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**SOCIOLOGY**

**9699/11**

Paper 1 The Family

**May/June 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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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	<p><b>What is meant by the term <i>functional 'fit'</i>?</b></p> <p>1 mark for a partial definition such as 'when families work for society' or 'when families fulfil society's needs'</p> <p>2 marks for a clear and accurate definition</p> <p>As society changes the family changes OR The family functions to meet the needs of society</p> <p><i>Allow answers which refer to the functional fit of institutions other than the family</i></p> <p><i>An example on its own will not be credited. If an example from the family is used to support a generic definition, thereby demonstrating understanding of the term, this can be credited.</i></p>	<b>2</b>
1(b)	<p><b>Describe two functions of the family apart from socialisation</b></p> <p>Points that can be included</p> <ul style="list-style-type: none"> <li>• Economic functions</li> <li>• Sexual functions</li> <li>• Welfare functions</li> <li>• Reproductive functions</li> <li>• Emotional support</li> <li>• Education</li> <li>• Stabilisation of adult personalities</li> <li>• Any other valid function</li> </ul> <p>One mark for the function plus one mark for development (2x2 marks).</p> <p>Development can be either by a description of the function or the effects of the function on the family.</p>	<b>4</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(c)	<p><b>Explain the consequences of families failing to socialise children, according to functionalists.</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]</b>, a simple answer (e.g. pointing out that that young children may not be cared for) with no development.</p> <p>Higher in the level <b>[3–4]</b>, a few limited observations (such as about the existence of feral children OR reference to norms and values), 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 studies, concepts, contemporary examples, or some explicit discussion of functionalist/New Right views on the consequences of the failure of socialisation.</p> <p>Lower in the level <b>[5–6]</b>, a simplistic description (e.g. of functionalist/New Right views on the importance of socialisation)</p>	<b>8</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(c)	<p>Higher in the level [7–8], a more detailed account of some different consequences of the failure to socialise children which may include reference to a variety of social issues that functionalist/New Right link to this failure.</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> <p>Points that can be included:</p> <ul style="list-style-type: none"> <li>• Children lack understanding of society’s values and morals</li> <li>• Family members are not introduced to the collective conscience</li> <li>• Behaviours resulting from a lack of socialisation/poor socialisation</li> <li>• Feral children may exist</li> <li>• Family members are not cared for</li> <li>• Potential increase in crime</li> <li>• Children in care</li> <li>• Impact for social order</li> <li>• Potential increase in unmarried mothers</li> <li>• Breakdown of traditional families/broken families</li> <li>• Views of Neo-functionalists</li> <li>• Any other acceptable consequence</li> </ul>	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(d)	<p><b>Assess the Marxist view that the family meets the needs of capitalism.</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]</b>, a simple answer (e.g. offering few general points about how some family members work and so keep factories going); answers may describe different types of families rather than relate them to capitalist societies.</p> <p>Higher in the level <b>[3–4]</b>, general descriptions (e.g. of the reproduction of the workforce).</p> <p>Other top of the level answers may argue from the functionalist view that the family is responsible for socialising members so they can take their place in society with little or no reference to the question OR give partial reference of Marxism, possibly not acknowledged.</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><b>5–8</b> Answers at this level show some sociological knowledge and understanding of the question. In this level ‘meeting the needs of capitalism’ may not be addressed explicitly.</p> <p>Lower in the level <b>[5–6]</b>, one or two simplistic descriptions (e.g. of consumption/subservience compared to either that of the functionalist or the feminist views). Answers are likely to be supported with brief references to studies (e.g. Zaretsky, Fletcher and Ansley). Higher in the level <b>[7–8]</b>, a more detailed account (e.g. of how the family may or may not met the needs of capitalism) supported with more detailed references to studies (e.g. Feeley, Morgan, Delphy and Leonard).</p>	<b>11</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(d)	<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 which should include specific focus on meeting the needs of capitalism</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> <p><b>9–11</b> Answers at this level must achieve three things:</p> <p><b>First</b>, there will be good sociological knowledge and understanding.</p> <p><b>Second</b>, the material used will be interpreted accurately and applied effectively to answering the question.</p> <p><b>Third</b>, there must also be some evidence of assessment.</p>	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(d)	<p>Lower in the level [9–10], the assessment may be based on a simple juxtaposition of Marxist views of how the family meets the needs of capitalist society contrasted with another theory. Alternatively answers may be confined to just one or two explicitly evaluative points. At the top of the level [11], the Marxist view that the family meets the needs of capitalist society will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points.</p> <p>The Marxist view will be explored, probably through a discussion of key concepts such as ideological conditioning. This should be evaluated directly, mostly likely through clear and explicit of aspects of the Marxist view that the family meets the needs of capitalism with at least one other theory, most probably functionalism or feminism but at this level it may be through comparison with post-modernist or New Right theories.</p> <p>Points that can be included</p> <ul style="list-style-type: none"> <li>• An outline of the Marxist views</li> <li>• A functionalist critique of Marxist views</li> <li>• An exploration of the functions of the family</li> <li>• How families may meet the needs of capitalism</li> <li>• Ways in which the family may perpetuate inequality</li> <li>• Zaretsky and the illusion of private life</li> <li>• Family as a unit of consumption</li> <li>• Family as an economic system</li> <li>• Dysfunctions of the family and domestic violence</li> <li>• Functionalism and social solidarity</li> <li>• Post modernism and choice in lifestyle and culture</li> <li>• Feminist views of the family benefitting men</li> <li>• Variety of feminist views</li> <li>• Any other appropriate point</li> </ul> <p>Concepts which may be referred to</p> <p>Patriarchy, Basic and irreducible functions, Ideological conditioning, Class consciousness, Geographic mobility, Fragmentation, Inheritance, Gender inequality, Functional fit, Collective conscience.</p>	

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Question	Answer	Marks
2	<p><b>Explain and assess the view that the family has experienced a loss of functions in modern industrial societies.</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]</b>, one or two simple points based on assertion or common sense (e.g. stating that less children are being born).</p> <p>Higher in the level <b>[4–6]</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 an institution such as education has reduced family roles/functions).</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 linking changes in society to family functions. 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]</b>, a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. outlining changing female working patterns or changing roles within families).</p> <p>Higher in the level <b>[10–12]</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.</p> <p>Lower in the level <b>[13–15]</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]</b>, answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points.</p> <p>Relevant knowledge could include the way in which families have adapted to working patterns, got smaller, more privatised and now rely on other institutions. Other answers may discuss exceptions to these trends such as quiverful families found in parts of the U.S.A.</p>	25

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2	<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>• <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>Answers in this level are likely to provide an excellent account/assessment of how the functions of the family have changed due to industrialisation, urbanisation and globalisation and may also discuss the development of alternatives to the family.</p> <p>There will be clear assessment of the view in the question (for example by discussing demographic trends and their influence on family life in different societies and/or by highlighting societies where there has been little change due to traditional values and cultural practices).</p> <p>Lower in the level [<b>19–21</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>	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2	<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"> <li>• Functionalists and family functions</li> <li>• 'Fit' thesis</li> <li>• Fletcher and the continuing importance of functions/other institutions taking over the functions, education, media, television as baby sitter</li> <li>• Alternatives to families</li> <li>• Changing social attitudes to gender/Changing role of women</li> <li>• Geographic mobility and family contacts</li> <li>• Demographic changes IMR, BR, in different countries</li> <li>• Impact of smaller families on female health/employment</li> <li>• Domestic labour debate</li> <li>• Role of grandparents</li> <li>• Impact of welfare state</li> <li>• Any other appropriate point</li> </ul> <p>Concepts that could be referred to Beanpole, Quiverful, New man, Symmetrical families, Extended families, Commercialisation of house work, Privatised family, core/peripheral functions</p>	

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Question	Answer	Marks
3	<p><b>Explain and assess the view that the nuclear family remains a dominant family form.</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]</b>, one or two simple points based on assertion or common sense (e.g. stating that most individuals live in families).</p> <p>Higher in the level <b>[4–6]</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 most people live in nuclear families at some point).</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 importance of the nuclear family. 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]</b>, a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. some of the supposed benefits of the nuclear family).</p> <p>Higher in the level <b>[10–12]</b>, a narrow range of developed points or a wider range of underdeveloped points.</p>	25

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Question	Answer	Marks
3	<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 [<b>13–15</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</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> <p><b>19–25</b>            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>Answers in this level are likely to provide an excellent account/assessment of the dominance of the nuclear family.</p> <p>There will be clear assessment of the view in the question (for example by discussing life course analysis and the flexibility and variation to be found in family life).</p> <p>Lower in the level [<b>19–21</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>	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3	<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"> <li>• Murdoch’s arguments re the nuclear family as dominant/universal</li> <li>• Marxists and the role of the nuclear family in supporting capitalism</li> <li>• Feminists and the role of the nuclear family in supporting men</li> <li>• Different types of households friends, singletons, LATs, single parent, step families, reconstituted, nuclear, extended, multigenerational, communes,</li> <li>• Family diversity</li> <li>• Choice and equality</li> <li>• Family practices</li> <li>• Life course analysis</li> <li>• Diversity and the views of the new right and post modernists</li> <li>• Any other appropriate point</li> </ul> <p>Concepts that may be referred to Life cycle, Negotiated family, Chosen family, Neo-conventional family, Fluidity</p>	