



Cambridge International AS & A Level

SOCIOLOGY

9699/12

Paper 1 The Family

October/November 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 **12** 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 <i>civil partnership</i>.</p> <p>1 mark for a partial definition such as a same-sex relationship.</p> <p>2 marks for a clear and accurate definition such as the formal recognition of a relationship which gives similar legal rights to those of a married couple.</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 reasons why a person may stay in an unhappy marriage.</p> <p>Points that can be included:</p> <ul style="list-style-type: none">• They have children.• Financial reasons/can't afford to live alone/terms of a pre-nuptial agreement .• Religious reasons/divorce illegal/complex.• Social pressure/extended family influence.• To protect the reputation of the family.• Stigma/scorn of society.• Any other acceptable reason. <p>One mark for the reason plus one mark for development (2 × 2 marks).</p>	4

Question	Answer	Marks
1(c)	<p>Explain why cohabitation has become more common in some societies.</p> <p>0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question. Some may suggest reasons why a particular couple choose cohabitation, rather than why it has become more common.</p> <p>Lower in the level (1–2 marks), a simple answer (e.g. because you don't have to get married if you don't want to) with no development.</p> <p>Higher in the level (3–4 marks), a few limited observations (such as there is less social pressure to marry), 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 sound account of some reasons why cohabitation has become more common in some societies (e.g. due to secularisation there is less social stigma than there was in the past) but lacking in either breadth or depth, perhaps with some over-reliance on the data.</p> <p>Higher in the level (7–8 marks), the explanation will be developed and well-informed. There will be a detailed account of why cohabitation has become more common in some societies and there may be good use of examples to illustrate points made.</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>	8

Question	Answer	Marks
1(c)	<p>Points that can be included:</p> <ul style="list-style-type: none"> • Secularisation. • Changing social attitudes and loss of stigma associated with cohabitation/having children outside of marriage. • Changing value attached to marriage. • Changing female status and economic position/pursuing careers. • Greater choice in living arrangements. • Increase in fear of divorce. • Beck and the risk society. • Increase in individualism/pursuing dreams prior to marriage. • Any other acceptable reason. 	
1(d)	<p>Assess the view that marriage is no longer valued in modern industrial societies.</p> <p>0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question. Answers may discuss why marriage is less popular rather than less valued.</p> <p>Lower in the level (1–2 marks), a simple answer (e.g. stating that individuals don't want to get married); answers may describe different types of marriages and relationships rather than exploring whether marriage is valued.</p> <p>Higher in the level (3–4 marks), a general description (e.g. of a reason for a decrease in marriage).</p> <p>Other top of the level answers may argue that individuals have always thought marriage important (or less important) 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. Answers in this level may also confuse marriage with family OR consider functions rather than value. Describe reasons why people do/do not marry rather than consider whether marriage is "valued".</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 (e.g. of Fletcher's view that marriage remains valued). Other supported answers may describe the functions of the family rather than focus on marriage.</p>	11

Question	Answer	Marks
1(d)	<p>Higher in the level (7–8 marks), a more detailed account (e.g. arguing that marriage is still valued and that divorce is a result of not being satisfied with a particular relationship). This could be contrasted to views about empty shell marriages or arguments that divorce rates prove the lack of value). Answers at this level are likely to be supported by references to writers such as Stacey.</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 at the top of this level should address both sides of the debate by describing evidence to show that marriage is no longer valued contrasted to evidence to show that it is still valued but a one-sided answer that is done very well, could also gain up to 8 marks.</p> <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>Lower in the level (9–10 marks), the assessment may be based on a simple juxtaposition of evidence on both sides of the debate. 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 that marriage is no longer valued will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points.</p> <p>The view that marriage is no longer valued should be directly addressed, most likely through a comparison of different societies. Some answers may note that in some societies attempts to end/avoid marriage may end in honour killing.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • The view of Fletcher that divorce and remarriage indicates marriage is valued. • Secularisation. • Statistics on declining rates of marriage. • Statistics on increasing rates of remarriage. • Post-modernist views of choice and fluidity. • Feminist views of marriage as patriarchal. • Cross cultural comparisons. <p>Concepts which may be referred to:</p> <p>Confluent love, romantic love, empty shell marriage, arranged marriage, fluidity, secularisation, izzat, choice.</p>	

Question	Answer	Marks
2	<p>‘The family has lost its social significance in modern industrial societies.’ 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 family does important things).</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 stating that friends are more important than family today).</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. At this level, answers are likely to be one sided, but may reference both sides of a 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 different types of families or social trends with little reference to whether this shows popularity/significance or not).</p> <p>Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points.</p> <p>Answers in this level may focus on functions of the family with little or no consideration of ‘social significance’.</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>	25

Question	Answer	Marks
	<p>Relevant knowledge could include the effects of affluence on the life choices of young people and the different alternative family forms and households available. Other answers may discuss different societies where trends may be different by comparing traditional societies to other types of society, for the significance or lack of significance of the family.</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> <p>19–25 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>Answers in this level are likely to provide an excellent account and assessment of the view that the family has lost its social significance, perhaps by presenting evidence of an increase in households not based on kinship ties or arguing that friendships are becoming more popular in modern industrial societies and they may also discuss changing family structures and the family of choice and how this impacts on societies.</p> <p>There will be clear assessment of the view in the question, for example by arguing that the nuclear family is still the dominant form shown in the media and still remains a norm to which most other family types aspire.</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.</p> <p>There is likely to be a well formulated conclusion.</p>	

Question	Answer	Marks
2	<p>Points that can be included:</p> <ul style="list-style-type: none"> • Statistical evidence of households by type. • Post-modernist views of choice. • Aspects of family diversity namely class, ethnicity, religion, family size, age, family life cycle. • Diversity by organisational, cultural, life-stage, generational (Rapaports). • Effects of migration on work and education. • Cooper and the non-functional family. • Leach and abuse. • Marxist views of the value of the family to capitalism. • Function/loss of functions of the family. • Any other valid point. <p>Concepts that could be referred to:</p> <p>Family of choice, extended, nuclear, beanpole, single parent families, multigenerational families, LATs, single person households, life cycle of the family, migration.</p>	

Question	Answer	Marks
3	<p>'In families today, there is equality between males and females.' Explain and assess this view.</p> <p>Answers at this level are likely to be assertive and focus on a few common sense observations about men and women in the family 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 men perform more housework than they used to).</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 stating that women going to work has led to equality in the family).</p> <p>7–12</p> <p>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. At this level, answers are likely to be one sided, but may reference both sides of a 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. an outline of the changing role of the man with no development).</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</p> <p>Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied effectively 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>	25

Question	Answer	Marks
3	<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> <p>19–25 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 is equality between males and females in families today perhaps by outlining evidence for increased equality in housework and childcare contrasted with a range of feminist views. There could also be a sustained and well informed assessment of cross cultural examples.</p> <p>There will be clear assessment of the view in the question, most likely by arguing that women still perform the majority of domestic labour and that increases in female employment may make this more unfair due to the dual burden.</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.</p> <p>There will be clear assessment of the view in the question (for example by discussing a range of different family relationships).</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 views of the roles of husbands and wives. • Gender socialisation. • Parsons and equal but different. • Gershuny and increased equality. • Different feminist views. • Marxist views of female oppression. • Inequality in decision making. • New Right and gender roles • Pahl and economic decisions. • Cross cultural examples such as the Mbiti. 	25

Question	Answer	Marks
3	Concepts that could be referred to: Expressive/instrumental roles, joint/segregated role, symmetrical family, domestic division of labour, dual burden/triple shift/emotion work, pooling, gender scripts, patriarchy/matriarchy, domestic violence, agenda setting, decision making, canalisation.	