
SOCIOLOGY

9699/12

Paper 1 The Family

May/June 2017

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.

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Question	Answer	Marks
1(a)	<p>What is meant by the term loss of function in relation to families?</p> <p>1 mark for a partial definition such as ‘families don’t do as much’ OR ‘carry out fewer functions’. 2 marks for a clear and accurate definition</p> <p>The idea that functions which were once carried out by the family are now carried out by other institutions OR families now concentrate on core functions rather than peripheral ones.</p> <p><i>An example on its own will not be credited. If an example is used to support a definition, e.g. by using a family example of loss of function to support a generalised answer on loss of function, thereby demonstrating understanding of the term, this can be credited.</i></p>	2
1(b)	<p>Describe two ways in which children learn the rules of society through the family.</p> <p>Ways that can be included:</p> <ul style="list-style-type: none"> • Primary socialisation • Gender socialisation • Canalisation / verbal appellation / imitation / observation • Positive / negative social control-praise / punishment • Learning morals / values / behaviours • Acquisition of social capital • Acquisition of ascribed status • Any other appropriate way <p>Most of the above points are examples of socialisation. If two different types of socialisation are named and developed then 4 points can be awarded. If Socialisation (in a general sense) is used for one way, then a type of socialisation cannot be used for the other way.</p> <p>One mark for identification of a way plus one mark for development (2 × 2 marks).</p> <p>Development can either be by description of the way or how it operates for the family.</p>	4

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Question	Answer	Marks
1(c)	<p>Explain the ways in which the family connects the individual with the wider society.</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], a simple answer (e.g. pointing out how families look after children) with no development.</p> <p>Higher in the level [3–4], a few limited observations (such as the role of families in teaching language so that children can participate in wider society), 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>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. Answers may outline functionalist views on the transmission of social norms and values or consensus. Others may outline Marxist views on replication and learning of social inequality.</p> <p>Lower in the level [5–6], one or two simplistic descriptions (e.g. of the way in which families enable their members to participate in education or society by providing an understanding of the norms, values and beliefs of the society).</p> <p>Higher in the level [7–8], a more detailed account the different ways in which family life prepares the young for their role in society.</p> <p>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

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Question	Answer	Marks
1(c)	<p>Points that can be included:</p> <ul style="list-style-type: none">• Socialisation.• Teaching of language• Providing role models• Development of norms and values / skills / collective conscience• Learn how to carry out social interactions• Internalise ideas about religion• Move from the particularistic to the universal / Connecting the micro to the macro world• Gender socialisation / gender roles• Preparation for work• Development of social control• Stabilisation of personality / means of preventing alienation at work• Parsons and the 'bridge'• Class as a gateway• Emotional support• Any other acceptable point	

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Question	Answer	Marks
1(d)	<p>Assess the view that the family reproduces ruling class ideology.</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], a simple answer (e.g. offering few general points about how families teach their children norms, values, or ideas); answers may describe different types of families rather than address the issue of ideology (learning).</p> <p>Higher in the level [3–4], general descriptions (e.g. of functions of the family).</p> <p>Other top of the level answers may argue that the family has no role in reproducing ideology but rather is responsible for other functions, 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 vague, misplaced or inaccurate.</p> <p>Answers at this level show some sociological knowledge and understanding of the question.</p> <p>5–8 Lower in the level [5–6], one or two simplistic descriptions (e.g. of the Marxist view of the role of family in society). At this level reproduction of ruling class ideology may not be discussed explicitly.</p> <p>Higher in the level [7–8], a more detailed account (e.g. of the Marxist view of the role of family in society or of how another theory, most probably functionalist or feminist, explains the functions of the family). Answers at this level are likely to be supported by references to writers such as Zaretsky, Parsons, Murdock, Allan and Crow or Somerville.</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, concepts which should include specific focus on ideology</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>9–11 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>Lower in the level [9–10], the assessment may be based on a simple juxtaposition of Marxist views of how the family reproduces ideology contrasted with another theory. Alternatively answers may be confined to just one or two explicitly evaluative points.</p> <p>At the top of the level [11], the Marxist view how the family reproduces ruling class ideology will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points.</p> <p>The role of the family in society should be directly addressed, most likely through the views of different theories, and through a discussion of key concepts such as the production of labour power, ideological conditioning, consumption and socialisation. Some answers may note that there are similarities to be found between Marxist, functionalist and feminist views.</p> <p>Points that can be included</p> <ul style="list-style-type: none"> • Outline of Marxist theories and critique • An exploration of the functions of the family, especially ideological conditioning • Ways in which the family may perpetuate inequality • Zaretsky and the illusion of private life • Family as a unit of consumption • Family as an economic system • Dysfunctions of the family and domestic violence • Post-modernism and choice in life style and culture • Feminism and the family benefitting men, continuing female subservience • Functionalism and socialisation • New Right and traditional values • Any other valid point 	

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Question	Answer	Marks
1(d)	Concepts which may be referred to Patriarchy, Basic and irreducible functions, Ideological conditioning, Class consciousness, Geographic mobility, Fragmentation, Gender inequality, Functional fit, Loss of function, Collective conscience Inheritance, , Social solidarity	

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2	<p>Explain and assess the view that females now have more freedom to reject traditional family roles.</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], one or two simple points based on assertion or common sense (e.g. stating that girls can do what they want or that girls have to obey their elders).</p> <p>Higher in the level [4–6], 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 if girls get a good education they can become financially independent and then do as they wish).</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 showing that females can make their own decisions but that they usually have to conform to the family due to socialisation. 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], a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining how in the past families controlled everything and life would follow a preordained route compared to the freedom that may now exist in some modern industrial societies).</p> <p>Higher in the level [10–12], 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], 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], answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points. In this level answers may discuss cultural or class variations. 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"> • 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>Answers in this level are likely to provide an excellent account/assessment of how females now have more freedom to reject traditional family roles. Females may be interpreted as more than wives and mothers.</p> <p>There will be clear assessment of the view in the question (for example by discussing ways in which families can control females, including cultural variations, as well as examples of the economic or social control that can be exercised).</p> <p>Lower in the level [19–21], 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], 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>	

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Question	Answer	Marks
2	<p>Points that can be included</p> <ul style="list-style-type: none"> • Parsons - gender, age and social roles • Vincent and age stratification • Pilcher and peer groups • Eisenstadt and the freedom of youth sub culture • Family diversity • Lyotard and Baudrillard choice and equality • Giddens and high modernity • Beck and risk society • Family practices • Family obligations • Economic factors • Dysfunctional families • Cultural factors • Traditional societies and control • Cultural relativism • Diversity • Any other valid point <p>Concepts that may be referred to</p> <p>Socialisation, Life cycle, Age set, Youth, Izzat, Cohabitation, Boomerang generation, Negotiated family, Dysfunctional families, Rites of passage, Reflexivity, Individualisation, Arranged marriage, Family ideology, Matriarchy, Domestic violence.</p>	

Question	Answer	Marks
3	<p>Explain and assess the view that there is no dominant family structure in modern industrial societies.</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], one or two simple points based on assertion or common sense (e.g. describing different types of families such as some are small and some are large).</p> <p>Higher in the level [4–6], 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 there is diversity because there are both extended and nuclear families).</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 demonstrating that either there is, or is not, diversity. 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], a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining a number of different types of family diversity).</p> <p>Higher in the level [10–12], a narrow range of developed points or a wider range of underdeveloped points.</p> <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], 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], 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>	25

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Question	Answer	Marks
3	<p>19–25 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>Answers in this level are likely to provide an excellent account/assessment of how there is no dominant family structure.</p> <p>There will be clear assessment of the view in the question (for example by discussing Chester and the neo-conventional family or the notion of family ideology and the dominance of the nuclear in the media).</p> <p>Lower in the level [19–21], 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], 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"> • Aspects of family diversity namely class, ethnicity, religion, family size, age, family life cycle • Murdock’s theory of the universal nature of the nuclear family • Diversity by organisational, cultural, life-stage, generational (Rapaports) • Migration • Post-modern view of family diversity • Any other valid point <p>Concepts that may be referred to</p> <p>Patriarchy / matriarchy, Symmetrical families, Joint / segregated roles, Conjugal roles, Gender inequality, Extended, Nuclear, Beanpole families, Single parent families, Multigenerational families, Grandparent families, LATs, Female carer-core, Convergence of diversity, Neo-conventional family, Family ideology.</p>	