Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/31**

Paper 3 Education **May/June 2022**

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 May/June 2022 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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 using level of response. For these, the level descriptor 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 descriptors 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**, award a mark for each assessment objective separately, using the level descriptors 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.

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Question	Answer	Marks
1	**Describe <u>two</u> ways education can contribute to a country's economy.** **Indicative content** • Increasing level of knowledge and skills in the population. • Role allocation by identifying and rewarding talents. • Enabling social mobility • Providing a submissive workforce. • Motivating hard work by extrinsic rewards. • Increase involvement in the economy by e.g. educating girls, compensatory education policies. • Education as export, global industry. • Any other relevant way. Reward a maximum of two ways. For each way, up to 2 marks are available: 1 mark for identifying a way in which education can contribute to a country's economy. 1 mark for describing how that aspect of education can contribute to a country's economy. (2 × 2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> ways that ethnicity may influence a pupil's experience of school.** **Indicative content** Ethnicity can influence: • Teacher expectations. • Interpretation of behaviour / punishments for behaviour. • Peer group involvement, school subcultures. • Family expectations and motivations. • Cultural capital or habitus. • Portrayal/visibility in textbooks, history, literature, etc. • Class position / material resources. • Any other appropriate way. Reward a maximum of two ways. Up to 4 marks are available for each way: 1 mark for making a point / giving a reason. (e.g. Ethnicity can influence teacher expectations). 1 mark for explaining that point (e.g. In the UK, black Caribbean pupils are often stereotyped as less able/motivated). 1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. Gillborn and Youdell). 1 mark for explaining how the material supports the point (e.g. Gillborn and Youdell found that black Caribbean pupils were more likely to be put in lower streams and less was expected of them). (2 × 4 marks)	8

Question	Answer	Marks
3	**'IQ tests are a good indicator of educational ability.'** **Using sociological material, give <u>two</u> arguments against this view.** **Indicative content** • Performance in IQ tests reflects preparation/practice rather than educational ability. • Questions on IQ tests are culturally biased. • Educational ability is determined by a wide range of personal factors, e.g. motivation, resilience. • IQ tests are a snapshot; people develop at different rates. • Validity of IQ tests can be questioned. Do they measure intelligence or just ability to do IQ tests. • 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 a good indicator of educational ability. • 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 a good indicator of educational ability. • 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 a good indicator of educational ability, 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 functionalist view that schools help to maintain the social system.

Indicative content

<table>
<tr><td></td><td>In support</td><td>In evaluation</td></tr>
<tr><td>Points</td><td>• Durkheim's view on social solidarity, norms, shared history and enabling the division of labour
• Parsons view on universalistic standards, meritocracy and value consensus
• Davis and Moore on role allocation
• Marxists view of providing capitalist workforce
• Marxist view of ruling class ideological control
• Patriarchal and ethnocentric values</td><td>• Lack of shared culture in many societies.
• Competition, division and discrimination in education can cause tensions in social system
• Inefficiencies in role-allocation due to inequalities of opportunity
• Marxist view that class oppression eventually leads to class conflict and fall of system
• Interactionist views on resistance to control in schools.</td></tr>
<tr><td>Research evidence</td><td>Green
Rikowski
Carr and Hartnett
Robertson
Bourdieu
Bowles and Gintis
Althusser
Willis
Ward
Ball</td><td>Rikowski
Halsey
Giroux
Tikly et al.
Fuller
Mirza
Sewell
Jackson
Archer
Shain</td></tr>
<tr><td>Additional concepts</td><td>Social solidarity
Division of labour
Norms
Value consensus
Universalistic standards
Meritocracy
Role allocation
Ideological state apparatus
Correspondence theory
Patriarchy
ethnocentrism</td><td>Subculture
Social control
Class conflict
Inequality of opportunity
Material and cultural deprivation
Labelling
Deviance</td></tr>
</table>

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

Question	Answer	Marks
4	The above content is indicative and other relevant approaches to the question should be rewarded appropriately. Use the levels of response marking grids at the end of the mark scheme to assess **Question 4**.	

Levels of response for Question 4

The maximum mark for **Question 4** is 26.
Examiners should award up to 10 marks for AO1, up to 6 marks for AO2, and up to 10 marks for AO3.

Level	AO1: Knowledge and Understanding	Marks
5	• Very good knowledge and understanding of the functionalist view that schools help to maintain the social system. • The response contains a wide range of detailed points with very good use of concepts and theory or research evidence.	**9–10**
4	• Good knowledge and understanding of the functionalist view that schools help to maintain the social system. • The response contains a range of detailed points with good use of concepts and theory or research evidence.	**7–8**
3	• Reasonable knowledge and understanding of the functionalist view that schools help to maintain the social system. • 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 that schools help to maintain the social system. • 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 that schools help to maintain the social system. • 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, accurately interpreted, well developed and consistently applied to answering the question.	**5–6**
2	• Some relevant material is selected and accurately interpreted but it lacks either development or application to the question.	**3–4**
1	• There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question.	**1–2**
0	• No interpretation and application worthy of credit.	**0**

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Level	AO3: Analysis and Evaluation	Marks
5	• Very good analysis/evaluation of the functionalist view that schools help to maintain the social system. • There is clear and sustained analysis with detailed and explicit evaluation.	**9–10**
4	• Good analysis/evaluation of the functionalist view that schools help to maintain the social system. • The evaluation is explicit and direct but not sustained or relies on a good account of evidence and arguments against functionalist views suggesting that schools do not maintain the social system	**7–8**
3	• Some analysis/evaluation of the functionalist view that schools help to maintain the social system. • There is either one explicitly evaluative point or a simple descriptive account of evidence and arguments against functionalist views suggesting that schools do not maintain the social system	**5–6**
2	• Basic analysis/evaluation of the functionalist view that schools help to maintain the social system. • There is an attempt to consider more than one side of the debate or one point suggesting that schools do not maintain the social system.	**3–4**
1	• Limited analysis/evaluation of the functionalist view that schools help to maintain the social system. • 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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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
	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