Cambridge International AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

SOCIOLOGY **9699/11**

Paper 1 **October/November 2019**

MARK SCHEME

Maximum Mark: 50

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.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
1(a)	**Define the term *horizontal structures* in relation to the extended family.** 1 mark for a partial definition such as relatives like aunties / uncles / cousins. 2 marks for a clear and accurate definition such as an extension of the nuclear family with additional members within the same generation, such as an aunt or uncle, living with / close to each other. *An example on its own will not be credited. If an example is used to support a definition, thereby demonstrating understanding of the term, this can be credited.*	**2**
1(b)	**Describe two reasons for an increase in single person households in some societies.** Reasons that can be included: • Changing social attitudes • Lower rates of marriage • Divorce • Longer life expectancy • Economic factors • Young adults now leave home before marriage • Secularisation has lessened social control on behaviour • Any other acceptable reason that identifies an increase One mark for the reason plus one mark for explaining how it has resulted in an increase in single person households in society (2 × 2 marks).	**4**

Question	Answer	Marks
1(c)	**Explain how migration has contributed to the increase in family diversity.** **0–4** Answers at this level are likely to show only limited appreciation of the issues raised in the question. Lower in the level **(1–2 marks)**, a simple answer (e.g. that as people have moved their family type has gone with them) with no development. Higher in the level **(3–4 marks)**, a few limited observations (such as when people of different religions move they take their family traditions with them), but with little depth in the explanations offered and the answer may rely on description rather than explanation. Other answers may note changes in family type caused by such events as industrialisation without reference to diversity, or outline diversity with no reference to migration. An alternative answer may refer to cultural adaptation. Answers which implicitly link to research or methods may reach the top of the level. In this level, answers may confuse ethnicity with culture. **5–8** Answers at this level show some sociological knowledge and understanding of the question. At this level there is likely to be some accurate use of theory, studies or concepts. Lower in the level **(5-6 marks)**, a sound account of how migration has contributed to the increase in family diversity which is lacking in breadth or depth perhaps with some reliance on matter in the data. Higher in the level **(7-8 marks)**, explanations will be developed and well-informed. There will be a detailed account of evidence suggesting that migration has contributed to family diversity. Place at the top of the level according to depth and/or range of examples explained and supported with theory, empirical data or concepts. A good list of undeveloped points may gain up to 6 marks. To go higher there needs to be some development of three or more points or detailed development of two or more points. This question asks candidates to 'explain' therefore there is no requirement for assessment. Points that can be included: • Evidence of family diversity linked to culture, religion, or ethnicity. • Examples of migrant groups with different family structures, values, or attitudes towards marriage and divorce or conjugal roles. • The impact of globalisation on family diversity. • Use of cross cultural examples. • Any other acceptable point.	**8**

Question	Answer	Marks
1(d)	**Assess the view that the extended family is less significant today than in the past.** **0–4** Answers at this level are likely to show only limited appreciation of the issues raised in the question. Lower in the level **(1–2 marks)**, a simple answer (e.g. that states that extended families are or are not significant in societies); answers may describe different specific families rather than considering their importance. Comments on family size are irrelevant. Higher in the level **(3–4 marks)**, general descriptions (e.g. of the role played by extended families either now or in the past or in different societies). Other top of the level answers may argue that extended families have lost out to nuclear families with little or no reference to the question. Answers which offer weak, possibly non-sociological points even if on both sides should be placed within this level. Use of sociological references in this level may be dated, misplaced or inaccurate. **5–8** Answers at this level show some sociological knowledge and understanding of the question. Lower in the level **(5–6 marks)**, a simplistic description (e.g. of the ways in which extended families may have adapted to changing social conditions, such as the modified extended family). At this level, sociological knowledge may be implicit. Higher in the level **(7–8 marks)**, a more detailed account (e.g. of the ways in which individuals may choose to live independently of extended families or how extended families still provide roles and benefits for members). Answers at this level are likely to be supported by references to writers such as Allen and Crowe. Place at the top of the level according to depth and/or range of examples explained and supported by reference to theory, empirical data or concepts. Answers in this level should address both sides of the debate but a one-sided answer that is done very well, could also gain up to 8 marks.	**11**

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Question	Answer	Marks
1(d)	**9–11** Answers at this level must achieve three things: • First, there will be good sociological knowledge and understanding. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, there must also be some evidence of assessment. Lower in the level **(9–10 marks)**, the assessment may be based on a simple juxtaposition of the ways in which the extended family had significance in the past compared to modern industrial societies. Alternatively answers may be confined to just one or two explicitly evaluative points. At the top of the level **(11 marks)**, the view that the extended family is less significant today than in the past will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points of both sides of the debate. Significance should be directly addressed, most likely through a discussion of the social and economic control exercised by wider family members and through a discussion of key concepts such as Goode's theory of use values. Some answers may note that the extended family was not necessarily of great significance in all societies in the past and that the issue has always been complex. Points that can be included: • The four stages of the family and a critique of it. • Modifications of the extended family. • Statistics on households and the increased alternatives to the extended family. • Impact of traditional values reinforcing social order and extended families. • Role of the extended family, particularly grandparents, in supporting the nuclear family, e.g. through childcare. • Use of historical evidence such as that of Laslett and Anderson. • Loss of function from extended family/welfare state • Any other valid point. Concepts which may be referred to: modified extended family, LATs, single person household, grey pound, fit thesis, sandwich generation.	

Question	Answer	Marks
2	**Explain and assess the view that childhood is a distinct stage of life where children are protected from the adult world.** **0–6** Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question. Lower in the level **(1–3 marks)**, one or two simple points based on assertion or common sense (e.g. stating that yes because children are looked after). Higher in the level **(4–6 marks)**, a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. an answer simply stating that children now have to be kept until they are old or some children have jobs and so are not protected. **7–12** Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by showing how compulsory education has made children economically dependent. At this level, answers are likely to be one sided, but may reference both sides of a debate albeit with little use of sociological theories, studies or concepts. Lower in the level **(7–9 marks)**, a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining how some children still have to work whist others are provided for). At this level, sociological knowledge may be implicit rather than explicit but can still be recognised. Higher in the level **(10–12 marks)**, a narrow range of developed points or a wider range of underdeveloped points. **13–18** Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no requirement for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts. In this level answers should make some note of both of the economic and the emotional position of children, this could be compared to the situation of children in the past. Lower in the level **(13–15 marks)**, a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places. Higher in the level **(16–18 marks)**, answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points.	**25**

Question	Answer	Marks
2	Relevant knowledge could include a comparison of the 'nurturing' vs the 'nurtured' child. Other answers may discuss gender in relation to emotional attachments. At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts. **19–25** Answers at this level must achieve three things: • First, there will be good sociological knowledge and understanding. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, there must also be some evidence of assessment. Answers in this level are likely to provide an excellent account and assessment of the view that childhood is a distinct phase in which children are protected from the adult. There will be clear assessment of the view in the question (for example by discussing the costs of raising a child and the levels of child abuse in many societies). Evaluation may be by means of cross cultural comparisons. Lower in the level **(19–21 marks)**, the assessment may be largely delivered through juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. Higher in the level **(22–25 marks)**, there will be sustained assessment and the points offered will be explicit and well-directed towards the question. There is likely to be a well-formulated conclusion. Points that can be included: • Archard and the changing roles of children. • Children in the past an economic asset. • The social construction of childhood. • Conflict view of the inequalities that exist between children by gender and risk. • Children as carers and domestic labour. • Any other valid point Concepts that could be referred to: dissimilarity, child abuse, toxic childhood, dark side of the family, child protection, helicopter parents, paranoid parenting, tiger mums, pester power.	

Question	Answer	Marks
3	**Explain and assess the view that family life benefits males more than females.** **0–6** Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question. Lower in the level **(1–3 marks)**, one or two simple points based on assertion or common sense (e.g. stating that not everyone benefits or that women do housework so men benefit). Higher in the level **(4–6 marks)**, a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. an answer simply stating that men go out to work and women look after the house so they do different things). **7–12** Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by outlining the view that males have more to gain than females from family life or not. At this level, answers are likely to be one sided, but may reference both sides of a debate albeit with little use of sociological theories, studies or concepts.. Lower in the level **(7–9 marks)**, a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining the functionalist view that men and women both benefit from family life a feminist view that men do benefit at the expense of women). At this level sociological knowledge may be implicit. Higher in the level **(10–12 marks)**, a narrow range of developed points or a wider range of underdeveloped points. **13–18** Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no requirement for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts. Lower in the level **(13–15 marks)**, a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places. Higher in the level **(16–18 marks)**, answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points.	**25**

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Question	Answer	Marks
3	Relevant knowledge could include the benefits that men and women have to gain from family life such as married men live longer than single men but this is not so for women. Other answers may discuss treatment and expectations of boys and girls as well as elderly men and women in the family. At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts. **19–25** Answers at this level must achieve three things: • First, there will be good sociological knowledge and understanding. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, there must also be some evidence of assessment. Answers in this level are likely to provide an excellent account and assessment of the view that family life benefits males more than females. There will be clear assessment of the view in the question (for example by arguing from a functionalist perspective that families draw on the natural talents of men and women and they both benefit equality from performing the expressive and instrumental roles). Lower in the level **(19–21 marks)**, the assessment may be largely delivered through juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. Higher in the level **(22–25 marks)**, there will be sustained assessment and the points offered will be explicit and well-directed towards the question. There is likely to be a well-formulated conclusion. Points that can be included: • Various feminist views that patriarchy disadvantages women in families. • Black feminist views that families protect women from outside oppression. • Functionalist views that the family supports and looks after all its members. • The domestic labour debate including evidence of possible moves towards equality. • Marriage and health statistics (as evidence that women are disadvantaged). • Post-modernist views. • Any other valid point.	

Question	Answer	Marks
3	Concepts that could be referred to: asymmetrical, symmetrical, new man, instrumental/expressive roles, reserve army of labour, dual burden, emotion work, agenda setting, decision making, choice, negotiated family, gender role socialisation.	

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