CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

Paper 1 Socialisation, Identity and Methods of Research **October/November 2024**

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 2024 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 descriptions 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 level of response. For these, the level description represents performance **at the top of the level**.

For levels of response marking you should:

- award a mark at the top of the level if all criteria in the level are met
- consider the level descriptions across the full range, bearing in mind that it is not
- necessary for a candidate to give a faultless performance for maximum marks to be
- awarded within any single category
- award marks on a 'best-fit' basis; thus, compensation between higher and lower
- achievement for different criteria is acceptable.

For **Question 4** and **Question 5**, award a mark for each assessment objective separately, using the level descriptions mark scheme.
In some cases, candidates may provide a response which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

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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
	Identification of a point

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Question	Answer	Marks
1	**Describe <u>two</u> social values.** **Indicative content** • Helping others • Respect • Dignity • Education • Fairness • Honesty • Humanity • Individual rights • Any other appropriate response Reward a maximum of **two** social values**.** For each social value, up to 2 marks are available: 1 mark for identifying a social value. 1 mark for describing a social value. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways an interviewer may influence answers when carrying out sociological interviews.** **Indicative content** • The researcher indicates that they approve/disapprove of the responses (interviewer bias). • Respondents may be influenced by characteristics of the researcher such as their age, class, ethnicity and gender, • The effect of the researcher on the respondent - respondents may give the answers they think the researcher wants to hear (social desirability/demand characteristics). • Leading questions. • Interviewer may lack the skills/personal attributes required to help the respondents to relax and give uninhibited responses. • The interviewer can give further clarification of a question in a structured interview so the interviewee can give a more valid response. • Any other appropriate response. Reward a maximum of **two ways.** Up to 4 marks are available for each reason: 1 mark for making a point / giving a way (e.g. when the researcher indicates that they approve/disapprove of the responses). 1 mark for explaining that point (e.g. through tone of voice or facial expression). 1 mark for selecting relevant sociological material (e.g. interviewer bias). 1 mark for explaining how the material supports the point (e.g. this decreases the validity of the answers provided by the respondent) (2 × 4 marks)	**8**

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Question	Answer	Marks
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of using an overt approach to participant observation.** **Indicative content** Strengths: • Averts the possibility of 'going native'. • Low personal involvement. • Ethical reasons: safeguards the consent of those being observed. • Easier to avoid being drawn into any illegal/unethical behaviour of the group. • Easier to make notes while observing. • Allows observer the opportunity to ask questions. • Makes withdrawal from the group easier. • Any other appropriate strength. ***Note:*** *Strengths/limitations need to specifically relate to the overt aspect and not participant observation in general.* Reward a maximum of **one strength.** For this strength, up to 3 marks are available: 1 mark for identifying a strength of an overt approach to participant observation (averts the possibility of 'going native'). 1 mark for explaining why the method has this strength (e.g. the observer's roll is clearly identified to the participants). 1 mark for explaining why it is a strength (e.g. the observer maintains some detachment from the group being studied as opposed to becoming one of them). Limitations: • Hawthorne effect may influence respondent behaviour. • Some may refuse to participate if they know they are being studied. • Group may not accept your involvement in certain activities. • Group members may not relax in the presence of the researcher. • May be harder to achieve verstehen if not fully participating in group activities. • Any other appropriate limitation Reward a maximum of **one limitation.** For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of an overt approach to participant observation (e.g. Hawthorne effect). 1 mark for explaining why the method has this limitation (e.g. because participants know they are being studied they may not act naturally).	**6**

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Question	Answer	Marks
2(b)	1 mark for explaining why it is a limitation (e.g. this reduces the validity of the data). (2 × 3 marks)	

Question	Answer	Marks
3(a)	**'Religion is the most important influence in shaping an individual's identity.'** **Explain this view.** **Indicative content** • Many ethnic minority groups have higher religiosity than the majority group - reflect the stronger beliefs of their originating countries (Bird). • Young people from Muslim backgrounds still more likely to be religious. • Growing evangelical Christian movement, some young people regard consumerism etc. as vacuous and look for more meaning to life. • Can act as a basis for community solidarity following migration, helps maintains cultural identity for minority groups ('cultural transition'). • Help groups cope with disadvantage/oppression – 'cultural defence' - religious identity becomes a way of asserting ethnic pride, as a means of resisting racism and/or building a positive identity (Pryce/black Caribbean community). • In a global context, the major belief systems such as Islam, Hinduism and Buddhism continue to be the major influence on socialisation practices - less the case in western societies, but there are exceptions e.g. US. • Evidence of religious revival / resacrilisation in western societies • Any other appropriate 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 religion is the most important influence shaping an individual's 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 religion is the most important influence shaping an individual's identity. • Sociological material is used to support at least one point. The material selected is appropriate but not fully focused on the question or its relevance may 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 religion is the most important influence shaping an individual's identity. • Any supporting material lacks focus on the specific question.	**10**

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Question	Answer	Marks
3(a)	**Level 0: 0 marks** • No response worthy of credit.	

Question	Answer	Marks
3(b)	**'Religion is the most important influence shaping an individual's identity.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Younger people from white backgrounds are less likely to be religious – religion might be seen as 'conformist' and uncool. • Society in general is less religious (e.g. Sunday trading); less religious teaching in some schools; there are competing demands e.g. consumerism is the new religion. • The influence of religion on identity may be exaggerated e.g. many individuals do not necessarily conform. • The role of religion in influencing identity may be stronger for some age groups (e.g. older people, women) than it is for others. • Science education may introduce countervailing ideas and experiences. • The role of other agents of socialisation relative to the influence of the religion.* • Any other relevant argument. **Note:** *With these arguments responses need to explain why an agent is a more important influence than religion e.g. peer group may be a more important influence as children form influential subcultures; the media may be more important as children are exposed to influence that may not be subject to parental/community monitoring.* **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that religion is the most important influence shaping an individual's 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 religion is the most important influence shaping an individual's identity. • The material selected is appropriate but not fully focused on the question. Sociological evidence is used but its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that religion is the most important influence shaping an individual's identity, which is undeveloped or lacking clarity. • Any material selected 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 use of longitudinal studies in sociological research.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Enables comparisons to be made with other studies over time revealing trends that might not be otherwise easily obtained or remain hidden.
• Changes in attitude can be tracked across time – reverse of the ‘snapshot’ effect of conventional methods.
• It may be possible to discover the causes of change.
• Correlations more readily made e.g. between class and health/crime/education etc.
• Useful tool in respect of policy making and planning.
• Approach allows for a range of methods, quantitative and qualitative leading to increasingly valid data.
• Less reliance on respondent’s memory of past events which may be faulty – longitudinal studies overcome this problem because there are previous studies to refer to.
• Researchers are able to build trusting relationships with respondents over time generating more valid data.
• Any other relevant argument.</td><td>• Cost/money– an expensive technique; few agencies willing to commit; this can affect the type of groups researched and the nature of the study.
• Sample attrition – likely to reduce representativeness.
• Hawthorne effect – knowledge that respondents are to be repeatedly reviewed may affect behaviour; this can affect the study’s validity.
• Possibility that researchers ‘go native’ and become too involved with their study group (a criticism levelled at Skeggs).
• Maintaining the research team over time can present practical problems.
• Suitable only for a limited range of topics.
• Any other relevant argument.</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>Research evidence/ theory</td><td>National Child Development Study; Douglas '7 up'</td><td>Parker, ‘7up’(sample attrition)</td></tr>
<tr><td>Relevant concepts</td><td>Valid, reliable</td><td>Attrition rate, Hawthorne effect, social desirability</td></tr>
</table>
References to sociological theories such as functionalism, feminism, or interactionism may be present but are not necessary even for full marks.
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

Levels of response for Question 4

The maximum mark for **Question 4** is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the use of longitudinal studies 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 longitudinal studies 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 longitudinal studies 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 longitudinal studies in sociological research. • The response contains only assertive points or common sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

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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

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the use of longitudinal studies in sociological research. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the use of longitudinal studies in sociological research today. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments **against** the use of longitudinal studies in sociological research.	7–8
3	• Some analysis/evaluation of the use of longitudinal studies 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 suggesting arguments **against** the use of longitudinal studies in sociological research.	5–6
2	• Basic analysis/evaluation of the use of longitudinal studies in sociological research. • There is an attempt to consider more than one side of the debate or one simple point suggesting arguments **against** the use of longitudinal studies in sociological research	3–4
1	• Limited analysis/evaluation of the use of longitudinal studies 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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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>

Evaluate the view that sociologists exaggerate the extent to which human behaviour is shaped by socialisation.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Biological arguments that people are born with uncontrollable instincts and desires.
• e.g. maternal instinct, male aggression etc.
• These are often. expressed in strong (fixed traits) and weak (capabilities that are realised through environmental experience) terms.
• Socio-biology – Wilson on the strong influence of ‘biogrammers’.
• Parsons’ view of family roles as strongly linked to biology
• Interactionist accounts of socialisation, which appear to allow some role for free will and agency in how meanings are negotiated in the socialisation process.
• Difficult to measure the extent to which a single factor, such as socialisation, affect behaviour.
• Any other relevant argument.</td><td>• Human behaviour is overwhelmingly learned via the process of socialisation e.g. language.
• Accounts of examples of feral children raised in the absence of human socialisation.
• Studies that demonstrate the impact of social forces on human behaviour e.g. Durkheim on suicide.
• Functionalist theory of socialisation being a fundamental part of learning how to behave and function within society e.g. Parsons children learning gender roles within the family from their parents.
• Interactionist accounts e.g. Mead’s concept of the ‘social self’ as created through social interaction.
• Structural functionalist emphasis on societal determinism.
• Cross-cultural variations in gender roles implies a strong influence of socialisation.
• Any other relevant argument.</td></tr>
<tr><td>Research evidence/ theory</td><td>Wilson, Parsons, Wrong</td><td>Podder & Bergvall, Durkheim, Mead</td></tr>
<tr><td>Relevant concepts</td><td>‘over-socialised man’</td><td>Looking glass self, social self, voluntarism</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 for Question 5

The maximum mark for **Question 5** is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that sociologists exaggerate the extent to which human behaviour is shaped by socialisation. • 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 sociologists exaggerate the extent to which human behaviour is shaped by socialisation. • 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 sociologists exaggerate the extent to which human behaviour is shaped by socialisation. • 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 sociologists exaggerate the extent to which human behaviour is shaped by socialisation. • 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 sociologists exaggerate the extent to which human behaviour is shaped by socialisation. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that sociologists exaggerate the extent to which human behaviour is shaped by socialisation. • The evaluation is explicit and direct but not sustained or a more descriptive account of • evidence and arguments **against** the view that sociologists exaggerate the extent to which human behaviour is shaped by socialisation.	7–8
3	• Some analysis/evaluation of the view that sociologists exaggerate the extent to which human behaviour is shaped by socialisation. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points **against** the view that sociologists exaggerate the extent to which human behaviour is shaped by socialisation.	5–6
2	• Basic analysis/evaluation of the view that sociologists exaggerate the extent to which human behaviour is shaped by socialisation. • There is an attempt to consider more than one side of the debate or one simple point **against** the view that sociologists exaggerate the extent to which human behaviour is shaped by socialisation.	3–4
1	• Limited analysis/evaluation of the view that sociologists exaggerate the extent to which human behaviour is shaped by socialisation. • 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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