

# Cambridge International AS & A Level

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**SOCIOLOGY****9699/21**

Paper 2 The Family

**May/June 2025****MARK SCHEME**Maximum Mark: 60

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**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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **22** printed pages.

**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.

**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.

**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.




**Annotations guidance for centres**

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

**Annotations**

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

<b>Annotation</b>	<b>Meaning</b>
On-page Comment	On page comment
Highlighter	Identification of a point

**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.

Question	Answer	Marks
1	<p><b>Describe <u>two</u> ways increased life expectancy may impact upon the family.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Increase in pivot / sandwich generation – adult parents increasingly take on caring role of their elderly family members / Increased domestic burden on women as they tend to take on this caring role.</li> <li>• Grandparents increasingly take an active role in extended family – source of quality socialisation / financial support / childcare.</li> <li>• Increased financial strain on families / increased dependency ratio – taking care of elderly relatives who are an economic burden.</li> <li>• Greater likelihood of divorce – gives more time for marriages to go wrong as couples become increasingly tired of each other.</li> <li>• Economic inequality – women are more likely to give up paid employment to care for elderly relatives.</li> <li>• Increase in dependent single female households – they outlive husbands who were most likely the main / only wage earner.</li> <li>• Increase in vertically extended / beanpole families – elderly relatives / parents move in with younger members to receive care / can't afford to live independently.</li> <li>• Members may have to work for a longer period / delay retirement to financially support themselves or the family for longer / can work longer so improves family finances.</li> <li>• Any other appropriate way.</li> </ul> <p>Reward a maximum of <b>two ways</b>. For each way, up to 2 marks are available:</p> <p>1 mark for identifying a way.</p> <p>1 mark for describing how this way may impact upon the family.</p> <p>(2 × 2 marks)</p>	4



Question	Answer	Marks
2(a)	<p><b>Explain <u>two</u> reasons for greater gender equality in some families.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Greater economic power of women – improves their status as a decision maker on important issues in the family.</li> <li>• Changes in social policy e.g. education for boys and girls / maternity and paternity rights / greater legal rights protecting women – contribute to eradicating patriarchy in the family.</li> <li>• Changes to the concepts of motherhood and fatherhood – have become less fixed, reflecting changing social norms and attitudes to parenting.</li> <li>• Changes in traditional male / female identities e.g. ‘new men’ replacing hegemonic ideas of masculinity e.g. more emotionally supportive, caring, domesticated.</li> <li>• Postmodern societies are characterised by increased choice – it has become increasingly socially acceptable for men / women to adopt non-traditional gender roles / traditional social norms and expectations (meta-narratives) are no longer fixed.</li> <li>• Impact of feminist movements – women more aware of their rights / freedoms and more likely to demand equality.</li> <li>• Greater expectations placed upon marriage – led to growth in ‘negotiated families’ in which conjugal roles are divided by what is best for the family.</li> <li>• More parents raising children in a gender-neutral way – promotes equality as gender norms are not reinforced.</li> <li>• Decline of traditional religious values – has led to a change in social attitudes with less expectation to follow traditional gender role norms.</li> <li>• Influence of the media in promoting gender equality through film / tv representation.</li> <li>• Increase in the cost of living necessitates dual earner families.</li> <li>• Increase in diverse family forms that do not reflect traditional norms of the nuclear family e.g. families that do not comply to gender scripts</li> <li>• Any other appropriate reason.</li> </ul> <p>For this question, use of sociological material is likely to be demonstrated through references to liberal feminist / postmodernist sociologists e.g. Wilkinson, Sharpe, Beck, policies such as Equal Pay Act / Maternity Acts, and concepts such as individualism, patriarchy etc.</p> <p>Reward a maximum of <b>two reasons</b>. Up to 4 marks are available for each reason.</p> <ul style="list-style-type: none"> <li>• 1 mark for making a point / giving a reason (e.g. greater economic power of women).</li> <li>• 1 mark for explaining that point / reason (e.g. women increasingly make a financial contribution to the standard of living of the family).</li> </ul>	<b>8</b>

Question	Answer	Marks
2(a)	<ul style="list-style-type: none"><li>• 1 mark for selecting relevant sociological material (e.g. Wilkinson).</li><li>• 1 mark for explaining how the material supports the point (e.g. having financial power means women now have a greater say in important decision making).</li></ul> <p>(2 × 4 marks)</p>	

Question	Answer	Marks
2(b)	<p><b>Explain <u>one</u> strength and <u>one</u> limitation of liberal feminist views of the family.</b></p> <p><b>Indicative content</b></p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>• Have contributed to improved gender equality in the family.</li> <li>• Have achieved progress in changing harmful gender stereotypes within the family – helped breakdown traditional distribution of conjugal roles.</li> <li>• Unlike other forms of feminism, recognise men are taking a more active role in the family / change has taken place within the family.</li> <li>• Focuses less on division by attacking patriarchy and more on positively improving the lives / positions of women in the family.</li> <li>• More relevant than Marxist / radical feminist ideas as it acknowledges women's lives have improved in the family.</li> <li>• Have influenced positive changes in social policy / championed greater rights for improving women's lives – have led to greater gender equality in the family.</li> <li>• Recognises the need to change cultural values in society rather than exclude men from family lives.</li> <li>• Liberal feminist ideas are more likely to be accepted than radical feminist ideas, as they are seen as more realistic / less harmful to the family.</li> <li>• Any other appropriate strength.</li> </ul> <p>Reward a maximum of <b>one strength</b>. For this strength, up to 3 marks are available:</p> <p><b>1 mark</b> for identifying a strength of liberal feminism (e.g. have contributed to greater gender equality in the family).</p> <p><b>1 mark</b> for describing why liberal feminism has this strength (e.g. they focus on the harmful gendered socialisation processes that take place in the family e.g. canalisation).</p> <p><b>1 mark</b> for explaining why it is a strength (e.g. such awareness allows steps to be taken to actively avoid behaviours that perpetuate gender inequality).</p> <p>Limitations:</p> <ul style="list-style-type: none"> <li>• Limited in scope as it does not take into consideration cultural / social differences – Its analysis and impact is pre-dominantly focused on families of western societies and the white, hetero-sexual middle class.</li> <li>• Over estimates the impact of changes in laws in improving the lives of women in the family – the influence of patriarchy means there will never truly be gender equality in the family.</li> <li>• Does not take into consideration that not all families experience gender equality in roles – there are some that continue to experience segregated division of conjugal roles.</li> </ul>	6

Question	Answer	Marks
2(b)	<ul style="list-style-type: none"> <li>• Fails to consider social class inequalities of capitalism or ethnicity in perpetuating gender inequality in the family.</li> <li>• Neglects the element of personal choice in women's decision to perform traditional domestic roles in the family / roles may be divided by what is best for the family.</li> <li>• The impact of liberal feminism in improving the lives of women in the family is limited – gender inequality is still a feature of many families in societies / cultures around the world.</li> <li>• Its analysis is limited to the nuclear family and therefore cannot be generalised / lacks application to wider diverse family types.</li> <li>• Any other appropriate limitation.</li> </ul> <p>Reward a maximum of <b>one limitation</b>. For this limitation, up to 3 marks are available:</p> <p><b>1 mark</b> for identifying a limitation of liberal feminism (e.g. Limited in scope as it does not take into consideration cultural / social differences).</p> <p><b>1 mark</b> for describing why liberal feminism has this limitation (e.g. they focus on the values of white, heterosexual middle-class women).</p> <p><b>1 mark</b> for explaining why it is a limitation (e.g. this limits our understanding of how experiences of family life and what they mean to women of minority ethnic groups or homosexual relationships can vary and not be easily explained through gendered socialisation).</p> <p>(2 × 3 marks)</p>	

Question	Answer	Marks
3(a)	<p><b>‘Social class is the most important factor affecting the experiences of children in the family.’ Explain this view.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Middle class more likely to practice ‘concerted cultivation’ / see their children as a project to perfect – seek to enhance child’s talents and engage children in activities not available to the less economically able.</li> <li>• Children in poorer families more likely to experience health issues – less able to afford healthier foods / more likely to live in unhealthy conditions / unable to seek private medical care.</li> <li>• Middle class families more likely to be child-centred – children experience more of a nurtured rather than nurturing childhood.</li> <li>• Children from financially poorer families are more likely to undertake some form of paid work to assist with family finances.</li> <li>• Children from less well-off families more likely to experience material / cultural deprivation – this negatively impacts upon their educational success. In comparison, children from more better off families are more likely to experience material / cultural capital – this is an advantage to their educational success.</li> <li>• Any other appropriate point.</li> </ul> <p><b>Levels of response</b></p> <p><b>Level 3: 8–10 marks</b></p> <ul style="list-style-type: none"> <li>• The response contains two clear and developed points.</li> <li>• Good knowledge and understanding of the view that social class is the most important factor affecting the experiences of children in the family.</li> <li>• 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.</li> </ul> <p><b>Level 2: 4–7 marks</b></p> <ul style="list-style-type: none"> <li>• The response contains one clear and developed point and one relevant but underdeveloped point.</li> <li>• Some knowledge and understanding of the view that social class is the most important factor affecting the experiences of children in the family. The response contains one clear and developed point and one relevant but underdeveloped point.</li> <li>• 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.</li> </ul> <p><b>Level 1: 1–3 marks</b></p> <ul style="list-style-type: none"> <li>• The response contains one relevant but undeveloped point and one (or more) point/s related to the general topic rather than the specific question.</li> <li>• Limited knowledge and understanding of the view that social class is the most important factor affecting the experiences of children in the family.</li> <li>• Any supporting material lacks focus on the specific question.</li> </ul>	<b>10</b>

	<b>Level 0: 0 marks</b> <ul style="list-style-type: none"> <li>No response worthy of credit.</li> </ul>	
3(b)	<p><b>‘Social class is the most important factor affecting the experiences of children in the family.’ Using sociological material, give <u>one</u> argument against this view.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>Postmodernists argue that social class has less of an influence today – social class on the experiences of children in the family is irrelevant.</li> <li>The experiences of children are too complex to be explained by one overarching factor.</li> <li>Gender socialisation has a greater impact – through e.g. canalisation etc. boys and girls learn their expected stereotypical gender roles irrespective of their social class.</li> <li>Girls tend to have fewer freedoms than boys regardless of social class – more likely to experience curfews and develop a bedroom culture, whereas boys are permitted / expected to engage outdoors.</li> <li>Certain ethnic groups irrespective of social class place a high value on educational achievement e.g. Asian Tiger Moms.</li> <li>Impact of cultural practices are more important than social class e.g. marrying off daughters as child brides.</li> <li>Expectation for the child to work to support the family – this is more a cultural influence than social class.</li> <li>Religion affects the experiences of children more than class – can influence family lives through e.g. norms and values they live by, the way they dress, rituals / traditions carried out, restrictions on behaviours etc.</li> <li>Any other appropriate point.</li> </ul> <p><b>Levels of response</b></p> <p><b>Level 3: 5–6 marks</b></p> <ul style="list-style-type: none"> <li>One clear and developed argument against the view that social class is the most important factor affecting the experiences of children in the family.</li> <li>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.</li> </ul> <p><b>Level 2: 3–4 marks</b></p> <ul style="list-style-type: none"> <li>One clear but underdeveloped argument against the view that social class is the most important factor affecting the experiences of children in the family.</li> <li>The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear.</li> </ul> <p><b>Level 1: 1–2 marks</b></p> <ul style="list-style-type: none"> <li>One point disagreeing with the view that social class is the most important factor affecting the experiences of children in the family, which is undeveloped or lacking clarity.</li> <li>Any supporting material lacks focus on the specific question.</li> </ul> <p><b>Level 0: 0 marks</b></p> <ul style="list-style-type: none"> <li>No response worthy of credit.</li> </ul>	<b>6</b>

Question	Answer	Marks						
4	<p><b>Evaluate the view that the main role of the family is to promote capitalist ideology.</b></p> <p><b>Indicative content</b></p> <table> <tr> <th></th><th>In support of the view</th><th>Against the view</th></tr> <tr> <td>Points</td><td> <ul style="list-style-type: none"> <li>Family acts as an ideological state apparatus – a tool of the state to enforce beliefs favourable to supporting capitalism</li> <li>Socialises members into thinking class inequalities are justified – accept the capitalist system as fair/creates false class consciousness</li> <li>Prepares children for employment by teaching obedience – instils the belief there will always be someone in charge / acceptance of hierarchy</li> <li>Family acts as a safety valve – destresses the breadwinner from the oppression faced in the workplace – prevents them from rising up against the capitalist system (alienation)</li> <li>Family imposes sanctions on children – children are punished for behaviours not considered appropriate e.g. rule breaking / rewarded for appropriate behaviours e.g. good grades at school</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Overly deterministic view – families do actively reject capitalist values e.g. upcycling / recycling, families with New Age anti-capitalist practises.</li> <li>Families are too complex / diverse to make such generalisations</li> <li>Main role is to benefit family members e.g. Murdock's four functions / Parson's two irreducible functions</li> <li>Family promotes social cohesion / harmony – benefits the whole of society rather than simply capitalist ideology.</li> <li>Main role is to promote / perpetuate patriarchal ideology.</li> <li>Dysfunctional families may not be promoting capitalist ideology, rather are harmful to the economy / capitalism.</li> <li>Any other appropriate point</li> </ul> </td></tr> </table>		In support of the view	Against the view	Points	<ul style="list-style-type: none"> <li>Family acts as an ideological state apparatus – a tool of the state to enforce beliefs favourable to supporting capitalism</li> <li>Socialises members into thinking class inequalities are justified – accept the capitalist system as fair/creates false class consciousness</li> <li>Prepares children for employment by teaching obedience – instils the belief there will always be someone in charge / acceptance of hierarchy</li> <li>Family acts as a safety valve – destresses the breadwinner from the oppression faced in the workplace – prevents them from rising up against the capitalist system (alienation)</li> <li>Family imposes sanctions on children – children are punished for behaviours not considered appropriate e.g. rule breaking / rewarded for appropriate behaviours e.g. good grades at school</li> </ul>	<ul style="list-style-type: none"> <li>Overly deterministic view – families do actively reject capitalist values e.g. upcycling / recycling, families with New Age anti-capitalist practises.</li> <li>Families are too complex / diverse to make such generalisations</li> <li>Main role is to benefit family members e.g. Murdock's four functions / Parson's two irreducible functions</li> <li>Family promotes social cohesion / harmony – benefits the whole of society rather than simply capitalist ideology.</li> <li>Main role is to promote / perpetuate patriarchal ideology.</li> <li>Dysfunctional families may not be promoting capitalist ideology, rather are harmful to the economy / capitalism.</li> <li>Any other appropriate point</li> </ul>	26
	In support of the view	Against the view						
Points	<ul style="list-style-type: none"> <li>Family acts as an ideological state apparatus – a tool of the state to enforce beliefs favourable to supporting capitalism</li> <li>Socialises members into thinking class inequalities are justified – accept the capitalist system as fair/creates false class consciousness</li> <li>Prepares children for employment by teaching obedience – instils the belief there will always be someone in charge / acceptance of hierarchy</li> <li>Family acts as a safety valve – destresses the breadwinner from the oppression faced in the workplace – prevents them from rising up against the capitalist system (alienation)</li> <li>Family imposes sanctions on children – children are punished for behaviours not considered appropriate e.g. rule breaking / rewarded for appropriate behaviours e.g. good grades at school</li> </ul>	<ul style="list-style-type: none"> <li>Overly deterministic view – families do actively reject capitalist values e.g. upcycling / recycling, families with New Age anti-capitalist practises.</li> <li>Families are too complex / diverse to make such generalisations</li> <li>Main role is to benefit family members e.g. Murdock's four functions / Parson's two irreducible functions</li> <li>Family promotes social cohesion / harmony – benefits the whole of society rather than simply capitalist ideology.</li> <li>Main role is to promote / perpetuate patriarchal ideology.</li> <li>Dysfunctional families may not be promoting capitalist ideology, rather are harmful to the economy / capitalism.</li> <li>Any other appropriate point</li> </ul>						

4		<b>In support of the view</b>	<b>Against the view</b>
	Points	<ul style="list-style-type: none"> <li>• Perpetuates false needs of consumerism / <i>conspicuous consumption</i> – buy unnecessary goods to display wealth which provides profits for capitalism to thrive</li> <li>• Prevents worker revolt – focus on family concerns / providing for the family dissuades workers from protesting against the ruling class / capitalism.</li> <li>• Any other appropriate point.</li> </ul>	
	Research evidence / theory	Marxism, Marxist feminism, Zaretsky, Cooper, Althusser, Benston, Ansley,	Postmodernism, Interactionism, functionalism, Parsons / Murdock, radical feminism, Greer, Dobash and Dobash, Firestone, Laing
	Relevant concepts	Proletariat, Bourgeoisie, alienation, exploitation, conspicuous consumption, ideological conditioning device, unit of consumption	Organic analogy, primary socialisation, stabilisation of adult personalities, warm bath theory, meta-narratives, agency, biological determinism
	The above content is indicative and other relevant approaches to the question should be rewarded appropriately.		



**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	<ul style="list-style-type: none"> <li>Good knowledge and understanding of the view that the main role of the family is to promote capitalist ideology.</li> <li>The response contains a range of detailed points with good use of concepts and theory / research evidence.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Reasonable knowledge and understanding of the view that the main role of the family is to promote capitalist ideology.</li> <li>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.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Basic knowledge and understanding of the view that the main role of the family is to promote capitalist ideology.</li> <li>The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>Limited knowledge and understanding of the view that the main role of the family is to promote capitalist ideology.</li> <li>The response contains only assertive points or common-sense observations.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No knowledge and understanding worthy of credit.</li> </ul>	0

Level	AO2: Interpretation and Application	Marks
4	<ul style="list-style-type: none"> <li>A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No interpretation and application worthy of credit.</li> </ul>	0

Level	AO3: Analysis and Evaluation	Marks
5	<ul style="list-style-type: none"> <li>• Very good analysis / evaluation of the view that the main role of the family is to promote capitalist ideology.</li> <li>• The evaluation is clear, explicit and sustained.</li> </ul>	<b>9–10</b>
4	<ul style="list-style-type: none"> <li>• Good analysis / evaluation of the view that the main role of the family is to promote capitalist ideology.</li> <li>• The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments opposing the view that the main role of the family is to promote capitalist ideology.</li> </ul>	<b>7–8</b>
3	<ul style="list-style-type: none"> <li>• Some analysis / evaluation of the view that the main role of the family is to promote capitalist ideology.</li> <li>• There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points opposing the view that the main role of the family is to promote capitalist ideology.</li> </ul>	<b>5–6</b>
2	<ul style="list-style-type: none"> <li>• Basic analysis / evaluation of the view that the main role of the family is to promote capitalist ideology.</li> <li>• There is an attempt to consider more than one side of the debate or one simple point opposing the view that the main role of the family is to promote capitalist ideology .</li> </ul>	<b>3–4</b>
1	<ul style="list-style-type: none"> <li>• Limited analysis / evaluation of the view that the main role of the family is to promote capitalist ideology.</li> <li>• Any analysis or evaluation is incidental, confused or simply assertive.</li> </ul>	<b>1–2</b>
0	<ul style="list-style-type: none"> <li>• No analysis and evaluation worthy of credit.</li> </ul>	<b>0</b>

Question	Answer	Marks						
5	<p><b>Evaluate the view that marriage has become less important in society.</b></p> <p><b>Indicative content</b></p> <table> <tr> <th></th><th>In support of the view</th><th>Against the view</th></tr> <tr> <td>Points</td><td> <ul style="list-style-type: none"> <li>Changing social attitudes as norms and values become more fluid / less fixed – reduced the social stigma of living together / having children unmarried.</li> <li>Governments have devalued marriage – providing welfare for lone-parents has removed the need of marriage for financial security.</li> <li>The impact of the feminist movement has created a greater awareness of the exploitation and oppression women may face in marriage – leading to social rejection of patriarchy and acceptance of women who avoid getting married.</li> <li>Impact of secularisation – less religious pressure to pursue marriage.</li> <li>Decline in stigma attached to alternatives to marriage e.g. cohabitation, lone-parenthood.</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Only a small percentage of people won't marry in their lives.</li> <li>Cohabitation is a precursor to marriage not a replacement – opportunity to test if they are 'the one' as marriage has become more valued.</li> <li>Whilst fewer people are entering first time marriage, high rates of re-marriage demonstrate the importance still placed on it.</li> <li>Impact of religious / cultural values in emphasising the importance of marriage e.g. prevalence of arranged marriage or how single men and women cannot participate in religious festivals and marriage celebrations as it is considered unlucky, unholy, and inauspicious (Karva Chauth, Teej).</li> </ul> </td></tr> </table>		In support of the view	Against the view	Points	<ul style="list-style-type: none"> <li>Changing social attitudes as norms and values become more fluid / less fixed – reduced the social stigma of living together / having children unmarried.</li> <li>Governments have devalued marriage – providing welfare for lone-parents has removed the need of marriage for financial security.</li> <li>The impact of the feminist movement has created a greater awareness of the exploitation and oppression women may face in marriage – leading to social rejection of patriarchy and acceptance of women who avoid getting married.</li> <li>Impact of secularisation – less religious pressure to pursue marriage.</li> <li>Decline in stigma attached to alternatives to marriage e.g. cohabitation, lone-parenthood.</li> </ul>	<ul style="list-style-type: none"> <li>Only a small percentage of people won't marry in their lives.</li> <li>Cohabitation is a precursor to marriage not a replacement – opportunity to test if they are 'the one' as marriage has become more valued.</li> <li>Whilst fewer people are entering first time marriage, high rates of re-marriage demonstrate the importance still placed on it.</li> <li>Impact of religious / cultural values in emphasising the importance of marriage e.g. prevalence of arranged marriage or how single men and women cannot participate in religious festivals and marriage celebrations as it is considered unlucky, unholy, and inauspicious (Karva Chauth, Teej).</li> </ul>	26
	In support of the view	Against the view						
Points	<ul style="list-style-type: none"> <li>Changing social attitudes as norms and values become more fluid / less fixed – reduced the social stigma of living together / having children unmarried.</li> <li>Governments have devalued marriage – providing welfare for lone-parents has removed the need of marriage for financial security.</li> <li>The impact of the feminist movement has created a greater awareness of the exploitation and oppression women may face in marriage – leading to social rejection of patriarchy and acceptance of women who avoid getting married.</li> <li>Impact of secularisation – less religious pressure to pursue marriage.</li> <li>Decline in stigma attached to alternatives to marriage e.g. cohabitation, lone-parenthood.</li> </ul>	<ul style="list-style-type: none"> <li>Only a small percentage of people won't marry in their lives.</li> <li>Cohabitation is a precursor to marriage not a replacement – opportunity to test if they are 'the one' as marriage has become more valued.</li> <li>Whilst fewer people are entering first time marriage, high rates of re-marriage demonstrate the importance still placed on it.</li> <li>Impact of religious / cultural values in emphasising the importance of marriage e.g. prevalence of arranged marriage or how single men and women cannot participate in religious festivals and marriage celebrations as it is considered unlucky, unholy, and inauspicious (Karva Chauth, Teej).</li> </ul>						

Question	Answer			Marks
5		<b>In support of the view</b>	<b>Against the view</b>	
	Points	<ul style="list-style-type: none"> <li>• Growth in the economic independence of women – no longer need to marry for financial security.</li> <li>• Increase in divorce rate as evidence marriage is less important.</li> <li>• Growth of individualism – people prioritise personal ambition / consumerism over traditional expectation of marriage.</li> <li>• Greater access to contraceptives – can prevent the need to marry due to unplanned pregnancy.</li> <li>• Any other appropriate point.</li> </ul>	<ul style="list-style-type: none"> <li>• In some societies marriage is still promoted as an ‘ideal’ – those who remain unmarried can often be stigmatised e.g. ‘left behind women’ of China.</li> <li>• Ideologically important – considered by some to be the best environment for raising children / social cohesion.</li> <li>• Any other appropriate point.</li> </ul>	
	Research evidence / theory	Liberal / radical feminism, postmodernism, Wilkinson, Gubernskaya	Somerville, Fletcher, functionalism, New Right, Chester, Bhrolchain & Beaujouan,	
	Relevant concepts	Individualism, march of progress, examples of Divorce Reform Act/s, secularisation, cohabitation,	Primary socialisation, arranged marriage, same-sex marriage, social cohesion, nuclear family, reconstituted family, warm bath theory,	
	<p>The above content is indicative and other relevant approaches to the question should be rewarded appropriately.</p>			

**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	<ul style="list-style-type: none"> <li>Good knowledge and understanding of the view that marriage has become less important in society.</li> <li>The response contains a range of detailed points with good use of concepts and theory / research evidence.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>Reasonable knowledge and understanding of the view that marriage has become less important in society.</li> <li>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.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Basic knowledge and understanding of the view that marriage has become less important in society.</li> <li>The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>Limited knowledge and understanding of the view that marriage has become less important in society.</li> <li>The response contains only assertive points or common-sense observations.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No knowledge and understanding worthy of credit.</li> </ul>	0

Level	AO2: Interpretation and Application	Marks
4	<ul style="list-style-type: none"> <li>A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>No interpretation and application worthy of credit.</li> </ul>	0

Level	AO3: Analysis and Evaluation	Marks
5	<ul style="list-style-type: none"> <li>• Very good analysis / evaluation of the view that marriage has become less important in society.</li> <li>• The evaluation is clear, explicit and sustained.</li> </ul>	<b>9–10</b>
4	<ul style="list-style-type: none"> <li>• Good analysis / evaluation of the view that marriage has become less important in society.</li> <li>• The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments opposing the view that marriage has become less important in society.</li> </ul>	<b>7–8</b>
3	<ul style="list-style-type: none"> <li>• Some analysis / evaluation of the view that marriage has become less important in society.</li> <li>• There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points opposing the view marriage has become less important in society.</li> </ul>	<b>5–6</b>
2	<ul style="list-style-type: none"> <li>• Basic analysis / evaluation of the view that marriage has become less important in society.</li> <li>• There is an attempt to consider more than one side of the debate or one simple point opposing the view marriage has become less important in society.</li> </ul>	<b>3–4</b>
1	<ul style="list-style-type: none"> <li>• Limited analysis / evaluation of the view that marriage has become less important in society.</li> <li>• Any analysis or evaluation is incidental, confused or simply assertive.</li> </ul>	<b>1–2</b>
0	<ul style="list-style-type: none"> <li>• No analysis and evaluation worthy of credit.</li> </ul>	<b>0</b>