CAMBRIDGE
International Education

# Cambridge International AS & A Level

**SOCIOLOGY** **9699/22**

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.



© Cambridge University Press & Assessment 2024 

## 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.

© Cambridge University Press & Assessment 2024 

## 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.

© Cambridge University Press & Assessment 2024 

**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.

© Cambridge University Press & Assessment 2024 

## 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 |

© Cambridge University Press & Assessment 2024

| Annotation | Meaning |
|---|---|
|  | Off page comment |
|  | Identification of a point |

© Cambridge University Press & Assessment 2024 

| Question | Answer | Marks |
|---|---|---|
| 1 | **Describe <u>two</u> ways the family has become child-centred.**<br><br>**Indicative content**<br><br>• Parents increasingly focussed on child's safety/welfare – bound by child protection laws/greater government focus on child welfare forcing parents to comply.<br>• Growth in helicopter/snowplough parenting/Tiger moms – parents increasingly involved in or imposing themselves on, all aspects of the child's life/make life easier for them.<br>• Having fewer children - focus more on those they do have.<br>• Growth in parental controls on technological devices to protect children from harmful content/shield from online predators.<br>• Greater investment in educational/primary socialisation experiences/a 'concerted cultivation' approach to parenting.<br>• A greater emphasis on a child's happiness – parents will provide them with whatever goods/experiences/entertainment they want to keep them happy<br>• Greater focus given to the child's opinions/wishes.<br>• Growth of childhood consumerism and pester power/Increasingly given financial power – children have greater influence in the products purchased in the family.<br>• Creation of 'childhood' unlike pre-industrial society when seen as adults with responsibilities – now seen as a distinct period of 'innocence' that parents seek to protect.<br>• Growth of 'super dads'/new man' – dads increasingly fitting work around the priorities of their children/parents leaving careers to be full-time child carers/increasingly involved in the expressive role of childcare<br>• Parents sacrifice own happiness for the sake of the children – importance placed on child's socialisation or mental health takes priority.<br>• Any other appropriate way.<br><br>Reward a maximum of **two ways**. For each way, up to 2 marks are available:<br><br>1 mark for identifying a way.<br><br>1 mark for describing how this shows the family has become child-centred.<br><br>(2 × 2 marks) | **4** |

| Question | Answer | Marks |
|---|---|---|
| 2(a) | **Explain <u>two</u> ways men benefit more than women from family life.**<br><br>**Indicative content**<br><br>• Men benefit from the emotional care provided by women's expressive role, whereas women do not receive this from men.<br>• Men tend to have greater authority/decision-making/financial power – have more say over matters that can benefit them/disadvantage women<br>• Family perpetuates and reinforces male dominance/patriarchy.<br>• Cultural examples where the elder men are given higher status and power than the women.<br>• Men benefit from women's unpaid domestic labour<br>• Women experience dual burden/triple shift unlike men/from which men benefit.<br>• The division of labour burdens women whilst providing men more leisure time.<br>• Married men generally gain more from the relationship/men report higher satisfaction.<br>• Women do most of the hidden work e.g., planning family birthdays, shopping lists etc. (Devault).<br>• In some cultures, men benefit from being seen as rightful heirs, unlike their sisters<br>• Any other appropriate response.<br><br>For this question, use of sociological material is likely to be demonstrated through references to sociologists e.g. Greer, Firestone, Parsons and concepts such as patriarchy, 'triple shift', 'partnership penalty', trailing spouse etc.<br><br>Reward a maximum of **two ways**. Up to 4 marks are available for each way.<br><br>1 mark for making a point / giving a way (e.g. men benefit from the emotional care provided by women).<br><br>1 mark for explaining that point (e.g. women sooth away his stresses and strains of the day).<br><br>1 mark for selecting relevant sociological material (e.g. 'warm bath').<br><br>1 mark for explaining how the material supports the point (e.g. thus ensuring he is relaxed and in good health/personality stabilised).<br><br>(2 × 4 marks) | **8** |

| Question | Answer | Marks |
|---|---|---|
| 2(b) | **Explain <u>two</u> limitations of radical feminist views of the family.**<br><br>**Indicative content**<br><br>Limitations<br>• Fail to acknowledge the progress towards gender equality in the family.<br>• Assumes all women are oppressed passive victims in the family – what they see as patriarchal imposed inequality/roles in the family may be the result of women exercising freedom of choice/agency/negotiation of roles<br>• Fails to consider the increase in family diversity – limits the scope of their arguments as not all family types are patriarchal.<br>• Exaggerate the extent of negative experiences of females in the family/does not consider the value women place on family life - there are those women that gain satisfaction from a traditional domestic role/find the family a source of comfort & support.<br>• Fail to recognise women's roles are not the same across all families.<br>• Ignores that not all heterosexual relationships are male dominated.<br>• Fails to recognise changes in masculinity – overexaggerates the extent of hegemonic masculinity within the family.<br>• Does not consider the power/freedom women have now to leave unhappy marriages - most divorces filed by women.<br>• Biologically deterministic/fails to consider other causes – blames female oppression in the family on their ability to reproduce, failing to consider other causes e.g. capitalism.<br>• Fails to acknowledge the domestic violence/coercive control experienced by men from women.<br>• Extreme and unrealistic views towards the family – the removal of patriarchy via a baby strike/discouragement of any relationship with men is unlikely to ever be achieved.<br>• Any other appropriate limitation.<br><br>Reward a maximum of **two limitations**. For each limitation, up to 3 marks are available:<br><br>1 mark for identifying a limitation of radical feminist views of the family (e.g. fail to acknowledge the progress towards gender equality).<br><br>1 mark for describing why radical feminist views have this limitation (e.g. believe women will never be free from oppression due to the existence of patriarchy in the family).<br><br>1 mark for explaining why it is a limitation (e.g. liberal feminists demonstrate that through changes in government policies, there has been greater gender equality in society which has been reflected in greater equality in the family).<br><br>(2 × 3 marks) | **6** |

| Question | Answer | Marks |
|---|---|---|
| 3(a) | **'The extent of family diversity has been exaggerated.'**<br><br>**Explain this view.**<br><br>**Indicative content**<br><br>• Rappoports exaggerate extent of diversity as basic features of family life remain unchanged since 1950s e.g. heterosexual married couple with segregated conjugal roles.<br>• Only important change has been a shift from conventional nuclear to dual earner/neo-conventional nuclear family (Chester).<br>• Universality of the nuclear family - forms the basis of all family types (Murdock).<br>• Nuclear family often remains a popular representation of family life in the media.<br>• A large proportion of cohabitating couples eventually marry and have children.<br>• Large percentage of those who divorce go on to remarry and form a new nuclear family.<br>• Cultural differences - many traditional & religious societies tend not to support family diversity, favouring the extended or nuclear/diversity is more a western society phenomenon.<br>• The apparent extent of diversity is merely a snapshot - most people are part of a nuclear at some point in their lives.<br>• Postmodern arguments about unlimited choice are exaggerated as many cannot make such choices.<br>• Capitalism relies on the nuclear family, and as capitalism shows no sign of diminishing, the nuclear family therefore must still be dominant.<br>• Any other appropriate point.<br><br>**Levels of response**<br><br>**Level 3: 8–10 marks**<br>• The response contains two clear and developed points.<br>• Good knowledge and understanding of the view that the extent of family diversity has been exaggerated.<br>• 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.<br><br>**Level 2: 4–7 marks**<br>• The response contains one clear and developed point and one relevant but underdeveloped point.<br>• Some knowledge and understanding of the view that the extent of family diversity has been exaggerated.<br>• 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**<br>• The response contains one relevant but undeveloped point and one (or more) point/s related to the general topic rather than the specific question.<br>• Limited knowledge and understanding of the view that the extent of family diversity has been exaggerated.<br>• Any supporting material lacks focus on the specific question.<br><br>**Level 0: 0 marks**<br>• No response worthy of credit. | |

© Cambridge University Press & Assessment 2024 

| Question | Answer | Marks |
|---|---|---|
| 3(b) | **'The extent of family diversity has been exaggerated.'**<br><br>**Using sociological material, give <u>one</u> argument against this view.**<br><br>**Indicative content**<br><br>• Evidence of increase in other family forms within western societies in particular e.g. lone-parent etc.<br>• Changes in laws and social attitudes has encouraged people to seek preferred family forms rather than follow the dominant family structure.<br>• Changes in the lives of women has meant traditional nuclear family is less appealing – more options available to them to pursue alternative family types.<br>• Evidence of class, organisational etc. diversity (Rappoports)<br>• Impact of globalisation & multi-culturalism has contributed to the growth in different family forms within societies.<br>• Rapid economic change has impacted upon the nuclear family, creating new family types e.g., singletons, boomerang.<br>• Increased individualism has seen people opt for family forms that suit their own needs & desires, rather than pursuing expectation of traditional nuclear family.<br>• Cross-cultural examples refuting the claim that the nuclear family is universal.<br>• Media and globalisation highlight, sanction and regularly present alternatives, e.g. celebrity divorces etc. which encourages people to form non-traditional family types.<br>• Divorce rates remain high creating more single parent families, divorced extended family (Stacey)<br>• Increased secularisation has led to weakened influence to follow traditional expectations of family type – people are forming other family forms/relationships e.g., same-sex.<br>• Increased life expectancy has led to new family types e.g., beanpole, singletons.<br>• Any other appropriate point.<br><br>**Levels of response**<br><br>**Level 3: 5–6 marks**<br>• One clear and developed argument against the view that the extent of family diversity has been exaggerated.<br>• 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.<br><br>**Level 2: 3–4 marks**<br>• One clear but underdeveloped argument against the view that the extent of family diversity has been exaggerated.<br>• The material selected is appropriate but not clearly focused on the question. Sociological evidence is used but its relevance to the argument is not made clear. | **6** |

| Question | Answer | Marks |
|---|---|---|
| 3(b) | **Level 1: 1–2 marks**<br>• One point disagreeing with the view that the extent of family diversity has been exaggerated, which is undeveloped or lacking clarity.<br>• Any supporting material lacks focus on the specific question.<br><br>**Level 0: 0 marks**<br>• No response worthy of credit. | |

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
Evaluate the view that women’s changing expectations of marriage is the main reason for the increase in divorce.<br><br>
Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>
• Higher expectations - women less likely to tolerate unhappy/abusive marriages.<br>
• Women increasingly seek personal satisfaction - marriage treated as a product to be ended if it doesn’t satisfy personal needs.<br>
• Greater importance placed on ‘the one’ - financial independence means no longer need a man for financial security.<br>
• As women increasingly become wage earners, they are less tolerant of the injustice felt at the husband not undertaking an equal distribution of domestic tasks.<br>
• Influence of feminism/women’s liberation movement.<br>
• Marriage no longer a priority for most women - comes after education, career, financial independence (Sharpe) so divorce is less of a concern if expectations not met.<br>
• Any other appropriate point
</td><td>
• Changes in law have made divorce more accessible/easier to obtain.<br>
• Growing secularisation - less stigma attached to divorce.<br>
• Changes in social attitudes -less pressure to stay in unhappy marriages.<br>
• Growth of privatised nuclear family - much less familial support & greater pressures on the individuals.<br>
• Not all women have the economic independence to easily undertake divorce.<br>
• Greater social awareness has reduced the taboo of domestic violence – not afraid to divorce due to shame.<br>
• Increased life expectancy – more time for the marriage to go wrong & lead to divorce and start again.<br>
• In some cultures, divorce is prevented regardless of women’s changing expectations, through social stigma or religious teachings.<br>
• Impact of highly publicised celebrity divorces – make divorce seem ‘fashionable’<br>
• Any other appropriate point
</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><td>Research evidence / theory</td><td>Fletcher, functionalism, postmodernism, Gibson, radical feminism, liberal feminism, Giddens, Thornes & Collard, Hart</td><td>Postmodernism, Mitchell & Goody, Beck</td></tr>
<tr><td>Relevant concepts</td><td>Individualism, empty shell marriage, patriarchy, confluent love, dual burden, triple shift,</td><td>Divorce Reform Act/s, secularisation, individualism, globalisation, media saturation, Westernisation</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 women's changing expectations of marriage is the main reason for the increase in divorce.<br>• 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 women's changing expectations of marriage is the main reason for the increase in divorce.<br>• 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 women's changing expectations of marriage is the main reason for the increase in divorce.<br>• 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 women's changing expectations of marriage is the main reason for the increase in divorce.<br>• The response contains only assertive points or common-sense observations. | 1–2 |
| 0 | • No knowledge and understanding worthy of credit. | 0 |

© Cambridge University Press & Assessment 2024 

| 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 |
|---|---|---|
| 4 | • Very good analysis/evaluation of the view that women's changing expectations of marriage is the main reason for an increase in divorce.<br>• The evaluation is clear, explicit and sustained. | 9–10 |
| 3 | • Good analysis/evaluation of the view that women's changing expectations of marriage is the main reason for the increase in divorce.<br>• The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that women's changing expectations of marriage is **not** the main reason for the increase in divorce | 7–8 |
| 2 | • Some analysis/evaluation of the view that women's changing expectations of marriage is the main reason for the increase in divorce.<br>• There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that women's changing expectations of marriage is **not** the main reason for the increase in divorce. | 5–6 |
| 1 | • Basic analysis/evaluation of the view that women's changing expectations of marriage is the main reason for the increase in divorce.<br>• There is an attempt to consider more than one side of the debate or one simple point suggesting that women's changing expectations of marriage is **not** the main reason for the increase in divorce. | 3–4 |
| 0 | • Limited analysis/evaluation of the view women's changing expectations of marriage is the main reason for the increase in divorce.<br>• Any analysis or evaluation is incidental, confused or simply assertive. | 1–2 |
| 4 | • No knowledge and understanding worthy of credit. | 0 |

© Cambridge University Press & Assessment 2024 

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>Evaluate the view that Marxist explanations offer the best understanding of the role of the family.<br><br>Indicative content<br><br>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Recognises how the family reproduces social class inequalities.<br>• Illustrates how oppression of working-class families is normalised<br>• Examines ideological functions the family performs/how it transmits ruling-class ideology.<br>• Demonstrates how the family acts as a cushioning effect against capitalism.<br>• Examines how the proletariat family reproduces labour power for capitalism.<br>• Acts as a unit of consumption providing profits for the bourgeoisie<br>• Monogamous marriage ensures rightful heir to pass down wealth to<br>• Highlights how women are doubly exploited by patriarchy & capitalism.<br>• Women perform an economic role for free and act as a reserve army of labour.<br>• Any other appropriate point.</td><td>• Too deterministic – simplifies the role of the family to economics/it’s role in supporting the economic system of capitalism.<br>• Ignores the role of family in ensuring social cohesion/society does not become dysfunctional.<br>• Traditional Marxism fails to consider the family’s role in perpetuating patriarchy unlike the different branches of feminism<br>• Families are too complex to be explained through a single approach.<br>• Outdated as it fails to consider family diversity and the different family functions/relationships this brings/class less influential<br>• Many families actively oppose capitalist influences and values.<br>• Fails to consider the family’s role as a haven against racism<br>• Cross-cultural examples of where Marxist arguments e.g. capitalism, consumerism are not applicable<br>• Any other appropriate point</td></tr>
</table></td><td>26</td></tr>
</table>

| Question | Answer | Marks |
|---|---|---|
| 5 | <table><tr><td>Research evidence / theory</td><td>Marx, Althusser, Engels, Zaretsky, Cooper, Marxist feminism,</td><td>functionalism, Murdock, Parsons, postmodernism, radical/black/liberal feminism,</td></tr><tr><td>Relevant concepts</td><td>Socialisation, false class, conspicuous consumption, consciousness, oppression, exploitation, alienation, nuclear family, capitalist ideology, reserve army of labour, proletariat, bourgeoisie, safety valve,</td><td>organic analogy, grand-narrative, structuralism, warm bath, primary socialisation, stabilisation of adult personalities, fit thesis, consensus, patriarchy,</td></tr></table> The above content is indicative and other relevant approaches to the question should be rewarded appropriately. | |

**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 Marxist explanations offer the best understanding of the role of the family.<br>• 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 Marxist explanations offer the best understanding of the role of the family.<br>• 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 Marxist explanations offer the best understanding of the role of the family.<br>• 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 Marxist explanations offer the best understanding of the role of the family.<br>• The response contains only assertive points or common-sense observations. | 1–2 |
| 0 | • No knowledge and understanding worthy of credit. | 0 |

© Cambridge University Press & Assessment 2024 

| Level | AO2: Interpretation and Application | Marks |
|---|---|---|
| 4 | • The material selected will be accurately interpreted, well developed and consistently applied to answering the question.<br>• **To be in L4, the material used must be consistently addressing the question of Marxists offering **the best explanation** or not** | 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 Marxist explanations offer the best understanding of the role of the family.<br>• The evaluation is clear, explicit and sustained.<br>• **To be in L5, the arguments against must be addressing the question of Marxists not offering **the best explanation**** | 9–10 |
| 4 | • Good analysis/evaluation of the view that Marxist explanations offer the best understanding of the role of the family.<br>• The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments that suggest Marxist explanations **do not** offer the best understanding of the role of the family. | 7–8 |
| 3 | • Some analysis/evaluation of the view that Marxist explanations offer the best understanding of the role of the family.<br>• There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points that suggest Marxist explanations **do not** offer the best understanding of the role of the family. | 5–6 |
| 2 | • Basic analysis/evaluation of the view that Marxists offer the best understanding of the role of the family.<br>• There is an attempt to consider more than one side of the debate or one simple point that suggest Marxist explanations **do not** offer the best understanding of the role of the family. | 3–4 |
| 1 | • Limited analysis/evaluation of the view that Marxist explanations offer the best understanding of the role of the family.<br>• Any analysis or evaluation is incidental, confused or simply assertive. | 1–2 |
| 0 | • No knowledge and understanding worthy of credit. | 0 |

© Cambridge University Press & Assessment 2024 