Cambridge International AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

SOCIOLOGY **9699/21**

Paper 2 **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.

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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)	**What is meant by the term *structured interview*?** 1 mark for a partial definition such as 'questionnaires where the researcher is present', or 'interviews that are like a questionnaire.' 2 marks for a clear and accurate definition: Structured interviews are pre-coded questionnaires administered by an interviewer.	**2**
1(b)	**Describe <u>two</u> features that make laboratory experiments scientific.** Points that can be included: • The research takes place in a controlled setting – allowing the sociologist to observe behaviour free from external influences. • Controlled conditions permits researcher to manipulate the environment – dependent/independent variables. • Use of experimental vs. control group – the ability to test a hypothesis; correlations and causality; replication. 1 mark for the point plus 1 mark for development (2 × 2 marks). Development points may also be linked to key concepts, e.g. validity, reliability and representativeness.	**4**

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Question	Answer	Marks
1(c)	**Explain why it is difficult to ensure that sociological research is free from bias.** **0–4** Lower in the band (1–2), a few simple remarks which vaguely assert what is meant by bias but with little or no focus on the issue of research. Higher in the band (3–4), a basic account of research bias with at least one accurate point made about why it might be difficult to conduct research free from bias. **5–8** Lower in the band (5–6), a sound account that is clearly focused on bias in research. There are likely to be two or more points made but these won't be fully accurate or well developed. The use of key concepts will be patchy and references to examples not necessarily directed at the question. Higher in the band (7–8), there is likely to be a clear and accurate explanation with links to relevant key concepts. A range of points will be covered or fewer points in detail. There may be good use of examples to illustrate points made or pertinent reference to key thinkers. Supporting reasons might include: • Personal values of the sociologist – choice of topic, methods and interpretation, theoretical stance. • The effect of the researcher on the respondent. • Funding and/or other institutional support for research. • The way in which the research is conducted – is a full account given. • Publication of data so that research can be checked/repeated by others. • Unrepresentative sample. • Points linked to a specific method – e.g. observation requires interpretation by the researcher which may introduce bias; questionnaires collecting quantitative data require pre-coded responses which may reflect the responses the researcher expects. All points may be linked to key concepts, e.g. validity, reliability, representativeness. *A good list of undeveloped points may gain up to 6 marks. To go higher, some of the points should be developed.* *This question asks candidates to 'explain', therefore there is no requirement for assessment.*	**8**

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Question	Answer	Marks
1(d)	**Assess the interpretivist argument that data produced using questionnaires lacks validity.** **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 may describe a few features of questionnaires. Higher in the level (3–4 marks), one relevant developed or two undeveloped points perhaps highlighting a limitation of the method. Other top of the level answers may direct their focus on interpretivism but make little or no reference to the question Answers which offer weak, undeveloped points even if on both sides should be placed within this level. Use of sociological references in this level may be 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 basic argument/description of why questionnaires lack validity highlighting two relevant points with some development. There is likely to be some conceptual content present probably focusing on the critique of quantitative methods/data although the theoretical links are likely to be tacit. At this level answers are likely to be lacking in breadth or depth. Higher in the level (7–8 marks), there will be a sound attempt to explain the interpretivist argument that questionnaires lack validity; there may also be some empirical evidence given. At this level there should be links made to key concepts associated with the interpretivist perspective but these may be somewhat limited in scope or depth; for example, they may have a practical focus. *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.* *A descriptive answer cannot gain more than 8 marks.*	**11**

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Question	Answer	Marks
1(d)	**9–11** Answers at this level will demonstrate good sociological knowledge and understanding applied to the question. There will also be an assessment of the interpretivist argument that data produced using questionnaires lacks validity. Lower in the level (9–10 marks), the assessment may be limited in range or depth. For example, the fact that some questionnaires are open-ended may increase validity; the lack of demand characteristics – respondents are not affected by the presence of a researcher; the larger samples may lead to higher validity. The assessment may be based on a simple juxtaposition of validity vs. reliability, or may be confined to just one or two evaluative points. At the top of the level (11 marks), the assessment will have more range or depth. Questionnaires will be evaluated probably via reference to key concepts such as reliability, validity, objectivity and representativeness, and/or theoretical positions [positivist]. **Indicative content** • Questionnaires are socially constructed and they will reflect the values/interests of the researcher – the imposition problem. • Low response rates may affect representativeness and validity. • No opportunity for clarification over what the questions mean. • The limited options to respond/explain reduces complexity and validity. • No option for researchers to probe and go into depth. • Absence of opportunity to build relationships [rapport].	

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Question	Answer	Marks
2	**'All members of society benefit from the existence of social order.' Explain and assess this view.** **0–6** Answers at this level are likely to be **assertive** and focus on a few common sense observations. Lower in the level (1–3 marks), one or two vague points based on assertion or common sense with few or no links to the question. Higher in the level (4–6 marks), a few simple points but with very little detail or development that is relevant to the question as set, e.g. an answer simply stating what is meant by social order. **7–12** Answers at this level will show **some sociological knowledge and understanding** of the question. Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining some features of the consensus approach). Answers may be rather list-like and are likely to focus on a basic account of functionalist theory but with only tentative links to the question and the idea that all benefit from the presence of social order. Higher in the level (10–12 marks), answers may either cover a narrow range of points in reasonable detail or cover a wider range of points in limited detail. However, answers will be largely descriptive at this level. **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. Lower in the band (13–15 marks), answers are likely to make use of concepts/theory but the range of knowledge demonstrated may be limited and the points covered may lack development. There is likely to be some attempt to explain the view in the question, probably through reference to how functionalists stress the importance of value consensus in achieving social order and the mutual benefits of this.	**25**

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Question	Answer	Marks
2	Higher in the level (16–18 marks), answers will use a wider range of relevant knowledge, including concepts and/or theory, and include some well-developed points. At this level, answers are likely to identify ways in which members of society may benefit from existence of social order. For example, a range of key concepts may be outlined such as value consensus, structural integration, mechanical and organic solidarity, moral codes, etc. A broader range of thinkers may be cited such as Durkheim and Parsons. At the top of the level, candidates will begin to address the specific wording of the question, though the analysis of the view may not be fully convincing. **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. 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. For example a contrast between functionalist and Marxist positions, with the latter highlighting how economic domination leads to social order skewed in favour of the interests of the property owning few and that social order does not benefit all equally. However, the assessment at this level may lack depth and possibly contain some over-generalisation. 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. Assessment here is more likely to be demonstrated by responses that focus on the exploring what is meant by 'benefits'. Very good responses will directly address the wording of the question and offer a sustained deliberation of the view that all members of society benefit from the existence of social order, perhaps showing how ideology plays a key role in shaping perceptions of who benefits from social order being achieved. The best responses may distinguish between different strands of Marxist theory (cultural versus structural Marxist views about ideology, for example). There likely to be a well-formulated conclusion.	

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Question	Answer	Marks
2	Arguments for the view: • Functionalist focus on the importance of value consensus and generating stability to achieve social order. • Functionalist view that cooperation is necessary in complex societies – needs to be a basic agreement on values for society to exist. • The distinction between organic and mechanical solidarity, collective conscience (Durkheim). • Parsons' AGIL model. Arguments against the view: • Social order is linked to economic factors (determinism). • Role of ideology, hegemony and coercion in securing social order (Althusser, Gramsci). • Monopoly of power leads to dominant ideas that reflect 'rich and powerful' interests. • Interactionist critique – rejects the oversocialised model of human behaviour implicit in the structural-functionalist approach. • Feminist critique – social order based on gender not class.	

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Question	Answer	Marks
3	**'Gender has little influence on social identity today.' Explain and assess this view.** **0–6** Answers at this level are likely to be **assertive** and focus on a few common sense observations. Lower in the level (1–3 marks), one or two vague points based on assertion or common sense with few or no links to the question. Higher in the level (4–6 marks), a few simple points but there will be very little detail or development that is relevant to the question as set, for example, a few general statements about gender and/or identity. **7–12** Answers at this level will show **some sociological knowledge and understanding** of the question. Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies, e.g. perhaps some implicit understanding of gender and social identity. Answers at this level may be rather list-like and likely to be a basic account of female or male roles, perhaps focusing on the family or some other agent of socialisation. Higher in the level (10–12 marks), answers may either cover a narrow range of points in reasonable detail or cover a wider range of points in limited detail. There is likely to be a basic description of gender as having less of an impact on broader social identity. However, answers will be largely descriptive at this level. **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. Lower in the band (13–15 marks), answers are likely to make use of concepts/theory but the range of knowledge demonstrated may be limited and the points covered may lack development. There is likely to be some attempt to explain the view in the question, most likely by reference to relevant social changes impacting on female and/or male identity, e.g. traditionally held views of gender identity as diminishing; or perhaps changing socialisation practices in the family. Alternatively, there may be a theoretical focus, e.g. reference to postmodern thinking on gender/social identity.	**25**

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Question	Answer	Marks
3	Higher in the level (16–18 marks), answers will use a wider range of relevant knowledge, including concepts and/or theory, and include some well-developed points. At this level, answers may discuss postmodern thinking that points to more freedom available to individuals in the formation of social identities; concepts such as globalisation, decentring or 'pick and mix' may be introduced; or the idea that socialisation agencies no longer regulate the formation of gender identity as they once did. Alternatively, there may be some reference to other elements of social identity such as ethnicity, class or age possibly as having superseded gender in terms of importance. At the top of the level, candidates will begin to address the specific wording of the question, though the analysis of the view may not be fully convincing. **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. Lower in the level (19–22 marks), the evaluation may be largely delivered through juxtaposition of contrasting arguments. Alternatively, the evaluation may be limited to just one or two evaluative points that are explicitly stated. At this level, evaluation is likely to be reliant on asserting the continuing importance of gender in shaping social identity perhaps focusing on particular areas of social life that are marked by the impact of gender, e.g. work, family, education. Good responses may use empirical evidence to support their argument and may outline feminist rejections of the postmodern view. However, the assessment at this level may lack depth and possibly contain some over-generalisation. Higher in the level (23–25 marks), there will be sustained evaluation and the points offered will be explicit and well-directed towards the question. Evaluation here is more likely to directly engage with arguments suggesting that hegemonic definitions of gender remain the most powerful and point to some of the limitations of any alleged 'gains' made. Very good responses may focus on how gender identity is not a uniform experience and is modified by age, ethnicity and class. There likely to be a well-formulated conclusion.	

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Question	Answer	Marks
3	Arguments for the view: • Modernist/structuralist views of social identity no longer relevant. Primary, 'centred' identities (clear, fixed, certain) declined. • Postmodern view of gender identity is that choices are now available in defining the meaning of gender. • Impact of globalisation – fragmented identities, 'pick and mix'. • Socialisation practices no longer clearly regulate/determine identity. • Evidence of new gender identities forming. • Changes in female and male priorities, for example in relation to work and family focus. • Other categories (class, age, ethnicity) may have just as much/a greater impact. • Evidence of gender fluidity challenging traditional notions identity. Arguments against the view: • Feminists pointing to evidence of traditional/hegemonic gender identities persisting. • Socialisation largely still traditional. • Workplace inequalities remain. • 'New' gender identities are less common in some parts of the world. • Gender identity is not uniform and can be modified by age, ethnicity and class. • Changing representations of gender still stereotypical (media). • Educational performance still linked to gender.	

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