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CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/23**

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> ways the increase of women in paid work has affected the family.** **Indicative content** • Growth in 'new man'/stay-at home dads – men are increasingly taking on more of the domestic duties within the family leading to greater equality / swapping of traditional gender roles as men take on expressive role. • Women no longer undertaking main childcaring role – greater involvement of grandparents/nurseries/child minders in childcare. • Women have greater economic power – improves women's status in the family to give them greater equality in power/decision making as patriarchy is reduced. • Focus on career rather than starting a family / increase in average age of first marriage / fewer marriages taking place. • Having fewer children – an increase in child centredness / have more children as financially in a better position to afford them. • Increase in dual income families – improved quality of life due to better finances. • Mothers spending less time with their children – possibly have a negative impact on the socialisation of the child if both parents are working. • Women have become increasingly financially independent – a rise in divorce / growth in female headed lone-parent families. • Women adopting traditional male role of breadwinner may lead to men feeling their masculinity in under threat – can cause tension in relationship and lead to abuse or divorce. • Women become increasingly burdened – still expected to carry out traditional expressive role as well as paid employment. • Has led to an increase in diversity, e.g. DINKs. • Any other relevant point. Reward a maximum of **two** ways. For each way, up to 2 marks are available:	**4**	**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
1	1 mark for identifying a way. 1 mark for describing how that way demonstrates the family is affected. (2 × 2 marks)		

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Question	Answer	Marks	Guidance
2(a)	**Explain <u>two</u> reasons for the increase in family diversity.** **Indicative content** • Decline of religious beliefs – people feel less bound to traditional ideas and expectations of marriage / divorce no longer considered sinful. • Impact of globalisation/migration – introduced different cultural expressions of family different to the dominant norm of host country. • Influence of postmodernist/liberation movements – changed people's perceptions of what constitutes 'family'. • Impact of feminist movement – has led to an active rejection of marriage and the nuclear family in favour of less oppressive alternatives. • Growth of individualism – people increasingly adopting familial lifestyles based upon their needs / desires rather than socially expected traditional family forms, e.g. nuclear and extended. • Liberated sexual attitudes – women less likely to view romantic love and marriage as their primary goal. • Women increasingly achieving financial independence leading to a growth in lone parenthood / singlehood as they don't need to be married and create a family for financial security / diversity in conjugal roles. • Changing social attitudes – socially accepted alternatives to marriage/nuclear family/extended family. • Increased life expectancy – greater opportunity for divorce which can lead to other family forms. • Changes in social policies / laws supporting diverse family forms, e.g. legalisation of same-sex marriage. • New Right argument of declining morals / generous welfare system. • Development of technology has facilitated new forms of family dynamics e.g. creation of LATs, modified extended family. • Financial necessity may lead to an increase in dual earner families that require extended family support – this may lead to a diversity of roles with grandparents adopting childcaring role etc. • Any other relevant point.	**8**	**Note:** • Parsons fit thesis / industrialisation – this is one dominant family type being replaced by a different dominant family type. This is not diversity = irrelevant (**IR)** • Need reasons for the increase in diversity not just examples of it – the rise in cohabitation, same-sex marriage etc. is not a reason. *Why* has this increase happened? **ANNOTATION** **1 mark** for identifying a reason ✓ **1 mark** for explaining that reason **E1** **1 mark** for selecting **relevant** sociological material **M** **1 mark** for explaining how the sociological material supports the reason 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)	For this question, use of sociological material is likely to be demonstrated through references to postmodernist sociologists such as Beck-Gernsheim, Stacey, New Right commentators e.g. Morgan, and concepts such as individualism, secularisation and crisis of masculinity. 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. decline of religious beliefs…). 1 mark for explaining that point (e.g. people place less value on the traditional idea of marriage and forming a nuclear family…). 1 mark for selecting relevant sociological material (e.g. secularisation…). 1 mark for explaining how the material supports the point (e.g. people feel less pressure to conform to tradition and can form a family of their preference without the fear of religious retribution…). (2 × 4 marks)		

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Question	Answer	Marks	Guidance
2(b)	**Explain <u>two</u> strengths of postmodernist views on family diversity.** **Indicative content** Strengths • Recognises that family life is pluralistic – it is characterised by diversity, variation, instability. • Acknowledges the benefits of diverse family forms to individuals that make up that family. • Relevant to/representative of contemporary families – does not limit the idea of family to just the nuclear like structuralist approaches. • Recognises the influence of media / consumption on family life. • Highlights the flexibility in family practices/roles unlike the meta-narratives of structuralist approaches. • Acknowledges that social changes e.g., increasing social fragmentation and rise in individualism have made family more a matter of personal choice. • Recognises the influence of individual's agency in actively creating familial relationships as opposed to simply being influenced by structural forces. • Does not judge a particular family type or its relationships as right or wrong. • Relevant to a contemporary analysis of the family as it provides explanations / reasons for the existence of diverse family forms e.g. social and cultural changes leading to greater freedom of choice. • Any other relevant strength. Reward a maximum of **two strengths**. For each strength, up to 3 marks are available: 1 mark for identifying a strength of postmodernist views (e.g. recognises that family life is pluralistic…).	**6**	**Note:** • Positive consequences on the family of being in a postmodernist society = **IR** • Simply describing positive consequences on family members of being in an alternative family form / living a postmodern society = **IR** • Recognising family diversity exists is not a strength. It's an observation. Other perspectives recognise it exists also. **ANNOTATION** **1 mark** for identifying a **strength** of postmodernist views on family diversity ✓ **1 mark** for describing why postmodernists have this as a strength **E1** *(what it is about the postmodernist 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)	1 mark for explaining why postmodernism has this strength (e.g. they reject meta-narratives of top-down structuralist approaches…) 1 mark for explaining why it is a strength (e.g. we get a greater understanding that family life is complex, characterised by diversity, variation and instability rather than determined for example, by economic factors…) (2 × 3 marks)		

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Question	Answer	Marks	Guidance
3(a)	**'Ethnicity is the most significant factor affecting the experiences of children in the family.'** **Explain this view.** **Indicative content** • High levels of control in some Asian families – girls in particular are given fewer freedoms in childhood than boys. • Educational expectations parents place upon their children and how this affects their experiences of childhood e.g., Asian Tiger Moms. • Religious beliefs and cultural practices associated with particular ethnicities of the family and how this affects the experiences of childhood. • Some ethnicities/cultures have a sense of duty towards elderly relatives – young children can often undertake caring duties, e.g. filial piety. • Examples of ethnicities/cultures that have particular expectations of children within families e.g., child brides, working to financially support the family etc. • Some ethnicities maintain traditional gender roles within the family – children often imitate these / are limited by these. • Can impact the type of family a child grows up in, e.g. Afro-Caribbean families more likely to be female headed lone-parents which means children lack a male role model (New Right). • Some ethnicities may raise children with collectivist values, whilst others more individualistic. • Different ethnicities/cultures may attach different meanings and expectations of what constitutes the period of childhood. • May be raised in a majority ethnic family with hateful views towards minority ethnic groups – can lead to developing own such views. • Any other relevant point.	**10**	**Note:** discussions of society, e.g. racism experienced = **IR**…unless they can clearly make the link to the context of family to show its relevance in addressing the 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**

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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 ethnicity is the most significant factor affecting the experiences of children in the family. • The response contains two clear and developed points. • Sociological materials 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: 4–7 marks** • Some knowledge and understanding of the view that ethnicity is the most significant factor affecting the experiences of children in the family. • The response contains one clear and developed point and one relevant but underdeveloped point. • The material selected may be 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: 1–3 marks** • Limited knowledge and understanding of the view that ethnicity is the most significant factor affecting the experiences of children in the family. • 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)	**'Ethnicity is the most significant factor affecting the experiences of children in the family.'** **Using sociological material, give <u>one</u> argument against this view.** **Indicative content** • Such claims ignore the significance of human agency and free will in children creating their own experiences within the family, regardless of ethnicity. • Postmodern societies are characterised by greater freedom of choice / increase in hybrid identities – the influence of ethnicity has significantly reduced. • Such generalisations cannot be made as there is wide variation in experiences of childhood across different ethnic groups. • Ethnicity is not the most significant factor as experiences of children in the family are often affected by multiple influences in addition to ethnicity, e.g. social class, gender etc. • Impact of social class is more significant – middle-class parents more likely to view their children as a project to perfect / influence of cultural and economic capital determines experiences of childhood e.g., more likely to attend museums, extra-curricular activities etc. • Impact of family's economic position, e.g. less well-off may experience material deprivation which affects their living conditions/educational experiences/health. • Impact of gender expectations is more significant than ethnicity, e.g. gender socialisation reinforcing stereotypical roles during childhood. • Parenting style/values are more significant than ethnicity, e.g. nurtured vs natural approach / very controlling vs more relaxed approach. • Any other relevant point.	**6**	**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**

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Question	Answer	Marks	Guidance
3(b)	**Levels of response** **Level 3: 5–6 marks** • One clear and developed argument against the view that ethnicity is the most significant factor affecting the experiences of children in the family. • Sociological material, such as concepts, theories and evidence, is used to support the argument. The material selected is appropriate and focused on the question with its relevance made clear. **Level 2: 3–4 marks** • One clear but underdeveloped argument against the view that ethnicity is the most significant factor affecting the experiences of children in the family. • The material selected is appropriate but not clearly focused on the question or its relevance to the argument is not made clear. **Level 1: 1–2 marks** • One point disagreeing with the view that ethnicity is the most significant factor affecting the experiences of children in the family, 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 relationships between family members have become more equal.

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>• Child/parent relationships have become more democratic - children increasingly have a voice in important decisions.
• Impact of social policies – women and children given greater legal protections has improved their equality in the family.
• Changing value systems – girls increasingly given equal importance as boys in the family.
• Impact of women increasingly gaining financial independency – increased their status and as such have greater equality of power e.g. in decision making.
• Changes in masculinity – men increasingly undertaking domestic/expressive roles alongside women in the family.</td><td>• Parents continue to control time, space and body of children (age patriarchy).
• Impact of biology – males and females cannot achieve equality due to their ‘natural predisposition’ to the breadwinner / expressive roles.
• Some cultures continue to view boys as more important/as a priority compared to girls.
• Men remain the dominant power in important decision making, e.g. financial matters.
• Across all societies women continue to perform the majority of domestic labour/emotion work.</td></tr>
</table>
</td><td>26</td><td>Note:

• Do not reward equality of men and women in the workplace, unless this is linked to relationships between family members (the context of the question).

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>Points</td><td>• Impact of secularisation – less adherence to traditional views e.g. female subordination to men in the family.
• Women adopting the expressive role as an expression of choice rather than imposed upon them by patriarchy.
• Grandparents increasingly taking on childcare role – increased their status due to importance in fulfilling a ‘parenting gap’ creating generational equality due to contributing to the family.
• Growth in same-sex relationships is creating equality between partners as they tend not to adopt gender scripts.
• Any other relevant point.</td><td>• Much of the ‘invisible work’ falls to women, e.g. planning birthday parties, organising appointments etc.
• Disproportionate levels of reported domestic violence against women and children by the adult males in the relationships.
• Wider social patriarchal ideology filters through to the family – perpetuates male domination in the family.
• Cultural examples of eldest relative seen as the wise head of the family – power and influence are not equal between members.
• Relationships between men and women in the family are not unequal, just different (functionalism).
• Elderly relatives lack power/influence in some families as seen as a burden / not contributing.
• Any other relevant point.</td></tr>
</table>
</td><td></td><td></td></tr>
</table>

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Question	Answer	Marks	Guidance
4			

	In support of the view AO1	Against the view AO3
Research evidence / theory	Leighton, Willmott and Young, Beck, Kaufman, Giddens, Sharpe, post-modernism, liberal feminism	Edgell, Pahl and Vogler, Hardhill et al., Dobash and Dobash, Delphy, Ansley, Oakley, radical/Marxist/liberal feminism, functionalism
Relevant concepts	Child-centred, new man/father, joint/integrated roles, symmetrical family, pester-power, Equal Pay Act/s, reference to various relevant equality acts	Age patriarchy, patriarchal ideology, gender socialisation, canalisation, segregated conjugal roles, gender scripts, dependency ratio, complicit masculinity

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	Guidance
4	• Good knowledge and understanding of the view that relationships between family members have become more equal. • 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 relationships between family members have become more equal. • 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 relationships between family members have become more equal. • 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 relationships between family members have become more equal. • 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	***Note:*** *To achieve this band, candidates need to consider more than one relationship type over the essay: parent/child and/or male/female, grandparent/other family members.*
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 relationships between family members have become more equal. • The evaluation is clear, explicit and sustained.	9–10	***Note:*** *To achieve this band, candidates need to consider more than one relationship type over the essay: parent/child and/or male/female, grandparent/other family members.*
4	• Good analysis/evaluation of the view that relationships between family members have become more equal. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that relationships between family members have **not** become more equal.	7–8	
3	• Some analysis/evaluation of the view that relationships between family members have become more equal. • There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points suggesting that relationships between family members have **not** become more equal.	5–6	
2	• Basic analysis/evaluation of the view that relationships between family members have become more equal. • There is an attempt to consider more than one side of the debate or one simple point suggesting that relationships between family members have **not** become more equal.	3–4	
1	• Limited analysis/evaluation of the view that relationships between family members have become more equal. • 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 functionalists offer the best understanding of the role of 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>
• Highlights the role of the family in creating social solidarity / value consensus unlike conflict theories.
• Demonstrates how the family acts as a bridge between individual and society.
• Discusses the expressive and instrumental roles and how these support family and society.
• Demonstrates the importance of the family as the heart of society and its interconnectedness with other institutions (organic analogy).
• Recognises the changes family has gone through e.g., loss of functions debate and how the role of the nuclear family has been reduced.
• Any other relevant point.
</td><td>
• In post-modern societies, grand-narratives to explain the role of the family are no longer relevant as the family and society become increasingly fragmented and fluid.
• Its explanation of the role of the family is limited to the nuclear family - fails to consider family diversity and how this affects roles carried out.
• Cannot be generalised as its analysis is ethnocentric to western societies.
• Fails to acknowledge the ‘dark side’ of the family e.g. domestic violence, exploitation of women that prevents social solidarity / promotes patriarchy.
</td></tr>
</table>
</td><td>26</td><td>
Note:

• Domestic violence is not a role in itself. Serving the needs of patriarchy is the role, of which domestic violence may be a means of enacting that role.
• If simply stating that women have the expressive role and men have the instrumental role, without linking to the context of role of the family = GEN

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></td><td>• Ignores the role of the nuclear family in supporting capitalist interests e.g. by transmitting ruling class ideology.
• Fails to acknowledge free will of family members, e.g. deterministic view regarding the socialisation of children as a one-way process.
• Any other relevant point.</td></tr>
<tr><td>Research evidence / theory</td><td>Murdock, Parsons, Fletcher, Willmott and Young, neo-functionalism</td><td>Greer, Cheal, Oakley, Zaretsky, Althusser, Smart, Marxism, Social Action theory, post-modernism, radical/Marxist/liberal feminism, personal life perspective</td></tr>
</table>
</td><td></td><td></td></tr>
</table>

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GradeMax

<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>Relevant concepts</td><td>Macro/micro, organic analogy, warm bath theory, top-down approach, structuralism, primary socialisation, stabilisation of adult personalities, functional prerequisites, consensus, gender role socialisation, social control, functional fit theory, symmetrical family</td><td>Negotiated roles, individualism, ruling-class ideology, class inequality, patriarchy, exploitation oppression, ideological state apparatus, safety valve, alienation</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>
</table>

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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 functionalists offer the best understanding of the role of 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 functionalists offer the best understanding of the role of 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 functionalists offer the best understanding of the role of 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 functionalists offer the best understanding of the role of 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	To be in this level, material used must be consistently addressing the question of functionalists offering **the best understanding** or not.
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 functionalists offer the best understanding of the role of the family. • The evaluation is clear, explicit and sustained.	9–10	To be in this level, the arguments against must be addressing the question of functionalists not offering **the best understanding**.
4	• Good analysis/evaluation of the view that functionalists offer the best understanding of the role of the family. • The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments suggesting that functionalists do **not** offer the best understanding of the role of the family.	7–8	
3	• Some analysis/evaluation of the view that functionalists offer the best understanding of the role of 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 functionalists do **not** offer the best understanding of the role of the family.	5–6	
2	• Basic analysis/evaluation of the view that functionalists offer the best understanding of the role of the family. • There is an attempt to consider more than one side of the debate or one simple point suggesting that functionalists do **not** offer the best understanding of the role of the family.	3–4	
1	• Limited analysis/evaluation of the view that functionalists offer the best understanding of the role of 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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