Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

Paper 1 Socialisation, Identity and Methods of Research **October/November 2023**

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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 levels of response mark schemes. For these, the level descriptor 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 descriptors 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.

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

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Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
E1	Explanation of the point
E2	Explanation of why it is a strength/ limitation
EXP	Development / description of the point.
EVAL	Evaluation point
DEV	Developed point
GEN	General point using sociological material but applied to the question
IR	Point is irrelevant to the question
J	Juxtaposition of point
M	Material used to support the point
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited
	Incorrect response
	Irrelevant material
	On page comment
	Off page comment
	Identification of a point

Question	Answer	Marks
1	**Describe <u>two</u> features of working-class identity.** **Indicative content** • Emphasis placed on kinship, extended family networks. • Collective values. • Stress on community. • Attitudes towards education – instant gratification, fatalism, ascribed status. • Experience of workplace, especially manual labour and the [collective] nature of work. • Solidarity – trade union membership and political affiliation; 'us v them.' • Greater gender segregation in family and leisure. • The 'new' working class – privatised/home-centred, instrumental. For each feature, up to 2 marks are available: 1 mark for identifying a feature. 1 mark for describing the identified feature. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> features of the positivist approach to sociological research.** **Indicative content** • Use of scientific approach. • Use of quantitative data/methods. • Studying the social world in terms of laws of cause and effect. • Using research questions can test and retest hypotheses. • Collecting data that enables comparisons across groups and over time (patterns and trends). • Focus on gaining data that is high in reliability. • Use of large research populations to produce representative results. • Objective approach to research. • Any other appropriate characteristic. Reward a maximum of two reasons. Up to 4 marks are available for each reason: 1 mark for making a point / giving a characteristic (e.g. use of scientific approach). 1 mark for explaining that point (e.g. positivists believe that sociologists should use a similar approach as the natural sciences). 1 mark for selecting relevant sociological material (e.g. this allows you to gain an objective understanding). 1 mark for explaining how the material supports the point (e.g. natural scientists believe you should study phenomena without influencing it). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of structured interviews as a research method.** **Indicative content** Limitations • Questions with limited options to choose from. • Interviewer effect. • Different interviewers may produce variations in response depending on their interviewer characteristics. • Limited scope for the interviewer to clarify and explain questions. • Unable to understand issues in depth. • Less opportunity for respondents to qualify and explain their answers. • Practical: cost (e.g. train interviewers) and time (e.g. compared to questionnaires). • 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 structured interviews (e.g. limited options to choose from) 1 mark for explaining why this method has this limitation (e.g. because the interview schedule is pre-coded meaning there is no opportunity for respondents to provide alternative answers) 1 mark for explaining why it is a limitation (e.g. this may impact on the validity of the data produced) (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'The main cause of deviant behaviour is social resistance.'** **Explain this view.** **Indicative content** • Social groups that develop norms and values different from wider society, and who resist and oppose the dominant system. • Youth subcultures in particular may be linked to status frustration (links to structure and agency) and the difficulties some individuals/groups have in establishing identity and in receiving status in society. Research examples: Teddy Boys, mods and rockers, skinheads, punks, Goths, emos and Rastas. • Counter-school attitudes in education e.g. Willis's Lads who subverted middle class educational values by devaluing conformist behaviour. • Micro or passive resistance (Williams) might be goths who resist middle class values of appearance as well as setting themselves apart from the conformist mainstream; or listening to rap music that is critical of the white establishment as a form of passive resistance (Harrison). • Macro or active resistance is more political and organised e.g. Rock against Racism which mobilised punk culture to oppose racist ideology. Another example could be vegan activists who join organisations to end factory farming are actively resisting, whereas people choosing not to eat meat or dairy but who rarely talk about it are passively resisting. • Cultural appropriation i.e. mainly working class youth who showed resistance to the dominant culture by taking everyday objects and subverting their meaning e.g. punks and safety pins (Hebdige/Birmingham School). • Gender example: Riot grrrl zines use cultural appropriation to resist patriarchal beauty norms that are oppressive to women in their magazines. • Overt and covert resistance: distinction between that which is visible and recognised and that which is not (Holland). • Any other reasonable point. **Levels of response** **Level 3: 8–10 marks** • The response contains two clear and developed points. • Good knowledge and understanding of the view that the main cause of deviant behaviour is social resistance. • 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.	**10**

Question	Answer	Marks
3(a)	**Level 2: 4–7 marks** • The response contains one clear and developed point and one relevant but underdeveloped point. • Some knowledge and understanding of the view that the main cause of deviant behaviour is social resistance. • 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** • The response contains one relevant but underdeveloped point and one (or more) points related to the general topic rather than the specific question. • Limited knowledge and understanding of the view that the main cause of deviant behaviour is social resistance. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	

Question	Answer	Marks
3(b)	**'The main cause of deviant behaviour is social resistance.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • The role of social resistance relative to the influence of other factors that can explain deviant behaviour e.g. cultural deprivation, under-socialisation and marginalisation. ***Note****: with these arguments, responses need to explain why social resistance is not the main cause of deviance to enter level 3* • Not all resistance is intentional opposition. • In a postmodern society, the potential for style itself to resist is lost – the commodification of subcultural styles causes style to lose any shock value and becomes merely an act of identity creation rooted in consumption and the 'next cool thing' (Clark). • Some sociologists would argue that deviance can only be understood in terms of biological and psychological causes. • Social resistance tends to be focused on youth and therefore does not offer a generalised account of deviance/non conformity. • Any other reasonable point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the main cause of deviant behaviour is social resistance. • 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 main cause of deviant behaviour is social resistance. • 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 the main cause of deviant behaviour is social resistance, 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 age is the most important influence on a person's identity.

Indicative content
<table>
<tr><th></th><th>In support</th><th>In evaluation</th></tr>
<tr><td>Points</td><td>• Role expectations are very strong when it comes to age. Many formal and informal signposts of the significance of age.
• Actions of the state reflect this via a range of protective laws for the young and elderly.
• All of the agents of socialisation create/reinforce the idea of age as a real category e.g. in education children are divided into chronological age groups.
• Expect to see reference to different stages of the life course but focus may be on one or two age groups and their cultural characteristics – peer pressure is very influential on youth; the old face ageism.
• Evidence of a generation gap e.g. over values (religion) over technology ('digital natives').</td><td>• Age boundaries weakening: in modern society age 'just a number' with expectations blurring.
• e.g. the 'third age' (Giddens) older people healthier and playing a more active role in society.
• Delayed adulthood as young people stay in education and at home for longer.
• The 'death of childhood' (Postman) as children are exposed to an adult world through the media.
• Postmodernists argue we can create our own identities or pay money to look younger for longer.
• Other groups as/more important e.g. gender, class, ethnicity plus all of these overlap with age identity.</td></tr>
<tr><td>Research evidence</td><td>Pilcher, Victor, Willis, & James, Laslett (fourth age), Bradley, Neugarten,
Clarke & Warren (active ageing). Thornton (Youth Culture and identity).</td><td>Postman, Giddens</td></tr>
<tr><td>Additional concepts</td><td>Social construction of age, life course, youth culture, transition, peer group, Subculture, rites of passage.</td><td>Third age, death of childhood</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

References to sociological theories such as feminism, functionalism or postmodernism may be present but are not necessary even for full marks.
</td><td>26</td></tr>
</table>

Levels of response
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.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that age is the most important influence on a person's identity. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that age is the most important influence on a person's 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.	5–6
2	• Basic knowledge and understanding of the view that age is the most important influence on a person's identity. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the view that age is the most important influence on a person's identity. • The response contains only assertive points or common sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

Level	AO2: Interpretation and Application	Marks
4	• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• The material selected will be accurate and relevant but lacks either some development or clear application to the question.	5–6
2	• The material selected is relevant to the question but is not applied accurately or has limited development.	3–4
1	• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that age is the most important influence on a person's identity. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that age is the most important influence on a person's identity. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that age is not the most important influence on a person's identity.	7–8
3	• Some analysis/evaluation of the view that age is the most important influence on a person's 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 age is not the most important influence on a person's identity.	5–6
2	• Basic analysis/evaluation of the view that age is the most important influence on a person's identity. • There is an attempt to consider more than one side of the debate or one simple point suggesting that age is not the most important influence on a person's identity.	3–4
1	• Limited analysis/evaluation of the view that age is the most important influence on a person's identity. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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

Evaluate the use of group interviews in sociological research.

Indicative content

<table>
<tr><th></th><th>Strengths</th><th>Weaknesses</th></tr>
<tr><td>Points</td><td>• The naturalistic setting allows respondents to feel more relaxed, encouraging more valid responses.
• A skilled researcher can control the pace and scope of discussion as well as ensuring that focus is retained.
• A group dynamic allows respondents to spark off discussions; this may stimulate a greater range and depth of responses.
• There is less reliance on the researcher's input and possible bias.
• Group identity and shared meanings may emerge/be better understood.
• Discussion allows group members to rethink and develop their ideas leading to more in-depth and valid responses.
• Empowers the respondent and reduces researcher imposition – less chance of researcher bias.
• Opportunity to observe group dynamics.
• Can be more representative than other qualitative interviews.
• May be more time efficient than other interviews.
• Any other reasonable point.</td><td>• Dominant respondents take over the discussion/results unduly reflect their views.
• Timid respondents less likely to participate.
• People are unlikely to want to discuss personal matters in front of a group setting.
Social desirability: fear of being seen as deviant is heightened in a group setting.
• Researcher effect.
• Retention of focus on topic under discussion
• Representativeness may be weak affecting reliability.
• Low reliability as difficult to replicate.
• Potential for 'group consensus' to subdue individual differences
Practical problems e.g. can be difficult to record.
• Practical: analysing data time consuming
• Any other reasonable point.</td></tr>
<tr><td>Research evidence</td><td>Positivism, Archer, Willis, Demie and McLean</td><td>Interpretivism</td></tr>
<tr><td>Additional concepts</td><td>Researcher bias</td><td>Group think</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>

Levels of response
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.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the use of group interviews in sociological research. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the use of group interviews in 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.	5–6
2	• Basic knowledge and understanding of the use of group interviews in sociological research. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the use of group interviews in sociological research. • The response contains only assertive points or common sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

Level	AO2: Interpretation and Application	Marks
4	• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• The material selected will be accurate and relevant but lacks either some development or clear application to the question.	5–6
2	• The material selected is relevant to the question but is not applied accurately or has limited development.	3–4
1	• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the use of group interviews in sociological research • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the use of group interviews in sociological research • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments evaluating the use of group interviews in sociological research.	7–8
3	• Some analysis/evaluation of the use of group interviews in sociological research • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points evaluating the use of group interviews in sociological research	5–6
2	• Basic analysis/evaluation of the use of group interviews in sociological research • There is an attempt to consider more than one side of the debate or one simple point evaluating the use of group interviews in sociological research	3–4
1	• Limited analysis/evaluation of the use of group interviews in sociological research • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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