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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/22**

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.

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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> changes that have led to an increase in divorce in some societies.** **Indicative content** • Changes in laws – have made divorce more accessible/easier to administer, especially for women e.g. divorce law reform, welfare policy and gender equality laws. • Declining stigma/changing attitudes – getting divorced is now considered more acceptable. • Growth in secularisation – less religious pressure against divorce as remaining married considered less sacred. • Rising expectations of marriage as they become more about personal happiness than social obligation – more likely to leave an unsatisfactory marriage if it does not meet their standards. • Increased financial independence of women – more women are able to support themselves and therefore do not need to remain in a marriage for security. • Due to the feminist movement / increased access to education, women are increasingly becoming aware of their rights – will divorce if they feel exploited. • Growth in individualism – will likely divorce if the marriage gets in the way of the pursuit of goals and ambitions. • Increase in childless couples – do not need to stay married for the sake of the children. • Increase in life expectancy – gives more time for people to become bored or fed up in a marriage, and believe they have time to find someone else. • Less support/mediation from wider kin to keep a marriage together as families become increasingly isolated. • Any other relevant point.	**4**	**Note:** • Delaying / Not getting married = **Irrelevant / IR** • Stating general reasons why people get divorced e.g. no longer in love, they have extra-marital affairs, experience domestic violence = **IR** as have always occurred – they are not changes. **Annotation:** **For each change:** **1 mark** for identifying a change HIGHLIGHT **1 mark** for describing how that change has led to an increase in divorce **EXP**

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Question	Answer	Marks	Guidance
1	Reward a maximum of **two** changes. For each change, up to 2 marks are available: 1 mark for identifying a change. 1 mark for describing how that change has increased divorce. (2 × 2 marks)		

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Question	Answer	Marks	Guidance
2(a)	**Explain <u>two</u> ways the family benefits society, according to functionalists.** **Indicative content** • Acts as an agent of social control – polices behaviour of its members to maintain a value consensus. • Ensures social stability – family acts as the foundational building block of society by fulfilling key functional pre-requisites. • Provides the primary socialisation of children into society's common norms & values - teaches children acceptable behaviours, common language, culture etc. so they conform to society's expectations. • Stabilises adult personalities (warm bath theory) – provides a comforting environment that ensures the breadwinner is physically & emotionally rested to return to work productive and stable for a healthy economy. • Regulates sexual activity through monogamous marriage – keeps society morally in order. • Reproduces new members – ensures society continues. • Socialises children into future gender roles – ensures children learn their social expectations as adults e.g. expressive & instrumental roles. • Fulfils family's economic needs – supports the economy by providing food, clothes, shelter. • Any other relevant point. For this question, use of sociological material is likely to be demonstrated through functionalist sociologists such as Parsons, Murdock, and concepts such as organic analogy, value consensus, warm bath theory. 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 an agent of social control…). 1 mark for explaining that point (e.g. polices the behaviours of its members…) 1 mark for selecting relevant sociological material (e.g. value consensus…)	8	**Note:** • For the E2, the application of M must demonstrate how society benefits. • General / common-sense points that are not from a specific sociological perspective = ✓**only** for an identified way. For example, *extended kin provide healthcare to family members, therefore society does not have to / the breadwinner pays taxes which benefits the economy.* **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**

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Question	Answer	Marks	Guidance
2(a)	1 mark for explaining how the material supports the point (e.g. the family through sanctions instils acceptable norms & values of society to prevent dysfunctional behaviour…) (2 × 4 marks)		**Remember:** ***If no M, then cannot award E2*** ***Each rewardable annotation = 1 mark.*** **Reward a maximum of 2 points.** If more than 2 are given, annotate & award the best 2 and annotate SEEN against the others

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Question	Answer	Marks	Guidance
2(b)	**Explain <u>one</u> strength and <u>one</u> limitation of functionalist views of the family.** **Indicative content** Strengths • Recognises the vital role the nuclear family plays in bringing social stability/value consensus. • Recognises the positive role the nuclear family plays for its members, unlike conflict perspectives that focus on the exploitation that takes place. • Highlights the important connections between the nuclear family and wider social institutions (organic analogy). • Identifies gender roles are not an expression of inequality but simply differences based on biology – they are naturally allotted. • Provides an explanation for the development of the nuclear family (industrialisation / fit thesis). • Draws attention to the possibility of dysfunctional families. • 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 functionalism (e.g. recognises the vital role the nuclear family plays in bringing social stability…) 1 mark for explaining why functionalism has this strength (e.g. explores functional pre-requisites the family carries out required for society to be healthy…) 1 mark for explaining why it is a strength (e.g. this has influenced social policies that support the nuclear family for the wider social good…)	**6**	**Note:** • Do not reward strengths / limitations of the <u>nuclear family</u> / <u>functions of the nuclear family</u> = **IR -** this is not what the question is asking of candidates. • Simply stating a positive or negative point about what functionalists say about the role of the family without an explanation as to why it is a strength / weakness = **IR** **ANNOTATION** **1 mark** for identifying a **strength** of functionalist views of the family ✓ **1 mark** for describing why functionalists have this as a strength **E1** *(what it is about the functionalist approach that leads them to have this as a strength?)* **1 mark** for explaining why it is a strength **E2**

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Question	Answer	Marks	Guidance
2(b)	Limitations • Less relevant in contemporary societies – its views on gendered roles are outdated and less applicable due to the diversity of family forms / improvements in the lives of women. • Assumes the family is always positive for its members / fails to acknowledge the dark side of family life. • Fails to acknowledge the exploitation that takes place within the nuclear family due to capitalism or patriarchy. • Assumes the nuclear family benefits all of society – Marxists/radical feminists would argue it mainly benefits the ruling-class/patriarchy. • Too deterministic in stating gender roles are naturally allocated by biology, failing to acknowledge how they are socially constructed. • Idealises the nuclear family, ignoring the benefits family diversity can bring to its members and society. • Ethnocentric - biased towards a westernised view of the family. • 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 functionalism (e.g., it is outdated and therefore less relevant in contemporary societies…) 1 mark for explaining why functionalism has this limitation (e.g., believes gender roles are biologically determined and therefore fixed…) 1 mark for explaining why it is a limitation (e.g., however, today we are seeing more women taking on the instrumental role of breadwinner, and men the expressive caring role…) (2 × 3 marks)		**ANNOTATION** **1 mark** for identifying a **limitation** of functionalist views of the family ✓ **1 mark** for describing why functionalists have this as a limitation **E1** *(what it is about the functionalist 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)	**'Parenthood today is different from the past.'** **Explain this view.** **Indicative content** • Growth in child-centred parenting with emphasise on the child's happiness and welfare. • Rise in 'gentle parenting' – shift away from punitive, authoritarian child-rearing, to one of empathy, emotional regulation, and developmentally appropriate boundaries. • Greater parental surveillance and control of children, often through mobile devices/apps; helicopter parenting. • Increased state/external agency involvement in some parental functions e.g. primary socialisation. • Rise in financially supporting children for longer e.g. boomerang children due to cost of living etc. • Increase in divorce has led to the decline in monomaternalism – children increasingly experience both maternal mother and stepmother (Park). • Growth in both parents in full-time employment can lead to more e.g. compensatory parenting that panders to pester power to make up for being less present / digital parenting / reliance on others to fulfil the daily parenting role. • Shift from stay at home/economically dependent mothers, to taking on the breadwinner role typically associated with fatherhood. • Notions of 'good motherhood' have shifted from expressive to intensive (emotionally absorbing, labour-intensive, and financially expensive). • Distinction between motherhood & fatherhood is less clear - fathers have become more involved with children on a day-to-day basis. • Growth of stay-at-home fathers / lone-parent fathers / super/new dads.	**10**	**Note:** • Simply discussing how roles of women & men in the family have changed, without the context of parenthood = **L1 GEN** • Delaying parenthood or not undertaking parenthood = L1 **GEN** • Counter arguments = (**IR**) – this is required in **3(b)**. **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 & has <u>some limited</u> 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)	• Grandparents increasingly undertaking parenthood, responsible for the day-to-day care of grandchildren due to absent parents e.g. economic migration. • Motherhood has increasingly become commercialised – mothers using social media platforms to inform on parenting practices, potentially earning from the role of being a mother. • Any other relevant point. **Levels of response** **Level 3: 8–10 marks** • Good knowledge and understanding of the view that parenthood today is different from the past. • 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 parenthood today is different from the past. • 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 parenthood today is different from the past. • 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.		

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Question	Answer	Marks	Guidance
3(a)	**Level 0: 0 marks** • No response worthy of credit.		

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Question	Answer	Marks	Guidance
3(b)	**'Parenthood today is different from the past.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • In some cultures / societies mothers are still expected to prioritise their caring role over a career – economic role is secondary to motherhood. • Hegemonic ideas of fatherhood continue in some societies e.g. authoritarian, disciplinarian, breadwinner. • Child centred parenting is not universally practiced. • State policies that reinforce traditional gendered roles of parenting e.g. longer maternity leave than paternity / no provision for paternity leave. • Whilst fathers may wish to be more involved with their child's daily care, are prevented from doing so due to structural & cultural barriers. • Whilst some women support fathers' greater involvement, cultural ideals of motherhood & the need for external validation of their maternal role impede some women from allowing fathers to do so (Allen & Hawkins), thus parenthood today is not different from the past. • Key roles of parenthood e.g. to provide primary socialisation, discipline, food & shelter, are still fulfilled by most parents and therefore parenthood has not changed. • Whilst some fathers are becoming more actively involved with their children, this is often limited to the fun aspects, leaving the mundane daily care to mothers, therefore no change to parenthood as it reinforces mothers as the primary carer as they have always been perceived. • In some cultures, extended kin continue to take an active role in parenting of young children as it is considered a cultural norm. • Any other relevant point. **Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that parenthood today is different from the past.	**6**	**Note:** • Responses simply discussing how *childhood* is not different = **IR**. • Discussing roles with no context of parenthood e.g. women still do most housework / men are the main breadwinners = **L1 GEN** maximum (lacking focus on specific question) **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 <u>some limited</u> explanation/description (*underdeveloped*) = ✓ + **EXP** The point made is well explained with relevant sociology applied (developed) = ✓ + **DEV** ***REMEMBER – only reward <u>ONE</u> argument (the strongest).*** ***Annotate SEEN against any further unrequired points made.***

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Question	Answer	Marks	Guidance
3(b)	• 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 parenthood today is different from the past. • 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 parenthood today is different from the past, which is undeveloped or lacking clarity. • Any supporting material lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.		

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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 grandparents play an important role in the family.

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>• Increasingly play an important childcare role - both parents can be in paid employment & not worry about leaving their children with strangers.
• Cross cultural examples of grandparents filling the ‘parenting gap’ e.g., China & Philippines meaning they fulfil a vital parenting role.
• Can often provide qualitative enriched socialisation of grandchildren.
• Can act as an important historical and cultural bridge to the past.
• Increased life expectancy means grandparents can play an active role for longer e.g. child care, economic support.</td><td>• Some elderly grandparents may be too infirm/immobile to be able to provide any form of physical labour e.g. childcare.
• Increased divorce rates mean grandparents may lose contact with grandchildren & therefore not play an important role in their lives.
• Extended families are often dispersed over geographical distances meaning less involvement and are not able to provide regular assistance.</td></tr>
</table>
</td><td>26</td><td>ANNOTATION

Valid point in support (AO1) ✓
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>Points</td><td>• Cultural examples of the eldest matriarch / patriarch in the role of wise head / leader of the family.
• Can adopt the role of mediator between parents & children / as confidant to the grandchildren as more likely to open up to them.
• As grandparents are often working longer, can often provide a financially supporting role e.g. paying for school fees, uniforms, household bills etc.
• Any other relevant point.</td><td>• Some cultures may exclude grandparents from family life and therefore cannot play an important role e.g. Japanese/nomadic examples, or institutionalised within western societies.
• Grandparent & grandchild relationship may weaken the older the child becomes, with a reduced supporting role once they reach teenage years (Furman & Burchmester).
• Increased life expectancy means grandparents are enjoying their own extended active social lives & therefore do not want to undertake childcare roles.
• Any other relevant point.</td></tr>
</table>
</td><td></td><td></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>Brannen, Ross et al., Chester, Foster (‘Villains’), Phillipson & Downs, O’Brien & Jones,
Cherlin & Furstenberg</td><td>Healey & Yarrow, Marxist feminism, Furman & Burchmester</td></tr>
<tr><td>Relevant concepts</td><td>Beanpole family, dual earner family, third age grandparents, grey pound,</td><td>Dependency ratio, sandwich carers, elder abuse, ageism,</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 grandparents play an important role 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 the view that grandparents play an important role 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 the view that grandparents play an important role 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 the view that grandparents play an important role in the family. • 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 grandparents play an important role in the family. • The evaluation is clear, explicit and sustained.	9–10	
4	• Good analysis/evaluation of the view that grandparents play an important role in the family. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that grandparents do **not** play an important role in the family.	7–8	
3	• Some analysis/evaluation of the view that grandparents play an important role in the family. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that grandparents do **not** play an important role in the family.	5–6	
2	• Basic analysis/evaluation of the view that grandparents play an important role in the family. • There is an attempt to consider more than one side of the debate or one simple point suggesting that grandparents do **not** play an important role in the family.	3–4	
1	• Limited analysis/evaluation of the view that grandparents play an important role 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><th>Guidance</th></tr>
<tr><td>5</td><td>Evaluate the view that gender inequality still exists within family life.

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>• Existence of patriarchy perpetuates gender inequalities in the family.
• Gender role socialisation still exists - enforces segregated conjugal roles as normal / dominance of men as breadwinners over women as carers.
• Girls tend to experience greater restrictions on their freedom than boys.
• Regardless of class & ethnicity, women perform more housework/childcare/ emotion work than men.
• Studies suggesting men still exercise power over financial decision making in the family.
• Evidence of women taking on an unequal burden within the family e.g. triple shift.</td><td>• Patriarchy is declining as hegemonic masculinities are being replaced by more inclusive alternatives - creating more egalitarian dynamics in the family.
• Legal/social changes have led to more women becoming breadwinners of the family – this in turn has meant men increasingly adopting the more traditional expressive role.
• Improvements in women’s earning power & status has led to greater equality in conjugal roles & decision making.
• Support of grandparents with childcare has meant both parents can be in paid employment.</td></tr>
</table></td><td>26</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>
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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>
• Daughters/women take disproportionate care of elderly relatives.
• Examples of cultures/religions/social class that reinforce traditional gendered expectations of conjugal roles / male superiority.
• Women unconsciously consider housework as the norm to be done unthinkingly.
• Men are more likely to be involved in the fun aspects of childcare, whilst women adopt the more mundane day-to-day care.
• Women often act to absorb the frustrations of men – this can often result in domestic violence, suggested as way to enforce their authority often not experienced in the workplace.
</td><td>
• Impact of technology – men more likely to be involved in housework/time saving devices mean women spend less time on chores.
• Women make a rational choice to adopt the domestic role; therefore, it is not inequality.
• Tend to see greater equality in same-sex families due to a lack of gender scripts.
• Segregated roles do not necessarily mean unequal, just different (functionalism).
• Traditional fixed notions of motherhood /fatherhood increasingly disappearing creating more egalitarian roles.
• Girls are being given the same status as boys, particularly in western families.
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<tr><td>Points</td><td>• Women tend to take on hidden work e.g. arranging shopping, birthday cards etc.
• Any other relevant point.</td><td>• Any other relevant point.</td></tr>
<tr><td>Research evidence/ theory</td><td>Oakley, Boulton, Ferri & Smith, Hochschild, Delphy & Leonard, Dunscombe & Marsden, Greer, Craig, Edgell, Ansley, DeVault, radical/Marxist feminism, functionalism,</td><td>Gershuny, Willmott & Young, Sullivan, Bott, Silver & Schor, Crompton, Ramos, Chester, Giddens, Kauffman, British Social Attitudes survey, liberal feminism, postmodernism, functionalism,</td></tr>
<tr><td>Relevant concepts</td><td>Biological determinism, gender scripts, dual burden/triple shift, motherhood penalty, partnership penalty, invisible work, expressive/instrumental roles, sandwich carers, canalisation/verbal appellation/manipulation,</td><td>New man/father, super dads, joint/integrated conjugal roles, crisis of masculinity, symmetrical family, secularisation,</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 gender inequality still exists within family life. • 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 gender inequality still exists within family life. • 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 gender inequality still exists within family life. • 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 gender inequality still exists within family life. • 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 gender inequality still exists within family life. • The evaluation is clear, explicit and sustained.	9–10	
4	• Good analysis/evaluation of the view that gender inequality still exists within family life. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that gender inequality does **not** still exist within family life.	7–8	
3	• Some analysis/evaluation of the view that gender inequality still exists within family life. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that gender inequality does **not** still exist within family life.	5–6	
2	• Basic analysis/evaluation of the view that gender inequality still exists within family life. • There is an attempt to consider more than one side of the debate or one simple point suggesting that gender inequality does **not** still exist within family life.	3–4	
1	• Limited analysis/evaluation of the view that gender inequality still exists within family life. • 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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