

Cambridge International AS & A Level

SOCIOLOGY**9699/22**

Paper 2 The Family

May/June 2025

MARK SCHEME

Maximum Mark: 60

Published

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

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

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

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

This document consists of **23** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require n reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
E1	Explanation of the point
E2	Explanation of why it is a strength/ limitation
EXP	Development / description of the point.
EVAL	Evaluation point
DEV	Developed point
GEN	General point using sociological material but not applied to the question
IR	Point is irrelevant to the question
J	Juxtaposition of point
M	Material used to support the point
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited

Annotation	Meaning
	Incorrect response
	Irrelevant material
On-page Comment	On page comment
Highlighter	Identification of a point

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.

Question	Answer	Marks
1	<p>Describe <u>two ways</u> social policies may impact upon the family.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Prevention of family diversity / encouragement of a specific family type. • Family size e.g. China's child policies - limit number born to a family. • Made divorce easier and more accessible – facilitates family break up. • Encourage families to remain together e.g. China's 'cooling off' period – may prevent divorce as couples have time to work things out. • Dictates when / who people can marry and start a family e.g. restrictions on age of marriage protects children from adult responsibilities. • Increased focus on the protection of children e.g. parents may face prison for child abuse / neglect / has contributed to child-centredness. • Change in the role / position of children - through prevention of child labour / introduction of compulsory education, this may add to family hardship as children cannot financially contribute. • Improve parent / child bonds – maternity / paternity policies encourage parents to spend important time with new-born and bond. • Prevent extreme poverty / hardship – welfare support can assist in providing the basic essentials such as food and shelter / can prevent extreme ill health / can extend life expectancy of elderly relatives. • Encourages greater gender equality in the family e.g. employment laws have led to an increase in female breadwinners, dual earner families. • Created a safer family environment e.g. banning marital rape has provided greater protection for women. • Greater access to contraception – prevents creation of families / limits number of children in families. • Changes in abortion laws – may lead to unwanted family formation / formation of desired families. • Any other appropriate way. <p>Reward a maximum of two ways. For each way, up to 2 marks are available:</p> <p>1 mark for identifying a way</p> <p>1 mark for describing how this way may impact upon the family.</p> <p>(2 × 2 marks)</p>	4

Question	Answer	Marks
2(a)	<p>Explain <u>two</u> reasons why fewer people are getting married.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • People have become increasingly focused on personal happiness – marriage not pursued if deemed as interfering with goals and ambitions. • Impact of feminist ideas of marriage as a reflection of male power – can lead to a philosophical rejection of marriage (Smart and Stevens) • Changing attitudes to marriage – less social / family pressure to marry. • Secularisation – decline in religious influence means people feel less bound to follow traditions expecting marriage. • Increasingly aware of the risks involved in marriage – wish to avoid them. • Decline in the stigma attached to alternatives to marriage – led to an increase in e.g. cohabiting, single parenthood etc. • Changes in women's economic position – pursuit of education and own career means they are less economically dependent on men and therefore do not feel the need to marry. • Fear of divorce – rising divorce rates put people off wanting to marry as they want to avoid going through a difficult divorce. • Having a lavish wedding can be expensive so avoid getting married as cannot afford it, choosing to cohabit instead. • Any other appropriate reason. <p>For this question, use of sociological material is likely to be demonstrated through references to liberal feminist / postmodernist sociologists e.g. Sharpe, Beck, Gubernskaya and concepts such as Equal Pay Act, individualisation, cohabitation etc.</p> <p>Reward a maximum of two reasons. Up to 4 marks are available for each reason.</p> <ul style="list-style-type: none"> • 1 mark for making a point / giving a reason (e.g. people have become increasingly focused on personal happiness) • 1 mark for explaining that point / reason (e.g. don't see marriage as a means of fulfilment). • 1 mark for selecting relevant sociological material (e.g. Individualisation / Beck). • 1 mark for explaining how the material supports the point (e.g. people now have the freedom to pursue individualistic goals / ambitions rather than fulfil traditional expectations of marriage). <p>(2 × 4 marks)</p>	8

Question	Answer	Marks
2(b)	<p>Explain <u>one</u> strength and <u>one</u> limitation of postmodernist views on family diversity.</p> <p>Indicative content</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Do not judge particular family forms / relationship as right or wrong, rather sees them as reflecting individual needs unlike structuralist approaches. • Recognise individual choices / needs in creating family life – postmodern societies have seen a shift away from the dominance of tradition and religion in deciding family type. • More relevant than traditional structuralist approaches – recognise societies are increasingly characterised by different family forms rather than dominated by one type. • Recognise the complexity of family life in creating diversity. • Highlights the flexibility in family practices / roles unlike the meta-narratives of structuralism. • Recognises the influence of media / consumerism on family life. • Any other appropriate strength. <p>Reward a maximum of one strength. For this strength, up to 3 marks are available:</p> <p>1 mark for identifying a strength of postmodernism (e.g. do not judge particular family forms / relationships as right or wrong).</p> <p>1 mark for describing why postmodernism has this strength (e.g. as they focus on how the formation of family is based around the needs of the individual)</p> <p>1 mark for explaining why it is a strength (e.g. this enables us to consider that family is more varied and less fixed than simply nuclear in form)</p> <p>Limitations:</p> <ul style="list-style-type: none"> • Exaggerates the role of choice in creating family diversity – focus on the extent of freedom Western people in particular have in forming a family based on individualistic needs. • Fails to acknowledge the persistence of patriarchy in the family. • Fails to consider the negative impact of family diversity e.g. boys raised by lone-parent mothers will be inadequately socialised leading to social disorder (according to functionalist and New Right thinkers) • Exaggerates the extent of family diversity – basic features of family life are based on the nuclear form. • Places too much emphasis on individualism – underestimates the importance of collective norms and values in family life. • Fails to recognise the influence of social structures e.g. class, gender etc. in shaping family form. • Overestimates the amount of people abandoning marriage. • Any other appropriate limitation. 	6

Question	Answer	Marks
2(b)	<p>Reward a maximum of one limitation. For this limitation, up to 3 marks are available:</p> <p>1 mark for identifying a limitation of postmodernism (e.g. exaggerates the role of choice in creating family diversity)</p> <p>1 mark for describing why postmodernism has this limitation (e.g. as they focus on the extent of freedom Western people in particular have in forming a family based on individualistic needs)</p> <p>1 mark for explaining why it is a limitation (e.g. this limits our awareness and comprehension that some societies / cultures actively prevent diversity, that diversity is not a choice for some).</p> <p>(2 × 3 marks)</p>	6

Question	Answer	Marks
3(a)	<p>'The main role of the family is to benefit society.' Explain this view.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Family interrelates with other social institutions to ensure society remains healthy (organic analogy). • Family adapts to support the prevailing economic requirements of society / functional fit theory. • Socialises children into society's common norm and values – ensures conformity / social harmony / functional members of society. • Reproduces children – ensures the continuance of human species / creates future workers. • Family acts as an ideological conditioning device – ensures members are of the appropriate conforming mindset to benefit capitalist society. • Stabilises adult personalities – ensures wider social stability as adults can continue to carry out their expected roles. • Acts as a safety valve – absorbs the stresses of its adult members to ensure they are fit for work, keeping the economy functioning. • Fulfils an economic function – provides for family members meaning expensive government welfare programs are not required / buys products creating jobs and profits (acts as a unit of consumption). • By focusing on its own family concerns, prevents workers from striking / rising up against oppressive employers. • Any other appropriate point. <p>Levels of response</p> <p>Level 3: 8–10 marks</p> <ul style="list-style-type: none"> • The response contains two clear and developed points. • Good knowledge and understanding of the view that the main role of the family is to benefit society. • 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. <p>Level 2: 4–7 marks</p> <ul style="list-style-type: none"> • The response contains one clear and developed point and one relevant but underdeveloped point. • Some knowledge and understanding of the view that the main role of the family is to benefit society. • The response contains one clear and developed point and one relevant but underdeveloped point. • Sociological material is used to support at least one point. The material selected is appropriate but not clearly focused on the question or its relevance is not made clear. 	10

Question	Answer	Marks
3(a)	<p>Level 1: 1–3 marks</p> <ul style="list-style-type: none"> The response contains one relevant but undeveloped point and one (or more) point/s related to the general topic rather than the specific question. Limited knowledge and understanding of the view that the main role of the family is to benefit society. Any supporting material lacks focus on the specific question. <p>Level 0: 0 marks</p> <ul style="list-style-type: none"> No response worthy of credit. 	10
3(b)	<p>'The main role of the family is to benefit society.' Using sociological material, give <u>one</u> argument against this view.</p> <p>Indicative content</p> <ul style="list-style-type: none"> The family is too complex and diverse to argue what its main role is. The family does not benefit society, rather it harms it through the psychological damage it inflicts upon family members (Laing) creating a lack of social cohesion / dysfunction. Rather than benefit society, its main role is to perpetuate class inequalities by only benefiting the ruling class / capitalists – working class / proletariat family members are exploited by the bourgeoisie for their own gain e.g. socialised into becoming obedient workers. Its main role is to only benefit men in society / patriarchy – women are disadvantaged / exploited within the family by the roles they carry out. The family's main role is to benefit the individual rather than society – societies are increasingly characterised by diversity and individualisation in which the family meets the needs of the individual (Postmodernism). Dysfunctional families may increase the welfare burden or provide inappropriate socialisation causing low educational attainment and increased crime and deviance (New Right) and therefore does not benefit society. Any other appropriate point. <p>Levels of response</p> <p>Level 3: 5–6 marks</p> <ul style="list-style-type: none"> One clear and developed argument against the view that the main role of the family is to benefit society. 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. <p>Level 2: 3–4 marks</p> <ul style="list-style-type: none"> One clear but underdeveloped argument against the view that the main role of the family is to benefit society. The material selected is appropriate but not fully focused on the question. Sociological evidence is used but its relevance to the argument is not made clear. 	6

Question	Answer	Marks
3(b)	<p>Level 1: 1–2 marks</p> <ul style="list-style-type: none">• One point disagreeing with the view that the main role of the family is to benefit society, which is undeveloped or lacking clarity.• Any supporting material lacks focus on the specific question. <p>Level 0: 0 marks</p> <ul style="list-style-type: none">• No response worthy of credit.	10

Question	Answer		Marks						
4	<p>Evaluate the view that roles in the family are still based on traditional gender identities.</p> <p>Indicative content</p> <table border="1"> <thead> <tr> <th></th> <th>In support of the view</th> <th>Against the view</th> </tr> </thead> <tbody> <tr> <td>Points</td> <td> <ul style="list-style-type: none"> Women of all ages, ethnicities and classes generally perform more domestic labour than men – in no modern society do men do more or as much domestic labour than women. Shift to symmetrical families / joint conjugal roles is ethnocentric / a typically western conclusion e.g. Turkish research shows socio-economic status makes very little difference with women continuing to dominate domestic tasks. Women as decision makers are limited to the more trivial or minor concerns whilst men the more important and financial ones as women are less likely to be wage earners. Evidence of women taking on a greater burden in the family not less, once they enter into paid employment. Women are unequally burdened by motherhood as childcare is seen as 'women's work'. </td> <td> <ul style="list-style-type: none"> Traditional roles of carer / breadwinner are increasingly blurring – growth of women in the workplace has led to greater involvement of men in domestic chores / childcare. In post-modern societies, family relationships no longer fixed by tradition – greater freedom of choice in deciding family roles. Women's greater economic independence has enabled them a greater role in important decision making. Increase in economically active lone-parent mothers taking on both the caring and financial provision roles. Impact of introducing paternity leave – more fathers actively involved in the early stages of childcare rather than the mother only. Grandparent support means both parents can be in employment – no longer has to be considered the male as the breadwinner. </td> </tr> </tbody> </table>			In support of the view	Against the view	Points	<ul style="list-style-type: none"> Women of all ages, ethnicities and classes generally perform more domestic labour than men – in no modern society do men do more or as much domestic labour than women. Shift to symmetrical families / joint conjugal roles is ethnocentric / a typically western conclusion e.g. Turkish research shows socio-economic status makes very little difference with women continuing to dominate domestic tasks. Women as decision makers are limited to the more trivial or minor concerns whilst men the more important and financial ones as women are less likely to be wage earners. Evidence of women taking on a greater burden in the family not less, once they enter into paid employment. Women are unequally burdened by motherhood as childcare is seen as 'women's work'. 	<ul style="list-style-type: none"> Traditional roles of carer / breadwinner are increasingly blurring – growth of women in the workplace has led to greater involvement of men in domestic chores / childcare. In post-modern societies, family relationships no longer fixed by tradition – greater freedom of choice in deciding family roles. Women's greater economic independence has enabled them a greater role in important decision making. Increase in economically active lone-parent mothers taking on both the caring and financial provision roles. Impact of introducing paternity leave – more fathers actively involved in the early stages of childcare rather than the mother only. Grandparent support means both parents can be in employment – no longer has to be considered the male as the breadwinner. 	26
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Question	Answer		Marks
4	Points	<p>In support of the view</p> <ul style="list-style-type: none"> Women tend to take disproportionate care of elderly relatives as seen as more empathetic. Biological determinism of gender roles. Existence of patriarchy perpetuates traditional gender roles in family. Influence of gendered ideologies within some religions in promoting / reinforcing traditional gender roles. Some social policies reinforce traditional gender roles within the family e.g. maternity leave Children generally remain socialised into traditional gender stereotypes – these prepare them to fulfil expressive / instrumental roles in adulthood. Any other appropriate point. 	<p>Against the view</p> <ul style="list-style-type: none"> Impact of technology on housework – men are performing more / women spending less time on domestic chores. Covid lockdown hurried along the evolution of men undertaking more housework and child rearing. Roles may reflect traditional gendered expectations, but these are adopted through rational choice, determined by what is best for the family as opposed to fulfilling social stereotypes. Any other appropriate point.
	Research evidence / theory	Knudson & Waerness, Parsons / Murdock, Craig, Hakim, Healey & Yarrow, Oakley, Edgell, Dunscombe & Marsden, Bhatti, Devault, Warde & Hetherington, radical feminism, functionalism,	Burgess & Beck, Birkett & Forbes, Chester, Beck, Sullivan, Harkness, Gershuny, Willmott & Young, Wilkinson, Weekes, Dunne, liberal feminism, post-modernism,

Question	Answer			Marks
4		In support of the view AO1 ✓	Against the view AO3 J / EVAL	
	Relevant concepts	Gender socialisation, gender ideology, expressive / instrumental roles, dual burden, triple shift, sandwich carers, patriarchy, motherhood penalty, canalisation / manipulation, biological determinism, segregated conjugal roles, gender scripts, maternal gatekeeping, hegemonic masculinity,	Individualism, dual earner family, neo-conventional nuclear family, negotiated family, gender scripts, new man / father, super dad, rational choice theory, joint conjugal roles, genderquake, Equal Pay Act, Divorce Reform Act/s, rational choice theory,	

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

Levels of response for Question 4

The maximum mark for **Question 4** is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	<ul style="list-style-type: none"> Good knowledge and understanding of the view that roles in the family are still based on traditional gender identities. The response contains a range of detailed points with good use of concepts and theory / research evidence. 	7–8
3	<ul style="list-style-type: none"> Reasonable knowledge and understanding of the view that roles in the family are still based on traditional gender identities. 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	<ul style="list-style-type: none"> Basic knowledge and understanding of the view that roles in the family are still based on traditional gender identities. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. 	3–4
1	<ul style="list-style-type: none"> Limited knowledge and understanding of the view that roles in the family are still based on traditional gender identities. The response contains only assertive points or common-sense observations. 	1–2
0	<ul style="list-style-type: none"> No knowledge and understanding worthy of credit. 	0

Level	AO2: Interpretation and Application	Marks
4	<ul style="list-style-type: none"> A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question. 	7–8
3	<ul style="list-style-type: none"> A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question. 	5–6
2	<ul style="list-style-type: none"> Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question. 	3–4
1	<ul style="list-style-type: none"> There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question. 	1–2
0	<ul style="list-style-type: none"> No interpretation and application worthy of credit. 	0

Level	AO3: Analysis and Evaluation	Marks
5	<ul style="list-style-type: none"> Very good analysis / evaluation of the view that roles in the family are still based on traditional gender identities. The evaluation is clear, explicit and sustained. 	9–10
4	<ul style="list-style-type: none"> Good analysis / evaluation of the view that roles in the family are still based on traditional gender identities. The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments opposing the view that roles in the family are still based on traditional gender identities. 	7–8
3	<ul style="list-style-type: none"> Some analysis / evaluation of the view that roles in the family are still based on traditional gender identities. There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points opposing the view that roles in the family are still based on traditional gender identities. 	5–6
2	<ul style="list-style-type: none"> Basic analysis / evaluation of the view that roles in the family are still based on traditional gender identities. There is an attempt to consider more than one side of the debate or one simple point opposing the view that roles in the family are still based on traditional gender identities. 	3–4
1	<ul style="list-style-type: none"> Limited analysis / evaluation of the view that roles in the family are still based on traditional gender identities. Any analysis or evaluation is incidental, confused or simply assertive. 	1–2
0	<ul style="list-style-type: none"> No analysis and evaluation worthy of credit. 	0

Question	Answer		Marks						
5	<p>Evaluate the view that the nuclear family is the dominant family type.</p> <p>Indicative content</p> <table border="1"> <thead> <tr> <th></th> <th>In support of the view</th> <th>Against the view</th> </tr> </thead> <tbody> <tr> <td>Points</td> <td> <ul style="list-style-type: none"> • Statistical evidence demonstrating its numerical dominance / popularity. • It is considered universal, found in most societies. • Nuclear family forms the basic features of other family types e.g. lone-parent families come from a broken nuclear family. • Nuclear family has simply adapted to become dual earner / 'neo-conventional' nuclear family. • It is considered what most people strive for. • Most people will pass through a nuclear family at some point in life. • Extent of family diversity exaggerated – most people don't live in alternative family types for long. • Most adults marry and have children, forming nuclear families. • Most children are reared by their natural married parents in a nuclear family. • Examples of governments actively discouraging diverse family forms / encouraging the nuclear family. </td> <td> <ul style="list-style-type: none"> • Evidence of the decline in the number of nuclear families / growth in other family structures – shows no longer the dominant family type. • In some societies / cultures, the nuclear family has never been dominant, preferring e.g. extended families. • Impact of secularisation – influence of the church and subsequently on the importance of marriage / traditional nuclear family has declined. • Impact of immigration and multi-culturalism on introducing alternative family forms. • Changes in state policies encouraging other family types demonstrates declining importance placed on the traditional nuclear family. • Growth in economic independence of women means no longer need a man for security and raise children – can support self as a lone-parent. </td> </tr> </tbody> </table>			In support of the view	Against the view	Points	<ul style="list-style-type: none"> • Statistical evidence demonstrating its numerical dominance / popularity. • It is considered universal, found in most societies. • Nuclear family forms the basic features of other family types e.g. lone-parent families come from a broken nuclear family. • Nuclear family has simply adapted to become dual earner / 'neo-conventional' nuclear family. • It is considered what most people strive for. • Most people will pass through a nuclear family at some point in life. • Extent of family diversity exaggerated – most people don't live in alternative family types for long. • Most adults marry and have children, forming nuclear families. • Most children are reared by their natural married parents in a nuclear family. • Examples of governments actively discouraging diverse family forms / encouraging the nuclear family. 	<ul style="list-style-type: none"> • Evidence of the decline in the number of nuclear families / growth in other family structures – shows no longer the dominant family type. • In some societies / cultures, the nuclear family has never been dominant, preferring e.g. extended families. • Impact of secularisation – influence of the church and subsequently on the importance of marriage / traditional nuclear family has declined. • Impact of immigration and multi-culturalism on introducing alternative family forms. • Changes in state policies encouraging other family types demonstrates declining importance placed on the traditional nuclear family. • Growth in economic independence of women means no longer need a man for security and raise children – can support self as a lone-parent. 	26
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Question	Answer		Marks
5		In support of the view	Against the view
	Points	<ul style="list-style-type: none"> Capitalism is dependent on the nuclear family – as capitalism remains the dominant economic system in most societies, the nuclear family must still be dominant therefore. Remains a common representation of family in the media within some societies. Any other appropriate point 	<ul style="list-style-type: none"> Traditional gender roles in family relationships no longer the norm – become more negotiated / less fixed. Changes in social attitudes and increased freedoms - people have wider choice of family form as traditional expectations become less important. Changes in life expectancy and lower birth rate creating beanpole families with more direct and regular involvement of grandparents. Impact of feminist movement in highlighting the oppression women may face in the nuclear family – philosophical resistance towards / avoidance in forming a nuclear family. Any other appropriate point
	Research evidence / theory	Chester, Murray, New Right, functionalism, Fletcher, Parsons, Marxism,	liberal / radical feminism, Rapoport and Rapoport, post modernism,
	Relevant concepts	primary socialisation, re-marriage, cereal packet family, familial ideology, fit thesis, family life cycle,	family diversity, individualism, life course analysis, civil partnership / same sex marriage acts
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.			

Levels of response for Question 5

The maximum mark for **Question 5** is 26.

Examiners should award up to 8 marks for AO1, up to 8 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
4	<ul style="list-style-type: none"> Good knowledge and understanding of the view that the nuclear family is the dominant family type. The response contains a range of detailed points with good use of concepts and theory / research evidence. 	7–8
3	<ul style="list-style-type: none"> Reasonable knowledge and understanding of the view that the nuclear family is the dominant family type. 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	<ul style="list-style-type: none"> Basic knowledge and understanding of the view that the nuclear family is the dominant family type. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. 	3–4
1	<ul style="list-style-type: none"> Limited knowledge and understanding of the view that the nuclear family is the dominant family type. The response contains only assertive points or common-sense observations. 	1–2
0	<ul style="list-style-type: none"> No knowledge and understanding worthy of credit. 	0

Level	AO2: Interpretation and Application	Marks
4	<ul style="list-style-type: none"> A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question. 	7–8
3	<ul style="list-style-type: none"> A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question. 	5–6
2	<ul style="list-style-type: none"> Some relevant material is selected and accurately interpreted but it has limited development or is not applied to the question. 	3–4
1	<ul style="list-style-type: none"> There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question. 	1–2
0	<ul style="list-style-type: none"> No interpretation and application worthy of credit. 	0

Level	AO3: Analysis and Evaluation	Marks
5	<ul style="list-style-type: none"> Very good analysis / evaluation of the view that the nuclear family is the dominant family type. The evaluation is clear, explicit and sustained. 	9–10
4	<ul style="list-style-type: none"> Good analysis / evaluation of the view that the nuclear family is the dominant family type. The evaluation is explicit and direct but not sustained or a more descriptive account of evidence and arguments opposing the view that the nuclear family is the dominant family type. 	7–8
3	<ul style="list-style-type: none"> Some analysis / evaluation of the view that the nuclear family is the dominant family type. There is juxtaposition of different arguments and theories which are not clearly focused on the question or a few simple points opposing the view the nuclear family is the dominant family type. 	5–6
2	<ul style="list-style-type: none"> Basic analysis / evaluation of the view that the nuclear family is the dominant family type. There is an attempt to consider more than one side of the debate or one simple point opposing the view the nuclear family is the dominant family type. 	3–4
1	<ul style="list-style-type: none"> Limited analysis / evaluation of the view that the nuclear family is the dominant family type. Any analysis or evaluation is incidental, confused or simply assertive. 	1–2
0	<ul style="list-style-type: none"> No analysis and evaluation worthy of credit. 	0