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**SOCIOLOGY**

**9699/22**

Paper 2

**October/November 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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This document consists of **14** 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.

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(a)	<p><b>What is meant by the term <i>representative sample</i>?</b></p> <p>One mark for a partial definition such as ‘...a sample that looks like the rest of group’</p> <p>Two marks for a clear and accurate definition:</p> <p>A representative sample is a study group whose social characteristics are a reflection of the wider survey population.</p>	<b>2</b>
1(b)	<p><b>Describe <u>two</u> reasons why a researcher might use a pilot study</b></p> <p>Reasons might include:</p> <ul style="list-style-type: none"> <li>• A test run on the feasibility of the full study, thereby saving the researcher time and money.</li> <li>• Overcoming potential problems with the research design e.g. how questions are worded, its language and format.</li> <li>• Might reveal the need to shorten questionnaire or interview in order to complete the research in a timely manner.</li> <li>• Problems with non-cooperation or non-response by respondents.</li> <li>• The suitability or otherwise of a sampling frame.</li> <li>• May help to highlight deficiencies in the researcher’s skill set.</li> <li>• Feedback may be sought that might lead to new or refined objectives.</li> </ul> <p>One mark for the example plus one mark for development (2 × 2 marks).</p>	<b>4</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(c)	<p data-bbox="338 217 1413 248"><b>Explain why a sociologist might use more than one method in their research.</b></p> <p data-bbox="338 285 394 317"><b>0–4</b></p> <p data-bbox="338 320 1906 384">Answers at this level are likely to show only <b>limited appreciation</b> of the issues raised by the question and make little use of relevant sociological concepts and theories.</p> <p data-bbox="338 421 1834 485">Lower in the band, a few simple points about different methods or types of data used but these will lack sociological substance, or stated without development might be worth 1 or 2 marks.</p> <p data-bbox="338 521 1933 617">Higher in the band, there may be a limited attempt to address the question but there is likely to be only partial links made to any relevant sociological explanation and the response will not be well directed to the set question. There may be some reliance on material in the stem.</p> <p data-bbox="338 654 394 686"><b>5–8</b></p> <p data-bbox="338 689 1632 721">Answers at this level will show <b>some sociological knowledge and understanding</b> of the question.</p> <p data-bbox="338 758 1933 924">Lower in the band, a sound account based on some sociological understanding of the decision to use mixed methods, perhaps focusing more on practical points but with a grasp of the issues evident. Use of concepts such as triangulation and methodological pluralism [whether explicitly stated or not] are likely to be present at this level, but the points made will be lacking in either breadth or depth. For example, by outlining that the approach provides a fuller picture but not explaining that it provides a check on the validity and reliability of the findings (or vice versa).</p> <p data-bbox="338 960 1933 1024">Higher in the band, the explanation will be developed and well informed, either covering a range of points or fewer points in detail.</p> <p data-bbox="338 1061 1921 1227">There will be a more detailed account that provides a more sustained explanation, perhaps showing greater clarity in the understanding of the rationale shaping the use of more than one method and sharper understanding of key concepts (e.g. the difference between methodological pluralism and triangulation.) Answers at this level may make tacit use of theoretical connections; perhaps linking mixed methods to those taking a pragmatic view of methods (realism may be introduced). There may be good use of empirical examples to illustrate points made.</p>	<b>8</b>

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Question	Answer	Marks
1(c)	<p><b>A good list of undeveloped points may gain up to six marks. To go higher, some of the points should be developed</b></p> <p>Note: This question asks candidates to ‘explain’, therefore there is no requirement for assessment</p> <p>Points likely to be made in explanation may include:</p> <ul style="list-style-type: none"> <li>• To provide a check on the findings of different types of method/data.</li> <li>• To overcome/compensate for the limitations of one method by the strengths of other methods.</li> <li>• The use of different methods or data to check the validity and reliability of the approach taken.</li> <li>• Methods that produce the best fit (most suitable, practical) for the subject being studied whether they be quantitative or qualitative i.e. methodological pluralism.</li> <li>• To build up a fuller picture of the study group.</li> <li>• Theoretical position.</li> </ul>	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(d)	<p><b>Assess the importance of practical factors in shaping a sociologist's research design.</b></p> <p><b>0–4</b> Answers at this level are likely to be assertive and show only <b>limited appreciation</b> of the issues raised by the question.</p> <p>Lower in the band, a few simple points about research methods with few if any links to practicalities.</p> <p>Higher in the band one or two points identified partially relating to research design but with little development.</p> <p><b>5–8</b> Answers at this level show <b>some sociological knowledge and understanding</b> of the question.</p> <p>Lower in the band an account of some practical factors, perhaps highlighting one or two relevant points with some development though this is likely to be implicit. At this level answers are likely to be lacking in breadth or depth.</p> <p>Higher in the band, there will be a sound attempt to explain the role of practical considerations and the role they play in influencing research design. Answers are likely to show clear understanding of some key concepts related to the question e.g. reliability or validity. There is likely to be either greater depth or breadth of knowledge and understanding. Answers may introduce links to theoretical strands but these may be tacit and are not necessary to achieve 8 marks.</p> <p><b>A descriptive answer cannot gain more than 8 marks.</b></p>	<b>11</b>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1(d)	<p><b>9–11</b>            Answers at this level will demonstrate good sociological knowledge and understanding applied to the question and there will be some assessment.</p> <p>At this level, a there will be a good account of the role played by practical factors that is detailed and accurate. There will also be a clear attempt to subject the importance of practical factors to some evaluation. This could take various forms.</p> <p>Lower in the band, the assessment may be limited in range or depth. For example, answers might explore the impact of issues like sources of funding on the validity of research findings. Alternatively, theoretical factors might be used to contest the relative importance of practical factors as well as ethical considerations.</p> <p>Higher in the band, the assessment may have more range or depth.</p> <p><b>Practical factors that may be referred to:</b></p> <ul style="list-style-type: none"> <li>• Time – often linked to money. Many methods/approaches can take considerable time e.g. longitudinal studies.</li> <li>• Money – often linked to funding source; some methods are cheap.</li> <li>• Location.</li> <li>• Sample issues: size, access, cooperation.</li> <li>• Funding source.</li> <li>• Nature of the study group e.g. easier to access poor/powerless groups.</li> <li>• Researcher’s skill set e.g. the difficulties involved in types of observation.</li> </ul> <p><b>In evaluation:</b></p> <ul style="list-style-type: none"> <li>• The impact on the above in relation to validity, representativeness.</li> <li>• The theoretical stance of the researcher in shaping choice of method.</li> <li>• Ethical considerations.</li> </ul> <p><b>Evaluation points need not be wide ranging or in great depth for candidates to achieve full marks.</b></p>	

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Question	Answer	Marks
2	<p><b>‘The data collected using questionnaires has little value in sociology compared to the data collected using unstructured interviews.’ Explain and assess this view.</b></p> <p><b>0–6</b>            Answers at this level are likely to be <b>assertive and focus on a few common sense observations</b> showing some awareness of what questionnaires or interviews are and their use in sociological research</p> <p>Lower in the band, answers may show misunderstanding about the nature of either research method.</p> <p>Higher in the band, there may be a wider range of simple points based on assertion/common sense understanding about questionnaires and unstructured interviews but there will be very little detail or development that is relevant to the question as set</p> <p><b>7–12</b>            Answers at this level will show <b>some sociological knowledge and understanding</b> of the question.</p> <p>Lower in the band (7–9 marks), the answer may be confined to a narrow range of points, lacking detail and possibly with some inaccuracies. Answers will be rather list-like and is more likely to be lacking in some key respects. For example, the response may be restricted to a few broadly accurate comments about the limitations of questionnaires as a research method but there will be little or no attempt to explain why the evidence collected using unstructured interviews is superior to that of questionnaires.</p> <p>Higher in the band (10–12 marks), answers may either cover a narrow range of points in reasonable detail or cover a wider range of points in less detail. For example, they are likely to make an attempt to contrast the limitations of questionnaires with the purported advantages of unstructured interviews although this will not be well developed.</p>	25

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2	<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 effectively 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. Answers at this level may refer to the interpretivist critique of quantitative data and the methods through which it is derived [questionnaires, structured interviews].</p> <p>Higher in the band 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 more detailed treatment of relevant theoretical issues (validity, verstehen, and in-depth understanding). Links are likely to be made to positivism and interpretivism.</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><b>There is no requirement for assessment at this level</b></p>	

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
2	<p><b>19–25</b></p> <p><b>Answers at this level must achieve three things:</b></p> <ul style="list-style-type: none"> <li>• <b>First</b>, there will be good sociological knowledge and understanding of why the data collected using questionnaires might be considered inferior to the insights provided by unstructured interviews.</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. At this level expect an accurate and detailed account</li> </ul> <p>Lower in the band (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments/theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated.</p> <p>There is likely to be more detailed treatment of relevant theoretical issues, for example, a critique of the positivist approach either by discussion of its own purported deficiencies [this could be achieved by reference to the problems associated with quantitative methods], or by highlighting particular deficiencies associated with questionnaires.</p> <p>Higher in the band (22–25 marks), there will be sustained assessment and the points offered will be explicit and well-directed towards the question. Although some of the assessment may be in the form of juxtaposing different sociological perspectives, there is also likely to be some direct engagement with the issues raised by the [interpretivist] view that questionnaires fail to yield the kind of insights that unstructured interviews are capable of. Very good responses are likely to counter pose elements of each method and assess the merits of each in line with the question.</p> <p>Sophisticated responses may question what is meant by the term ‘limited’ in relation to different types of sociological data and more generally question the basis on which different methods can be matched against each other in relation to how useful they are of the level of insight produced.</p> <p>There is likely to be a well-formulated conclusion.</p>	

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Question	Answer	Marks
3	<p><b>‘Human behaviour is more complex and varied than the functionalist theory suggests’. Explain and assess this view.</b></p> <p><b>0–6</b> Answers at this level are likely to be <b>assertive and focus on a few common sense observations</b> with little focus on the question.</p> <p>Lower in the band, there may be misunderstanding or a few assertions about how humans learn behaviour.</p> <p>Higher in the band, there may be a wider range of simple points based on assertion/common sense about the concept of human behaviour, but with little or no further development that is relevant to the question. There may be summaries of cases of feral children.</p> <p><b>7–12</b> Answers at this level will show <b>some sociological knowledge and understanding</b> of the question.</p> <p>Lower in the band (7–9 marks), the answer may be confined to a narrow range of points, lacking detail and possibly with some inaccuracies. Answers will be rather list-like and is more likely to be lacking in some key respects. For example, the response may be confined to a straightforward account of the functionalist theory of society, perhaps focusing on socialisation.</p> <p>Higher in the band (10–12 marks), answers may either cover a narrow range of points in reasonable detail or cover a wider range of points in less detail. The account of the functionalist approach will be more developed and the answer may begin to address the question set but in a limited way.</p>	25

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>
3	<p><b>13–18</b>            Answers at this level will show <b>good sociological knowledge and understanding</b>. The material used will be interpreted accurately and applied effectively 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. This is most likely to be achieved through reference to the interactionist critique of the functionalist approach.</p> <p>Higher in the band answers will use a wider range of knowledge, some well-developed points and perhaps be supported by the use of studies, concepts and theory. This will most likely be achieved through a more detailed discussion of objections to functionalism. Key thinkers are likely to appear in this band from more than one perspective [e.g. Durkheim and Parson’s representing functionalism] as well as critical ones – e.g. Wrong’s ‘oversocialised’ critique. Marxist or feminist critiques might also be utilised.</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><b>There is no requirement for assessment at this level.</b></p>	

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Question	Answer	Marks
3	<p><b>19–25</b></p> <p><b>Answers at this level must achieve three things:</b></p> <ul style="list-style-type: none"> <li>• <b>First</b>, there will be good sociological knowledge and understanding of the underlying debate about the process of acquiring human behaviour.</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. At this level expect an accurate and detailed account</li> </ul> <p>Lower in the band (19–21 marks), the assessment may be largely delivered through juxtaposition of contrasting arguments/theories. Alternatively, the assessment may be limited to just one or two evaluative points that are explicitly stated. There is likely to be more detailed treatment of relevant theoretical issues, for example there might also be references to socio-biology and/or psychology to illustrate the complex nature of human behaviour. However, the assessment at this level may lack depth and possibly contain some over-generalisation.</p> <p>Higher in the band (22–25 marks), there will be sustained assessment and the points offered will be explicit and well-directed towards the question. Although some of the assessment may be in the form of juxtaposing different sociological perspectives, there is also likely to be some direct engagement with the issues raised by the interactionist view that functionalism offers a limited understanding of the process of socialisation; this might include reflections on merits of the functionalist approach and the strengths of its analysis. For example, by noting the determinism in functionalist theory or the difficulties the theory has in explaining deviance and/or social change.</p> <p>There is likely to be a well-formulated conclusion</p>	