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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

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

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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
	Incorrect response
	Irrelevant material

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

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Question	Answer	Marks
1	**Describe <u>two</u> ways the family supports capitalism.** **Indicative content** • Act as a consumer - buys products to meet family's needs, creating profits. • Socialises children into capitalist/ruling-class ideology - instils attitudes required of a compliant worker/acceptance of hierarchy. • Reproduces future workforce - gives birth to children and raises them without cost to the owners of the means of production. • Ensures obedient workers - family responsibilities mean breadwinner is less likely to quit job or go on strike. • Acts as a safety valve - absorbs the breadwinner's frustration of powerlessness in the workplace preventing them from venting anger and frustration towards capitalism/bosses. • Wives/mothers as a reserve army of labour - becomes an additional worker for the capitalists/cheap temporary workers in the absence of husbands/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 in employment pay taxes to the state from the wages they earn. • Monogamous marriage provides legitimate heirs to pass down wealth to – ensures the rich capitalists remain so. • Comfort felt and responsibilities of the family divert attention away from the wider social and political issues e.g. exploitation and oppression. • 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 identified supports capitalism. (2 × 2 marks)	**4**

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Question	Answer	Marks
2(a)	**Explain <u>two</u> ways lone-parent families are harmful to society, according to the New Right.** **Indicative content** • Boys raised in such families are more likely to engage in deviant behaviour due to no male disciplinarian figure present. • They are a financial burden on the state/become welfare dependent. • Alternatives to the nuclear family will lead to social disintegration/social disharmony. • Form part of the underclass who do not adhere to society's norms and values/are dysfunctional. • Cannot perform vital functions effectively e.g. primary socialisation as one parental role model will not be present. • Contribute to housing shortages either due to separating/divorcing couples or greater need to house single mothers. • Lack of gender socialisation from both parents - children will not understand their expected gender roles of adult life (expressive/instrumental) that are important to social stability. • Lone-parent fathers / mothers adopting the breadwinner role, could result in the absence of the nurturing role - may result in maternal deprivation, mental and physical ill health and become a burden on social and health services. • Any other appropriate way. For this question, use of sociological material is likely to be demonstrated through references to New Right commentators e.g. Murray, Marsland and concepts such as welfare dependency, cycle of poverty, underclass etc. Reward a maximum of **two ways**. Up to 4 marks are available for each way: 1 mark for identifying a way (e.g. children are more likely to engage in deviant behaviour...). 1 mark for explaining that way (e.g. because they tend to lack the authoritative father figure...). 1 mark for selecting relevant sociological material (e.g. primary socialisation). 1 mark for explaining how the material supports the way identified (e.g. children therefore lack the relevant self-discipline and can create problems in society...). (2 × 4 marks)	**8**

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Question	Answer	Marks
2(b)	**Explain <u>two</u> limitations of New Right views of the family.** **Indicative content** Limitations: • They fail to consider the negative aspects of the nuclear family e.g. oppression & exploitation of women / ignores the dark side of the nuclear family. • Too deterministic in assuming lone-parent mothers are going to raise delinquent children. • They exaggerate the decline of the nuclear family. • Place too much emphasis on the decline of the nuclear family in explaining social problems, failing to consider other factors e.g. patriarchy, capitalism. • Outdated e.g. fails to grasp women are just as capable breadwinners as men, or that men can successfully fulfil expressive roles. • Exaggerate the extent of welfare dependent lone mothers. • Fails to consider the positivity in the rise of divorce rates e.g. divorce as freedom from violent marriages. • Does not consider that lone parents can receive support from wider kin and not become welfare dependent / children can receive effective socialisation. • Any other appropriate strength. Reward a maximum of **two limitations.** For each limitation, up to 3 marks are available: 1 mark for identifying a limitation of the New Right (e.g. fail to consider the negative aspects of the nuclear family...). 1 mark for explaining why the New Right has this limitation (e.g. because their views are entrenched within the ideology that a 'proper' family contains a married, heterosexual couple...). 1 mark for explaining why it is a limitation (e.g. it limits our awareness of the domestic abuse that women and children particularly experience within the nuclear family...). (2 × 3 marks)	**6**

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Question	Answer	Marks
3(a)	**'There is no dominant family type today.' Explain this view.** **Indicative content** • Decline in the numbers of traditionally dominant family types e.g. nuclear family, extended family. • Changing patterns of marriage, divorce and economic migration has led to increased diversity e.g. lone parent, extended, transnational families. • Growth in liberalist movements e.g. feminism has led to changes in social attitudes towards how families are organised. • Secularisation has reduced the stigma previously attached to alternatives to the nuclear or extended family. • Greater financial independency of women has led to the increase in singletons/lone-parent families. • Concept of family has changed to include notion of 'personal life' (Smart) and how this can create diverse family forms and organisation. • Postmodern ideas suggesting the notion of 'family' has been redefined e.g. individual choices that go beyond biological or marriage ties. • No dominant family type because of organisational, social class, ethnicity, cohort, life-stage diversity (Rapoports). • Myth of the monolithic family – family is not a universal, single, dominant family type rather there is diversity in structure and organisation. • Questionable whether there has ever been a dominant family type. • Any other appropriate point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that there is no dominant family type today. 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. **Level 2: 4–7 marks** • Some knowledge and understanding of the view that there is no dominant family type today. 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 there is no dominant family type today. 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	**10**

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Question	Answer	Marks
3(b)	**'There is no dominant family type today.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Cultural examples of a continued dominant family type within particular societies e.g. extended, nuclear. • Extent of family diversity exaggerated - most people don't live in alternative family types for long / most will form part of a nuclear family at some point in their life. • Universality of the nuclear family (Murdock) – most common / numerically dominant in all societies • Most common family type perpetuated through media representation e.g. cereal packet family. • Capitalism requires the nuclear family to be successful, and as it shows no sign of slowing down is an indication that the nuclear family must still be dominant. • Societies that are experiencing industrialisation require a geographically mobile workforce – Parsons' 'fit thesis' suggests that in such societies the nuclear family is therefore dominant due to its small size. • Less liberal societies tend to have dominant patriarchal families with traditionally segregated conjugal roles/lack diversity of roles. • Any other relevant argument. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that there is no dominant family type today. • 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 dominant family type today. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that there is no dominant family type today, which is undeveloped or lacking clarity. • Any supporting material 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 radical feminist views of gender inequality in the family.

Indicative content

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

- Gender inequality in the family is the result of deep-rooted patriarchy within all social structures
- The family perpetuates female subordination & male domination – it is the main site of oppression of women.
- Rejects functionalist notion that the family is based upon common interests & mutual benefit, rather it is a patriarchal institution ruled by fear & coercion.
- Patriarchy shapes the dynamics of family life as the father tends to hold the economic power & authority e.g. over decision making, control of finances.
- Men exploit women though unpaid domestic labour, control over their bodies and decision making.
- Men use physical & psychological abuse to maintain power & dominance – love is the pivot of women's oppression today (Firestone)
- Women experience exploitation by men due to having babies - men take advantage of women depending on them.
- Any other appropriate point.

</td><td>

- Tend to underestimate the extent to which women have become less oppressed in families, particularly in western societies.
- Women working full time has weakened patriarchal dominance in the family & created more equality in power, status, and division of labour.
- Roles in the family are increasingly negotiated based on individual needs rather than enforced through patriarchal oppression.
- Fails to recognise the positive value many women place on being a housewife & mother - actively choosing to be wives & mothers & therefore not a result of oppression & coercion.
- Experiences of women cannot be generalised - family life is too complex & varied.
- Many male-female relationships are based on mutual love & respect not coercion & subjugation.
- Fail to explain why women's roles vary across cultures.
- Ethnocentric – black feminism tends to view the family as a haven of support from wider societal racism.
- Any other appropriate point

</td></tr>
</table>

</td><td>**26**</td></tr>
</table>

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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>Research evidence/ theory</td><td>Greer, Firestone, Millett, Higgins, Delphy & Leonard, Purdy, Friedan, Redfern & Aune, Dworkin, Dunscombe & Marsden,</td><td>Liberal/Marxist/black/ difference feminism, Marxism, post-modernism, functionalism, Somerville, Hakim/Rational Choice theory, negotiated family, Willmott & Young, Mirza, Ansley, Oakley,</td></tr>
<tr><td>Relevant concepts</td><td>structuralism, gender ideology, biological determinism, cultural hegemony, patriarchal ideology, expressive role, gender roles, triple shift,</td><td>symmetrical family, new man/father, expressive/instrumental roles, Gender Equality Acts, life course analysis, ethnocentrism, dual burden, individualisation,</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 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 radical feminist views of gender inequality in the family. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of radical feminist views of gender inequality in the family. • 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 radical feminist views of gender inequality in the family. • 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 radical feminist views of gender inequality in the family. • 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

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of radical feminist views of gender inequality in the family. • The evaluation is clear, explicit, and sustained.	9–10
4	• Good analysis/evaluation of radical feminist views of gender inequality in the family. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments challenging radical feminist views of gender equality in the family.	7–8
3	• Some analysis/evaluation of radical feminist views of gender inequality in the family. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points challenging radical feminist views of gender equality in the family.	5–6
2	• Basic analysis/evaluation of radical feminist views of gender inequality in the family. • There is an attempt to consider more than one side of the debate or one simple point challenging radical feminist views of gender equality in the family.	3–4
1	• Limited analysis/evaluation of radical feminist views of gender inequality in the family. • 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 little difference between motherhood and fatherhood 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>
• Role of the mother no longer distinct as fathers have become more involved in child caring/rise of ‘new dad’.
• Shift from stay at home/economically dependent mothers, to entering the workforce and taking on the breadwinner role typically associated with fatherhood.
• Mother’s role has shifted from expressive to intensive, reflecting that of fathers.
• Fathers are moving away from a disciplinarian role to a more nurturing role typically associated with motherhood.
• Social policies promote shared parental leave – care of newborn is no longer considered the sole responsibility of the mother.
• New concepts of masculinity – in more liberal societies fatherhood has evolved into something distinctly different from previous generations, blurring the lines between motherhood & fatherhood e.g. increase in stay-at-home fathers.
• Any other appropriate point
</td><td>
• Still exists in some societies a cultural ideology that women should prioritise motherhood over career – economic role is secondary to motherhood unlike fathers.
• Social policies around maternity leave often reinforces traditional views of motherhood as a woman’s role, reaffirming its distinction with fatherhood.
• Religious/cultural reinforcement of traditional expectations of motherhood / fatherhood still exist.
• Majority of childcare remains the woman’s responsibility / expected to take time off work to care for children when sick.
• Whilst fathers may be more involved, it tends to be with the more ‘fun’ activities, leaving the more serious childcare elements to the mother.
• Fathers may want to be more involved in their child’s daily care but are prevented from doing so due to structural & cultural barriers.
• Any other appropriate point
</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td>26</td></tr>
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<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>Research evidence/ theory</td><td>Arfini, Wilkinson, Sharpe, Giddens, Rotondo/Pleck, Gray, Dermott, Sevilla, Mcveigh & Finch, Burghes, Carlson et al. Postman, postmodernism, liberal feminism.</td><td>Arfini, Chambers, Parsons, Ford & Millar, Hatter et al, Hauari & Hollingworth, Salway et al, Warin et al, Doucet & Merla, Hook, Gray, Rush, Allen & Hawkins, functionalism, radical feminism.</td></tr>
<tr><td>Relevant concepts</td><td>Equal Pay Act, Gender Equality Act/s, genderquake, individualisation, paternity leave, new father/man, super dad, fully involved fathers, child-centredness.</td><td>patriarchy, expressive/instrumental roles, hegemonic masculinity, biological determinism, enforcer dad, cultural norms, motherhood penalty.</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
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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 little difference between motherhood and fatherhood today. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that there is little difference between motherhood and fatherhood 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 little difference between motherhood and fatherhood 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 little difference between motherhood and fatherhood 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	• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.	7–8
3	• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.	5–6
2	• Some relevant material is selected and accurately interpreted but it lacks either development or application to the question.	3–4
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that there is little difference between motherhood and fatherhood today. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that there is little difference between motherhood and fatherhood today. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments **against** the view that there is little difference between motherhood and fatherhood today.	7–8
3	• Some analysis/evaluation of the view that there is little difference between motherhood and fatherhood 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 little difference between motherhood and fatherhood today.	5–6
2	• Basic analysis/evaluation of the view that there is little difference between motherhood and fatherhood today. • There is an attempt to consider more than one side of the debate or one simple point **against** the view that there is little difference between motherhood and fatherhood today.	3–4
1	• Limited analysis/evaluation of the view that there is little difference between motherhood and fatherhood 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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