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**SOCIOLOGY**

**9699/13**

Paper 1

**October/November 2018**

MARK SCHEME

Maximum Mark: 50

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**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.

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This document consists of **10** printed pages.

**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.

Question	Answer	Marks
1(a)	<p><b>Define the term fertility rate.</b></p> <p>1 mark for a partial definition such as ‘the average number of children born’.</p> <p>2 marks for a clear and accurate definition such as ‘the average number of children a woman will have in her fertile years’.</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>	<b>2</b>
1(b)	<p><b>Describe two ways in which relationships within families are changing.</b></p> <p>Points that can be included:</p> <ul style="list-style-type: none"> <li>• Children dependent on parents for longer</li> <li>• Family is more child-centred</li> <li>• Relationships are less stable due to increased divorce</li> <li>• Relationships are more stable as marriage/parenthood based on choice</li> <li>• Relationships are more open to negotiation</li> <li>• Conjugal roles becoming more equal/symmetrical</li> <li>• Move towards confluent love</li> <li>• More grandparents care for grandchildren</li> <li>• Other relevant way in which relationships are changing</li> </ul> <p>One mark for the way relationships are changing plus one mark for development. (2 × 2 marks).</p> <p>Development can be explained by explaining why the change is happening or the effects of the change.</p>	<b>4</b>

Question	Answer	Marks
1(c)	<p><b>Explain why there has been an increase in single person households.</b></p> <p><b>0–4</b> 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 simplistic response (e.g. stating that people prefer to live on their own) with no development.</p> <p>Higher in the level (3–4 marks) a few limited observations (such as the increase in divorce/length of education), but with little depth in the explanations offered and the answer may rely on description rather than explanation.</p> <p>Answers which implicitly link to research or methods may reach the top of the level.</p> <p><b>5–8</b> 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) a sound account of why there has been an increase in single person households, 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 there has been an increase in single person households 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"> <li>• Increase in divorce</li> <li>• Decrease in marriage</li> <li>• Changing role of women/female education</li> <li>• Increased length of education</li> <li>• Economic independence of more women</li> <li>• Increase in life expectancy</li> <li>• Increased individualism</li> <li>• Greater number of single pensioners</li> <li>• Migration</li> <li>• Risk avoidance</li> <li>• Any other valid point</li> </ul>	8

Question	Answer	Marks
1(d)	<p><b>Assess the view that increased life expectancy is the most significant factor influencing family structure</b></p> <p><b>0–4</b> 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 grandparents living with a family is an extended family); answers may describe why some people are living longer rather than how increased life expectancy is affecting family structure.</p> <p>Higher in the level (3–4 marks) general descriptions (e.g. of different family structures <b>OR</b> naming factors, other than life expectancy, that influence structure).</p> <p>Other top of the level answers may argue that family diversity is increasing 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 dated, misplaced or inaccurate.</p> <p><b>5–8</b> 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 a few influences upon family structure).</p> <p>Higher in the level (7–8 marks) a more detailed account (e.g. of how increasing life expectancy is affecting family structure). Answers at this level are likely to be supported by references to studies such as Laslett and the fourth generation. Answers may identify another reason for change such as secularisation or a fall in the birth rate</p> <p>Place at the top of the level according to depth and/or range of examples explained and supported by reference to theory, empirical data or concepts.</p> <p><b>9–11</b> Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> <li>• <u>First</u>, there will be good sociological knowledge and understanding.</li> <li>• <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question.</li> <li>• <u>Third</u>, there must also be some evidence of assessment.</li> </ul>	<b>11</b>

Question	Answer	Marks
1(d)	<p>Lower in the level (9–10 marks) the assessment may be largely based on a simple comparison of different factors influencing family structure but at a minimum this will have one explicit point evaluating the importance of life expectancy as an influence on family structure.</p> <p>At the top of the level (11 marks) the view that increased life expectancy is the most significant influence upon family structure will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points.</p> <p>The notion that increasing life expectancy is the ‘most significant’ factor will be directly addressed.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> <li>• Industrialisation and the change from extended to nuclear</li> <li>• Fit thesis</li> <li>• Costs of social care</li> <li>• Family diversity</li> <li>• Changes in marriage and divorce</li> <li>• Changing values and expectations</li> <li>• Changing fertility rates/falling infant mortality rates</li> <li>• Cost of raising children/length of education/childhood</li> <li>• Longer lives means more chance of a breakdown in relationships</li> <li>• Any other valid point</li> </ul> <p>Concepts that could be included: Ageing population, beanpole family, modified extended family, sandwich generation, migration, patriarchy, globalisation, civil partnership, secularisation.</p>	

Question	Answer	Marks
2	<p><b>'The nuclear family will always be the dominant family structure because it fits the needs of modern industrial society.'</b> Explain and assess this view.</p> <p><b>0–6</b> 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 most people live in nuclear families).</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 nuclear families are smaller and more mobile).</p> <p><b>7–12</b> 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 showing an understanding of how the nuclear family meets the needs of modern industrial 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>In this level answers are likely to focus only on dominance.</p> <p>Lower in the level (7–9 marks) a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining Parsons' view of how the nuclear family meets the needs of industrial society).</p> <p>Higher in the level (10–12 marks) a narrow range of developed points or a wider range of underdeveloped points.</p> <p><b>13–18</b> 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>	25

Question	Answer	Marks
2	<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><b>19–25</b> Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> <li>• <u>First</u>, there will be good sociological knowledge and understanding.</li> <li>• <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question.</li> <li>• <u>Third</u>, there must also be some evidence of assessment.</li> </ul> <p>Answers in this level are likely to provide an excellent account and assessment of the view that the nuclear family will always be dominant because it meets the needs of modern industrial society.</p> <p>There will be clear assessment of the view in the question (for example by questioning the dominance of the nuclear family in an age of family diversity or showing that other family types can fulfil the needs of society).</p> <p>Lower in the level (19–21 marks), the assessment may be largely delivered through juxtaposition of different arguments and explanations. 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 likely to be a well formulated conclusion.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> <li>• Functionalist views on the match between industrialisation and the development of the family</li> <li>• Parsons and Goode</li> <li>• Marxist explanations of the relationship between capitalism and the family</li> <li>• Carlin and pre-industrial nuclear families</li> <li>• Anderson/Laslett</li> <li>• March of progress</li> </ul> <p>Concepts that could be used: functional fit, urbanisation, structural convergence, dominance theory, warm bath theory, consensus theory.</p>	



Question	Answer	Marks
3	<p><b>Explain and assess the value of feminist theories in understanding the position of females in families.</b></p> <p><b>0–6</b> 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 feminists have helped to improve the position of women).</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 feminists have uncovered examples of inequality/violence in the family).</p> <p><b>7–12</b> 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 showing an understanding of feminist accounts of the position of females in families. 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. one or two brief and underdeveloped feminist ideas).</p> <p>Higher in the level (10–12 marks) a narrow range of developed points or a wider range of underdeveloped points.</p> <p><b>13–18</b> 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>	25

Question	Answer	Marks
3	<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><b>19–25</b> Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> <li>• <u>First</u>, there will be good sociological knowledge and understanding.</li> <li>• <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question.</li> <li>• <u>Third</u>, there must also be some evidence of assessment.</li> </ul> <p>Answers in this level are likely to provide an excellent account/assessment of the value of feminist theories in understanding the position of females in families.</p> <p>There will be clear assessment of the feminist theories (for example by discussing functionalist or New Right criticisms of feminist theory or by drawing out differences in different strands of feminism).</p> <p>Lower in the level (19–21 marks), the assessment may be largely delivered through a juxtaposition of feminism and other sociological 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. There should be a clear assessment of the value of the feminist views.</p> <p>There likely to be a well formulated conclusion.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> <li>• Liberal, Marxist, radical and black feminist views on the position of females in families.</li> <li>• Post-feminism.</li> <li>• Feminist criticisms of other sociological theories of the family.</li> <li>• Functionalist, Marxist, and New Right criticisms of feminist theories.</li> <li>• Any other valid point</li> </ul> <p>Concepts that may be included: triple shift, dual burden, emotion work, patriarchy, choice, oppression, exploitation, malestream, genderquake, instrumental and expressive roles.</p>	