



Cambridge International AS & A Level

SOCIOLOGY

9699/23

Paper 2 The Family

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

This document consists of **20** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Science-Specific Marking Principles

1	Examiners should consider the context and scientific use of any keywords when awarding marks. Although keywords may be present, marks should not be awarded if the keywords are used incorrectly.
2	The examiner should not choose between contradictory statements given in the same question part, and credit should not be awarded for any correct statement that is contradicted within the same question part. Wrong science that is irrelevant to the question should be ignored.
3	Although spellings do not have to be correct, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. ethane / ethene, glucagon / glycogen, refraction / reflection).
4	The error carried forward (ecf) principle should be applied, where appropriate. If an incorrect answer is subsequently used in a scientifically correct way, the candidate should be awarded these subsequent marking points. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.
5	<u>'List rule' guidance</u> For questions that require <i>n</i> responses (e.g. State two reasons ...): • The response should be read as continuous prose, even when numbered answer spaces are provided. • Any response marked <i>ignore</i> in the mark scheme should not count towards <i>n</i>. • Incorrect responses should not be awarded credit but will still count towards <i>n</i>. • Read the entire response to check for any responses that contradict those that would otherwise be credited. Credit should not be awarded for any responses that are contradicted within the rest of the response. Where two responses contradict one another, this should be treated as a single incorrect response. • Non-contradictory responses after the first <i>n</i> responses may be ignored even if they include incorrect science.
6	<u>Calculation specific guidance</u> Correct answers to calculations should be given full credit even if there is no working or incorrect working, unless the question states 'show your working'. For questions in which the number of significant figures required is not stated, credit should be awarded for correct answers when rounded by the examiner to the number of significant figures given in the mark scheme. This may not apply to measured values. For answers given in standard form (e.g. $a \times 10^n$) in which the convention of restricting the value of the coefficient (<i>a</i>) to a value between 1 and 10 is not followed, credit may still be awarded if the answer can be converted to the answer given in the mark scheme. Unless a separate mark is given for a unit, a missing or incorrect unit will normally mean that the final calculation mark is not awarded. Exceptions to this general principle will be noted in the mark scheme.

7 Guidance for chemical equations

Multiples / fractions of coefficients used in chemical equations are acceptable unless stated otherwise in the mark scheme.

State symbols given in an equation should be ignored unless asked for in the question or stated otherwise in the mark scheme.

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

Using the mark scheme

Some of the questions are marked using a point-based system, awarding marks for specific points and accumulating a total mark by adding points.

Some of the questions are marked using level of response. For these, the level description represents performance **at the top of the level**.

For levels of response marking you should:

- award a mark at the top of the level if all criteria in the level are met
- consider the level descriptions across the full range, bearing in mind that it is not necessary for a candidate to give a faultless performance for maximum marks to be awarded within any single category
- award marks on a 'best-fit' basis; thus, compensation between higher and lower achievement for different criteria is acceptable.

For **Question 4** and **Question 5**, award a mark for each assessment objective separately, using the level descriptions mark scheme.

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

Question	Answer	Marks
1	Describe <u>two</u> ways childhood is a distinct period from adulthood. Indicative content • Age restriction laws prohibiting children from engaging in adult activities e.g. consuming alcohol, voting, gambling etc. • Children are required to attend compulsory education in many societies whereas adults are expected to be in employment. • Laws that protect children from adult responsibilities e.g. preventing children from entering the workplace, getting married etc. • Child targeted media e.g. Television programmes, apps, age-appropriate movies etc. • Advertisements targeting child interests e.g. toys, clothing, entertainment. • Children are not considered capable of making decisions / taking responsibility for themselves - require adult/parent permission / supervision for activities e.g. school trips, theme parks etc. • Childhood is generally considered a period of dependency whilst adulthood is a period of independency. • In many societies, children are treated leniently when they commit crimes compared to adults, who are considered fully aware of their actions. • As families become more child-centred, childhood is increasingly characterised by over protection & surveillance & therefore experience excessive control over their body, time & behaviour, whereas adults are considered to have much more freedom & autonomy. • Children have less decision-making power in the family / they are expected to obey the authority of adults / parents. • Childhood is seen as a period of vulnerability & protection, whereas adulthood is a period of independence & responsibility. • 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 this way demonstrates childhood is a distinct period from adulthood. (2 × 2 marks)	4

Question	Answer	Marks
2(a)	Explain <u>two</u> functions the family performs to benefit its members. Indicative content • Acts as a bridge connecting the young to wider society - preparing them to enter the world beyond the family unit. • Primary socialisation of children into common norms & values required of them, enables them to integrate successfully to be functional. • Comforts the breadwinner/acts as a warm bath/safety valve to relieve them of stresses and strains. • Stabilises adult personalities by allowing them to act out their childlike whims. • Fulfils basic/economic needs to ensure survival of members. • Satisfaction/regulation of sex drive ensuring desires are fulfilled. • Passes down useful skills/knowledge/cultural heritage. • Any other appropriate function. For this question, use of sociological material is likely to be demonstrated through references to functionalist sociologists e.g. Parsons, Murdock and concepts such as primary socialisation, warm bath theory etc. Reward a maximum of two functions. Up to 4 marks are available for each function. 1 mark for making a point/giving a function (e.g. acts as a bridge connecting the young to wider society...) 1 mark for explaining that point/function (e.g. connects the individual from the micro world of the family to the macro world of wider society...). 1 mark for selecting relevant sociological material (e.g. Horwitz/neo-functionalism). 1 mark for explaining how the material supports the point (e.g. educates the young into the social rules necessary for functioning in the wider world...). (2 × 4 marks)	8

Question	Answer	Marks
2(b)	Explain <u>two</u> strengths of functionalist views of the family. Indicative content Strengths: • Recognises the positive role the family plays for its members, unlike conflict perspectives. • Provides an understanding of how the family connects individuals of the micro world to the macro. • Highlights the interconnectivity between the family and wider social institutions (organic analogy). • Recognises the vital role the family plays in bringing social stability/social order. • Identifies gender roles are not an expression of inequality & oppression, but natural difference based on biology / nature. • Draws attention to the possibility of dysfunctional families. • Still relevant to an analysis of the family unit as the nuclear family remains dominant in many societies around the world. • Provides an explanation for the prevalence of the nuclear family e.g. functional fit thesis. • 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 functionalism (e.g. recognises the positive role the family plays for its members...). 1 mark for describing why functionalism has this strength (e.g. as they focus on the prerequisite functions the family carries out for each member e.g. primary socialisation, stabilisation of adult personalities...). 1 mark for explaining why it is a strength (e.g. this has helped to understand the importance of the nuclear family, and raise awareness of the personal and social issues that will arise without it e.g. deviance, anomie etc.). (2 × 3 marks)	6

Question	Answer	Marks
3(a)	‘There is no longer any social pressure on people to get married.’ Explain this view. Indicative content • Legal recognition for couples living together unmarried, receiving similar rights to those of married couples – has created greater social acceptance of cohabitation as an alternative to marriage. • Changing social attitudes as norms & values become more fluid / less fixed – has lessened the social stigma attached to living together / having children unmarried. • The impact of the feminist movement has created a greater awareness of the exploitation & oppression women may face in marriage – this has led to a greater social rejection of patriarchy & acceptance of women who avoid getting married. • Influence of laws changing social expectations towards women – accepted that women are no longer expected to marry for the financial security as they are now achieving economic independence. • Impact of secularisation – less religious pressure to pursue tradition of marriage. • Pursuit of individualism has become more normalised within society – fulfilment of own goals / ambitions more important than following traditional expectations of marriage. • Shift to post postmodernist ideas in some societies has led to a rejection of meta-narratives on traditionalism – some societies have become more accepting of individual’s choices in deciding not to marry. • Breakup of extended family means less pressure from wider kin to follow traditional expectations of marriage. • Any other appropriate point. Levels of response Level 3: 8–10 marks • The response contains two clear and developed points. • Good knowledge and understanding of the view that there is no longer any social pressure on people to get married. • Sociological materials such as concepts, theories and evidence, will be used to support both points. The material selected is appropriate and focused on the question with its relevance made clear. Level 2: 4–7 marks • The response contains one clear and developed point and one relevant but underdeveloped point. • Some knowledge and understanding of the view that there is no longer any social pressure on people to get married. • 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.	10

Question	Answer	Marks
3(a)	Level 1: 1–3 marks - The response contains one relevant but undeveloped point and one (or more) point/s related to the general topic rather than the specific question. - Limited knowledge and understanding of the view that there is no longer any social pressure on people to get married. - Any supporting material lacks focus on the specific question. Level 0: 0 marks - No response worthy of credit.	
3(b)	‘There is no longer any social pressure on people to get married.’ Using sociological material, give <u>one</u> argument against this view. Indicative content - Impact of religious/cultural values in emphasising the importance of marriage e.g. prevalence of arranged marriage or how single men & women cannot participate in religious festivals & marriage celebrations as it is considered unlucky, unholy, and inauspicious (Karva Chauth, Teej). - In some societies marriage is still promoted as an ‘ideal’ – those who remain unmarried can often be stigmatised e.g. ‘left behind women’ of China. - Laws in some societies benefit married couples, suggesting that marriage is ideologically preferred over cohabiting e.g. tax benefits. - Women’s life progression in some societies can often be defined in terms of their roles as wives and mothers, emphasising the need to be married. - Weddings are considered an important milestone of adulthood that is often celebrated as lavishly as possible, demonstrating its important social relevance that other adulthood milestones do not receive. - More traditional / conservative societies characterised by families with extended kin may tend to promote the expectation of marriage – to not marry may bring shame to the family name. - Difficult to make generalisations about the motivations of couples to get married. - Any other appropriate point. Levels of response Level 3: 5–6 marks - One clear and developed argument against the view that there is no longer any social pressure on people to get married. - 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 there is no longer any social pressure on people to get married. - The material selected is appropriate but not fully focused on the question or its relevance to the argument is not made clear.	6

Question	Answer	Marks
3(b)	Level 1: 1–2 marks - One point disagreeing with the view that there is no longer any social pressure on people to get married, which is undeveloped or lacking clarity. - Any supporting material lacks focus on the specific question. Level 0: 0 marks - No response worthy of credit.	

Question	Answer			Marks									
4	Evaluate the view that cultural differences are the main cause of family diversity. Indicative content <table><tr><th></th><th>In support of the view</th><th>Against the view</th></tr><tr><td>Points</td><td> • Rapoport's cultural dimension of diversity. • Impact of migration/multiculturalism on introducing diverse family forms. • Cultural examples of diversity in role distribution within families, including children. • Evidence of different family types associated within particular cultural/ethnic groups. • Wider cultural changes in society have increased diversity e.g. less stigma towards lone-parenthood, same-sex families etc. • Working-class cultures are more likely to have less equal share of domestic labour compared to middle-class family culture. • Any other appropriate point </td><td> • Relevance of Life Stage diversity. • Impact of women's greater economic independence in creating diversity. • Importance of the growth in individualism as people pursue their own goals / wants – created more impetus for personal choice. • Impact of state policies in creating/preventing family diversity. • Economic factors may be more important than cultural ones, e.g. increase in extended families to provide economic support in poorer households or at times of hardship. • Secularisation has allowed for many alternative family forms • Strongly religious cultures more likely to prohibit diversity. • Any other appropriate point </td></tr><tr><td>Research evidence/theory</td><td> • Rapoport & Rapoport, Berthoud, Ballard, Dale et al, </td><td> • Rapoport & Rapoport, Chester, Charles, Giddens, Beck, Stacey, Willmott & Young, Lareau, Rational Choice theory, postmodernism </td></tr></table>				In support of the view	Against the view	Points	• Rapoport's cultural dimension of diversity. • Impact of migration/multiculturalism on introducing diverse family forms. • Cultural examples of diversity in role distribution within families, including children. • Evidence of different family types associated within particular cultural/ethnic groups. • Wider cultural changes in society have increased diversity e.g. less stigma towards lone-parenthood, same-sex families etc. • Working-class cultures are more likely to have less equal share of domestic labour compared to middle-class family culture. • Any other appropriate point	• Relevance of Life Stage diversity. • Impact of women's greater economic independence in creating diversity. • Importance of the growth in individualism as people pursue their own goals / wants – created more impetus for personal choice. • Impact of state policies in creating/preventing family diversity. • Economic factors may be more important than cultural ones, e.g. increase in extended families to provide economic support in poorer households or at times of hardship. • Secularisation has allowed for many alternative family forms • Strongly religious cultures more likely to prohibit diversity. • Any other appropriate point	Research evidence/theory	• Rapoport & Rapoport, Berthoud, Ballard, Dale et al,	• Rapoport & Rapoport, Chester, Charles, Giddens, Beck, Stacey, Willmott & Young, Lareau, Rational Choice theory, postmodernism	26
	In support of the view	Against the view											
Points	• Rapoport's cultural dimension of diversity. • Impact of migration/multiculturalism on introducing diverse family forms. • Cultural examples of diversity in role distribution within families, including children. • Evidence of different family types associated within particular cultural/ethnic groups. • Wider cultural changes in society have increased diversity e.g. less stigma towards lone-parenthood, same-sex families etc. • Working-class cultures are more likely to have less equal share of domestic labour compared to middle-class family culture. • Any other appropriate point	• Relevance of Life Stage diversity. • Impact of women's greater economic independence in creating diversity. • Importance of the growth in individualism as people pursue their own goals / wants – created more impetus for personal choice. • Impact of state policies in creating/preventing family diversity. • Economic factors may be more important than cultural ones, e.g. increase in extended families to provide economic support in poorer households or at times of hardship. • Secularisation has allowed for many alternative family forms • Strongly religious cultures more likely to prohibit diversity. • Any other appropriate point											
Research evidence/theory	• Rapoport & Rapoport, Berthoud, Ballard, Dale et al,	• Rapoport & Rapoport, Chester, Charles, Giddens, Beck, Stacey, Willmott & Young, Lareau, Rational Choice theory, postmodernism											

Question	Answer			Marks
4		In support of the view	Against the view	
	Relevant concepts	Dual heritage, matriarchal, secularisation,	Regional diversity, organisational diversity, family life cycle, divorce extended family, symmetrical family,	
	The above content is indicative and other relevant approaches to the question should be rewarded appropriately.			

Levels of response for Question 4

The maximum mark for **Question 4** is 26.

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

Level	AO1: Knowledge and Understanding	Marks
4	- Good knowledge and understanding of the view that cultural differences are the main cause of family diversity. - 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 cultural differences are the main cause of family diversity. - 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 cultural differences are the main cause of family diversity. - 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 cultural differences are the main cause of family diversity. - 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

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

Question	Answer	Marks						
5	Evaluate the view that parenthood today is different from the past. Indicative content <table> <tr> <th></th><th>In support of the view</th><th>Against the view</th></tr> <tr> <td>Points</td><td> - Mothers increasingly taking on breadwinner role as opposed to the traditional stay at home/economic dependency role. - Mothers' role has shifted from expressive to intensive. - Role of mother no longer distinct as fathers have become more involved with the children – blurring distinction between motherhood & fatherhood. - Motherhood has become less of a priority – it has become more a personal choice than a social expectation. - Grandparents play a more significant role in childcaring – this allows the child's mother/father to step back / extends the traditional parent role to another generation. - Shift from absent to more involved fathers/increase in stay-at-home fathers. - Fatherhood has become less about disciplinarian and more about nurturing/caring. - Financial provider no longer a defining measure of a 'good father'. - Growth in peer group/media influence in raising children. </td><td> - In many pre-industrial societies, parenting was not clearly differentiated between mothers & fathers. - Cultural ideologies remain in some societies – emphasise that women should prioritise their caring role over career. - Even where women are in paid employment, there is an expectation to take on work comparable to family commitments. - Women rather than men, in full time jobs are expected to take time off work when their children are sick. - Dominant cultural notions of traditional fatherhood continue in many industrialised societies - many men believe that providing financially for children is central to a father's role. - Religious reinforcement of patriarchy/traditional parenting. - Examples of state policies reinforcing gendered ideas of parenting. - Parents still conduct primary socialisation of their children, as they have done in the past. - Although fathers increasingly want to be involved with their children, they are unable to due to being the main wage earner / needing to support the family. </td></tr> </table>		In support of the view	Against the view	Points	- Mothers increasingly taking on breadwinner role as opposed to the traditional stay at home/economic dependency role. - Mothers' role has shifted from expressive to intensive. - Role of mother no longer distinct as fathers have become more involved with the children – blurring distinction between motherhood & fatherhood. - Motherhood has become less of a priority – it has become more a personal choice than a social expectation. - Grandparents play a more significant role in childcaring – this allows the child's mother/father to step back / extends the traditional parent role to another generation. - Shift from absent to more involved fathers/increase in stay-at-home fathers. - Fatherhood has become less about disciplinarian and more about nurturing/caring. - Financial provider no longer a defining measure of a 'good father'. - Growth in peer group/media influence in raising children.	- In many pre-industrial societies, parenting was not clearly differentiated between mothers & fathers. - Cultural ideologies remain in some societies – emphasise that women should prioritise their caring role over career. - Even where women are in paid employment, there is an expectation to take on work comparable to family commitments. - Women rather than men, in full time jobs are expected to take time off work when their children are sick. - Dominant cultural notions of traditional fatherhood continue in many industrialised societies - many men believe that providing financially for children is central to a father's role. - Religious reinforcement of patriarchy/traditional parenting. - Examples of state policies reinforcing gendered ideas of parenting. - Parents still conduct primary socialisation of their children, as they have done in the past. - Although fathers increasingly want to be involved with their children, they are unable to due to being the main wage earner / needing to support the family.	26
	In support of the view	Against the view						
Points	- Mothers increasingly taking on breadwinner role as opposed to the traditional stay at home/economic dependency role. - Mothers' role has shifted from expressive to intensive. - Role of mother no longer distinct as fathers have become more involved with the children – blurring distinction between motherhood & fatherhood. - Motherhood has become less of a priority – it has become more a personal choice than a social expectation. - Grandparents play a more significant role in childcaring – this allows the child's mother/father to step back / extends the traditional parent role to another generation. - Shift from absent to more involved fathers/increase in stay-at-home fathers. - Fatherhood has become less about disciplinarian and more about nurturing/caring. - Financial provider no longer a defining measure of a 'good father'. - Growth in peer group/media influence in raising children.	- In many pre-industrial societies, parenting was not clearly differentiated between mothers & fathers. - Cultural ideologies remain in some societies – emphasise that women should prioritise their caring role over career. - Even where women are in paid employment, there is an expectation to take on work comparable to family commitments. - Women rather than men, in full time jobs are expected to take time off work when their children are sick. - Dominant cultural notions of traditional fatherhood continue in many industrialised societies - many men believe that providing financially for children is central to a father's role. - Religious reinforcement of patriarchy/traditional parenting. - Examples of state policies reinforcing gendered ideas of parenting. - Parents still conduct primary socialisation of their children, as they have done in the past. - Although fathers increasingly want to be involved with their children, they are unable to due to being the main wage earner / needing to support the family.						

Question	Answer			Marks
5		In support of the view	Against the view	
		- Greater social acceptance of lone-parent mothers in many societies. - Democratisation of the relationship between parent and child as parents have become more child-centred. - Increased state involvement in matters of parenting e.g. in ensuring children are fed, sheltered, educated, protected from harm etc. - Any other appropriate point	Any other appropriate point	
	Research evidence/theory	Arfini, Wilkinson, Giddens, Aries, Rotundo/Pleck, Grey, Dermott, McVeigh & Finch, Burghes, postmodernism, liberal feminism	Arfini, Chambers, Parsons, Ford & Millar, Leonard, Hatter et al, Salway et al, Hauari & Hollingworth, Offer & Kaplan, functionalism, radical feminism	
	Relevant concepts	New father, super dads, individualisation, paternity leave, crisis of masculinity, fully involved dads, child-centredness,	Hegemonic masculinity, expressive/instrumental roles, biological determinism, cultural norms, rational choice theory, enforcer dad, gender scripts,	
	The above content is indicative and other relevant approaches to the question should be rewarded appropriately.			

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 parenthood today is different from the past. - 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 parenthood today is different from the past. - 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 parenthood today is different from the past. - 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 parenthood today is different from the past. - 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

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