Cambridge International AS & A Level

SOCIOLOGY **9699/22**

Paper 2 The Family **October/November 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 October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

Generic Marking Principles

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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.

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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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Annotation	Meaning
	Identification of a point.
EXP	Development / description of the point.
SEEN	This material receives no credit, additional points not required
	Point that has been credited
E1	Explanation of the point
E2	Explanation of how the material supports the point
M	Material used to support the point
SEEN	This material receives no credit, additional points not required
DEV	Developed point
GEN	Point on the general topic area rather than specific question
EVAL	Evaluation point
J	Juxtaposition of point
BOD	Benefit of the doubt given / the point is just about worthy of credit
IR	Point is irrelevant to the question
NAQ	Not answered question
REP	Repetition
TV	Too vague
	Incorrect response
	Irrelevant material

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Question	Answer	Marks
1	**Describe <u>two</u> ways gender can influence the experience of childhood.** **Indicative content** • Manipulation – parents encourage & reward or discourage behaviour on the basis of whether it is considered appropriate for a boy / girl. • Verbal appellations – language used to describe / address children e.g. handsome (boys) / pretty (girls). • Canalisation – parents channel children's interests into toys and activities approved by social norms for the gender e.g. cars/football for boys, dolls/cooking for girls. • Imitation of gender roles / different activities e.g. girls imitating mother's expressive / boys imitating father's instrumental role. • Stricter social control over girls – given fewer freedoms than boys / seen as more vulnerable to harm than boys (bedroom culture). • Differences in expected masculine & feminine behaviours / traits e.g. boys expected to be more physical whilst girls more emotional. • Dressed in clothes that reflect gendered stereotypes / expectations • Boys may be considered more of a priority than girls e.g. parents more likely to invest in the son's education than the daughter's. • Children are 'gender detectives' – they search for cues to what their gender means & likely to imitate rules of how they 'should behave'. • Academic subjects that reinforce gendered role expectations e.g. boys channelled into science subjects and girls into humanities. • Any other appropriate way. Reward a maximum of **two ways.** For each way / point, up to 2 marks are available: 1 mark for identifying a way. 1 mark for describing how this way shows how gender can influence the experience of childhood. (2 × 2 marks)	**4**

Question	Answer	Marks
2(a)	**Explain <u>two</u> ways the family promotes ruling-class ideology.** **Indicative content** • Socialises into ruling-class ideology – instils that class inequality is natural and justified / creates false class consciousness. • Acts as an Ideological State Apparatus – teaches children to be obedient & accept authority / become passive unquestioning workers. • Acts as a sponge / compensates for workers' lack of power in the workplace – limits their ability to protest against the ruling class & jeopardise its power & authority. • Focus on privatised family distracts from wider social & political concerns – prevents questioning of the ruling class. • Family uses sanctions on children to teach ruling class imposed socially expected behaviours. • Promotes consumption through the ideology of false needs / conspicuous consumption (Marcuse) – families buy products they want rather than need and e.g. helps distract workers from seeking equality & justice. • Promotion of the nuclear family to pass down wealth to a legitimate heir ensures the ruling class remain rich & powerful • Gender is socially constructed through the family to promote gendered division of labour which benefits the ruling class. • Any other appropriate response. For this question, use of sociological material is likely to be demonstrated through references to Marxist sociologists e.g. Althusser, Zaretsky, and concepts such as alienation, ideological state apparatus 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. socialises children into ruling- class ideology). 1 mark for explaining that point/way (e.g. teaches children class inequalities are natural and justified). 1 mark for selecting relevant sociological material (e.g. false class consciousness). 1 mark for explaining how the material supports the point (e.g. grow up to become passive workers, consumers & citizens unaware of their position of oppression & exploitation). (2 × 4 marks)	**8**

Question	Answer	Marks
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of Marxist views of the family.** **Indicative content** **Strengths:** • Provides a historical view on the development of the family. • Recognises the exploitation that takes place in the family. • Brings attention to the relationship the family has with the economy. • Identifies the ideological role the family performs. • Highlights the inequalities of power that take place within the family. • Any other appropriate strength. Reward a maximum of **one strength.** For this strength, up to 3 marks are available: 1 mark for identifying a strength of Marxism (e.g. provides a historical view on the development of the family). 1 mark for explaining why the theory has this strength (e.g. because it focuses on the shifting nature of the economy from feudalism to capitalism and its effects on the family). 1 mark for explaining why it is a strength (e.g. recognises that the nuclear family emerged because of the needs of capitalism). **Limitations:** • Outdated/less relevant in today's diverse societies. • Economically deterministic – fails to consider other factors that influence the family e.g. patriarchy, consensus of norms & values. • Traditional Marxism does not consider the exploitation & oppression women face in the family. • Does not recognise the increased independence women have gained – have greater power and equality in the family. • Fails to consider the many benefits the family provides its members e.g. emotional support / exaggerates the negatives of family life. • Assumes its members are empty vessels who passively accept capitalist ideology / fails to take into account free will in families actively rejecting capitalism. • Assumes family members are not conscious of the exploitation and oppression they experience. • Fails to recognise there are women that actively choose to undertake the domestic role and even gain satisfaction from it – they are not unconsciously oppressed & exploited by capitalism & patriarchy. • Any other appropriate limitation.	**6**

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Question	Answer	Marks
2(b)	Reward a maximum of **one limitation.** For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of Marxism (e.g. views are outdated/less relevant). 1 mark for explaining why the theory has this limitation (e.g. focuses its analysis on the traditional nuclear family). 1 mark for explaining why it is a limitation (e.g. diverse family forms have made the nuclear family less common today and therefore Marxist views of the family less applicable). (2 × 3 marks)	

Question	Answer	Marks
3(a)	**'Increased life expectancy has had a negative impact on family members.'** **Explain this view.** **Indicative content** • Caring for elderly relatives can be a financial / emotional burden on the family members. • Increased burden on women as they tend to take on the caring duties for elderly relatives. • Increase in 'sandwich carers' taking on the caring of both their children & elderly relatives. • Elderly women in particular can be left socially isolated. • Economic inequality as women are more likely to give up employment to care for elderly relatives. • Gives more time for marriages to go wrong therefore increasing the likelihood of divorce. • Loss of inheritance due to costs of medical care • Additional responsibilities towards elderly relatives imposed on older grandchildren. • More chance of family conflict due to possible clash of values, particularly if elderly relatives need to live with extended kin. • Any other relevant 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 increased life expectancy has had a negative impact on family members. • 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 increased life expectancy has had a negative impact on family members. • Sociological material is used to support at least one point. The material selected is appropriate but not fully focused on the question or its relevance.	**10**

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Question	Answer	Marks
3(a)	**Level 1: 1–3 marks** • The response contains one relevant but underdeveloped point and one (or more) point/s related to the general topic rather than the specific question. • Limited knowledge and understanding of the view that that increased life expectancy has had a negative impact on family members. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	

Question	Answer	Marks
3(b)	**'Increased life expectancy has had a negative impact on family members.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Greater gender equality as grandparents performing childcare enables both parents to be in paid employment. • Grandparents involved in childcare report it as having a positive impact on their own lives. • Growth in extended families means grandparents / great grandparents act as a historical / cultural bridge to the past, benefitting children with their wisdom & knowledge. • Elderly relatives may be able to provide financial support, e.g. grandparents paying for clothing, school fees etc. • Greater opportunities for enhanced socialisation of grandchildren. • Older people physically able for longer – can provide more active leisure opportunities for children whilst both parents work • Elderly family members can stay in paid work for longer, increasing their sense of worth and reducing loneliness. • Time to start again if in an empty shell marriage. • Some elderly relatives may be able to afford institutional care and therefore do not rely on family members for everyday care. • Any other relevant argument. **Levels of response** **Level 3: [5–6 marks]** • One clear and developed argument against the view that increased life expectancy has had a negative impact on family members. • 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 increased life expectancy has had a negative impact on family members. • The material selected is appropriate but not fully focused on the question. Sociological evidence is used but its relevance to the argument is not made clear. **Level 1: [1–2 marks]** • One point disagreeing with the view that increased life expectancy has had a negative impact on family members, which is undeveloped or lacking clarity. • Any material selected lacks focus on the specific question.	**6**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Evaluate the view that the nuclear family is still important in society today.
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Numerically remains the most dominant – considered the ‘norm’ therefore still important
• Impact of family diversity is exaggerated – hasn't diminished the importance of the nuclear family today.
• The extent of family diversity is exaggerated – majority of people are part of a nuclear family at some point & is the goal for the majority of people.
• Forms the basis of other family structures
• Universality of the nuclear family – found in all societies & therefore still important.
• Despite a loss of functions, it continues to perform unique & crucial functions that no other institution can carry out as well as supplementing state provision of education & healthcare support (Fletcher)
• Capitalism shows no sign of disappearing – needs the nuclear family to survive thus demonstrating its continued importance.
• The nuclear family remains idealised in the media.
• In highly traditional / religious societies, the nuclear family may remain important.</td><td>• Decline of nuclear / growth in non-nuclear family types e.g. lone-parent, families of choice, demonstrate less dominance of it.
• Impact of secularisation – less religious pressure to form a nuclear family / other family type no longer considered sinful.
• Changing roles of women – rise in women’s financial independence means they no longer need to marry / have family for security.
• Introduction of state policies supporting family diversity / make leaving a nuclear family easier.
• Increase in children raised outside of nuclear family.
• Rise in individualism – people increasingly focus on own needs and wants rather than following tradition of nuclear family.
• People increasingly aware of the possible negatives of a nuclear family e.g. female oppression due to patriarchy, so avoid forming one
• Cultural differences in family structures locally and globally, in particular importance of lone-parent and extended families
• Increase in divorce – leads to forming other non-nuclear family types.
• 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><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td></td><td>• Has always been family diversity so status of nuclear family unchanged.
• Examples of government policies that promote the nuclear family.
Any other appropriate point.</td><td></td></tr>
<tr><td>Research evidence/theory</td><td>Neo/Functionalism, New Right, Marxism, Murdock, Parsons, Murdoch, Fletcher, Murray, Chester, Horwitz,</td><td>• Post-modernism, liberal/radical feminism, Beck, Rapoports,</td></tr>
<tr><td>Relevant concepts</td><td>Neo-conventional family, primary socialisation, norms & values, value consensus, core functions, functional pre-requisites, expressive / instrumental roles, warm bath, cereal packet family,</td><td>• Individualism, secularisation, fertility rate, birth rate, feminisation of workforce, risk society,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

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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 the nuclear family is still important in society today. • 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 nuclear family is still important in society today. • 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 nuclear family is still important in society today. • 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 nuclear family is still important in society today. • 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 relevant 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 the nuclear family is still important in society today. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that the nuclear family is still important in society today. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments **against** the view that the nuclear family is still important in society today.	7–8
3	• Some analysis/evaluation of the view that the nuclear family is still important in society today. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points **against** the view that the nuclear family is still important in society today.	5–6
2	• Basic analysis/evaluation of the view that the nuclear family is still important in society today. • There is an attempt to consider more than one side of the debate or one simple point **against** the view that the nuclear family is still important in society today.	3–4
1	• Limited analysis/evaluation of the view that the nuclear family is still important in society today. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2

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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 there is equality between men and women in the family.
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Greater equality in conjugal roles – men taking greater share of domestic tasks.
• Increased financial independence of women – led to greater power / decision making / status in the family.
• Impact of technology on housework – men undertake more of the domestic role / women spend less time on tasks.
• Shift to joint conjugal roles in middle class families.
• Relationships have become more negotiated – less power imbalance.
• Changing social attitudes – family becoming less patriarchal.
• Traditional expressive and instrumental roles are different, not unequal (functionalism).
• Impact of policies in improving women’s status / power resulting in greater equality in the family e.g. Divorce Reform laws enabled women equal opportunity to divorce.
• Changes in traditional masculinity / femininity.</td><td>• Evidence of inequality in distribution of housework / childcare / emotion work.
• Men still have more decision-making power.
• Evidence of women taking a greater burden in the family.
• Traditional segregated roles tend to dominate working class families.
• Women are seen to unconsciously view housework as the norm to be done unthinkingly.
• Existence of patriarchy perpetuates /reinforces family inequalities.
• Women are unequally burdened by motherhood.
• Majority of full time stay at home parents are female.
• Some religions / cultures encourage traditional segregated gender roles.
• Most reported domestic violence is on women by men.
• 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>5</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td></td><td>• Roles are divided through rational choice rather than imposed through patriarchy*.
• Any other appropriate point.</td><td></td></tr>
<tr><td>Research evidence/theory</td><td>Liberal feminism, post-modernism, functionalism, Kaufman, Young & Wilmott, Silver & Schor, Gershuny, Sullivan, British Social Attitudes survey, Bott, Crompton, Ramos, Wilkinson, Hakim.</td><td>• Oakley, Boulton, Ferri & Smith, Hochschild, BBC, radical feminism, Marxist feminism, Delphy & Leonard, Dunscombe & Marsden, Greer, Craig, Parsons, biological determinism, Pahl & Vogler, Hakim,</td></tr>
<tr><td>Relevant concepts</td><td>Joint conjugal roles, symmetrical families, new dad/man, superdad, secularisation, march of progress, individualism, Equal Pay act, genderquake,</td><td>• Gender scripts, dual burden/triple shift, patriarchy, emotion work, motherhood/partnership penalty, invisible work, instrumental/expressive,</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
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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 there is equality between men and women 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 there is equality between men and women 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 there is equality between men and women 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 there is equality between men and women in the family. • 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 relevant 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 there is equality between men and women in the family. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that there is equality between men and women in the family. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments **against** the view that there is equality between men and women in the family.	7–8
3	• Some analysis/evaluation of the view that there is equality between men and women in the family. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points **against** the view that there is equality between men and women in the family.	5–6
2	• Basic analysis/evaluation of the view that there is equality between men and women in the family. • There is an attempt to consider more than one side of the debate or one simple point **against** the view that there is equality between men and women in the family.	3–4
1	• Limited analysis/evaluation of the view that there is equality between men and women in the family. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2

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