marks
3(b)	**Level 1: 1–2 marks** • One point disagreeing with the view that the improved social position of women is the main reason for the increase in divorce. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	

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

Evaluate the view that gender no longer influences roles 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>

- Women's increased involvement in the workplace has led to greater involvement of men in domestic chores/greater power in important decisions.
- Legal/social policy changes have led to more women becoming main breadwinner in families.
- Changes in social/cultural attitudes has seen greater gender equality in the distribution of roles in the family.
- Grandparent support means both parents can be in employment/breadwinner role is not fixed to the man.
- Impact of commercialisation of housework – men are now more involved whilst technology means women. spending less time on it.
- Post–modern societies, family relationships no longer fixed by tradition / greater freedom of choice in deciding family roles.
- Increase in same sex couples in some societies, that don't conform to gender scripts.

</td><td>

- Evidence of unequal sharing of housework/childcare/emotion work/economic provision by gender.
- Evidence of women taking greater burden in the family.
- Traditional gendered roles persist in some cultures/ethnicities.
- Working class more likely to divide roles traditionally by gender
- Daughters tend to take disproportionate care of elderly parents.
- Biological determinism of gender roles.
- Existence of patriarchy perpetuates traditional gender roles in family/male power in decision making.
- Influence of religion in promoting traditional gender roles.
- Any other appropriate point.

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

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

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><td></td><td>• Traditional fixed notions of motherhood/ fatherhood increasingly disappearing.
• Any other appropriate point</td><td></td></tr>
<tr><td>Research evidence</td><td>Chester, Giddens, liberal feminism, post–modernism, Hakim, Willmott & Young, Sullivan, March of progress,</td><td>Radical feminism, functionalism, Parsons / Murdock, New Right, Hakim, Healey & Yarrow, Oakley, Dunscombe & Marsden,</td></tr>
<tr><td>Additional concepts</td><td>dual earner family, neo–conventional nuclear family, gender scripts, new man / father, rational choice theory, symmetrical family, joint conjugal roles, negotiated family, quiet revolution,</td><td>Gender socialisation, expressive /instrumental roles, dual burden, triple shift, sandwich carers, patriarchy, segregated conjugal roles, canalisation,</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.

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Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that gender no longer influences roles within 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 gender no longer influences roles within 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 gender no longer influences roles within 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 gender no longer influences roles within 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**

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that gender no longer influences roles within the family. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that gender no longer influences roles within the family. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that gender continues to influence roles within the family.	**7–8**
3	• Some analysis/evaluation of the view that gender no longer influences roles within 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 gender continues to influence roles within the family.	**5–6**
2	• Basic analysis/evaluation of the view that gender no longer influences roles within the family. • There is an attempt to consider more than one side of the debate or one simple point suggesting that gender continues to influence roles within the family.	**3–4**
1	• Limited analysis/evaluation of the view that gender no longer influences roles within the family. • 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 childhood is a period of innocence and protection.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>
• Increase in state welfare to safeguard children from harmful conditions e.g. child abuse, extreme poverty.
• March of progress view
• Growth in child–centred families – children increasingly have become the focus of family life
• Decline in infant mortality rate/children dying has reduced significantly – place more emphasis on them/increased their status to be protected.
• Age restriction laws introduced e.g. drinking alcohol, marriage – protect children from adult activities that could bring harm / to protect their innocence.
• Child Labour laws introduced to prohibit children in the workplace – reflects need to protect from harshness of employment/protect health.
• Parental controls on technology – parents can control access to websites/apps deemed unsuitable to protect child's innocence.
• Any other appropriate point
</td><td>
• Childhood under threat – children are exposed too soon to realities of adult life/distinction between childhood and adulthood blurring.
• Boys less likely to be seen as innocent and in need of protection than girls due to gender stereotypes.
• Influence of media in undermining innocence e.g. sexualising young girls.
• Increased risk of self–harm – children lack emotional maturity to cope with greater rights and choices
• Technology replacing parents in the role of parenting – negative impact on relationships.
• Toxic Childhood – stranger danger, eating disorders, cyber bullying, stress due to constant testing, obesity etc
• Historical/cultural examples of children treated as adults/exposed to adult behaviours not considered innocent e.g. working, sexual activity etc.
• Children increasingly targeted as consumers
</td></tr>
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</td><td>**26**</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
<table>
<tr><td></td><td></td><td>• Differing global experiences – influence of religion/ethnicity/ culture etc. on children’s lives means experience of childhood cannot be generalised.
• Any other appropriate point</td></tr>
<tr><td>Research evidence</td><td>Functionalism, New Right, Cunningham, Chambers, Wells, post–modernism,</td><td>Postman, Phillips, Palmer, Pugh, Evans and Chandler, Cunningham, Silva, Margo, post–modernism, Jefferis et al, Pilcher, Malinowski, Hecht, Aries,</td></tr>
<tr><td>Additional concepts</td><td>Social construction of childhood, helicopter/snowplough parenting, primary socialisation, status, New/Super Dads,</td><td>Toxic childhood, pester power, consumption as compensation, peer pressure, age patriarchy, individualisation, bedroom culture,</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.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that childhood is a period of innocence and protection. • 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 childhood is a period of innocence and protection. • 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 childhood is a period of innocence and protection. • 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 childhood is a period of innocence and protection. • 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 childhood is a period of innocence and protection. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that childhood is a period of innocence and protection. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that childhood is **not** a period of innocence and protection	**7–8**
3	• Some analysis/evaluation of the view that childhood is a period of innocence and protection. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that childhood is **not** a period of innocence and protection.	**5–6**
2	• Basic analysis/evaluation of the view that childhood is a period of innocence and protection. • There is an attempt to consider more than one side of the debate or one simple point suggesting that childhood is **not** a period of innocence and protection.	**3–4**
1	• Limited analysis/evaluation of the view that childhood is a period of innocence and protection. • 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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