



Cambridge International AS & A Level

SOCIOLOGY**9699/12**

Paper 1 Paper 12

March 2020

MARK SCHEME

Maximum Mark: 50

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.

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This document consists of **10** printed pages.

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.

Question	Answer	Marks
1(a)	<p>Define the term patriarchy.</p> <p>One mark for a partial definition such as when men have more power.</p> <p>Two marks for a clear and accurate definition such as a society where men have power over women.</p> <p><i>An example on its own will not be credited. If an example is used to support a definition, thereby demonstrating understanding of the term, this can be credited.</i></p>	2
1(b)	<p>Describe two characteristics of the symmetrical family.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • Domestic roles (child care) are shared more equally/joint conjugal roles. • Both partners in paid employment. • Relationship between partners is more egalitarian. • There is sharing of decision making between partners. • Sharing of social time between partners. • Any other valid characteristic. <p>One mark for the example plus one mark for development (2 × 2 marks).</p>	4

Question	Answer	Marks
1(c)	<p>Explain why some sociologists believe that family life may be harmful for some family members.</p> <p>0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question.</p> <p>Lower in the level (1–2 marks), a simple answer (e.g. men are in charge) with no development.</p> <p>Higher in the level (3–4 marks), a few limited observations (such as males are prioritised in the family), but with little depth in the explanations offered and the answer may rely on description rather than explanation.</p> <p>Answers which implicitly link to research or methods may reach the top of the level.</p> <p>5–8 Answers at this level show some sociological knowledge and understanding of the question. At this level, there is likely to be some accurate use of theory, studies or concepts.</p> <p>Lower in the level (5–6 marks), a simplistic description of some of the ways in which family life may be harmful for some family members (e.g. feminist views on domestic violence in the family).</p> <p>Higher in the level (7–8 marks), a more detailed account of some of the ways in which family life may be harmful for some family members.</p> <p>Place at the top of the level according to depth and/or range of examples explained and supported with theory, empirical data or concepts.</p> <p>A good list of undeveloped points may gain up to 6 marks. To go higher there needs to be some development of three or more points or detailed development of two or more points.</p> <p>This question asks candidates to ‘explain’ therefore there is no requirement for assessment.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • Feminist views of how the family benefits men over women. • Marxist views of the ways in which capitalism impacts on the family especially the less powerful members. • Dark side of the family: domestic violence, child abuse/neglect, consequences of patriarchy, forced marriage, child labour. • Domestic labour debate. • Radical psychological views about harm caused by the family. • New Right views of the single parent family. • Any other valid point. 	8

Question	Answer	Marks
1(d)	<p>Assess the view that there is equality between men and women in families today.</p> <p>0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question.</p> <p>Lower in the level (1–2 marks), a simple answer (e.g. women and men share housework); answers may describe what men and women do in the family rather than consider equality.</p> <p>Higher in the level (3–4 marks), general descriptions (e.g. of inequalities in conjugal roles).</p> <p>Other top of the level answers may argue that there is inequality between men and women because men still dominate, with little or no reference to the question.</p> <p>Answers which offer weak, possibly non-sociological points even if on both sides should be placed within this level. Use of sociological references in this level may be dated, misplaced or inaccurate.</p> <p>5–8 Answers at this level show some sociological knowledge and understanding of the question.</p> <p>Lower in the level (5–6 marks), a simplistic description of evidence that there is equality in families (e.g. men now do housework and childcare because they are new men). At this level sociological knowledge may be implicit rather than explicit but can still be recognised.</p> <p>Higher in the level (7–8 marks), a more detailed account (e.g. of evidence that there is/is not equality in families). Answers at this level are likely to be supported by references to writers such as Willmott and Young or Oakley.</p> <p>Place at the top of the level according to depth and/or range of examples explained and supported by reference to theory, empirical data or concepts.</p> <p>Answers in this level should address both sides of the debate (this is most likely to be done by showing both equality and inequality but as separate points without comparison) but a one-sided answer that is done very well, could also gain up to 8 marks.</p>	11

Question	Answer	Marks
1(d)	<p>9–11</p> <p>Answers at this level must achieve three things:</p> <p><u>First</u>, there will be good sociological knowledge and understanding.</p> <p><u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question.</p> <p><u>Third</u>, there must also be some evidence of assessment.</p> <p>In this level there will be clear evidence presented to show how equality can be seen in gender relationships in families today clearly compared to evidence to show the continuation of inequality.</p> <p>Lower in the level (9–10 marks), the assessment may be based on a simple juxtaposition of different views of the role of men/women in the family. Alternatively answers may be confined to just one or two explicitly evaluative points.</p> <p>At the top of the level (11 marks), the view that there is equality between men and women in families today will be evaluated explicitly and in some depth and/or with a wider range of explicitly evaluative points.</p> <p>The notion of equality should be directly addressed, most likely through evidence that families continue to be unequal, and through a discussion of key concepts such as domestic violence, emotion work, etc. Some answers may note that there are variations in equality/inequality between men and women based on class or culture.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • Functionalist views on expressive and instrumental roles. • Feminist views on conjugal roles, liberal feminist views on progress. compared to radical and Marxist views of lack of progress. • Postmodern views of choice. • Evidence from Young and Wilmott, Oakley, Ansley. • Variation by class, culture and cohort. • Domestic labour debate, decision making and agenda setting. • Dark side of the family. • Changing conjugal roles • Changing patterns of fertility • Treatment of daughters and sons, gendered experience of childhood • Any other reasonable point <p>Concepts which may be referred to: Dual burden, triple shift, emotion work, symmetrical family, conjugal roles, joint/symmetrical, asymmetrical segregated, instrumental/expressive, trailing spouse, forced/arraigned marriage, new man, new father, patriarchy, gender quake, bedroom culture, gendered roles, civil partnership, warm bath theory</p>	

Question	Answer	Marks
2	<p>'The extent of family diversity has been exaggerated.' Explain and assess this view.</p> <p>0–6 Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question.</p> <p>Lower in the level (1–3 marks), one or two simple points based on assertion or common sense (e.g. stating that the nuclear family is the best type of family).</p> <p>Higher in the level (4–6 marks), a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. an answer simply stating that the nuclear family is most common because people see it as normal).</p> <p>7–12 Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by considering whether or not there is family diversity. At this level, answers are likely to be one sided, but may reference both sides of the debate albeit with little use of sociological theories, studies or concepts.</p> <p>Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining evidence of family diversity). At this level, sociological knowledge may be implicit rather than explicit but can still be recognised.</p> <p>Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points.</p> <p>13–18 Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no <u>requirement</u> for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts.</p> <p>Lower in the level (13–15 marks), a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places.</p> <p>Higher in the level (16–18 marks), answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points.</p> <p>At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts.</p>	25

Question	Answer	Marks
2	<p>19–25</p> <p>Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> • <u>First</u>, there will be good sociological knowledge and understanding. • <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. • <u>Third</u>, there must also be some evidence of assessment. <p>Answers in this level are likely to provide an excellent account and assessment of the view that the extent of family diversity has been exaggerated and may also discuss different forms of diversity such as structural/culture/class.</p> <p>There will be clear assessment of the view in the question (for example by discussing evidence for and against family diversity).</p> <p>Lower in the level (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated.</p> <p>Higher in the level (22–25 marks), there will be sustained assessment and the points offered will be explicit and well-directed towards the question. Answers should specifically address whether there has been an exaggeration of the extent of diversity or not.</p> <p>There is likely to be a well-formulated conclusion.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • Functionalist view of the universal nature/dominance of the nuclear family • Chester and the neo-conventional family • Family ideology and cultural factors. • Rapoport's and five types of diversity • Postmodernism and increased choice • Anthropological examples of diversity • Statistical evidence of different family types • Any other valid point. <p>Concepts that could be referred to: Ethnic diversity, migration, chosen family, globalisation, the cereal packet family, the new world black family, fluidity, female carer core, structural convergence, individualism, negotiated family, nuclear norm, convergence of diversity.</p>	

Question	Answer	Marks
3	<p>‘The family in modern industrial societies has lost its functions.’ Explain and assess this view.</p> <p>0–6 Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question.</p> <p>Lower in the level (1–3 marks), one or two simple points based on assertion or common sense (e.g. stating that families look after their members).</p> <p>Higher in the level (4–6 marks), a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. an answer simply stating that in modern industrial societies people are looked after by the state). In this level answers may confuse role and function.</p> <p>7–12 Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by exploring some of the functions of the family. At this level, answers are likely to be one sided, but may reference both sides of the debate albeit with little use of sociological theories, studies or concepts.</p> <p>Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining one or two functions performed by the family OR an outline of one or two ‘lost’ functions). At this level sociological knowledge may be implicit rather than explicit but can still be recognised.</p> <p>Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points.</p> <p>13–18 Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no <u>requirement</u> for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts.</p> <p>Lower in the level (13–15 marks), a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places.</p> <p>Higher in the level (16–18 marks), answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points.</p> <p>At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts.</p>	25

Question	Answer	Marks
3	<p>19–25</p> <p>Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> • <u>First</u>, there will be good sociological knowledge and understanding. • <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. • <u>Third</u>, there must also be some evidence of assessment. <p>Answers in this level are likely to provide an excellent account and assessment of the view that there has/has not been a loss of function in modern industrial societies.</p> <p>There will be clear assessment of the view in the question (for example by discussing the increased role of grandparents in taking care of children in modern industrial societies).</p> <p>Lower in the level (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated.</p> <p>Higher in the level (22–25 marks), there will be sustained assessment and the points offered will be explicit and well-directed towards the question with a specific evaluation of whether families have lost function (changed function) in modern industrial societies or not.</p> <p>There is likely to be a well-formulated conclusion.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • Murdock and functional pre-requisites. • Parsons and loss of function/increase in specialisation. • Fletcher’s view that functions remain but with increased support from the state. • Neo-functionalists and the rules of society. • Functions taken over by other institutions i.e. education, health or media. • Any other valid point. <p>Concepts that could be referred to: basic and irreducible functions, core/peripheral functions, primary/secondary socialisation, stabilisation of adult personalities, mechanical/organic solidarity, privatised family, child centred family, alternative family, universal/particularistic values, choice, welfare state, ideological state apparatus, cultural capital, march of progress.</p>	