
SOCIOLOGY

9699/11

Paper 1 The Family

May/June 2018

MARK SCHEME

Maximum Mark: 50

Published

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

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

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PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 1(a) | <p>Define the term <i>lone-parent families</i>.</p> <p>1 mark for a partial definition such as: ‘when a parent lives alone’</p> <p>2 marks for a clear and accurate definition such as:</p> <p>A parent who lives alone with their dependent children</p> <p><i>An example on its own will not be credited. If an example is used to support a definition, thereby demonstrating understanding of the term, this can be credited.</i></p> | 2 |
| 1(b) | <p>Describe two ways in which children may be protected from the realities of adult life.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • Laws/age limited behaviour • Child protection agencies/organisations • United national rights of the child • Compulsory education • Parents monitoring/censoring what children do • Any other acceptable way <p>One mark for identifying the way children are protected plus one mark for development (2 × 2 marks). Development should be shown by explaining how the way identified protects children from adult life.</p> | 4 |

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| Question | Answer | Marks |
|-----------------|--|--------------|
| 1(c) | <p>Explain why families have become more child-centred in some societies.</p> <p>0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question.</p> <p>Lower in the level (1–2 marks), answers may be simple (e.g. stating that families have changed over time to value children more) with no development.</p> <p>Higher in the level (3–4 marks), answers may include a few limited observations (such as how education may have influenced the value placed on children), but with little depth in the explanations offered and the answer may rely on description rather than detailed explanation.</p> <p>Answers which implicitly link to research or methods may reach the top of the level.</p> | 8 |

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| Question | Answer | Marks |
|----------|---|-------|
| 1(c) | <p>5–8 Answers at this level show some sociological knowledge and understanding of the question. At this level there is likely to be some accurate use of theory, studies or concepts.</p> <p>Lower in the level (5–6 marks), answers may include a sound account of why families have become more child-centred in some societies, which is lacking in either breadth or depth, perhaps with some reliance on material in the data.</p> <p>Higher in the level (7–8 marks), the explanation will be developed and well-informed. There will be a detailed account of why families have become more child-centred in some societies and there may be good use of examples to illustrate points made.</p> <p>A good list of undeveloped points may gain up to 6 marks. To go higher there needs to be some development of three or more points or detailed development of two or more points.</p> <p>This question asks candidates to ‘explain’ therefore there is no requirement for assessment.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • Changing social attitudes • Compulsory education • Legislation excluding children from the workplace making children more dependent • Increasing state focus on child protection/social services • The move from pre-industrial to industrial society • Children moving from being an economic asset to an economic drain/dependency • Children no longer seen as little adults • Falling birth rates • Permanence of the child parent bond in a world of fragmenting relationships compensating for the effects of divorce, • Children have become the focus of advertisers so are becoming consumers as the result of ‘pester power’, this shows families are more child centred as the opinions of children are valued more. • Any other acceptable reason | |

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 1(d) | <p>Assess the view that relationships in the family have become less stable.</p> <p>0–4 Answers at this level are likely to show only limited appreciation of the issues raised in the question.</p> <p>Lower in the level (1–2 marks), a simple answer (e.g. stating that many people get divorced); answers may describe different family types rather than focus on the instability that has resulted in these different types of family.</p> <p>Higher in the level (3–4 marks), general descriptions (e.g. of why some relationships break down or theoretical views on the consequences of relationship breakdown).</p> <p>Other answers at the top of this level may argue that family relationships continue to be important with little or no reference to the question.</p> <p>Answers which offer weak, possibly non-sociological points, even if on both sides should be placed within this level. Use of sociological references in this level may be out-of-date, misplaced or inaccurate.</p> <p>5–8 Answers at this level show some sociological knowledge and understanding of the question.</p> <p>Lower in the level (5–6 marks), a simplistic description (e.g. of one or two reasons for the increase in divorce or family breakdown such as legal changes or the weakening of patriarchy).</p> <p>Higher in the level (7–8 marks), a more detailed account of the reasons for the increase in divorce or family breakdown. Answers at this level are likely to be supported by references to writers such as Fletcher, Giddens, Becky, or examples of divorce legislation.</p> <p>Answers in this level should address both sides of the debate but a one-sided answer that is done very well could also gain up to 8 marks.</p> | 11 |

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| Question | Answer | Marks |
|----------|--|-------|
| 1(d) | <p>9–11</p> <p>Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> • First, there will be good sociological knowledge and understanding. • Second, the material used will be interpreted accurately and applied effectively to answering the question. • Third, there must also be some evidence of assessment. <p>Lower in the level (9–10 marks), the assessment may be based on a description of evidence suggesting that the family has not become less stable.</p> <p>At the top of the level (11 marks), the view that relationships within the family have become unstable will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points.</p> <p>The notion of relationships having become ‘less stable’ should be directly addressed, most likely through the idea that they were just as unstable in the past but it was not possible to divorce due to legislation and social pressures. Some answers may note that divorce can lead to remarriage which might result in ‘better fit’ and more stable relationships.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • Changes in divorce legislation have made divorce easier • Changing social attitudes/decrease in stigma association with divorce • Secularisation • Increase in cohabitation which may be less stable than marriage • Development of the welfare state to support single parents • New Right view of family diversity leading to family breakdown • Contrasting liberal to Marxist and radical feminist views of the family • Breakdown of patriarchy/increased economic/social independence of women • Post-modern views of childhood and the family • Stability and instability linked to economic and social status • Symmetrical family, new man creating equality and more stable relationships • More equality in relationships means more stability , potentially • Geographic distance between family members results in family breakdown • New media (Skype) connects family members • Any other valid point <p>Concepts which may be referred to: divorce rate, confluent love, cohabitation, demographic change, remarriage, dependency culture, stigma, globalisation, crisis of masculinity, changes in law/legislation .</p> | |

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| Question | Answer | Marks |
|----------|---|-------|
| 2 | <p>Explain and assess the view that in modern industrial societies the nuclear family is no longer the dominant family type.</p> <p>0–6 Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question.</p> <p>Lower in the level (1–3 marks), one or two simple points based on assertion or common sense (e.g. stating that not all families are the same).</p> <p>Higher in the level (4–6 marks), a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. an answer simply stating most people see the nuclear family as normal so it is dominant).</p> <p>7–12 Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by addressing the dominance, or otherwise, of the nuclear family. At this level, answers are likely to be one sided, but may reference both sides of a debate albeit with little use of sociological theories, studies or concepts.</p> <p>Lower in the level (7–9 marks): a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining of Murdock’s definition of the family or describing different family types).</p> <p>Higher in the level (10–12 marks): a narrow range of developed points or a wider range of underdeveloped points.</p> | 25 |

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| Question | Answer | Marks |
|----------|---|-------|
| 2 | <p>13–18 Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no <u>requirement</u> for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts.</p> <p>Lower in the level (13–15 marks), a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places.</p> <p>Higher in the level (16–18 marks), answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points.</p> <p>At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts.</p> <p>19–25 Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> • <u>First</u>, there will be good sociological knowledge and understanding. • <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. • <u>Third</u>, there must also be some evidence of assessment. <p>Answers in this level are likely to provide an excellent account and assessment of the view that the nuclear family is no longer the dominant type.</p> | |

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 2 | <p>There will be clear assessment of the view in the question (for example, by discussing how, despite family diversity, most people still aspire to live in a nuclear family).</p> <p>Lower in the level (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated.</p> <p>Higher in the level (22–25 marks), there will be sustained assessment and the points offered will be explicit and well-directed towards the question.</p> <p>There is likely to be a well formulated conclusion.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • Evidence of the variety of family structures • The postmodern view of choice and flexibility • Giddens and kin relationships • Murdock and his definition of the family • Parsons and basic, irreducible functions of the family <p>Concepts that could be referred to: beanpole family, LATs, female carer core, family of choice, neo-conventional family, matriarchy</p> | |

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| Question | Answer | Marks |
|----------|--|-------|
| 3 | <p>Explain and assess the view that the role of the family is to support the capitalist system.</p> <p>0–6 Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question.</p> <p>Lower in the level (1–3 marks), one or two simple points based on assertion or common sense (e.g. describing how families spend their time).</p> <p>Higher in the level (4–6 marks), a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. an answer simply stating that families have children which keeps society going).</p> <p>7–12 Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by focusing on the role that the family plays within society. At this level, answers are likely to be one sided, but may reference both sides of a debate albeit with little use of sociological theories, studies or concepts.</p> <p>Lower in the level (7–9 marks): a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining the classical Marxist view of the family, possibly with no explicit reference to Marxist theory, or functionalist accounts of the functions of the family).</p> <p>Higher in the level (10–12 marks): a narrow range of developed points or a wider range of underdeveloped points.</p> | 25 |

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| Question | Answer | Marks |
|----------|--|-------|
| 3 | <p>13–18 Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no <u>requirement</u> for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts.</p> <p>Lower in the level (13–15 marks), a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places.</p> <p>Higher in the level (16–18 marks), answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points.</p> <p>At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts.</p> <p>19–25 Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> • <u>First</u>, there will be good sociological knowledge and understanding. • <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question. • <u>Third</u>, there must also be some evidence of assessment. <p>Answers in this level are likely to provide an excellent account and assessment of the Marxist view that the role of the family is to support capitalism through reproduction of labour, consumption of goods, and ideological conditioning.</p> | |

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| Question | Answer | Marks |
|-----------------|--|--------------|
| 3 | <p>There will be clear assessment of the view in the question (for example by discussing functionalist view that the family benefits individuals and society rather than capitalism or post-modern view that families are increasingly diverse and flexible and so cannot all be simply benefitting capitalism).</p> <p>Lower in the level (19–21 marks): the assessment of the view may be largely delivered through juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated.</p> <p>Higher in the level (22–25 marks): there will be sustained assessment and the points offered will be explicit and well-directed towards the question.</p> <p>There is likely to be a well-formulated conclusion.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> • Reproduction of workers • Ideological conditioning • Consumption of goods • Functionalist view that the role of the family is to create consensus • Feminist view that the role of the family is to benefit men • Postmodernist views of choice, flexibility and diversity. <p>Concepts that could be referred to: ideology, false class consciousness, ideological state apparatus, patriarchy, alienation, basic and irreducible functions, triple shift, dual burden, social capital, cultural capital.</p> | 25 |