Cambridge Assessment International Education

# Cambridge International AS & A Level

**SOCIOLOGY** **9699/11**

Paper 1 **October/November 2021**

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.

Cambridge International is publishing the mark schemes for the October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.



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**[Turn over**

## 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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**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.

| Question | Annotation | Meaning |
|---|---|---|
| 1 |  | Identification of a point |
| | DEV | Development / description of the point. |
| 2a |  | Point that has been credited |
| | E1 | Explanation of the point |
| | M | Material used to support the point |
| | E2 | Explanation of how the material supports the point |
| 2b |  | Strength / weakness that has been credited |
| | E1 | Explanation of why the method has that strength/weakness |
| | E2 | Explanation of why it is a strength/weakness |
| 3a |  | Point that has been credited |
| | EXP | Some explanation but underdeveloped rather than developed |
| | DEV | Developed point |
| | M | Material used to support the point |
| | GEN | Point on the general topic area rather than specific question |
| 3b |  | Point that has been credited |
| | EXP | Some explanation but underdeveloped rather than developed |
| | DEV | Developed point |
| | M | Material used to support the point |

| Question | Annotation | Meaning |
|---|---|---|
| 4/5 |  | Point that has been credited |
| | EXP | Some explanation but underdeveloped rather than developed |
| | DEV | Developed point |
| | M | Material used to support the point |
| | EVAL | Evaluation point |
| Other annotations | SEEN | This material receives no credit |
| | BOD | Benefit of the doubt given |
| | Vertical wavy line | Irrelevant material |

| Question | Answer | Marks |
|---|---|---|
| 1 | **Describe <u>two</u> types of qualitative interview.**<br><br>**Indicative content**<br><br>• Unstructured interview – guided conversations; informal, open-ended, flexible, in-depth producing valid data with links to interpretivism.<br>• Semi-structured interview – same questions (may include open and closed ones) but the interviewer can probe and ask additional questions; mainly producing valid data with links to interpretivism.<br>• Group interview – sometimes called focus groups; participants answer questions in turn and discuss topics together; the interviewer guides rather than leads; mainly producing valid data with links to interpretivism.<br><br>Reward a maximum of two qualitative interviews. For each type of interview, up to 2 marks are available:<br><br>1 mark for identifying a qualitative interview<br>1 mark for describing the identified qualitative interview<br><br>($2 \times 2$ marks) | **4** |

| Question | Answer | Marks |
|---|---|---|
| 2(a) | **Explain <u>two</u> ways in which researcher values may lead to bias in research findings.**<br><br>**Indicative content**<br><br>• Collection of data – e.g. construction of question in an interview – those posed/excluded.<br>• 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.<br>• Interviewer bias – the responses of an interviewer may affect the answers given.<br>• Processing of data – Interpretation and presentation of findings may be influenced by beliefs – researcher imposition.<br>• 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).<br>• Any other appropriate way.<br><br>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.<br><br>Reward a maximum of two reasons. Up to 4 marks are available for each reason:<br><br>1 mark for making a point / giving a reason (e.g. through the collection of data)<br><br>1 mark for explaining that point (e.g. when a researcher uses a method to collect data their values can bias the way they collect the data)<br><br>1 mark for selecting relevant sociological material (e.g. in a structured interview….)<br><br>1 mark for explaining how the material supports the point (e.g. the questions included/not included may be a reflection of the researcher's values)<br><br>($2 \times 4$ marks) | **8** |

| Question | Answer | Marks |
|---|---|---|
| 2(b) | **Explain <u>two</u> limitations of using a postal questionnaire as a research method.**<br><br>**Indicative content**<br><br>• Low response rate – can't be bothered to fill in and return/people unclear why the questionnaire has been sent to them/concern about anonymity and confidentiality.<br>• Researcher can't be certain who has filled in the questionnaire.<br>• Respondents may be a self-selected group and therefore not typical of the survey population.<br>• No opportunity to seek clarity if respondents have some kind of query.<br>• Little opportunity to expand on answers and give more detail.<br>• Any other appropriate point.<br><br>Allow limitations that apply to all types of questionnaires, not just specifically postal, e.g. low validity.<br><br>Reward a maximum of **two limitations.** For each limitation, up to 3 marks are available:<br><br>1 mark for identifying a limitation of (e.g. low response rate)<br><br>1 mark for explaining why this method has this limitation (e.g. the method relies on respondents to actively return the questionnaire)<br><br>1 mark for explaining why it is a limitation (e.g. if people do not return them, it will lead to a sample likely to be unrepresentative of the target population)<br><br>($2 \times 3$ marks) | **6** |

| Question | Answer | Marks |
|---|---|---|
| 3(a) | **'The media is the most important influence in shaping an individual's identity.'**<br><br>**Explain this view.**<br><br>**Indicative content**<br>• Major source of information, ideas, norms, values and role models. Responses are likely to utilise gender, age, class and ethnicity as ways of establishing media influence over identity formation. Good answers may show how these categories overlap.<br>• Gender: creates and reinforces hegemonic representations of femininity and masculinity. Notably for children and young people but the pattern of representation can be shown throughout in terms of interests, capabilities and power.<br>• Age: powerful influence in socially constructing age identities, most notably for youth (deviant) and the elderly (dependent, a burden). Often these lead to damaging stereotypes that can constrain identity. Also media may offer a means of expression for youth.<br>• Class: stereotypical depictions of class groups across all media notably in TV and newspapers.<br>• Ethnicity: representation often seen to be stereotypical/racist with key positions in mainstream media dominated by white groups in terms of roles, actors and media personnel. Rise in Islamophobia may have complex outcomes for identity formation.<br><br>**Levels of response**<br><br>**Level 3: 8–10 marks**<br>• Good knowledge and understanding of view that the media is the most important influence in shaping an individual's identity. The response contains two clear and developed points.<br>• 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.<br><br>**Level 2: 4–7 marks**<br>• Some knowledge and understanding of the view that the media is the most important influence in shaping an individual's identity. The response contains one clear and developed point and one relevant but underdeveloped point.<br>• 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.<br><br>**Level 1: 1–3 marks**<br>• Limited knowledge and understanding of the view that the media is the most important influence in shaping an individual's identity. The response contains one relevant but underdeveloped point and one (or more) points related to the general topic rather than the specific question.<br>• Any supporting material lacks focus on the specific question.<br><br>**Level 0: 0 marks**<br>• No response worthy of credit. | **10** |

| Question | Answer | Marks |
|---|---|---|
| 3(b) | **'The media is the most important influence in shaping an individual's identity.'**<br><br>**Using sociological material, give <u>one</u> argument against this view**.<br><br>**Indicative content**<br><br>• Difficult to assess the impact – its impact (e.g. imitation) may be exaggerated, especially in the long term.<br>• Many do not conform to the pressure exerted by the media i.e. over deterministic.<br>• Influential on some groups, notably youth, more than others.<br>• Representations of some social groups may be becoming less stereotypical.<br>• Role of agents relative to the media e.g. parents exert control on children's access to the media so family can be seen as more important. Education may encourage young people to adopt a critical approach to the media e.g. highlighting stereotypical depictions of class/ethnicity.<br><br>**Levels of response**<br><br>**Level 3: 5–6 marks**<br>• One clear and developed argument against the view the media is the most important influence in shaping an individual's identity.<br>• 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.<br><br>**Level 2: 3–4 marks**<br>• One clear but underdeveloped argument against the view that the media is the most important influence in shaping an individual's identity. The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear.<br><br>**Level 1: 1–2 marks**<br>• One point disagreeing with the view that the media is the most important influence in shaping an individual's identity which is undeveloped or lacking clarity.<br>• Any supporting material lacks focus on the specific question.<br><br>**Level 0: 0 marks**<br>• 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 nurture is more important than nature in shaping human behaviour.<br><br>
Indicative content
<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• Human behaviour is overwhelmingly learned via the process of socialisation e.g. language<br>• Accounts of examples of feral children raised in the absence of human socialisation support this.<br>• Studies that demonstrate the impact of social forces on human behaviour e.g. Durkheim on suicide, or cross-cultural variations in gender roles.<br>• Mead’s concept of the ‘social self’ as created through social interaction.<br>• Deviant behaviour /crime as alternatives explanations<br>• Power, coercion (games theory)</td><td>• Biological arguments that people are born with uncontrollable instincts and desires e.g. maternal instinct, male aggression etc<br>• These are often expressed in strong (fixed traits) and weak (capabilities that are realised through environmental experience) terms<br>• Socio-biology – Wilson on the strong influence of ‘biogrammers’.<br>• Parsons’ view of family roles as strongly linked to biology<br>• Plomin’s twin study<br>• Social agency: arguments that point toward individuals resisting the influence of socialisation.</td></tr>
<tr><td>Research evidence</td><td>Podder & Bergvall, Durkheim, Mead</td><td>Wilson, Parsons</td></tr>
<tr><td>Additional concepts</td><td>Looking glass self</td><td>Instrumental, expressive</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.<br><br>
References to sociological theories such as Marxism, feminism, functionalism or postmodernism may be present but are not necessary even for full marks.
</td><td>26</td></tr>
</table>

| Question | Answer | Marks |
|---|---|---|
| 4 | **Levels of response**<br><br>**Level 5: 22–26 marks**<br>• Very good knowledge and understanding the view that nurture is more important than nature in shaping human behaviour. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence.<br>• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.<br>• Clear, explicit and sustained analysis/evaluation of the view that nurture is more important than nature in shaping human behaviour<br><br>**Level 4: 17–21 marks**<br>• Good knowledge and understanding of the view that nurture is more important than nature in shaping human behaviour. The response contains a range of detailed points with good use of concepts and theory/research evidence.<br>• The material selected will be accurate and relevant but not always consistently applied to answering the question.<br>• Good analysis/evaluation of the view that nurture is more important than nature in shaping human behaviour. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that nurture is not more important than nature in shaping human behaviour.<br><br>**Level 3: 11–16 marks**<br>• Reasonable knowledge and understanding of the view that nurture is more important than nature in shaping human behaviour. 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.<br>• The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times.<br>• Some analysis/evaluation of the view that nurture is more important than nature in shaping human behaviour. The evaluation may be a simple juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that nurture is not more important than nature in shaping human behaviour.<br><br>**Level 2: 6–10 marks**<br>• Basic knowledge and understanding of the view that nurture is more important than nature in shaping human behaviour. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.<br>• The material selected is relevant to the topic but lacks focus on or relevance to the specific question.<br>• Any analysis or evaluation is likely to be incidental, confused or simply assertive. | |

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| Question | Answer | Marks |
|---|---|---|
| 4 | **Level 1: 1–5 marks**<br>• Limited knowledge and understanding of the view that nurture is more important than nature in shaping human behaviour. The response contains only assertive points or common-sense observations.<br>• There is little or no application of sociological material.<br>• Little or no relevant analysis or evaluation.<br><br>**Level 0: 0 marks**<br>• No response worthy of credit. | |

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>

**Evaluate the view that sociological research should be based on the methods of the natural sciences.**

**Indicative content**

<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• Positivist view: objective, value-free and reliable<br>• Methods used: experiments, surveys/questionnaire, structured interviews, content analysis, official statistics.<br>• Produce numerical data enabling identification of patterns/ trends/ comparisons.<br>• Large scale and representative samples<br>• Generalisable</td><td>• Interpretivist view: methods unsuitable for study of human behaviour so it is not possible to study humans scientifically i.e. not a case of should rather of ‘can’.<br>• Humans have free will, act unpredictably on unobserved meanings which cannot be measured.<br>• Humans should not be studied scientifically for ethical reasons as they are not inanimate objects<br>• Methods not objective/value free<br>• Resulting data lacks validity<br>• Variables in the social world cannot be controlled<br>• Practical problems<br>• Issue may depend on how you define a scientific subject.</td></tr>
<tr><td>Research evidence</td><td>Durkheim, Popper;</td><td>Gouldner, Weber, Kuhn, Kaplan</td></tr>
<tr><td>Additional concepts</td><td>Positivism, scientific approach; replicable, social facts; hypothesis;</td><td>Interpretivism, agency, paradigms, realism</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>

| Question | Answer | Marks |
|---|---|---|
| 5 | **Levels of response**<br><br>**Level 5: 22–26 marks**<br>• Very good knowledge and understanding of the view that sociological research should be based on the methods of the natural sciences. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence.<br>• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.<br>• Clear, explicit and sustained analysis/evaluation of the view that sociological research should be based on the methods of the natural sciences.<br><br>**Level 4: 17–21 marks**<br>• Good knowledge and understanding of the view that sociological research should be based on the methods of the natural sciences. The response contains a range of detailed points with good use of concepts and theory/research evidence.<br>• The material selected will be accurate and relevant but not always consistently applied to answering the question.<br>• Good analysis/evaluation of the view that sociological research should be based on the methods of the natural sciences. The evaluation may be explicit and direct but not sustained or a more descriptive account of the weaknesses of scientific methods/approaches to sociological research.<br><br>**Level 3: 11–16 marks**<br>• Reasonable knowledge and understanding of the view that sociological research should be based on the methods of the natural sciences. 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.<br>• The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times.<br>• Some analysis/evaluation of the view that sociological research should be based on the methods of the natural sciences. The evaluation may be a simple juxtaposition of the benefits of non-scientific methods/approaches to research or a few simple points about the weaknesses of scientific methods/approaches to research.<br><br>**Level 2: 6–10 marks**<br>• Basic knowledge and understanding of the view that sociological research should be based on the methods of the natural sciences. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.<br>• The material selected is relevant to the topic but lacks focus on or relevance to the specific question.<br>• Any analysis or evaluation is likely to be incidental, confused or simply assertive. | |

| Question | Answer | Marks |
|---|---|---|
| 5 | **Level 1: 1–5 marks**<br>• Limited knowledge and understanding of the view that sociological research should be based on the methods of the natural sciences. The response contains only assertive points or common-sense observations.<br>• There is little or no application of sociological material.<br>• Little or no relevant analysis or evaluation.<br><br>**Level 0: 0 marks**<br>No response worthy of credit. | |