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**SOCIOLOGY**

**9699/12**

Paper 1

**October/November 2017**

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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Question	Answer	Marks		
1(a)	<p><b>What is meant by the term domestic division of labour?</b></p> <p>1 mark for a partial definition such as the tasks done in the household OR the different tasks undertaken by men and women</p> <p>2 marks for a clear and accurate definition, such as the different household tasks undertaken by men and women.</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><b>Describe <u>two</u> reasons why men may have more decision making power than women in families.</b></p> <p>Reasons that can be included:</p> <table><tr><td><ul style="list-style-type: none"><li>• Exercise of economic power</li><li>• Patriarchal ideology/patriarchy</li><li>• Ideological control of women (brainwashed)</li><li>• Men seen as leaders</li><li>• Gender socialisation</li><li>• Economic power of the breadwinner</li></ul></td><td><ul style="list-style-type: none"><li>• Physical strength</li><li>• Domestic violence</li><li>• Religious/cultural beliefs</li><li>• Normative expectations</li><li>• Status as head of the household</li><li>• Legal status in some societies</li><li>• Any other acceptable reason</li></ul></td></tr></table> <p>One mark for the reason plus one mark for development (2 × 2 marks).</p> <p>Development can be by describing why men have more power or why they continue to exercise it in society.</p>	<ul style="list-style-type: none"><li>• Exercise of economic power</li><li>• Patriarchal ideology/patriarchy</li><li>• Ideological control of women (brainwashed)</li><li>• Men seen as leaders</li><li>• Gender socialisation</li><li>• Economic power of the breadwinner</li></ul>	<ul style="list-style-type: none"><li>• Physical strength</li><li>• Domestic violence</li><li>• Religious/cultural beliefs</li><li>• Normative expectations</li><li>• Status as head of the household</li><li>• Legal status in some societies</li><li>• Any other acceptable reason</li></ul>	4
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Question	Answer	Marks
1(c)	<p><b>Explain why there may be an increased sharing of tasks between men and women in the family today.</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 household tasks have become easier due to household gadgets) with no development.</p> <p>Higher in the level (<b>3–4 marks</b>), a few limited observations (such as that both partners may share in household tasks if they are both working), 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 (<b>5–6 marks</b>), a simplistic description (e.g. of the ways that smaller families or increased affluence have altered family life creating more equality).</p> <p>Higher in the level (<b>7–8 marks</b>), a more detailed account of different reasons why there may be increased sharing of tasks. Place at the top of the level according to depth and/or range of examples explained and supported with theory, empirical data or concepts.</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>	8

Question	Answer	Marks		
1(c)	<div>Points that can be included:</div> <table><tr><td><ul style="list-style-type: none"><li>• Changing attitudes to housework/gender</li><li>• Increased female economic status/paid employment</li><li>• Weakening of patriarchy</li><li>• Less secure male employment</li><li>• Changing gender norms, i.e. hetronorm, new masculinities and the new man</li></ul></td><td><ul style="list-style-type: none"><li>• More non-work time</li><li>• Increased affluence</li><li>• Isolation from the traditional values of kin</li><li>• Any other acceptable reason</li></ul></td></tr></table>	<ul style="list-style-type: none"><li>• Changing attitudes to housework/gender</li><li>• Increased female economic status/paid employment</li><li>• Weakening of patriarchy</li><li>• Less secure male employment</li><li>• Changing gender norms, i.e. hetronorm, new masculinities and the new man</li></ul>	<ul style="list-style-type: none"><li>• More non-work time</li><li>• Increased affluence</li><li>• Isolation from the traditional values of kin</li><li>• Any other acceptable reason</li></ul>	
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1(d)	<p><b>Assess the contribution of feminist views to our understanding of relationships between men and women in the family.</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 feminists believe that relationships are unequal); answers may discuss types of relationships rather than the contribution of feminist views to our understanding of relationships.</p> <p>Higher in the level (<b>3–4 marks</b>), general descriptions (e.g. of why women may be disadvantaged in marriage).</p> <p>Other top of the level answers may argue that feminists have shown that marriage is an unequal relationship, but 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. In this level this may be by outlining feminist theories individually and possibly some assessment of each or some of them.</p> <p>Lower in the level (<b>5–6 marks</b>), a simplistic description (e.g. of the way that feminists have highlighted the position of women in the family).</p> <p>Higher in the level (<b>7–8 marks</b>), a more detailed account (e.g. of feminists' criticisms of research focussed on gender roles). Answers at this level are likely to be supported by references to writers such as Oakley.</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>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> <p><u>First</u>, there will be good sociological knowledge and understanding.</p> <p><u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question.</p> <p><u>Third</u>, there must also be some evidence of assessment.</p> <p>Answers in this level should have some understanding of feminism as a group of theories, i.e. in outlining patriarchy in the relationship between men and women in families, as well as noting the individual differences in feminism OR answers which evaluate feminist theories from other views.</p> <p>Lower in the level (<b>9–10 marks</b>), the assessment may be based on a simple juxtaposition of other views on relationships (e.g. functionalist or postmodern views) with feminist views (e.g. Benston, Ansley, Cooper, Delphy and Leonard, and Somerville). 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 contribution of feminist thinkers in understanding relationships will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points. The notion of what feminist theory has “contributed” should be directly addressed, most likely through a discussion of the way in which feminist theory has added to/changed understanding of relationships in family life and may evaluate by noting that relationships are not the same in all societies.</p> <p>Points that can be included:</p> <table><tr><td><ul style="list-style-type: none"><li>• Liberal, Marxist and Radical feminist views on relationships</li><li>• Domestic labour debate</li><li>• Functionalist views on relationships</li></ul></td><td><ul style="list-style-type: none"><li>• Marxist views on how relationships support capitalism</li><li>• Culture</li><li>• Any other relevant point</li></ul></td></tr></table> <p>Concepts which may be referred to: decision making, power, symmetrical family, inequality, patriarchy, dual burden, triple shift, unpaid labour, emotion work, pooling, domestic violence, expressive/instrumental roles, segregated/joint conjugal roles, march of progress, lagged adaptation.</p>	<ul style="list-style-type: none"><li>• Liberal, Marxist and Radical feminist views on relationships</li><li>• Domestic labour debate</li><li>• Functionalist views on relationships</li></ul>	<ul style="list-style-type: none"><li>• Marxist views on how relationships support capitalism</li><li>• Culture</li><li>• Any other relevant point</li></ul>	
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2	<p><b>'The main reason that marriage is in decline is because it is so much easier to divorce today.' Explain and assess this view.</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 it is up to women if they want to marry or not).</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 people may not want to marry as there is so much divorce these days).</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 discussing the reasons why people may or may not find it easier to divorce. 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 some reasons why marriage may be in decline).</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> <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. In this level answers may discuss the value of marriage and/or the consequences of changing social attitudes to alternatives to marriage.</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. 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>	25

Question	Answer	Marks		
2	<p><b>19–25</b></p> <p>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 view that marriage is in decline as it is easier to get divorced and may unpack the notion of “easier” examining both legal and social changes.</p> <p>There will be clear assessment of the view in the question (for example by discussing arguments that rising divorce rates reflect higher expectations of marriage, or by assessing whether, in reality, it is ‘much’ easier to get divorced).</p> <p>Lower in the level (<b>19–21 marks</b>), the assessment may be largely delivered through juxtaposition of contrasting explanations for the decline in marriage. 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 likely to be a well formulated conclusion.</p> <p>Points that can be included:</p> <table><tr><td><ul style="list-style-type: none"><li>• Changes to divorce legislation</li><li>• Changing social attitudes</li><li>• Secularisation</li><li>• The view that there is less marriage due to fear of divorce/avoidance of risk</li><li>• Reference to societies where it is not easier to get divorced</li></ul></td><td><ul style="list-style-type: none"><li>• Demographic changes</li><li>• Evidence that marriage is still highly valued</li><li>• Rates of remarriage as evidence that marriage is not in decline</li><li>• The view that the divorce rate reflects greater expectations of marriage</li><li>• Any other relevant point</li></ul></td></tr></table> <p>Concepts that could be referred to: cohabitation, stigma, female education/financial independence, patriarchy, lifestyle choice, confluent love.</p>	<ul style="list-style-type: none"><li>• Changes to divorce legislation</li><li>• Changing social attitudes</li><li>• Secularisation</li><li>• The view that there is less marriage due to fear of divorce/avoidance of risk</li><li>• Reference to societies where it is not easier to get divorced</li></ul>	<ul style="list-style-type: none"><li>• Demographic changes</li><li>• Evidence that marriage is still highly valued</li><li>• Rates of remarriage as evidence that marriage is not in decline</li><li>• The view that the divorce rate reflects greater expectations of marriage</li><li>• Any other relevant point</li></ul>	
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Question	Answer	Marks
3	<p><b>Explain and assess the view that ethnicity is the main factor influencing family diversity.</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 Asian families live in large family groups).</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 stating that ethnicity is the most important factor as different ethnic groups live in different types of families, with assertive examples).</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 comparing the significance of ethnicity with at least one other factor which at this level will most likely be class.</p> <p>Lower in the level (<b>7–9 marks</b>), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. an outline of the work of Ballard with no development).</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> <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. In this level answers are likely to explicitly consider aspects of diversity.</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. Answers at this level may make use of statistical evidence.</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>	25

Question	Answer	Marks		
3	<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 view that ethnicity is the main factor influencing family diversity and this should be compared to several other factors that impact upon family diversity.</p> <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. There should also be some reference to the links between different factors and answers at this level may refer to the convergence of diversity.</p> <p>There likely to be a well formulated conclusion.</p> <p>Points that can be included:</p> <table><tr><td><ul style="list-style-type: none"><li>• Statistical evidence of ethnic diversity</li><li>• Ethnic groups and different family values</li><li>• Aspects of family diversity: ethnicity, religion, class family size, family life cycle.</li></ul></td><td><ul style="list-style-type: none"><li>• Diversity by organisational, cultural, life-stage, generational (Rapoports)</li><li>• Sexual diversity</li><li>• Convergence of diversity</li><li>• Any other relevant point</li></ul></td></tr></table> <p>Concepts that could be referred to: symmetrical families, patriarchy, arranged marriages, the new individualism, extended families, single-parent families, multigenerational families, beanpole families, absent fathers.</p>	<ul style="list-style-type: none"><li>• Statistical evidence of ethnic diversity</li><li>• Ethnic groups and different family values</li><li>• Aspects of family diversity: ethnicity, religion, class family size, family life cycle.</li></ul>	<ul style="list-style-type: none"><li>• Diversity by organisational, cultural, life-stage, generational (Rapoports)</li><li>• Sexual diversity</li><li>• Convergence of diversity</li><li>• Any other relevant point</li></ul>	
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