CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/11**

Paper 1 Socialisation, Identity and Methods of Research **May/June 2024**

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 2024 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 descriptions 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 mark scheme.
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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Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
E1	Explanation of the point
E2	Explanation of why it is a strength/ limitation
EXP	Development / description of the point.
EVAL	Evaluation point
DEV	Developed point
GEN	General point using sociological material but applied to the question
IR	Point is irrelevant to the question
J	Juxtaposition of point
M	Material used to support the point
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited
	Incorrect response
	Irrelevant material
	On page comment

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Annotation	Meaning
	Off page comment
	Identification of a point

Question	Answer	Marks
1	**Describe <u>two</u> quantitative research methods.** **Indicative content** • questionnaires • structured interviews • experiments • content analysis • non-participant structured observations • official statistics • surveys Reward a maximum of **two** examples of quantitative research methods. For each method, up to 2 marks are available: 1 mark for identifying a quantitative research methods. 1 mark for describing a quantitative research methods. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons why a researcher might use a non-representative sampling technique** **Indicative content** • Choice – not interested in making generalisations, interested in the behaviour of a group itself • Necessity – circumstances sometimes make it impossible to create a representative sample (e.g. no sampling frame) and lead to the use of opportunity, snowball or purposive samples • Access – may be hard to reach groups that are under-represented in society • Theoretical – interpretivist view • Use this type of sampling to indicate if a particular trait or characteristic exists in a population • Researchers widely use non-representative sampling techniques when they aim at conducting qualitative research, pilot studies, or exploratory research • Researchers use it when they have limited time to conduct research or have budget constraints • 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 reason (Interested in studying a specific group of people only with no need to generalise to others). 1 mark for explaining that point (e.g. not trying to identify patterns or trends, looking to gather detail on their chosen group) 1 mark for selecting relevant sociological material (e.g. snowball sampling used to find people to take part in study) 1 mark for explaining how the material supports the point (e.g. suitable sample was found by getting recommendations from others that the first person chosen knew of) (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> strengths of group interviews as a research method.** **Indicative content** Strengths • The naturalistic setting allows respondents to feel more relaxed, encouraging more valid responses. • A group dynamic allows respondents to spark off discussions; this may stimulate a greater range and depth of responses. • The researcher can control the pace and scope of discussion as well as ensuring that focus is retained. • Group identity and shared meanings may emerge/be better understood. • Discussion allows group members to rethink and develop their ideas leading to more in-depth and valid responses. • Empowers the respondent and reduces researcher imposition – less chance of researcher bias. • May be particularly suitable for certain groups e.g. young people may feel safer in a group setting • Reflects theoretical stance (interpretivism) • Cheaper than comparable forms e.g. unstructured interviews, observations • Opportunity to observe group dynamics e.g. to see the influence of peer pressure. • Less time consuming than conducting several individual interviews. • Any other appropriate strength. Reward a maximum **two strengths**. For each strength, up to 3 marks are available: 1 mark for identifying a strength of group interviews (e.g. natural setting) 1 mark for explaining why this method has this strength (e.g. group interviews allow respondents to feel more relaxed and they more accurately reflect how people share ideas) 1 mark for explaining why it is a strength (e.g. this is likely to increase the validity of the data obtained) (2 × 3 marks)	**6**

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Question	Answer	Marks
3(a)	**'Family is the most important influence on age identity.'** **Explain this view.** **Indicative content** • Family teaches norms and values of age identity especially the young (e.g. 'be a big boy', 'don't act like a baby'). • A range of assumptions about how age groups should act which are formed in the family e.g. in relation to work/non-work, family responsibility. • The social construction of child and youth identity, especially, are modelled and shaped in the family context • Families may expect older people to be a source of support for the family – childcare and 'bank of mum and dad'. Alternatively, family might label elderly relatives as incapable (infantilise) and patronise. • Leaving home often seen as a marker of adult identity – however, more young people now living at home longer due to higher education and difficulties in obtaining affordable accommodation may be delaying entry into this age group. • Family as context for age related rituals, e.g. bar/bat mitzvah, key birthdays (18^{th}, 21^{st}) • Any other relevant point. **Levels of response** **Level 3: 8–10 marks** • The response contains two clear and developed points. • Good knowledge and understanding of the view that family is the most important influence on age identity. • 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** • The response contains one clear and developed point and one relevant but underdeveloped point. • Some knowledge and understanding of the view that family is the most important influence on age identity. • 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** • The response contains one relevant but underdeveloped point and one (or more) points related to the general topic rather than the specific question. • Limited knowledge and understanding of the view that family is the most important influence on age identity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

Question	Answer	Marks
3(b)	**'Family is the most important influence on age identity.'** **Using sociological material, give <u>one</u> argument against this view.** Indicative content • Role of other agents of socialisation relative to the influence of the family, e.g. others may be more or less influential or that it is too simplistic to isolate the power of one agent as the most significant.* • Family might have less influence than the peer group, especially for teenagers (Cote). Teenage pregnancies and the moral panic over deviant youth provide evidence that the family may be less effective in socialising us into our age identities. • Peer group may be more influential than family in relation to attitudes towards education, causing young people to adopt anti-school subcultures in school to appear cool and fit in. (Willis). • Education – compulsory schooling (now reaching up to 18 in many countries) is powerful force in shaping notions of age identity, in particular its role in extending the period of childhood and effectively excluding young people from the workplace. • The influence of family on age identity may be differentiated according to ethnic and social class influences. • Media – young people looking for role models outside of the family will look to the media to define much of their attitude and expectations about how to behave in the adult world that they are entering. • Deterministic explanation i.e. the influence of the family may be exaggerated, e.g. many individuals do not necessarily conform to family norms. • Occupation may have more influence on the identity of working age groups. • Any other relevant point. ***Note:** With these arguments responses need to explain why an agent is a more important influence than the family. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that family is the most important influence on age identity. • Sociological material, such as concepts, theories and evidence, is used to support the argument. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that family is the most important influence on age identity. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear.	**6**

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Question	Answer	Marks
3(b)	**Level 1: 1–2 marks** • One point disagreeing with the view that family is the most important influence on age identity which is undeveloped or lacking clarity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	

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

Evaluate sociological explanations of deviance.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>
• Under-socialisation e.g. New Right view.
• Cultural deprivation theories that focus on inadequate socialisation practices.
• Subcultural explanations that focus on the non-conformity of some groups (e.g. youth and class-based subcultures).
• Rise in anomie / deviance. Growth of industrial / urban societies that promote self-interest and individualism leading to greater challenges to traditional certainties.
• Social resistance – challenging existing power structures.
• Marginalisation – approaches that view the relationships between different groups as shaped by power leads to some marginalised / resistant groups (e.g. the young) being ‘labelled’ as deviant etc.
• Evidence of the persistence of social pressure promoting conformity (social exchange theory).
• Structural approaches that focus on socio-economic factors that give rise to deviant/ criminal behaviour.
• Any other relevant argument.
</td><td>
• Candidates are likely to use the supporting points as tools of evaluation to argue against one another.
• Combined approaches may give the ‘best’ explanation.
• Distinctions between structural and cultural explanations, arguing that one approach is stronger than the other.
• Biological/genetic explanations for deviant behaviour e.g. Lombroso, neural explanations.
• Psychological explanations for deviant behaviour focusing on deficient personalities more prone to deviance e.g. Eysenck personality theory, childhood experiences (Freud), learnt behaviour (Social Learning Theory – Bandura).
• Biological/psychological accounts provides empirical data/measurable/reliable.
• Economic crime explanations through game theory – that crime pays.
• Any other relevant argument.
</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>Research evidence/ theory</td><td>BSA, Savage, Durkheim</td><td>Lombroso, Freud, Bandura, Eysenck, Fine</td></tr>
<tr><td>Relevant concepts</td><td>Anomie, normlessness; organic/mechanical solidarity, positive/negative sanctions, deterministic, dominant ideology; social exchange, Social control, conformity</td><td>Game theory, social learning theory, voluntarism</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 functionalism, feminism, or interactionism may be present but are not necessary even for full marks.
</td><td></td></tr>
</table>

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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 sociological explanations of deviant behaviour. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	**7–8**
3	• Reasonable knowledge and understanding of sociological explanations of deviant behaviour. The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	**5–6**
2	• Basic knowledge and understanding of sociological explanations of deviant behaviour. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	**3–4**
1	• Limited knowledge and understanding of sociological explanations of deviant behaviour. • The response contains only assertive points or common sense observations.	**1–2**
0	• No knowledge and understanding worthy of credit.	**0**

Level	AO2: Interpretation and Application	Marks
4	• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.	**7–8**
3	• The material selected will be accurate and relevant but lacks either some development or clear application to the question.	**5–6**
2	• The material selected is relevant to the question but is not applied accurately or has limited development.	**3–4**
1	• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	**1–2**
0	• No interpretation and application worthy of credit.	**0**

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of sociological explanations of deviant behaviour. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of sociological explanations of deviant behaviour. • The evaluation is explicit and direct but not sustained or a more descriptive account of sociological explanations of deviant behaviour.	**7–8**
3	• Some analysis/evaluation of sociological explanations of deviant behaviour. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting an understanding of sociological explanations of deviant behaviour.	**5–6**
2	• Basic analysis/evaluation of sociological explanations of deviant behaviour. • There is an attempt to consider more than one side of the debate or one simple point of a contrary explanation of deviant behaviour.	**3–4**
1	• Limited analysis/evaluation of sociological explanations of deviant behaviour. • Any analysis or evaluation is incidental, confused or simply assertive.	**1–2**
0	• No analysis and evaluation worthy of credit.	**0**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
Evaluate the view that using different research methods together is more effective than using one method.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• To provide a check on the findings of different types of method/data.
• Overcome/compensate for the limitations of one method by the strengths of other methods.
• The use of different methods or data to check the validity, reliability and representativeness of the approach taken (Bryman).
• To build up a fuller picture of the study group.
• Methods that produce the best fit (most suitable, practical) for the subject being studied whether they be quantitative or qualitative i.e. methodological pluralism.
• Theoretical position – realists advocate the use of qualitative and quantitative research to gain a deeper understanding/higher validity.
• Any other relevant point</td><td>• Practical – the expense and time involved in using such an approach.
• Theoretical – contradictory results could emerge from the different methods used.
• Researchers may interpret the results of methods used in different ways.
• Sociologists choose methods on the basis of what is appropriate rather than what perspective they adhere to (‘fit for purpose’) i.e. they generally don’t adhere to strict positions.
• Theoretical purity, positivist and interpretivists adopt particular methods that accord with their theoretical position.
• Any other relevant point.</td></tr>
<tr><td>Research evidence/ theory</td><td>Willis, Barker, O’Donnell & Sharpe, MacDonald & Marsh, Frosh et al</td><td>Durkheim</td></tr>
<tr><td>Relevant concepts</td><td>Triangulation, methodological pluralism, mixed methods</td><td>Official Statistics, positivism, interpretivism</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 all research methods have strengths, but they are most effective when combined together. • 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 all research methods have strengths, but they are most effective when combined together. • 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 view that all research methods have strengths, but they are most effective when combined together. • 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 all research methods have strengths, but they are most effective when combined together. • 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 all research methods have strengths, but they are most effective when combined together. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that all research methods have strengths, but they are most effective when combined together. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments against the view that all research methods have strengths, but they are most effective when combined together.	**7–8**
3	• Some analysis/evaluation of the view that all research methods have strengths, but they are most effective when combined together. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points against the view that all research methods have strengths, but they are most effective when combined together.	**5–6**
2	• Basic analysis/evaluation of the view that all research methods have strengths, but they are most effective when combined together. • There is an attempt to consider more than one side of the debate or one simple point against the view that all research methods have strengths, but they are most effective when combined together.	**3–4**
1	• Limited analysis/evaluation of the view that all research methods have strengths, but they are most effective when combined together. • 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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