CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/13**

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> types of observation used in sociological research.** **Indicative content** • Participant (covert) • Participant (overt) • Non-participant (covert) • Non-participant (overt) • Non-participant (structured/unstructured) Reward a maximum of **two** types. For each type, up to 2 marks are available: 1 mark for identifying a type of observation. 1 mark for describing the type of observation. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons why it is difficult to be objective when conducting sociological research.** **Indicative content** • Choice of research topic e.g. sympathy for the poor may lead to an interest in researching poverty and the way the research is conducted. • Collection of data – e.g. construction of question in an interview – those posed/excluded • Processing of data – Interpretation and presentation of findings may be influenced by beliefs – researcher imposition • Sociologists may sometimes be influenced by the common-sense ideas of their time, and this may then have a distorting influence on their research (Kuhn's paradigms) • Funding and/or other institutional support for research • Methodological preference (positivist/interpretivist) of the researcher may lead to bias when choosing methodologies • 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. choice of research topic). 1 mark for explaining that point (e.g. when a researcher chooses a topic to research their values may bias what they decide to research). 1 mark for selecting relevant sociological material (e.g. research into poverty). 1 mark for explaining how the material supports the point (e.g. if a sociologist sympathises with a social group this may lead to loss of objectivity/biased research). (2 × 4 marks)	**8**

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Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of group interviews as a research method.** **Indicative content** Limitations • Dominant respondents take over the discussion. • Timid respondents less likely to participate. • Social desirability: fear of being seen as deviant is heightened in a group setting. • Researcher effect. • Group dynamics can lead to a loss of focus on topic under discussion. • Difficult to replicate (reliability). • Representativeness may be weak. • Potential for peer pressure (group conformity) to subdue individual differences. • Practical problems e.g. can be difficult to record; interactions more difficult to analyse. • 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 using group interviews (e.g. dominant respondents take over the discussion). 1 mark for explaining why this method has this limitation (e.g. the group setting may lead to some respondents with strong views or personalities to speak at the expense of others). 1 mark for explaining why it is a limitation (e.g. the research may become unrepresentative of the group as a whole). (2 × 3 marks)	**6**

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Question	Answer	Marks
3(a)	**'Subcultural norms and values cause people to act in deviant ways.'** **Explain this view.** **Indicative content** • Subcultures develop norms and values different from wider society (though invariably not at odds with it) • Youth subcultures in particular may be linked to status frustration (links to structure and agency) and the difficulties some individuals/groups have in establishing identity and in receiving status in society. • Research examples (social resistance): Teddy boys, mods and rockers, skinheads, punks, Goths, Emos and Rastas • Range of education related subcultures (anti-school) typically linked to class, gender and ethnicity. • Range of religion related subcultures typically cults. • Any other reasonable 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 subcultural norms and values cause people to act in deviant ways. • 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 subcultural norms and values cause people to act in deviant ways. • 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 subcultural norms and values cause people to act in deviant ways. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

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Question	Answer	Marks
3(b)	**'Subcultural norms and values cause people to act in deviant ways.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Subcultural deviance tends to be focused on youth and therefore does not offer a generalised account of deviance/non-conformity. • Most deviant subcultures are short lived and so do not explain long term deviant behaviour. • The extent to which subcultures engage in deviant behaviour has been exaggerated; although they have some different norms it is misleading to call this deviant behaviour and many subcultures are more conformist than is often assumed. • Subcultures are one amongst many other explanations of deviant behaviour e.g. cultural deprivation, under-socialisation, marginalisation, social resistance and labelling theory. • Any other appropriate response **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that subcultural norms and values cause people to act in deviant ways. • 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 subcultural norms and values cause people to act in deviant ways. • 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 subcultural norms and values cause people to act in deviant ways 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 age identities have changed over time.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>
• Age boundaries weakening: in modern society age ‘just a number’ with expectations blurring e.g. the ‘third age’ (Giddens) older people healthier and playing a more active role in society.
• Delayed adulthood as young people stay in education and at home for longer
• Aries used evidence to show ‘childhood’ is a social construction of modern times, not a fixed age identity.
• The ‘death of childhood’ (Postman) as children are exposed to an adult world through the media
• Postmodernists argue we can create our own identities or pay money to look younger for longer
• Other groups as/more important e.g. gender, class, ethnicity plus all of these overlap with age identity
• The importance given to age as a form of identity varies between societies, with age status being extremely important in many smaller scale, tribal societies and rather less important in Western societies today.
• Any other relevant argument.
</td><td>
• Functionalist ideas about life stages that are universal i.e. childhood / youth, middle age, old age associated with fixed cultural characteristics (Eisenstadt)
• Socio-biology - age identities determined to some extent by genetic factors.
• Role expectations remain very strong when it comes to age. There are many formal and informal signposts of the significance of age.
• Evidence of a generation gap e.g. over values (religion) over technology (‘digital natives’) across many societies.
• In traditional societies age identities are less likely to change over time.
• All of the agents of socialisation create/reinforce the idea of age as a real category e.g. in education children are divided into chronological age groups
• 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>Postman, Giddens, Aries, Featherstone and Hepworth</td><td>• Functionalism, Eisenstadt</td></tr>
<tr><td>Relevant concepts</td><td>Looking glass self, youth subculture, cultural markers, social construction</td><td>Role expectation, generation gap,
Digital natives, stigmatised identity, status frustration</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>

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 age identities have changed over time. • 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 age identities have changed over time. • 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 age identities have changed over time. • 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 age identities have changed over time. • The response contains only assertive points or common sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

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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

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that age identities have changed over time. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that age identities have changed over time. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that changes in age identity have been exaggerated.	7–8
3	• Some analysis/evaluation of the view that age identities have changed over time. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that changes in age identity have been exaggerated.	5–6
2	• Basic analysis/evaluation of the view that age identities have changed over time. • There is an attempt to consider more than one side of the debate or one simple point suggesting that changes in age identity have been exaggerated.	3–4
1	• Limited analysis/evaluation of the view that age identities have changed over time. • 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 questionnaires have limited value in sociological research because they lack validity.

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 imposition problem - questionnaires are socially constructed and they will reflect the values/interests of the researcher.
• No opportunity for clarification over what the questions mean
• The limited options to respond/explain reduce complexity and therefore validity.
• No option for researchers to probe and go into depth
• Low response rates may affect representativeness and validity
• Any other relevant argument.</td><td>• Open ended questionnaires may address some of the arguments because they produce data that has validity (e.g. reduces the imposition problem, more detail and depth)
• Anonymity may lead to more honest answers especially in respect of sensitive material.
• Validity may be enhanced by the absence of the interviewer bias/effect.
• What they may lack in terms of validity is made up for by their strengths e.g. reliability
• Positivist defence of questionnaire methodology
• Questionnaires may be the only realistic method for studying large groups
• Any other relevant argument.</td></tr>
<tr><td>Research evidence / theory</td><td>Interpretivism</td><td>Positivism</td></tr>
<tr><td>Relevant concepts</td><td>Imposition problem, response rates</td><td>Reliability, operationalisation</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 questionnaires have limited use in sociological research because the data they produce lacks validity. 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 questionnaires have limited use in sociological research because the data they produce lacks validity**.** 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 questionnaires have limited use in sociological research because the data they produce lacks validity**.** • 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 questionnaires have limited use in sociological research because the data they produce lacks validity**.** • 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 questionnaires have limited use in sociological research because the data they produce lacks validity. • The evaluation is clear, explicit and sustained.	9-10
4	• Good analysis/evaluation of the view that questionnaires have limited use in sociological research because the data they produce lacks validity. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments against the view that questionnaires have limited use in sociological research because the data they produce lacks validity.	7-8
3	• Some analysis/evaluation of the view that questionnaires have limited use in sociological research because the data they produce lacks validity. • 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 questionnaires have limited use in sociological research because the data they produce lacks validity.	5-6
2	• Basic analysis/evaluation of the view that questionnaires have limited use in sociological research because the data they produce lacks validity. • There is an attempt to consider more than one side of the debate or one simple point against the view that questionnaires have limited use in sociological research because the data they produce lacks validity.	3-4
1	• Limited analysis/evaluation of the view that questionnaires have limited use in sociological research because the data they produce lacks validity. • 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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