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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

Paper 2 The Family **February/March 2024**

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 February/March 2024 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 descriptions 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.

Using the mark scheme

Some of the questions are marked using a point-based system, awarding marks for specific points and accumulating a total mark by adding points.

Some of the questions are marked holistically using levels of response mark schemes. When marking holistically, the marks awarded for an answer are usually based on a judgement of the overall quality of the response.

For holistic marking, inevitably, the mark scheme cannot cover all responses that candidates may make for all of the questions. In some cases, candidates may make some responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

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Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
E1	Explanation of the point
E2	Explanation of why it is a strength/ limitation
EXP	Development / description of the point.
EVAL	Evaluation point
DEV	Developed point
GEN	General point using sociological material but applied to the question
IR	Point is irrelevant to the question
J	Juxtaposition of point
M	Material used to support the point
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited
	Incorrect response
	Irrelevant material
	On page comment

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Annotation	Meaning
	Off page comment
	Identification of a point

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Question	Answer	Marks
1	**Describe <u>two</u> ways the family can benefit its members.** **Indicative content** • Primary socialisation – teach children norms/values/language skills to enable them to fit into society. • Stabilisation of the adult's personality – provide emotional/psychological care/comfort the breadwinner/act as a warm bath lifting the stresses and strains of the day. • Provide basic needs/economic function – keep family members fed/sheltered/clothed. • Satisfaction of adult sexual needs – prevent disharmony in the relationship. • Care for elderly relatives – rather than placing in care homes where they may experience neglect/abuse. • Grandparents can provide free childcare – save on childcare costs/can encourage women to be in employment. • Men benefit from women adopting a triple shift -frees them from the burdens of childcare/housework leaving them more free time. • Any other appropriate way. Reward a maximum of two ways. For each way, up to 2 marks are available: 1 mark for identifying a way. 1 mark for describing how that way benefits members. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons for the increase in cohabitation in some societies.** **Indicative content** • Changing social attitudes – people no longer feel bound by traditional ideas and expectations of marriage e.g. decline in religious beliefs and values. • Introduction of laws/social policies accepting of/promoting different family forms – less stigma attached to those not conforming to the typical notion of 'family'. • Increased economic independence of women – no longer need to rely on a husband for economic support. • Rising expectations of marriage – cohabitate as a trial period to see if the person is the 'one'. • People adopting different lifestyles depending on their needs e.g. cohabitation gives greater freedom to leave the relationship with fewer ties, move for career etc. • Liberated sexual attitudes – women less likely to view romantic love and marriage as their primary goal. • Fear of divorce/marriage failing – deters people from getting married preferring to cohabit. • Increased cost of lavish weddings – couples may cohabit whilst they save up to pay for it. • Globalisation of western culture can normalise diversity. • Any other appropriate response. For this question, use of sociological material is likely to be demonstrated through references to sociologists e.g. Giddens, Wilkinson, Beck and concepts such as individualism, secularisation etc. Reward a maximum of **two reasons**. Up to 4 marks are available for each reason: 1 mark for making a point / giving a reason (e.g. changing social attitudes). 1 mark for explaining that point (e.g. societies are increasingly becoming more accepting of relationships outside of the traditional marriage). 1 mark for selecting relevant sociological material (e.g. secularisation). 1 mark for explaining how the material supports the point (e.g. as people become less influenced by religious traditions, social attitudes towards living together unmarried is less likely considered sinful). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of postmodernist views of family diversity.** **Indicative content** Limitations: • Over-estimates the amount of people abandoning marriage. • Exaggerates the extent of family diversity – the basic features of family life are still modelled on the nuclear family. • By focusing too much on individualism, it underestimates the importance common norms & values have in family life. • Exaggerates the role of choice in family diversity – some societies actively prevent diversity through laws and religion/many types of diversity may not have been a choice e.g. divorce, death of a partner, migration. • Fails to recognise the persistence of patriarchy/female oppression in families (radical feminism criticism). • Does not consider social structures e.g. social class, gender etc. in shaping family form. • Choice is often limited to affluent, more liberal western societies. • Any other appropriate limitation. Reward a maximum of **two limitations.** For each limitation, up to 3 marks are available: 1 mark for identifying a limitation of (e.g. over-estimates the amount of people abandoning marriage). 1 mark for explaining why postmodernism has this limitation (e.g. assumes people are no longer bound by traditional values and expectations). 1 mark for explaining why it is a limitation (e.g. Sommerville argues that only 5% of people will never marry in their lives). • (2 × 3 marks)	**6**

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Question	Answer	Marks
3(a)	**'Women continue to perform the majority of tasks in the family.' Explain this view.** **Indicative content** • Evidence of women taking on a greater burden in the home/evidence of inequality in housework/childcare/emotion work. • Some cultures/religions encourage/enforce traditional gender roles that place greater burden on women in the family. • Working class tend to still have unequal distribution of conjugal roles due to patriarchy/toxic masculinity, with the burden of housework and childcare falling on women. • Men may be taking a more active role in the home, but this remains considerably less than women who experience a 'partnership penalty'. • Increased men's participation in housework during Covid pandemic, returned to traditional unequal gendered division amongst couples with children, once schools and nurseries closed (Harkness et al.). • During Covid pandemic lockdown, it tended to be women who took on the homeschooling of children (ONS data in UK). • Women as mothers are unequally burdened by expectations of motherhood – experience 'motherhood penalty' based on their biology. • Women overwhelmingly take on the caring role of elderly relatives/become sandwich carers. • Joint conjugal roles considered a western notion – limited change in more traditional societies. • Women overwhelmingly take on the emotional care of other family members e.g. act as a 'warm bath' for the husband. • Majority of 'hidden work' e.g. shopping for birthday presents, making shopping lists etc. falls to women (Devault). • Men consider certain household technology too difficult to use e.g. washing machine, therefore leave laundry tasks to women (Silva) • Any other relevant point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that women continue to perform the majority of tasks in the family. The response contains two clear and developed points. • Sociological material 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 women continue to perform the majority of tasks in the family. 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 fully focused on the question or its relevance may not be made clear.	**10**

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Question	Answer	Marks
3(a)	**Level 1: 1–3 marks** • Limited knowledge and understanding of the view that women continue to perform the majority of tasks in the family. The response contains one relevant but underdeveloped point and one (or more) point/s 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.	
3(b)	**'Women continue to perform the majority of tasks in the family.' Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Changes in attitudes towards fatherhood mean men more actively involved with day-to-day care of their children e.g. growth of superdad/ new father. • During the covid pandemic, childless couples witnessed a rebalancing of the domestic chores between men and women (Harkness et al.). • Evidence of a move to more equal roles in the family/symmetrical family. • Impact of technology on housework – men now take on more of the domestic role. • As women's earning power increases relative to men's, men take more responsibility for domestic labour/impact of 'march of progress'. • Decline in traditional patriarchy/traditional male identities, has led to more equality in conjugal roles. • Any other relevant argument. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that women continue to perform the majority of tasks in the family. • 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 women continue to perform the majority of tasks in the family. • The material selected is appropriate but not fully focused on the question. Sociological evidence is used but its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that women continue to perform the majority of tasks in the family, which is undeveloped or lacking clarity. • Any material selected lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**6**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Evaluate the view that cultural factors are the main influence on family structure.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• South Asian families tend to be extended.
• African Caribbean have a high proportion of matrifocal lone-parent families/low marriage rates leading to lone-parent mothers.
• Cultures with strong religious ties tend to have fewer diverse family structures e.g. lone-parent, same sex etc.
• Western cultures with less religious traditionalism, more likely to experience diversity in family structure.
• Chinese families tend to have fewer children.
• Cultures that value the elderly tend to favour extended families as support for elderly relatives.
• Around three quarters of Pakistani & Bangladeshi women are married by 25.
• Any other appropriate point.</td><td>• Middle class families more likely to be isolated nuclear.
• Economic factors as main influence e.g. income differences likely to affect structure such as working class more likely have modified extended family for support/underclass more likely lone parent.
• Middle class tend to have fewer children meaning smaller family size.
• First marriage has a higher probability of ending in divorce for those of a lower economic status, creating lone parent/singletons.
• Middle class less likely to be married then working/lower class.
• State policy more influential e.g. decline of extended family/increase in lone-parent mothers in the UK a result of welfare state/same sex marriage legalised.
• Demographic factors such as childrearing later in life due to increase in working women
• Individualism – more lone parenthood, childless couples etc.</td></tr>
</table></td><td>26</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td></td><td>• Impact of liberation movements e.g. feminism, same sex etc.
• Impact of the spread of inclusive Westernised views of what constitutes ‘family’.
• Availability/attitudes towards abortion
• Any other appropriate point.</td></tr>
<tr><td>Research evidence/ theory</td><td>Rapoport & Rapoport, Mirza, Ballard,
post-modernism, Berthoud, Self & Zealey,</td><td>Marxism, New Right, post modernism, Murray, ONS data, Gomm,</td></tr>
<tr><td>Possible concepts</td><td>Globalisation, secularisation, One Child policy,</td><td>Welfare dependency, geographic mobility, individualism,</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

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Levels of response for Question 4

The maximum mark for Question 4 is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that cultural factors are the main influence on family structure. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that cultural factors are the main influence on family structure. • 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.	5–6
2	• Basic knowledge and understanding of the view that cultural factors are the main influence on family structure. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the view that cultural factors are the main influence on family structure. • The response contains only assertive points or common-sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

Level	AO2: Interpretation and Application	Marks
4	• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• The material selected will be accurate and relevant but lacks either some development or clear application to the question.	5–6
2	• The material selected is relevant to the question but is not applied accurately or has limited development.	3–4
1	• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that cultural factors are the main influence on family structure. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that the nuclear family is still important in society today. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments **against** the view that cultural factors are the main influence on family structure.	7–8
3	• Some analysis/evaluation of the view that cultural factors are the main influence on family structure. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points **against** that cultural factors are the main influence on family structure	5–6
2	• Basic analysis/evaluation of the view that cultural factors are the main influence on family structure. • There is an attempt to consider more than one side of the debate or one simple point **against** that cultural factors are the main influence on family structure.	3–4
1	• Limited analysis/evaluation of the view cultural factors are the main influence on family structure. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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GradeMax

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>

Evaluate the view that the main role of the family is to serve ruling class interests.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>

- Socialises children into subordination and acceptance of authority – prepares them for joining the workforce.
- Acts as a safety valve – absorbs anger & frustration of the worker/prevents worker from rising up against capitalism.
- Acts as an ideological state apparatus – results in false class consciousness.
- Acts as a unit of consumption – buys goods and services creating profits for the bourgeoisie.
- A form of social control – tackles undesirable behaviour of children via sanctions.
- Reproduces future workforce/replaces dead labour.
- Family responsibilities ensure an obedient workforce unwilling to go on strike/leave job.
- Monogamous marriage ensures the wealth of bourgeois is passed to rightful heir – keeps wealth in the hands of the ruling class.
- Any other appropriate point.

</td><td>

- Too deterministic – roles cannot be simply reduced to an economic relationship.
- Ensures patriarchy/male interests are served through female oppression & exploitation.
- Performs functional prerequisites necessary to the smooth running of society.
- Main role is to serve the needs of its members e.g. stabilisation of adult personality, primary socialisation etc.
- Post modernists reject grand narratives that seek to explain the family/families are more complex & diverse than Marxism would suggest.
- Some families may actively reject capitalism.
- New Right perspective argues that lone-parent families are dysfunctional and less likely to serve ruling class interests effectively.
- Any other appropriate point.

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</td><td>**26**</td></tr>
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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Research evidence/ theory</td><td>Marxism, Cooper, Althusser, Marxist feminism, Zaretsky, Ansley,</td><td>Radical feminism, functionalism, Parsons, Murdock, Greer, Fletcher,</td></tr>
<tr><td>Possible Concepts</td><td>Ideological conditioning device/state apparatus, proletariat, exploitation, oppression, alienation, safety valve, conspicuous consumption,</td><td>Individualism, structuralism, organic analogy</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

Levels of response for Question 5

The maximum mark for Question 5 is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that the main role of the family is to serve ruling class interests. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that the main role of the family is to serve ruling class interests. • 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.	5–6
2	• Basic knowledge and understanding of the view that the main role of the family is to serve ruling class interests. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the view that the main role of the family is to serve ruling class interests. • The response contains only assertive points or common-sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

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Level	AO2: Interpretation and Application	Marks
4	• The material selected will be accurately interpreted, well developed and consistently applied to answering the question	7–8
3	• The material selected will be accurate and relevant but lacks either some development or clear application to the question.	5–6
2	• The material selected is relevant to the question but is not applied accurately or has limited development.	3–4
1	• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that the main role of the family is to serve ruling class interests. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that the main role of the family is to serve ruling class interests. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that the main role of the family is **not** necessarily to serve ruling class interests.	7–8
3	• Some analysis/evaluation of the view that the main role of the family is to serve ruling class interests. • There is a juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that the main role of the family is **not** necessarily to serve ruling class interests.	5–6
2	• Basic analysis/evaluation of the view that the main role of the family is to serve ruling class interests. • There is an attempt to consider more than one side of the debate or one simple point suggesting that the main role of the family is **not** necessarily to serve ruling class interests.	3–4
1	• Limited analysis/evaluation of the view that the main role of the family is to serve ruling class interests. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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