Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/21**

Paper 2 The Family **May/June 2023**

MARK SCHEME

Maximum Mark: 60

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Using the mark scheme

Some of the questions are marked using a point-based system, awarding marks for specific points and accumulating a total mark by adding points.

Some of the questions are marked using level of response. For these, the level description represents performance **at the top of the level.**

For levels of response marking you should:

- award a mark at the top of the level if all criteria in the level are met.
- consider the level descriptions across the full range, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category!
- award marks on a 'best-fit' basis; thus, compensation between higher and lower achievement for different criteria is acceptable.

For Question 4 and Question 5, award a mark for each assessment objective separately, using the level descriptions.

In some cases, candidates may provide a response which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

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Question	Answer	Marks
1	**Describe <u>two</u> ways children are protected from adult life.** **Indicative content** • Age based laws restricting certain 'adult' behaviours e.g. drinking alcohol, sexual activity, getting married – maintain healthy childhood unaffected by problems these can cause. • Compulsory education – delays pressures of being a part of the workforce. • Child labour laws – prevents a child from being exposed to the exploitation of employment/limit the hours they can work preventing full time employment. • Adult themed TV shows shown after a certain time at night / Adult themed websites requiring proof of age / parental controls on media access – prevent children from accessing potentially harmful material. • Welfare system providing financial support – helps to protect children from pressures of poverty/provision of shelter to prevent homelessness. • Parental censorship – parents may not talk about adult issues such as violent crime, drugs etc. in front of the child to protect them possibly disturbing adult themes. • Helicopter/snowplough parenting – protect from the harsh realities of adult life e.g. failure. • Children given more protective rights e.g. UN Convention on children – Governments must protect children from adult experiences such as labour, poor health and environment. • Provision of food/clothes/home etc. – children do not need to worry about the economic aspects of adult life e.g. working, paying bills etc. • Parental control of children's bodies e.g. controlling what girls can wear to prevent them being sexualised/experiencing sexual harassment/changing their bodies e.g. piercings/tattoos. • Parents placing restrictions on what they can do/where they can go – protect children from exposure to potentially dangerous adult activities/environments. • Any other appropriate way. Reward a maximum of **two ways**. For each way, up to 2 marks are available: 1 mark for identifying a way 1 mark for describing how the way protects children from adult life. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways family life can be harmful for some members.** **Indicative content** • Domestic violence against members • Child sexual abuse. • Children in general can experience overprotective restrictions on their autonomy/girls experience stricter controls and fewer freedoms than boys (McRobbie) • Expectations parents place on children e.g. to perform well at school – can create psychological ill health. • Patriarchal oppression of women / suppression of women's freedoms / ambitions. • Exploitation of women in supporting capitalism • Physical / emotional neglect. • The over burden of women/triple shift – lead to exhaustion. • Lack of appropriate primary socialisation – children may grow up dysfunctional/unable to fit in to society. • Women have little power in the family due as men tend to be the breadwinner – this leaves women dependent upon men & could lead to violence as men exert control and dominance. • Expectations of masculinity/male gender roles – restriction of men to breadwinner role potentially denies them opportunity to spend quality time bonding with children/having quality relationship. • Families who experience divorce/family breakdown can often leave children affected emotionally / psychologically. • Traditional/Conservative/religious families may be unaccepting of non hetero normative relationship types/gender non-conforming bodies – may lead to rejection/abuse/trauma. • Any other appropriate way. For this question, use of sociological material is likely to be demonstrated through references to sociologists e.g. McRobbie, Greer, Benston, Cheal, Giddens and concepts such as patriarchy, capitalism, gendered norms, toxic masculinity etc. Reward a maximum of **two ways**. Up to 4 marks are available for each way. 1 mark for making a point / giving a way (e.g. victims of domestic violence). 1 mark for explaining that point (e.g. love can often turn into hate in intense emotional circumstances, resulting in lashing out). 1 mark for selecting relevant sociological material (e.g. Cheal / Giddens). 1 mark for explaining how the material supports the point (e.g. the growing isolation of the nuclear family from extended kin may be increasing the intensity and occurrence of violence). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of radical feminist views of the family.** **Indicative content** Strengths • Has challenged gendered norms and highlighted some important features of female oppression in the family. • Recognises that changes in law/policies are not enough and that underlying patriarchal ideology needs eradicating if women are to be freed from male dominance in the family. • Highlights the inequalities of power that take place within the family due to patriarchy. • Has raised awareness of the extent of domestic violence women experience. • May be now more realistically possible to introduce due to advancements in technology e.g. IVF, surrogacy etc. for lesbian couples. • Any other appropriate strength. Limitations • Over two thirds of divorces are initiated by women indicating that women can and do leave unhappy or exploitative marriages. • What is seen as oppression and inequality may actually be the result of women exercising free choice/there are those women that want to be in a domestic role within a nuclear family (Hakim / Rational Choice theory). • Assumes women's actions are shaped and dictated by patriarchy - ignores the idea that women are individuals that make choices about family life and relationships. • Exaggerates the prevalence of negative experiences for females in the family e.g. domestic violence. • Their extreme views of men in families as the enemy are divisive. • Ambitions not achievable – would require the active acceptance of men to abandon their own interests/patriarchal dominance. • Outdated/irrelevant – does not take into account the progress towards gender equality in the family (Somerville / liberal feminist criticisms). • Over emphasises the nuclear family, neglecting the diversity of family arrangements in which women's roles are not all the same. • Extreme and unrealistic – Its approach to achieving removal of patriarchy e.g. baby strike is unlikely to ever be achievable. • Biologically deterministic – blames female inequality in the family on their ability to reproduce, failing to consider other causes e.g. capitalism. • Any other appropriate limitation. Reward a maximum of **one strength**. For this strength, up to 3 marks are available: 1 mark for identifying a strength of radical feminism (e.g. has challenged gendered norms that perpetuate female oppression).	**6**

Question	Answer	Marks
2(b)	1 mark for explaining why radical feminism has this strength (e.g. brings attention to the role of patriarchy in creating female exploitation in the family). 1 mark for explaining why it is a strength (e.g. this has led to important policy changes in addressing problems such as domestic violence). (1 × 3 marks) Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of radical feminism (e.g. over two thirds of divorces are initiated by women indicating that women can and do leave unhappy or exploitative marriages) 1 mark for explaining why radical feminism has this limitation (e.g. it assumes women are inevitably oppressed and subordinate to men, trapped in the marriage) 1 mark for explaining why it is a limitation (e.g. fails to recognise the growing independence of women meaning they do not need to rely on a husband for financial support). (1 × 3 marks)	

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Question	Answer	Marks
3(a)	**'The nuclear family is the dominant family structure.'** **Explain this view.** **Indicative content** • Nuclear family is the foundation of most other family types. • It remains the most popular/common. • Most adults still marry and have children (Chester). • Extent of family diversity exaggerated – most people don't live in alternative family types for long. • Majority of children still raised by their natural married parents in a nuclear family. • Examples of cultural/religious importance of marriage/nuclear family remains in non-western societies. • Examples of government policies that continue to promote the nuclear family/discourage diversity in favour of the nuclear family. • Nuclear family has simply adapted to become dual earner/neo-conventional nuclear family. • Most people will experience a nuclear family at some point (Chester). • The universality of the nuclear family (Murdock). • Success of capitalism/industrialism is built upon the nuclear family, and as capitalism/industrialism shows no sign of declining means the nuclear family must still be the dominant family form. • Nuclear family remains a common representation of family in media in some societies. • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that the nuclear family is the dominant family structure. The response contains two clear and developed points. • Sociological materials such as concepts, theories and evidence, will be used to support both points. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 4–7 marks** • Some knowledge and understanding of the view that the nuclear family is the dominant family structure. The response contains one clear and developed point and one relevant but underdeveloped point. • Sociological material is used to support at least one point. The material selected is appropriate but not clearly focused on the question or its relevance is not made clear. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that the nuclear family is the dominant family structure. The response contains one relevant but underdeveloped point and one (or more) point/s related to the general topic rather than the specific question. • Any supporting material lacks focus on the specific question.	**10**

Question	Answer	Marks
3(a)	**Level 0: 0 marks** • No response worthy of credit.	
3(b)	**'The nuclear family is the dominant family structure.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Statistical growth in other family types (e.g. lone parent, same sex)/decline in the numbers of nuclear family shows the nuclear family is no longer the dominant family type. • Traditional concept of family has changed to include notion of 'personal life'/anyone you wish to include e.g. friends (Smart). • Changing patterns of marriage and divorce – reflects less importance placed on being in a nuclear family. • Women's changing aspirations e.g. career focus – more inclined to reject marriage/nuclear family resulting in growth of singletons, cohabitation, childless couples. • Questionable whether nuclear family has ever been prominent anyway. • Increased representation of diversity in media (especially divorce, LGBTQ+ families). • Influence of secularisation – traditional views on marriage and family relationships have declined, leading to greater freedom to form family types that aren't nuclear. • Any other appropriate point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that the nuclear family is the dominant family structure. Sociological material, such as concepts, theories and evidence, is used to support the argument. • The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that the nuclear family is the dominant family structure. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that the nuclear family is the dominant family structure, which is undeveloped or lacking clarity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**6**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Evaluate the view that grandparents play a positive role in the family.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Elderly grandparents often play important role in unpaid childcare so both parents can be in employment.
• Cross cultural examples of grandparents filling the ‘parenting gap’, e.g. China and Philippines meaning they fulfil a vital parenting role.
• Elderly grandparents act as an important bridge to the past for grandchildren (Ross et al.).
• Grandparents can often provide qualitative enriching socialisation of children.
• Increased life expectancy means grandparents active for longer and can engage with wider kin socially and economically.
• Grandparents may help financially with family expenses.
• In some cultures, the eldest male has the role of wise head of the family.
• Can act as mediator between parents and children or confidant to the grandchildren as more likely to open up to them.
• Any other appropriate point.</td><td>• Caring for elderly relatives / grandparents can mean more financial hardship on family which may negatively affect how they are viewed.
• Dependent elderly relatives can be an emotional / physical burden on women / daughters in the family.
• Increased divorce rates mean grandparents may lose contact with grandchildren and therefore not influential in their lives.
• Western culture can often lead to ageism and negative views towards the elderly.
• Extended families are often dispersed over geographical distances meaning they are not able to provide regular help and are less involved.
• Outdated/traditional views – may cause conflict as possibly seen as contradicting parents’ own views/may be seen as over stepping role boundaries.
• Some elderly grandparents may be too infirm/immobile to be able to provide any form of physical labour e.g. childcare.</td></tr>
</table></td><td>26</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td></td><td></td><td>• Any other appropriate point.</td></tr>
<tr><td>Research evidence</td><td>Brannen, Ross et al, Chester, Foster (‘Villains’), Phillipson and Downs, O’Brien and Jones</td><td>Feminism, Healey and Yarrow, Marxism, Marxism, feminism</td></tr>
<tr><td>Additional concepts</td><td>Beanpole family, dual earner family, third age grandparents</td><td>Dependency ratio, sandwich carers, elder abuse</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

Levels of response for Question 4

The maximum mark for Question 4 is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that grandparents play a positive role in the family. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	**7–8**
3	• Reasonable knowledge and understanding of the view that grandparents play a positive role in the family. • The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	**5–6**
2	• Basic knowledge and understanding of the view that grandparents play a positive role in the family. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	**3–4**
1	• Limited knowledge and understanding of the view that grandparents play a positive role in the family. • The response contains only assertive points or common-sense observations.	**1–2**
0	• No knowledge and understanding worthy of credit.	**0**

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Level	AO2: Interpretation and Application	Marks
4	• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.	**7–8**
3	• The material selected will be accurate and relevant but lacks either some development or clear application to the question.	**5–6**
2	• The material selected is relevant to the question but is not applied accurately or has limited development.	**3–4**
1	• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	**1–2**
0	• No interpretation and application worthy of credit.	**0**

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that grandparents play a positive role in the family. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that grandparents play a positive role in the family. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that grandparents do **not** play a positive role in the family.	**7–8**
3	• Some analysis/evaluation of the view that grandparents play a positive role in the family. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that grandparents do **not** play a positive role in the family.	**5–6**
2	• Basic analysis/evaluation of the view that grandparents play a positive role in the family. • There is an attempt to consider more than one side of the debate or one simple point suggesting that grandparents do **not** play a positive role in the family.	**3–4**
1	• Limited analysis/evaluation of the view that grandparents play a positive role in the family. • Any analysis or evaluation is incidental, confused or simply assertive.	**1–2**
0	• No analysis and evaluation worthy of credit.	**0**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>

Evaluate the view that the main role of the family is to serve the needs of capitalism.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>

- Family as an ideological agency / transmits dominant ideology that benefits capitalism.
- Reproduces workforce/replaces dead workers – produces and raises children to be the next generation of workers for the capitalists.
- Acts as a unit of consumption/ women and children targeted by advertisers – promotes conspicuous consumption that generates profits.
- Family acts as a sponge absorbing the anger of the worker, preventing rebellion against the system/acts as a warm bath to de-stress the breadwinner so he returns to work.
- Responsibilities of family ensure workers don't strike, maintaining the economic system.
- Recreates class inequalities – perpetuates false class consciousness.
- Monogamous nuclear family formed to allow the bourgeois to pass down wealth to an heir – this kept the wealth in the hands of the rich leaving the proletariat to remain poor/the rich stay rich.

</td><td>

- Family functions to benefit all its members e.g. emotional/physical care.
- Family functions for the greater good of society e.g. reproduction to ensure flow of workers.
- Families serve the needs of patriarchy before capitalism – women in the family serve the needs of men e.g. act as a warm bath.
- Family meets individual needs.
- Too deterministic in explaining the role of the family – the family and its dynamics are too complex to simplify down to a main role.
- Post-modernism rejects grand narratives that seek to explain the family.
- Any other appropriate point.

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</td><td>**26**</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td></td><td>• Any other appropriate point.</td><td></td></tr>
<tr><td>Research evidence</td><td>Marxism, Althusser, Engels, Zaretsky, Marxist feminism, Benston, Ansley,</td><td>Functionalism, Murdock, Parsons, radical feminism, Greer, post-modernism,</td></tr>
<tr><td>Additional concepts</td><td>Capitalism, bourgeoisie, proletariat, ruling class ideology, ideological state apparatus, false class consciousness, myth of meritocracy, alienation, unit of production, nuclear family, pester power, reserve army of labour,</td><td>Irreducible functions, organic analogy, functional fit, patriarchy, choice, individualisation, negotiated family, warm bath theory, primary socialisation,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

Levels of response for Question 5
The maximum mark for Question 5 is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that the main role of the family is to serve the needs of capitalism. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	**7–8**
3	• Reasonable knowledge and understanding of the view that the main role of the family is to serve the needs of capitalism. • The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	**5–6**
2	• Basic knowledge and understanding of the view that the main role of the family is to serve the needs of capitalism. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	**3-4**
1	• Limited knowledge and understanding of the view that the main role of the family is to serve the needs of capitalism. • The response contains only assertive points or common-sense observations.	**1-2**
0	• No knowledge and understanding worthy of credit.	**0**

Level	AO2: Interpretation and Application	Marks
4	• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.	**7–8**
3	• The material selected will be accurate and relevant but lacks either some development or clear application to the question.	**5–6**
2	• The material selected is relevant to the question but is not applied accurately or has limited development.	**3–4**
1	• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	**1–2**
0	• No interpretation and application worthy of credit.	**0**

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that the main role of the family is to serve the needs of capitalism. • The evaluation is clear, explicit and sustained.	**9–10**
4	• Good analysis/evaluation of the view that the main role of the family is to serve the needs of capitalism. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments suggesting that the main role of the family is **not** necessarily to serve the needs of capitalism.	**7–8**
3	• Some analysis/evaluation of the view that the main role of the family is to serve the needs of capitalism. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that the main role of the family is **not** necessarily to serve the needs of capitalism.	**5–6**
2	• Basic analysis/evaluation of the view that the main role of the family is to serve the needs of capitalism. • There is an attempt to consider more than one side of the debate or one simple point suggesting that the main role of the family is **not** necessarily to serve the needs of capitalism.	**3–4**
1	• Limited analysis/evaluation of the view that the main role of the family is to serve the needs of capitalism. • Any analysis or evaluation is incidental, confused or simply assertive.	**1–2**
0	• No analysis and evaluation worthy of credit.	**0**

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