
SOCIOLOGY

9699/11

Paper 1 The Family

May/June 2019

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.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **14** printed pages.

PUBLISHED**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.

PUBLISHED

Question	Answer	Marks
1(a)	Define the term <i>polygamy</i>. 1 mark for a partial definition such as ‘when a person has many partners’. 2 marks for a clear and accurate definition such as ‘when a person has more than one wife or one husband at the same time’. 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.	2
1(b)	Describe two family structures other than the nuclear family. Family structures include: • Extended (vertical / horizontal / modified). • Beanpole family. • Lone-parent family / single-parent family. • Reconstituted / step families / blended family. • New World Black Family. • Same sex family / cohabitation / common law (has to be a notion of children). • Any other appropriate example. One mark for the family type plus one mark for development (2 × 2 marks).	4

Question	Answer	Marks
1(c)	Explain the view that there is a functional fit between the nuclear family and the economic needs of modern industrial societies. 0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question. Lower in the level (1–2 marks), a simple answer (e.g. because nuclear families are better than other family types OR they spend / consume) with no development. Higher in the level (3–4 marks), a few limited observations (such as nuclear families can move around more easily than extended ones OR families work and so earn money to put into the economy), but with little depth in the explanations offered and the answer may rely on description rather than explanation. Answers which implicitly link to research may reach the top of the level. 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. Lower in the level (5–6 marks), a sound account of the view that there is a functional fit between the nuclear family and the economic needs of modern industrial societies which is lacking in breadth or depth perhaps with some reliance on matter in the data. Higher in the level (7–8 marks), explanations will be developed and well-informed. There will be a detailed account of how the nuclear family meets the economic needs of modern industrial societies and there may be good use of examples to illustrate points made. Place at the top of the level according to depth and / or range of examples explained and supported with theory, empirical data or concepts. 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. This question asks candidates to ‘explain’ therefore there is no requirement for assessment.	8

PUBLISHED

Question	Answer	Marks
1(c)	Points that can be included: • Modern industrial societies do not require families to be a unit of production and so a large extended family is no longer required to work as it was in pre-industrial society. • An outline of the ‘fit’ thesis. • In modern industrial societies, specialist institutions such as schools and hospitals educate and take care of family members and so a large extended family is not needed for these functions. • Modern industrial societies require geographic mobility so that families can move to where workers are required. The nuclear family is smaller and therefore more mobile. • The emotional support provided within the nuclear family acts as a counterbalance to the stresses of life in modern industrial society so family members can still work. • Modern industrial societies that require specific skills and knowledge have resulted in the breakdown of nepotism (favouring relatives over others) and this has contributed to the breakdown of extended families. • Marxist explanations of the links between the family and the economy. • Any other appropriate response.	

Question	Answer	Marks
1(d)	Assess the view that the nuclear family is universal. 0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question. Lower in the level (1–2 marks), a simple answer (e.g. an assertion that most people live in nuclear families so it must be true or most do not live in nuclear families so it isn't); answers may describe different family types rather than assess whether nuclear families are universal or not. Higher in the level (3–4 marks), general descriptions (e.g. of the different types of families that can be found in modern industrial societies.). Other top of the level answers may argue that they are not universal with little or no reference to the question. 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. 5–8 Answers at this level show some sociological knowledge and understanding of the question. Lower in the level (5–6 marks), a simplistic description of the view that the nuclear family is / is not universal (e.g. because it is the 'core' unit on which other family types are based) OR an outline of functionalist / Marxist views on the nuclear family. There may be some over reliance on the data in the source. Higher in the level (7–8 marks), a more detailed account of the view that the nuclear family is / is not universal. Answers at this level are likely to be supported by references to writers such as Murdock, and Young and Willmott. 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. Answers in this level should address both sides of the debate about whether the nuclear family is universal, but a one-sided answer that is done very well could also gain up to 8 marks.	11

PUBLISHED

Question	Answer	Marks
1(d)	9–11 Answers at this level must achieve three things: • <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 evaluation of the view that the nuclear family is universal. Lower in the level (9–10 marks), the evaluation is likely to be based around general discussion of increasingly family diversity. Alternatively, answers may be confined to just one or two explicitly evaluative points. At the top of the level (11 marks), the view that nuclear family is universal will be evaluated explicitly and in some depth and / or with wider range of explicitly evaluative points. The notion of the nuclear family being universal should be directly addressed, most likely through cross-cultural evidence of other family structures or through statistical evidence of family diversity in modern industrial societies. Points that can be included: • Murdock's research suggesting that the nuclear family is a universal human social grouping. • Structural convergence and dominance theories suggesting that all societies are moving towards the nuclear form. • Cross-cultural evidence against the universality of the nuclear family – e.g. Gough, Herndon, matrifocal families. • Chester's view of the neo-conventional family. • Evidence of increasing family diversity relating to class, ethnicity, etc. • Postmodern view that a family can be whatever you want it to be – e.g. Stacey, Elkins, Jagger and Wright. Concepts which may be referred to: Dominance thesis, structural convergence, modernisation theory, cohabitation, reconstituted family, family diversity, patriarchy, childlessness, matrilineal family, neo-conventional family, civil partnership.	

Question	Answer	Marks
2	‘Feminist theories exaggerate the level of inequality in the family.’ Explain and assess this view. 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. Lower in the level (1–3 marks), one or two simple points based on assertion or common sense (e.g. stating that they do because women make their own decisions or they do not because gender inequality still exists). 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 as wage earners men are in charge so feminist do not exaggerate or that there is now equality in families). 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 showing understanding of feminist views. At this level, answers are likely to see feminism as one and not several theories and be one sided, but answers may reference both sides of the debate albeit with little use of sociological theories, studies or concepts. Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining some evidence of equality in conjugal roles or outlining some general feminist views on the family). Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points. 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 requirement for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts. 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. 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.	25

PUBLISHED

Question	Answer	Marks
2	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. 19–25 Answers at this level must achieve three things: • <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. Answers in this level are likely to provide an excellent account and assessment of the view that feminist theories exaggerate the level of inequality in the family. There will be clear assessment of the view in the question (for example by using evidence that there is still inequality in families to support feminist views on the family). 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. 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. There is likely to be a well-formulated conclusion.	

PUBLISHED

Question	Answer	Marks
2	Points that can be included: • Evidence that conjugal roles are becoming more equal in families, e.g. evidence that women are more likely to participate in paid employment and men are more likely to participate in domestic labour (Gershuny) and evidence that men participate more in childcare than in the past (Dermott, Thompson et al.). • The functionalist view that men and women may have different roles in the family (expressive and instrumental leader) but that this does not have to imply inequality as they are both performing important roles for the family and society. • Postmodern view that there is now more choice in families which may lead to more equality (Stacey, Weeks). • Different feminist views on the power and influence of men on families: Liberal feminists and inequality related to gender roles (e.g. Oakley), Marxist feminists views on how gender inequality benefits capitalism (e.g. Benston, Ansley), Radical feminist views and evidence of domestic violence in families. • Evidence that gender inequality still exists in families such as around decision-making, finances, domestic violence, emotion work, etc. • Any other relevant point. Concepts that could be referred to: patriarchy, domestic violence, reserve army of labour, lagged adaptation, conjugal roles, decision making, emotion work, new man, symmetrical family, cult of domesticity, trailing spouse, matriarchy.	

PUBLISHED

Question	Answer	Marks
3	‘The roles and responsibilities of children in families today are very different from the roles and responsibilities of children in the past.’ Explain and assess this view. 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. Lower in the level (1–3 marks), one or two simple points based on assertion or common sense (e.g. stating that roles and responsibilities are different now because children do what they want). 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 roles have changed but children still obey parents). Other answers may just outline tasks undertaken by children. 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 comparing societies in the past to modern industrial societies. This can be by comparing specific societies or by using generic terms. 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. Answers in this level may focus on the experiences of children rather than their roles and responsibilities. Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining how compulsory education has changed the roles / responsibilities of children). Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points. 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 requirement for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts, with clear focus on the roles and responsibilities of children 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.	25

PUBLISHED

Question	Answer	Marks
3	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. 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. 19–25 Answers at this level must achieve three things: • <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. Answers in this level are likely to provide an excellent account and assessment of the view that the roles and responsibilities of children are different today. There will be clear assessment of the view in the question (for example by discussing social construction and the personal context of family relationships and the functions that have and are still carried out by parents). 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. 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. There likely to be a well formulated conclusion.	

PUBLISHED

Question	Answer	Marks
3	Points that can be included: • Loss of function and the move of functions like education to other institutions. • Parental roles as a social construction, in the past more fixed expressive and instrumental now more fluid in some societies. • Parsons and specialisation of the family socialisation of children remains a core function and childcare still continues. • Archard and the dissimilarity in views about childhood in the past and the present and how parents relate to their children. • Post-modernism and a different relationship between parents and children e.g. Fionda. • Postman and the disappearance of childhood. • Aries and childhood in the past. • Any other relevant debate. Concepts that could be referred to: social construction, parental roles, social identity, personal identity, expressive, instrumental, division of labour, social control, gender, democratic relationships, toxic childhood, peer power, little adults, student.	