Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/32**

Paper 3 Education **March 2021**

MARK SCHEME

Maximum Mark: 50

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 March 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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 descriptors 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.

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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.

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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.

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 holistically using levels of response mark schemes. When marking holistically, the marks awarded for an answer are usually based on a judgement of the overall quality of the response.

For holistic marking, inevitably, the mark scheme cannot cover all responses that candidates may make for all of the questions. In some cases, candidates may make some responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

Question	Annotation	Meaning
1		Identification of a point
	EXP	Description of the point.
2		Point that has been credited
	E1	Explanation of the point
	M	Material used to support the point
	E2	Explanation of how the material supports the point
3		Point that has been credited
	EXP	Some explanation but underdeveloped rather than developed
	DEV	Developed point
	M	Material used to support the point
4		Point that has been credited
	EXP	Some explanation but underdeveloped rather than developed

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Question	Annotation	Meaning
	DEV	Developed point
	M	Material used to support the point
	EVAL	Evaluation point
Other annotations	SEEN	This material receives no credit
	BOD	Benefit of the doubt given
	Vertical wavy line	Irrelevant material

Question	Answer	Marks
1	**Describe <u>two</u> ways in which speech codes may affect educational attainment.** **Indicative content** • May cause communication barrier / language used by teachers difficult to understand. • May affect marks gained for oral or written assignments. • May be interpreted as sign of low/high intelligence. • May lead to negative/positive labelling. • May lead to a self-fulfilling prophecy. • Any other relevant way. **note**: any specific aspect of codes, e.g. complexity of clauses, sympathetic circularity, etc. may be rewarded. Reward a maximum of two ways. For each way up to 2 marks are available: 1 mark for identifying a way that speech codes affect educational attainment. 1 mark for describing how the point identified may affect educational attainment / how the speech code may lead to that way. (2×2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> reasons why educational attainment is particularly high among some ethnic groups.** **Indicative content** • Home culture encourages hard work/high aspirations. • Education system favours certain ethnic groups, e.g. In terms of allocation of resources. • Cultural capital/linguistic advantage. • Teacher perceptions and high expectations. • Subculture and peer expectations. • Overlap with class and material advantage. • Any other relevant reason. Reward a maximum of two reasons. Up to 4 marks are available for each reason 1 mark for identifying a reason (e.g. home culture encourages high aspirations). 1 mark for explaining that reason (e.g. parents of some ethnic groups put more pressure on their children to work hard and achieve in school). 1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. Sewell). 1 mark for explaining how the material supports the point (e.g. Sewell shows how the work ethic in Asian families encourages children to work hard at school and to achieve more of their potential). (2×4 marks)	**8**

Question	Answer	Marks
3	**'Boys and girls are treated equally in school today.'** **Using sociological material, give two arguments against this view.** **Indicative content** • Methods of working and assessment suit girls / feminisation of education. • Girls' and boys' behaviour is judged differently . • Materials may portray gender stereotypically/offer gendered role-models. • Hierarchy of school gendered. • Gendered subject or career choices may be encouraged. • Boys get more attention from teachers. • Subcultures and peer attitudes and behaviour. • Any other relevant argument against the view. Reward a maximum of two arguments. Up to 6 marks are available for each argument. **Note:** This question is asking for arguments against the view. There are no marks for explaining the view or giving arguments supporting the view. **Levels of response** Use the following levels to mark **each** argument. **Level 3: 5–6 marks** • One clear and developed argument against the view that boys and girls are treated equally in school today. • Sociological material, such as concepts, theories and evidence, is used to support the argument against the view. 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 boys and girls are treated equally in school today. 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. **Level 1: 1–2 marks** • One point disagreeing with the view that boys and girls are treated equally in school today, which is undeveloped or lacking clarity. • Any material selected lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit. (2 × 6 marks)	**12**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>

Evaluate the view that education systems are a barrier to social mobility.

Indicative content

<table>
<tr><th></th><th>In support</th><th>Against</th></tr>
<tr><td>Points</td><td>• Limited inter-generational mobility
• Marxist view that education is designed to prepare labour force for capitalism
• Myth of meritocracy
• Bourdieu's argument that cultural capital is required for success in education
• Material deprivation limits opportunity in education
• Policies such as marketisation limit working class access to opportunity
• Some policies designed to support social mobility may have the opposite effect, e.g. grammar schools, vocational education.
• Ethnic and gender disadvantages reinforced by class position</td><td>• Increases in inter-generational mobility
• Functionalist view of meritocracy to ensure efficient role allocation – Davis and Moore
• Parsons on universalistic norms and achieved status
• Evidence of working-class achievement
• Policies such as compensatory education increasing equal opportunities
• Increase in qualifications at all levels.</td></tr>
<tr><td>Research evidence</td><td>DfE statistics,
Youth Cohort Study, Centre for Longitudinal Studies,
Feinstein, Flaherty, Bull, Tanner, Mortimore and Whitty, Sullivan, Leech and Campos, Paterson and Iannelli, Breen, Davies.</td><td>DfE statistics,
Goldthorpe et al
Chitty,
Heath,
Saunders</td></tr>
<tr><td>Concepts</td><td>Material deprivation,
Cultural deprivation,
Ideological state apparatus,
Cultural capital,
Marketisation</td><td>Competition,
Meritocracy,
Compensatory education</td></tr>
</table>

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

</td><td>26</td></tr>
</table>

Question	Answer	Marks
4	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of the view that education systems are a barrier to social mobility. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence. • The material selected will be accurately interpreted, well developed and consistently applied to answering the question. • Clear and sustained analysis with detailed and explicit evaluation of the view that education systems are a barrier to social mobility. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that education systems are a barrier to social mobility. The response contains a range of detailed points with good use of concepts and theory/research evidence. • The material selected will be accurate and relevant but not always consistently applied to answering the question. • Good analysis/evaluation of the view that education systems are a barrier to social mobility. This may be explicit and direct but not sustained, or it will rely on a good account of arguments and evidence that education systems can promote social mobility. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that education systems are a barrier to social mobility. 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. • The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times. • Some analysis/evaluation of the view that education systems are a barrier to social mobility. This may be one point explicitly used to argue for or against the view that education systems are a barrier to social mobility, or a simple descriptive account of arguments or evidence that education systems can promote social mobility. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that education systems are a barrier to social mobility. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question. • Any analysis or evaluation is likely to be incidental, confused or simply assertive.	

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Question	Answer	Marks
4	**Level 1: 1–5 marks** • Limited knowledge and understanding of the view that education systems are a barrier to social mobility. The response contains only assertive points or common-sense observations. • There is little or no application of sociological material. • Little or no relevant analysis or evaluation. **Level 0: 0 marks** No response worthy of credit.	