

Cambridge International AS & A Level

SOCIOLOGY**9699/11**

Paper 1 Socialisation, Identity and Methods of Research

May/June 2025**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 May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **19** 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 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.

**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.

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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
E1	Explanation of the point
E2	Explanation of why it is a strength / limitation
EXP	Development / description of the point
EVAL	Evaluation point
DEV	Developed point
GEN	General point using sociological material but not applied to the question
IR	Point is irrelevant to the question
J	Juxtaposition of point
M	Material used to support the point
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited
	Incorrect response
	Irrelevant material

Annotation	Meaning
On-page comment	On page comment
Highlighter	Identification of a point

Question	Answer	Marks
1	Describe <u>two</u> types of qualitative interview. Indicative content • Unstructured interview – guided conversations; informal, open-ended, flexible, in-depth producing valid data, links to interpretivism. • Semi-structured interview – same questions (may include open and closed ones) but the interviewer can probe and ask additional questions; mainly producing valid data, links to interpretivism. • Group interview – sometimes called focus groups; participants answer questions in turn and discuss topics together; the interviewer guides rather than leads; mainly producing valid data, links to interpretivism. Reward a maximum of two types. For each type of qualitative interview, up to 2 marks are available: 1 mark for identifying a qualitative interview. 1 mark for describing the identified qualitative interview. (2 × 2 marks)	4

Question	Answer	Marks
2(a)	Explain <u>two</u> ethical factors to consider when conducting observational studies. Indicative content • Informed consent. • Any deception by the researcher. • The confidentiality / anonymity / privacy of the information gained (could be credited separately if made distinct). • Psychological impact / harm on the group / researcher. • Potential involvement in deviant / illegal activities. • Dilemma about reporting any illegal activities observed. • Safety (for those being observed and/ or the researcher). • Bias. Reward a maximum of two factors. For each factor, up to 4 marks are available: 1 mark for making a point (e.g. informed consent). 1 mark for explaining that point (e.g. respondents should have the right to decide whether or not they want to be involved in the research). 1 mark for selecting relevant sociological material (e.g. covert observation). 1 mark for explaining how the material supports the point (e.g. because people do not know they are being studied they are unable to give their consent). (2 × 4 marks)	8

Question	Answer	Marks
2(b)	Explain <u>two</u> strengths of using content analysis in sociological research. Indicative content Strengths: • Can identify underlying themes in media texts and patterns encoded in representations. • High in reliability, since it is usually based on standardised categories, so can be replicated. • Produces (quantitative) data which is easily comparable – across media, between societies (patterns), over time (trends). • Practical: cheap to produce – from easily available sources [TV, newspapers and internet]. • Practical: quick to do in contrast to gathering lots of primary data. • Reduces researcher bias as there is less room for researcher interpretation. • May have a predictive element – forecasting future events. • It can be combined with other methods (e.g. semiology) to generate both quantitative and qualitative data. • Any other appropriate strength. Reward a maximum of two strengths. For each strength, up to 3 marks are available: 1 mark for identifying a strength of content analysis (e.g. identifies underlying themes / words use in media texts). 1 mark for explaining why this method has this strength (e.g. uses a coding system to uncover patterns encoded in representations). 1 mark for explaining why it is a strength (e.g. reveals the intentions that lie behind surface media messages). (2 × 3 marks)	6

Question	Answer	Marks
3(a)	‘Education is the most important influence in shaping class identity.’ Explain this view. Indicative content • The role played by the formal and informal (hidden) curriculum in the transmission of class-based norms, values and roles. • The Marxist view that education is used to indoctrinate the working class into their class identity as obedient workers (Bowles and Gintis). • Use of cultural and/or social capital (Bourdieu) within schools (ways of acting, attitudes and lifestyle) and social capital (networks of influence). • Private education, especially public schools followed by Oxbridge – contributes to membership of elite occupational groups in society (judiciary, military, politics) and sense of leadership and self-confidence. • Anti-school subcultures developing within education, influencing working class identity (Willis) (the focus must be on the role of education here). • Exclusive social networks – peer groups formed in schools / university (‘old boy network’) that provide self-help contacts in later life. • Speech codes used within schools may reinforce class identity (Bernstein). • Material deprivation based on social class may affect experiences / attainment within school and thus reinforce class identity. • Failure / success at school can shape a person’s perception of their social class identity and their future path. • Any other reasonable point. Levels of response Level 3: 8–10 marks • Good knowledge and understanding of the view that education is the most important influence in shaping class identity. The response contains two clear and developed points. • Sociological materials, 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 • Some knowledge and understanding of the view that education is the most important influence in shaping class identity. The response contains one clear and developed point and one relevant but underdeveloped point. • Sociological material is used to support at least one point. The material selected is appropriate but not clearly focused on the question or its relevance is not being made clear.	10

Question	Answer	Marks
3(a)	Level 1: 1–3 marks - Limited knowledge and understanding of the view that education is the most important influence in shaping class identity. The response contains one relevant but underdeveloped point and one (or more) points related to the general topic rather than the specific question. - Any supporting material lacks focus on the specific question. Level 0: 0 marks - No response worthy of credit.	

Question	Answer	Marks
3(b)	‘Education is the most important influence in shaping class identity.’ Using sociological material, give <u>one</u> argument against this view. Indicative content - The role of another agent of socialisation relative to the influence of education on class identity e.g. peer group, family, workplace, media having more influence. Note: <i>If the focus is on the role of another agent but is linked to education, such as peer groups within education (e.g. Willis) or family-based attitudes towards education (e.g. deferred and immediate gratification) - responses need to explain why the agent is a more important influence than education.</i> - The role of education in socialising children may be exaggerated. Children are able to exercise agency in the formation of their identity, class based or otherwise. - The view that class identity itself has fragmented and declined overall (postmodernist argument). - Education promotes meritocracy (classlessness) rather than class division (Michael Young). - Too simplistic to isolate the power of one agent as the most significant. - Any other reasonable argument. Levels of response Level 3: 5–6 marks - One clear and developed argument against the view that education is the most important influence in shaping class identity. - 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 education is the most important influence in shaping class identity. - The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. Level 1: 1–2 marks - One point disagreeing with the view that education is the most important influence in shaping class identity which is undeveloped or lacking clarity. - Any supporting material lacks focus on the specific question. Level 0: 0 marks - No response worthy of credit.	6

Question	Answer	Marks						
4	Evaluate the view that human behaviour is shaped by nurture rather than nature. Indicative content <table border="1" data-bbox="308 416 1310 1966"> <thead> <tr> <th data-bbox="308 416 475 477"></th><th data-bbox="475 416 930 477">In support of the view</th><th data-bbox="930 416 1310 477">Against the view</th></tr> </thead> <tbody> <tr> <td data-bbox="308 477 475 1966">Points</td><td data-bbox="475 477 930 1966"> - Human behaviour is overwhelmingly learned via the process of socialisation e.g. language. - Accounts of examples of feral children raised in the absence of human socialisation. - Studies that demonstrate the impact of social forces on human behaviour e.g. Durkheim on suicide. - Cross-cultural variations in gender roles implies the strong influence of socialisation. - Mead's concept of the 'social self' as created through social interaction, looking glass self (Cooley). - Structural functionalist emphasis on societal determinism. - Any other appropriate point. </td><td data-bbox="930 477 1310 1966"> - Biological arguments that people are born with uncontrollable instincts and desires e.g. maternal instinct, male aggression etc. - These are often expressed in strong (fixed traits) and weak (capabilities that are realised through environmental experience) terms. - Twin studies demonstrate the important of nature, by showing similarities between identical twins who were brought up in different environments. - Socio-biology – Wilson on the strong influence of 'biogrammers'. - Parsons' view of family roles as strongly linked to biology. - Interactionist accounts of socialisation, which appear to allow some role for free will and agency in how meanings are negotiated in the socialisation process. - Difficult to measure the extent to which a single factor, such as socialisation, influences human behaviour. </td></tr> </tbody> </table>		In support of the view	Against the view	Points	- Human behaviour is overwhelmingly learned via the process of socialisation e.g. language. - Accounts of examples of feral children raised in the absence of human socialisation. - Studies that demonstrate the impact of social forces on human behaviour e.g. Durkheim on suicide. - Cross-cultural variations in gender roles implies the strong influence of socialisation. - Mead's concept of the 'social self' as created through social interaction, looking glass self (Cooley). - Structural functionalist emphasis on societal determinism. - Any other appropriate point.	- Biological arguments that people are born with uncontrollable instincts and desires e.g. maternal instinct, male aggression etc. - These are often expressed in strong (fixed traits) and weak (capabilities that are realised through environmental experience) terms. - Twin studies demonstrate the important of nature, by showing similarities between identical twins who were brought up in different environments. - Socio-biology – Wilson on the strong influence of 'biogrammers'. - Parsons' view of family roles as strongly linked to biology. - Interactionist accounts of socialisation, which appear to allow some role for free will and agency in how meanings are negotiated in the socialisation process. - Difficult to measure the extent to which a single factor, such as socialisation, influences human behaviour.	26
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Question	Answer			Marks
4		In support of the view	Against the view	
			- Postmodernists rejection of traditional sociological theory as a metanarrative. - Any other appropriate point.	
	Research evidence/ theory	Podder & Bergvall, Durkheim, Mead, Oakley, Cooley	Wilson, Parsons, Plomin Wrong	
	Relevant concepts	Feral children, looking-glass self, social self, socialisation	Socio-biology, instincts, biogrammers	
	The above content is indicative and other relevant approaches to the question should be rewarded appropriately.			

Levels of response

The maximum mark for **Question 4** is 26.

Examiners should award up to 8 marks for A01, up to 8 marks for A02, and up to 10 marks for A03.

Level	AO1: Knowledge and Understanding	Marks
4	- Good knowledge and understanding of the view that human behaviour is shaped by nurture rather than nature. - 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 human behaviour is shaped by nurture rather than nature. - 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 human behaviour is shaped by nurture rather than nature. - 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 human behaviour is shaped by nurture rather than nature. - The response contains only assertive points or commonsense observations.	1–2
0	No knowledge and understanding worthy of credit.	0

Level	AO2: Interpretation and Application	Marks
4	The material selected will be accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	The material selected will be accurate and relevant but lacks either some development or clear application to the question.	5–6
2	The material selected is relevant to the question but is not applied accurately or has limited development.	3–4
1	There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	1–2
0	No interpretation and application worthy of credit.	0

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis / evaluation of the view that human behaviour is shaped by nurture rather than nature. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis / evaluation of the view that human behaviour is shaped by nurture rather than nature. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments against the view that human behaviour is shaped by nurture rather than nature.	7–8
3	• Some analysis / evaluation of the view that human behaviour is shaped by nurture rather than nature. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points against the view that human behaviour is shaped by nurture rather than nature.	5–6
2	• Basic analysis / evaluation of the view that human behaviour is shaped by nurture rather than nature. • There is an attempt to consider more than one side of the debate or one simple point against the view that human behaviour is shaped by nurture rather than nature.	3–4
1	• Limited analysis / evaluation of the view that human behaviour is shaped by nurture rather than nature. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

Question	Answer	Marks												
5	Evaluate the positivist view that sociologists should use a scientific approach to research. Indicative content <table border="1"> <thead> <tr> <th></th><th>In support of the view</th><th>Against the view</th></tr> </thead> <tbody> <tr> <td>Points</td><td> • Positivist view: objective, value-free and reliable. • Scientific methods used because the numerical data enables the identification of patterns / trends / comparisons. • Large scale and representative samples. • Generalisable. • Laboratory experiments allow researchers to control variables and test hypotheses. • Quantitative data has a value in supporting social policy and generating funding for sociological research. • Any other appropriate point. </td><td> • Interpretivist view: methods unsuitable for study of human behaviour. • Humans have free will, act unpredictably on unobserved meanings which cannot be measured. • Methods not objective / value free. • Resulting data lacks validity. • Variables in the social world cannot be controlled. • Practical problems • Issue may depend on how you define a scientific subject. • Any other appropriate point. </td></tr> <tr> <td>Research evidence/ theory</td><td>Positivism, Durkheim, Popper</td><td>Interpretivism, Gouldner, Weber, Kuhn, Kaplan, Realism</td></tr> <tr> <td>Relevant concepts</td><td>Scientific approach, quantitative, reliability, social facts, objectivity, hypothesis, correlations</td><td>Agency, paradigms, verstehen, qualitative, validity</td></tr> </tbody> </table> The above content is indicative and other relevant approaches to the question should be rewarded appropriately.		In support of the view	Against the view	Points	• Positivist view: objective, value-free and reliable. • Scientific methods used because the numerical data enables the identification of patterns / trends / comparisons. • Large scale and representative samples. • Generalisable. • Laboratory experiments allow researchers to control variables and test hypotheses. • Quantitative data has a value in supporting social policy and generating funding for sociological research. • Any other appropriate point.	• Interpretivist view: methods unsuitable for study of human behaviour. • Humans have free will, act unpredictably on unobserved meanings which cannot be measured. • Methods not objective / value free. • Resulting data lacks validity. • Variables in the social world cannot be controlled. • Practical problems • Issue may depend on how you define a scientific subject. • Any other appropriate point.	Research evidence/ theory	Positivism, Durkheim, Popper	Interpretivism, Gouldner, Weber, Kuhn, Kaplan, Realism	Relevant concepts	Scientific approach, quantitative, reliability, social facts, objectivity, hypothesis, correlations	Agency, paradigms, verstehen, qualitative, validity	26
	In support of the view	Against the view												
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Research evidence/ theory	Positivism, Durkheim, Popper	Interpretivism, Gouldner, Weber, Kuhn, Kaplan, Realism												
Relevant concepts	Scientific approach, quantitative, reliability, social facts, objectivity, hypothesis, correlations	Agency, paradigms, verstehen, qualitative, validity												

Levels of response

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 positivist view that sociologists should use a scientific approach to research. - 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 positivist view that sociologists should use a scientific approach to research. - 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 positivist view that sociologists should use a scientific approach to research. - 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 positivist view that sociologists should use a scientific approach to research. - The response contains only assertive points or commonsense observations.	1–2
0	No knowledge and understanding worthy of credit.	0

Level	AO2: Interpretation and Application	Marks
4	The material selected will be accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	The material selected will be accurate and relevant but lacks either some development or clear application to the question.	5–6
2	The material selected is relevant to the question but is not applied accurately or has limited development.	3–4
1	There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	1–2
0	No interpretation and application worthy of credit.	0

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis / evaluation of the positivist view that sociologists should use a scientific approach to research. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis / evaluation of the positivist view that sociologists should use a scientific approach to research. • The evaluation is explicit and direct but not sustained or a more descriptive account arguing against the positivist view that sociologists should use a scientific approach to research.	7–8
3	• Some analysis / evaluation of the positivist view that sociologists should use a scientific approach to research. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that a scientific approach does not provide the best way to study social behaviour.	5–6
2	• Basic analysis / evaluation of the positivist view that sociologists should use a scientific approach to research. • There is an attempt to consider more than one side of the debate or one simple point suggesting that scientific / positivist methods do not provide the best way to study social behaviour.	3–4
1	• Limited analysis / evaluation of the positivist view that sociologists should use a scientific approach to research. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0