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Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/21**

Paper 2 The Family **May/June 2021**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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.

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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

  From this it follows that we:

  (a) DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
  (b) DO credit alternative answers/examples which are not written in the mark scheme if they are correct
  (c) DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).
  (d) DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
  (e) DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
  (f) DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
  (g) DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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Question	Answer	Marks
1	**Describe two reasons for the decline in the number of marriages in some societies.** **Indicative content** • Changing attitudes to marriage – there is less pressure to marry • Secularisation – decline in religious influence means people feel freer to choose to not marry • Wider choice of options available / increase in alternatives e.g. cohabitation, single parenthood etc. • Declining stigma attached to alternatives to marriage • Changes in the position of women – women are less economically dependent upon men • Fear of divorce – rising divorce rates put people off wanting to marry as they feel the marriage may end in divorce anyway • Reducing risk (Beck) – people are choosing to avoid the risk involved in long term relationships by choosing to not marry • Rise in individualism – people are pursuing personal interests / ambitions rather than marriage • Getting married / divorced can be expensive so avoid getting married • Any other appropriate reason Reward a maximum of two reasons. For each reason, up to 2 marks are available: 1 mark for identifying a reason 1 mark for describing how the reason has led to a decline in the number of marriages (2 × 2 marks)	**4**

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Question	Answer	Marks
2(a)	**Explain two ways the family supports ruling class interests, according to Marxist theory.** **Indicative content** • Socialises children to become a subservient workforce • Acts as a safety valve – absorbs anger & frustration of the worker / prevents worker from venting anger and frustration towards bosses • Ideological state apparatus / socialises into dominant ideology • Consumers for capitalism • Form of social control • Reproduces future workforce • Reinforces capitalism by enforcing patriarchal dominance in the family • Ensures obedient workers due to responsibilities to the family • Monogamous marriage ensures clear lineage for handing down of family wealth • Any other relevant way For this question, use of sociological material is likely to be demonstrated through references to Marxist sociologists e.g. Marx and Althusser and concepts such as Ideological State Apparatus etc. Reward a maximum of two ways. Up to 4 marks are available for each way. 1 mark for making a point / giving a way (e.g. children are socialised into the idea that hierarchy and inequality are inevitable). 1 mark for explaining that point (e.g. parental power over children teaches them to accept there will always be someone in charge) 1 mark for selecting relevant sociological material (e.g. Althusser / ideological state apparatus 1 mark for explaining how the material supports the point (e.g. as children learn to submit to authority in the family they will submit to authority in the workplace) (2×4 marks)	**8**

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Question	Answer	Marks
2(b)	**Explain one strength and one limitation of the Marxist view of the family.** **Indicative content** Strengths • Identifies that the family performs an ideological role • Highlights the exploitation that takes place in the family due to its relationship with capitalism • Highlights the inequalities of power that take place within the family • Provides a historical view on the development of the family • Any other appropriate strength Limitations • It is too economically deterministic • Ignores family diversity • Does not recognise the independence of women • Ignores the many benefits of the nuclear family to its family members • Any other appropriate limitation Reward a maximum of **one strength**. For this strength, up to 3 marks are available: 1 mark for identifying a strength of Marxism (e.g. Marxism identifies the ideological role the family) 1 mark for explaining why Marxism has this strength (e.g. they see the family as supporting ruling class interests) 1 mark for explaining why it is a strength (e.g. this provides a more critical perspective of the family and its role in socialising children, than the positive view of socialisation proposed by functionalism) Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of Marxism (e.g. Marxism is too deterministic about the relationship between the family and capitalist society) 1 mark for explaining why Marxism has this limitation (e.g. it assumes people passively accept their socialisation and family life and that their future is pre-determined) 1 mark for explaining why it is a limitation (e.g. people can exercise free will and choose their own lifestyle which may not necessarily support the interests of the ruling class) (2×3 marks)	**6**

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Question	Answer	Marks
3(a)	**'Conjugal roles have become equal.'** **Explain this view.** **Indicative content** • Growth in new man/father • Growth of Symmetrical family / joint conjugal roles • More socially acceptable to reject traditional role expectations • Joint income/dual earner families – need to share the domestic duties • Increase in women working full time / Joint income/dual earner families – has led to men participating more in housework • Secularisation – traditional beliefs on gender roles / identities are weakening • March of progress • Growth of same sex couples – more equal sharing / not abiding by gender scripts • Any other appropriate point **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that conjugal roles have become equal. The response contains two clear and developed points. • Sociological materials such as concepts, theories and evidence, will be used to support both points. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 4–7 marks** • Some knowledge and understanding of the view that conjugal roles have become equal. The response contains one clear and developed point and one relevant but underdeveloped point. • Sociological material is used to support at least one point. The material selected is appropriate but not clearly focused on the question or its relevance is not made clear. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that conjugal roles have become equal. The response contains one relevant but underdeveloped point and one (or more) points related to the general topic rather than the specific question. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**10**

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Question	Answer	Marks
3(b)	**'Conjugal roles have become equal.'** **Using sociological material, give one argument against this view.** **Indicative content** • Oakley's critique of Willmott and Young/Symmetrical family • Women still carry the majority burden / Dual burden/triple shift • Men's involvement in childcare is pre-dominantly through play whilst women's is through care and security (Boulton / Dex) • No evidence in modern societies of equal sharing of domestic tasks (Knudsen and Waerness) • As long as women's earnings remain unequal to men's, so too will the division of labour in the home (Crompton) • Religious / cultural traditions promoting gender divisions still exist • Any other appropriate point **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that conjugal roles have become equal. • Sociological material, such as concepts, theories and evidence, is used to support the argument. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that conjugal roles have become equal. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that conjugal roles have become equal, which is undeveloped or lacking clarity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**6**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Evaluate the view that the family has lost many of its functions.

Indicative content

<table>
<tr><td></td><td>In support</td><td>Against the view</td></tr>
<tr><td>Points</td><td>• The functional ‘fit’ theory
• Some functions transferred to specialised institutions e.g. schools / education
• New Right: Changes in family form e.g. growth of lone parents – can’t perform some functions
• Weakening of extended kinship links
• Changing lives of women
• Any other appropriate point</td><td>• Fletcher and Shorter: in pre-industrial/early industrial poverty meant certain functions could not be carried out resulting in neglect of children
• Fletcher: family now has more responsibilities not fewer e.g. health and welfare functions are strengthened through state
• Marxists: important economic function e.g. as unit of consumption
• Growth in beanpole families with function of health and welfare of the elderly
• Functions adapted not lost
• Any other appropriate point</td></tr>
<tr><td>Research evidence</td><td>Parsons, Dennis, New Right, Murray, Willmott and Young</td><td>Fletcher, Shorter, Marxists</td></tr>
<tr><td>Additional concepts</td><td>Structural differentiation, symmetrical families, New Man/Father, Welfare State,</td><td>Capitalism, family diversity, commercialisation of housework, pivot / sandwich generation,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.</td><td>26</td></tr>
</table>

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Question	Answer	Marks
4	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of the view that the family has lost many of its functions. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence. • The material selected will be accurately interpreted, well developed and consistently applied to answering the question. • Clear, explicit and sustained analysis/evaluation of the view that the family has lost many of its functions. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that the family has lost many of its functions. The response contains a range of detailed points with good use of concepts and theory/research evidence. • The material selected will be accurate and relevant but not always consistently applied to answering the question. • Good analysis/evaluation of the view that the family has lost many of its functions. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that the family has not lost many of its functions. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that the family has lost many of its functions. The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence. • The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times. • Some analysis/evaluation of the view that the family has lost many of its functions. The evaluation may be a simple juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that the family has not lost many of its functions. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that the family has lost many of its functions. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question. • Any analysis or evaluation is likely to be incidental, confused or simply assertive.	

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Question	Answer	Marks
4	**Level 1: 1–5 marks** • Limited knowledge and understanding of the view that the family has lost many of its functions. The response contains only assertive points or common-sense observations. • There is little or no application of sociological material. • Little or no relevant analysis or evaluation. **Level 0: 0 marks** • No response worthy of credit.	

Question	Answer	Marks
5	**Evaluate the view that in contemporary society the family has become child-centred.** **Indicative content**	**26**

	In support	Against the view
Points	• Social construction of childhood • March of progress view • Child centred society / welfare policies /laws • Child centred families / parenting style • Any other appropriate point	• Age and gender inequalities • Legal controls • Toxic childhood • Child poverty • Disappearance of childhood • Cross cultural comparisons • Control of time, body and space • Cannot be as women are increasingly focused on themselves / career • Any other appropriate point
Research evidence	Aries and Shorter, Cunningham, child welfare policies/legal rights, Donzelot	Hillman, Brannen, Gittins, Palmer, Womack, Margo, Postman, Child liberationists, Marxists/feminists
Additional concepts	Infant mortality, policing of families, helicopter parenting, consumerism, tiger mom,	Age patriarchy, social control, information hierarchy,

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

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Question	Answer	Marks
5	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of the view that in contemporary society the family has become child-centred. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence. • The material selected will be accurately interpreted, well developed and consistently applied to answering the question. • Clear, explicit and sustained analysis/evaluation of the view that that in contemporary society the family has become child-centred. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that that in contemporary society the family has become child-centred. The response contains a range of detailed points with good use of concepts and theory/research evidence. • The material selected will be accurate and relevant but not always consistently applied to answering the question. • Good analysis/evaluation of the view that that in contemporary society the family has become child-centred. The evaluation may be explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that that in contemporary society the family has not become child-centred. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that that in contemporary society the family has become child-centred. The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence. • The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times. • Some analysis/evaluation of the view that in contemporary society the family has become child-centred. The evaluation may be a simple juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that that in contemporary society the family has not become child-centred**.** **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that that in contemporary society the family has become child-centred. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question. • Any analysis or evaluation is likely to be incidental, confused or simply assertive.	

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Question	Answer	Marks
5	**Level 1: 1–5 marks** • Limited knowledge and understanding of the view that that in contemporary society the family has become child-centred. The response contains only assertive points or common sense observations. • There is little or no application of sociological material. • Little or no relevant analysis or evaluation. **Level 0: 0 marks** No response worthy of credit.	

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