Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/13**

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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[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 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 a laboratory experiment.** **Indicative content** • Used to test a hypothesis. • Follow the principles of the scientific method. • Used to find cause and effect relationships / identify correlations. • Takes place in an artificial environment. • Researcher manipulates variables – control and experimental groups. • Experiments are designed to be replicated – repeated by other researchers. • They typically collect quantitative data. • Any other relevant point Reward a maximum of two features. For each feature, up to 2 marks are available: 1 mark for identifying a feature of a laboratory experiment. 1 mark for describing the feature of a laboratory experiment. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons questionnaires are considered high in reliability.** **Indicative content** • Can be completed without a researcher present / likely to get similar results if repeated by a different researcher. • Respondents asked same questions in the same order / easily repeated. • Usually have closed questions / fixed responses / generate quantitative data / easier to analyse. • Can be used to collect data from a large sample / less likely the findings are the result of an untypical sample. Reward a maximum of two reasons. Up to 4 marks are available for each reason: 1 mark for making a point / giving a reason (e.g. can be completed without the researcher present) 1 mark for explaining that point (e.g. because they are filled in by the respondent themselves) 1 mark for selecting relevant sociological material (e.g. there is less likely to be researcher bias) 1 mark for explaining how the material supports the point (e.g. so if a different researcher completed the study they are likely to get similar results) (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> strengths of using an overt approach to participant observation.** **Indicative content** Strengths • low personal involvement. • Research carried out in a 'natural environment' – high in ecological validity. • Ethical reasons: safeguards the consent of those being observed. • Avert the possibility of 'going native'. • Easier to avoid being drawn into any illegal / unethical behaviour of the group. • Practical reasons: easier for researcher to make notes while observing. • Allows researcher the opportunity to ask questions. • Makes withdrawal from the group straightforward. Strengths need to specifically relate to the overt aspect and not participant observation in general. Reward a maximum of **two strength**s. For each strength, up to 3 marks are available: 1 mark for identifying a strength of overt participant observation (e.g. low personal involvement) 1 mark for explaining why this method has this strength (e.g. overt observers do participate, they view behaviour in a detached way) 1 mark for explaining why it is a strength (e.g. likely to lead to a more objective understanding) (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Education is the most important influence on class identity.' Explain this view.** **Indicative content** • The role played by the formal and informal (hidden) curriculum in the transmission of class-based norms, values and roles. • Use of cultural and / or social capital (Bourdieu) **within** schools (ways of acting, attitudes and lifestyle) and social capital (networks of influence). • Failure / success at school can shape a person's perception of their social class identity. • Private education, especially public schools followed by Oxbridge – contributes to membership of elite occupational groups in society (judiciary, military, politics) and sense of leadership and self-confidence. • Exclusive social networks – peer groups formed in schools / university ('old boys' network') that provide self-help contacts in later life. • 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 education is the most important influence on class identity. • 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** • The response contains one clear and developed point and one relevant but underdeveloped point. • Some knowledge and understanding of the view that education is the most important influence on class identity. • 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 be 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 education is the most important influence on class identity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

3(b)	**'Education is the most important influence on class identity.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Deterministic explanation i.e. the role of education in socialising children may be exaggerated. Children are able to exercise agency in the formation of their identity, class based or otherwise. • Socialisation practices into norms and values of class culture e.g. working class culture might be family orientated and children might enjoy leisure activities such as watching TV etc. • Use of cultural and / or social capital (Bourdieu) cultural capital inherited from parents (ways of acting, attitudes and lifestyle) and social capital [networks of influence] • The view that class identity itself has fragmented and declined overall. • Class identity in adulthood – work environment and social status may be more important influences than education on social class identity of adults. • Too simplistic to isolate the power of one agent as the most significant. • The role of other agents of socialisation relative to the influence of education on class identity e.g. peer group may be a more important influence as children form subcultures within school e.g. Willis (though these may be class based); working class attitudes towards education – instant gratification, fatalism, ascribed status – may be shaped by the family (though these may be reinforced in schools). Likewise, middle class attitudes. ***Note****: these responses need to explain why the agent is more important than education e.g. parents exert control on children's access to schooling so family can be seen as more important. Peers may encourage young people to adopt a critical approach to their participation in education.* • Any other relevant point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that education is the most important influence on class identity. • 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 education is the most important influence on class identity. • 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 education is the most important influence on class identity, 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 extent to which ethnic identities are changing has been exaggerated.

Indicative content:
<table>
<tr><th></th><th>In support</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Emergence of hybrid identities (mix of two or more identities.) has been overstated – cultural differences between groups remain and, in many cases, may be hardening.(Jacobson)
• Rejection of the idea that identity is simply a matter of personal choice: it is as likely to be a response to racism / ’fitting in’ / playing down their own ethnicity and culture to gain acceptance rather than as a preferred option.
• Examples of ethnicity being asserted as a statement of difference e.g. Mirza on female British Muslims wearing the hijab to distinguish their identity and being generally more religious than their parents. Black youth more inclined to use Patois as a way to actively assert their ethnic identity in opposition to others. (Modood)
• Awareness of the role played by structure and agency in relation to identity.</td><td>• Ethnic identity is becoming harder to identify i.e. the traditional markers of ethnicity (traditions, language, diet, dress, religion etc.) that give cultural groups a sense of identity are breaking down.
• Globalisation, diaspora, assimilation and inter-ethnic relationships as factors driving change.
• New / hybrid forms emerging – the option to adopt multiple identities depending on the social context e.g. ‘Brasian’, ‘white mask’, code switching etc. (Johal, Butler, Hall)
• Music, clothing, language and diet as cultural elements that are subject to a ‘pick and mix’ approach. White youth are also subject to this.
• Concept of hybridity as a counterpoint to the simplistic idea of ‘caught between two cultures’ – fusion not confusion.
• Potential links to supporting theory e.g. postmodernism.</td></tr>
<tr><td>Research evidence</td><td>Jacobson, Mirza, Modood</td><td>Johal, Butler, Hall, postmodernism</td></tr>
<tr><td>Additional concepts</td><td></td><td></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 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 the extent to which ethnic identities are changing has been exaggerated. • 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 the extent to which ethnic identities are changing has been exaggerated. • 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 the extent to which ethnic identities are changing has been exaggerated. • 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 the extent to which ethnic identities are changing has been exaggerated. • 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 the extent to which ethnic identities are changing has been exaggerated. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis / evaluation of the view that the extent to which ethnic identities are changing has been exaggerated. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that the extent to which ethnic identities are changing has not been exaggerated.	7–8
3	• Some analysis / evaluation of the view that the extent to which ethnic identities are changing has been exaggerated. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that the extent to which ethnic identities are changing has not been exaggerated.	5–6
2	• Basic analysis / evaluation of the view that the extent to which ethnic identities are changing has been exaggerated. • There is an attempt to consider more than one side of the debate or one simple point suggesting that there is little evidence to support the emergence of new hybrid ethnic identities.	3–4
1	• Limited analysis / evaluation of the view that the extent to which ethnic identities are changing has been exaggerated. • 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 view that the main influence on choice of research method is the theoretical perspective of the sociologist.

Indicative content
<table>
<tr><th></th><th>In support</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• The theoretical stance of the researcher in shaping choice of method may be decisive.
• Positivists choose methods that produce quantitative data (e.g. questionnaires and official statistics), as they consider such methods to be more scientific and reliable.
• Interpretivist choose methods that produce qualitative data, such as interviews or observations as they consider such methods more likely to be in depth and valid.
• Feminist methodology focuses on the failure of traditional theories to take account of the position of women in how research is conducted.
• Research that is instigated by the sociologist on their own account, without direct sponsorship from outside bodies is more likely to be influenced by the theoretical concerns of the sociologist in terms of choice of research method.</td><td>• Time – often linked to money. Many methods / approaches can take considerable time e.g. longitudinal studies.
• Money – often linked to funding source; some methods are cheap.
• Location.
• Sample issues: size, access, cooperation.
• Nature of the study group / topic e.g. if they are easier to access such as poor / powerless groups.
• Researcher’s skill set e.g. the difficulties involved in conducting different types of observation.
• Ethical considerations.
• Researcher’s / sponsor’s values and ideological perspectives may be a key influence on research methods.</td></tr>
<tr><td>Research evidence</td><td>Feminist sociologists; positivism, interpretivism</td><td>National statistics, British Crime Survey</td></tr>
<tr><td>Additional concepts</td><td>Reliability, validity, objectivity, representativeness,</td><td>Ethics, access, sample size</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 view that the main influence on choice of research method is the theoretical perspective of the sociologist. • 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 the main influence on choice of research method is the theoretical perspective of the sociologist. • 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 the main influence on choice of research method is the theoretical perspective of the sociologist. • 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 the main influence on choice of research method is the theoretical perspective of the sociologist. • 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 the main influence on choice of research method is the theoretical perspective of the sociologist. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis / evaluation of the view that the main influence on choice of research method is the theoretical perspective of the sociologist. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that choice of research method may be shaped by other factors such as practical or ethical issues.	7–8
3	• Some analysis / evaluation of the view that the main influence on choice of research method is the theoretical perspective of the sociologist. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that the main influence on choice of research method is the theoretical perspective of the sociologist.	5–6
2	• Basic analysis / evaluation of the view that the main influence on choice of research method is the theoretical perspective of the sociologist. • There is an attempt to consider more than one side of the debate or one simple point, the choice of method may be shaped by other factors.	3–4
1	• Limited analysis / evaluation of the view that the main influence on choice of research method is not the theoretical perspective of the sociologist. • 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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