Cambridge International AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

SOCIOLOGY **9699/13**

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.

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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 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.

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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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Question	Answer	Marks
1(a)	**Define the term *family diversity*.** 1 mark for a partial definition such as 'lots of different family types'. 2 marks for a clear and accurate definition such as 'the range of different family types in a society'. *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 features of a nuclear family.** Points that can be included: • Contains two generations. • Gendered role(s) of the couple. • Contains a sexually active couple. • Common residence / a household. • Separated from wider kin (contact with wider family is less frequent). • Self-contained economic unit (members support each other financially). • Members support each other socially/psychologically. • Child-centred. • Any other appropriate feature. One mark for the named features plus one mark for development (2 × 2 marks).	**4**

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Question	Answer	Marks
1(c)	**Explain the functionalist view that the nuclear family meets 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. families buy things) with no development. Higher in the level **(3–4 marks)**, a few limited observations (e.g. describing the warm bath theory) but with little depth in the explanations offered and the answer may rely on description rather than explanation. Answers which implicitly link to research or methods 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 **functionalist** view that the nuclear family meets 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 the functionalist view 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. Answers are most likely to focus on the functionalist view of the 'fit' between the nuclear family and modern industrial society. Answers may make reference to Parsons but this is not a necessary part of the answer.	**8**

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Question	Answer	Marks
1(c)	Points that can be included: • Smaller nuclear families allow a more geographically mobile workforce • Nuclear family is small enough to prevent conflict between ascribed status in the family and achieved status in wider society. • The nuclear family carries out key functions that cannot be performed by wider society (basic an irreducible functions) to enable economic stability. • Nuclear family provides emotional support, which allows workers to be more productive (stabilisation of adult personalities). • Through the socialisation of children they are prepared to join the adult workforce. • In the past they were units of production/faming now they are units of consumption. • Men fulfil the instrumental role. • Any other acceptable point.	

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Question	Answer	Marks
1(d)	**Assess the view that the family benefits all members equally.** **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. a basic description of the process of socialisation); answers may describe families rather than consider equal benefit. Higher in the level **(3–4 marks)**, general descriptions (e.g. of what different members may gain from families). Other top of the level answers may argue that some individuals have more to gain than others with little 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 (e.g. of the benefits for certain groups such as gender or age). Higher in the level **(7–8 marks)**, a more detailed account (e.g. the benefit/lack of benefit or costs of family life that may be experienced by different members). Answers at this level are likely to be supported by references to writers such as Greer. 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 but a one-sided answer that is done very well, could also gain up to 8 marks.	

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Question	Answer	Marks
1(d)	**9–11** First, there will be good sociological knowledge and understanding. Second, the material used will be interpreted accurately and applied effectively to answering the question. Third, there must also be some evidence of assessment of the view that all members benefit from family life. Lower in the level **(9–10 marks)**, the evaluation is likely to be based around a general discussion of inequality in the family. Alternatively, answers may be confined to just one or two explicitly evaluative points. At the top of the level **(11 marks)**, the view that the family benefits all members equally will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points. Points that can be included: • Functionalist views of the positive benefits of family life. • Marxist views of role of family in maintaining capitalist exploitation (e.g. ideological conditioning, consumption, reproduction of the workforce). • Feminist views that family disadvantages females and in particular the radical feminist view. • Evidence of gender inequality in families (e.g. domestic division of labour, emotion work). • Varying treatment of boys and girls/children. • Diversity of family types, and in particular the New Right view that some forms of family can be harmful/dysfunctional. • Evidence of the dark side of the family. • A consideration of the position of the elderly (Vincent). • Any other relevant point. Concepts which may be referred to: functions, ideological conditioning, patriarchy, diversity, dysfunctional family, stabilisation of adult personalities, domestic violence, symmetrical family, toxic childhood, broken family, dark side of the family, child abuse, third age, democratic families, honour killing.	

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Question	Answer	Marks
2	**'Globalisation is the main reason for the increase in family diversity.' 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 there are lots of family structures or that families are all the same). 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 people move around the world and so family structures change or that no matter where you are, families are the same). In this level there may be some confusion about the meaning of globalisation. **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 discussing how migration is likely to cause an increase in family diversity or how factors other than globalisation such as secularisation may be leading to an increase in family diversity. 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. In this level there may be limited understanding of the meaning of globalisation. Lower in the level **(7–9 marks)**, a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining different causes of family diversity). 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. In this level, there should be a sound understanding of the meaning of globalisation. 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**

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Question	Answer	Marks
2	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. Relevant knowledge could include the impact of migration on family structures and growing diversity. Other answers may discuss how the law can effect change and whether migration causes change or adaption. 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: • First, there will be good sociological knowledge and understanding. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, 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 globalisation is the main reason for the increase in family diversity and may also discuss post-modernist views on the impact of increasing choice. There will be clear assessment of the view in the question (for example by discussing the influence of factors such as culture, the law, religion and changing social values). 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.	

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Question	Answer	Marks
2	Points that can be included: • A discussion of globalisation and the free movement of labour and the link between this and increases in family diversity (and in particular ethnic diversity). • The link between globalisation and post-modernist thinking. • Development of the 'market culture' with pick and mix behaviours. • Other factors that have influenced family structures such as divorce, acceptance of lone-parent families, same sex families, increasing life expectancy. • Dominance of nuclear and neo-conventional families. • Demographic changes. • Development of pluralist societies • An argument that the media (a key aspect of globalisation) tends to portray the nuclear family as the ideal type (the cereal packet family). Global acceptance of different family types • Any other relevant point. Concepts that could be referred to: migration, urbanisation, kinship networks, geographic mobility, globalisation of western culture, market culture, chosen family, individualism, primary relationships.	

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Question	Answer	Marks
3	'**The concept of childhood is very different today than 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 it is because children have a better life). 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 childhood lasts longer now than in the past so it must be different). **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 outlining differences of childhood in societies today compared with the past. 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. Lower in the level **(7–9 marks)**, a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining different factors that have impacted childhood, such as education). 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. At this level, the idea that childhood is a social construction is likely to be looked at explicitly. 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**

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Question	Answer	Marks
3	Relevant knowledge could include falling birth rates and the impact of contraception on family planning, changes in the law, the withdrawal of children from economic activity, family roles for different children and child abuse. Other answers may discuss the role of parents and how they continue to regard their children as an economic asset or a burden. 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: • First, there will be good sociological knowledge and understanding. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, 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 childhood is very different today and may also discuss cross-cultural examples. There will be clear assessment of the view in the question (for example by discussing similarities between childhood in some societies today and the past). 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. Points that can be included: • Pritchard and the construction of childhood. • Pilcher and the golden age of happiness and innocence. • Aries and historical views of childhood. • New form of childhood e.g. adolescence/teenager. • Childhood by time, place and space. • Mead/Malinowski and cross-cultural/ethnic comparisons.	

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Question	Answer	Marks
3	• The disappearance of childhood (e.g. Robertson/Postman). • Changes such as divorce strengthening the bonds between parent and child making them stronger than the past. • Role of the child as a son/daughter. • Class, ethnicity and gender as factors influencing the experience of childhood. • Similarities between medieval and modern societies e.g. child soldiers. • Any other relevant point • Concepts that could be referred to: the social construction of childhood, socialisation, child-centred, primary relationship, toxic childhood, life expectancy, negotiation of family roles, child abuse, helicopter parents, tiger mums.	

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