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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.

Cambridge International is publishing the mark schemes for the March 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)	Define the term <i>kinship</i>. 1 mark for a partial definition such as people who are related/family. 2 marks for a clear and accurate definition such as family relationships based on biology, affinity or law that form distinctive patterns and networks where members may feel a special bond and responsibility for other kin. <i>An example on its own will not be credited. If an example is used to support a definition, thereby demonstrating understanding of the term, this can be credited.</i>	2
1(b)	Describe <u>two</u> ways in which the roles of parents may vary between societies. A comparison of two ways that can be included: - Religious practices - Gender expectations - Providing education/length of education - Financial support/length of financial support - Attitudes to safeguarding - Child centred parents - Family practices - Any other acceptable way One mark for the named way plus one mark for development (2 · 2 marks). Development can be by naming two societies and comparing the difference between them e.g. pre-industrial/industrial or by naming a difference then describing how it is different in two societies. Allow different practices of different social groups within a society e.g. high/low class parents. If a parental role is described but there is no development in terms of how it may vary between societies then only one mark can be awarded. Do not credit answers which compare conjugal roles with no reference to the role of a parent. Also do not credit answers which assert what the role of the parent should be rather than what it is.	4

Question	Answer	Marks
1(c)	Explain why families have become more child-centred in some societies. Note: answers should relate to why families have become more child-centred rather than why they are not or have not become child centred. 0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question. Lower in the level (1–2 marks), a simple response (e.g. stating that parents love children more) with no development. Higher in the level (3–4 marks), a few limited observations (such as childhood is longer, falling birth rate or more protected), but with little depth in the explanations offered and the answer may rely on description rather than explanation. Answers which implicitly link to research or methods may reach the top of the level. 5–8 Answers at this level show some sociological knowledge and understanding of the question. At this level there is likely to be some accurate use of theory, studies or concepts concentrating on why families have become more child-centred. Lower in the level (5–6 marks), a sound account of why families have become more child-centred in some societies, which is lacking in either breadth or depth, perhaps with some reliance on material in the stem. Higher in the level (7–8 marks), the explanation will be developed and well-informed. There will be a detailed account of why families have become more child-centred in some societies and there may be good use of examples to illustrate points made. A good list of undeveloped points may gain up to 6 marks. To go higher there needs to be some development of three or more points or detailed development of two or more points. This question asks candidates to ‘explain’ therefore there is no requirement for assessment.	8

Question	Answer	Marks
1(c)	Points that can be included: - Changing views about children's rights, e.g. UN Convention on the Rights of the Child. - The implications of religious changes. - Changing economic circumstances and laws restricting child labour. - Introduction of compulsory education and dependency. - Increasing state focus on child protection/social services. - Government policy influencing family size. - Changing concept of childhood. - Implications of divorce and the permanence of the child parent relationship in a fluid society. - Helicopter parents. - Any other acceptable reason.	

Question	Answer	Marks
1(d)	Assess the view that social class is the main factor affecting the experience of childhood. 0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question. Some may be assertive descriptions of childhood. Lower in the level (1–2 marks), a simple answer (e.g. upper class children go to expensive schools); answers may describe different families and their children rather than focus on social class. Higher in the level (3–4 marks), general descriptions (e.g. of the toys different children may have in different social groups). Other top of the level answers may argue that all children are treated the same (i.e. are cared for) with little or no reference to the question. Answers which offer weak, possibly non-sociological points even if on both sides should be placed within this level. Use of sociological references in this level may be dated, misplaced or inaccurate. 5–8 Answers at this level show some sociological knowledge and understanding of the question. Lower in the level (5–6 marks), a simplistic description (e.g. of expectations/obligations placed on children by parents). Higher in the level (7–8 marks), a more detailed account (e.g. of the way in which social class or wealth can result in differences between children or how another factor such as gender is a powerful determinant of social expectations regardless of social class). Answers at this level are likely to be supported by references to writers such as Postman. Place at the top of the level according to depth and/or range of examples explained and supported by reference to theory, empirical data or concepts. Answers in this level should address both sides of the debate by showing how social class and another factor influence childhood but this will be descriptive. A one-sided answer that is done very well, could also gain up to 8 marks.	11

Question	Answer	Marks
1(d)	9–11 Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment. Lower in the level (9–10 marks), the assessment may be based on a comparison of the effects of social class on childhood directly compared to at least one other factor such as gender or ethnicity and its influence on the experience of childhood. Alternatively answers may be confined to just one or two explicitly evaluative points. At the top of the level (11 marks), the view that the social class of the family is the most important influence on roles/life chances/opportunities for both sons and daughters will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points. The view that the social class of the family is the most significant influence on the roles of children should be directly addressed, most likely through cross-cultural comparisons and through a discussion of key concepts such as social position/patriarchy. Some answers may note that in many societies social status may change but gender/ethnicity is fixed and has a lifetime influence on individuals' experiences. Points that can be included: - Class (social position) and its influence on life chances. - Impact of culture/religion on opportunities e.g. education limited to sons. - Adult control of children by time, space and body (Pilcher) Brannen and Oakley and control of Asian daughters by parents. - Parenting styles (Lareau). - Hartley and the four processes of gender socialisation. - Cross-cultural comparisons such as that of Hetch, Malinowski and Song. - Social status may change but gender/ethnicity is fixed. - Childhood influenced by culture as opposed to biology. Concepts which may be referred to: Gender, equal opportunities, patriarchy, religion, globalisation, social control, deferred/immediate gratification, bedroom culture.	

Question	Answer	Marks
2	Explain and assess the view that the main function of the family is to reproduce the workforce. 0–6 Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question. Lower in the level (1–3 marks), one or two simple points based on assertion or common sense (e.g. stating that families produce children who work). Higher in the level (4–6 marks), a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. an answer simply stating that without families there would be no work force so it has to be important or answers which reject the proposition in favour of another function). 7–12 Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by showing some understanding of the Marxist nature of the view. At this level, answers are likely to be one-sided, but may reference both sides of the debate albeit with little use of sociological theories, studies or concepts. Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. an outline of the Marxist view that the main function of the family is ideological conditioning, the feminist argument that the main function of the family is to reproduce patriarchy or a functionalist argument that the main function of the family is to maintain social solidarity). Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points. 13–18 Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no requirement for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts. Lower in the level (13–15 marks), a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places. Higher in the level (16–18 marks), answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points.	25

Question	Answer	Marks
2	Relevant knowledge could include the work of Zaretsky and the development of the privatised family supporting capitalism. Other answers may discuss the functions of the family in terms of socialisation and stabilisation of adult personality. At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts. 19–25 Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment. Answers in this level are likely to provide an excellent account/assessment of the functions of the family as seen from a range of theories and may also discuss the strengths and limitations of these theories. There will be clear assessment of the view in the question (for example by discussing the problems involved in trying to identify a main function). Lower in the level (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. Higher in the level (22–25 marks), there will be sustained assessment and the points offered will be explicit and well-directed towards the question. There is likely to be a well-formulated conclusion.	

Question	Answer	Marks
2	Points that can be included: - Marxist views of the role and function of the family in capitalist societies. - Neo-Marxism and hegemony. - Functionalist views of the family as a means of creating social solidarity. - Feminist views of the family as a means of perpetuating the power of men. - Postmodernist critique of structuralist views of the family in the light of family fragmentation. - Arguments that functionalist view of stabilisation of the adult personality results in a well-regulated workforce. Concepts that could be referred to: ideological conditioning, socialisation, social cohesion, value consensus, patriarchy, family of choice, ideological state apparatus, core/peripheral functions, particularistic/universal values.	

Question	Answer	Marks
3	‘Improved employment opportunities for females are the reason divorce rates have increased in modern industrial societies.’ Explain and assess this view. 0–6 Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question. Lower in the level (1–3 marks), one or two simple points based on assertion or common sense (e.g. now women can work they no longer need to rely on men). Higher in the level (4–6 marks), a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. an answer simply stating that less dependence means women don’t stay in marriages that are not successful or ones that assert it isn’t economic power but the legal changes that have allowed the rate to rise). 7–12 Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by showing that economic power is only one enabling factor. At this level, answers are likely to be one-sided, but may reference both sides of the debate albeit with little use of sociological theories, studies or concepts. Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. that economic power helps but without legal changes divorce can’t happen). Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points. 13–18 Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no requirement for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts. Lower in the level (13–15 marks), a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places.	25

Question	Answer	Marks
3	Higher in the level (16–18 marks), answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points. Relevant knowledge could include an exploration of the changing social position of women. Other answers may discuss the impact of secularisation and the reduction of stigma in relation to divorce in some societies. At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts. 19–25 Answers at this level must achieve three things: <u>First</u>, there will be good sociological knowledge and understanding. <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. <u>Third</u>, there must also be some evidence of assessment. Answers in this level are likely to provide an excellent account/assessment of the way feminist theory has accounted for the change in female expectations and the changing ability of some men to support family life and may also discuss the way in which marriage rates have also been influenced as part of a similar trend. There will be clear assessment of the view in the question (for example by discussing the problems involved in trying to identify a main cause). Lower in the level (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. Higher in the level (22–25 marks), there will be sustained assessment and the points offered will be explicit and well-directed towards the question. There is likely to be a well-formulated conclusion.	

Question	Answer	Marks
3	Points that can be included: - Some analysis of divorce rates and the opportunities to end marriage in different societies. - Female education/employment and their links to ending dependency. - Other reasons for changing rates related to social change, social expectations and falling male wages. - Cross-cultural comparisons. Concepts that could be referred to: secularisation, confluent love, romantic love, fertility rates, legal aid, welfare state, stigma, contradictions of capitalism, feminism, warm bath theory, forced marriage, dual/triple burden.	