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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

Paper 2 The Family **February/March 2026**

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 2026 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **24** printed pages.

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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.

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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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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.

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Question	Answer	Marks
1	**Describe <u>two</u> functions the family performs.** **Indicative content** • Socialisation/education of children/teach norms and values. • Emotional/physical care of children. • Stabilisation of adult personalities/emotional stability. • Reproduction of next generation/of workforce. • Economic support for dependent family members/provision of food, shelter, clothing etc. • Provide a socially acceptable sexual relationship. • Perpetuate capitalism for example, through consumerism, transmission of ruling-class ideology, *stops male worker from striking.* • Maintain social control. • Ensure patriarchy for example, through gender role socialisation. • To teach/pass down skills for example, fishing, farming etc. • Any other relevant point. Reward a maximum of **two functions**. For each function, up to 2 marks are available: 1 mark for identifying a function. 1 mark for describing the function. (2 × 2 marks)	**4**

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Question	Answer	Marks
2(a)	**Explain <u>two</u> reasons for gender inequality in some families.** **Indicative content** • Women are considered biologically disadvantaged due to their reproductive role – men take advantage of this to control and oppress women (radical feminist argument). • Patriarchal ideologies in society – reinforce superiority of men within the family e.g. within media content, patriarchy in the workplace etc. • Men tend to be the financial provider / main breadwinner whilst women tend to be care givers – gives men authority and power to make important decisions. • Women can often be dependent on men financially – this can create power imbalances and result in the oppression and exploitation of them. • Gender role socialisation – still occurs in some families which normalises inequalities between the genders e.g. that men are meant to be leaders of the family and women the carers which can lead to them becoming over-burdened in comparison to men. • Cultural/religious/social class expectations – promote traditional views for example, men as dominant/women as subordinate, men as breadwinners which gives them financial authority etc. • Women remain seen as naturally suited to the expressive / carer role, whilst men are naturally suited to the instrumental/breadwinner role (functionalism and biological determinism). • Rational choice of some women (Hakim) / decision to be Tradwife. • Women prioritising love and romance in a relationship above their own independence can lead to power imbalances and their oppression, often rationalising abuse (Firestone, de Beauvoir) / Men are more likely to use violence on women to enforce their dominance/authority. • Social policies that reinforce traditional identities of female carer/male breadwinner for example, longer maternity leave than paternity. • Any other appropriate point. For this question, use of sociological material is likely to be demonstrated through radical and liberal feminists such as Purdy, Friedan, Firestone, Millett, Oakley, and concepts such as patriarchy, ideology, toxic masculinity, gender role socialisation. Reward a maximum of **two** reasons. Up to 4 marks are available for each reason. 1 mark for making a point / giving a reason (e.g. women are considered biologically disadvantaged…). 1 mark for explaining that point (e.g. due to their ability to give birth…) 1 mark for selecting relevant sociological material (e.g. Purdy) 1 mark for explaining how the material supports the point (e.g. women become dependent upon men, ensuring men have greater power.) (2 × 4 marks)	**8**

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Question	Answer	Marks
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of radical feminist views of the family.** **Indicative content** **Strengths** • Highlights gender inequalities in power that take place within the family. • Acknowledges patriarchy as the underlying cause of female oppression and exploitation in the family. • Recognises changes in laws/policies are not enough and that underlying patriarchal ideology needs eradicating if women/girls are to break free from male dominance within the family. • Has raised awareness of the extent of domestic violence/dark side of the family faced by females. • Provides solutions to women's oppression and exploitation in the family e.g. through separatism/political lesbianism. • Radical feminist solutions may now be more realistic due to advancements in technology e.g. IVF, surrogacy etc. for women to have children/a family without a male partner. • Any other relevant strength. Reward a maximum of **one strength**. For this strength, up to 3 marks are available: 1 mark for identifying a strength of radical feminism (e.g. has highlighted gender inequalities in power that take place within the family…) 1 mark for explaining why radical feminism has this strength (e.g. they examine familial relationships from a conflict approach…) 1 mark for explaining why it is a strength (e.g. this has enabled a greater understanding of the oppression and exploitation women/girls face within the family…) **Limitations** • Exaggerates the extent of negative experiences females face in the family. • Overly deterministic in explaining female inequality/oppression in the family – over emphasises their ability to give birth/presence of patriarchy, failing to consider other causes e.g. capitalism. • Overestimates the extent of women's powerlessness – many divorces are initiated by women, demonstrating women can and do leave unhappy, oppressive marriages / women have increasingly gained economic independence which has improved their status and power within the family. • Assumes women are oppressed within traditional roles – may actually be the result of women exercising freedom of choice in actively choosing to be housewife/mother and take satisfaction from it. • Outdated/irrelevant – does not take into account the progress towards gender equality in the family / fails to recognise how masculinity has changed and become less oppressive.	**6**

Question	Answer	Marks
2(b)	• Places too much emphasis on the nuclear family – neglects the diversity of family arrangements in which women's roles are not all the same. • Fail to acknowledge the domestic violence experienced by men. • Fail to recognise the role of men in initiating and supporting change beneficial to women in the family. • Fails to consider that many heterosexual relationships are not based on oppression and exploitation but rather love and respect. • Limited in its application as it ignores the different experiences of women in the family due to ethnicity, class, culture etc. • Any other relevant limitation. Reward a maximum of **one limitation**. For this limitation, up to 3 marks are available: 1 mark for identifying a limitation of radical feminism (e.g. exaggerates the extent of negative experiences of females in the family…) 1 mark for explaining why radical feminism has this limitation (e.g. they emphasise the impact of patriarchal ideology within the family…) 1 mark for explaining why it is a limitation (e.g. far from feeling oppressed and exploited, there are women who gain joy and satisfaction from the housewife/mother role…) (2 × 3 marks)	

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Question	Answer	Marks
3(a)	**'There is a clear distinction between childhood and adulthood today.'** **Explain this view.** **Indicative content** • Families have become increasingly child centred – childhood is to be protected as something special/children need protecting from adult elements that would damage their innocence. • Childhood in many societies is seen as a period of dependence, whilst adulthood is considered a period of independence. • Childhood is increasingly safe guarded by laws/polices that distinguish it from adulthood which parents are legally obliged to enforce e.g. compulsory education, age restrictions on activities deemed unsuitable for children. • Cultural/ethnic/class/gender examples demonstrating restrictions placed on children's abilities to engage in adult activities that are policed by the parents e.g. sex, smoking, alcohol consumption. • Inequalities of power between children and parents/adults. • Control of a child's body and space by parents/adults. • Children increasingly targeted as a separate consumer group through advertising with parents under pressure to support this development, e.g. 'pester power'. • Child specific media e.g. educational cartoons, toys, clothes etc. • Coming of age ceremonies / celebrations marking the transition from childhood into adulthood. • Any other relevant point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that there is a clear distinction between childhood and adulthood 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 a clear distinction between childhood and adulthood 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 a clear distinction between childhood and adulthood today.	**10**

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Question	Answer	Marks
3(a)	• 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)	**'There is a clear distinction between childhood and adulthood today.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Growth of technology/social media means children can now access adult material. • Traditional children's games are disappearing – now play same games as adults for example, violent computer games. • Children dress and speak more like adults/many adults increasingly dress and speak like children, blurring the distinction. • Children increasingly engaging in adult themed activities e.g. drinking alcohol, drug taking, sex. • Children increasingly have a voice in important family decisions. • In some societies there never has been a distinction (e.g. child marriage, children as financial contributors, child soldiers). • Children have developed consumerist power normally associated with adulthood – make decisions on how to spend money gained through allowances from parents. • Childhood experiences increased stresses normally associated with adulthood e.g. due to academic pressure, examinations. • Any other relevant point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that there is a clear distinction between childhood and adulthood today. • Sociological material such as concepts, theories and evidence will be used to support the argument. The material selected will be 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 a clear distinction between childhood and adulthood today. • The material selected is appropriate but not fully focused on the question. Sociological evidence will be used but its relevance to the argument may not be made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that there is a clear distinction between childhood and adulthood 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 the view that the nuclear family has lost its social importance.

Indicative content

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

- Loss of functions – state / external agencies have taken over some functions of the nuclear family meaning less need for it e.g. socialisation of / economic provision for children.
- Changes in social attitudes towards traditional values and increasing influence of individualism, particularly in the Global North placing less importance on forming nuclear families – means other family arrangements have become more influential and socially important.
- Impact of secularisation – less religious emphasis on the importance of the nuclear family with alternatives increasingly accepted e.g. lone parents, singletons, DINKS
- Impact of policies in breaking up the nuclear family or supporting alternative forms e.g. divorce reform policies that have made access to divorce easier and breaking up of nuclear families, welfare system enabling a parent to raise children without the need to be in a nuclear family.

</td><td>

- Continues to perform irreducible functions that benefit society e.g. creating value consensus.
- Nuclear family is strongly promoted by New Right/Christian Right and populist right-wing movements who for example, deem it as natural and most effective in raising functional children.
- Examples of its cultural / religious importance in influencing societal emphasis on forming nuclear families.
- Considered the most effective type at supporting / perpetuating capitalism / patriarchy.
- Most people are part of a nuclear family at some point during their life cycle (Smart).
- Still considered desirable by many people due to being normalised as the ‘ideal’.
- Has simply adapted rather than declined e.g. neo-conventional / dual earner, maintaining its social importance.
- Socially important to those societies experiencing industrialisation due to enabling social and geographical mobility.

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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>Points</td><td>• Cereal packet ideology no longer as dominant in the media, reflecting growth in social importance of other family forms.
• Changing social values towards women has increased opportunities for financial independence – prioritise career over having a nuclear family / can afford to raise a child independently.
• Feminist movement has in some societies changed the social importance of the nuclear family as a tool of patriarchy – has become more egalitarian and increasingly rejected.
• Nuclear family lost its social importance in the early years of the industrial revolution as extended family ties became crucial for survival (Anderson).
• Postmodernist sociologists suggest alternative family types are just as successful in raising children, meaning less social importance is placed on the need to form nuclear families.
• Any other appropriate point.</td><td>• The nuclear family is not universally present across all societies e.g. within the Global South, where the extended family is the norm, therefore has never been socially important.
• Still present in media representations, although with modified conjugal roles.
• Any other appropriate point</td></tr>
<tr><td>Research evidence / theory</td><td>New Right, postmodernism, liberal and radical feminism, Rector, Morgan, Beck, Wilkinson, Thornes & Collard, Hakim, Sharpe, Greer, Anderson,</td><td>Functionalism, New Right, Marxism, radical feminism, Parsons, Fletcher, Chester, Smart, Cooper, Marcuse, Somerville, Leach,</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>Relevant concepts</td><td>Examples of local/national policies e.g. Divorce Reform, genderquake, secularisation, individualisation, dependency culture,</td><td>False class consciousness, conspicuous consumption, patriarchy, fit thesis, life course analysis, cereal packet family,</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
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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 the view that the nuclear family has lost its social importance. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	7–8
3	• Reasonable knowledge and understanding of the view that the nuclear family has lost its social importance. • The response contains a narrow range of detailed points or a wider range of underdeveloped points, with some use of concepts or theory or research evidence.	5–6
2	• Basic knowledge and understanding of the view that the nuclear family has lost its social importance. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.	3–4
1	• Limited knowledge and understanding of the view that the nuclear family has lost its social importance. • 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 the view that the nuclear family has lost its social importance. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that the nuclear family has lost its social importance. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that the nuclear family has **not** lost its social importance.	7–8
3	• Some analysis/evaluation of the view that the nuclear family has lost its social importance. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that the nuclear family has **not** lost its social importance.	5–6
2	• Basic analysis/evaluation of the view that the nuclear family has lost its social importance. • There is an attempt to consider more than one side of the debate or one simple point against the view that the nuclear family has lost its social importance.	3–4
1	• Limited analysis/evaluation of the view that the nuclear family has lost its social importance. • 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 fatherhood today has changed 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>• Has shifted from emotionally unavailable financial provider to a role of emotionally involved, nurturing parenting (super dads, new fathers, Kaufman).
• Increase in stay-at-home fathers involved in day-to-day care of children.
• Fathers increasingly look to their children for a sense of identity and fulfilment.
• Increase in single fathers – has led to taking on both expressive and instrumental roles.
• Fatherhood has evolved into something distinctly different from previous generations, particularly in more liberal western societies e.g. no longer always the traditional married breadwinner or disciplinarian.
• Growth in same-sex families means role of father shared by both males or performed by females.</td><td>• Father as the breadwinner rather than child carer tends to dominate in traditional patriarchal households of some cultures/societies.
• Examples of state policies that reinforce traditional gendered notions of parenting/in some cultures notions of paternity leave is limited.
• Workplace cultures often continue to treat men primarily as workers rather than caregivers. Research suggests men are frequently blocked from, or penalised for, using family friendly policies, reinforcing traditional gendered ideas of fatherhood.
• Traditional masculine ideas of fatherhood continue e.g. working-class fathers are less likely to engage in active parenting, enforce discipline etc.</td></tr>
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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>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>• Traditional role of fatherhood e.g. the breadwinner, increasingly adopted by women.
• Policy changes demonstrating it is increasingly socially viewed as important to be involved with their children e.g. paternity leave.
• Financial provider no longer the main indicator of good fatherhood.
• More likely to attend the birth of their children compared to their fathers.
• Fatherhood is increasingly viewed as a social practice, a continuous process of ‘doing’ rather than just a status, engaging in routine activities e.g. feeding and nappy changing.
• Any other relevant point.</td><td>• Fathers tend to be more involved in the fun aspect of parenting, leaving the more serious / mundane aspects to mothers / myth of the ‘new father’, childcare remains the mother’s domain.
• Majority of childcare still the female’s responsibility – fathers are less likely to take time off from work to care for sick children than mothers.
• In societies where divorce rates are high, fathers are more likely to be absent from their children’s lives/ be part-time fathers.
• Economic migration can reinforce the role of breadwinner due to greater access to income earning and geographical separation – this minimises the importance of the emotionally supportive elements of childcare (Vergara & Martone).
• Any other relevant point.</td></tr>
<tr><td>Research evidence/theory</td><td>Burghes, Beck, Gray, Rotundo/Pleck, Dermott, Sevilla, McVeigh & Finch, postmodernism,</td><td>Vergara & Martone, Hatter et al, Hauari & Hollingworth, Salway et al., Warin et al., La Valle et al., Oakley, radical feminism,</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>Relevant concepts</td><td>New father, super dad, engaged/involved fathers, crisis of masculinity,</td><td>Enforcer dad, patriarchal ideology, toxic masculinity, transnational families,</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
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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 fatherhood today has changed from the past. • 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 fatherhood today has changed 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 fatherhood today has changed 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 fatherhood today has changed 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

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GradeMax

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the view that fatherhood today has changed from the past. • The evaluation is clear, explicit and sustained.	9–10
4	• Good analysis/evaluation of the view that fatherhood today has changed from the past. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that fatherhood today has **not** changed from the past.	7–8
3	• Some analysis/evaluation of the view that fatherhood today has changed from the past. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that fatherhood today has **not** changed from the past.	5–6
2	• Basic analysis/evaluation of the view that fatherhood today has changed from the past. • There is an attempt to consider more than one side of the debate or one simple point suggesting that fatherhood today has **not** changed from the past.	3–4
1	• Limited analysis/evaluation of the view that fatherhood today has changed from the past. • 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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