GradeMax

CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

Paper 1 Socialisation, Identity and Methods of Research **February/March 2025**

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 2025 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 using levels of response mark schemes. For these, the level descriptor represents performance **at the top of the level**. For levels of response marking you should:

- award a mark at the top of the level if all criteria in the level are met
- consider the level descriptors across the full range, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category.
- award marks on a 'best-fit' basis; thus, compensation between higher and lower achievement for different criteria is acceptable.

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 guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

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 not 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

Annotation	Meaning
	Incorrect response
	Irrelevant material
	On page comment
	Identification of a point

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Question	Answer	Marks
1	**Describe <u>two</u> types of masculinity.** **Indicative content** • Traditional/dominant/hegemonic – idealised form e.g. heterosexual, physically strong, suppressed emotion. • Complicit/progressive/modernist/complacent – so called new man. • Subordinate – characteristics opposite to the dominant form. • Marginalised – lacks some of the characteristics and unable to benefit from hegemonic type e.g. unemployed. • Toxic – exaggerated version of the hegemonic form e.g. aggressive, sexist, controlling, hyper – competitive. • Subversive – alternative form of masculinity that challenges and undermines hegemonic masculinity e.g. serious student. Reward a maximum of **two types.** For each type, up to 2 marks are available: 1 mark for identifying a type of masculinity. 1 mark for describing the identified type of masculinity. (2 × 2 marks)	**4**

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Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons why positivists use experiments in sociological research.** **Indicative content** • Consistent with the scientific methods. • Positivists regard experiments as a reliable research method. • Experiments generate quantitative data. • Experiments are objective and value free. • Allow researchers to control variables to establish cause and effect relationships. • Can generate numerical data to test hypotheses. • Research questions can be tested and retested to produce reliable data that can be generalised, particularly lab experiments. • Any other appropriate reason. Reward a maximum of **two reasons**. Up to 4 marks are available for each reason: 1 mark for making a point / giving a characteristic (e.g. consistent with scientific methods). 1 mark for explaining that point (e.g. positivists believe that a scientific approach allows you to gain an objective understanding of society). 1 mark for selecting relevant sociological material (e.g. experimental methods allows you to collect scientific data from your study group). 1 mark for explaining how the material supports the point (e.g. experimental method allows you to test a hypothesis). (2 × 4 marks)	**8**

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Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of questionnaires as a research method.** **Indicative content** Limitations: • Postal questionnaires can have a low response rate, reducing representativeness. • Closed ended questionnaires are less likely to give in –depth data. • Categories/questions are decided by the researcher rather than the respondent (the imposition problem). • Absence of researcher means you are unable to clarify questions or check participant understanding. • May not be certain who has filled them out if they are postal/online (self-selecting sample). • Likely to be lower in validity. • 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 questionnaires (e.g. low response rate). 1 mark for explaining why this method has this limitation (e.g. with self – completion, postal questionnaires there is no compulsion to complete and return them). 1 mark for explaining why it is a limitation (e.g. this means you are unable to achieve a representative sample). (2 × 3 marks)	**6**

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Question	Answer	Marks
3(a)	**'Education is the most important influence on an individual's gender identity.' Explain this view.** **Indicative content** • Teacher expectations of behaviour and ability are often based on gender stereotypes which result in different treatment. • Reading materials that often represent women/girls in stereotypical roles and setting (the gender curriculum) • Lessons taught in ways that reflect gender relations that exist in society e.g. science subjects packaged to be more appealing to boys, the focus in History on the lives of men. Divisions in access to physical education. • Subject choice – there is continuity in the subjects chosen by males and females in schools which remain highly gendered (Colley). • Schools can be settings that reinforce hegemonic definitions of gender- e.g. leisure time in school settings spent differently: boys relate to their peers by 'doing' (being active in a range of ways), girls relate to one another by 'talking'. Boys who construct alternative masculine identities (gentle, academic, artistic, not into sports) often find ways to conceal these characteristics. • Dominance of male/female teachers in particular subjects reflecting gender relations in the wider society, e.g. male science teachers, female art teachers. • Single-sex schools – pupils only interact with their own gender during school time. • School may be an influence on non-traditional gender identities. • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that education is the most important influence on an individual's gender identity. 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 education is the most important influence on an individual's gender identity. 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.	**10**

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Question	Answer	Marks
3(a)	**Level 1: 1–3 marks** • Limited knowledge and understanding of the view that education is the most important influence on an individual's gender identity. 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.	

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Question	Answer	Marks
3(b)	**'Education is the most important influence on an individual's gender identity.' Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Deterministic explanation i.e. the influence of education may be exaggerated, for example, many individuals do not necessarily conform to stereotypical expectations of gender. • Evidence of changing attitudes with less stereotypical gendering of the curriculum. • Gender cannot be easily isolated from other identities e.g. ethnicity and class. • Role of other agents of socialisation relative to the influence of education e.g. others may by more or less influential or that it is too simplistic to isolate the power of one agent as the most significant. • ***Note –*** *With these arguments, responses need to explain why an agent is a more important influence than education e.g. the family is where gender is initially shaped and is more influential than education. Peer group influence on gender plays out within a school setting but is not shaped by education itself.* • Any other relevant argument. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that education is the most importance influence on an individual's gender identity. • 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 education is the most importance influence on an individual's gender identity. • 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 education is the most importance influence on an individuals gender identity, 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**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
Evaluate the view that class is the main influence on social identity.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Evidence of diverse social characteristics between class groups, which can be linked to different socialisation experiences for each.
• Social class critical influence on attitudes and values e.g. education, politics (voting), workplace, peer groups, cultural consumption etc.
• Survey evidence that people identify themselves in class terms.
• Many sociologists point to objective differences between class groups linked to work and income.
• Structural differences persist i.e. life chances still class based.
• Even those rejecting class labels recognise that class is an important ' structural ' force in theirs and other
• People’s lives (Savage).</td><td>• Evidence that (class) identity has fragmented if not disappeared.
• Social changes especially in relation to work and migration, have led to a blurring of boundaries with identity much more individualistic – ‘we’re all middle class now.’
• Class is a dated and over – deterministic concept.
• Identity now linked to consumption, leisure and lifestyle choices.
• Subjective view.
• Alternative approach would be to compare the relative importance of class to other sources of identity e.g. gender, ethnicity etc
• Any other relevant argument.</td></tr>
<tr><td>Research evidence / theory</td><td>BSA, Savage</td><td>Peele, Rampton, Phillips, Prandy and Lambert</td></tr>
<tr><td>Relevant concepts</td><td>Objective, subjective, life chances, centred identities</td><td>Decentred identities; oversocialised, deterministic</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

References to sociological theories such as functionalism, feminism, or interactionism may be present but are not necessary even for full marks.
</td><td>26</td></tr>
</table>

GradeMax

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 that class is the main influence on social identity. • 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 class is the main influence on social identity. • 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 class is the main influence on social identity. • 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 that class is the main influence on social identity. • 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 class is the main influence on social identity. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that class is the main influence on social identity. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments against the view that class is the main influence on social identity.	7–8
3	• Some analysis/evaluation of the view that class is the main influence on social identity. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that class is not the main influence on social identity. (opposite to that expressed in the question).	5–6
2	• Basic analysis/evaluation of the view that class is the main influence on social identity. • There is an attempt to consider more than one side of the debate or one simple point suggesting that class is not the main influence on social identity. (opposite to that expressed in the question).	3–4
1	• Limited analysis/evaluation of the view that class is the main influence on social identity. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• Very good analysis/evaluation of the view that class is the main influence on social identity. • The evaluation is clear, explicit and sustained.	0

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
Evaluate the view that qualitative interview methods provide the best way to study social behaviour.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• High validity: the use of qualitative interviews allows subjective meanings and interpretations to emerge – variously shown via unstructured, semi-structured and group interviews.
• Interpretivist account.
• Reduces researcher imposition.
• Semi-structured interviews have a measure of reliability.
• Question whether qualitative researchers are at all concerned to achieve reliable outcomes.
• ‘Fit for purpose’ arguments/some methods more suitable for researching certain groups e.g. deviant groups or ones with low literacy skills.
• Any other appropriate point.</td><td>• Their lack of reliability/replicability – variously shown via unstructured, semi-structured and group interviews.
• Their lack of representativeness.
• The interviewer effect.
• Social desirability.
• Researcher imposition.
• Positivist angle: non-scientific characteristics (not quantifiable etc.)
• Practical problems – need for highly skilled interviewers (training, cost), they take up a lot of time.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence / theory</td><td>Weber, examples of studies using qualitative interview methods, Cohen</td><td>Durkheim, Popper</td></tr>
<tr><td>Relevant concepts</td><td>Interpretivism, agency, rapport, realism, validity, verstehen</td><td>Positivism, scientific approach; replicable, social facts; hypothesis</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>

GradeMax

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 qualitative interview methods provide the best way to study social behaviour. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that qualitative interview methods provide the best way to study social behaviour. • 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 qualitative interview methods provide the best way to study social behaviour. • 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 qualitative interview methods provide the best way to study social behaviour. • 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 qualitative interview methods provide the best way to study social behaviour. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that qualitative interview methods provide the best way to study social behaviour. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that qualitative interview methods do not provide the best way to study social behaviour.	7–8
3	• Some analysis/evaluation of the view that qualitative interview methods provide the best way to study social behaviour. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that qualitative interview methods do not provide the best way to study social behaviour.	5–6
2	• Basic analysis/evaluation of the view that qualitative interview methods do not provide the best way to study social behaviour. • There is an attempt to consider more than one side of the debate or one simple point suggesting that qualitative interview methods provide the best way to study social behaviour.	3–4
1	• Limited analysis/evaluation of the view that qualitative interview methods provide the best way to study social behaviour. • 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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