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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

Paper 2 The Family **February/March 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 February/March 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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.

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Social Science-Specific Marking Principles (for point-based marking)

1 Components using point-based marking:

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

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.

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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

Annotation	Meaning
	Incorrect response
	Irrelevant material
	On page comment
	Identification of a point

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Question	Answer	Marks
1	**Describe <u>two</u> ways social class can influence the experience of childhood in the family.** **Indicative content** • Children from lower economic backgrounds may experience 'cultural deprivation' and not receive wider socially accepted norms & values / middle class children experience a socialisation of norms & values that provide them with cultural capital. • Children from professional parental backgrounds more likely to receive encouragement and support from parents to pursue higher education / aim for professional career. • Middle class childhood more likely to experience 'concerted cultivation' – parents actively enrol their children in a range of cultural, artistic and sporting activities / middle-class parents more likely to raise 'renaissance children'. • Working-class children more likely encouraged to pursue immediate gratification as opposed to deferred gratification of the middle class. • Children from lower economic families more likely to be nurturing / higher economic backgrounds more likely to be nurtured. • Working-class children more likely to experience poverty in the family, and as such lack reading material/toys/healthy food etc. • Traditionally, class influences parental attitudes towards gender expectations e.g. working class typically emphasise stereotypical views that boys should demonstrate hegemonic masculine traits etc. • Can determine whether childhood is considered a period of innocence and protection by the parents – those from middle class upbringings are more likely to experience a child-centred environment and over-protection. • Children from wealthy families may be sent away to boarding schools for their education, rather than living at home and attending state schooling. • Any other appropriate way. Reward a maximum of **two ways**. For each way, up to 2 marks are available: 1 mark for identifying a way. 1 mark for describing how the way shows social class can influence experiences of childhood. (2 × 2 marks)	**4**

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Question	Answer	Marks
2(a)	**Explain <u>two</u> ways the family supports capitalism.** **Indicative content** • Socialises children into ruling class ideology – instils attitudes required of a compliant worker/acceptance of hierarchy. • Acts as a safety valve – absorbs the breadwinner's frustration of powerlessness in the workplace preventing them from venting anger and frustration towards capitalism. • Is a unit of consumption – buys products to meet family's needs, creating profits for the bourgeoisie/pester power – children targeted as consumers to persuade parents to spend more. • Acts as a form of social control – socialises children into obedience through sanctions. • Reproduces future workforce – gives birth to children and raises them without cost to the owners of the means of production. • Ensures a workforce – due to family responsibilities the breadwinner is less likely to quit their job/go on strike. • Wives/mothers as a reserve army of labour – becomes an additional worker for the capitalists/cheap temporary workers in the absence of husband/fathers in the workplace. • Provides unpaid domestic labour/childcare – enables the breadwinner to stay at work longer/can focus their energy on the workplace. • Family members are in employment – pay taxes to the state from the wages they earn. • Any other appropriate response. *For this question, use of sociological material is likely to be demonstrated through references to Marxist/Marxist feminist sociologists e.g. Althusser, Zaretsky, Ansley and concepts such as alienation, false class consciousness, ideological state apparatus etc.* Reward a maximum of **two ways**. Up to 4 marks are available for each way: 1 mark for making a point / giving a way (e.g. socialises children into ruling-class ideology). 1 mark for explaining that point way (e.g. instils attitudes required of a compliant worker). 1 mark for selecting relevant sociological material (e.g. ideological state apparatus). 1 mark for explaining how the material supports the point (e.g. children are taught to submit to authority in the family which translates to acceptance of hierarchy in the workplace). (2 × 4 marks)	**8**

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Question	Answer	Marks
2(b)	**Explain <u>two</u> strengths of Marxist views of the family.** **Indicative content** Strengths: • Has drawn attention to powerful interests that may be shaping family life. • Highlights the exploitation that takes place in the family due to its relationships with the economy/capitalism. • Has shown the nuclear family is not natural or universal (as functionalism claims), rather developed as a response to capitalism. • Recognises the family is not always a positive place, highlighting the inequalities of power that take place in the family that are the result of capitalism e.g. domestic violence. • Identifies the ideological role the family performs in promoting ruling-class interests. • Provides a historical view on the development of the family. • Highlights the economic importance of the nuclear family e.g. as a unit of consumption, as a provider of labour. • Helps to explain the division of labour within the family. • Any other appropriate strength. Reward a maximum of **two strengths.** For each strength, up to 3 marks are available: 1 mark for identifying a strength of Marxism (e.g. have drawn attention to powerful interests shaping family life). 1 mark for explaining why Marxism has this strength (e.g. it focuses on how the family is deliberately targeted by advertisers as a unit of consumption). 1 mark for explaining why it is a strength (e.g. allows us to recognise how the nuclear family is essential to the health of the economy). (2 × 3 marks)	**6**

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Question	Answer	Marks
3(a)	**'The main reason for family diversity is changes in social policy.' Explain this view.** **Indicative content** • Welfare systems providing financial assistance – encourage lone-parent families. • Social policies supporting different family forms e.g. growth in same-sex marriage. • Introduction of policies imposing limits on / encouraging the number of children born to families e.g. China's One/Three Child policies. • Policies making divorce more accessible, particularly for women – led to decline in nuclear family and enables new family formation e.g. lone-parent. • Policies/laws supporting religious/cultural diversity – influential in introducing new family forms outside of the dominant traditional type. • Gender equality policies e.g. Equal Pay Act, have enabled women to become financial providers in the family, creating greater diversity of roles / have meant women can be financially independent and therefore not need to be married and have a family for security. • Greater access to contraception – less of a need to get married/start a nuclear family due to pregnancy. • Policies preventing abortion may lead to an increase in lone-parent families. • Policies and policy responses to deindustrialisation that have impacted masculinity e.g. in bringing about changes in traditional divisions of labour, or divorce due to loss of employment etc. • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that changes in social policy is the main reason for increased family diversity. The response contains two clear and developed points. • 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.	**10**

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Question	Answer	Marks
3(a)	**Level 2: 4–7 marks** • Some knowledge and understanding of the view that changes in social policy is the main reason for increased family diversity. The response contains one clear and developed point and one relevant but underdeveloped point. The response contains one clear and developed point and one relevant but underdeveloped point. • 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. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that changes in social policy is the main reason for increased family diversity. The response contains one relevant but undeveloped point and one (or more) point/s related to the general topic rather than the specific question. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	

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Question	Answer	Marks
3(b)	**'The main reason for family diversity is changes in social policy.' Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Women focusing on education/careers is leading to them having children later in life/not have children – this results in smaller/childless families. • Secularisation/loss of religious influence – people no longer feel bound by traditional religious beliefs e.g. marriage and may pursue cohabitation. • Influence of feminist movements – women increasingly likely to pursue independence and don't need a husband for financial security – this has changed relationship dynamics within the family e.g. eroding traditional gender roles. • Increased migration / impact of globalisation – has introduced alternative family forms to the culturally dominant norm. • Changing social attitudes – there has been a wider acceptance of different family forms / loss of stigma, that have subsequently led to changes in social policy. • Impact of economic hardship – may require moving in with parents / extended family. • Growth in individualism – people are increasingly choosing family forms that reflect personal desires and ambitions e.g. actively choosing not to have children as they could impinge their lifestyles. • Demographic changes e.g. increased life expectancy is creating more extended families. • Any other appropriate point. **Levels of response** **Level 3: 5 – 6 marks** • One clear and developed argument against the view that the main reason for family diversity is changes in social policy. • Sociological material, such as concepts, theories and evidence, is used to support the argument. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 3 – 4 marks** • One clear but underdeveloped argument against the view that the main reason for family diversity is changes in social policy. • The material selected is appropriate but not fully focused on the question. Sociological evidence is used but its relevance to the argument is not made clear. **Level 1: 1 – 2 marks** • One point disagreeing with the view that the main reason for family diversity is changes in social policy, which is undeveloped or lacking clarity. • Any material selected lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**6**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>

Evaluate the view that marriage is no longer socially important.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>

- Decline in numbers of marriage / rise in divorce.
- Increase in number of couples cohabitating or lone-parenting.
- Increase in economically independent women – no longer need to marry for financial security.
- Decline in stigma attached to alternatives to marriage.
- Changes in social attitudes/norms – less pressure to get married / remain married.
- Impact of secularisation – less religious importance placed on institution of marriage.
- Government support in recognising alternatives to marriage.
- Pursuit of personal ambitions/goals deemed more important than marriage/family.
- Greater access to contraception has meant less need to marry due to pregnancy to prevent bringing shame to the family.

</td><td>

- Significant number of those that divorce go on to remarry.
- Take up in same-sex marriage where legalised.
- Marriage is not universally in decline across all societies.
- Only a minority of people never marry at all in their lives.
- Persistence of arranged marriage as an important feature of some cultures.
- Social stigma attached to women not married by a certain age e.g. China's 'leftover women' /status attached to being married remains in some societies.
- Higher expectations now placed on marriage reinforce its importance.
- Some perspectives consider marriage the best environment to raise children / the ideal family set up to fulfil functional pre-requisites.
- Marriage still held in high esteem by some popular media.
- Marriage still held in high esteem by some popular media
- Introduction of tax incentives by some governments to encourage couples to marry.

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</td><td>26</td></tr>
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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td></td><td>• Impact of feminist and social movements in raising awareness of the potential dark side of marriage – women may now consider married life as unappealing and to be avoided.
• Any other appropriate point.</td><td>• Cohabitation is not an alternative to marriage but a precursor and actually strengthens it.
• Any other appropriate point</td></tr>
<tr><td>Research evidence/theory</td><td>Wilkinson, Gubernskaya, post-modernism, liberal/radical feminism.</td><td>Beaujounan, Fletcher, Chester, Parsons, New Right, functionalism,</td></tr>
<tr><td>Relevant concepts</td><td>Cohabitation, DINK, individualism, Divorce Reform Act/s.</td><td>Gender stereotypes, primary/gender socialisation, social status, social policy</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

GradeMax

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 marriage is no longer socially important. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that marriage is no longer socially important. • 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 marriage is no longer socially important. • 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 marriage is no longer socially important. • 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	• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• The material selected will be accurate and relevant but lacks either some development or clear application to the question.	5–6
2	• The material selected is relevant to the question but is not applied accurately or has limited development.	3–4
1	• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>Evaluate the view that there is greater gender equality in the family today.

Indicative content
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Relationships are becoming less patriarchal / more negotiated – creates less of a power imbalance.
• Increased financial independence of women – gives them greater decision-making power / status in the family.
• Shift to joint conjugal roles within middle class families.
• Impact of technology – men now perform more of the domestic role / women spend less time on housework.
• Traditional expressive and instrumental roles are different, not unequal.
• Women increasingly entering paid employment means men are more willing to undertake an equal share of the domestic labour.
• Impact of policies in improving women's status / power resulting in greater equality in the family e.g. Divorce Reform laws enabled women equal opportunity to divorce in the UK.
• Covid lockdown hurried along the evolution of men undertaking more housework and child rearing.</td><td>• Continued existence of patriarchy in more traditional cultures perpetuates gender inequalities in families.
• Women of all ages, ethnicities and classes generally perform more domestic labour than men.
• Shift to joint conjugal roles is ethnocentric / typically western conclusion e.g. Turkish research shows socio-economic status makes little difference with women dominating domestic tasks regardless of education and profession.
• Evidence of women taking on a greater burden in the family not less, once they enter paid work.
• Men have more power of decision making / make the important financial decisions.
• Traditional segregated roles still dominant within typical working-class families.
• Women considered as unconsciously viewing housework/childcare as the norm and undertake unthinkingly.
• Women unequally burdened by motherhood as it is seen as 'women's work'.</td></tr>
</table></td><td>26</td></tr>
</table>

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Changes in fatherhood suggest greater equality in childrearing.
• There is equality through the quality of men's support at home rather than quantity – it is task distribution that matters not the time spent on them. (Baxter)
• Growth in same-sex families in which gender scripts do not persist.
• Parents are more likely today to treat male and female children with equality e.g. educational opportunities.
• Increase in gender neutral socialisation.
• Any other appropriate point</td><td>• Women unequally burdened by motherhood as it is seen as 'women's work'.
• Whilst there is a reduced gap in the share of housework hours, this is not because men are doing more but rather women are spending less time on them. (Baxter)
• Some religions/cultures reinforce traditional stereotypical expectations of gender.
• Traditional differences in gender socialisation persist, even in western societies.
• Any other appropriate point.</td></tr>
<tr><td>Research evidence/theory</td><td>Willmott & Young, Gershuny, Sullivan, Bott, Silver & Schor, Crompton, Ramos, Chester, Baxter, Harkness, Birkett & Forbes, Lamb, Kaufman, Burgess and Beck, British Social Attitudes survey, liberal feminism, functionalism, postmodernism,</td><td>Oakley, Boulton, Ferri & Smith, Delphy & Leonard, Hochschild, Dunscombe & Marsden, Greer, Craig, Baxter, TurkStat (HLFS), Bhatti, Knudson & Waerness, radical/Marxist feminism, functionalism,</td></tr>
<tr><td>Relevant concepts</td><td>Individualism, symmetrical family, new father/man, crisis of masculinity, primary socialisation, secularisation, super dad, march of progress, joint conjugal roles, neo-conventional nuclear family, gender scripts,</td><td>Biological determinism, gender scripts, gender ideology, dual burden, triple shift, motherhood penalty, partnership penalty, invisible work, segregated roles, expressive/instrumental roles, gender ideology, maternal gatekeeping,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

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Levels of response for Question 5

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

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

Level	AO1: Knowledge and Understanding	Marks
4	• Good knowledge and understanding of the view that there is greater gender equality in the family today. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that there is greater gender equality in the family today. • The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	5–6
2	• Basic knowledge and understanding of the view that there is greater gender equality in the family today. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the view that there is greater gender equality in the family today. • The response contains only assertive points or common-sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

Level	AO2: Interpretation and Application	Marks
4	• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• The material selected will be accurate and relevant but lacks either some development or clear application to the question.	5–6
2	• The material selected is relevant to the question but is not applied accurately or has limited development.	3–4
1	• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that there is greater gender equality in the family today. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that there is greater gender equality in the family today. • The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments **against** the view that there is greater gender equality in the family today.	7–8
3	• Some analysis/evaluation of the view that there is greater gender equality in the family today. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points **against** the view that there is greater gender equality in the family today.	5–6
2	• Basic analysis/evaluation of the view that there is greater gender equality in the family today. • There is an attempt to consider more than one side of the debate or one simple point **against** the view that there is greater gender equality in the family today.	3–4
1	• Limited analysis/evaluation of the view that there is greater gender equality in the family today. • Any analysis or evaluation is incidental, confused or simply assertive.	1–2
0	• No analysis and evaluation worthy of credit.	0

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