

Paper 1: Generic Mark Scheme

Note: My goal here is to give you a run down of how AICE Papers are scored. I am using Paper 1 from March 2019 as a reference. The Paper component is in black font. My commentary is in red. Cambridge's Mark Scheme is in Blue and will also have funny spellings.

My process was to look at the questions first without reference to the Cambridge Mark Scheme and offer some advice as to how I would approach the questions. I then went back and took a look at what Cambridge had to say.

I also made it a point to use the Magic Box that I showed you in the beginning of the year and offer some variations of how I use this organizing tactic. You'll find I use it differently each time. There is no one rule.

Section A

Question 1

The first question is always what is called a "Data Question". Cambridge will provide you with two short paragraphs that explain some sociological facts. Here is an example out of Paper 1 from March 2019:

All family members have roles. The roles of parent and child are found in all societies. However, what these roles mean may vary between societies and has changed over time. Factors such as social class can affect the experience of childhood within a specific group or society. Culture can also influence family roles and kinship relationships. For example, changing social attitudes have led to families becoming more child-centred in some societies. In the child-centred family, children have greater significance and fewer responsibilities than in earlier times.

Demographic changes also influence family roles. Increased life expectancy means that many grandparents and grandchildren are now able to have a relationship that would not have been possible in the past.

(a) is always a "Define" question. It is worth two points. Don't spend too much time on. All Cambridge wants is for you to define the term clearly and completely. If you do not know the definition...fake it. Use your context clues and write something. If you come close, the reader may give you a point.

(a) Define the term kinship.

[2]

Here's the Mark Scheme

1 Point for a partial definition such as "people who are related/family."

2 Points for a clear and accurate definition such as "family relationships based on biology, affinity or law that form distinctive patterns and networks where members may feel a special bond and responsibility for other kin."

You can give a definition and an example, but you cannot just give an example. If you answer only, “The Nayar family arrangement between mothers and their children’s uncles is an example,” this will not get you the point unless you add “...because it is a family relationship based on...”

On Classroom and on the website you will find a list of [vocabulary](#) words for Paper 1. Learn them!

(b) is always a describe question. It is worth four points. They are almost always “Describe TWO ways...” questions. The reader is looking for you describe and develop each.

(b) Describe two ways in which the roles of parents may vary between societies. [4]

Here’s the Mark Scheme

1 Point for one definition such as “In Industrial societies, parental roles are defined by men performing instrumental tasks and women performing expressive tasks.”

2 Points for one definition that is developed and elaborated such as “In Industrial societies, parental roles are defined by men performing instrumental tasks and women performing expressive tasks. This arises from the necessity of men ‘going to work’ outside of the household while women are expected to remain at home to take care of young children and the household.” **It would be a nice touch to include** “Talcott Parsons referred to this a Gendered Division of Labor” **or** “However, this was based on Middle and Upper Middle-Class Standards that diffused through the social strata.” **The latter part is not necessary to get you the two points.**

3 Points for two definitions one of which is developed and elaborated such as “In Industrial societies, parental roles are defined by men performing instrumental tasks and women performing expressive tasks. This arises from the necessity of men ‘going to work’ outside of the household while women are expected to remain at home to take care of young children and the household. In postindustrial societies, however (here you are demonstrating that you are making the comparison, you are explaining the ‘vary’ part of the prompt) the roles of parents are more flexible.” **Ah, but you stopped there. You need to elaborate. You need a “because...”**

4 Points for two developed and elaborated definitions such as “In Industrial societies, parental roles are defined by men performing instrumental tasks and women performing expressive tasks. This arises from the necessity of men ‘going to work’ outside of the household while women are expected to remain at home to take care of young children and the household. In postindustrial societies, however, the roles of parents are more flexible because families are more diverse and tend to be more child-centered and women are more likely to work outside of the household as well as men.”

There’s your four pointer.

Some other variations may include any of the following:

- Religious practices
- Gender expectations
- Providing education/length of education
- Financial support/length of financial support

- Attitudes to safeguarding
 - Child centred parents
 - Family practices
 - Any other acceptable way
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(c) is going to ask you to explain something. It is worth eight points. They are either going to ask you to “explain why” or “explain the view”. They are not asking you to take a position. They are not asking you to prove one thing over another. You don’t have to consider whether or not a particular perspective is more valid than another. If they ask, “explain the Marxist position that...” just explain it. You do not have to get into whether or not it is right or wrong or there’s a better way to understand whatever it is they are asking. If they are asking about a theory, however, it’s not a bad idea to explain the strengths and weaknesses of that theory related to whatever they are asking about.

(c) Explain why families have become more child-centred in some societies. [8]

Okay, so you have a couple of things going on here. When I read this I see a couple of elements. I see that I have to explain why families have become more child-centered (English/American Translation), but I want to specify what society I’m talking about. In this case I would specify postindustrial societies or contemporary western societies. Cambridge didn’t ask. It just said “some societies.” Too vague. I don’t like that.

Assume that the prompt is valid at face value. You are trying to explain why families ARE more child-centered, not whether or not they are child centered.

Here’s the Mark Scheme according to Cambridge:

0–4 Points Answers at this level are likely to show only limited appreciation of the issues raised in the question.

Lower in the level (1–2 Points), a simple response (e.g. stating that “parents love children more”) with no development.

Higher in the level (3–4 Points), a few limited observations (such as childhood is longer, falling birth rate or more protected), but with little depth in the explanations offered and the answer may rely on description rather than explanation.

Answers which implicitly link to research or methods may reach the top of the level.

5–8 Points 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** concentrating on why families have become more child-centred.

Lower in the level (5–6 Points), a sound account of why families have become more child-centred in some societies, which is lacking in either breadth or depth, perhaps with some reliance on material in the stem.

Higher in the level (7–8 marks), the explanation will be developed and well-informed. There will be a detailed account of why families have become more child-centred in some societies and there may be good use of **examples** to illustrate points made. 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**. This question asks candidates to ‘explain’ therefore there is no requirement for assessment.

Other Points that can be included:

- Changing views about children’s rights, e.g. UN Convention on the Rights of the Child.
- The implications of religious changes.
- Changing economic circumstances and laws restricting child labour.
- Introduction of compulsory education and dependency.
- Increasing state focus on child protection/social services.
- Government policy influencing family size.
- Changing concept of childhood.
- Implications of divorce and the permanence of the child parent relationship in a fluid society.
- Helicopter parents.
- Any other acceptable reason.

Notice what is necessary for the higher points: Theory, studies or concepts; Examples; Two to three points with detailed development. For this question, you want to make an outline. I would suggest using a variation of the Magic Box that looks like this:

Theory, Study, Concept:	Point 1 Example
Point 2 Example	Point 3 Example

(d) is always going to be an assess question. It is worth 11 points. This is the one that requires you to use your higher order thinking. Think of it as “essayish.”

(d) Assess the view that social class is the main factor affecting the experience of childhood. [11]

So here’s my metathinking as I read this prompt. It’s asking me to “Assess” this statement. Okay, so I’m going to ask myself “Is social class the main factor affecting the experience of childhood?” I’ve also got a question here that is being begged, but not expressed. In this case, it is the “affecting the experience of childhood” part. I’m asking myself, affecting in what ways? So I may start by brainstorming what ways social class affects the experience of childhood. Then I’m going to brainstorm different factors that affect the experience of childhood. I’m in a hurry, so I may set up my magic box like this.

<p>Factor 1: Social Class</p> <p>Affects</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Theory: Marx Dialectic</p>	<p>Factor 2: Race/Ethnicity</p> <p>Affects</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Theory: Dubois Dual Identity</p>
<p>Factor 3: Family Structure (one parent, two parent)</p> <p>Affects</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Theory: Neo-Functionalism</p>	<p>Factor 4: Gender</p> <p>Affects</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Theory: Feminism</p>

At this point I'm asking myself which one, if any is the "main" factor affecting the experience of children. It does not matter what position you take. Your thesis is that "it is the main factor because..." or "it is not the main factor because..."

Here's how Cambridge breaks down the points.

0–4 Points Answers at this level are likely to show only limited appreciation of the issues raised in the question. Some may be assertive descriptions of childhood.

Lower in the level (1–2 marks), a simple answer (e.g. upper class children go to expensive schools); answers may describe different families and their children rather than focus on social class.

Higher in the level (3–4 marks), general descriptions (e.g. of the toys different children may have in different social groups). Other top of the level answers may argue that all children are treated the same (i.e. are cared for) with little or no reference to the question. 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 dated, misplaced or inaccurate.

5–8 Points Answers at this level show some sociological knowledge and understanding of the question.

Lower in the level (5–6 marks), a simplistic description (e.g. of expectations/obligations placed on children by parents).

Higher in the level (7–8 marks), a more detailed account (e.g. of the way in which social class or wealth can result in differences between children or how another factor such as gender is a powerful determinant of social expectations regardless of social class). Answers at this level are likely to be supported by references to writers such as Postman.

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**. Answers in this level

should **address both sides of the debate** by showing how social class and another factor influence childhood but this will be descriptive. A one-sided answer that is done very well, could also gain up to 8 marks.

9–11 Points Answers at this level **must achieve three things**: 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**.

Lower in the level (9–10 marks), the assessment may be based on a **comparison** of the effects of social class on childhood directly compared to **at least one other factor** such as gender or ethnicity and its influence on the experience of childhood. Alternatively, answers may be confined to just one or two explicitly evaluative points.

At the top of the level (11 marks), the view that the social class of the family is the most important influence on roles/life chances/opportunities for both sons and daughters will be evaluated explicitly and in some depth and/or with wider range of explicitly evaluative points. The view that the social class of the family is the most significant influence on the roles of children should be directly addressed, most likely through cross-cultural comparisons and through a discussion of key concepts such as social position/patriarchy. Some answers may note that in many societies social status may change but gender/ethnicity is fixed and has a lifetime influence on individuals' experiences.

Points that can be included: (Notice Cambridge includes the names of theories and researchers. Always always always good to name drop if you can)

- Class (social position) and its influence on life chances.
- Impact of culture/religion on opportunities e.g. education limited to sons.
- Adult control of children by time, space and body (Pilcher) Brannen and Oakley and control of Asian daughters by parents.
- Parenting styles (Lareau).
- Hartley and the four processes of gender socialisation.
- Cross-cultural comparisons such as that of Hetch, Malinowski and Song.
- Social status may change but gender/ethnicity is fixed.
- Childhood influenced by culture as opposed to biology.

Concepts which may be referred to: Gender, equal opportunities, patriarchy, religion, globalisation, social control, deferred/immediate gratification, bedroom culture.

Section B

This is where you are going to see your long essay prompts. You will be given two prompts. You must choose one of them and use your Long Essay Formats to answer. It is worth a big, twenty-five freakin' points, so get this one right! No pressure! This means you must include a Thesis and you must address some argument in sociology, which means approaching the topic from at least two theories or perspectives. This example comes from the same exam as Section A. It is always going to be an Explain and assess question, so you are expected to evaluate. In other words, you must take a position and you

must support that position with sound sociological theory and evidence. You must also address any counter-theories (antitheses) and explain why your thesis is stronger.

Question 2

Explain and assess the view that the main function of the family is to reproduce the workforce.

Wow! Okay. There's a lot going on in this prompt with just a few words. So I'm looking at this in two ways. On one hand, it uses the word "function" so I'm automatically thinking Functionalism and Parsons' Irreducible Functions of the Family. On the other hand, there's seems to be a cynical element to the question about family mainly reproducing the workforce. That leads me to thinking Marxism. But as I'm brainstorming these functions, I'm also thinking about postmodernism that suggests that the function of family isn't structural at all, but rather emotional and individual.

So, boom! I have my Magic Box that looks something like this

<p>Functionalism: Parsons Irreducible Functions</p> <ol style="list-style-type: none"> 1. Primary Socialization 2. Stability (Warm Bath) <p>Confirms Prompt: Primary socialization and stability do, in fact, contribute to producing a stable and reliable work force.</p> <p>Contradicts Prompt: But that's a secondary function that happens to overlap, not the main function.</p>	<p>Marxism: Engels, Althusser, Bourdieu</p> <ol style="list-style-type: none"> 1. The family reproduces and reinforces capitalism (Engels) 2. The family serves as an ideological state apparatus (Althusser) 3. Cultural Capital: Lower class families prep children for obedience in the workforce. Upper class preps for dominance over the workforce (Bourdieu) <p>Confirms Prompt: Class based socialization.</p> <p>Contradicts Prompt: Another possible function in the Marxist sense would be as consumers (postmodernism) and Gender Stratification (Marxist Feminism)</p>
<p>Postmodernism: Emotional fulfillment</p> <ol style="list-style-type: none"> 1. Function is personal, not structural 2. Overlaps with consumerism...fulfillment through purchasing goods. <p>Confirms Prompt: Earning a living and developing a career/profession overlaps with the family function of self-fulfillment</p> <p>Contradicts Prompt: But again, it's a secondary function, not a main function</p>	<p>Thesis 1: The main function of the family is to reproduce the workforce</p> <ul style="list-style-type: none"> • Best Support from Marxism <div style="border: 2px solid red; padding: 5px;"> <p>Thesis 2: Reproduction of the workforce is not the main function of the family</p> <ul style="list-style-type: none"> • Best Supported by Functionalism and Postmodernism </div>

That's how I'm seeing it. I would make my primary theory Postmodernism (because that's just me). My secondary support would be Functionalism. Marxism would constitute my antithesis. I would conclude that my thesis is correct because it is supported from multiple perspectives.

Let's see how Cambridge breaks this down.

0–6 Points 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.

Lower in the level (1–3 Points), one or two simple points based on assertion or common sense (e.g. stating that families produce children who work).

Higher in the level (4–6 Points), 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 without families there would be no work force so it has to be important or answers which reject the proposition in favour of another function).

7–12 Points 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 some understanding of the **Marxist nature of the view**. At this level, answers are likely to be one-sided, but may reference both sides of the debate albeit with little use of sociological theories, studies or concepts.

Lower in the level (7–9 Points), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. an outline of the Marxist view that the main function of the family is ideological conditioning, the feminist argument that the main function of the family is to reproduce patriarchy or a functionalist argument that the main function of the family is to maintain social solidarity).

Higher in the level (10–12 Points), a narrow range of developed points or a wider range of underdeveloped points.

13–18 Points 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 requirement for assessment at this level although it may be present. Answers should include **some accurate use of sociological theory, studies or concepts**.

Lower in the level (13–15 Points), 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.

Higher in the level (16–18 Points), answers will use a **wide range of relevant knowledge, including concepts and/or theory**, and include some well-developed points. Relevant knowledge could include the work of Zaretsky and the development of the privatised family supporting capitalism. Other answers may discuss the functions of the family in terms of socialisation and stabilisation of adult personality.

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.

19–25 Points Answers at this level must achieve three things:

- 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.

Answers in this level are likely to provide an excellent account/assessment of the functions of the family as seen from a **range of theories** and may also discuss the **strengths and limitations of these theories**. There will be clear assessment of the view in the question (for example by discussing the **problems involved in trying to identify a main function**).

Lower in the level (19–21 Points), 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.

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. There is likely to be a well-formulated conclusion.

Points that can be included:

- Marxist views of the role and function of the family in capitalist societies.
- Neo-Marxism and hegemony.
- Functionalist views of the family as a means of creating social solidarity.
- Feminist views of the family as a means of perpetuating the power of men.
- Postmodernist critique of structuralist views of the family in the light of family fragmentation.
- Arguments that functionalist view of stabilisation of the adult personality results in a well-regulated workforce.

Concepts that could be referred to: ideological conditioning, socialisation, social cohesion, value consensus, patriarchy, family of choice, ideological state apparatus, core/peripheral functions, particularistic/universal values.

Question 3

If you don't like Question 2, you can opt to answer Question 3. Remember, in Part B you are choosing one prompt. You do not have to complete both prompts.

'Improved employment opportunities for females are the reason divorce rates have increased in modern industrial societies.' Explain and assess this view.

All right, in many regards this may be the easiest question of the two. On the other hand, the standards for handling it well may be setting the bar higher than for Question 2. It's hard to tell. Right off the bat, however, you should have noticed the glaring tell in this prompt "...are **THE** reason..." If you have learned nothing else from the study of sociology, you should have learned that single factors are almost always not comprehensive explanations for social phenomena. Social phenomena almost always have multiple factors and connections to many historical, political, economic, structural, cultural, and/or individual forces intertwined. In other words, "it's complicated." Whenever someone comes at you with **THE** explanation for anything, they are almost certainly wrong.

So, I've pretty much already got my thesis in my head. "Improved employment opportunities for women may be one reason divorce rates have increased in modern industrial societies, but it is not the only reason." The trick is to find the theory that backs this up.

I may set up my Magic Box like this:

<p>Improved Employment Opportunities: Supports</p> <ol style="list-style-type: none"> 1. Liberal Feminism: Laws and regulations allowing women to enter the workforce and participate in a greater array of careers. 2. Narrowing of the pay gap 3. Women are more likely to be financially independent. 	<p>Cultural Opportunities Supports</p> <ol style="list-style-type: none"> 1. Liberal Feminism: Divorce is no longer stigmatized 2. Postmodernism: Families are less economically based and more centered on personal fulfillment. Confluent Love 3. Radical Feminism: Patriarchal power arrangements now subject to moral and legal sanction: Domestic abuse
<p>Legal Opportunities:</p> <ol style="list-style-type: none"> 1. Liberal Feminism: Laws have changed to make divorce possible 2. More women file for divorce than do men 	<p>Breakdown of the Traditional Family Supports</p> <ol style="list-style-type: none"> 1. Neo-Functionalism: Traditional functions of the family can now be satisfied through other means. 2. New Right: Divorce constitutes a breakdown of traditional marriage and, therefore, a threat to the larger society

That's my set up. In this case, I would use Liberal Feminism as the foundation of my argument with Radical Feminism and Postmodernism as my supports. Neo-Functionalism and the New Right may offer a different point of view, but does not contradict my thesis. Therefore, I can feel pretty confident that my thesis is strong.

Let's take a look at how Cambridge breaks this down.

0–6 Points 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.

Lower in the level (1–3 Points), one or two simple points based on assertion or common sense (e.g. now women can work they no longer need to rely on men).

Higher in the level (4–6 Points), 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 less dependence means women don't stay in marriages that are not successful or ones that assert it isn't economic power but the legal changes that have allowed the rate to rise).

7–12 Points 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 economic power is only one enabling factor. At this level, answers are likely to be one-sided, but may reference both sides of the debate albeit with little use of sociological theories, studies or concepts.

Lower in the level (7–9 Points), a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. that economic power helps but without legal changes divorce can't happen).

Higher in the level (10–12 Points), a narrow range of developed points or a wider range of underdeveloped points.

13–18 Points 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 requirement for assessment at this level although it may be present. Answers should include some **accurate use of sociological theory, studies or concepts**.

Lower in the level (13–15 Points), 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.

Higher in the level (16–18 Points), answers will use a **wide range of relevant knowledge**, including **concepts and/or theory**, and include some well-developed points. Relevant knowledge could include an exploration of the changing social position of women. Other answers may discuss the impact of secularization (**ooh! Good one. I didn't include that in my Magic Box, but I wish I had**) and the reduction of stigma in relation to divorce in some societies.

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.

19–25 Points Answers at this level **must achieve three things**:

- 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.

Answers in this level are likely to provide an excellent account/assessment of the way **feminist theory** has accounted for the change in female expectations and the changing ability of some men to support family life and may also discuss the way in which marriage rates have also been influenced as part of a similar trend. There will be clear assessment of the view in the question (for example by **discussing the problems involved in trying to identify a main cause**).

Lower in the level (19–21 Points), 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.

Higher in the level (22–25 Points), there will be sustained assessment and the points offered will be explicit and well-directed towards the question.

There is likely to be a well-formulated conclusion.

Points that can be included:

- Some analysis of divorce rates and the opportunities to end marriage in different societies.
- Female education/employment and their links to ending dependency.
- Other reasons for changing rates related to social change, social expectations and falling male wages.
- Cross-cultural comparisons.

Concepts that could be referred to: secularisation, confluent love, romantic love, fertility rates, legal aid, welfare state, stigma, contradictions of capitalism, feminism, warm bath theory, forced marriage, dual/triple burden.