CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/21**

Paper 2 The Family **May/June 2024**

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 2024 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 descriptions 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 mark scheme.
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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Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
E1	Explanation of the point
E2	Explanation of how the material supports the point
EXP	Development / description of the point.
EVAL	Evaluation point
DEV	Developed point
GEN	General point using sociological material but applied to the question
IR	Point is irrelevant to the question
J	Juxtaposition of point
M	Material used to support the point
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited
	Incorrect response
	Irrelevant material
	On page comment

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Annotation	Meaning
	Off page comment
	Identification of a point

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Question	Answer	Marks
1	**Describe <u>two</u> ways fatherhood is different today than in the past.** **Indicative content** • Development of 'New Man' – fathers have become more active in the daily childcare/upbringing and nurturing of the child. • Increase in 'New Dad'/'Super Dad' – fathers have changed their work lives to spend more time with the children. • More likely to attend the birth of their children compared to own fathers. • Distinction between fatherhood and motherhood has become less clear – fathers are increasingly adopting roles traditionally expected of mothers. • Increase in stay-at-home fathers – fathers no longer undertaking the traditional role of breadwinner. • Fathers today have become more emotionally involved with their children, unlike their own fathers who tended to be emotionally distant. • Fatherhood no longer considered solely in terms of breadwinner/main earner/increase in those possibly experiencing dual burden, triple shift normally associated with the mother. • Changing social attitudes towards traditional authoritarian role of father/more egalitarian relationship/use of violence to impose discipline on their children. • Laws introduced that have changed attitudes towards the father's participation in child rearing e.g. paternity leave. • Fathers less involved with the education/socialisation of their children as institutions e.g. schools now take this on. • Increase in same-sex families mean children can have two fathers/traditional father role can be adopted by a female. • Increase in male headed single-parent families – father adopts both the traditional instrumental and expressive roles/single-parent fathers are less stigmatised. • 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 fatherhood is different today. 1 mark for describing this way**.** (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways the family functions to benefit society.** **Indicative content** • Stabilises adult personalities/warm bath theory – ensures workers are in work and productive for the economy. • Socialises into society's common norms & values – teaches children acceptable behaviours/avoids deviant behaviours. • Ensures gender roles are carried out that are considered essential to social stability e.g. expressive, instrumental. • Acts as an agent of social control – polices behaviour of society's members to maintain value consensus. • Interrelates with other institutions e.g. education – ensure society operates smoothly. • Reproduction – ensure future population/provide future workforce to replace retired/deceased. • Supports the economy – unit of consumption/pays taxes. • Regulates sexual activity – keeps society more stable. • Acts as an ideological state apparatus – promotes capitalist/ruling-class values. • Benefits capitalist society by cushioning the breadwinner/acting as a safety valve – creates a focal point away from societies injustices and preventing strikes. • Any other appropriate response. For this question, use of sociological material is likely to be demonstrated through references to sociologists e.g. Parsons, Murdock, Althusser, and concepts such as 'organic analogy', conspicuous consumption, primary socialisation 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. stabilises the adult personality). • 1 mark for explaining that point (e.g. family acts to de-stress its members). • 1 mark for selecting relevant sociological material (e.g. Warm Bath theory). • 1 mark for explaining how the material supports the point (e.g. maintains a fit and healthy worker ensuring productivity in the workplace to maintain the economy). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of functionalist views of the family.** **Indicative content** Limitations • Ignores the exploitation of women/downplays the inequality between men & women – sees the gendered segregation of roles as natural rather than socially constructed to the detriment of women. • Ignores the harmful effects of the family e.g. the dark side/only focuses on the positives of family life/assumes the family is always a safe haven • Too deterministic e.g. that socialisation is a one-way process. • Assumes the family is beneficial for all of society e.g. promotes social solidarity, cohesion – Marxists would argue it only benefits the ruling-class/capitalism. • Limited relevance in post-modern societies – Ignores family diversity/idealises the nuclear as the only 'proper type of family'. • Outdated views of gendered roles – in postmodern societies, roles in the family have become less fixed and determined by gendered expectations. • Ethnocentric – biased towards a westernised white middle-class view of the family. • Ignores the impact of social class/patriarchy in creating oppression within families. • Any other appropriate limitation. Reward a maximum of **two limitations**. For each limitation, up to 3 marks are available: • 1 mark for identifying a limitation of functionalism (e.g. ignores exploitation of women) • 1 mark for describing why functionalism has this limitation (e.g. sees gendered division of labour as biological and therefore domestic labour undertaken by women is their natural role). • 1 mark for explaining why it is a limitation (e.g. liberal feminists argue such divisions are socially constructed and merely perpetuate the exploitation faced through the unpaid domestic burden women experience). (2 × 3 marks)	**6**

Question	Answer	Marks
3(a)	**'Childhood as a distinct period of life is disappearing today.'** **Explain this view.** **Indicative content** • Merging of tastes and style of children and adults e.g. clothing, music. • Behaviour, language and attitudes between children and adults are becoming indistinguishable e.g. vaping, sexual activities. • Exposure to technology/impact of media is eroding divisions between children and adults – they are increasingly exposed to adult themed content. • Children are increasingly exposed to the same issues, themes and experiences as adults e.g. children expressing concern over climate change. • Children have increasingly become consumers/targeted by advertisers. • Increasingly busy and stressful lives of parents depriving children of a childhood – children left to fend for themselves rather than nurtured & cared for/older children are left to care for younger siblings. • Childhood becoming increasingly toxic and less of a period of innocence. • Sexualisation of childhood e.g. clothing. • Parents increasingly with busy schedules/pushing children to succeed in sports, education – exposes children to pressure and stress normally associated with adulthood. • Loss of 'third places' – locations for children to socialise outside of school & family are disappearing/becoming unwelcoming spaces for children e.g. parks, play areas – pushes them to socialise via technology/social media. • Period of childhood has shortened. (Phillips) • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • The response contains two clear and developed points. • Good knowledge and understanding of the view that childhood as a distinct period of life is disappearing today. • 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** • The response contains one clear and developed point and one relevant but underdeveloped point. • Some knowledge and understanding of the view that childhood as a distinct period of life is disappearing today. • 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.	**10**

Question	Answer	Marks
3(a)	**Level 1: 1–3 marks** • The response contains one relevant but undeveloped point and one (or more) point/s related to the general topic rather than the specific question. • Limited knowledge and understanding of the view childhood as a distinct period of life is disappearing today. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	

Question	Answer	Marks
3(b)	**'Childhood as a distinct period of life is disappearing today.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • State policies/laws to protect children from harm and neglect at home e.g. smacking outlawed in some countries. • Laws prohibiting children from undertaking adult activities e.g. drinking alcohol, restricted working hours, voting. • Schooling mandatory to age 18 in some countries – relieves children from the stresses/pressures of adult life e.g. financial provider. • Family life becoming more child-centred e.g. helicopter parenting, parental obsession with safety/parents trying to protect the innocence of childhood for as long as possible. • Children's clothes still distinctive in infancy. • Difficult to make generalisations about the disappearance of childhood as it is not fixed or universal/socially constructed e.g. cross-cultural comparisons demonstrate significant differences. • Children remain dependent on parents/guardians for provision of basic needs, primary socialisation etc. – reinforcing childhood as a period separate from adulthood. • In some cultures, childhood has never really existed e.g. traditional for children to become hunters/providers as soon as they can walk, therefore cannot be disappearing. • Childhood is not disappearing, rather it is evolving/changing as social expectations of children change • Any other appropriate point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that childhood as a distinct period of life is disappearing today. • 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 childhood as a distinct period of life is disappearing today. • 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 childhood as a distinct period of life is disappearing today, 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 gender is the most important factor influencing family life.

Indicative content

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

- Gendered division of labour – traditionally restricts women to caring/domestic role and men to the breadwinner.
- Women are considered exploited & oppressed in the family due to biology/patriarchy.
- Women possess less power/men more power in decision making.
- Women absorb the anger & frustrations of men.
- Girls given less freedoms than boys/experience tighter controls.
- Socialisation reinforces traditional identities of gender e.g. through the toys they are given.
- Higher expectations placed on boys than girls in some cultures e.g., boys groomed to take over family business whilst girls are domesticated.
- Differences in acceptable ‘masculine’ & ‘feminine’ behaviours/traits.
- Differences in resource allocation especially globally where boys are prioritised e.g. with educational opportunities.
- Lack of a male parent role model can have a negative impact on the socialisation of boys
- Any other appropriate point.

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- In postmodern societies, traditional ideas of gender/gender roles are becoming less influential – gender-neutral socialisation has become more popular/changes in femininities & masculinities.
- Social class/economic differences determine lifestyle/natural vs nurtured growth
- Links to capitalism may be a bigger influence on family life than gender for example, economic/political control.
- Middle-class families tend to place more emphasis on education/learning.
- Working-class families tend to have traditional gender role divisions.
- Religion through its traditional beliefs & values is more influential e.g. restricting certain behaviours irrespective of gender
- Secularisation has tended to weaken traditionally held beliefs about family life – giving more freedoms to family members
- Children irrespective of gender are controlled by adults.
- Impact of ethnicity on family diversity/family size.

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</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>• Greater family diversity and individualism so cannot generalise.
• Family set up more influential e.g. lone-parent female headed may experience poverty/lack of male influence on socialisation.
• Age/mobility can determine whether you can play an active role in the family, or not – gender is irrelevant.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence/theory</td><td>radical/liberal/Marxist feminism, functionalism, New Right, Oakley, Benston, Ansley, Firestone, Murray,</td><td>Postmodernism, Marxism, New Right, Murray, Willmott & Young, Hecht & Brazilian Street Kids study,</td></tr>
<tr><td>Relevant concepts</td><td>Gender scripts, patriarchy, gender socialisation, expressive & instrumental, triple shift, dual burden, toxic masculinity, capitalism, social construction, gender detectives, warm bath, canalisation, verbal appellations,</td><td>Negotiated roles, individualism, grand-narratives, ideology, material advantage, concerted cultivation, cultural capital, age patriarchy, welfare dependency, cycle of deprivation, symmetrical family,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
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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 gender is the most important factor influencing family life. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that gender is the most important factor influencing family life. • 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 gender is the most important factor influencing family life. • 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 gender is the most important factor influencing family life. • 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	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some material is selected and accurately interpreted but it has limited development or is not applied to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks 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 gender is the most important factor influencing family life. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that gender is the most important factor influencing family life. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting gender is **not** the most important factor influencing family life.	7–8
3	• Some analysis/evaluation of the view that gender is the most important factor influencing family life. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that gender is **not** the most important factor influencing family life.	5–6
2	• Basic analysis/evaluation of the view that gender is the most important factor influencing family life. • There is an attempt to consider more than one side of the debate or one simple point suggesting gender is **not** the most important factor influencing family life.	3–4
1	• Limited analysis/evaluation of the view that gender is the most important factor influencing family life. • 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 family structure is now characterised by diversity.

Indicative content

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

- Evidence of growth in other family types e.g. lone-parent, same-sex, beanpole.
- Individual choice and needs are more of a determining factor of what makes a ‘family’/’family’ now more inclusively defined.
- Some governments actively support different family types e.g. legalising same-sex marriage.
- Decline in number of nuclear families – no longer a dominant family type.
- Impact of migration in creating different family forms.
- Questionable whether there has ever been a dominant family type/has always been different family structures especially across different cultures e.g. Chinese families tend to have fewer children, south Asian families tend to favour extended families.
- Impact of secularisation on marriage, cohabitation, single parenthood, same-sex families divorce, abortion, contraception.
- Any other appropriate point

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- Extent of diversity is exaggerated e.g. neo-conventional family – nuclear family has simply evolved to become dual earner.
- Nuclear family remains the common family structure as it is what most people still desire.
- Most people are a part of the nuclear family at some point.
- Nuclear family forms the basis of other family types/universality of the nuclear family.
- Some societies actively promote the nuclear family/discourage alternative family structures e.g. through religion, laws.
- High percentage of divorces result in re-marriage – demonstrates importance placed on/popularity of the nuclear family.
- Family life has always been characterised by diversity, maybe just less overtly – e.g. mothers rearing daughter’s children as their own, closet homosexuality.
- Any other appropriate point.

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</td><td>**26**</td></tr>
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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
<table>
<tr><td>Research evidence/ theory</td><td>Rapoport & Rapoport, postmodernism, Holdsworth & Morgan, Cheal, Giddens, Sheeran,</td><td>functionalism, Somerville, Chester,</td></tr>
<tr><td>Relevant concepts</td><td>Individualism, secularisation, Divorce Reform Act/s, globalisation, female carer-core,</td><td>family life cycle, cohabitation, neo-conventional/dual earner family,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
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</table>

Levels of response for Question 5

The maximum mark for **Question 5** is 26.
Examiners should award up to 8 marks for A01, up to 8 marks for A02, and up to 10 marks for A03.

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that family structure is now characterised by diversity. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that family structure is now characterised by diversity. • 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 that family structure is now characterised by diversity. • 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 that family structure is now characterised by diversity. • 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	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some material is selected and accurately interpreted but it has limited development or is not applied to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks 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 that family structure is now characterised by diversity. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that family structure is now characterised by diversity. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that family structure is **not** now characterised by diversity.	7–8
3	• Some analysis/evaluation of the view that family structure is now characterised by diversity. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that family structure is **not** now characterised by diversity.	5–6
2	• Basic analysis/evaluation of the view that that family structure is now characterised by diversity. • There is an attempt to consider more than one side of the debate or one simple point suggesting that family structure is **not** now characterised by diversity.	3–4
1	• Limited analysis/evaluation of the view that that structure life is now characterised by diversity. • 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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