



Cambridge  
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AS & A Level

**Cambridge Assessment International Education**  
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**SOCIOLOGY**

**9699/23**

Paper 2

**October/November 2018**

MARK SCHEME

Maximum Mark: 50

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**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.

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This document consists of **11** 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.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1(a)     | <p><b>What is meant by the term <i>values</i>?</b></p> <p>One mark for a partial definition such as ‘...what is good or bad’</p> <p>Two marks for a clear and accurate definition:</p> <p>Values are general guidelines about what is right or wrong, and about the standards which are most important worth maintaining in a society.</p>                                                                                                                                                                                            | <b>2</b> |
| 1(b)     | <p><b>Describe <u>two</u> ways that the peer group contributes to the formation of gender identity.</b></p> <p>Examples might include:</p> <ul style="list-style-type: none"> <li>Same sex friendship grouping</li> <li>Gendered play in formal and informal settings.</li> <li>Use of sanctions to conform to stereotypes either negatively or positively</li> <li>Use of gendered language in shaping role expectations [e.g. Willis, Lees]</li> </ul> <p>One mark for the example plus one mark for development (2 · 2 marks).</p> | <b>4</b> |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(c)     | <p><b>Explain why norms may vary between different social groups.</b></p> <p><b>0–4</b><br/>           Answers at this level are likely to show only limited appreciation of the issues raised by the question and make little use of relevant sociological concepts and theories.</p> <p>Lower in the band a few simple points about norms, unrelated to social groups, could be worth 1 or 2 marks.</p> <p>Higher in the band there may be a basic account of societal norms, but with little reference or linkage to varied social groups. At this level there may be a tendency to describe the differences between social groups with little or no explanation.</p> <p><b>5–8</b><br/>           Answers at this level will show some sociological knowledge and understanding of the question.</p> <p>Lower in the band there will be a sound account of why there may be behavioural diversity between social groups and links made to norms. However, the discussion will not be fully developed in terms of breadth or depth.</p> <p>Higher in the band there will be a more detailed account providing a more sustained explanation of why there may be variation in behaviour in society, accompanied by a range of examples. The analysis here needs to be explicit and well informed.</p> <p>Areas that might be included:<br/>               Subcultural explanations<br/>               Class cultures<br/>               Age cultures (especially youth)<br/>               Gender culture<br/>               Ethnic and religious division<br/>               Differential socialisation</p> <p><b>A good list of undeveloped points may gain up to six marks. To go higher, some of the points should be developed</b></p> <p>Note: This question asks candidates to ‘explain’, therefore there is no requirement for assessment</p> | 8     |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks     |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1(d)     | <p><b>Assess the view that socialisation within the family is the main factor shaping gender identity.</b></p> <p><b>0–4</b><br/>           Answers at this level are likely to be <b>assertive and show only limited appreciation</b> of the issues raised by the question.</p> <p>Lower in the band, a few simple points about gender socialisation but without links to the question.</p> <p>Higher in the band if one or two points are identified, perhaps with some linking of gender roles found in the family, but with little development.</p> <p><b>5–8</b><br/>           Answers at this level show <b>some sociological knowledge and understanding</b> of the question.</p> <p>Lower in the band an account of the role of family socialisation in the formation of gender identity, highlighting one or two key points with some development. However, at this level answers are likely to be lacking in breadth or depth.</p> <p>Higher in the band, there will be a sound attempt to explore these explanations either with greater depth or breadth. Answers are likely to show understanding of at least two arguments of the view that are well supported. Empirical examples may be used to illustrate points. Theoretical positions on the importance of family in gender socialisation may be present e.g. feminist, functionalist and Marxist</p> <p><b>A descriptive answer cannot gain more than 8 marks.</b></p> <p><b>9–11</b><br/>           Answers at this level will demonstrate good sociological knowledge and understanding applied to the question and there will be some assessment. At this level, the response will go beyond outlining the impact of primary socialisation on gender identity formation and is likely to make use of examples from secondary agents.</p> <p>Lower in the band, the assessment may be limited in range or depth.</p> <p>Higher in the band, the assessment may have more range or depth. There will also be a clear attempt to subject the view to evaluation. For example, this may be in the form of suggesting that the family's significance has been overstated, or by reference to the role of other agents in shaping gender identity.</p> | <b>11</b> |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(d)     | <p><b>Arguments for the view might make references to practices such as:</b></p> <ul style="list-style-type: none"> <li>Play and early learning</li> <li>Role-models within the family</li> <li>Differential treatment of girls and boys by parents and other family members</li> <li>Dress codes for boys and girls</li> <li>Differentiated toys and games</li> <li>Other relevant symbolic influences</li> </ul> <p><b>In evaluation:</b></p> <ul style="list-style-type: none"> <li>Contrasts with secondary agents</li> <li>Agency – the view that individuals can resist the impact of gender socialisation</li> <li>Biological claims about role played by sex</li> </ul> <p><b>Evaluation points need not be wide ranging or in great depth for candidates to achieve full marks.</b></p> |       |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <p><b>'In order to fully understand society, sociological research should be based on the methods of the natural sciences.' Explain and assess this view.</b></p> <p><b>0–6</b><br/>           Answers at this level are likely to be <b>assertive and focus on a few common sense observations</b> showing some awareness of what scientific methods are and their use in sociological research.</p> <p>Lower in the band, answers may make some brief assertions about research methods.</p> <p>Higher in the band, there may be a wider range of simple points that demonstrates a basic understanding of research methods with a partial attempt to link this to a scientific approach, but there will be very little detail or development that is relevant to the question as set.</p> <p><b>7–12</b><br/>           Answers at this level will show <b>some sociological knowledge and understanding</b> of the question.</p> <p>Lower in the band (7–9 marks) the answer may be confined to a narrow range of points, lacking detail and possibly with some inaccuracies. Answers will be rather list-like and likely to be lacking in some key respects. For example, the response may offer a basic outline of the methods used by natural science but any links to theory (positivism) will be vague</p> <p>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 less detail. Here, the rationale behind the positivistic view in the question and its links to sociological enquiry will be somewhat clearer.</p> <p><b>13–18</b><br/>           Answers at this level will show <b>good sociological knowledge and understanding</b>. The material used will be interpreted accurately and applied effectively to answering the question.</p> <p>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 a sound account of the type of social science methods advocated by positivists but this will be underdeveloped.</p> | 25    |



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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <p>Higher in the band (16–18 marks) answers will use a wider range of knowledge, some well developed points and perhaps be supported by the use of studies, concepts and theory. The idea of sociology as a science will be clearly explained and there is likely to be more detailed treatment of relevant theoretical issues (objectivity, validity, reliability) as a means of discussing the question.</p> <p>Answers are likely to contrast this approach with anti-positivism as a way of developing their analysis but this is <u>not necessary</u> for entry in this level. Candidates will begin to address the specific wording of the question, though the analysis of the view may not be fully convincing.</p> <p><b>There is no requirement for assessment at this level</b></p> <p><b>19–25</b><br/> <b>Answers at this level must achieve three things:</b><br/> <b>First</b>, there will be good sociological knowledge and understanding of the underlying debate over the use of scientific methods in sociological enquiry.<br/> <b>Second</b>, the material used will be interpreted accurately and applied effectively to answering the question.<br/> <b>Third</b>, there must also be some evidence of assessment. At this level expect an accurate and detailed account</p> <p>Lower in the band (19–21 marks) the assessment may be largely delivered through juxtaposition of contrasting arguments/theories. There will be a good understanding of the positivist and anti-positivist positions and the assessment will demonstrate an overview of relevant theoretical issues. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated.</p> <p>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. This may involve introducing feminist, postmodern or realist critiques, or perhaps debates about the role of values in sociology, or even the ability to show limitations in both positivist and anti-positivist positions. There is likely to be a well-formulated conclusion.</p> |       |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks     |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 3        | <p><b>‘Questionnaires do not provide a complete picture of social reality’. Explain and assess this view.</b></p> <p><b>0–6</b><br/>           Answers at this level are likely to be <b>assertive and focus on a few common sense observations</b> with little focus on the question.</p> <p>Lower in the band there may be misunderstanding or a few assertions about the nature of social research.</p> <p>Higher in the band, there may be a range of simple points based on assertion/common sense understanding that demonstrates a basic understanding of what questionnaires involve, with little or no further development that is relevant to the question.</p> <p><b>7–12</b><br/>           Answers at this level will show <b>some sociological knowledge and understanding</b> of the question.</p> <p>Lower in the band (7–9 marks) the answer may be confined to a narrow range of points, lacking detail and possibly with some inaccuracies. There is likely to be a recognition that the data produced by questionnaires has low validity and this may well be expressed in terms of them lacking in depth and detail. Answers will be rather list-like and more likely to be lacking in some key respects.</p> <p>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 less detail. For example, there may be more emphasis on practical considerations whilst the theoretical issues linked to interpretivism may be absent or weak.</p> <p><b>13–18</b><br/>           Answers at this level will show <b>good sociological knowledge and understanding</b>. The material used will be interpreted accurately and applied effectively to answering the question.</p> <p>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. The view in the question will be explained although reference to interpretivism and its critique of questionnaires and quantitative data may be somewhat implicit.</p> | <b>25</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3        | <p>Higher in the band (16–18 marks) answers will use a wider range of knowledge, some well-developed points and perhaps be supported by the use of studies, concepts and theory. This will most likely be achieved through a discussion of the interpretivist perspective and, in particular, its view of how social reality can be understood. There is likely to be some treatment of the strengths of questionnaires but this is <u>not necessary</u> for entry into this level. Candidates will begin to address the specific wording of the question, though the analysis of the view may not be fully convincing.</p> <p><b>There is no requirement for assessment at this level.</b></p> <p><b>19–25</b><br/> <b>Answers at this level must achieve three things:</b></p> <p><b>First</b>, there will be good sociological knowledge and understanding of the underlying debate about the nature of social reality</p> <p><b>Second</b>, the material used will be interpreted accurately and applied effectively to answering the question.</p> <p><b>Third</b>, there must also be some evidence of assessment. At this level expect an accurate and detailed account</p> <p>Lower in the band (19–21 marks) the assessment may be largely delivered through juxtaposition of contrasting arguments/theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. For example, the idea that questionnaires are socially constructed; that they will reflect the values/interests of the researcher, or other problems arising in relation to validity may be discussed. There is likely to be more detailed treatment of relevant theoretical issues, for example, a critique of the interpretivist approach either by discussion of its own purported deficiencies [this could be achieved by reference to the problems associated with qualitative methods], or by highlighting elements of the positivist approach.</p> <p>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. Although some of the assessment may be in the form of juxtaposing different sociological perspectives, there is also likely to be some direct engagement with the issues raised by the positivist view that interpretivist methodology lacks rigour and/objectivity.</p> <p>Sophisticated responses are likely to go beyond the polarised debate and introduce issues such as triangulation, and/or make mention of realist methodology as an alternative way of addressing the question. Answers that reach the top of the band are likely to question what is meant by social reality and more generally raise questions about the basis on which methods can be usefully ranked against one another.</p> <p>There is likely to be a well-formulated conclusion</p> |       |