Cambridge Assessment International Education

# Cambridge International AS & A Level

**SOCIOLOGY** **9699/22**

Paper 2 The Family **October/November 2021**

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 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 |

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| 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> ways fatherhood has changed.**<br><br>**Indicative content**<br><br>• Shift from absent to involved father.<br>• Development of 'New Man' – fathers have become more active in the .home, including taking part in the daily childcare/upbringing of the child.<br>• Increase in 'New Dad' / 'Super Dad' – fathers have changed their work lives to spend more time with the children.<br>• Increase in stay-at-home fathers.<br>• Fathers are more likely to attend the birth of their children.<br>• Fathers spending more time with their children.<br>• Fathers increasingly adopting roles / activities traditionally viewed as that of the mother / blurring distinction between fatherhood and motherhood.<br>• Financial provider no longer a measure of good fatherhood.<br>• Fatherhood no longer considered solely in terms of breadwinner/earner.<br>• Changing social attitudes to traditional authoritarian role of father/more egalitarian relationship/use of violence to impose discipline on their children.<br>• New forms of active fatherhood outside of marriage / relationship, e.g. 'baby dad'.<br>• Increase in same sex families mean children can have two fathers / traditional father role can be adopted by a female.<br>• Growth in male headed single parent families where the father adopts both the traditional instrumental and expressive roles.<br>• Any other appropriate way.<br><br>Reward a maximum of two ways. For each way, up to 2 marks are available:<br><br>1 mark for identifying a way<br>1 mark for describing how this way shows fatherhood has changed.<br><br>(2 × 2 marks) | **4** |

| Question | Answer | Marks |
|---|---|---|
| 2(a) | **Explain <u>two</u> reasons for the growth in family diversity.**<br><br>**Indicative content**<br><br>• Globalisation / migration / increase in cultural diversity.<br>• Impact of secularisation / changing social attitudes – People no longer feel bound by traditional ideas and expectations of marriage / divorce no longer considered sinful.<br>• Influence of feminist / liberation movements have changed people's expectations of what constitutes 'family'.<br>• People adopting different lifestyles depending on their needs, e.g. cohabitate as this gives greater freedom to leave the relationship without any ties, move for career, etc.<br>• Liberated sexual attitudes – women less likely to view romantic love and marriage as their primary goal.<br>• Women valuing education / career / freedom over having a family.<br>• Crisis of masculinity has led to the emergence of alternative masculinities, e.g. house husband.<br>• Greater freedom of choice / socially accepted alternatives to marriage.<br>• New right views about declining morals leading to more diversity.<br>• Fear of divorce / marriage failing deters people from getting married / prefer to cohabit or live alone.<br>• Increased life expectancy – greater chance of divorce / death of partner so can see increase in, e.g. cohabitation or living alone.<br>• Any other appropriate response.<br><br>For this question, use of sociological material is likely to be demonstrated through references to postmodernist sociologists, e.g. Stacey, Beck-Gernsheim and Baudrillard and concepts such as 'crisis of masculinity', 'individualism', 'meta-narratives', etc.<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. influence of globalisation).<br><br>1 mark for explaining that point (e.g. globalisation has resulted in an increase in cultural diversity).<br><br>1 mark for selecting relevant sociological material (e.g. Ballard).<br><br>1 mark for explaining how the material supports the point (e.g. found that South Asian families in the UK retained many elements of traditional South Asian family life).<br><br>($2 \times 4$ marks) | **8** |

| Question | Answer | Marks |
|---|---|---|
| 2(b) | **Explain <u>two</u> limitations of postmodernist views of the family.**<br><br>**Indicative content**<br><br>Limitations<br><br>• Fail to recognise social structures, e.g. social class, gender, etc. in shaping family form.<br>• Exaggerates the extent of family diversity and that the basic features of family life are still modelled on the nuclear family (Chester / Sommerville).<br>• By focussing too much on individualism, it under estimates the importance common norms and values have in family life.<br>• Evidence suggests only 5% of people will never marry in their lives (Sommerville).<br>• Exaggerates the role of choice in family diversity / some societies actively prevent through laws and religion/many types of diversity may not have been a choice (e.g. divorce, death of partner, migration).<br>• Fail to recognise the persistence of patriarchy (radical feminist criticism).<br>• Any other appropriate limitation.<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 postmodernism (e.g. fails to recognise the influence of social structures in shaping family form).<br><br>1 mark for describing why postmodernism has this limitation (e.g. by rejecting all meta-narratives such as Marxism for example, it overlooks the importance of social class and economic relationships in influencing the family form).<br><br>1 mark for explaining why it is a limitation (e.g. the importance of social class as well as gender etc. cannot be overlooked as they remain deeply rooted in today's society).<br><br>(2 × 3 marks) | **6** |

| Question | Answer | Marks |
|---|---|---|
| 3(a) | **'The main role of the family is ideological control.'**<br><br>**Explain this view.**<br><br>**Indicative content**<br>Supporting reasons might include:<br>• Family as an Ideological State Apparatus (Althusser).<br>• Socialises members to think class inequalities are justified and to accept the capitalist system as fair / create false class consciousness.<br>• Socialises members to accept / maintain patriarchy.<br>• Teaches children there will always be someone in authority whom they must obey / hierarchy is inevitable / family is an ideological conditioning device (Cooper).<br>• Focus on family interests distracts people from wider social and political concerns.<br>• Compensates for male workers' lack of power in the workplace and limits their ability to protest against the ruling class / capitalism (Zaretsky).<br>• Family imposes sanctions on children to teach socially expected behaviours / values.<br>• Some families socialise children into religious ideologies that control behaviours.<br>• Any other appropriate point.<br><br>**Levels of response**<br><br>**Level 3: 8–10 marks**<br>• Good knowledge and understanding of the view that the main role of the family is ideological control. 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 main role of the family is ideological control. 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 main role of the family is ideological control. The response contains one relevant but undeveloped point and one (or more) point/s 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 main role of the family is ideological control.'**<br><br>**Using sociological material, give <u>one</u> argument against this view.**<br><br>**Indicative content**<br><br>Arguments might include:<br>• Overly deterministic view – different families can socialise children with different values / some families actively reject capitalist values/post modernists claim that the family is too complex to make such generalisations.<br>• The main role of the family is to reproduce labour, the ideological role is secondary according to traditional Marxists.<br>• The main role is to benefit family members (e.g. Murdock's four functions; Parsons' two irreducible functions; warm bath theory / act as a safety valve relieving stresses of its members).<br>• Family benefits society as a whole / organic analogy.<br>• Family promotes wider social consensus / harmony.<br>• Some feminists believe the main role is the exploitation of women.<br>• Any other appropriate point.<br><br>**Levels of response**<br><br>**Level 3: 5–6 marks**<br>• One clear and developed argument against the view that the main role of the family is ideological control. 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 main role of the family is ideological control. 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 main role of the family is ideological control. 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 conjugal roles continue to be unequal.**

**Indicative content**

<table>
<tr><td></td><td>In support of the view</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• Evidence of inequality in housework / childcare / emotion work / power/decision making<br>• Evidence of women taking on greater burden in the home<br>• Radical feminism – existence of patriarchy perpetuates inequalities in the home<br>• Functionalism and gendered roles as biologically determined / women as mothers are unequally burdened by expectations of motherhood.<br>• Some cultures / religions encourage / enforce traditional gender roles<br>• Working class tend to still have unequal distribution of conjugal roles<br>• Women unconsciously view housework as the norm to be done unthinkingly.<br>• Men are more likely to be involved in childcare than housework.<br>• Any other appropriate point</td><td>• Evidence of a move to more equal roles in the family / symmetrical family<br>• Changes in the lives of women have led to greater equality in conjugal roles<br>• Impact of the commercialisation of housework – men now undertake more of the domestic role<br>• Rational choice theory – women choose to adopt the domestic role (it is not inequality)<br>• Tendency to see greater equality in conjugal roles within same sex couples<br>• As women’s earning power increases relative to men’s, so men take more responsibility for domestic labour.<br>• Segregated roles does not necessarily mean unequal.<br>• Decline in traditional patriarchal / male dominated families has led to more equality in conjugal roles.<br>• Any other appropriate point</td></tr>
<tr><td>Research evidence</td><td>Oakley, Boulton, Ferri and Smith, Hochschild, radical feminism, Marxist feminism, Delphy and Leonard, Dunscombe and Marsden, Greer, Craig, BBC, biological determinism,</td><td>Willmott and Young, Gershuny, Sullivan, British Social Attitudes survey, Bott, Silver and Schor, liberal feminism, Crompton, Ramos, functionalism, post modernism,</td></tr>
</table>

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

| Question | Answer | Marks |
|---|---|---|
| 4 | | |

| | In support of the view | Against the view |
|---|---|---|
| Additional concepts | Gender scripts, dual burden/triple shift, patriarchy, emotion work, motherhood penalty, partnership penalty, invisible work, expressive/instrumental roles, | • New man / father, joint / integrated conjugal roles, crisis of masculinity, symmetrical family, secularisation, expressive / instrumental roles, negotiated roles, March of progress |

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

**Levels of response**

**Level 5: 22–26 marks**

- Very good knowledge and understanding of the view that conjugal roles continue to be unequal. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence.
- The material selected will be accurately interpreted, well developed and consistently applied to answering the question.
- Clear, explicit and sustained analysis/evaluation of the view that conjugal roles continue to be unequal.

**Level 4: 17–21 marks**

- Good knowledge and understanding of the view that conjugal roles continue to be unequal. The response contains a range of detailed points with good use of concepts and theory/research evidence.
- The material selected will be accurate and relevant but not always consistently applied to answering the question.
- Good analysis/evaluation of the view that conjugal roles continue to be unequal. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting conjugal roles have become more equal.

**Level 3: 11–16 marks**

- Reasonable knowledge and understanding of the view that conjugal roles continue to be unequal. 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.
- The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times.

| Question | Answer | Marks |
|---|---|---|
| 4 | • Some analysis/evaluation of the view that conjugal roles continue to be unequal. 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 conjugal roles have become more equal.<br><br>**Level 2: 6–10 marks**<br>• Basic knowledge and understanding of the view that conjugal roles continue to be unequal. 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.<br><br>**Level 1: 1–5 marks**<br>• Limited knowledge and understanding of the view that conjugal roles continue to be unequal. 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 the position of grandparents in the family has improved.**

**Indicative content**

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>

- Benefits of third age grandparents supporting dual earner parents (functionalists)
- Grandparents are flexible in filling the gaps between formal childcare and parental care / Grandparents are providing £50 billion worth of free childcare (HSBC report)
- Taking active support role with increase in divorce rate means fewer families on welfare (New Right)
- Grandparents increasingly providing financial support.
- Grandfathers taking more active role with grandchildren than previously (Coall et al)
- Cross cultural examples of grandparents filling the ‘parenting gap’, e.g. China and Philippines
- Black Caribbean single parent mothers receiving support from the female grandparent
- Any other appropriate point

</td><td>

- Grandparents as a burden (domestic, financial, emotional) upon women (Feminism)
- Increased rates of divorce mean grandparents may lose contact with grandchildren
- Grandparenting still very gendered with grandmothers taking the burden (Chambers)
- Japanese / Nomadic examples of abandoning elderly relatives continues, therefore position has not improved
- Western culture – Status of grandparents undercut by ageism
- Extended families are often dispersed over geographical distances meaning they are not able to provide regular help.
- With children being more socially mobile in industrial society / status is no longer ascribed, there is friction between tradition of the elderly patriarch as head of the family (Parsons)
- Many grandparents are still in employment and not in a position to help
- Grandparents continue to have the same respected (high) status in some non-Western cultures (Buchannan) so their position has not changed.
- Any other appropriate point

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

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

| Question | Answer | Marks |
|---|---|---|
| 5 | The above content is indicative and other relevant approaches to the question should be rewarded appropriately.<br><br>**Levels of response**<br><br>**Level 5: 22–26 marks**<br>• Very good knowledge and understanding of the view that the position of grandparents in the family has improved. 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 the position of grandparents in the family has improved.<br><br>**Level 4: 17–21 marks**<br>• Good knowledge and understanding of the view the position of grandparents in the family has improved. 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 the position of grandparents in the family has improved. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that the position of grandparents in the family has **not** improved.<br><br>**Level 3: 11–16 marks**<br>• Reasonable knowledge and understanding of the view that the position of grandparents in the family has improved. 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 the position of grandparents in the family has improved. 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 the position of grandparents in the family has **not** improved. | |

| Question | Answer | Marks |
|---|---|---|
| 5 | **Level 2: 6–10 marks**<br>• Basic knowledge and understanding of the view that the position of grandparents in the family has improved. 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.<br><br>**Level 1: 1–5 marks**<br>• Limited knowledge and understanding of the view that the position of grandparents in the family has improved. 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. | |