



# Cambridge International AS & A Level

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**SOCIOLOGY**

**9699/02**

Paper 2 The Family

**For examination from 2021**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

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This document has **14** pages. Blank pages are indicated.

## 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

### 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 descriptions in mind.

**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:

- 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)
- DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- 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.)
- DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- 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).
- 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 brackets indicate negative numbers).

**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 at the end of the 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 data-bbox="304 232 820 266"><b>Describe two functions of the family.</b></p> <p data-bbox="304 304 560 338"><b>Indicative content</b></p> <ul data-bbox="304 376 1310 786" style="list-style-type: none"><li>• Socialisation/education – parents teach children the key rules of society.</li><li>• Stabilisation of adult personalities / emotional support – family members give and receive emotional support.</li><li>• Reproduction – the family reproduce the next generation which is necessary for society to continue.</li><li>• Regulation of sexual relationships – in many societies there are rules forbidding sexual activity outside of marriage.</li><li>• Work/production/economic – in some societies, families work together, with members specialising in certain tasks.</li><li>• Consumption – families purchase and consume goods together which benefits the economy.</li><li>• Any other appropriate response.</li></ul> <p data-bbox="304 824 916 857">For each function, up to 2 marks are available:</p> <p data-bbox="304 893 724 927">1 mark for identifying a function.</p> <p data-bbox="304 963 1321 1028">1 mark for describing how the family performs the function or how the function benefits society.</p> <p data-bbox="304 1064 480 1097">(2 × 2 marks)</p>	4

Question	Answer	Marks
2(a)	<p><b>Explain two ways in which the family supports capitalism, according to Marxist theory.</b></p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• Providing comfort from exploitation.</li> <li>• Teaching and reinforcing capitalist ideology.</li> <li>• Raising the next generation of workers.</li> <li>• Family as a unit of consumption.</li> <li>• Women as a reserve army of labour.</li> </ul> <p>For this question, use of sociological material is likely to be demonstrated through references to Marxist concepts, theories and studies.</p> <p>Reward a maximum of <b>two ways</b>. Up to 4 marks are available for each way:</p> <p>1 mark for making a point / giving a way (e.g. the family provide comfort and support).</p> <p>1 mark for explaining that point (e.g. through emotional care and love, the family relieves the frustration caused by being exploited at work).</p> <p>1 mark for selecting relevant sociological material (e.g. Zaretsky argues that the family is a refuge in a brutal society).</p> <p>1 mark for explaining how the material supports the point (e.g. Zaretsky is arguing that the positive things provided by the family support capitalism by relieving the frustrations of workers so that they can continue going to work).</p> <p>(2 × 4 marks)</p>	<b>8</b>

Question	Answer	Marks
2(b)	<p><b>Explain two limitations of the Marxist view of the family.</b></p> <p><b>Indicative content</b></p> <p>Limitations:</p> <ul style="list-style-type: none"> <li>• Overly focused on economic explanations.</li> <li>• Ignores how capitalism has improved the lives of families.</li> <li>• Marxist theory has difficulty explaining the growth in family diversity.</li> <li>• Assumes that all families teach capitalist ideology.</li> <li>• Any other appropriate limitation.</li> </ul> <p>Reward a maximum of <b>two limitations</b>. Up to 3 marks are available for each limitation:</p> <p>1 mark for identifying a limitation of Marxism (e.g. Marxism focuses on how capitalism is negative for family members).</p> <p>1 mark for describing why Marxism has this limitation (e.g. it assumes that the family exists simply to keep workers exploited and oppressed).</p> <p>1 mark for explaining why it is a limitation (e.g. many workers these days have more positive lives due to advances associated with capitalism and these benefits to the family are ignored by Marxism).</p> <p>(2 × 3 marks)</p>	<b>6</b>

Question	Answer	Marks
3(a)	<p><b>‘Family diversity is positive for society.’</b></p> <p><b>Explain this view.</b></p> <p><b>Indicative content</b></p> <p>Supporting reasons might include:</p> <ul style="list-style-type: none"> <li>• Increased tolerance in society.</li> <li>• Increased possibility for individuals to choose a family which meets their individual needs and circumstances.</li> <li>• May lead to a reduction in patriarchal society / abusive relationships.</li> <li>• Postmodernist views of choice and fluidity.</li> <li>• Any other appropriate point.</li> </ul> <p><b>Levels of response</b></p> <p><b>Level 3: 8–10 marks</b></p> <ul style="list-style-type: none"> <li>• Good knowledge and understanding of the view that family diversity is positive for society. The response contains two clear and developed points.</li> <li>• 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.</li> </ul> <p><b>Level 2: 4–7 marks</b></p> <ul style="list-style-type: none"> <li>• Some knowledge and understanding of the view that family diversity is positive for society. The response contains one clear and developed point and one relevant but undeveloped point.</li> <li>• Sociological material is used to support at least one point. The material selected is appropriate but not fully focused on the question or its relevance may not be made clear.</li> </ul> <p><b>Level 1: 1–3 marks</b></p> <ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the view that family diversity is positive for society. The response contains one relevant but undeveloped point and one (or more) points related to the general topic rather than the specific question.</li> <li>• Any supporting material selected will lack focus on the specific question.</li> </ul> <p><b>Level 0: 0 marks</b></p> <ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>	<b>10</b>

Question	Answer	Marks
3(b)	<p><b>‘Family diversity is positive for society.’</b></p> <p><b>Using sociological material, give one argument against this view.</b></p> <p><b>Indicative content</b></p> <p>Arguments might include:</p> <ul style="list-style-type: none"> <li>• New Right perspectives on the consequences of family diversity (e.g. poor socialisation, increase in crime and welfare dependency).</li> <li>• Functionalist view of the benefits of the nuclear family.</li> <li>• Undermines value consensus in society.</li> <li>• Any other relevant argument.</li> </ul> <p><b>Levels of response</b></p> <p><b>Level 3: 5–6 marks</b></p> <ul style="list-style-type: none"> <li>• One clear and developed argument against the view that family diversity is positive for society.</li> <li>• 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.</li> </ul> <p><b>Level 2: 3–4 marks</b></p> <ul style="list-style-type: none"> <li>• One clear but underdeveloped argument against the view that family diversity is positive for society.</li> <li>• 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.</li> </ul> <p><b>Level 1: 1–2 marks</b></p> <ul style="list-style-type: none"> <li>• One point disagreeing with the view that family diversity is positive for society, which is undeveloped or lacking clarity.</li> <li>• Any material selected will lack focus on the specific question.</li> </ul> <p><b>Level 0: 0 marks</b></p> <ul style="list-style-type: none"> <li>• No response worthy of credit.</li> </ul>	<b>6</b>



Question	Answer	Marks												
4	<p data-bbox="308 232 1054 266"><b>Evaluate the view that the nuclear family is universal.</b></p> <p data-bbox="308 304 560 338"><b>Indicative content</b></p> <table border="1" data-bbox="308 376 1326 1137"> <thead> <tr> <th data-bbox="308 376 475 427"></th> <th data-bbox="475 376 903 427">In support</th> <th data-bbox="903 376 1326 427">In evaluation</th> </tr> </thead> <tbody> <tr> <td data-bbox="308 427 475 898">Points</td> <td data-bbox="475 427 903 898"> <ul style="list-style-type: none"> <li>• Murdock’s cross-cultural study.</li> <li>• Parsons and functional fit.</li> <li>• Structural convergence.</li> <li>• Dominance thesis.</li> </ul> </td> <td data-bbox="903 427 1326 898"> <ul style="list-style-type: none"> <li>• Evidence of family diversity used to question the universality of the nuclear family.</li> <li>• Cross-cultural evidence against the universality of the nuclear family (e.g. the Nayar, the Lakker, the Ashanti).</li> <li>• Laslett and Anderson and/or other historical evidence to criticise Parsons.</li> </ul> </td> </tr> <tr> <td data-bbox="308 898 475 981">Research evidence</td> <td data-bbox="475 898 903 981">Parsons, Murdock, Goode, Skolnick</td> <td data-bbox="903 898 1326 981">Stacey, Gough, Keesing, Herndon, Sheeran</td> </tr> <tr> <td data-bbox="308 981 475 1137">Additional concepts</td> <td data-bbox="475 981 903 1137">Geographic mobility, basic and irreducible functions.</td> <td data-bbox="903 981 1326 1137">Matrifocal families, female-carer core, same-sex families, new world black families, families of choice.</td> </tr> </tbody> </table> <p data-bbox="308 1167 1326 1234">The above content is indicative and other relevant approaches to the question should be rewarded appropriately.</p> <p data-bbox="308 1272 667 1305">Or any other relevant point.</p> <p data-bbox="308 1344 1281 1411">Use the levels of response marking grids at the end of the mark scheme to assess Question 4.</p>		In support	In evaluation	Points	<ul style="list-style-type: none"> <li>• Murdock’s cross-cultural study.</li> <li>• Parsons and functional fit.</li> <li>• Structural convergence.</li> <li>• Dominance thesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of family diversity used to question the universality of the nuclear family.</li> <li>• Cross-cultural evidence against the universality of the nuclear family (e.g. the Nayar, the Lakker, the Ashanti).</li> <li>• Laslett and Anderson and/or other historical evidence to criticise Parsons.</li> </ul>	Research evidence	Parsons, Murdock, Goode, Skolnick	Stacey, Gough, Keesing, Herndon, Sheeran	Additional concepts	Geographic mobility, basic and irreducible functions.	Matrifocal families, female-carer core, same-sex families, new world black families, families of choice.	<b>26</b>
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Question	Answer	Marks												
5	<p><b>Evaluate the contribution of different feminist perspectives to our understanding of the family.</b></p> <p><b>Indicative content</b></p> <table border="1" data-bbox="308 409 1326 1514"> <thead> <tr> <th></th> <th>In support</th> <th>In evaluation</th> </tr> </thead> <tbody> <tr> <td>Points</td> <td> <ul style="list-style-type: none"> <li>• Liberal feminism and discrimination / equal rights / gender roles.</li> <li>• Marxist feminism and ideological conditioning / reproduction of labour.</li> <li>• Radical feminism and patriarchy.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Evaluation may draw out key differences between the different feminist theories.</li> <li>• Functionalist criticisms of Liberal and Marxist feminism.</li> <li>• Black feminism as a criticism of Liberal feminism, e.g. focused on the experiences and priorities of white women.</li> <li>• Critique of radical feminism as focusing only on a negative view of family and relationships.</li> <li>• Evidence of changing relationships between men and women, with men taking a more active and caring domestic role.</li> </ul> </td> </tr> <tr> <td>Research evidence</td> <td>Somerville, Benston, Ansley, Cooper, Feeley, Delphy and Leonard, Greer</td> <td>Abbott, Bryson</td> </tr> <tr> <td>Additional concepts</td> <td>The production of labour power, familiar exploitation, capitalism, ideology, inequality, division of labour.</td> <td>Stabilisation of adult personalities, expressive and instrumental role, new man.</td> </tr> </tbody> </table> <p>Use the levels of response marking grids at the end of the mark scheme to assess Question 5.</p>		In support	In evaluation	Points	<ul style="list-style-type: none"> <li>• Liberal feminism and discrimination / equal rights / gender roles.</li> <li>• Marxist feminism and ideological conditioning / reproduction of labour.</li> <li>• Radical feminism and patriarchy.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation may draw out key differences between the different feminist theories.</li> <li>• Functionalist criticisms of Liberal and Marxist feminism.</li> <li>• Black feminism as a criticism of Liberal feminism, e.g. focused on the experiences and priorities of white women.</li> <li>• Critique of radical feminism as focusing only on a negative view of family and relationships.</li> <li>• Evidence of changing relationships between men and women, with men taking a more active and caring domestic role.</li> </ul>	Research evidence	Somerville, Benston, Ansley, Cooper, Feeley, Delphy and Leonard, Greer	Abbott, Bryson	Additional concepts	The production of labour power, familiar exploitation, capitalism, ideology, inequality, division of labour.	Stabilisation of adult personalities, expressive and instrumental role, new man.	26
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**Levels of response for Question 4**

The maximum mark for Question 4 is 26.

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

Level	AO1: Knowledge and Understanding	Marks
4	<ul style="list-style-type: none"> <li>• Good knowledge and understanding of the view that the nuclear family is universal.</li> <li>• The response contains a range of detailed points with good use of concepts and theory or research evidence.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the view that the nuclear family is universal.</li> <li>• 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.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Basic knowledge and understanding of the view that the nuclear family is universal.</li> <li>• The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the view that the nuclear family is universal.</li> <li>• The response contains only assertive points or common-sense observations.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No knowledge and understanding worthy of credit.</li> </ul>	0

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

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

**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"> <li>• Good knowledge and understanding of the contribution of different feminist perspectives to our understanding of the family.</li> <li>• The response contains a range of detailed points with good use of concepts and theory or research evidence.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the contribution of different feminist perspectives to our understanding of the family.</li> <li>• 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.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Basic knowledge and understanding of the contribution of different feminist perspectives to our understanding of the family.</li> <li>• The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the contribution of different feminist perspectives to our understanding of the family.</li> <li>• The response contains only assertive points or common-sense observations.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No knowledge and understanding worthy of credit.</li> </ul>	0

Level	AO2: Interpretation and Application	Marks
4	<ul style="list-style-type: none"> <li>• A range of relevant material is selected, accurately interpreted, well developed and consistently applied to answering the question.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• A range of relevant material is selected and accurately interpreted but lacks either some development or clear application to the question.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Some relevant material is selected and accurately interpreted but it lacks either development or application to the question.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No interpretation and application worthy of credit.</li> </ul>	0

<b>Level</b>	<b>AO3: Analysis and Evaluation</b>	<b>Marks</b>
5	<ul style="list-style-type: none"> <li>• Very good analysis/evaluation of the contribution of different feminist perspectives to our understanding of the family.</li> <li>• The evaluation is clear, explicit and sustained.</li> </ul>	9–10
4	<ul style="list-style-type: none"> <li>• Good analysis/evaluation of the contribution of different feminist perspectives to our understanding of the family.</li> <li>• The evaluation is explicit and direct but not sustained or relies on a more descriptive account of evidence and arguments that contradict feminist perspectives.</li> </ul>	7–8
3	<ul style="list-style-type: none"> <li>• Some analysis/evaluation of the contribution of different feminist perspectives to our understanding of the family.</li> <li>• There is juxtaposition of alternative theoretical perspectives on the family without a clear focus on the question or a few simple points about the limitations of feminism generally.</li> </ul>	5–6
2	<ul style="list-style-type: none"> <li>• Basic analysis/evaluation of the contribution of different feminist perspectives to our understanding of the family.</li> <li>• There is an attempt to consider more than one side of the debate or one simple point about the limitations of feminism.</li> </ul>	3–4
1	<ul style="list-style-type: none"> <li>• Limited analysis/evaluation of the contribution of different feminist perspectives to our understanding of the family.</li> <li>• Any analysis or evaluation is incidental, confused or simply assertive.</li> </ul>	1–2
0	<ul style="list-style-type: none"> <li>• No analysis and evaluation worthy of credit.</li> </ul>	0