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Paper 1

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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 October/November 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>cohabitation</i>. 1 mark for a partial definition such as two people living together. 2 marks for a clear and accurate definition such as a relationship where two people live together in a relationship without being married. <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> reasons why there has been an increase in the average age at which individuals first marry. Features that can be included: - Cohort changes and peak periods, such as development of teenage culture delaying marriage. - Less social pressure/social control to marry early for example peer group pressure may have more influence on society, singles no longer regarded as one the shelf. - Legal age of marriage has gone up/age of consent has risen. - Less stigma on unmarried parents so people feel less pressured to marry before having children. - Length of education thereby delaying marriage. - Economic independence/female participation in workforce. - Establishing a career pre-marriage. - Cohabitation as a pre-stage to marriage. - Secularisation. - Impact of divorce rate on younger generation making them more cautious re marriage. - Changed expectations of marriage / individuals' delay in order to meet the 'right' one. - Any other acceptable reason. One mark for the example plus one mark for development of how the reason results in a delay in marriage in society (2 · 2 marks).	4

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Question	Answer	Marks
1(c)	Explain why the divorce rate has increased in many societies. 0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question. Lower in the level (1–2 marks), a simple answer (e.g. legal changes). Higher in the level (3–4 marks), a few limited observations (e.g. describing how individuals no longer put up with unhappy marriages) but there will be little depth in the explanations offered and the answer may rely on description rather than explanation. Answers which implicitly link to research or methods may reach the top of the level. 5–8 Answers at this level show some sociological knowledge and understanding of the question. At this level there is likely to be some accurate use of theory, studies or concepts. Lower in the level (5–6 marks), a sound account of why the divorce rate has increased in many societies but lacking in breadth or depth and perhaps with some reliance on matter in the data. Higher in the level (7–8 marks), explanations will be developed and well-informed. There will be a detailed account of different reasons for the increase in divorce. Place at the top of the level according to depth and/or range of examples explained and supported with theory, empirical data or concepts. A good list of undeveloped points may gain up to 6 marks. To go higher there needs to be some development of three or more points or detailed development of two or more points. This question asks candidates to ‘explain’ therefore there is no requirement for assessment.	8

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Question	Answer	Marks
1(c)	Points that can be included: - Changes in the law - easier/cheaper/quicker. - Social changes such as female economic power/decline in arranged marriages. - Changes in attitudes such as secularisation. - Changes in economic dependence. - Increase in confluent/romantic love so more likely to end. - Individualism. - Impact of the feminist movement. - Any other acceptable reason.	
1(d)	Assess the view that roles in the family are becoming equal. 0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question. Lower in the level (1–2 marks), a simple answer (e.g. all family members have roles); answers may describe different specific families rather than assess roles. Higher in the level (3–4 marks), general descriptions (e.g. of different roles or descriptions of what women do). Other top of the level answers may argue that roles are or are not becoming equal 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.	11

Question	Answer	Marks
1(d)	5–8 Answers at this level show some sociological knowledge and understanding of the question. This will probably be by demonstrating some understanding of the conjugal roles debate. Lower in the level (5–6 marks), a simplistic description of evidence that the family is equal/unequal. At this level sociological knowledge may be implicit rather than explicit but can still be recognised. Higher in the level (7–8 marks), a more detailed account of evidence supporting the view that the family is/is not becoming equal. Answers at this level are likely to be supported by references to writers such as Oakley, Young and Wilmott. Other answers may reject the proposition in the question in favour of outlining the dark side of the family as evidence of inequality. Place at the top of the level according to depth and/or range of examples explained and supported by reference to theory, empirical data or concepts. Answers in this level should address both sides of the debate but a one-sided answer that is done very well, could also gain up to 8 marks. 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. At this level, answers are likely to go beyond conjugal roles and explore other roles in the family such as children or the elderly. Lower in the level (9–10 marks), the assessment may be based on a simple juxtaposition of evidence or theory on both sides of the conjugal roles debate. Alternatively, answers may be confined to just one or two explicitly evaluative points. At the top of the level (11 marks), the view that roles are becoming more equal will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points of both sides of the debate.	

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Question	Answer	Marks
1(d)	Points that can be included: - Functionalist views of the growth of equality supported by Willmott and Young. - Evidence of the new man. - Feminist views of equality. - Postmodernism and choice. - Cross cultural comparisons of different groups. - Reference to the gendered treatment of children. - Position of the elderly in households. Concepts which may be referred to: quiet revolution, new man, stratified diffusion, instrumental role, expressive role, domestic violence, patriarchy, dual burden, triple shift, emotion work, trailing spouse. cushion effect, gender scripts, new man, new father, death of self, murdered self.	

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Question	Answer	Marks
2	Explain and assess the view that ethnic diversity is the main factor leading to family diversity. 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 are the same no matter what the ethnicity). 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 your ethnicity will determine the family structure you have). Answers which describe families with no reference to ethnic diversity are unlikely to go above this level. 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 reference to ethnicity as a significant factor in determining the nature of family structure/roles/relationships. At this level, answers are likely to be one sided, but may reference both sides of a debate by referring to other factors albeit with little use of sociological theories, studies or concepts. Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining the role of migration in encouraging diversity. Other answers may reject this in favour of another factor such as social position). At this level sociological knowledge may be implicit rather than explicit but can still be recognised. Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points. Answers restricted to ethnicity or diversity are unlikely to go above this level.	25

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Question	Answer	Marks
2	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. A good list of different families based on ethnicity compared to a list of other factors effecting family structures could reach this level. 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 that consider ethnicity as the ‘main’ factor or not. Relevant knowledge could include social change, the position of women, length of childhood, size of families, cohort and class as well as ethnicity as factors influencing diversity. Other answers may consider cross cultural examples. 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.	

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Question	Answer	Marks
2	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 may provide a solid account and assessment of the view that ethnic diversity is the main factor leading to family diversity. The influence of ethnicity is likely to be compared to several other factors like class, religion, norms of society that impact on family structure. 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 and should have some reference to the links to be found between different factors and may refer to the convergence of diversity. There is likely to be a well-formulated conclusion. Points that could be included: - Ethnic influences on family diversity such as family size, family structure, attitude towards marriage and divorce, values, and conjugal roles. - Empirical studies of family diversity related to ethnicity such as Dale et al, Mann, and Chahal. - Rapoports and five types of diversity - Post-modernist views of the individual and the family. - Functionalism and the dominance of the nuclear family. - Other factors linked to family diversity such as class, age and life cycle. Concepts that could be referred to: social construction, gender socialisation, migration, multigenerational families, cultural transition, life stage, dominance, universal, culture, identity, hybridity, cultural defence, convergence of diversity.	

Question	Answer	Marks
3	‘The most significant function of the family is to provide emotional support for its members.’ Explain and assess this view. 0–6 Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question. Lower in the level (1–3 marks), one or two simple points based on assertion or common sense (e.g. stating that yes, it is because members need looking after). 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 socialisation of children is more important or that parents have to recover to go to work the next day). 7–12 Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by outlining different functions of the family or of family members. At this level, answers are likely to be one sided, but may reference both sides of a debate albeit with little use of sociological theories, studies or concepts. Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining some of the functions of the family or arguing that one function, such as the economic or socialisation function, is more important than emotional support). At this level sociological knowledge may be implicit rather than explicit but can still be recognised. Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points.	25

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Question	Answer	Marks
3	13–18 Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no requirement for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts. In this level answers should make some attempt to show the significance of emotional support compared to other functions. 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 including a consideration of the significance of emotional support. Relevant knowledge could include the functions of the family which do/do not provide emotional support for different family members. Other answers may discuss the dark side of the family. 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 and assessment of the view that emotional supports is the most significant function of the family. There will be clear assessment of the view in the question (for example by discussing Marxist views on relationships based on service to the capitalist state/feminist views of all relationships based on male power/functionalist views that the family carries out several functions which includes emotional and physical support). 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.	

Question	Answer	Marks
3	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. Points that can be included: - Functionalist views on the importance of emotional support such as Parsons' concept of the stabilisation of adult personalities. - Views of the New Right and the role of the state. - Other functions of the family discussed from a functionalist perspective such as socialisation of children, economic, reproduction, sexual function. - Marxist views of the role of the family supporting capitalist systems. - Feminist views of the role of the family in supporting men. - Post-modernist views of the individual and the family. - The 'dark side' of the family. Concepts that could be referred to: warm bath theory, triple shift, patriarchy, domestic violence, granny bashing, ideology, emotion work, children, child-centeredness, dysfunction.	