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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/12**

Paper 1 Socialisation, Identity and Methods of Research **October/November 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 October/November 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
	Incorrect response
	Irrelevant material

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Annotation	Meaning
On-page comment	On page comment
Highlighter	Identification of a point

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Question	Answer	Marks
1	**Describe <u>two</u> social roles.** **Indicative content** • Age related e.g. child – engaged in education and learning, transitioning to adulthood • Family related e.g. son, daughter, child, parent, grandparent, mother, father • Friend – supportive of other members of peer group • Gender related e.g. man, woman, male, female • Education related e.g. teacher, professor, student • Work roles e.g. police officer, doctor • Conjugal roles e.g. breadwinner, housewife, househusband • Citizenship roles – good citizen/deviant • Any other appropriate response Reward a maximum of **two social roles**. For each role, up to 2 marks are available: 1 mark for identifying a social role. 1 mark for describing an identified social role. (2 × 2 marks)	**4**

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Question	Answer	Marks
2(a)	**Explain <u>two</u> ways that research might be influenced by how it is funded.** **Indicative content** • Funding bodies such as government, universities or charities may require/expect a specific choice of method for the researcher • The amount of money available can influence the choice of method e.g. questionnaires may be cheaper to use for research with a lower budget/more funding may allow the researcher to study a larger sample size or for the research to continue for longer • Choice of topic – whether the research is of current interest might affect its commission e.g. government sponsored research often linked to social problems. • Sample selection – funder's interest may affect the type of group subject to research – some more or less likely to be deemed worthy of study (powerful and less powerful groups). • Bias – funding provided by an institution may be provided with an expectation to follow their chosen methods/be pressured to find a specific result. • Self-funded research – may impact the scale of the research. • Any other appropriate response. 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. funding body may require use of certain methods). 1 mark for explaining that point (e.g. government typically requires the use of quantitative methods). 1 mark for selecting relevant sociological material (e.g. social surveys). 1 mark for explaining how the material supports the point (e.g. government often wants research conducted into social problems which can be represented in a numerical form. These typically require large scale survey methods). (2 × 4 marks)	**8**

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Question	Answer	Marks
2(b)	**Explain <u>two</u> strengths of longitudinal studies in sociological research.** **Indicative content** Strengths: • Changes in attitude can be tracked across time – reverse of the 'snapshot' effect of conventional methods. • Enables comparisons to be made with other studies over time revealing trends that might not be otherwise easily obtained or remain hidden. • Detect developments and changes in the target population at both group and individual level – this can be useful for policy making. • It may be possible to discover the causes of change. • Correlations more readily made e.g. between class and health/crime/education with more evidence being compiled over time • Approach allows for a range of methods, quantitative and qualitative leading to increasingly valid data. • Less reliance on respondents' memory of past events which may be faulty – longitudinal studies overcome this problem because there are previous results to refer to. • Researchers can build trusting relationships with respondents over time, generating more valid data. • Any other appropriate strength. ***Note:*** *Strengths must explicitly link to the time-based nature of longitudinal studies* Reward a maximum of **two strengths.** For each strength, up to 3 marks are available: 1 mark for identifying a strength (e.g. changes in attitude can be tracked across time). 1 mark for explaining why the method has this strength (e.g. participants are revisited and questioned at regular intervals over time). 1 mark for explaining why it is a strength (e.g. this overcomes the 'snapshot' effect of researching participant at a single moment and increases validity). (2 × 3 marks)	**6**

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Question	Answer	Marks
3(a)	**'Family is the main influence on an individual's age identity.' Explain this view.** **Indicative content** • Family is a key influence on all age strata, e.g. parent, grandparent. • The social construction of child and youth identity are created and reinforced in the family context, e.g. the idea that childhood is a time of innocence and little responsibility. • Family as context for age related rituals, e.g. Bat/Bar Mitzvah, key birthdays (18th, 21st). • Some assumptions about how older people should behave is shaped in the family e.g. in relation to retirement, economic burden, family responsibility. • Role expectations – some formal and informal signposts of the significance of age identity are formed in the family e.g. 'be a big boy', 'don't act like a baby'; leaving home is often seen as a marker of entry into adulthood. • Any other relevant point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that the family is the main influence on an individual's age 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 the family is the main influence on an individual's age 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 being made clear. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that the family is the main influence on an individual's age 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.	**10**

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Question	Answer	Marks
3(b)	**'Family is the main influence on an individual's age identity.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Age identity may be particularly significant to young and old groups but is of little significance to age groups in-between. This is partly linked to these two groups' relationship to work and their lack of status and power. • Occupation may have more influence on the identity of working age groups. • Deterministic explanation i.e. the influence of the family may be exaggerated e.g. individuals may not necessarily conform to family norms. • The influence of family on age identity may be differentiated according to ethnic, gender and social class influences. • Biological explanations as opposed to sociological explanations. • Role of other agents of socialisation relative to the influence of the family, e.g. others may be more or less influential or that it is too simplistic to isolate the power of one agent as the most significant. • Family might have less influence than the peer group, especially for teenagers (Cote). Teenage pregnancies and the moral panic over deviant youth provide evidence that the family may be less effective in socialising us into our age identities. • Peer group may be more influential than family in relation to attitudes towards education, causing young people to adopt anti-school subcultures in school to appear cool and fit in. (Willis). • Education – compulsory schooling (now reaching up to 18 in many countries) is a powerful force in shaping notions of age identity, in particular its role in extending the period of childhood and excluding young people from the workplace. • Media – young people looking for role models outside of the family will look to the media to define much of their attitude and expectations about how to behave in the adult world that they are entering. • Any other relevant argument. **Note:** responses relating to other agents need to explain why an agent is a more important influence than the family. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that family is the main influence on an individual's age 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.	**6**

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Question	Answer	Marks
3(b)	**Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that the family is the main influence on an individual's age 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 the family is the main influence on an individual's age 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.	

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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 traditional gender identity is the most significant influence on male and female 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>• Evidence of traditional gender identities persisting.
• Socialisation largely still traditional.
• Workplace inequalities remain – lower pay, glass ceiling, less females in higher roles
• Biological explanations that counter the socially-constructed narrative.
• Resurgence of gender roles in some countries influenced by conservative movements
• Family inequalities remain – unbalanced conjugal roles
• Education inequalities – girls in some countries no access to education
• Media inequalities – sexist representations
• Religious inequalities – women not able to take on higher positions
• Any other appropriate point.</td><td>• Evidence of new gender identities forming.
• Evidence of changing socialisation patterns.
• Changes to female and male priorities, for example, in relation to work and family focus.
• Evidence of gender fluidity challenging traditional notions of identity.
• Changing representations of gender (media)
• Gender identity is not uniform and can be modified by age, class and ethnicity.
• Responses that question what is meant by ‘traditional gender identity’ and whether they ever existed, i.e. the details of gender identity show subtle shifts between different epochs, enough, arguably, to underline the point that nothing is ever new or traditional.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence/theory</td><td>• Oakley, Connell, Mort, Parsons, Wilsom</td><td>• Sharpe, Connell, Wilkinson</td></tr>
</table>

</td><td>26</td></tr>
</table>

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<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>Relevant concepts</td><td>Patriarchy, determinism, social control, normative/passive femininity, hegemonic/ marginalised masculinity</td><td>Assertive femininity; new man; metrosexual; ‘ladettes’.</td></tr>
</table>
</td><td></td></tr>
<tr><td></td><td>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 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 traditional gender identity is the main influence on male and female 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 traditional gender identity is the main influence on male and female 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 traditional gender identity is the main influence on male and female 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 traditional gender identity is the main influence on male and female behaviour. • 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	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks 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 traditional gender identity is the main influence on male and female behaviour. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that traditional gender identity is the main influence on male and female behaviour. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that gender identities are changing (opposite view to that expressed in the question).	7–8
3	• Some analysis/evaluation of the view that traditional gender identity is the main influence on male and female behaviour. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that gender identities are changing (opposite view to that expressed in the question).	5–6
2	• Basic analysis/evaluation of the view that traditional gender identity is the main influence on male and female behaviour. • There is an attempt to consider more than one side of the debate or one simple point suggesting that gender identities are changing (opposite view to that expressed in the question).	3–4
1	• Limited analysis/evaluation of the view that traditional gender identity is the main influence on male and female behaviour today. • 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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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>

Evaluate the view that quantitative methods are 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>• Produce numerical data enabling identification of patterns/trends/ comparisons.
• Reliability – easily replicated.
• Objective and value-free.
• Large scale and representative samples.
• Generalisable.
• Practical advantages, e.g. computers can be used to analyse data.
• More likely to attract funding.
• May be easier to control variables, e.g. laboratory experiments.
• Any other appropriate point.</td><td>• Methods unsuitable for study of human behaviour.
• Methods not objective/value-free.
• Humans have free will and cannot be measured.
• Resulting data lacks validity.
• Variables in the social world cannot be controlled.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence/theory</td><td>• Durkheim, Popper, Positivism</td><td>• Weber, examples of studies using qualitative methods, Interpretivism</td></tr>
<tr><td>Relevant concepts</td><td>• Scientific approach; replicable, social facts; hypothesis, reliability</td><td>• Agency, realism, validity, verstehen, rapport</td></tr>
</table>

Note: Candidates are likely to make use of the following methods in their discussion: surveys/questionnaires, structured interviews, experiments, content analysis, official statistics

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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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 quantitative 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 quantitative 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 quantitative 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 quantitative 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	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks 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 quantitative 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 quantitative 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 quantitative methods do not provide the best way to study social behaviour.	7–8
3	• Some analysis/evaluation of the view that quantitative 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 quantitative methods do not provide the best way to study social behaviour.	5–6
2	• Basic analysis/evaluation of the view that quantitative methods 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 quantitative methods do not provide the best way to study social behaviour.	3–4
1	• Limited analysis/evaluation of the view that quantitative 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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