



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education
Advanced Subsidiary Level and Advanced Level

SOCIOLOGY

9699/01

Paper 1 The Family

For Examination from 2014

SPECIMEN MARK SCHEME

1 hour 30 minutes

MAXIMUM MARK: 50

This document consists of **6** printed pages.



1 (a) What is meant by the term *basic and irreducible functions*? [2]

- 1 A partial definition, such as an outline of one function or a statement about functions being the most important things that families do.
- 2 An accurate definition of the socialisation of children and the stabilisation of the adult personality. Answers do not need to refer to Parsons.

(b) Describe two ways in which the existence of family structures may benefit capitalism. [4]

Two marks available for each way. One mark for identification OR explanation only, two marks for identification AND explanation.

Points that can be included are the provision of a socialised workforce, the stabilisation of the workforce, the reproduction of the working class, a market for capitalism, the provision of a social model that mirrors the economic structure, or any other valid point.

- 1 Identification of points alone without development, such as 'provides a workforce', or simple responses such as 'training children to be obedient'.
- 2 A detailed response might be that the family has responsibility for primary socialisation and this would include inculcating the values of hard work and other aspects of elite/ruling class ideology.

(c) Explain how the family may contribute to value consensus. [8]

0–4 Answers with a limited understanding of the question as set. Descriptions of value consensus alone may be worth 1 or 2 marks. Better answers at this level would identify one or two points, such as helping society to operate smoothly, but there will be little depth in the explanations offered and the answer will rely on description.

5–8 A sound account of two or more well-made points. At the bottom of the level this may be limited to the way in which value consensus is developed through socialisation. Other factors that could be referred to can include the functions (such as economic) that the family may fulfil for society. At 7–8 marks, answers should attempt to assess the 'may' in the question by considering such issues as who benefits from value consensus or challenge the notion that value consensus actually exists. Place at the top of the level according to the depth and/or range of examples explained and supported by reference to theory or empirical data.

(d) Assess the view that the family exists more to benefit society rather than individual family members. [11]

0–4 A few general points about how families function may gain 1 or 2 marks. General descriptions of how these functions may benefit society and some individual family members may go to the top of the level. Other answers which offer short descriptive accounts of **either** how the family benefits the social system **or** how they may benefit any family members may go to the top of the band. In this mark band answers are likely to consider only benefits.

5–8 A sound description of the way in which any family type may benefit society should receive a mark at the lower end of the level. In this level answers may be supported by ideas such as the family as a sub-system of society that carries out essential functions for the smooth operation of society. Answers of this type are likely to concentrate on theorists such as Murdock. Other answers may wholly or partially reject the idea of the family benefiting society in favour of the functions performed for individual family members. Award 5–6 marks for answers that give some detailed consideration of either position. Award 7–8 marks for answers that consider both sides of the argument in that the family can be seen as beneficial, or not, for either society or family members, but which juxtapose points of view rather than assessing. There should be some use of theorists or empirical data to support points at this level and answers should offer a sound attempt to contrast views, most probably from functionalist and Marxist positions.

9–11 Answers at this level should provide a detailed account of the way in which families can be beneficial for society, or not, as well as for family members. At this level some differences in the position of different family members should be noted. Some answers may highlight cross-cultural differences. There should be an attempt to assess the way in which this can be interpreted, probably from Marxist and functionalist positions. There should be assessment to reach this level, and at 10–11 marks some signs of weighing up the issue of ‘benefit’ and how it may be of benefit to some but not others, or of ‘more than’, with conclusive points. There is likely to be use of functionalist versus Marxist positions, but also variations on feminism may appear, the dark side of the family debate, the position of weaker family members, exploitation, the anti-family debate of the 1960s and a critique of it. Other issues can be included, such as how different types of family structure may influence ‘who benefits’ as well as changing social expectations. Concepts such as consensus, universal, functional fit, mobile labour force, capitalism, ideological control, patriarchal control and diversity may be referred to. Evaluative answers can be supported by such examples as post-modernists, who argue that social actors have some choice in family relationships and structural theories are too deterministic.

2 ‘Marriage has less importance in modern industrial societies than it has in traditional societies.’ Explain and assess this view. [25]

Level 1 Answers at this level are likely to be assertive and focus on a few common-sense observations about how divorce has resulted in marriage having less importance than it used to in modern industrial societies but with no sociological support. A few simple points about divorce rates may gain up to 3 or 4 marks. Other answers may concentrate on the value attached to marriage in traditional societies and explain why such marriages last. If some limited understanding of both is demonstrated, unsupported by sociological evidence, a mark of 6 may be awarded. (0–6 marks)

Level 2 A basic account of the importance of marriage in both types of society would be worthy of the lower marks at this level. An outline of the reasons why marriage may appear to be less important in modern industrial societies while more important in traditional ones, such as the economic importance of arranged marriage in some societies, may gain up to 10 marks, but this will be undeveloped. To score 11 or 12 marks, there should either be the inclusion of a description of relevant issues, such as the social position of women, or an explanation of functionalist, feminist or Marxist theories about the value of marriage. There is unlikely to be any assessment at this level, or assessment will be purely by juxtaposition of two theories rather than by evaluation. (7–12 marks)

Level 3 Answers scoring 13 or 14 marks are likely to refer to some factors linked to changes in the law that have enabled the legal ending of marriage for all social groups in modern industrial societies. Lower in the band the discussion may be limited to the reasons why this has happened, such as declining stigma, secularisation, the changing position of women and changing attitudes. This may also include a discussion of why the action of getting married is viewed as less socially significant.

To reach 15 or 16 marks, candidates should demonstrate good understanding of this approach, bringing forward a range of factors that consider both legal and cultural issues and that probably include reference to and interpretation of some evidence, such as the value of marriage or the lack of opportunity for divorce. Otherwise, answers may display a detailed assessment style but be unsupported by much knowledge.

To reach 17 or 18 marks, there should be some assessment of the extent to which the institution of marriage in different societies (or cultures) may represent a reflection of different social values or how these values may be changing. However, this assessment will be lacking in detail and may rely on the juxtaposition of several different theories or pieces of evidence. Credit can be given for reference to the work of key thinkers such as Parson and Fletcher (relationships more valued), Allen and Crowe (marriage less embedded in the economic system), Hochschild (triple shift and marriage less stable) Bernard (women's dissatisfaction with patriarchal marriage), Chandler (cohabitation) or Gibson (modernity and conflict in marriage). (13–18 marks)

Level 4 Answers at this level will provide a solid account of the value of marriage in different societies, which may include concepts such as confluent love, arranged marriage, empty-shell marriage, izzat and cohabitation. There will also be a sustained and well-informed assessment of the meaning of high divorce rates that can include the views of the New Right (that this reflects a breakdown in family values), feminism (that this reflects a break away from patriarchy), post-modernist views on freedom, functionalist views on higher values and the views of interactionists such as Morgan, who argue that divorce is individual and cannot be generalised from.

Lower in the band, this assessment may still be mainly by juxtaposition of the main sociological theories. There is also likely to be some consideration of how traditional social culture is changing in response to modern societies, or how the institution of marriage is being reinforced by strong religious cultures.

To reach 22 to 25 marks, there must also be a more direct analysis of the importance of marriage. This analysis may take the form of arguing that cohabitation and civil partnerships reflect a change and not a decline. Another way of gaining the highest level would be to argue that within the life cycle of the family formal marriage or informal partnership still form part of most people's lives. This can be compared with dowry deaths as an example of the way marriage may be used in some societies. To gain full marks, there should be a well-reasoned conclusion that may draw attention to the need to interpret the meaning of statistics and trends in understanding the nature of marriage and divorce. (19–25 marks)

3 Explain and assess the view that in modern industrial societies family structures are becoming increasingly similar. [25]

Level 1 Answers at this level are likely to be assertive and focus on a few common-sense observations about families all becoming nuclear, or not, with no sociological support. A few simple descriptive points about the types of families that may or may not exist in different societies, such as extended or single parent, may gain up to 3 or 4 marks.

A mark of 6 may be awarded if some limited understanding of the process of globalisation, with little reference to the family, is shown, for example, comments about how social processes are becoming more similar globally, or not. The use of globalisation as a concept is unlikely to be present at this level. (0–6 marks)

Level 2 A basic account of the importance of globalisation in the development of family structures, with no reference to the greater similarity or diversity of family structures, would be worthy of the lower marks in the band. An outline of the meaning of family diversity and the different ways in which diversity can be interpreted, with no development, may go up to 10 marks. Other answers may focus on the similarity of family types to be found worldwide, which may be supported by statistics. This can be done by reference to evidence such as the Rapoport's and five types of diversity or by showing the types of family forms that may be found in different societies. To reach 11 or 12 marks, there should be a description either of the issues around the dominance of the nuclear family and its existence (or not) in a variety of societies or the potential dominance of the western family on global developments. There may be no assessment at this level or assessment by juxtaposition. (7–12 marks)

Level 3 Answers that enter this band may refer to ideas linked to the arguments about the possible universal nature of the nuclear family that can be supported by statistics. Lower in the band, the discussion may be limited to lone parenthood and ethnicity. To reach 15 or 16 marks, candidates should demonstrate good understanding of the relevant factors with some interpretation of the evidence, for example, the influence of global trends such as the role of the media in creating new family ideologies, as well as examples of resistance to the influence of western trends. Other answers may display a detailed assessment of the issue but be unsupported by much knowledge. Another way to reach this level is to question the reliability of evidence in relation to the nature of family life in the past or today.

To score 17 or 18 marks, there should be some assessment of the extent to which diversity in family structures exists globally or not. However, this assessment will be limited and may rely on the juxtaposition of different theories and/or evidence, such as Cheal (family structures are fragmented), the Rapoport's (plurality of families), Giddens (greater choice), Beck (risk society and the breakdown of traditional influence), Weeks (the growing acceptance of diversity), Barrow and Chamberlin (family life in the Caribbean), New Right (diversified families are dysfunctional) and Chester (continuing importance of nuclear families). (13–18 marks)

Level 4 Answers at this level will provide a detailed account of the role of globalisation as an influence on family structures, including the decline of conventional family forms, especially in western societies, as shown by changing attitudes, secularisation (or not), rising divorce and cohabitation rates, falling birth rates, growing life expectancy, greater ethnic diversity within cultures perhaps caused by migration. There will also be a sustained and well-informed assessment of family types to be found in different societies, such as changing attitudes to cohabitation and single-sex partnerships, compared with the experience of the majority which may include a period in a 'traditional' family.

At 19 or 20 marks, this assessment will be a discussion of the main sociological theories, such as the New Right (that there is a 'preferred' type of family which is a traditional nuclear family that is still to be found in most societies) as opposed to the post-modernist and feminist thinkers, who argue that a family is what people choose it to be. Sociological theory and evidence may still mainly be by juxtaposition.

To score 22 to 25 marks, there might be a more balanced assessment or evaluation of the question considering the continued existence of patriarchy in societies and other factors, such as class and tradition, that restrict people's choice. Another way of gaining the highest level would be to compare the family forms to be found in specific societies to highlight how family structures can be both the same and different. Answers which explore the concepts of convergence and divergence are likely to be at this level. There should also be a well-reasoned conclusion to gain full marks, which may draw attention to the global trend of convergence in diversity in that diverse family forms are a growing trend in all societies. (19–25 marks)