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**SOCIOLOGY**

**9699/12**

Paper 1 The Family

**May/June 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.

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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 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 <i>life course analysis</i></b></p> <p>1 mark for a partial definition such as: ‘studying a person’s life’ or ‘the stages a person passes through’.</p> <p>2 marks for a clear and accurate definition such as:</p> <p>‘The examination of differences and changes over an individual’s life time.’</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 social roles associated with young people.</b></p> <p>Points that can be included:</p> <ul style="list-style-type: none"> <li>• Student/pupil</li> <li>• Child/son/daughter</li> <li>• Gender role</li> <li>• Sibling</li> <li>• Any other valid role associated with young people</li> </ul> <p>The following roles can be credited if there is explanation of why a child may have this role:</p> <ul style="list-style-type: none"> <li>• Nurturing child, worker, child soldier, carer, consumer</li> </ul> <p>One mark for the role plus one mark for describing an expectation/pattern of behaviour associated with the role. (2 × 2 marks).</p>	<b>4</b>

Question	Answer	Marks
1(c)	<p><b>Explain why old age is given higher status in some societies than in others.</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. Answers may describe how life is different rather than why status is different.</p> <p>Lower in the level (<b>1–2 marks</b>), a simple answer (e.g. identifying a difference such as longer life in some societies than others/having greater knowledge) with no development.</p> <p>Higher in the level (<b>3–4 marks</b>), a few limited observations (such as the way the elderly are regarded in some societies compared to others due to culture, religion or levels of knowledge), 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. In this level; there may be some examples of the social position of the elderly in different situations.</p> <p>Lower in the level (<b>5–6 marks</b>), a sound account of why old age is given higher status which is lacking in breadth or depth perhaps with some reliance on material in the data.</p>	8

Question	Answer	Marks
1(c)	<p>Higher in the level <b>(7–8 marks)</b>, explanations will be developed and well-informed. There will be a detailed account why old age is given high and low status in some societies compared to others 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>• Different social values</li> <li>• Status/wealth/poverty of the elderly</li> <li>• Wisdom/experience of the elderly</li> <li>• Length of life</li> <li>• Improved health/healthcare/senility</li> <li>• Religion</li> <li>• Gender</li> <li>• Any other acceptable consequence</li> </ul> <p>Answers to this question should explain why there may be differences in status.</p>	

Question	Answer	Marks
1(d)	<p><b>Assess the view that childhood is socially constructed.</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 (<b>1–2 marks</b>), a simple answer (e.g. stating that children are unable to do things that adults can); answers may describe experiences of childhood rather than the way it is influenced by society.</p> <p>Higher in the level (<b>3–4 marks</b>), general descriptions (e.g. of how social class can influence childhood).</p> <p>Other top of the level answers may argue that culture determines childhood with little or no reference to the question. An alternative answer would be to state that every society views childhood differently.</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 (<b>5–6 marks</b>), a simplistic description (e.g. of how childhood has changed over time).</p> <p>Higher in the level (<b>7–8 marks</b>), a more detailed account (e.g. of how childhood varies in different societies or different groups within the same society). Answers at this level are likely to be supported by references to writers such as Jenks, Archard, Mead and Postman.</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

Question	Answer	Marks
1(d)	<p><b>9–11</b></p> <p>Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> <li>• <b>First</b>, there will be good sociological knowledge and understanding.</li> <li>• <b>Second</b>, the material used will be interpreted accurately and applied effectively to answering the question.</li> <li>• <b>Third</b>, there must also be some evidence of assessment.</li> </ul> <p>Lower in the level (<b>9–10 marks</b>), the assessment may be based on a description of biological factors relating to childhood. Alternatively, answers may be confined to just one or two explicitly evaluative points.</p> <p>At the top of the level (<b>11 marks</b>), the view that childhood is socially constructed will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points.</p> <p>Evidence that childhood is socially constructed should be directly evaluated, most likely through questioning the suggestion that there was no conception of childhood in pre-industrial society and through a discussion of common features of childhood across the world.</p>	



Question	Answer	Marks
1(d)	<p>Points that can be included:</p> <ul style="list-style-type: none"> <li>• Aries and the development of childhood</li> <li>• Infant mortality rates</li> <li>• Changing social attitudes towards children/childhood</li> <li>• Availability of contraception</li> <li>• Role of children as workers, etc.</li> <li>• Child protection/safeguarding</li> <li>• Comparison of different childhoods in different societies</li> <li>• Similarities between childhood in different times and places</li> <li>• Universal features of childhood depicted by the media</li> <li>• Universal features according to the functionalists the bridge from micro to macro</li> <li>• Biological or socio-biological understanding of childhood</li> <li>• Nurture/nature debate</li> <li>• Similarities between childhood in different times and places</li> <li>• Blurring of childhood and adulthood</li> <li>• Any other valid point</li> </ul> <p>Concepts which may be referred to: fluidity, toxic childhood, socialisation, gender roles, gender roles, norms, values, cultural capital.</p>	

Question	Answer	Marks
2	<p><b>Explain and assess the view that cultural factors are the main influence on family structure.</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 (<b>1–3 marks</b>), one or two simple points based on assertion or common sense (e.g. stating that different ethnic groups have different family types).</p> <p>Higher in the level (<b>4–6 marks</b>), 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 cultural beliefs can influence the age of marriage or the likelihood of divorce).</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 family structure can be influenced by culture, ethnicity, or religious beliefs. 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 (<b>7–9 marks</b>), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining connections between culture/ethnicity and the likelihood of living in an extended or lone parent family).</p> <p>Higher in the level (<b>10–12 marks</b>), a narrow range of developed points or a wider range of underdeveloped points.</p>	25

Question	Answer	Marks
2	<p><b>13–18</b></p> <p>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 (<b>13–15 marks</b>), 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 (<b>16–18 marks</b>), 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></p> <p>Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> <li>• <b><u>First</u></b>, there will be good sociological knowledge and understanding.</li> <li>• <b><u>Second</u></b>, the material used will be interpreted accurately and applied effectively to answering the question.</li> <li>• <b><u>Third</u></b>, 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 cultural factors are the main influence on family structure and are likely to discuss other influences on family structure such as social class, social policy and life cycles.</p> <p>There will be clear assessment of the view in the question (for example by discussing the postmodern view of the influence of choice upon family diversity).</p>	

Question	Answer	Marks
2	<p>Lower in the level (<b>19–21 marks</b>), the assessment may be largely delivered through juxtaposition of different influences upon family diversity/structure. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated.</p> <p>Higher in the level (<b>22–25 marks</b>), 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"> <li>• Patterns of ethnic diversity</li> <li>• The influence of religion upon family patters.</li> <li>• The Rapoport's and five types of diversity.</li> <li>• The influence of class on family structure</li> <li>• Demographic changes such as the increase in life expectancy</li> <li>• Impact of the changing position of women.</li> <li>• Secularisation</li> <li>• Life cycle diversity</li> </ul> <p>Concepts which may be referred to: heteronorm, family of choice, matrifocal, patrifocal, lone/single parent family, permeable family, different family structures.</p>	

Question	Answer	Marks
3	<p><b>Explain and assess the view that gender no longer influences the roles performed within the family.</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 (<b>1–3 marks</b>), one or two simple points based on assertion or common sense (e.g. stating that women have babies so have to take care of them).</p> <p>Higher in the level (<b>4–6 marks</b>), 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 women have more opportunities and so families are more equal OR that families continue to be patriarchal).</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 focussing on the influence of gender upon the domestic division of labour. 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 (<b>7–9 marks</b>), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining social changes that have influenced the role of women in the family).</p> <p>Higher in the level (<b>10–12 marks</b>), a narrow range of developed points or a wider range of underdeveloped points.</p>	25

Question	Answer	Marks
3	<p><b>13–18</b></p> <p>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 (<b>13–15 marks</b>), 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 (<b>16–18 marks</b>), 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></p> <p>Answers at this level must achieve three things:</p> <ul style="list-style-type: none"> <li>• <b><u>First</u></b>, there will be good sociological knowledge and understanding. Family roles are likely to be interpreted as more than just married couples.</li> <li>• <b><u>Second</u></b>, the material used will be interpreted accurately and applied effectively to answering the question.</li> <li>• <b><u>Third</u></b>, 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 view that gender no longer influences roles within the family.</p> <p>There will be clear assessment of the view in the question (for example by discussing evidence that women still participate in domestic work more than men, even when they are working full-time).</p>	

Question	Answer	Marks
3	<p>Lower in the level <b>(19–21 marks)</b>, 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 <b>(22–25 marks)</b>, 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"> <li>• Increase in female employment</li> <li>• Changing expectations of women</li> <li>• Changing social attitudes</li> <li>• Statistical evidence of the domestic division of labour</li> <li>• Gender role socialisation</li> <li>• Different feminist views</li> <li>• Functionalist views and the expressive and instrumental roles</li> </ul> <p>Concepts which may be referred to: patriarchy, matriarchy, gender script, masculinity, crises of masculinity, symmetrical family, reserve army of labour, femininity, canalisation, secularisation, egalitarian, joint/segregated roles, lagged adaptations, commercialisation of housework.</p>	<b>25</b>