Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/23**

Paper 2 **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.

Using the mark scheme

Some of the questions are marked using a point-based system, awarding marks for specific points and accumulating a total mark by adding points.

Some of the questions are marked using level of response. For these, the level description represents performance **at the top of the level**.

For levels of response marking you should:
- award a mark at the top of the level if all criteria in the level are met
- consider the level descriptions across the full range, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category
- award marks on a 'best-fit' basis; thus, compensation between higher and lower achievement for different criteria is acceptable.

For Question 4 and Question 5, award a mark for each assessment objective separately, using the level descriptions at the end of the mark scheme.

In some cases, candidates may provide a response which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

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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 the family benefits society.** **Indicative content** • Socialises children into society's common norms and values e.g. teaches acceptable behaviours • Interrelates with other institutions e.g. religion to ensure society operates smoothly / organic analogy. • Stabilises adult personalities / warm bath theory – benefits society as workers are more productive. • Reproduce children to ensure future population / provide future workforce. • Supports the economy as a unit of consumption/pays taxes • Regulates sexual activity – keeps society more stable. • Any other appropriate way. Reward a maximum of two ways. For each way, up to 2 marks are available: 1 mark for identifying a way 1 mark for describing how the way benefits society. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways lone-parent families can have a negative impact on society, according to the New Right.** **Indicative content** • Lone parent families are a burden for the welfare state / become welfare dependent • Children raised in lone-parent families are more likely to engage in deviant behaviour\break laws. • Alternatives to the nuclear family lead to social disintegration. • Lone-parent families cannot perform vital social functions effectively e.g. socialisation of boys • Lone-parent families are part of an underclass who do not adhere to society's norms and values. • Any other appropriate way. For this question, use of sociological material is likely to be demonstrated through references to New Right sociologists e.g. Murray and Marsland and concepts such as welfare dependency, underclass, cycle of poverty etc. Reward a maximum of two ways. Up to 4 marks are available for each way. 1 mark for making a point / giving a problem (e.g. lone-parent families are a burden on the welfare state) 1 mark for explaining that point (e.g. without a husband around as a breadwinner they must rely on welfare benefits) 1 mark for selecting relevant sociological material (e.g. Murray) 1 mark for explaining how the material supports the point (e.g. argues that lone-parent families form an 'underclass' who see life on welfare benefits as normal). (2×4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of New Right views of the family.** **Indicative content** Limitations • See the rise in divorce negatively/fails to see the rise in divorce positively. • They exaggerate the decline of the nuclear family – most adults still marry and have children. • Fails to see that women are just as able to be breadwinners as men. • Has a particularly rosy view of the nuclear family/fails to recognise its negative aspects. • Fails to see that lone mothers are capable of raising children successfully/fails to consider that non-nuclear family types can be functional. • Does not consider that lone parent families may have support from a wider social network including grandparents and former partner/extended kin • They exaggerate the extent of lone mothers claiming/dependent on welfare/assumes all lone parents are dependent on state welfare. • Any other appropriate limitation. Reward a maximum of **two limitations**. For each limitation, up to 3 marks are available: 1 mark for identifying a limitation of the New Right (e.g. New Right see the rise in divorce negatively) 1 mark for describing why New Right has this limitation (e.g. they assume that increased divorce is a sign that the nuclear family is declining and therefore negative for society) 1 mark for explaining why it is a limitation (e.g. according to feminists, this fails to recognise divorce as a positive reflection of women having higher expectations and independence and leaving unhappy marriages) (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Gender is the most important factor affecting the experiences of children in the family.'** **Explain this view.** **Indicative content** Supporting reasons might include: • Gendered primary socialisation e.g. canalisation, verbal appellations, manipulation and exposure to different activities based on gender assumptions (Oakley) • Stricter social controls for girls / boys have greater freedoms • Differences in acceptable 'masculine' and 'feminine' behaviours / traits • Imitation of mother / father into gender roles • Girls and Boys are given different toys to play with that reinforce stereotypical gender traits/identities e.g. dolls and guns • Any other appropriate point **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that gender is the most important factor affecting the experiences of children in the family. The response contains two clear and developed points. • Sociological materials such as concepts, theories and evidence, will be used to support both points. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 4–7 marks** • Some knowledge and understanding of the view that gender is the most important factor affecting the experiences of children in the family. The response contains one clear and developed point and one relevant but underdeveloped point. • Sociological material is used to support at least one point. The material selected is appropriate but not clearly focused on the question or its relevance is not made clear. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that gender is the most important factor affecting the experiences of children in the family. The response contains one relevant but undeveloped point and one (or more) point/s related to the general topic rather than the specific question. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

Question	Answer	Marks
3(b)	**'Gender is the most important factor affecting the experiences of children in the family.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** Arguments might include: • Social class determines activities that children experience – e.g. 'Concerted cultivation' – parenting style that seeks to enhance child's talents requiring resources not available to poor families (Lareau) • Some parents choose to raise their children in a gender-neutral family environment so gender does not influence their experiences • More likely to experience health related issues in poorer families which will have a negative impact on the experiences of children • Indian and Chinese parents have higher levels of expectation regardless of gender (Strand/ Francis and Archer) /cultural expectations. • White children have lower expectations of education than most minority ethnic groups (Burgess and Wilson) • Middle-class families tend to be more child-centred, middle-class children experience more attention and resources focused on their development • Any other appropriate point **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that gender is the most important factor affecting the experiences of children in the family. • Sociological material, such as concepts, theories and evidence, is used to support the argument. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that gender is the most important factor affecting the experiences of children in the family. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that gender is the most important factor affecting the experiences of children in the family • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**6**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
Evaluate feminist perspectives on equality in the family.

Indicative content
Note: Evaluation may be by reference to varieties of feminism and/or alternative perspectives such as functionalism/post modernism etc.

<table>
<tr><td></td><td>Explanations of Feminist perspectives</td><td>Arguments against feminist perspectives.</td></tr>
<tr><td>Points</td><td>
Liberal feminism
• Inequality in decision making is deeply instilled through gender role socialisation
• Women’s oppression is gradually being reduced due to changes in laws
Radical feminism
• Inequality in the family is the result of patriarchy (Millett / Firestone)
• Men use physical and psychological abuse to maintain power and dominance (Firestone)
Marxist feminism
• Women are doubly disadvantaged as a result of men and capitalism
• Focus on women as mothers puts considerable pressure on women to have children and take time out of the labour market to raise them therefore reinforcing inequalities in conjugal roles
• Women absorb the anger in men that would otherwise be directed at their bosses/capitalism
• Men benefit from women’s unpaid domestic labour
</td><td>
Liberal feminism
• Gender roles in the family are not socially constructed but biologically determined (functionalism)
• The roles adopted by men and women in the family are not unequal, just different (functionalism)
• Conjugal roles remain unequally divided by gender, with women taking on the majority share (Oakley)
Radical feminism
• Fail to acknowledge the increased choice women now have. This has led to higher equality in the family (Somerville / liberal feminism)
• Women working full time has created more equal division of domestic labour (Gershuny/Willmott & Young)
• Roles in the family are increasingly negotiated based on the wishes of members, reducing any inequality
• Not all relationships are patriarchal / not all men are aggressive (Elliot)
• Fails to recognise the positive value many women place on being a mother/housewife
</td></tr>
</table>
</td><td>26</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><td></td><td>Explanations of Feminist perspectives</td><td>Arguments against feminist perspectives.</td></tr>
<tr><td>Points</td><td>Difference feminism
• By regarding the family purely negatively by focussing on gender and/or class, white feminists neglect black women’s experiences of racial oppression
General feminism
• Married men gain more satisfaction from the relationship
• Public/private divide – man spends more time out of the home
• Any other appropriate point</td><td>Marxist feminism
• Outdated as fails to consider economic and social changes e.g. feminisation of the economy, women’s use of divorce
• Focuses on the nuclear family, failing to recognise family diversity
• Patriarchy pre-dates capitalism (radical feminism)
General feminism
• Experiences of women cannot be generalised (difference feminism)
• Women are choosing the domestic / housewife role, therefore there is no inequality (Hakim)
• Fail to explain why women’s roles vary across cultures
• Any other appropriate point</td></tr>
<tr><td>Research evidence</td><td>Radical feminism, Greer, Marxist feminism, Benston, Ansley, Firestone,</td><td>Somerville, Rational Choice Theory, negotiated family, functionalism, Marxism, Marxist feminism, liberal feminism, difference feminism, Willmott and Young, postmodernism</td></tr>
<tr><td>Additional concepts</td><td>Triple shift, dual burden, patriarchy, capitalism, expressive role, social construction,</td><td>organic analogy, symmetrical family, new man/father, expressive / instrumental roles, Gender Equality Acts,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

Question	Answer	Marks
4	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of feminist perspectives on equality in the family. 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 feminist perspectives on equality in the family. **Level 4: 17–21 marks** • Good knowledge and understanding of feminist perspectives on equality in the family. 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 feminist perspectives on equality in the family. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments contradicting the feminist perspectives. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of feminist perspectives on equality in the family. 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. • Some analysis/evaluation of feminist perspectives on equality in the family. 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 contradicting the feminist perspectives. **Level 2: 6–10 marks** • Basic knowledge and understanding of feminist perspectives on equality in the family. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question. • 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** • Limited knowledge and understanding of feminist perspectives on equality in the family. The response contains only assertive points or common-sense observations. • There is little or no application of sociological material. • Little or no relevant analysis or evaluation. **Level 0: 0 marks** • 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 there is no dominant family type today.

Indicative content

<table>
<tr><td></td><td>In support of the view.</td><td>Against the view.</td></tr>
<tr><td>Points</td><td>• Growth in other family types e.g. lone parent, same sex
• Impact of migration in creating different family forms
• Decline in traditional nuclear family
• Changes in position of women has contributed to growth in different family forms
• Changing patterns of marriage and divorce
• Any other appropriate point</td><td>• Nuclear family has adapted to a dual earner set up
• Basic features of most family types are still modelled on nuclear family
• Extent of diversity is exaggerated – most people don’t live in alternative family types for long
• Some state policies continue to support nuclear family
• Examples of media idealising the nuclear family e.g. in advertisements and TV programmes
• Any other appropriate point</td></tr>
<tr><td>Research evidence</td><td>Rapoport and Rapoport, postmodernism, liberal feminism, Holdsworth and Morgan, Cheal, Giddens, Allan and Crow, Weeks</td><td>Chester, Somerville,</td></tr>
<tr><td>Additional concepts</td><td>Individualism, secularisation, life course/cycle, cohabitation</td><td>Life cycle, neo-conventional</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** **Level 5: 22–26 marks** • Very good knowledge and understanding of the view that there is no dominant family type today. 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 there is no dominant family type today. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that there is no dominant family type today. 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 there is no dominant family type today. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting there **is** a dominant family type today. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that there is no dominant family type today. 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. • Some analysis/evaluation of the view that there is no dominant family type today. 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 there **is** a dominant family type today. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view there is no dominant family type today. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question. • Any analysis or evaluation is likely to be incidental, confused or simply assertive.	

Question	Answer	Marks
5	**Level 1: 1–5 marks** • Limited knowledge and understanding of the view there is no dominant family type today. The response contains only assertive points or common-sense observations. • There is little or no application of sociological material. • Little or no relevant analysis or evaluation. **Level 0: 0 marks** No response worthy of credit.	