CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/23**

Paper 2 The Family **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 how the material supports the point
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

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Question	Answer	Marks
1	**Describe <u>two</u> ways social policies have had a positive impact on the family.** **Indicative content** • Promoted gender equality e.g. women being able to earn as much as men - gives them greater power in the family/created greater equality in the family • Improved child welfare/protection e.g. children are now legally protected against harm/physical abuse in the family • Helped families avoid extreme poverty e.g. minimum wage, state welfare - helped families have basic needs met. • Greater opportunities for women in the labour market – creating dual income families which improves the economic position of the family. • Improved bond between parent & child e.g. Maternity/Paternity Acts help parents and new-born spend important time together in the early days of life. • Childcare subsidies – make childcare more accessible/affordable/allows parents to remain in paid employment. • Support diverse family forms e.g. same-sex marriage means same-sex couples can obtain the same social and legal status and rights as heterosexual married couples, e.g., through Civil Partnership, Adoption Act 2002. • Divorce Law reform enabling easier dissolution of unhappy/empty-shell marriages. • Laws implemented to protect from domestic violence e.g. Domestic Abuse Act 2021 (UK) • State funded mandatory education – families don't have the financial burden of paying for their child's education/parents don't have to undertake the educating function/children can no longer be exploited by parents through employment • China's One Child policy in restricting the number of children – has lessened the financial burden of families/stress on families • Any other appropriate way. Reward a maximum of **two ways.** For each way, up to 2 marks are available: 1 mark for identifying a way. 1 mark for describing how the way demonstrates social policies have had a positive impact on the family. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons fewer people are marrying today.** **Indicative content** • Women's increased focus on career over family – getting married & possibly starting a family could be seen to jeopardise career prospects. • Increased financial independency of women – no longer need to marry for financial security. • Impact of secularisation/changes in social attitudes – fewer social expectations to follow tradition and get married/less stigma attached to alternative family types. • State policies supporting family diversity – non-married family forms receive same legal status as married couples. • Growth in individualism/pursuing own desires rather than traditional expectations. • Increased awareness of the risks involved in marriage/fear of marriage failing & having to go through a divorce • Women's liberation increasing women's expectations of marriage – leads some to never find a suitable partner to marry. • Growth of cohabitation as an alternative – seen as trial period to decide if they are suited to one another and can easily leave if it does not work out. • Increased popularity of lavish expensive weddings – people cannot afford them so choose to cohabitate instead. • Globalisation/growth in media has led to the spread of westernised anti-marriage views around the world. • The growth of anti-patriarchal sentiment – women have become more aware of the oppressive nature of marriage and therefore choose to avoid it. • Any other appropriate response. For this question, use of sociological material is likely to be demonstrated through references to sociologists e.g. Wilkinson, Sharpe, Beck and concepts such as patriarchy, 'risk society', genderquake etc. 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. women's increased focus on career over family). 1 mark for explaining that point (e.g. women are placing greater importance on their own careers rather than following the traditional path of marriage). 1 mark for selecting relevant sociological material (e.g. liberal feminism). 1 mark for explaining how the material supports the point (e.g., as women become financially independent, they no longer rely on men for security and are less likely to marry). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> strengths of New Right views of the family.** **Indicative content** Strengths • Highlights role of the state in eroding the importance of marriage, e.g. reduced tax benefits for married couples, relaxing of divorce laws. • Explains some of the reasons for increasing family diversity/factors leading to the decline of the nuclear family, e.g. more liberal laws favouring different family types, welfare provision. • Brings attention to the role of an over generous welfare state in creating a dependency culture. • Highlights the importance of the nuclear family in bringing social stability through providing appropriate socialisation to children/recognises the negative impact on society of inadequate socialisation from single parent mothers/family diversity. • Highlights/influences the implementation of possible solutions to perceived moral decay and threats posed by family diversity/threats to the decline of the nuclear family e.g. policies to encourage marriage. • Any other appropriate strength. Reward a maximum of **two strengths**. For each strength, up to 3 marks are available: 1 mark for identifying a strength of New Right (e.g. highlights the state's role in eroding the importance of marriage, leading to social disintegration). 1 mark for describing why New Right has this strength (e.g. believes only marriage and the nuclear family can successfully fulfil society's needs). 1 mark for explaining why it is a strength (e.g. can influence governments to implement social policies designed to protect the institute of marriage for the greater good of society). (2 × 3 marks)	**6**

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Question	Answer	Marks
3(a)	**'Grandparents make a positive contribution to family life.'** **Explain this view.** **Indicative content** • Can provide childcare to dual earner families - allows both parents to go out to work. • Taking an active support role with an increase in divorces. • Increasingly provide financial support e.g. supporting with schooling costs, free childcare • Increasingly filling the 'parenting gap' e.g. in China & Philippines. • Involved in primary socialisation/passing on cultural heritage/historical knowledge. • Educational role – family recipes, practical skills, music lessons, help with reading, Maths. • As mediators between parents and (adolescent) children. • 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 grandparents make a positive contribution to family life. • 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 grandparents make a positive contribution to family life. • 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 undeveloped point and one (or more) point/s related to the general topic rather than the specific question. • Limited knowledge and understanding of the view that grandparents make a positive contribution to family life. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

Question	Answer	Marks
3(b)	**'Grandparents make a positive contribution to family life.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Can be a financial/emotional/physical burden/can often create a sandwich/pivot generation often burdening daughters/woman. • Sometimes excluded from family life e.g., Japanese/Nomadic examples of elderly relatives abandoned. • Increased rates of divorce mean grandparents are losing contact with grandchildren. • Status of grandparents undercut by ageism in western culture. • Grandparents can create conflict e.g., clash of views between younger and older generations over approaches to primary socialisation, traditional ideas of gender roles. • May limit family's ability to relocate, take lengthy holidays etc. • Any other appropriate point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that grandparents make a positive contribution to family life. 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 grandparents make a positive contribution to family life. • 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 grandparents make a positive contribution to family life, which is undeveloped or lacking clarity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**6**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Evaluate the view that the main role of the family is to reproduce inequality in society.
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Promotes oppression & exploitation of the proletariat/working class.
• Perpetuates patriarchy/male dominance via the exploitation of women.
• Reinforces ruling-class ideology.
• Middle-class families use cultural/economic capital to benefit their children – perpetuates social class inequalities through advantage/disadvantage
• Domestic violence against its members ensures oppression, usually of females – this reinforces societal patriarchy.
• Age Patriarchy reinforces age related status differences/maintains adult/child differences.
• Heterosexual monogamous marriage formed as means of passing down wealth to a legitimate heir – ensures wealth/power stays in the hands of the rich few.
• Gender socialisation and social control differences reinforce gender inequalities, particularly so in some ethnicities and classes.
• Any other appropriate point.</td><td>• Post-modernists reject such grand narratives as the family is too complex/view is too deterministic.
• Ensures social solidarity/cohesion through primary socialisation into a collective consciousness of norms and values.
• Main role is to provide support for family members e.g. economic, stabilisation of adult personalities.
• Promotes social stability by supporting the economic system
• Reproduction of population to ensure human survival.
• Families may promote social mobility e.g. Tiger Mom’s obsession with child’s education & success
• Family acts as an agent of social control by ensuring family members conform to social expectations
• Other agencies more influential in relation to social inequalities than families e.g., education.
• 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><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Research evidence / theory</td><td>Marxism, radical feminism, Cooper, Althusser, Greer, Firestone, Engels,</td><td>postmodernism, functionalism, Murdock, Parsons, Fletcher,</td></tr>
<tr><td>Relevant concepts</td><td>Capitalism, bourgeoisie, alienation, ideological state apparatus, age patriarchy, ideological conditioning device, cultural/economic capital,</td><td>Primary socialisation, fit thesis, consensus, organic analogy, concerted cultivation,</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

Levels of response for Question 4

The maximum mark for **Question 4** is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that the main role of the family is to reproduce inequality in society. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that the main role of the family is to reproduce inequality in society. • 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 the main role of the family is to reproduce inequality in society. • 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 the main role of the family is to reproduce inequality in society. • 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	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some material is selected and accurately interpreted but it has limited development or is not applied to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks 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 the main role of the family is to reproduce inequality in society. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that the main role of the family is to reproduce inequality in society. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that the main role of the family is something other than to reproduce inequality in society.	7–8
3	• Some analysis/evaluation of the view that the main role of the family is to reproduce inequality in society. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that the main role of the family is something other than to reproduce inequality in society.	5–6
2	• Basic analysis/evaluation of the view that the main role of the family is to reproduce inequality in society. • There is an attempt to consider more than one side of the debate or one simple point suggesting that the main role of the family is something other than to reproduce inequality in society.	3–4
1	• Limited analysis/evaluation of the view that the main role of the family is to reproduce inequality in society. • 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 gender is the main influence on a child's experience of family life.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>
• Boys & girls are socialised differently based on cultural expectations about masculinity & femininity e.g. language used to describe them.
• Girls face greater restrictions on their freedom than boys/girls experience more protection from the outside world.
• Families on limited budgets are more likely to invest in activities which benefit boys rather than girls.
• Given different toys/clothes that conform to and reinforce gender stereotypes.
• Girls more likely to experience sexual abuse in the family
• As social class has become less influential, gender is more important.
• Imitation of gender roles performed by parents/ parental role model.
• Children may experience life differently where parents are single/same sex compared two heterosexual parents
• Cultural examples of family expectations on girls to focus on marriage and family rather than education and career
• Any other appropriate point
</td><td>
• Some families raise children in a gender-neutral environment, meaning gender is no longer so influential.
• Shifting attitudes mean a decline in parents imposing gender roles and expectations.
• Many children are increasingly rejecting gender stereotypes/gender identity is more fluid with more options for children to choose between.
• More forces outside the family which disrupt traditional ideas of gender, e.g. education, media, peers
• Lower economic resources can negatively impact educational opportunities/success.
• Working class more likely to nurture an anti-school culture in their children
• Middle class children more likely to benefit from cultural capital.
• Middle class parents enrol children in a range of specific cultural, artistic & sporting activities / tend to see their children as a project for development.
• Media has a bigger impact on socialisation than gender.
• .
</td></tr>
</table>

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

5

	In support of the view	**Against the view**
		• Working class parents tend to emphasise the natural growth of their children • Working class childhood more likely to experience poverty, affecting health, school attendance. • Indian & Chinese parents tend to have higher levels of expectations regardless of gender. • Extended education and female success has transformed gender inequality in the family with both sexes encouraged equally e.g. women's career development has diminished notions of financial dependency and attitudes to girls primary futures as wives and mothers. • Any other appropriate point
Research evidence / theory	Oakley, Fine, liberal feminism, radical feminism, McRobbie, Chapman, McHale,	Marxism, Lareau, Vincent & Ball, Jeffries et al. Strand, Francis & Archer, Song, Postman, Wilson,
Relevant concepts	Patriarchy, gender role socialisation, toxic masculinity, canalisation, verbal appellations, dark side of the family, bedroom culture, gender detectives,	Concerted cultivation, material deprivation, renaissance children, child-centred, cultural/social capital, instant/deferred gratification,

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

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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 gender is the main influence on a child's experience of family life. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that gender is the main influence on a child's experience of family life. • 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 is the main influence on a child's experience of family life. • 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 is the main influence on a child's experience of family life. • 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	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some material is selected and accurately interpreted but it has limited development or is not applied to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks 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 is the main influence on a child's experience of family life. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that gender is the main influence on a child's experience of family life. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that gender is **not** the main influence on a child's experience of family life.	7–8
3	• Some analysis/evaluation of the view that gender is the main influence on a child's experience of family life. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that gender is **not** the main influence on a child's experience of family life.	5–6
2	• Basic analysis/evaluation of the view that gender is the main influence on a child's experience of family life. • There is an attempt to consider more than one side of the debate or one simple point suggesting that gender is **not** the main influence on a child's experience of family life.	3–4
1	• Limited analysis/evaluation of the view that gender is the main influence on a child's experience of family life. • 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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