
SOCIOLOGY

9699/23

Paper 2 Theory and Methods

May/June 2019

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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This document consists of **13** printed pages.

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.

| Question | Answer | Marks |
|----------|--|----------|
| 1(a) | <p>What is meant by the term <i>globalisation</i>?</p> <p>1 mark for a partial definition such as 'global events shape our lives today' or 'barriers between countries are disappearing'.</p> <p>2 marks for a clear and accurate definition:</p> <p>Globalisation is a process in which the constraints of geography on social and cultural arrangements recede and there is growing similarity in social and cultural life across the world.</p> | 2 |
| 1(b) | <p>Describe <u>two</u> characteristics of working-class identity.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> Collective values, stress on community. Working in manual occupations – attitudes to the workplace, linked to urban close-knit communities. Emphasis placed on kinship, extended family networks. Attitudes towards education – instant gratification, fatalism, ascribed status. 'Us and them' – experience of workplace, manual labour and the collective nature of work. Solidarity – trade union membership and political affiliation. Greater gender segregation in family and leisure. The 'new' working class – privatised / home-centred, instrumental. <p>1 mark for the point plus 1 mark for development (2 · 2 marks). Development points may also be linked to the process of socialisation and the role of particular agents in identity construction.</p> | 4 |

| Question | Answer | Marks |
|----------|--|----------|
| 1(c) | <p>Explain the difference between high culture and popular culture.</p> <p>0–4 Lower in the band (1–2 marks), a few vague remarks about culture with little or no focus on either high or popular culture.</p> <p>Higher in the band (3–4 marks), a basic account of each type of culture with at least one accurate point made identifying a difference.</p> <p>5–8 Lower in the band (5–6 marks), a sound account that is clearly focused on distinguishing between the two cultures. There are likely to be two or more points made but not all of these may be fully accurate / well developed. For example, the use of key concepts may be patchy and references and examples not necessarily directed at the question.</p> <p>Higher in the band (7–8 marks), there is likely to be a clear and accurate explanation with links to key ideas. A range of points will be covered or fewer points in detail. There may be good use of sociological evidence to illustrate points made. For example, the use of Marxist or critical thinkers as well as postmodernists may be picked up from the stem to support the differences identified. However, theoretical interpretations are not necessary to achieve full marks.</p> <p>Supporting differences might include:</p> <ul style="list-style-type: none"> High culture being that of the upper middle and elite classes, popular being the culture of the lower classes. High culture seen as superior to popular culture, which is seen as shallow and disposable. High cultural products demand higher level education / intellect than popular cultural in order to appreciate their value. Possession of high cultural knowledge affords power and status, whereas popular culture limits power and status. <p><i>A good list of undeveloped points may gain up to 6 marks. To go higher, some of the points should be developed.</i></p> <p><i>This question asks candidates to ‘explain’, therefore there is no requirement for assessment.</i></p> | 8 |

| Question | Answer | Marks |
|----------|--|-----------|
| 1(d) | <p>Assess the postmodernist view that social identities are no longer clear and fixed.</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 may make a few vague comments on the idea of social identity.</p> <p>Higher in the level (3–4 marks), a general description of what is meant by social identity perhaps drawing on one of gender, age, ethnicity or class identity as an illustration but with little or no reference to the question. Other answers may focus on postmodernism but make few or no references to the question.</p> <p>Answers which offer weak, possibly non-sociological points even if on both sides should be placed within this level. There may be over-reliance on the stem.</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 basic account supporting the view that social identities are no longer clear or fixed, perhaps highlighting one or two relevant points with some development. There is likely to be some empirical content present, probably focusing on a particular social identity, that presents some evidence of ‘blurring’ or ‘decentring’. However, the arguments put forward to sustain this are likely to be lacking in breadth or depth.</p> <p>Higher in the level (7–8 marks), there will be a sound account of the postmodern view that primary sources of identity such as gender, age, ethnicity and class are no longer clear and fixed. There is likely to be either greater depth or breadth of knowledge and understanding. There may be some empirical support and examples of the view.</p> <p>A descriptive answer cannot gain more than 8 marks.</p> | 11 |

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| Question | Answer | Marks |
|----------|--|-------|
| 1(d) | <p>9–11 Answers at this level will demonstrate good sociological knowledge and understanding applied to the question. There will also be an assessment of the view in the question.</p> <p>Lower in the level (9–10 marks), the assessment may be limited in range or depth. For example, there may be a juxtaposition of postmodern and structural approaches, or there may be a general evaluative point not well linked to the question.</p> <p>Higher in the level (11 marks), the assessment will have more range or depth. For example, the structural view that choice is overstated and the constraining influence of society (e.g. agents of socialisation) still largely regulates behaviour; alternatively, there may be empirical evidence demonstrating that traditional identities remain powerfully entrenched in societies.</p> <p>Arguments for:</p> <ul style="list-style-type: none"> Evidence that in modern societies individuals have greater opportunities to create their social identities. Evidence to support this contention from gender, ethnic, class and age identity. The impact of globalisation and consumer culture promoting choice. Evidence of Decentring, blurred identities, fragmentation, identity consumers, hybridity. Arguments may be linked to the changing impact of the agents of socialisation. An awareness of the difference between structuralist and interactionist views. <p>Arguments against:</p> <ul style="list-style-type: none"> Evidence of traditional identities persisting. Socialisation largely still traditional in respect of most identities. The ability to create / choose linked to inequality. Identity ‘freedoms’ less common in some parts of the world. Theoretical critiques e.g. Marxist or feminist. | |

| Question | Answer | Marks |
|----------|--|-------|
| 2 | <p>‘The data generated by participant observation is far more useful in sociological research than the data collected from questionnaires.’ Explain and assess this view.</p> <p>0–6 Answers at this level are likely to be assertive and focus on a few common sense observations.</p> <p>Lower in the level (1–3 marks), one or two vague points about questionnaires or observation with few or no links to the question.</p> <p>Higher in the level (4–6 marks), there may be few simple points based on assertion or common sense but with very little detail or development that is relevant to the question as set. For example, a couple of remarks that attempt to explain the view expressed in the question.</p> <p>7–12 Answers at this level will show some sociological knowledge and understanding of the question.</p> <p>Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies. For example, a broad outline of some limitations of questionnaires as a research method or some general strengths of PO. Answers may be rather list-like and are likely to make little or no attempt to explain why it might be thought that the evidence from PO is more useful than that obtained via questionnaires.</p> <p>Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points. At this level there should be a basic attempt to contrast the limitations of questionnaires with the strengths of PO studies but this will not be well developed. However, answers will be largely descriptive at this level.</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.</p> <p>Lower in the band (13–15 marks), answers are likely to make use of concepts / theory but the range of knowledge demonstrated may be limited and the points covered may lack development. For example, there is likely to be reference to the (interpretivist) critique of quantitative data and methods and use made of such concepts as in-depth understanding, verstehen and the Hawthorne effect.</p> | 25 |

| Question | Answer | Marks |
|----------|---|-------|
| 2 | <p>Higher in the band (16–18) answers will use a wider range of knowledge, some well-developed points and perhaps be supported by the use of studies, concepts and theory. There is likely to be some attempt to explain the view in the question with links made to interpretivism and/or positivism and greater use of key concepts. A broader range of thinkers and/or empirical studies will be cited such as Whyte, Venkatesh, Patrick etc. The treatment of relevant theoretical issues is likely to be more detailed</p> <p>At the top of the level, candidates will begin to address the specific wording of the question, though the analysis of the view may not be fully convincing.</p> <p>There is no requirement for assessment at this level.</p> <p>19–25 Answers at this level must achieve three things:</p> <p><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> <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. At this level, the assessment is likely to be reliant on connecting the strengths of PO with the limitations of questionnaires. There may be a broad critique of the interpretivist approach with some links to the deficiencies associated with PO.</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. Assessment here is more likely to be demonstrated by questioning what is meant by the term ‘useful’ in relation to different types of sociological data. Very good responses may raise questions about the basis on which research methods can be ranked against each other in terms of the degree of insight produced. There may be discussion of the idea of ‘fit for purpose’ in relation to method choice.</p> <p>There is likely to be a well-formulated conclusion.</p> | |

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 2 | <p>Some strengths of PO:</p> <ul style="list-style-type: none">Valid data collected – high in ecological validity.Detailed, in depth research of groups and of the meaning they attach to their actions (verstehen)Research carried out in a ‘natural environment’.Ability to study groups that are difficult to access e.g. deviant groups.Able to see how people actually behave rather than how they say they behave.Able to gain understanding through participating in the activities of study. <p>Some strengths of questionnaires:</p> <ul style="list-style-type: none">Produce numerical data enabling identification of patterns / trends / comparisons.Ethical strengths, e.g. possibility of anonymity and less intrusive.Objective, value-free and reliable.Large scale and representative samples.Generalisable. | |

| Question | Answer | Marks |
|----------|---|-------|
| 3 | <p>‘Socialisation is the most important factor in explaining human behaviour.’ Explain and assess this view.</p> <p>0–6 Answers at this level are likely to be assertive and focus on a few common sense observations.</p> <p>Lower in the level (1–3 marks), one or two vague points about different ways of explaining human behaviour with few or no links to the question.</p> <p>Higher in the level (4–6 marks), there may be simple points based on assertion or common sense but with little or no appropriate sociological evidence or argument. For example, a few basic observations about socialisation</p> <p>7–12 Answers at this level will show some sociological knowledge and understanding of the question.</p> <p>Lower in the level (7–9 marks), a narrow range of underdeveloped points, possibly with some inaccuracies. Answers may be rather list-like and are likely to focus on a review of the ways in which socialisation may influence human behaviour and/or a descriptive account of some cases of feral children.</p> <p>Higher in the level (10–12 marks), a narrow range of developed points or a wider range of underdeveloped points. Answers at this level may provide a basic account of the functionalist or interactionist theory of socialisation. Responses may begin to address the question set but in a limited way. However, answers will be largely descriptive at this level.</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.</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. For example, answers at this level may be confined to a sound account of different perspectives on socialisation (most likely functionalist and interactionist).</p> | 25 |

| Question | Answer | Marks |
|----------|--|-------|
| 3 | <p>Higher in the level (16–18 marks), answers will use a wider range of knowledge, some well-developed points and perhaps be supported by the use of studies, concepts and theory. There is likely to be some attempt to explain the view in the question. For example, studies such as Durkheim’s work on cross-cultural differences in behaviour, as well as accounts of diversity in relation to gender and other social classifications that can be linked to socialisation. At this level, functionalist and interactionist accounts are likely to be more detailed with references made to thinkers such as Wrong, Goffman and Mead. The treatment of relevant theoretical issues is likely to be more detailed.</p> <p>Candidates will begin to address the specific wording of the question, though the analysis of the view may not be fully convincing.</p> <p>There is no requirement for assessment at this level</p> <p>19–25 Answers at this level must achieve three things:</p> <p><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> <p>Lower in the level (19–21 marks), the assessment may be largely delivered through a juxtaposition of contrasting arguments and theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. At this level, the assessment is likely to be reliant on the points made about the value of the evidence from sources such as the cases of feral children and various cross-cultural studies in differences in social behaviour, possibly using non-sociological accounts from biology and psychology.</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. Assessment here is more likely to demonstrated by, for example, questioning the over-socialised concept of humans implicit in many sociological perspectives or through references to relevant material from socio-biological studies / theories. Very good responses may make use of the postmodernist perspective to question over-deterministic views of the factors influencing human behaviour.</p> <p>There is likely to be a well-formulated conclusion.</p> | |

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| Question | Answer | Marks |
|-----------------|---|--------------|
| 3 | <p>Arguments for:</p> <p>Human behaviour is overwhelmingly learned via the process of socialisation e.g. language. Accounts of examples of feral children raised in the absence of human socialisation. Studies that demonstrate the impact of social forces on human behaviour e.g. Durkheim on suicide, or cross-cultural variations in gender roles. Mead's concept of the 'social self' as created through social interaction, looking glass self. Studies: Podder & Bergvall, Durkheim, Mead.</p> <p>Arguments against:</p> <p>Biological arguments that people are born with uncontrollable instincts and desires e.g. maternal instinct, male aggression etc. These are often expressed in strong (fixed traits) and weak (capabilities that are realised through environmental experience) terms. Socio-biology – Wilson on the strong influence of 'biogrammers'. Parsons' view of family roles as strongly linked to biology. Wilson, Parsons, instrumental and expressive roles.</p> | |