CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

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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	Off page comment
	Identification of a point

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Question	Answer	Marks
1	**Describe <u>two</u> social characteristics associated with the elderly.** **Indicative content** • Physically/mentally slow • Dependent/vulnerability/burden • Less competent, especially in workplace • Retired/independent • Unaware of modern technology • That they will want to be carers (of the young) • Poor health • Wisdom/experience/high status • Any other appropriate response Reward a maximum of **two** examples of social characteristics associated with the elderly. For each social characteristic, up to 2 marks are available: 1 mark for identifying an example of social characteristics associated with the elderly. 1 mark for describing an example of social characteristics associated with the elderly. (2 × 2 marks)	**4**

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Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons why positivists favour the use of questionnaires.** **Indicative content** • Positivists regard questionnaires as reliable research method • Generate quantitative data because they usually have closed questions/fixed responses • Sampling more likely to be systematic • Avoids researcher effect – minimal/no involvement of the researcher • Consistent with the scientific method • Objective • Representative/large enough to generalise • 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 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 (e.g. replicable) 1 mark for explaining that point (e.g. same questions, same order) 1 mark for selecting relevant sociological material (e.g. reliable) 1 mark for explaining how the material supports the point (e.g. questionnaires can be repeated by other researchers doing research at a different time with the same results) (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of field experiments as a research method.** **Indicative content** Limitations • Difficult to control variables. • Difficult to replicate – difficult to create the same conditions for the research again which reduces its reliability. • Hawthorne effect – awareness of being observed may reduce validity. • Practical: difficult to record data accurately. • Practical: access may be a problem with institutions such as schools or workplaces reluctant to permit entry. • Difficult to compare with other research (for example, as compared with a laboratory experiment). • Ethical problems e.g. may involve deceit, lack of consent, harm. • 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 field experiments (e.g. difficult to control variables). 1 mark for explaining why this method has this limitation (e.g. because the experiment takes place in a natural setting it may not be possible to observe respondents all the time/rule out the role of extraneous variables). 1 mark for explaining why it is a limitation (e.g. this may decrease the validity of the data obtained). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Cultural deprivation is the main cause of deviant behaviour.'** **Explain this view.** **Indicative content** • Cultural deprivation is the idea that some social groups experience. inadequate socialisation which can negatively impact on their behaviour. • Failings in early socialisation and family background ill-equip individuals in terms of failings in pre-school learning, language skills and appropriate norms, values and attitudes (most often linked to social class). • This explanation accounts for the likelihood that such groups/individuals will transgress and act in deviant ways. • Any other appropriate 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 cultural deprivation is the main cause of deviant behaviour. • 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 cultural deprivation is the main cause of deviant behaviour. • 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 cultural deprivation is the main cause of deviant behaviour. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

Question	Answer	Marks
3(b)	**'Cultural deprivation is the main cause of deviant behaviour.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Critique of the explanation in terms of differences in culture rather than deprivation (subcultural). • 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. • Biological / psychological explanations for deviant behaviour. • focusing on deficient personalities more prone to deviance. • 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. • Media influence – encourages imitation of deviance or copycat behaviour. • Any other appropriate response **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that cultural deprivation is the main cause of 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 cultural deprivation is the main cause of 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 cultural deprivation is the main cause of deviant behaviour 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**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
Evaluate the view that peers are the most important agent shaping an individual's identity.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• The role of 'peer pressure' with suitable examples and/or references to subcultures.
• Examples of informal social sanctions in respect of style, taste, attitude (e.g. towards education) and appearance.
• Individuals may downplay identities (such as ethnicity) to fit in with a peer group.
• Evidence that peer groups may reinforce particular identities (such as gender, ethnicity and class), supported by reference to studies such as Willis, Lees, Hughes, Sewell, etc.
• People in 'young adulthood' (in their 20s) might live with friends and see their peer group as a second family (Heath).
• The weakening of family, community and religious ties may have allowed more scope for peer group influence.
• Any other relevant argument.</td><td>• The role of the peer group in influencing identity is stronger for some age groups (e.g. youth) than it is for others.
• The influence of the peer group may be exaggerated, e.g. many individuals do not necessarily conform.
• The extent to which family and community ties have become weakened is exaggerated.
• The role of other agents of socialisation relative to the influence of the peer group, 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.
• Any other relevant argument.</td></tr>
<tr><td>Research evidence / theory</td><td>Willis, Lees, Hughes, Sewell, Cote</td><td></td></tr>
<tr><td>Relevant concepts</td><td>Anti-school subcultures, old-boy network, social sanctions</td><td></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>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 peers are the most influential agent of socialisation in shaping an individual's identity. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that peers are the most influential agent of socialisation in shaping an individual's identity. The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	5–6
2	• Basic knowledge and understanding of the view that peers are the most influential agent of socialisation in shaping an individual's identity. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the view that peers are the most influential agent of socialisation in shaping an individual's identity. • The response contains only assertive points or common sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

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

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that peers are the most influential agent of socialisation in shaping an individual's identity. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that peers are the most influential agent of socialisation in shaping an individual's identity. • The evaluation is explicit and direct but not sustained or a more descriptive account of the view that peers are **not** the most influential agent of socialisation in shaping an individual's identity.	7–8
3	• Some analysis/evaluation of the view that peers are the most influential agent of socialisation in shaping an individual's identity. • 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 the view that peers are **not** the most influential agent of socialisation in shaping an individual's identity.	5–6
2	• Basic analysis/evaluation of the view that peers are the most influential agent of socialisation in shaping an individual's identity. • There is an attempt to consider more than one side of the debate or one simple point of a contrary explanation of the view that peers are **not** the most influential agent of socialisation in shaping an individual's identity.	3–4
1	• Limited analysis/evaluation of the view that peers are the most influential agent of socialisation in shaping an individual's identity. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
Evaluate the view that scientific methods have no value in sociological research.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Interpretivist view: methods unsuitable for study of human behaviour.
• Humans have free will, act unpredictably on unobserved meanings which cannot be measured.
• Scientific methods not as objective/value free as claimed.
• Resulting data lacks validity.
• Variables in the social world cannot be controlled.
• Practical problems.
• Issue may depend on how you define a scientific subject.
• Some scientific methods may particular ethical implications, e.g. experiments.
• Any other appropriate point.</td><td>• Positivist view: objective, value-free and reliable.
• Produce numerical data enabling identification of patterns/ trends/ comparisons.
• Large scale and representative samples.
• Generalisable.
• Examples of the use of scientific methods used in sociology: experiments, surveys/questionnaire, structured interviews, content analysis, official statistics.
• Any limitations of scientific methods can be offset by using methodological pluralism/triangulation.
• The difference between scientific methods and other sociological methods (e.g. those used by interpretivists) has been exaggerated.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence / theory</td><td>Gouldner, Weber, Kuhn, Kaplan</td><td>Durkheim, Popper</td></tr>
<tr><td>Relevant concepts</td><td>Agency, paradigms, realism,</td><td>Positivism, scientific approach; replicable, social facts; hypothesis</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 scientific methods are not suitable for sociological research. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that scientific methods are not suitable for sociological research. • The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	5–6
2	• Basic knowledge and understanding of view that scientific methods are not suitable for sociological research. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the view that scientific methods are not suitable for sociological research. • The response contains only assertive points or common sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

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

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that scientific methods are not suitable for sociological research. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that scientific methods are not suitable for sociological research. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments against the view that scientific methods are not suitable for sociological research.	7–8
3	• Some analysis/evaluation of the view that scientific methods are not suitable for sociological research. • 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 scientific methods are not suitable for sociological research.	5–6
2	• Basic analysis/evaluation of the view that scientific methods are not suitable for sociological research. • There is an attempt to consider more than one side of the debate or one simple point against the view that scientific methods are not suitable for sociological research.	3–4
1	• Limited analysis/evaluation of the view that scientific methods are not suitable for sociological research. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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