Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/32**

Paper 3 Education **February/March 2023**

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 February/March 2023 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.

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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 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.

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Question	Answer	Marks
1	**Describe <u>two</u> changes in schools which have improved girls' achievement.** **Indicative content** • Higher expectations from teachers as they are now less influenced by stereotypes. • Curriculum/teaching materials reformed to include more female role-models. • Female teachers as role models encouraging female achievement. • Reading schemes and stories include less gender stereotypes. • Coursework assessment favouring girls' approach to work. • STEM initiatives for girls encouraging wider subject and career choice. • School selection policies may favour girls. • Equal opportunities policies such as National Curriculum making STEM. subjects compulsory for all. • Any other relevant change. Reward a maximum of two changes. For each example up to 2 marks are available: 1 mark for identifying a change in schools which has improved girls' achievement. 1 mark for describing how the example identified may have improved girls' achievement. (2 × 2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> reasons why ability grouping in schools can disadvantage some children.** **Indicative content** • Inappropriate placement in sets/streams due to teacher stereotypes of class, ethnicity, gender etc. • Less resources provided for lower sets or streams. • Lower expectations by teachers of lower sets or streams. • The process of labelling/self-fulfilling prophecy affecting identity, aspiration or effort. • The formation of anti-school/work subcultures in lower streams. • 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. Inappropriate placement in sets/streams due to teacher stereotypes of working-class pupils) 1 mark for explaining that reason (e.g. working-class pupils are more likely to be put in a lower set compared with middle-class pupils of the same ability and this can lead to lower attainment) 1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. Boaler) 1 mark for explaining how the material supports the point (e.g. Boaler found that working class pupils gained lower GCSE grades in maths where they were placed in lower ability groups compared with pupils of the same ability in a school with mixed ability groups.) (2 × 4 marks)	**8**

Question	Answer	Marks
3	**'IQ tests are an accurate measure of educational potential.'** **Using sociological material, give <u>two</u> arguments against this view.** **Indicative content** • Cultural bias in language or assumed knowledge in test questions. • Cultural differences in perception of significance of test. • Different opportunities for preparation for tests, e.g. coaching and practice in middle-class. • Conditions affecting performance in test, e.g. poverty, health. • Problems in defining intelligence and what is being tested. • Problems in focussing on individual rather than social factors in determining educational potential. • 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 IQ tests are an accurate measure of educational potential. • 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 IQ tests are an accurate measure of educational potential. • 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 IQ tests are an accurate measure of educational potential which is undeveloped or lacking clarity. • Any material selected lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	**12**

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

Evaluate the functionalist view of the role of education in society.

Indicative content

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Functionalist view of meritocratic role-allocation
• Mobility studies showing expansion of middle class roles and possibilities of working class mobility
• Expansion of opportunities and higher attainment for girls in response to change in occupational structure
• Policies encouraging equality of opportunity
• Social democratic view of education as responding to technological change and means of economic development
• Functionalist view of the role of education in social cohesion and integration
• Curriculum and hidden curriculum as reinforcing social norms and values
• Marxist view of education as means of social control and preparing labour force for capitalism (also can be point against)</td><td>• Barriers to development of talents due to material and cultural deprivation,
• Barriers to development of talent due to school structures and classroom processes
• Loss of talent/aspiration for suitable occupations due to gender and ethnicity as well as class
• Other factors than schools affecting role allocation – e.g. Upper class closure
• Marxist view of preparing labour force for capitalism (also can be point for)
• Patriarchy and racism in school curriculum and interactions
• Conflicts, resistance and subcultures in school</td></tr>
<tr><td>Research evidence</td><td>Parsons
Davis and Moore
Saunders
Durkheim</td><td>Althusser
Bourdieu
Willis
Henderson
Huisman and Smits
Brown
Waldfogel and Washbrook
Reay, David and Ball
Boaler
Gillborn and Youdell</td></tr>
</table>

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

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Additional concepts</td><td>Meritocracy
Equal opportunity
Compensatory education
Vocationalism
Marketisation
Specialised division of labour</td><td>Cultural capital
Labelling
Gendered curriculum
Ethnocentric curriculum</td></tr>
</table>
The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

Question 4 Levels of response

Level	AO1: Knowledge and Understanding	Marks
5	• Very good knowledge and understanding of the functionalist view of the role of education in society. • The response contains a wide range of detailed points with very good use of concepts and theory/research evidence.	9–10
4	• Good knowledge and understanding of the functionalist view of the role of education in society. • The response contains a range of detailed points with good use of concepts and theory/research evidence.	7–8
3	• Reasonable knowledge and understanding of the functionalist view of the role of education in society. • 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 functionalist view of the role of education in society. • 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 functionalist view of the role of education in society. • The response contains only assertive points or common-sense observations.	1–2
0	• No knowledge and understanding worthy of credit.	0

Level	AO2: Interpretation and Application	Marks
3	• A range of material is selected which is accurately interpreted, well developed and consistently applied to answering the question.	5–6
2	• The material selected will be accurate and relevant but lacks either some development or clear application to the question.	3–4
1	• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.	1–2
0	• No interpretation and application worthy of credit.	0

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Question 4 Levels of response

Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the functionalist view of the role of education in society. • There is clear and sustained analysis. • There is detailed and explicit evaluation of the functionalist view of the role of education in society.	9–10
4	• Good analysis/evaluation of the functionalist view of the role of education in society. • The evaluation is explicit and direct but not sustained or relies on a good account of evidence and arguments supporting other views of the role of education in society.	7–8
3	• Some analysis/evaluation of the functionalist view of the role of education in society. • There is either one explicitly evaluative point or a simple descriptive account of evidence and arguments supporting other views of the role of education in society.	5–6
2	• Basic analysis/evaluation of the functionalist view of the role of education in society. • There is an attempt to consider more than one side of the debate or one point supporting another view of the role of education in society.	3–4
1	• Limited analysis/evaluation of the functionalist view of the role of education in society. • 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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