



Cambridge  
International  
AS & A Level

**Cambridge Assessment International Education**  
Cambridge International Advanced Subsidiary and Advanced Level

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**SOCIOLOGY**

**9699/12**

Paper 1

**October/November 2018**

MARK SCHEME

Maximum Mark: 50

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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.

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This document consists of **12** printed pages.

 **Cambridge Assessment**  
International Education

**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 descriptors 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.

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks    |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1(a)     | <p><b>Define the term civil partnership.</b></p> <p>1 mark for a partial definition such as a same sex relationship.</p> <p>2 marks for a clear and accurate definition such as legalised same sex relationship giving the participants a similar legal status to married couples.</p> <p><i>An example on its own will not be credited. If an example is used to support a definition, thereby demonstrating understanding of the term, this can be credited.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>2</b> |
| 1(b)     | <p><b>Describe two ways in which the family serves the interests of the ruling class.</b></p> <p>Points that can be included:</p> <ul style="list-style-type: none"> <li>Stabilisation of the adult personality to allow workers to continue working.</li> <li>Socialisation/nurturing of children for the workforce</li> <li>Consumers for capitalism</li> <li>Economic factors keeps workers obedient/hard working</li> <li>Help to maintain social order</li> <li>Reproduces social inequalities</li> <li>Helps family members accept oppression/false class consciousness</li> <li>Ideological state apparatus/socialises into dominant ideology</li> <li>Safety valve</li> <li>Nepotism</li> <li>Monogamy ensures paternity and inheritance (Engels)</li> <li>Social closure/gatekeeping.</li> <li>Any other relevant way.</li> </ul> <p>One mark for the way plus one mark for development (2 · 2 marks).</p> | <b>4</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(c)     | <p><b>Explain the ways family life may be influenced by social policies.</b></p> <p>These influences can be negative as well as positive.</p> <p><b>0–4</b><br/>Answers at this level are likely to show only limited appreciation of the issues raised in the question and make little use of relevant sociological concepts and theories.</p> <p>Lower in the level (<b>1–2 marks</b>) a simplistic response (e.g. stating divorce legislation) with no development. Other assertive answer stating that social policies influence behaviour.</p> <p>Higher in the level (<b>3–4 marks</b>) a few limited observations (such as how family size may be influenced by government policy), but with little depth in the explanations offered and the answer may rely on description rather than explanation.</p> <p>Answers which implicitly link to research or methods may reach the top of the level.</p> <p><b>5–8</b><br/>Answers at this level show some sociological knowledge and understanding of the question. At this level there is likely to be some accurate use of theory, studies or concepts.</p> <p>Lower in the level (<b>5–6 marks</b>) a sound account of how family life may be influenced by social policies which is lacking in either breadth or depth, perhaps with some reliance on material in the data.</p> <p>Higher in the level (<b>7–8 marks</b>) the explanation will be developed and well-informed. There will be a detailed account of the ways family life may be influenced by social policies and there may be good use of examples to illustrate points made.</p> <p>A good list of undeveloped points may gain up to <b>6 marks</b>. To go higher there needs to be development of three or more points or detailed development of two or more points.</p> <p>This question asks candidates to ‘explain’ therefore there is no requirement for assessment.</p> | 8     |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(c)     | <p>Points that can be included:</p> <ul style="list-style-type: none"> <li>Marriage/divorce laws</li> <li>Economic support for families</li> <li>Family planning</li> <li>Taxation levels</li> <li>National service</li> <li>Education policies</li> <li>Equalities legislation</li> <li>Welfare state/maternity benefits</li> <li>Social engineering</li> <li>Housing policies</li> <li>Migration/immigration laws</li> <li>Labour laws</li> <li>Made better/worse (but has to be explained in context)</li> <li>China and the one child policy</li> <li>Culture of dependency</li> <li>Number of children supported by the state</li> <li>Forced sterilisation</li> <li>Any other valid policy/legal change</li> </ul> |       |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks     |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1(d)     | <p><b>Assess the view that the family serves the interests of men.</b></p> <p><b>0–4</b><br/>Answers at this level are likely to show only limited appreciation of the issues raised in the question.</p> <p>Lower in the level (<b>1–2 marks</b>) a simple answer (e.g. stating that men benefit because women do the domestic work).</p> <p>Higher in the level (<b>3–4 marks</b>) general descriptions (e.g. of inequality in conjugal roles).</p> <p>Other top of the level answers may argue that the family no longer serves the interests of men as families have become more equal.</p> <p>Answers which offer weak, possibly non-sociological points even if on both sides should be placed within this level. Use of sociological references in this level may be dated, misplaced or inaccurate.</p> <p>Answers that consider the position of women in society without reference to either the family <b>or</b> benefitting men are not likely to go above this level.</p> <p><b>5–8</b><br/>Answers at this level show some sociological knowledge and understanding of the question.</p> <p>Lower in the level (<b>5–6 marks</b>) a simplistic description (e.g. of how men benefit from inequality / family life is unfair for women).</p> <p>Answers that consider how the position of women in society benefits men with no reference to family are unlikely to go above <b>5–6 marks</b>.</p> <p>Higher in the level (<b>7–8 marks</b>) a more detailed account (e.g. of how men benefit from the exercise of power in the family). Answers at this level may make reference to different feminist theories.</p> <p>Place at the top of the level according to depth and/or range of examples explained and supported by reference to theory, empirical data or concepts.</p> <p>Answers in this level may be one-sided and if done well may gain 8 marks. An answer which describes two views, such as the feminist and functionalist views may also gain up to 8 marks.</p> <p><b>9–11</b><br/>Answers at this level must achieve three things:<br/> <u>First</u>, there will be good sociological knowledge and understanding.<br/> <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question.<br/> <u>Third</u>, there must also be some evidence of assessment.</p> | <b>11</b> |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1(d)     | <p>Lower in the level <b>(9–10 marks)</b> the assessment may be based on a simple comparison of theories, most probably of feminists and functionalist views, at a minimum this would consist of one explicit point of evaluation between theories.</p> <p>At the top of the level <b>(11 marks)</b> the view that the family serves the interests of men will be evaluated explicitly and in some depth and with a wider range of explicitly evaluative points.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> <li>Liberal, Radical, Marxist and Black Feminist views on the family</li> <li>Zaretsky and the role of the family in supporting capitalism.</li> <li>Parsons/Murdock theory of expressive and instrumental roles in the family</li> <li>Stacey and postmodernist views of choice</li> <li>Any other valid point</li> </ul> <p>Concepts that could be included: patriarchy, canalisation, misogyny, ideological control, ideological state apparatus, joint/segregated conjugal roles, domestic violence, functional fit, gender socialisation, power relationships.</p> |       |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <p><b>'There are more similarities than differences between functionalist and Marxist theories of the family.' Explain and assess this view.</b></p> <p><b>0–6</b><br/>Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question.</p> <p>Lower in the level (<b>1–3 marks</b>) one or two simple points based on assertion or common sense (e.g. stating that functionalism and Marxism are both sociological theories).</p> <p>Higher in the level (<b>4–6 marks</b>) a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. stating that the family benefits society). Other answers in this level may describe different theories with little or no reference to the question.</p> <p><b>7–12</b><br/>Answers at this level will show some sociological knowledge and understanding of functionalist/Marxist theories of the family. At this level answers are likely to be one sided but answers with limited use of sociological theories, studies or concepts are likely to be here even if the response is imbalanced.</p> <p>Lower in the level (<b>7–9 marks</b>) a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. an outline of some functions of the family according to Marxists <b>OR</b> functionalists).</p> <p>Higher in the level (<b>10–12 marks</b>) a narrow range of developed points or a wider range of underdeveloped points.</p> <p>At this level it is likely that both functionalist and Marxist theories of the family will be outlined.</p> <p><b>13–18</b><br/>Answers at this level will show good sociological knowledge and understanding. The material used will be interpreted accurately and applied well to answering the question. There is no <u>requirement</u> for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts. At this level there should be some recognition of the similarities and/or differences between functionalism <b>AND</b> Marxism.</p> <p>Lower in the level (<b>13–15 marks</b>) a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places. E.g. answers may focus on similarities <b>OR</b> differences.</p> | 25    |



| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Marks |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <p>Higher in the level (<b>16–18 marks</b>) answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points that show there are similarities <b>AND</b> differences. At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts.</p> <p><b>19–25</b><br/>Answers at this level must achieve three things:<br/> <u>First</u>, there will be good sociological knowledge and understanding.<br/> <u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question.<br/> <u>Third</u>, there must also be some evidence of assessment.</p> <p>Answers in this level are likely to provide an excellent account and explicit assessment of both similarities <b>AND</b> differences between Functionalist <b>AND</b> Marxist theories of the family.</p> <p>There will be clear assessment of the view in the question: for example by using a function of the family (such as socialisation) to draw out how in some ways the two theories agree and in other ways they disagree.</p> <p>Lower in the level (<b>19–21 marks</b>) the assessment may be limited to just one or two evaluative points that are explicitly stated.</p> <p>Higher in the level (<b>22–25 marks</b>) there will be sustained assessment and the points offered will be explicit and well-directed towards the question.</p> <p>There likely to be a well formulated conclusion.</p> <p>Points that can be included:<br/> Similarities<br/> Both theories are structuralist metanarratives<br/> Both theories see the family functioning to maintain society<br/> Both see families socialising members/providing care<br/> Both see individuals as having limited freedom to act<br/> Both see wives in a secondary position<br/> Parsons' view of the stabilisation of adult personalities is similar to Zaretsky's view that the family comforts workers from capitalist exploitation<br/> Both theories see socialisation into the rules of society as an important way of maintaining the status quo</p> |       |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <p><b>Differences</b></p> <p>Functionalists stress the benefits to individuals and society but Marxists argue the system benefits capitalism/capitalists at the expense of most individuals.</p> <p>Functionalists are optimistic whilst Marxists are pessimistic about the family.</p> <p>Functionalist see socialisation into the dominant values as positive, whereas Marxists view it as ideological control.</p> <p>Any other valid point.</p> <p>Concepts that could be referred to: structuralist, macro perspective, deterministic, social solidarity/social control, functional fit, consensus theory/value consensus, organic, warm bath theory, conflict theory, superstructure, ruling class ideology/ideological function, ideological state apparatus, false consciousness, safety valve.</p> |       |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Marks |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3        | <p><b>Explain and assess the view that industrialisation has led to the decline of the extended family.</b></p> <p><b>0–6</b><br/>Answers at this level are likely to be assertive and focus on a few common sense observations with little or no sociological support or reference to the question.</p> <p>Lower in the level (<b>1–3 marks</b>) one or two simple points based on assertion or common sense (e.g. stating that most people live in nuclear families).</p> <p>Higher in the level (<b>4–6 marks</b>) a wider range of simple points based on assertion or common sense or a point that hints at a sociological understanding of the question (e.g. stating that extended families used to work together in pre-industrial society).</p> <p><b>7–12</b><br/>Answers at this level will show some sociological knowledge and understanding of the question and there will be some attempt to directly answer the question by demonstrating an understanding of the meaning of decline of the extended family in relation to industrialisation. At this level answers are likely to be one sided but answers with limited use of sociological theories, studies or concepts are likely to be here even if reference to a debate is included.</p> <p>Lower in the level (<b>7–9 marks</b>) a narrow range of underdeveloped points, possibly with some inaccuracies (e.g. the functional fit theory).</p> <p>Higher in the level (<b>10–12 marks</b>) a narrow range of developed points or a wider range of underdeveloped points.</p> <p><b>13–18</b><br/>Answers at this level will show good sociological knowledge and understanding of both sides of the debate. The material used will be interpreted accurately and applied well to answering the question. There is no <u>requirement</u> for assessment at this level although it may be present. Answers should include some accurate use of sociological theory, studies or concepts.</p> <p>Lower in the level (<b>13–15 marks</b>) a range of relevant knowledge, with appropriate use of concepts and/or theory, but the points covered may lack development or specific focus on the question in places.</p> <p>Higher in the level (<b>16–18 marks</b>) answers will use a wide range of relevant knowledge, including concepts and/or theory, and include some well-developed points.</p> <p>At the top of the level, answers will contain a wide range of knowledge with some well-developed points and accurate use of theory, studies and concepts.</p> | 25    |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3        | <p><b>19–25</b></p> <p>Answers at this level must achieve three things:</p> <p><u>First</u>, there will be good sociological knowledge and understanding.</p> <p><u>Second</u>, the material used will be interpreted accurately and applied effectively to answering the question.</p> <p><u>Third</u>, there must also be some evidence of assessment.</p> <p>Answers in this level are likely to provide an excellent account and assessment of the view that industrialisation has led to the decline of the extended family.</p> <p>There will be clear assessment of the view in the question (for example by highlighting the importance extended families in modern industrial societies).</p> <p>Lower in the level (<b>19–21 marks</b>) the assessment may be largely delivered through juxtaposition of different theories.</p> <p>Higher in the level (<b>22–25 marks</b>) there will be sustained assessment and the points offered will be explicit and well-directed towards the question.</p> <p>There likely to be a well formulated conclusion.</p> <p>Points that can be included:</p> <ul style="list-style-type: none"> <li>Theory of functional fit</li> <li>Functionalist views of the march of progress</li> <li>Geographic mobility</li> <li>The modified extended family</li> <li>Finch and family obligations</li> <li>Carlin and pre-industrial nuclear families</li> <li>Anderson/Laslett</li> <li>Cross-cultural comparisons (e.g. Ballard)</li> <li>Continuing importance of extended families (e.g. Brannen)</li> <li>Any other valid point</li> </ul> <p>Concepts that could be referred to: privatised nuclear family, traditional nuclear family, modified extended family, dispersed extended family, attenuated extended family, beanpole family, structural differentiation, ascribed/achieved status, stratified diffusion, loss of function.</p> |       |