Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/11**

Paper 1 Socialisation, Identity and Methods of Research **October/November 2022**

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 2022 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).

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).

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

Question	Answer	Marks
1	**Describe two secondary sources of qualitative data.** **Indicative content** • letters • diaries (personal documents also accepted but if they use this as an explanation of diaries only credit one) • historical documents • previous sociological studies • newspapers • novels/literature • art • photographs • autobiographies • parish records • visual/audio media/TV programmes • any other relevant example Reward a maximum of two secondary sources of qualitative data. For each source, up to two marks are available: 1 mark for identifying a secondary source of qualitative data 1 mark for describing the identified source (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain two practical factors that may influence a sociologist's choice of research topic.** **Indicative content** • Time available for the research • Ease of access to study group • Funding and sponsorship • Issues that are considered fashionable/newsworthy • Good fortune: an opportunity presented itself • Topic suited the knowledge base/skill set of the researcher • Enhance researcher's career prospects • Cost of studying particular topics For this question, use of sociological material is likely to be demonstrated through reference to knowledge of any sociological method and there may be empirical references to studies Reward a maximum of **two practical factors**. Up to 4 marks are available for each factor: 1 mark for making a point/giving a practical factor (e.g. the time spent conducting a research method) 1 mark for explaining that point/practical factor (e.g. some research methods take much longer to conduct than others P.O) 1 mark for selecting relevant sociological material (e.g. James Patrick, Glasgow Gang) 1 mark for explaining how the material supports the point (e.g. covert P.O. may require a long time to 'get in' then the observation is likely to be time consuming) (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain one strength and one limitation of semi-structured interviews**. **Indicative content** **Strengths** • Allows you to collect both quantitate and qualitative data through one method. • Gives researcher a degree of control over proceedings. • Enables some measure of comparability. • Allows for unpredictable responses and the possibility of follow up questions, in other words they are flexible. • Less researcher bias as less structure imposed. • Respondent control may lead to greater depth and validity. • Allows the interviewer to generate a rapport. **Limitations** • Practical: costly and time consuming. • Unreliable: SSI can lack reliability depending on the degree of structure e.g. the nature of the interview schedule used. • Researcher imposition. • Dependent upon skill of the interviewer, ability to build rapport. • Dependent upon the articulacy of the respondent. • Primarily a qualitative method and therefore subject to many of the objections levelled at unstructured interviews e.g. problems associated with analysing and interpreting data. • Sample size may be small due to time taken, reducing generalisability. • Can be difficult/time consuming to analyse if there is a lot of qualitiative data generated. Reward a maximum of **one strength**. For this strength, up to 3 marks are available: 1 mark for identifying a strength of semi-structured interviews (e.g. allows you to collect both qualitative and quantitative data). 1 mark for explaining why this method has this strength (e.g. because they can have set closed questions and open questions to probe for more data) 1 mark for explaining why it is a strength (e.g. this may increase the validity and reliability of the data obtained). Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of semi-structured interviews (e.g. costly and time consuming). 1 mark for explaining why this method has this limitation (e.g. as they allow the interviewer to ask additional questions and probe for more information, this makes them more time consuming) . 1 mark for explaining why it is a limitation (e.g. this is likely to mean that only a small number of interviews take place) (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Socialisation controls the way people behave.'** **Explain this view.** **Indicative contents** • Older members of society impart cultural knowledge and understanding to younger members (internalisation). • Family has crucial effect on social learning, personal development and the acquisition of social roles; children imitate parents who provide blueprints for action. • Agents of secondary socialisation reinforce this early experience. • The process is concerned with social control and conformity via positive and negative sanctions. • Structural perspectives support this approach e.g. functionalist view on value consensus and roles (Parsons); Marxists and feminists they focus on the ideological nature of socialisation. **Levels of response** **Level 3: 8–1 0 marks** • Good knowledge and understanding of the view that socialisation controls the way people behave. 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 socialisation controls the way people behave. 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 socialisation controls the way people behave. The response contains one relevant but underdeveloped point and one (or more) points 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)	**'Socialisation controls the way people behave.'** **Using sociological material**, **give one argument against this view.** **Indicative content** • People actively participate in learning culture and don't simply accept what they are told. • Explanations for deviant behaviour, e.g. subcultures, under-socialisation, resistance. • The existence of formal and informal sanctions highlights that socialisation alone is not enough to control behaviour. • Different agents of socialisation reinforce different and sometimes conflicting values, e.g. religion and some forms of media. • Interactionists, in particular, reject the view that socialisation is simply a one way process: individuals are active in making sense of the world and in shaping their own identity and are not passive actors e.g. Mead's concept of the 'social self' as created through social interaction, looking glass self. • Interactionists views on how individuals are shaped by the agents of secondary socialisation e.g. media messages can be interpreted in an active way i.e. they are not simply absorbed and accepted. • Non-sociological arguments e.g. biological accounts of the differences in the ways people behave **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that socialisation controls the way people behave. • 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 socialisation controls the way people behave. • 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 socialisation controls the way people behave which is undeveloped or lacking clarity. • 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 the view that the media is the most important influence on identity.
<table>
<tr><th></th><th>In support</th><th>In evaluation</th></tr>
<tr><td>Points</td><td>• Major source of information, ideas, norms, values and role models
• Socially constructs and reinforces hegemonic representations of youth identity.
• Media responsible for creation of youth culture (Thornton).
• From music to advertising there is a clear link between style and youth. Influences behaviour of youth through advertising products and styles of life; emphasizing risk-oriented behaviours, fashion, popular culture etc.
• Link between media, youth and deviance – demonised youth noted in many studies Globalised popular culture, media offers huge choice of lifestyles, images and identities for youth</td><td>• Difficult to assess impact
• Over-deterministic – portrays youth as passive recipients of ideological messages Influential on some subcultural groups more than others.
• Less stereotypical representations than in the past. Role of other agents relative to the media i.e. more or less influential, notably the peer group.
• Willis working class identity grows up in youth culture in school.
• Responses are likely to utilise gender, class and ethnicity as overlapping categories in relation to youth.
• With these arguments, responses need to explain why an agent is a more important influence than the media It is too simplistic to isolate the impact of one agent as the most significant.</td></tr>
<tr><td>Research evidence</td><td>Thornton, Cohen</td><td>Oakley, Parsons, Connell, Althusser</td></tr>
<tr><td>Additional concepts</td><td>‘Folk devils’, ‘moral panic’ Pick and mix</td><td>Peer pressure, manipulation</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

Levels of response for Question 4

The maximum mark for Question 4 is 26.
Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3
</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><th>Level</th><th>AO1: Knowledge and Understanding</th><th>Marks</th></tr>
<tr><td>4</td><td>• Very good knowledge and understanding of the view that the media is the most important influence on identity.
• The response contains a range of detailed points with good use of concepts and theory/research evidence.</td><td>7–8</td></tr>
<tr><td>3</td><td>• Reasonable knowledge and understanding of the view that the media is the most important influence on identity.
• 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.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic knowledge and understanding of the view that the media is the most important influence on identity.
• The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited knowledge and understanding of the view that the media is the most important influence on identity.
• The response contains only assertive points or common sense observations.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No knowledge and understanding worthy of credit.</td><td>0</td></tr>
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<table>
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<tr><td>4</td><td>
<table>
<tr><th>Level</th><th>AO2: Interpretation and Application</th><th>Marks</th></tr>
<tr><td>4</td><td>• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.</td><td>7–8</td></tr>
<tr><td>3</td><td>• The material selected will be accurate and relevant but lacks either some development or clear application to the question.</td><td>5–6</td></tr>
<tr><td>2</td><td>• The material selected is relevant to the question but is not applied accurately or has limited development.</td><td>3–4</td></tr>
<tr><td>1</td><td>• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No interpretation and application worthy of credit.</td><td>0</td></tr>
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<table>
<tr><th>Level</th><th>AO3: Analysis and Evaluation</th><th>Marks</th></tr>
<tr><td>5</td><td>• Very good analysis/evaluation of the view that the media is the most important influence on identity.
• The evaluation is clear, explicit and sustained.</td><td>9–10</td></tr>
<tr><td>4</td><td>• Good analysis/evaluation of the view that the media is the most important influence on identity.
• The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that other agents of socialisation are a more important influence on identity than the media (opposite view to that expressed in the question)</td><td>7–8</td></tr>
<tr><td>3</td><td>• Some analysis/evaluation of the view that the media is the most important influence on identity.
• There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that other agents of socialisation are more important influence on identity than the media (opposite view to that expressed in the question).</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic analysis/evaluation of the view that the media is the most important influence on identity.
• There is an attempt to consider more than one side of the debate or one simple point suggesting that media is not the most important influence on identity.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited analysis/evaluation of the view that the media is the most important influence on identity.
• Any analysis or evaluation is incidental, confused or simply assertive.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No analysis and evaluation worthy of credit.</td><td>0</td></tr>
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<tr><td>5</td><td>
Evaluate the view that ethical issues make covert participant observation unsuitable for sociological research.
<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• Deception by the researcher.
• Lack of consent.
• Negative psychological impact on the group who find out that they have be studied without permission.
• Potential involvement in dubious activities.
• Ethical dilemma about reporting any illegal activities observed</td><td>• The ability to experience the way of life of the study group in a natural setting without imposing researcher’s views.
• CPO may be the only way to study some (deviant) groups; facilitates eliciting natural responses
• The depth of understanding gained and the validity of the research data
• Interpretivist justification: The ability to observe interaction and understand meanings afforded by this method [verstehen].
• All methods have potential ethical issues, the issue is whether these are justified
• There are ways to counter some of the ethical dilemmas, e.g. debriefing and counselling</td></tr>
<tr><td>Research evidence</td><td>Humphreys, Patrick, Hobbs, Mead</td><td>Venkatesh, Whyte, Goffman</td></tr>
<tr><td>Additional concepts/ theory</td><td>Interpretivism, positivism</td><td>Ethnography, verstehen, ‘going native’ ecological validity</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

Levels of response for Question 5

The maximum mark for Question 5 is 26.
Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3
</td><td>26</td></tr>
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<tr><td>5</td><td>Levels of response
<table>
<tr><th>Level</th><th>AO1: Knowledge and Understanding</th><th>Marks</th></tr>
<tr><td>4</td><td>• Very good knowledge and understanding of the view that ethical issues make covert participant observation unsuitable for sociological research
• The response contains a range of detailed points with good use of concepts and theory/research evidence.</td><td>7–8</td></tr>
<tr><td>3</td><td>• Reasonable knowledge and understanding of the view that ethical issues make covert participant observation unsuitable for sociological research
• 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.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic knowledge and understanding of the view that ethical issues make covert participant observation unsuitable for sociological research
• The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited knowledge and understanding of the view that ethical issues make covert participant observation unsuitable for sociological research
• The response contains only assertive points or common sense observations.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No knowledge and understanding worthy of credit.</td><td>0</td></tr>
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<tr><td>5</td><td>
<table>
<tr><th>Level</th><th>AO2: Interpretation and Application</th><th>Marks</th></tr>
<tr><td>4</td><td>• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.</td><td>7–8</td></tr>
<tr><td>3</td><td>• The material selected will be accurate and relevant but lacks either some development or clear application to the question.</td><td>5–6</td></tr>
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<tr><th>Level</th><th>AO3: Analysis and Evaluation</th><th>Marks</th></tr>
<tr><td>5</td><td>• Very good analysis/evaluation of the view that ethical issues make covert participant observation unsuitable for sociological research
• The evaluation is clear, explicit and sustained.</td><td>9–10</td></tr>
<tr><td>4</td><td>• Good analysis/evaluation of the view that ethical issues make covert participant observation unsuitable for sociological research
• The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that the advantages of covert participant observation outweigh its ethical issues.</td><td>7–8</td></tr>
<tr><td>3</td><td>• Some analysis/evaluation of the view that ethical issues make covert participant observation unsuitable for sociological research
• There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that covert participant observation is a suitable method for sociological research.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic analysis/evaluation of the view that ethical issues make covert participant observation unsuitable for sociological research
• There is an attempt to consider more than one side of the debate or one simple point suggesting that covert participant observation is a suitable method for sociological research.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited analysis/evaluation of the view that ethical issues make covert participant observation unsuitable for sociological research.
• Any analysis or evaluation is incidental, confused or simply assertive.</td><td>1–2</td></tr>
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