CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/13**

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> sampling techniques.** **Indicative content** • Simple random – all members of sample population have equal chance of being selected. • Systematic – selection of every nth name from a list. • Stratified random – sample reflects proportions of social characteristics of the target population. • Quota – selected according to known demographic features. Numbers in categories reflect population profile (non-random). • Opportunity – anyone who happens fit the criteria and is available (non-random). • Snowball – on the basis of introductions; often used for difficult to access groups (non-random). • Volunteer – where participants choose to join the research e.g. by replying to an advert. • Cluster – target population is sub-divided then a random sample is selected; this continues until required sample is achieved. • Multi-stage – a sample of a sample e.g. a sample of voters in a sample of constituencies. • Any other reasonable response. Reward a maximum of **two** sampling techniques. For each sampling technique, up to 2 marks are available: 1 mark for identifying a sampling technique. 1 mark for describing the sampling technique. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ethical issues linked to sociological research.** **Indicative content** • Avoidance of harm to research subjects. • Purposes/uses of sociological research, e.g. should research be used with the aim of helping people. • Informed consent. • Researcher deception. • Confidentiality/anonymity of the information gained. • Potential involvement in dubious activities. • Right to withdraw from the study. • Any other reasonable response. For this question, use of sociological material is likely to be demonstrated through reference to knowledge of any sociological method, most likely observations, interviews or experiments. Reward a maximum of **two issues.** Up to 4 marks are available for each issue: 1 mark for making a point / giving a reason (e.g. Avoidance of harm). 1 mark for explaining that point (e.g. the physical, social and mental well-being of respondents should not be harmed by taking part in research). 1 mark for selecting relevant sociological material (e.g. sensitive research topics such as domestic violence). 1 mark for explaining how the material supports the point (e.g. lack of due care in the conduct of such research or the publication of results may put at risk members of vulnerable groups). (2 × 4 marks)	**8**

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Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of using official statistics in sociological research.** **Indicative content** Limitations: • Official statistics are produced by the state – may be prone to government manipulation. • Survey design is not by researcher. • Researchers decide what the data means. • Partial picture because they only provide data on recorded events. • e.g. they don't show unrecorded crime. • Interpretivist critique of validity – they are not objective facts but social constructions. They don't reveal much of the reasons why behaviour takes place. • Concepts used not operationalised by the researcher e.g. poverty. The definitions and classifications used may be unsuitable. • Serve interests of elite groups [Marxists and feminists]. • 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 official statistics (e.g. produced by the state). 1 mark for explaining why the method has this limitation (e.g. may be prone to government manipulation, especially in areas such as crime). 1 mark for explaining why it is a limitation (e.g. it might reduce the validity of crime statistics). (2 × 3 marks)	**6**

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Question	Answer	Marks
3(a)	**'The media is the most important influence in shaping youth identity.'** **Explain this view.** **Indicative content** • The new media has particular attractions for young people; much of its contents is youth generated. • Major source of information, ideas, norms, values and role models. • Socially constructs and reinforces hegemonic representations of youth identity. • Media responsible for creation of youth culture (Thornton) – from music to advertising there is a clear link between style and youth. • Influences behaviour of youth through advertising products and styles of life; emphasising risk-oriented behaviours, fashion, popular culture etc. • Link between media, youth and deviance – demonised youth noted in many studies • Globalised popular culture – media offers huge choice of lifestyles, images and identities for youth increasingly driven by social media • Any other relevant point. **Levels of response** **Level 3: 8–10 marks** • The response contains two clear and developed points. • Good knowledge and understanding of the view that the media is the most important influence in shaping youth 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 the media is the most important influence in shaping youth 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 the media is the most important influence in shaping youth identity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

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Question	Answer	Marks
3(b)	**'The media is the most important influence in shaping youth identity.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Difficult to measure impact. • Over-deterministic – portrays youths as passive recipients of ideological messages. • Influences some subcultural groups more than others. • Less stereotypical representations of youth than in the past. • Too simplistic to isolate the impact of one agent as the most significant. • Youth identity modified by other factors e.g. Willis working class identity grows up in youth culture in school. Similarly for gender and ethnicity. • Role of other agents relative to the media i.e. more or less influential, notably the peer group* • Any other relevant argument. ***Note:** These responses need to explain why an agent is a more important influence than the media. Responses are likely to utilise gender, class and ethnicity as overlapping categories in relation to youth.* **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that media is the most important influence in shaping youth 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 media is the most important influence in shaping youth 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 media is the most important influence in shaping youth 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 view that traditional male identity has little influence on male behaviour today.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Decline in traditional ‘male’ jobs – has led to a crisis in masculinity
• Traditional notions of hegemonic masculinity under threat with new masculinities emerging – the rise of ‘new men’, 'newdad', complicit males (Connell), metrosexual etc
• Changes in gender roles within the family
• e.g. men no longer the breadwinner/fathers more involved in childrearing
• Changing socialisation practices e.g. raising children free of traditional gender norms
• Changing representations of masculinity in the media
• Increased prominence of alternative gender identities (gay, transgender)</td><td>• Evidence of traditional male identities persisting in work and elsewhere
• Evidence of socialisation into traditional male roles/identities
• Biological explanations, e.g. functionalism and the 'instrumental role' as natural
• Evidence that new forms of masculinity are less common in some parts of the world
• Discussion of how male identity is not uniform and can be modified by age, class and ethnicity.
• Social resistance of new male identities,
• e.g. developed through new media
• Popularity/rise of far-right thinking -
• reflects concerns about protecting traditional male identity
• The extent to which male behaviour was influenced by traditional male identity in the past has been exaggerated</td></tr>
<tr><td>Research evidence/ theory</td><td>Thornton, Cohen</td><td>Connell, Messerschmidt</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>Relevant concepts</td><td>New man, metrosexual</td><td>Hegemonic, new lad, 'crisis of masculinity', 'toxic masculinity'</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 view that traditional male identity has little influence on male behaviour today. • 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 traditional male identity has little influence on male behaviour today. • 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 traditional male identity has little influence on male behaviour today. • 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 traditional male identity has little influence on male behaviour today. • 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 view that traditional male identity has little influence on male behaviour today. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that traditional male identity has little influence on male behaviour today. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that traditional male identity **has** influence on male behaviour today.	7–8
3	• Some analysis/evaluation of the view that traditional male identity has little influence on male behaviour today. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that traditional male identity **has** influence on male behaviour today.	5–6
2	• Basic analysis/evaluation of the view that traditional male identity has little influence on male behaviour today. • There is an attempt to consider more than one side of the debate or one simple point suggesting that traditional male identity **has** influence on male behaviour today.	3–4
1	• Limited analysis/evaluation of the view that traditional male identity has little influence on male behaviour today. • 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 arguments for using a covert approach to participant observation.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• More likely to collect valid data than an overt approach – higher in ecological validity.
• It provides more detailed, in-depth research of groups and of the meaning they attach to their. actions (verstehen) because the group are unaware, they are being observed.
• Research carried out in a more ‘natural environment’ than with overt observations.
• Ability to study groups that are difficult to access which could not be achieved in an overt. setting e.g. deviant groups.
• Avoids the Hawthorne effect to the extent that the researcher is incognito.</td><td>• •With covert research there is greater involvement with the group and therefore greater possibility of influencing the groups behaviour.
• Strong likelihood of losing objectivity e.g. ‘going native’.
• Ethical problems e.g. not able to secure consent of those being observed.
• •Risk of harm to self as may be seen as one of the group.
• •Practical problems e.g. difficulty of recording events/notetaking contemporaneously.
• Cost – covert studies are likely to be more expensive than overt.</td></tr>
<tr><td>Research evidence/ theory</td><td>Whyte; Humphreys, Patrick</td><td>Whyte; Humphreys, Patrick</td></tr>
<tr><td>Relevant concepts</td><td>Validity</td><td>Going native, reliability, representativenes</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 arguments for using a covert approach to participant observation. • 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 arguments for using a covert approach to participant observation. • 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 arguments for using a covert approach to participant observation. • 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 arguments for using a covert approach to participant observation. • 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 arguments for using a covert approach to participant observation. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the arguments for using a covert approach to participant observation. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments **against** using a covert approach to participant observation.	7–8
3	• Some analysis/evaluation of the arguments for using a covert approach to participant observation. • 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** using a covert approach to participant observation.	5–6
2	• Basic analysis/evaluation of the arguments for using a covert approach to participant observation. • There is an attempt to consider more than one side of the debate or one simple point suggesting arguments **against** using a covert approach to participant observation.	3–4
1	• Limited analysis/evaluation of the arguments for using a covert approach to participant observation. • 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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