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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/21**

Paper 2 The Family **May/June 2026**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **28** printed pages.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Social Sciences-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).

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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.

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

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Annotation	Meaning
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited
	Incorrect response
	Irrelevant material
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	Guidance
1	**Describe <u>two</u> ways girls may experience family life differently to boys.** **Indicative content** • Girls tend to experience stricter controls over their freedom / be given less independence - e.g. imposed curfews, restrictions on social life. • Gendered socialisation into future expressive, caring roles, e.g. expected to do chores around the home and imitate the mother, whereas boys are directed into the instrumental, breadwinner role and imitate the father. • Shortened childhood compared to boys – some cultures have expectations of girls to be married off at a young age / child brides forcing them to grow up quicker. • Girls may be more at risk of sexual violence than boys in the family. • Poorer families may invest fewer resources in activities / education for girls than boys as there is less emphasis on their success. • Girls may experience weaker punishments compared to boys, as they are considered more delicate. • Treated differently according to social norms of femininity, e.g. language used when addressing them (e.g. you're pretty), the toys they are given (e.g. dolls), dress codes (e.g. expected to dress modestly) etc. • Any other relevant point. 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 that way. (2 × 2 marks)	**4**	**Note:** • The question is on girls/boys (children). Women/men (adults) = Irrelevant (**IR**) • School environment / peer groups / part time jobs = **IR** • References made to girls experiencing periods/menstruating need to be linked to how this subsequently impacts upon their family experiences, e.g. in some cultures they are seen as unpure which could lead to restrictions placed on their activities within the family. **Annotation:** **For each way:** **1 mark** for identifying a way HIGHLIGHT **1 mark** for describing that way **EXP**

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Question	Answer	Marks	Guidance
2(a)	**Explain <u>two</u> ways the family promotes the interests of capitalism.** **Indicative content** • Acts as a safety valve – absorbs the breadwinner's frustration of powerlessness in the workplace preventing opposition to capitalism. • Reproduces future workforce – gives birth and raises children to replace retired/deceased workers, at no cost to the owners of the means of production, meaning the economic system of capitalism can continue. • Socialises children into ruling-class ideology – instils attitude required of a compliant worker / an acceptance of hierarchy required for capitalism to thrive / socialises into gender roles required within the nuclear family which promotes capitalist interests. • Provides unpaid domestic labour / childcare – enables the breadwinner to focus their time and energy on paid employment. • Acts as a unit of consumption – buys products to meet family's needs / adopts conspicuous consumption – buys unnecessary items to 'keep up with Joneses' creating profits for the bourgeoisie. • Provides social control – socialises children into obedience through sanctions on their behaviour. • Ensures a workforce – family responsibilities mean the breadwinner is unlikely to go on strike. • Wives/mothers as a reserve army of labour – become a cheap temporary worker in the absence of husband/father in the workplace for example during war time. • Any other relevant point. For this question, use of sociological material is likely to be demonstrated through Marxist/Marxist feminist sociologists such as Althusser, Cooper, Zaretsky and Ansley, and concepts such as ideological state apparatus, alienation and false class consciousness. Reward a maximum of two ways. Up to 4 marks are available for each way. 1 mark for making a point / giving a way (e.g. acts as a safety valve…).	**8**	**Note:** • Simple answers, e.g. go to work, pay taxes = BOD ✓ only for the identified way, as some weak notion of how capitalism is promoted is inferred. **ANNOTATION** **1 mark** for identifying a way ✓ **1 mark** for explaining that way **E1** **1 mark** for selecting **relevant** sociological material **M** **1 mark** for explaining how the sociological material supports the way identified **E2** **<u>Remember:</u>** ***If no M, then cannot award E2*** ***Each rewardable annotation = 1 mark.*** **<u>Reward a maximum of 2 points.</u>** If more than the required 2 are given, annotate and award marks for the best 2 and annotate SEEN against the others.

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Question	Answer	Marks	Guidance
2(a)	1 mark for explaining that point (e.g. family absorbs the stresses and frustrations of the breadwinner…). 1 mark for selecting relevant sociological material (e.g. Zaretsky). 1 mark for explaining how the material supports the point (e.g. this release in the family helps them to live with their daily oppression in the workplace, undermining opposition to capitalism…). (2 × 4 marks)		

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Question	Answer	Marks	Guidance
2(b)	**Explain <u>two</u> limitations of Marxist views of the family.** **Indicative content** Limitations • Outdated / less relevant in postmodern societies – upward social mobility is less restricted / there is greater access to it, due to the impact of for example, consumerism as a measure of social status the family has. • Its analysis of the family is limited to just the nuclear family – it has failed to adapt to include the diversity of types that exist today. • Traditional Marxism is too economically deterministic in its analysis of structural influences on the family (capitalism) – fails to consider other influences such as gender / patriarchy, value consensus etc. • Fails to recognise the greater independence women in the family have gained through e.g. equality laws, education and employment – this has given them greater power and equality in the family / reduced their exploitation. • Assumes families are passive recipients of capitalist ideology – fails to take into account free will or that parents/children may actively reject capitalist values. • Assumes family members are not conscious of the exploitation and oppression they experience – some people may be fully conscious and embracing of it. • Focuses on the negatives of the nuclear family e.g. exploitation and oppression. Ignores the benefits / the positives of the nuclear family to its members, e.g. provides emotional and economic support for all its members etc. • Any other relevant limitation. Reward a maximum of **two limitations**. Up to 3 marks are available for each limitation: 1 mark for identifying a limitation of Marxism (e.g., outdated / less relevant in postmodern societies…).	**6**	**Note:** • Limitations / negatives of the <u>nuclear family</u> = Irrelevant (**IR**) as this is not what the question is asking of candidates. • Discussing society, not family = **IR** • If the limitation (✓) given is vague in that it <u>*could be*</u> *referring to* <u>*family or society*</u> = BOD✓. However, for the E1 and E2 marks to be rewarded, the response <u>must</u> go on to be clearly discussing <u>within the context of the family.</u>

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Question	Answer	Marks	Guidance
2(b)	1 mark for explaining why Marxism has this limitation (e.g., focus on the idea of social class as ascribed…). 1 mark for explaining why it is a limitation (e.g., there are more opportunities today for families to experience upward social mobility via education or consumerism for example…). (2 × 3 marks)		**ANNOTATION** **1 mark** for identifying a **limitation** of Marxist views of the family ✓ **1 mark** for describing why Marxists have this as a limitation **E1** *(what it is about the Marxist approach that leads them to have this as a limitation?)* **1 mark** for explaining why it is a limitation **E2**

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Question	Answer	Marks	Guidance
3(a)	**'Cohabitation is more popular than marriage today.'** **Explain this view.** **Indicative content** • Evidence of the growth in cohabitation / decline in marriage numbers. • Change in social attitudes meaning marriage has become less of a norm – less pressure to get married / less stigma attached to living together unmarried, meaning marriage has become less of a norm. • Impact of secularisation / decline in religious beliefs – less social and familial expectation to follow religious traditions and rules, e.g. marriage before sex or having children. • Greater access to contraception has meant less need for couples to get married due to unintended pregnancies. • Conscious attempt amongst young people to create a more negotiated and equal relationship rather than a conventional marriage (Bejin). • Impact of women's greater economic independence – no longer need to be married for financial security, so are opting for cohabiting. • With the rise in individualism, the relative ease and freedom of being able to leave a cohabitating relationship compared to the legal union of marriage when it does not meet expectations, has made it more popular. • People increasingly view marriage as a risk that could end in a problematic divorce, so opt for cohabiting over marriage. • Cohabiting couples may have the same legal rights in some countries as married couples, making marriage unnecessary. • Impact of feminism has led to the active rejection of marriage as an oppressive patriarchal institution – increasingly women view cohabitation as more egalitarian. • Increased popularity of extravagant weddings has meant couples are unable to afford to get married – cohabiting allows them to live as a married couple without the large expenditure. • Any other relevant point.	**10**	**Note:** • This question is about couples living together unmarried. Housemates / students in dorms = Irrelevant (**IR**) • Delaying marriage = **IR** as still eventually marrying. • Cohabiting as a trial before marriage to test if they are 'the one' = **IR** – demonstrates that marriage remains more popular as the end result will be marriage, therefore is a 3b argument. **ANNOTATION** Valid point made ✓ Underdeveloped **EXP** Developed point **DEV** Supporting material **M** General topic area not Question **GEN** **Quality of point made:** A point is made (*undeveloped*) = ✓ A point is made and has some limited explanation/description (*underdeveloped*) = ✓ + **EXP** The point made is well explained with relevant sociology applied (developed) = ✓ + **DEV**

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Question	Answer	Marks	Guidance
3(a)	**Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that cohabitation is more popular than marriage 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 cohabitation is more popular than marriage 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 be made clear. **Level 1: 1–3 marks** • Limited knowledge and understanding of the view that cohabitation is more popular than marriage 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.		

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Question	Answer	Marks	Guidance
3(b)	**'Cohabitation is more popular than marriage today.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Statistically worldwide, marriage remains more popular than cohabitation even in societies where cohabitation is increasing and marriage numbers are decreasing. • Cohabitation is only temporary as the majority of couples plan to marry anyway (Coast) / Cohabitation is part of the marriage process / a trial period (Chester) to ensure they are 'the one', therefore is not more popular than marriage. • Importance of religious/cultural values in some societies continue to place emphasis on marriage / prohibit cohabitation. • People are generally marrying later in life rather than abandoning the institution of marriage altogether in favour of cohabiting. • Some governments implement policies promoting the institution of marriage, e.g. tax exemptions in Hungary, 'pro-marriage' packages in South Korea, cash gifts to newlyweds in Singapore. • Difficult to make generalisations about the motivations of cohabitating couples (Kiernan) to decide whether it is more popular than marriage. • Any other relevant point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that cohabitation is more popular than marriage 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.	**6**	**Note:** • Marriage being viewed as important to carrying out certain functions, e.g. the primary socialisation of a child, stabilisation of adult personalities etc. (e.g. a New Right or functionalist viewpoint) or that cohabitation leads to domestic violence… does not mean that marriage is more popular with couples than cohabiting = Irrelevant / **IR** • Stating that as the nuclear family is the most popular family, marriage remains more popular therefore (*suggesting that to be in a nuclear family you need to be married*) = **L1.** You can be cohabiting and still have the characteristics / dynamics of a nuclear family.

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Question	Answer	Marks	Guidance
3(b)	**Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that cohabitation is more popular than marriage 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 cohabitation is more popular than marriage 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.		**ANNOTATION** Valid point made ✓ Underdeveloped **EXP** Developed point **DEV** Supporting material **M** General topic area not Question **GEN** **Quality of point made:** A point is made (*undeveloped*) = ✓ A point is made and has some limited explanation/description (*underdeveloped*) = ✓ + **EXP** The point made is well explained with relevant sociology applied (developed) = ✓ + **DEV** ***REMEMBER – only reward ONE argument (the strongest). Annotate SEEN against any further unrequired points made.***

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>4</td><td>Evaluate the view that the distinction between childhood and adulthood has become less clear.

Indicative content

<table>
<tr><th></th><th>In support of the view
AO1</th><th>Against the view
AO3</th></tr>
<tr><td>Points</td><td>• Children engaging in adult activities e.g. vaping, drinking alcohol, criminal activity etc.
• Children are increasingly exposed to adult content through greater access to technology.
• Children are gaining the same rights as adults in some societies.
• Children are having a greater say in family decisions, normally reserved only for the parents.
• Children and adults are increasingly spending leisure time together.
• Children dress and speak more like adults / adults dress and speak more like children.
• Cross-cultural examples of children performing adult roles e.g. wage earner/carer/soldier/wife.</td><td>• Childhood is increasingly safeguarded by laws / policies distinguishing it from adulthood e.g. labour laws, compulsory education, age restrictions.
• Societies and families have become increasingly child-centred – childhood is protected as something sacred and innocent which distinguishes it from adulthood.
• Inequalities in power between children and adults still exist, e.g. children’s time, bodies and space are controlled by adults (age patriarchy).
• There are specific products for children e.g. toys, clothes, books, shows.</td></tr>
</table>
</td><td>26</td><td>Note:

• If simply talking about some aspect of childhood, e.g. children are raised by their parents, they experience gender socialisation, or adulthood, e.g. they go to work…without addressing whether the point illustrates the distinction has become less clear / remains clear = GEN L1 (AO1) / GEN J L1 (AO3) (on topic, not question).

• Children being exposed to domestic violence / abuse needs to be linked to loss of childlike innocence / exposed to stresses normally associated with adulthood to demonstrate its relevance to the question.</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>4</td><td>
<table>
<tr><th></th><th>In support of the view
AO1</th><th>Against the view
AO3</th></tr>
<tr><td>Points</td><td>
• Children increasingly exposed to / taking interest in problems and stresses of the adult world, e.g. climate change.
• Children increasingly targeted as consumers – they often have their own money from part time jobs / allowances from family.
• Remaining dependent on parents for longer, e.g. financially, housing – this is due to cost of living, accessing extended education, unemployment etc., therefore extending their dependency as in childhood.
• Decline of children's third spaces has meant more isolation and reliance on technology for entertainment, reducing the engagement in distinct child activities.
• Any other relevant point.
</td><td>
• Increased parental controls on technology to protect children from exposure to adult themed content / dangers to protect their innocence.
• Girls still experience greater restrictions on their freedom compared to boys - limits what activities they can partake in and prevents them from experiencing adult experiences.
• Cultural/ethnic examples of rites of passage to adulthood, marking a clear distinction from childhood.
• Note: May also be used for AO1 e.g. culturally / religiously considered an adult but legally the age of a child.
• Childhood is socially constructed / not a universal process found in all societies, therefore generalisations cannot be made.
• Any other relevant point.
</td></tr>
</table>
</td><td></td><td>
ANNOTATION

Valid point in support (A01) ✓
Valid point against (AO3)
Juxtaposition J
Explicit Evaluation EVAL
Relevant Sociological Material M
Point Underdeveloped EXP
Point Developed DEV
General topic area rather than addressing the specifics of the Q GEN (AO1) / GEN J (AO3)
</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>4</td><td>
<table>
<tr><th></th><th>In support of the view
AO1</th><th>Against the view
AO3</th></tr>
<tr><td>Research evidence / theory</td><td>Postman, Palmer, Hecht, Robertson, Phillips, Margo, postmodernism, New Right, Marxism</td><td>Brooks, Jenks, Aries, Hillman, Gittens</td></tr>
<tr><td>Relevant concepts</td><td>Infantilisation, toxic childhood, kidults, sexualisation of childhood, pester power, boomerang generation</td><td>March of progress, child-centredness, age patriarchy, concerted cultivation, helicopter parenting, Child Labour laws</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td><td></td></tr>
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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	Guidance
4	• Good knowledge and understanding of the view that the distinction between childhood and adulthood has become less clear. • 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 distinction between childhood and adulthood has become less clear. • 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 distinction between childhood and adulthood has become less clear. • 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 distinction between childhood and adulthood has become less clear. • The response contains only assertive points or common-sense observations.	1–2	
0	• No knowledge and understanding worthy of credit.	0	

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Level	AO2: Interpretation and Application	Marks	Guidance
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	Guidance
5	• Very good analysis/evaluation of the view that the distinction between childhood and adulthood has become less clear. • The evaluation is clear, explicit and sustained.	9–10	
4	• Good analysis/evaluation of the view that the distinction between childhood and adulthood has become less clear. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that the distinction between childhood and adulthood remains clear.	7–8	
3	• Some analysis/evaluation of the view that the distinction between childhood and adulthood has become less clear. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that the distinction between childhood and adulthood remains clear.	5–6	
2	• Basic analysis/evaluation of the view that the distinction between childhood and adulthood has become less clear. • There is an attempt to consider more than one side of the debate or one simple point suggesting that the distinction between childhood and adulthood remains clear.	3–4	
1	• Limited analysis/evaluation of the view that the distinction between childhood and adulthood has become less clear. • 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><th>Guidance</th></tr>
<tr>
<td>5</td>
<td>Evaluate the view that social class is the main factor influencing family diversity.

Indicative content
<table>
<tr><th></th><th>In support of the view
AO1</th><th>Against the view
AO3</th></tr>
<tr><td>Points</td><td>• Working class more likely to have lone-parent and extended family types – may reflect economic insecurities.
• Middle class more likely to have the traditional nuclear family form as they possess the financial stability to maintain an independent household.
• Higher rates of divorce and marital breakdown in the working class, leading to growth in lone-parent families.
• Working class more likely to have segregated conjugal roles / middle class more likely to have joint conjugal roles.</td><td>• Postmodernists argue social class is less influential today and therefore cannot be the main influencing factor.
• Family form varies throughout different points in a person's life depending on circumstances – diversity is a part of the life cycle not a consequence of social class.
• Impact of global migration is the main factor in diversifying structures and relationships, e.g. multiculturalism, rise of transnational families.
• Regardless of social class women are pursuing extended education and establishing careers – has led to alternatives in family forms and dynamics.</td></tr>
</table>
</td>
<td>26</td>
<td>Note:

• Parsons fit thesis / industrialisation – this is one dominant family type being replaced by a different dominant family type. This is not diversity = IR

ANNOTATION

Valid point in support (A01) ✓
Valid point against (AO3)
Juxtaposition J
Explicit Evaluation EVAL
Relevant Sociological Material M
Point Underdeveloped EXP
Point Developed DEV
General topic area rather than addressing the specifics of the Q GEN (AO1) / GEN J (AO3)</td>
</tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>5</td><td>
<table>
<tr><th></th><th>In support of the view
AO1</th><th>Against the view
AO3</th></tr>
<tr><td>Points</td><td>• Middle classes tend to have fewer children due to the significant financial investment involved (concerted cultivation) – focus resources/efforts on the ones they have due to growth in child-centredness.
• Income differences impact family lifestyle/experiences, e.g. extra-curricular activities, holidays, private education etc.
• Single parents more likely to be found in the underclass due to generous welfare system making children affordable as they lack economic self-sufficiency.
Note: this could also be used as an argument against – that an over generous welfare system has led to an increase in lone mothers (New Right).</td><td>• Impact of secularisation – decline of traditional religious views mean people are freer to create a family form that suits them.
• Changes in social policies that have encouraged alternative family forms.
• Growth of individualism – family form and its relationships based around individual needs.
• Diversity of conjugal roles exaggerated due to for example, patriarchy reinforcing traditional roles/relationships.
• Ethnicity more important than class, e.g. more likely to see lone parenthood / matriarchal families within Afro-Caribbeans.
• Extent of family diversity is exaggerated – nuclear forms the basis of most other family types.
• Any other relevant point.</td></tr>
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GradeMax

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<tr><th></th><th>In support of the view
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AO3</th></tr>
<tr><td>Points</td><td>• Children more likely to experience being nurtured in middle-class families compared to working-class children who are more likely to be nurturing, adopting care roles for example.
• Any other relevant point.</td><td></td></tr>
<tr><td>Research evidence/ theory</td><td>Rapoport & Rapoport, Charles, Murray, Willmott & Young, Chester, Hendrick, Cunningham, Gittens, Hecht</td><td>Rapoport & Rapoport, Giddens & Beck, Coughlan, Postman, Fionda, Murdock, New Right, postmodernism, liberal/radical feminism, functionalism</td></tr>
<tr><td>Relevant concepts</td><td>Symmetrical family, modified nuclear family, neo-conventional/dual earner family, class diversity, cultural capital, concerted cultivation</td><td>Cultural diversity, life-stage diversity, regional diversity, globalisation, examples of national policies that encourage family diversity</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	Guidance
4	• Good knowledge and understanding of the view that social class is the main factor influencing family diversity. • 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 social class is the main factor influencing 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 social class is the main factor influencing 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 social class is the main factor influencing family diversity. • The response contains only assertive points or common-sense observations.	1–2	
0	• No knowledge and understanding worthy of credit.	0	

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GradeMax

Level	AO2: Interpretation and Application	Marks	Guidance
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	Guidance
5	• Very good analysis/evaluation of the view that social class is the main factor influencing family diversity. • The evaluation is clear, explicit and sustained.	9–10	
4	• Good analysis/evaluation of the view that social class is the main factor influencing family diversity. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that social class is **not** the main factor influencing family diversity.	7–8	
3	• Some analysis/evaluation of the view that social class is the main factor influencing family diversity. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that social class is **not** the main factor influencing family diversity.	5–6	
2	• Basic analysis/evaluation of the view that social class is the main factor influencing family diversity. • There is an attempt to consider more than one side of the debate or one simple point suggesting that social class is **not** the main factor influencing family diversity.	3–4	
1	• Limited analysis/evaluation of the view that social class is the main factor influencing family diversity. • 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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