



Cambridge International AS & A Level

SOCIOLOGY

9699/21

Paper 2

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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 **11** 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)	What is meant by the term <i>social policy</i>? Social policy refers to the actions that are taken by the government to maintain and improve the welfare of its citizens. One mark for a partial answer such as such as 'schemes to help people' or 'government planning about society'. Two marks for a clear and accurate definition.	2
1(b)	Describe two advantages of using a pilot study in sociological research. Advantages might include: • Overcomes potential problems with the wording of questions, e.g. unclear or ambiguous questions, use of language and format, or an overly long questionnaire or interview schedule. • May reveal that the research would be impractical or fruitless and thereby saving the researcher time and money carrying out the full study. • Might reveal the need to shorten the questionnaire or interview in order to complete the research in a timely manner. • May help to highlight deficiencies in the researcher's interviewing skills. One mark for the example plus one mark for development (2 × 2 marks).	4
1(c)	Explain why some sociological researchers aim to change society for the better 0–4 Lower in the band (1–2 marks) a few simple remarks which might put forward some vague points about sociological researchers without linking the material to the question would be worth 1 or 2 marks. Higher in the band (3–4 marks) there may be a basic account about the role of the sociologist in society with at least one accurate point made about how this may link to changes in society. 5–8 Lower in the band (5–6 marks), a sound account that is largely focused on why some sociological research has been used to change society for the better, such as studies of poverty, discrimination and deviance. Alternatively, there may be links to the ideas of thinkers such as Becker and Gouldner that sociologists should be open about their values and how these inform their research. There are likely to be two or more points made but these may not be fully accurate or not well developed. Higher in the band (7–8 marks), there is likely to be a clear and accurate explanation with links to key concepts/evidence/theories. A range of points will be covered or fewer points in detail. The explanation is likely to reflect on the fact that there are different examples and/or views that illustrate how sociological research might contribute to bringing about positive changes to society. The analysis here needs to be explicit and well informed.	8

Question	Answer	Marks
1(c)	A good list of undeveloped points may gain up to six marks. To go higher, some of the points should be developed. Reasons might include: • Partisan sociologists (e.g. Becker, Mills, Goffman) or some Marxists and feminists believe that research should be 'committed' and open in their sympathies and in how they wish to change society. • Some sociologists think it is impossible to fully separate values from research so researchers should be clear about their views (e.g. Gouldner). They are critical of those they regard as 'pretending' they are scientific, value free and neutral (e.g. Parsons, Merton). • The interpretivist position on the nature of objectivity and how values affect the selection of topics and execution of research. • Weber's view that sociologists <i>can</i> be objective in their research by recognising that their values are involved	
1(d)	Assess the view that practical factors are the main influence on a sociologist's choice of research method. 0–4 Answers at this level are likely to show only limited appreciation of the issues raised by the question. Lower in the band (1–2 marks), a simple answer about research methods unrelated to the question. Higher in the band (3–4 marks), one relevant developed or two undeveloped points. There may be an attempt to describe practical factors, but with few or no direct links to the set question 5–8 Answers at this level show some sociological knowledge and understanding of the question. Lower in the band (5–6 marks), a basic description highlighting two relevant points with some development. For example, a basic description of some practical considerations with only tacit links to the idea of influence on choice of method. There is likely to be a lack of development in the response. Higher in the band (7–8 marks), there will be a sound attempt to explain the idea that practical factors are the main influence on choice of method. A range of factors may be used to illustrate this but these do not need to be exhaustive. A one-sided answer that is done very well, could also gain up to 8 marks. A descriptive answer cannot gain more than 8 marks.	11

Question	Answer	Marks
1(d)	9–11 Answers at this level will demonstrate good sociological knowledge and understanding applied to the question. There will also be an assessment of the influence of practical factors. This is likely to be achieved by showing a discussion of theoretical factors, the role of values or ethical considerations. Lower in the band (9–10 marks), the assessment may be limited in range or depth. This is likely to be achieved by reference to some other pertinent factors; however, these may not be fully developed. At the top of the level (11 marks), the assessment will have more range or depth. There is likely to be some attempt at assessing the relative importance of practical factors in influencing choice of method. In support: • Time – often linked to money. Many methods/approaches can take considerable time, e.g. longitudinal studies. • Money – often linked to funding source; some methods are cheap. • Location. • Sample issues: size, access, cooperation. • Nature of the study group, e.g. if they are easier to access, e.g. poor/powerless groups . • Researcher's skill set, e.g. less skill needed to administer a structured interview than unstructured interview. • Background of the researcher, e.g. gender/age/ethnicity may limit the possibilities of conducting covert observation. In evaluation: • The theoretical stance of the researcher in shaping choice of method. • The role of values in shaping choice of research method. • Ethical considerations. The impact on the above in relation to validity, representativeness.	

Question	Answer	Marks
2	Explain and assess the positivist view that qualitative methods should not be used in sociological research. 0–6 Answers at this level are likely to be assertive and focus on a few common sense observations Lower in the band (1–3 marks), answers may be confined to one or two vague remarks based on assertion/common sense understanding about research methods in general. Higher in the level (4–6 marks), a few simple points but with very little detail or development that is relevant to the question as set. For example, a few limited points broadly demonstrating an understanding of what is meant by qualitative research, but there will be very little detail or development that is relevant to the question as set. 7–12 Answers at this level will show some sociological knowledge and understanding of the question. Lower in the band (7–9 marks), the answer will be rather list-like and confined to a narrow range of underdeveloped points about qualitative methods but these will be lacking detail and possibly with some inaccuracies, with only implicit or weak links to positivism. Higher in the band (10–12 marks), answers may either cover a narrow range of points in reasonable detail or cover a wider range of points in limited detail. These may include some attempt to explain why qualitative methods should not be used, but at this level the response is likely to provide a straightforward endorsement of the proposition. At this level answers will be largely descriptive. 13–18 Answers at this level will show good sociological knowledge and understanding of the positivist view that qualitative methods should not be used in research. 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. Lower in the band (13–15 marks), answers are likely to make use of concepts/theory but the range of knowledge demonstrated may be limited and the points covered may lack development. There is likely to be some attempt to explain the view in the question and to engage with the claim that qualitative methods should not be used. A range of methods may be discussed but these are likely to be descriptive. Any links to positivism are not likely to be fully developed	25

Question	Answer	Marks
2	Higher in the band (16–18 marks), answers will use a wider range of relevant knowledge, supported by the use of concepts/theory where relevant and include some well-developed points. Answers are likely to focus on the strengths and limitations of particular qualitative methods (unstructured interviews, participant observation) and the data produced rather than qualitative methods overall. Links to the positivist approach will be clear. Candidates will begin to address the specific wording of the question, though the analysis may not be fully developed or convincing. There is no requirement for assessment at this level 19–25 Lower in the band (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments/theories of the merits of using qualitative methods. At this level, the range of analytical points may be confined to the issues linked to qualitative v quantitative distinction. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated, for example by focusing on the reliability of data produced. However, the assessment at this level may lack depth and possibly contain some over-generalisation. Higher in the band (22–25 marks), there will be sustained assessment and the points offered will be explicit and well directed towards the question, e.g. the assessment may offer a more direct analysis of the value of qualitative research methods and of what constitutes ‘good’ sociological research, or some candidates may question the extent to which qualitative researchers are at all concerned to achieve reliable outcomes. Answers at this level must achieve three things: • <u>First</u>, there will be good sociological knowledge and understanding of the qualitative methods, reliability and positivism. • <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. At this level, expect an accurate and detailed analysis of the merits of qualitative and quantitative methods and of the claim made in the question. There is likely to be a well-formulated conclusion. In support: • Qualitative data cannot be easily replicated and so lacks reliability (positivist view). • The data from qualitative methods lack objectivity are value laden and subjective. • Respondents in qualitative research are likely to be influenced by the presence of the researcher as there is a closer connection between them. This is more likely to lead to researcher bias.	

Question	Answer	Marks
2	• Researcher imposition. • The small numbers involved often leads to unrepresentative samples. • Practical considerations – time, money, etc. • There are sometimes ethical problems linked to qualitative methods. In evaluation: • The interpretivist view that qualitative methods are suitable for study of human behaviour as they allow you to understand the reasons behind behaviour. • Qualitative methods produce highly valid data that explores the subjective meanings actors hold from their point of view. • Variables in the social world cannot be controlled. • Give more control to the subjects/less imposition from the researcher • Humans have free will and their behaviour cannot be measured (rebuttal of the scientific approach). • Some qualitative methods arguably lead to a measure of reliability in the data produced, e.g. semi-structured interviews, structured observations.	

Question	Answer	Marks
3	‘The functionalist theory of socialisation is too deterministic.’ Explain and assess this view. 0–6 Answers at this level are likely to be assertive and focus on a few common sense observations. Lower in the band (1–3 marks), answers may be confined to one or two vague remarks based on assertion/common sense understanding about socialisation. Higher in the level (4–6 marks), a few simple points but with very little detail or development that is relevant to the question as set. For example, a few limited points broadly demonstrating an understanding of the concept of socialisation. At this level there may be lengthy descriptions of so-called feral children. 7–12 Answers at this level will show some sociological knowledge and understanding of the question. Lower in the band (7–9 marks), the answer will be rather list-like and confined to a narrow range of underdeveloped points about the functionalist approach in general, perhaps with some links to socialisation but these will be lacking detail and possibly contain some inaccuracies. Higher in the band (10–12 marks), answers may either cover a narrow range of points in reasonable detail or cover a wider range of points in limited detail. These may include some attempt to explain why the functionalist theory of socialisation might be seen as deterministic. At this level answers will be largely descriptive. 13–18 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. Lower in the band (13–15 marks), answers are likely to make use of concepts/theory but the range of knowledge demonstrated may be limited and the points covered may lack development. There is likely to be some attempt to explain the view in the question. Answers may give a sound account of functionalist theory of socialisation with a clear reference to the concept of determinism, but the range of knowledge shown is limited. Higher in the band (16–18 marks), answers will use a wider range of relevant knowledge, supported by the use of concepts/theory where relevant and include some well-developed points. Answers may make a comparison between functionalist theory and other structural accounts (e.g. Marxists or feminists) and contrast their explanations with links to determinist ideas. Candidates will begin to address the specific wording of the question, though the analysis may not be fully developed or convincing.	25

Question	Answer	Marks
3	There is no requirement for assessment at this level. 19–25 Lower in the band (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments/theories of the merits of the functionalist approach to socialisation. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated about why it might be seen as too deterministic. However, the assessment at this level may lack depth and possibly contain some over-generalisation. Higher in the band (22–25 marks), there will be sustained assessment and the points offered will be explicit and well-directed towards the question. A fuller picture of the contribution made by alternative theories to understanding the process of socialisation. The interactionist perspective may be used to good effect to illustrate the limitations of the functionalist theory with reference to thinkers such as Mead, Cooley and Becker. Answers at this level must achieve three things: • <u>First</u>, there will be good sociological knowledge and understanding of the functionalist theory of socialisation. • <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. At this level there is likely to be an accurate and detailed account of interactionist arguments rejecting the functionalist analysis particularly in respect of the issue of determinism There is likely to be a well-formulated conclusion. In support: • Functionalist view on value consensus and roles (Parsons) and socialisation as largely a one-way process (determinism) that facilitates society's functional prerequisites. • Older members of society impart cultural knowledge and understanding to younger members (internalisation) – pattern maintenance. • The family has a crucial effect on social learning, personal development and the acquisition of social roles (e.g. gender); children imitate parents who provide blueprints for action. • Agents of secondary socialisation reinforce this early experience. • The process is concerned with social control and conformity via positive and negative sanctions. • Marxists and feminists also see the process as deterministic but they focus on the ideological nature of socialisation.	

Question	Answer	Marks
3	In evaluation: • Evidence that people actively participate in learning culture and do not simply accept what they are told (Wrong). • Functionalists overlook rebellious behaviour and the role played by peer groups and subcultures in shaping behaviour/identity . • Structural functionalism underestimates of the amount of conflict that occurs in socialisation and overestimates the amount of conformity (over-socialisation). • Interactionists, in particular, reject the view that socialisation is simply a one way process: individuals are active in making sense of the world and in shaping their own identity are not passive actors, e.g. Mead's concept of the 'social self' as created through social interaction, looking glass self. • Interactionists views on how individuals are shaped by the agents of secondary socialisation e.g. media messages can be interpreted in an active way, i.e. they are not simply absorbed and accepted. • Some neo Marxists, e.g. Willis hold a complex view of how the socialisation process works that demonstrates that structure and agency play a role.	