Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/21**

Paper 2 The Family **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 the expressive role.** **Indicative Answer** • Considered the mother's/female's role – women are considered naturally nurturing\are socialised into seeing it as their role to carry out. • Caregiver/childcare/child rearing – child's day to day (emotional, physical, health etc.) needs are catered for/nurturing of children. • Personality stabilisation – the wife satisfies the emotional and physical needs of the husband/acts as a 'warm bath'. • Socialisation of children – teaches children social norms and values etc. as they spend more time with the child compared to the breadwinner. • Domestic labour – takes care of all the housework/cooking family meals. • Any other appropriate feature. Reward a maximum of two features. For each feature, up to 2 marks are available: 1 mark for identifying a feature. 1 mark for describing how it is a feature of the expressive role. (2 x 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons why cohabitation has become more popular in some societies.** **Indicative content.** • Less religious pressure – no longer considered sinful to live together unmarried. • A test period – see if partner is 'the one'. • Changing social attitudes – marriage considered less important. • Avoid the potential financial expense of a lavish wedding ceremony/divorce. • Greater freedom to end the relationship/less ties. • Increased financial independence of women – no longer need marriage for financial security. • Fear of messy divorce/avoid risk of marriage failing. • Feminist influence – women not subscribing to patriarchal views of marriage. • A lack of commitment – growth of individualism has led people to focus more on themselves and own needs rather than shared needs of a married couple. • Greater access to contraception – preventing pregnancy can reduce the need to get married for moral reasons/prevent shotgun wedding. • Any other appropriate reason. For this question, use of sociological material is likely to be demonstrated through references to feminist and postmodernist sociologists e.g. Wilkinson, Giddens, Beck and concepts such as patriarchy, confluent love, Equal Pay Act etc. Reward a maximum of two ways. Up to 4 marks are available for each way. 1 mark for making a point/giving a reason (e.g. less religious pressure). 1 mark for explaining that point/reason (e.g. in western societies, religious beliefs are playing less of a part in the way people live their lives). 1 mark for selecting relevant sociological material (e.g. secularisation). 1 mark for explaining how the material supports the point (e.g. consequently people increasingly see living together outside of marriage as not being sinful / don't fear any religious consequences) (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> strengths of postmodernist views of the family.** **Indicative content** Strengths • Relevant to/representative of contemporary diverse families – does not limit the idea of family to just nuclear like structuralist approaches. • Highlights the flexibility in family practices/roles unlike the meta-narratives of structuralist approaches. • Does not judge particular family or relationship set ups as either right or wrong, rather reflect individual needs unlike New Right approaches. • Recognises the influence of the media on family life. • Acknowledges that family life is pluralistic – it is characterised by diversity, variation and instability. • Recognises the significance of consumption on family identities. • Acknowledges that social changes such as increasing social fragmentation and diversity have made family more a matter of personal choice. • Acknowledges the benefits of all/diverse family structures to the individuals that make up that family. • Any other appropriate strength Reward a maximum of **two strengths**. For each strength, up to 3 marks are available: 1 mark for identifying a strength of postmodernism (e.g. relevant to / representative of contemporary diverse families). 1 mark for describing why postmodernism has this strength (e.g. does not limit the idea of family to just the nuclear unlike structuralist approaches). 1 mark for explaining why it is a strength (e.g. this has broadened our understanding that families and their relationships are complex). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Domestic labour is now shared equally between men and women in the family.'** **Explain this view.** **Indicative content** • Evidence of sharing domestic tasks equally. • March of progress view. • Changes in lives of women have led to greater equality/sharing of domestic labour in the home. • Impact of technology on housework/sharing of housework. • Changes in motherhood and fatherhood / fathers taking a greater involvement in childcare / mothers increasingly taking on the instrumental breadwinner role. • Impact of women working • Changes in male identities – traditional notions of masculinity are being replaced e.g. by 'new man', willing to involve themselves in roles traditionally considered feminine. • Impact of the decline in traditional male occupations – more men experiencing unemployment and taking up greater share of the domestic tasks. • During the Covid pandemic, childless couples saw a rebalancing of domestic labour between men and women (Harkness et al.). • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that domestic labour is now shared equally between men and women in the family. • The response contains two clear and developed points. • Sociological material 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 domestic labour is now shared equally between men and women 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 domestic labour is now shared equally between men and women in the family. • The response contains one relevant but underdeveloped 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)	**'Domestic labour is now shared equally between men and women in the family.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Evidence of unequal division of household tasks. • Women increasingly taking on greater burden in the home. • Patriarchy perpetuates this inequality/until patriarchy is eradicated, there will never be equality between the genders in the family. • Biological determinism of gendered roles (women are better suited to caring role and domestic chores). • More equal sharing tends to be found within same sex-couples who don't comply to gender scripts, compared to heterosexual couples. • Increased men's participation in housework during the Covid pandemic lockdown, returned to more traditional gendered division amongst couples with children, once schools and nurseries closed (Harkness et al.). • Level of equality varies greatly between different social groups and societies. • Any other appropriate point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view domestic labour is now shared equally between men and women 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 domestic labour is now shared equally between men and women 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 domestic labour is now shared equally between men and women in the family, 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 role of parents has changed.

Indicative content.

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Shift from 'stay at home/economically dependent' mothers, to taking on the breadwinner role.
• Mother's role shifted from 'expressive' to 'intensive'.
• Role of mother no longer distinct as fathers have become more involved with children/distinction between motherhood and fatherhood no longer so clear.
• Grandparents now often play important childcare role – provide childcare for working parents.
• Shift from absent to involved father.
• New norms of active fatherhood outside of marriage/relationship.
• Financial provider no longer a measure of good fatherhood.
• Significant number of children are now raised by more than one mother figure (Park) e.g. two mothers in same-sex relationship, biological and step-mother.
• Increase in stay-at-home fathers.
• Growth in child-centered parenting.
• Increased media and peer group influence in raising children – provide socialisation/learning function associated with parenting.</td><td>• In many pre-industrial societies parenting was not clearly differentiated between mothers and fathers anyway.
• Cultural ideology in some countries still exist – mothers are expected to prioritise their caring role over work/career.
• Even where mothers do enter the workforce, they are expected to take on work compatible with family commitments.
• Dominant cultural ideas of traditional fatherhood continue in some societies e.g.authoritarian, disciplinarian.
• Pressures of working long hours mean many fathers are not able to be involved with their children as much as they would like (Gray).
• Whilst fathers are spending much more time with their children compared to their own fathers previously, it is still fairly low when compared to mothers.
• Religious reinforcement of patriarchy/traditional views of parenting.
• Majority of childcare remains the female's responsibility.
• State policies that reinforce traditional gendered ideas of parenting.</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><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Fathers are spending much more time with their children compared to their own fathers previously.</td><td>• Dominant view remains that children have only one ‘real mother’.
• Any other appropriate point.</td></tr>
<tr><td>Supporting evidence / theory</td><td>Arfini, Wilkinson, Giddens, Rotundo/Pleck, Grey, Dermott, McVeigh and Finch, Burghes, Park, Thompson, Hatter et al, postmodernism, liberal feminism</td><td>Arfini, Chambers, Parsons, Ford and Millar, functionalism, Leonard, radical feminism, Hatter et al, Salway et al, Hauari and Hollingworth, Gray, Dermott, Sevilla, Hatter et al,</td></tr>
<tr><td>Possible concepts</td><td>Individualisation, new man/dad, paternity leave, crisis of masculinity, fully involved dads, child-centred,</td><td>hegemonic masculinity, expressive / instrumental roles, cultural norms, rational choice theory, enforcer dad, ideology of monomaternalism</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be awarded appropriately.
</td><td></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 & Understanding	Marks
4	• Good knowledge and understanding of the view that the role of parents has changed. • 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 role of parents has changed. • 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 role of parents has changed. • 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 role of parents has changed. • 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 role of parents has changed. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that the role of parents has changed. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting the role of parents may **not** have changed.	7–8
3	• Some analysis/evaluation of the view that the role of parents has changed. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting the role of parents may **not** have changed.	5–6
2	• Basic analysis/evaluation of the view that the role of parents has changed. • There is an attempt to consider more than one side of the debate or one simple point suggesting the role of parents may **not** have changed.	3–4
1	• Limited analysis/evaluation of the view that the role of parents has changed. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis or 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 social policies have led to a decline in the nuclear family.

Indicative content.
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Divorce reforms made divorce more accessible, leading to a rise in divorces/decline in the number of nuclear families.
• Welfare policies – allow women to raise children without the need for a man/husband, leading to a rise in lone–mothers.
• Equality Acts – e.g. Equal Pay Act has led to greater economic independence of women – don't need marriage/nuclear family for financial security.
• Social policies supporting alternative family forms to the traditional nuclear e.g. same-sex marriage.
• External agencies have taken over functions of the nuclear family e.g. education/schooling, meaning less need for the nuclear family.
• Greater access to contraception/ less need to get married/start a nuclear family due to pregnancy.
• Policies preventing abortion may lead to increase in lone-parent families.
• Any other appropriate point.</td><td>• Policies promoting marriage/traditional nuclear family e.g. CSA, tax allowances etc.
• Policies promoting same-sex marriage/civil partnership, can still be considered a nuclear family.
• Most people form part of a nuclear family at some point/its decline has been exaggerated.
• Provision of free childcare – nuclear family adapts to become dual earner nuclear family.
• Most women are simply delaying marriage / nuclear family rather.
• Impact of secularisation/increased individualism/changing social attitudes rather than social policies on patterns of cohabitation and divorce/decline of the nuclear family.
• Policies enabling easier access to divorce or promoting alternative family forms may exist, however cultural norms/traditions resist the breaking up of the nuclear family.
• Any other appropriate point.</td></tr>
<tr><td>Supporting evidence / theory</td><td>New Right, functionalism, liberal feminism, Murray, Allan, Giddens, Beck, Morgan,</td><td>Postmodernism, Chester,</td></tr>
<tr><td>Relevant concepts</td><td>Individualism, risk society, familial ideology,</td><td>Life cycle, neo-conventional family</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be awarded 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 & Understanding	Marks
4	• Good knowledge and understanding of the view that social policies have led to a decline in the nuclear family. • 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 social policies have led to a decline in the nuclear 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.	5–6
2	• Basic knowledge and understanding of the view that social policies have led to a decline in the nuclear family. • 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 social policies have led to a decline in the nuclear family. • 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 social policies have led to a decline in the nuclear family. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that social policies have led to a decline in the nuclear family. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that social policies have not necessarily led to a decline in the nuclear family.	7–8
3	• Some analysis/evaluation of the view that social policies have led to a decline in the nuclear family. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that social policies have not necessarily led to a decline in the nuclear family.	5–6
2	• Basic analysis/evaluation of the view that social policies have led to a decline in the nuclear family. • There is an attempt to consider more than one side of the debate or one simple point suggesting that social policies have not necessarily led to a decline in the nuclear family.	3–4
1	• Limited analysis/evaluation of the view that social policies have led to a decline in the nuclear family. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis or evaluation worthy of credit.	0

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