Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

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> functions of the family.** **Indicative content** • Socialisation/education of children/teach norms and values. • Stabilisation of adult personalities. • Emotional/physical care of children. • Maintenance of breadwinner/act as a warm bath. • Reproduction of next generation/of workforce. • Economic support for dependents/provision of food, shelter, clothes, etc. • Sexual regulation – prevent familial/social disharmony. • Perpetuate capitalism through for example, consumerism, socialisation of children into accepting hierarchy. • Maintain social control. • To teach skills – train for future employment e.g. fishing, farming. • Any other appropriate function. Reward a maximum of two functions. For each function, up to 2 marks are available: 1 mark for identifying a function. 1 mark for describing that function. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons for an increase in divorce.** **Indicative content** • Changes in laws\policy have made divorce more accessible. • Influence of feminist movements on women's expectations of marriage/growth of individualism and personal fulfilment – not prepared to stay in an unhappy marriage if it does not satisfy them. • Higher value placed on marriage – people will go through several marriages to find 'the one'. • Increased financial independence of women – they can be self-sufficient and afford to leave an unhappy marriage. • Secularisation – declining religious influence means less pressure/judgement over leaving a marriage. • Less stigma attached/changes in social attitudes to divorce -normalised due to high level of/highly publicised celebrity divorce. • Over generous welfare system – New Right argue this allows women to afford to raise a family and not need to stay in a marriage. • Isolation of nuclear family – less interference from extended kin networks to stay married. • Increased life expectancy – more time for marriage to go wrong and choose to start again in a new relationship. • More childless couples – less need to stay together for the sake of the children. • Wife's greater participation in the workforce and focus on own ambitions – can cause resentment from the husband leading to collapse of relationship and divorce. • Any other appropriate reason. ***Note:*** *A response which simply discusses why people get divorced, with no explanation of why/how this significant change that has led to an <u>increase</u> in divorce is too vague.* For this question, use of sociological material is likely to be demonstrated through references to feminist, postmodernist and New Right theorists e.g. Sharpe, Giddens, Murray and concepts such as Divorce Reform Act, Equal Pay Act, individualisation, empty-shell marriage, 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. divorce is more accessible). 1 mark for explaining that point (e.g. changes in law have made seeking divorce easier and cheaper). 1 mark for selecting relevant sociological material (e.g. Divorce Reform Act/s). 1 mark for explaining how the material supports the point (e.g. no longer have to prove fault in order to get a divorce) (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of liberal feminist views of the family.** **Indicative content** Limitations • Fails to address social class-based inequalities of capitalism in perpetuating women's inequality in the family. • Fails to address patriarchy as the main cause of women's oppression in the family – changes in laws will therefore not lead to greater equality for women in the family. • Focuses only on the values of white, heterosexual middle-class women – their experiences of the family are not universal. • Fails to recognise personal choice in women being more home orientated – see this as a form of inequality rather than a positive choice. • Scope of influence is limited – in some conservative/patriarchal countries laws/social attitudes towards equality for women in the family are difficult to change. • Exaggerates the extent of gender equality now seen in the family – still largely considered the experience of white middle class families. • Does not pay enough attention to the abuse/violence that takes place against women in the family. • Ignores biological determinism in conjugal roles – assumes gender roles are socially constructed and learnt via socialisation. • Fails to acknowledge the negative consequences on children of mothers pursuing career over fulfilling traditional expressive role (possible New Right argument) • 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 liberal feminism (e.g. fails to address social class-based inequalities of capitalism in perpetuating women's inequality in the family). 1 mark for describing why liberal feminism has this limitation (e.g. focuses on how cultural attitudes and policies contribute to gender inequalities). 1 mark for explaining why it is a limitation (e.g. women are oppressed and exploited due to the relationship the family has with the economy, therefore limiting our understanding of gender inequality). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'The nuclear family has lost its social importance.'** **Explain this view.** **Indicative content** • Changes in social attitudes – less social expectancy for people to form traditional nuclear family e.g. secularisation has meant other family forms have become increasingly tolerated. • Social policies – made access to divorce/breaking up of nuclear family easier/supporting alternative family forms e.g. Divorce Reform Act, welfare system enabling young women in particular to not need to be in a nuclear family to raise children. • Growth in family diversity – nuclear family no longer dominant. • Cereal packet family imagery in the media no longer dominant • Impact of increase in female independence – prioritise career over starting a nuclear family. • Loss of functions – state/external institutions have taken over functions normally required of the nuclear family meaning less need for it e.g. socialisation of children. • Growth in individualism – people pursuing personal dreams/ambitions. • Any other appropriate point. **Levels of response** **Levels 3: 8–10 marks** • Good knowledge and understanding of the view that the nuclear family has lost its social importance. • 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 the nuclear family has lost its social importance. • 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 the nuclear family has lost its social importance. • 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)	**'The nuclear family has lost its social importance.'** **Using sociological material, give one argument against this view.** **Indicative content** • Continues to perform irreducible functions that benefit society e.g. primary socialisation of children and stabilisation of adult personalities (functionalist argument). • Best family type for raising children effectively to become functional citizens (New Right argument). • Most effective family type at serving promoting capitalism/wider patriarchal ideology (Marxist/radical feminist argument). • Most people form part of a nuclear family at some point/nuclear family still considered 'desirable' by most people. • Nuclear family forms the basis of most other family types. • Nuclear family's continued numerical dominance in some societies/simply adapting e.g. neo-conventional/dual earner. • Often shown in the media as the 'ideal' family type. • Remains socially important as it is 'functionally fit' for industrial society's needs (Parsons). • Any other appropriate point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the nuclear family has lost its social importance. • 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 the nuclear family has lost its social importance. • 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 nuclear family has lost its importance, 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 power is shared equally in the family.

Indicative content.

Note: This response requires a discussion of power in the family relationships.
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>
• Professional women tend to take on greater financial decision making where the man is unemployed.
• Official statistics show high incidences of domestic violence against both men and women.
• Increase in women's economic independence has improved their status in the family – led to greater power sharing in family relationships.
• Relationships are becoming more negotiated, meaning there is less power imbalance as roles are not imposed.
• Changing social attitudes mean families are becoming less patriarchal.
• Children increasingly have a voice in family decisions.
• Women exercise choice in adopting domestic role – it is not imposed upon them.
• Any other appropriate point.
</td><td>
• Men still tend to make the important financial decisions as they are primarily the breadwinner/women primarily are left with decision making over trivial issues e.g. food shopping.
• Patriarchy in wider society filters through to the family – this perpetuates male domination/power/exploitation of women.
• Patriarchal expectation of wife/mother to fulfill traditional roles, limiting her opportunities e.g. made to feel guilty for neglecting children if she pursues work – perpetuates male financial power as the breadwinner.
• Link between cultural diversity and gender inequality influencing power distribution within the family.
• Middle-class women generally defer to husbands on major decisions.
• Most reported domestic violence is conducted by males against their female partners.
• Females will always be biologically disadvantaged due to their ability to have babies – therefore will always be oppressed by men in a relationship.
• Some cultures view boys as more important/of a priority – as such have greater power.
</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></td><td>• Parents have control of children's time and space, etc.
• Power of elderly relatives reduced as seen as a burden in some societies.
• Any other appropriate point.</td></tr>
<tr><td>Supporting evidence/ theory</td><td>Leighton, Willmott & Young, Beck, liberal feminism, Kaufman
post-modernism, Giddens</td><td>Edgell, Pahl & Vogler, Hardhill et al, Dobash & Dobash, radical feminsm, Delphy, functionalism, Marxist-feminism, Oakley, rational choice theory,</td></tr>
<tr><td>Relevant concepts</td><td>New man/father, joint/intergrated conjugal roles, symmetrical family, pester-power,</td><td>Biological determinism, capitalism, gendered socialisation, segregated conjugal roles, gender scripts,</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 power is shared equally in the 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 power is shared equally in the family. • The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	5–6
2	• Basic knowledge and understanding of the view that power is shared equally in the 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 power is shared equally in the family. • The response contains only assertive points or common-sense observations.	1–2
0	• No knowledge & 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 power is shared equally in the family. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that power is shared equally in the family. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting there is an unequal power distribution in the family.	7–8
3	• Some analysis/evaluation of the view that power is shared equally in the family. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting there is an unequal power distribution in the family.	5–6
2	• Basic analysis/evaluation of the view that power is shared equally in the family. • There is an attempt to consider more than one side of the debate or one simple point suggesting there is an unequal power distribution in the family.	3–4
1	• Limited analysis/evaluation of the view that power is shared equally in the 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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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
Evaluate the view that the distinction between childhood and adulthood is becoming less clear.

Indicative content.
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>
• Children can now access adult content through television/internet.
• Traditional children's games are disappearing - now play same games as adults.
• Children increasingly gaining same rights as adults.
• Children dress and speak more like adults today.
• Children increasingly engaging in adult activities e.g. drinking alcohol, drug taking, sexual activity.
• Many adults are increasingly dressing and behaving younger.
• Children and adults spend more leisure time following the same pursuits together.
• Children increasingly have a voice in family decisions.
• Cross cultural examples of children performing adult roles e.g. carer/earner/soldier relevant to recent times.
• Children increasingly exposed to problems and stresses of the adult world.
• Children becoming increasingly autonomous, particularly boys.
• Children increasingly targeted as consumers.
</td><td>
• Families have become increasingly child-centered – childhood is protected as something special/children seen as needing protection from elements that would damage their innocence.
• Childhood is a period increasingly safeguarded by laws/policies distinguishing it from adulthood e.g. protected from employment, age restrictions.
• Inequalities in power between adults and children still exist.
• Control of a child’s space and body by adults
• Girls still experience greater restrictions on their freedoms than boys – limits what activities they can undertake.
• Cultural/ethnic examples demonstrating restrictions placed on children’s abilities to engage in adult activities e.g. sex, smoking, alcohol consumption.
• Childhood is socially constructed/not a universal process so generalisations cannot be made.
• Any other appropriate point.
</td></tr>
</table>
</td><td>26</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Adults increasingly accessing education for longer – remain dependent on parents for economic support.
• Any other appropriate point.</td><td></td></tr>
<tr><td>Supporting evidence/ theory</td><td>Postman, Palmer, Hecht, Robertson, Phillips, Margo, postmodernism, New Right, Marxism,</td><td>Brooks, Jenks, Aries, Hillman, Gittens,</td></tr>
<tr><td>Relevant concepts</td><td>Infantilisation, toxic childhood, kidults, sexualisation of childhood, consumer culture, boomerang generation,</td><td>March of progress, child-centeredness, age patriarchy, concerted cultivation, helicopter parenting, Child Labour laws,</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 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 the distinction between childhood and adulthood is becoming less clear. • 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 distinction between childhood and adulthood is becoming less clear. • 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 distinction between childhood and adulthood is becoming less clear. • 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 distinction between childhood and adulthood is becoming less clear. • The response contains only assertive points or common-sense observations.	1–2
0	• No knowledge & 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 distinction between childhood and adulthood is becoming less clear. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that the distinction between childhood and adulthood is becoming less clear. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting childhood is a distinct period from adulthood.	7–8
3	• Some analysis/evaluation of the view that the distinction between childhood and adulthood is becoming less clear. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting childhood is a distinct period from adulthood.	5–6
2	• Basic analysis/evaluation of the view that the distinction between childhood and adulthood is becoming less clear. • There is an attempt to consider more than one side of the debate or one simple point suggesting childhood is a distinct period from adulthood.	3–4
1	• Limited analysis/evaluation of the view that the distinction between childhood and adulthood is becoming less clear. • 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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