CAMBRIDGE
International Education

# Cambridge International AS & A Level

**SOCIOLOGY** **9699/23**

Paper 2 The Family **October/November 2025**

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

This document consists of **18** printed pages.

© Cambridge University Press & Assessment 2025

## 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 2025 

## 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 2025 

**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 levels of response mark schemes. For these, the level descriptor 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 descriptors 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.

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

© Cambridge University Press & Assessment 2025 

## 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

| Annotation | Meaning |
|---|---|
| BOD | Benefit of the doubt given / the point is just about worthy of credit |
| E1 | Explanation of the point |
| E2 | Explanation of why it is a strength / limitation |
| EXP | Development / description of the point |
| EVAL | Evaluation point |
| DEV | Developed point |
| GEN | General point using sociological material but not 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 |

| **Annotation** | **Meaning** |
|---|---|
| On-page comment | On page comment |
| Highlighter | Identification of a point |

| Question | Answer | Marks |
|---|---|---|
| 1 | **Describe <u>two</u> ways ethnicity can influence the experience of childhood in the family.**<br><br>**Indicative content**<br><br>• Expectations of children e.g. child brides, financially support family etc.<br>• Socialised into different norms and values e.g. an emphasis on showing care, obedience, respect to parents and elders (Chinese tradition of filial piety) etc.<br>• Family structure they grow up in e.g. in Asia and Middle East more likely to experience the extended family – greater opportunity for grandparent involvement in quality primary socialisation.<br>• Some ethnicities are more likely to be female lone-parent families - child may lack a male role model/lack discipline which may lead to deviance.<br>• May experience patriarchal/matriarchal family – can impact how children regard or respect women, regard men with authority etc.<br>• May enforce traditional gender role expectations - children can often imitate these / be limited by these e.g. girls not expected to receive an education.<br>• Educational expectations parents place upon their children e.g. Asian Tiger moms – can place excessive stress on children affecting mental health / result in higher academic success in comparison to other ethnic groups.<br>• Religious beliefs and practices by the family e.g. living by religious-based rules, values, traditions, dress etc.<br>• Generational conflicts that can arise from western cultural influences clashing with traditional values and beliefs.<br>• Higher levels of parental control in some cultures - girls may be given less freedom than boys / have greater limits placed on their freedoms.<br>• Some ethnic groups are more likely to experience poverty and deprivation than others - can negatively impact the experience of childhood e.g. material deprivation, lack of opportunities, unhealthy diet etc.<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 the way identified.<br><br>(2 × 2 marks) | **4** |

| Question | Answer | Marks |
|---|---|---|
| 2(a) | **Explain <u>two</u> reasons why men may have more power than women in the family.**<br><br>**Indicative content**<br><br>• Men tend to be the breadwinner of the family – this gives them authority over major financial decisions.<br>• Even when women contribute financially, men tend to control the finances which gives them economic power.<br>• Physical advantage men may have over women - use of domestic violence to assert dominance/power/keep women subordinate.<br>• Socialisation into gendered roles / identities that reinforce male dominance - the man is considered superior / woman inferior from childhood.<br>• Family exists within a wider societal culture of patriarchy, e.g. religion, laws.<br>• Cultural / religious norms / laws that reinforce patriarchal ideology.<br>• Women are considered by radical feminists to be biologically disadvantaged as they give birth – they rely on men who subsequently use this to their advantage.<br>• Any other appropriate reason.<br><br>For this question, use of sociological material is likely to be demonstrated through references to radical, liberal and Marxist feminism, sociologists e.g. Greer, Dobash and Dobash and concepts such as gender roles, primary socialisation, patriarchy etc.<br><br>Reward a maximum of **two reasons**. Up to 4 marks are available for each reason:<br><br>1 mark for making a point / giving a reason (e.g men tend to be the main Breadwinner of the family...).<br><br>1 mark for explaining that reason (e.g. therefore the woman is considered inferior to the man...).<br><br>1 mark for selecting relevant sociological material (e.g. Edgell).<br><br>1 mark for explaining how the material supports the point (e.g. this gives the man authority over major financial decisions...).<br><br>(2 × 4 marks) | **8** |

| Question | Answer | Marks |
|---|---|---|
| 2(b) | **Explain <u>two</u> strengths of radical feminist views of the family.**<br><br>**Indicative content**<br><br>Strengths:<br>• Has brought attention to some important features of female oppression and exploitation within the family.<br>• Recognises that changes in policies/laws are not enough to change women's family lives and that underlying patriarchal ideology needs eradicating.<br>• Highlights inequalities of power taking place within the family due to patriarchy, neglected by other strands of feminism.<br>• Highlights the significance of patriarchy not addressed by other theoretical approaches, e.g. brought attention to the prevalence of domestic violence in maintaining male power.<br>• Has challenged the exploitative nature of traditional views held of gender e.g. that women are considered subordinate to men in the family.<br>• Recognises that patriarchy pre-dates capitalism as the cause of female oppression in the family, making it more relevant as an explanation within pre-industrial societies.<br>• Any other appropriate strength.<br><br>Reward a maximum of **two strengths.** For each strength, up to 3 marks are available:<br><br>1 mark for identifying a strength of radical feminism (e.g. has brought attention to some important features of female oppression within the family...).<br><br>1 mark for explaining why the theory has this strength (e.g. they focus on the exploitative power relationships in the family due to the prevalence of patriarchy...)<br><br>1 mark for explaining why it is a strength (e.g. this has helped raise awareness to the extent of domestic violence that women face in the family...)<br><br>(2 × 3 marks) | **6** |

| Question | Answer | Marks |
|---|---|---|
| 3(a) | **'The main role of the family is to support capitalism.' Explain this view.**<br><br>**Indicative content**<br><br>• Family acts as an ideological state apparatus - socialises children into capitalist ideology to turn them into passive and falsely conscious workers, citizens and consumers who uncritically accept the inequality experienced.<br>• Parents may impose sanctions on unacceptable behaviour of children and rewards for acceptable behaviours – this will enforce conformity to authority, undisruptive behaviour etc. required of future workers.<br>• Reproduction of labour force – births and raises children at no cost to the bourgeoise, socialising children into future workers by teaching obedience, conformity and respect to authority /replaces retired and dead workers.<br>• Wife acts as a 'safety valve' - absorbs the stress and frustration of alienated breadwinner, allowing them to exercise power and authority at home - this ensures they remain productive in the workplace / does not revolt against the employer or the capitalist system.<br>• Unit of consumption - buys products to fulfil family's needs / false needs (conspicuous consumption) ensuring profits are created.<br>• Paying taxes for education and health systems ensures a fit and well-trained workforce.<br>• Any other relevant argument<br><br>**Levels of response**<br><br>**Level 3: 8–10 marks**<br>• Good knowledge and understanding of the view that the main role of the family is to support capitalism. The response contains two clear and developed points.<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>• Some knowledge and understanding of the view that the main role of the family is to support capitalism. The response contains one clear and developed point and one relevant but underdeveloped point.<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 being made clear.<br><br>**Level 1: 1–3 marks:**<br>• Limited knowledge and understanding of the view that the main role of the family is to support capitalism. 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>• Any supporting material lacks focus on the specific question.<br><br>**Level 0: 0 marks:**<br>• No response worthy of credit | **10** |

| Question | Answer | Marks |
|---|---|---|
| 3(b) | **'The main role of the family is to support capitalism.'**<br><br>**Using sociological material, give <u>one</u> argument against this view.**<br><br>**Indicative content**<br><br>• Family may actively resist capitalist ideologies / encourage anti-capitalist views e.g. teaching norms and values which are a product of working-class culture, therefore empowering children with an understanding of capitalist inequality and exploitation.<br>• Viewpoint is economically deterministic - assumes the family's main role is to serve the economy.<br>• Performs functional pre-requisites to ensure social harmony / serves the needs of society / support individual family members e.g. stabilisation of adult personalities, primary socialisation etc.<br>• Increase in welfare dependent / dysfunctional families not supporting capitalism, rather are a drain on the economy.<br>• Serves the needs of men / patriarchy through the exploitation and oppression of women.<br>• Serves the needs of the individuals through negotiation of roles, satisfaction of needs.<br>• Any other relevant argument.<br><br>**Levels of response**<br><br>**Level 3: 5–6 marks:**<br>• One clear and developed argument against the view that the main role of the family is to support capitalism<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 main role of the family is to support capitalism<br>• The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear.<br><br>**Level 1: 1–2 marks:**<br>• One point disagreeing with the view that the main role of the family is to support capitalism, 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. | **6** |

| Question | Answer | Marks |
|---|---|---|
| 4 | **Evaluate the view that the nuclear family is no longer the dominant family structure.**<br><br>**Indicative content** | **26** |

| | In support of the view | Against the view |
|---|---|---|
| Points | • Increase in diverse family structures e.g. lone-parent, childless – reduced the dominance of the nuclear.<br>• Greater societal tolerance towards alternative family structures.<br>• Changing patterns of marriage and divorce as evidence of the changes in family ideology – leads to more diverse structures e.g. childless couples, lone-parents.<br>• Impact of radical feminism on women in seeing the nuclear family as oppressive and exploitative - increasingly led them to abandon it.<br>• Changes in the attitudes of women towards marriage<br>• Changes in policies encouraging other family structures – shows the changing importance of the nuclear family and has contributed to its decline as the dominant structure in many societies.<br>• Impact of secularisation – less stigma attached to living in alternative family structures.<br>• Any other appropriate point. | • Nuclear family forms the basis of most other family structures e.g. lone parent, extended therefore dominant.<br>• Nuclear family has not declined rather has adapted to become dual earner.<br>• Some state policies continue to support / promote nuclear family maintaining it as the dominant structure.<br>• Nuclear family is still often seen as the 'ideal' to aspire to.<br>• Most people are a member of a nuclear family at some point.<br>• Most children are still reared by their natural parents in a nuclear family.<br>• Religious/cultural importance of the nuclear family remains in some societies<br>• Extent of family diversity is exaggerated - people do not tend to live in alternative family structures for long.<br>• Societies experiencing industrialisation tend to have the nuclear family as dominant due to it being geographically mobile.<br>• Any other appropriate point. |

© Cambridge University Press & Assessment 2025 

<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>Research evidence/ theory</td><td>Rapoport and Rapoport, Charles, Giddens, Beck, Stacey, Lareau, Wilkinson, Morgan, Rational Choice Theory, postmodernism, liberal feminism, New Right, Same Sex Marriage Acts</td><td>Chester, Somerville, Murdock, functionalism, Marxism</td></tr>
<tr><td>Relevant concepts</td><td>Family life cycle, fictive kin, individualisation, DINKs, secularisation, life course analysis, cultural/class/life-stage diversity,</td><td>Family life cycle, familial ideology, cereal packet family, neo-conventional nuclear family,</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 the nuclear family is no longer the dominant family structure.<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 the nuclear family is no longer the dominant family structure.<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 the nuclear family is no longer the dominant family structure.<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 the nuclear family is no longer the dominant family structure.<br>• 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 |

© Cambridge University Press & Assessment 2025 

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

© Cambridge University Press & Assessment 2025 

| Question | Answer | Marks |
|---|---|---|
| 5 | **Evaluate the view that improvements in the social position of women is the main reason for the increase in divorce.**<br><br>**Indicative content** | **26** |

| | In support of the view | Against the view |
|---|---|---|
| Points | • Changes in divorce laws and economic independence mean women can apply for, and afford to, get divorced.<br>• Increased career opportunities - women now entering traditional male areas of employment which may cause tension in a marriage and result in divorce.<br>• Career focus means less likely to have children and therefore less ties to the marriage.<br>• Women's rising expectations of life and marriage may lead to divorce if not satisfied.<br>• Less prepared to solely take on the domestic role alongside employment – if domestic responsibilities are not shared, women have the capacity to divorce.<br>• Greater control over fertility - women are empowered to remain childless and therefore are less inclined to stay in an unhappy marriage.<br>• Any other appropriate point | • Changes in law are the main reason e.g. relaxing of divorce laws in some societies.<br>• Changes in social attitudes has reduced the stigma divorced women would face.<br>• Secularisation - decline in religious emphasis on marriage makes divorcing less frowned upon.<br>• Increased life expectancy - provides more opportunities problems/tensions to arise in a marriage.<br>• Growth of the privatised family - increased the demands placed on each partner without the wider kin to support.<br>• Increased emphasis on individualism – people have become more focused on their self-interests and fulfilment – will divorce if the marriage does not provide this.<br>• Spread of radical feminist ideology – made women increasingly aware of the oppressive harm of patriarchy on them within the family.<br>• Impact of a welfare system providing financial support to mothers and children.<br>• Any other appropriate point |

© Cambridge University Press & Assessment 2025 

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
<table>
<tr><td>Research evidence/ theory</td><td>Allan and Crow, Hochschild, Sigle-Rushton, Bernard, Fletcher, Giddens, Sharpe, Beck, Greer,<br>Radical / liberal feminism, functionalism, postmodernism.</td><td>Good and Gibson, Mitchell and Goody, Beck and Beck-Gersheim, Murray, Morgan, postmodernism, New Right, radical feminism.</td></tr>
<tr><td>Relevant concepts</td><td>Equal Pay Act, Gender Equality Act/s, dual burden/triple shift, confluent love, individualisation, risk society.</td><td>Empty shell marriage, patriarchy, examples of divorce laws specific to own country e.g. Divorce Law Reform Act in the UK and Khul reform in Egypt, secularisation.</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

**Levels of response for Question 5**

The maximum mark for **Question 5** is 26.

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

| Level | **AO1**: **Knowledge and Understanding** | Marks |
|---|---|---|
| 4 | • Good knowledge and understanding of the view that improvements in the social position of women 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 improvements in the social position of women 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 improvements in the social position of women 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 improvements in the social position of women 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 |

| 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 lacks either development or application 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 |

| Level | AO3: Analysis and Evaluation | Marks |
|---|---|---|
| 5 | • Very good analysis/evaluation of the view that improvements in the social position of women is the main reason for the increase in divorce.<br>• The evaluation is clear, explicit and sustained. | 9–10 |
| 4 | • Good analysis/evaluation of the view that improvements in the social position of women 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 improvements in the social position of women is **not** the main reason for the increase in divorce. | 7–8 |
| 3 | • Some analysis/evaluation of the view that improvements in the social position of women 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 improvements in the social position of women is **not** the main reason for the increase in divorce. | 5–6 |
| 2 | • Basic analysis/evaluation of the view that improvements in the social position of women 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 improvements in the social position of women is **not** the main reason for the increase in divorce. | 3–4 |
| 1 | • Limited analysis/evaluation of the view that improvements in the social position of women is the main reason for the increase in divorce.<br>• Any analysis or evaluation is incidental, confused or simply assertive. | 1–2 |
| 0 | • No analysis and evaluation worthy of credit. | 0 |

© Cambridge University Press & Assessment 2025 