CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/23**

Paper 2 The Family **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
	Identification of a point.
EXP	Development / description of the point.
SEEN	This material receives no credit, additional points not required
	Point that has been credited
E1	Explanation of the point
E2	Explanation of how the material supports the point
M	Material used to support the point
SEEN	This material receives no credit, additional points not required
DEV	Developed point
GEN	Point on the general topic area rather than specific question
EVAL	Evaluation point
J	Juxtaposition of point
BOD	Benefit of the doubt given / the point is just about worthy of credit
IR	Point is irrelevant to the question
NAQ	Not answered question
REP	Repetition
TV	Too vague
	Incorrect response
	Irrelevant material

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Question	Answer	Marks
1	**Describe <u>two</u> ways grandparents may contribute to family life.** **Indicative content** • Provide enriched socialisation of the grandchildren. • Financial / economic support e.g. paying for education, buying clothes, food, contributing to family bills etc. • Provide free childcare – allow both parents to pursue careers / don't have to pay childcare costs. • Take on the parenting role to absent parents (e.g. China's 'left behind' children). • Play a key role in listening to grandchildren / grandchildren more able to share problems with them than with their parents. • Act as a bridge to the past imparting history, culture, knowledge to younger family members. • Educational role – pass down family recipes, practical skills, music lessons etc. • Act as mediators between parent and (adolescent) children • Provide a physical and emotional refuge to grandchildren experiencing abuse at home. • Provide emotional support to parents who may be feeling overwhelmed / emotionally struggling to raise their children • Providing advice and guidance on parenting. • Any other appropriate response. Reward a maximum of **two ways**. For each way, up to 2 marks are available: 1 mark for identifying a way. 1 mark for describing how the way contributes to family life. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways women in the family play an important role in maintaining capitalism.** **Indicative content** • Socialising their children into ruling-class ideology. • Reproducing the labour force, maintaining the current one and raising the next at no cost to the ruling class. • They absorb the anger of men that would otherwise be directed at the owners of the means of production. • Women act as a reserve army of cheap labour in times of crisis / demand – return to their domestic role when not required. • Women provide heirs for the bourgeois to pass down wealth – ensures social inequalities remain. • Women are drivers of household consumption benefiting capitalist producers e.g. groceries to feed family, ensuring members are clothed etc. • More women are entering the workforce, earning and paying taxes which ensures the economy is healthy. • Perform a dual burden / triple shift which for example, ensures the economy is supplied with workers. • Any other reasonable response. For this question, use of sociological material is likely to be demonstrated through references to Marxist/Marxist feminist sociologists e.g. Althusser, Ansley, and concepts such as alienation, ideological state apparatus etc. Reward a maximum of **two ways**. Up to 4 marks are available for each way: 1 mark for making a point / giving a way (e.g. socialisation of children into ruling-class ideology). 1 mark for explaining that point (e.g. teaches children norms and behaviours required for the workplace). 1 mark for selecting relevant sociological material (e.g. ideological state apparatus). 1 mark for explaining how the material supports the point (e.g. through positive and negative sanctions, children are taught obedience and hierarchy). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of Marxist feminist views of the family.** **Indicative content** **Strengths:** • Highlights that gender inequality in the family is rooted predominantly in capitalism. • Recognise women in the family as doubly exploited due to both their gender as well as capitalism. • Identifies / explains the important role women in the family play in maintaining capitalism. • Challenges the functionalist rosy view of the warm bath theory – offers a more critical view by pointing out there is not a warm bath for women. • Highlights the exploitation women face due to the relationship the family has with capitalism / the economy. • Brings attention to the oppression women face in the family due to the inequality in conjugal roles reinforced through capitalist ideology. • Any other appropriate strength Reward a maximum of **one strength**. For this strength, up to 3 marks are available: 1 mark for identifying a strength of Marxist feminism (e.g. Highlights that gender inequality is rooted in capitalism). 1 mark for explaining why the theory has this strength (e.g. they analyse the close relationship the family has with the economic system of capitalism). 1 mark for explaining why it is a strength (e.g. so women's position in the family is unlikely to be improved significantly by legal changes alone, due to the importance and strength of capitalism as the economic system) **Limitations:** • Outdated / less relevant today e.g. ignores the improvements that have been made to women's lives in the family. • Ignores the benefits women can gain from the family / ignores the satisfaction they may get from performing domestic and caring role. • Too economically deterministic – places too much emphasis on capitalism being the main influence on women in the family / does not consider other influential factors e.g. biological determinism. • Assumes all women's experiences of the family are the same e.g. ignores family diversity and the difference in experiences this brings. • Assumes women are passive victims of capitalism – women may actively reject expectations placed on them by capitalist ideology / some may actively embrace capitalism e.g. materialism, improved social class status. • Limited in its ability to improve women's position in the family as patriarchy pre-dates capitalism (radical feminism) – a change in economic structure will not eradicate their oppression and exploitation. • Any other appropriate limitation.	**6**

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Question	Answer	Marks
2(b)	Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of Marxist feminism (e.g. outdated/views are less relevant today). 1 mark for explaining why the theory has this limitation (e.g. focuses its analysis on the traditional nuclear family). 1 mark for explaining why it is a limitation (e.g. nuclear family is less common today and thus the role of women within families is much more varied and cannot be universally explained). (2 × 3 marks)	

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Question	Answer	Marks
3(a)	**'Marriage has lost its social importance.' Explain this view.** **Indicative content** • Decline in stigma attached to alternatives to marriage – has led to an increase in alternatives to marriage e.g. cohabitating couples. • Increase in economically independent women – no longer need to marry for financial security. • Impact of secularisation – less importance attached to religious traditions and values of marriage. • Less pressure to marry / stay married due to changing social attitudes. • Decline in number of first-time marriages. • Government recognition and support for alternatives to marriage. • High levels of divorce an indication people put less emphasis on staying in a marriage. • 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 marriage has lost its social importance. • 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]** • The response contains one clear and developed point and one relevant but underdeveloped point. • Some knowledge and understanding of the view that marriage has lost its social importance. • 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) point/s related to the general topic rather than the specific question. • Limited knowledge and understanding of the view that marriage has lost its social importance. • 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)	**'Marriage has lost its social importance.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • High percentage of divorcees remarry / high 2nd marriage rates. • Only a minority of people will never marry in their lives. • Higher expectations placed on marriage. • Marriage not in decline across all societies. • Cohabitation is simply a pre-cursor to marriage / test compatibility. • Religious / cultural importance of marriage in some societies. • Marriage is considered by some as the best environment for raising children (New Right). • Introduction of same sex-marriage in some societies shows it is important. • Government encouragement of couples to marry e.g. tax incentives • Marriage more important now as for the right reasons (e.g. confluent love). • Marriage remains idealised by some media as the norm, or goal of couples / families. • Any other relevant argument. **Levels of response** **Level 3: [5–6 marks]** • One clear and developed argument against the view that marriage 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 marriage has lost its social importance. • 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 marriage has lost its social importance, 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**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Evaluate functionalist explanations of the role of the 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>• Demonstrates the importance of family as the heart / building block of society – interacts with other social institutions to maintain social harmony.
• Shows the essential functions the family carries out for both the individual and society.
• Recognises the family has undergone a loss of functions to outside agencies e.g. schools and hospitals / functiona l fit thesis*
• Discusses how gender roles are biologically determined / natural.
• Highlights role of family in creating social solidarity.
• Shows how the family acts as a bridge connecting the individual to wider society.</td><td>• Ignores the role of the nuclear family in supporting capitalism / in reinforcing patriarchy.
• Overly deterministic – does not consider the impact of free will on rejecting family roles / rejection of collective norms and values during socialisation.
• The loss of functions proposed by Parsons is not correct – Fletcher believes the family continues to perform unique functions that other institutions are unable to*
• Grand-narratives to explain the role of family are less relevant as societies become more complex and fragmented.
• Fails to consider family diversity and how this has impacted the roles carried out by family members.</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></td><td>• Functionalist explanations have support from New Right theorists, e.g. the importance of married / heterosexual parents on a child's socialisation.
• Any other appropriate point.</td><td>• Struggles to explain gender role changes within the family
• Primary socialisation often performed by other institutions e.g. childminders, media, peers
• Family not a warm bath for women – act as a safety valve which can lead to violence / abuse of women.
• Ethnocentric – based on white American / western societies.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence/ theory</td><td>New Right, Murdock (4 functions), Parsons, Fletcher, Horwitz,</td><td>Marxism, Althusser, Zaretsky, Engels, post-modernism, Marxist feminism, Ansley, radical feminism, Greer, Cheal,</td></tr>
<tr><td>Relevant concepts</td><td>Micro/macro, organic analogy, structuralism, fit-thesis, warm bath theory, biological determinism, social cohesion, consensus, expressive/instrumental,</td><td>negotiated roles, individualism, ruling-class ideology, ideological state apparatus, class inequality, patriarchy, safety valve, dark side, dual burden/triple shift</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

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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 functionalist explanations of the role of 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 functionalist explanations of the role of 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 functionalist explanations of the role of 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 functionalist explanations of the role of the 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	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	**7–8**
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	**5–6**
2	• Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.	**3–4**
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks 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 functionalist explanations of the role of the family. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of functionalist explanations of the role of the family. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments **against** functionalist explanations of a functioning family.	**7–8**
3	• Some analysis/evaluation of functionalist explanations of the role of the family. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting **against** functionalist explanations of a functioning family.	**5–6**
2	• Basic analysis/evaluation of functionalist explanations of the role of the family. • There is an attempt to consider more than one side of the debate or one simple point **against** functionalist explanations of a functioning family.	**3–4**
1	• Limited analysis/evaluation of functionalist explanations of the role of the family. • Any analysis or evaluation is incidental, confused or simply assertive.	**1–2**
0	• No analysis and evaluation worthy of credit.	**0**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>Evaluate the view that the experience of childhood today is different to the past.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Childhood now seen as a distinct period from adulthood in some societies.
• Children increasingly seen as innocent and vulnerable in need protecting.
• Increasingly given a voice in family decision making.
• Families have become more child-centred.
• Introduction of child welfare/protection policies e.g. compulsory education, prevention of child labour.
• Children given many rights – have increased their status.
• Children increasingly targeted as/have become consumers.</td><td>• Cultural examples whereby children are treated as adults remain unchanged e.g. Bolivia’s child miners, soldiers.
• Period of childhood has shortened/distinction from adulthood blurring – children are exposed to adult realities/activities
• Traditional gender role socialisation processes continue, reinforcing expectations and stereotypes e.g. girls continue to face tighter restrictions compared to boys.
• Class inequalities remain, negatively affecting the experiences of childhood for the economically disadvantaged.</td></tr>
</table></td><td>26</td></tr>
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<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></td><td>• Parents increasingly using children as status symbols.
• Fathers are now more involved in child's life compared to previous generations.
• Children increasingly reared within diverse family types.
• Childhood has moved from a period of distinction in the more recent past to one similar to adulthood
• Any other appropriate point.</td><td>• Traditional rights of passage continue in some cultures, marking the transition from childhood to adulthood e.g. bar/bat mitzvah
• Child abuse/neglect continues to be experienced.
• Childhood is a personal experience – needs to be considered from the individual's viewpoint.
• Any other appropriate point</td></tr>
<tr><td>Research evidence/ theory</td><td>Aries, Cunningham, Wells, Giddens, Chambers, Kaufman, Postman, post-modernism,</td><td>Heywood, Phillips, New Right, Postman, Jeffries et al. Hecht, McRobbie, Oakley,</td></tr>
<tr><td>Relevant concepts</td><td>Social construction, march of progress, various Child Protection Acts, Individualism, pester power, new/superdads, child-centredness, IMR,</td><td>Age patriarchy, sexualisation of childhood, gendered socialisation, toxic childhood, manipulation/canalisation,</td></tr>
</table>
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 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 the experience of childhood today is different to the past. • 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 experience of childhood today is different to the past. • 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 experience of childhood today is different to the past. • 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 experience of childhood today is different to the past. • 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	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	**7–8**
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	**5–6**
2	• Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.	**3–4**
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks 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 experience of childhood today is different to the past. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that the experience of childhood today is different to the past. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments **against** the view that the experience of childhood today is different to the past.	**7–8**
3	• Some analysis/evaluation of the view that the experience of childhood today is different to the past. • 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 view that the experience of childhood today is different to the past.	**5–6**
2	• Basic analysis/evaluation of the view that the experience of childhood today is different to the past. • There is an attempt to consider more than one side of the debate or one simple point suggesting arguments **against** the view that the experience of childhood today is different to the past.	**3–4**
1	• Limited analysis/evaluation of the view that the experience of childhood today is different to the past. • 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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