Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/32**

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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[Turn over

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> examples of how the hidden curriculum can reinforce gender stereotypes.** **Indicative content** • Role models in textbooks; pictures, story characters, historical, scientific, literary people studied. • Role models in school; gender of teaching staff and other workers. • Teacher-pupil interaction; choice to answer questions, help with tasks, discipline styles. • Subjects and careers offered or promoted. • Uniform, routines or rituals. • Any other relevant example. Reward a maximum of two examples. For each way, up to 2 marks are available: 1 mark for identifying an example of the hidden curriculum which can reinforce gender stereotypes. 1 mark for describing how that example of the hidden curriculum can reinforce gender stereotypes. (2 × 2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> ways education systems can serve the interests of the rich and powerful.** **Indicative content** • Encourage people to see low rewards as their own fault. • Provide a passive workforce. • Help develop technology and skills which develop the economy and make capital more profitable. • Socialisation into values and norms which maintain social stability and existing social inequalities. • Provide advantages for their own children through inequalities of opportunity, e.g. private schools. • Any other relevant way. Reward a maximum of two ways. Up to 4 marks are available for each way: 1 mark for making a point / giving a way. (e.g. Education systems encourage people to see low rewards as their own fault). 1 mark for explaining that point (e.g. Competitive exams mean that most pupils fail to get high grades after apparently having had a fair chance of achieving them.) 1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. Bowles and Gintis) 1 mark for explaining how the material supports the point (e.g. Bowles and Gintis found that schools reinforced the idea that working class failure was their own fault with a 'myth of meritocracy'.) (2 × 4 marks)	**8**

Question	Answer	Marks
3	**'The education system maintains the existing social order.'** **Using sociological material, give <u>two</u> arguments against this view.** **Indicative content** • Universalistic standards and achievement based on merit in education supported the development of modern industrial society. • Reducing inequality of opportunity in education increases social mobility, meritocracy, economic growth, widening prosperity or enabling changes in lifestyle. • Literacy and other key skills learned in education have enabled democratic participation by all classes and subsequent social change. • Policies in schools have countered racism, sexism and other traditional stereotypes. • Some institutions have a particularly radical ethos, e.g. Steiner schools. • Even though governments may intend schools to maintain the social order, teachers and pupils have agency which may resist this. • Any other relevant argument against the view. Reward a maximum of two arguments. Up to 6 marks are available for each argument. **Notes:** • This question is asking for arguments against the view. There are no marks for explaining the view or giving arguments supporting the view. Any other relevant argument against the view. • An argument based on an alternative interpretation of 'social order' may gain up to 2 marks if it is clearly engaging with the question. **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 the education system maintains the existing social order. • 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 the education system maintains the existing social order. • 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.	**12**

Question	Answer	Marks
3	**Level 1: 1–2 marks** • One point disagreeing with or engaging with the view that the education system maintains the existing social order, 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)	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Evaluate the view that ethnicity is the most important influence on educational attainment.

Indicative content

<table>
<tr><td></td><td>In support</td><td>Against</td></tr>
<tr><td>Points</td><td>• Attainment varies by ethnicity, both related to and independent of class.
• Material factors vary with ethnicity, especially groups experiencing household and community material deprivation and links to attainment.
• Cultural factors vary with ethnicity – cultural capital, school knowledge and ethnocentric curriculum.
• Teacher negative stereotypes of pupils often linked to ethnicity. Labelling, streaming, discipline, exclusions.
• Ethnic subcultures influencing motivation and attainment.
• Teachers may have different expectations of gender within different ethnic groups.
• Girls’ disadvantages have been easier to address successfully with social policy.
• Pupils’ self-image and aspirations linked to their ethnicity and affects impact of class and gender.</td><td>• Evidence of class being the dominant factor in educational inequality.
• Ethnic inequalities often only significant because of lower class context.
• Class differences more entrenched in capitalism.
• Varies according to national context; some places girls excluded from education whatever ethnicity, private school can be too expensive whatever ethnicity, etc.
• Meritocratic argument that attainment mainly due to Intelligence and effort.
• Structuralist views that limits on attainment set by needs of society/economy irrespective of individual identities.</td></tr>
</table>
</td><td>26</td></tr>
</table>

Question	Answer	Marks
4		

	In support	Against
Research evidence	Bourdieu Gillborn and Youdell Morley and Lussier Mac an Ghaill Mirza Connolly Shain, Modood, Sewell Archer	Reid Jamal Jackson Ball Reay Boaler
Additional concepts	Material deprivation Cultural deprivation Cultural capital Habitus Institutional racism Ethnocentrism Patriarchy Counter school subculture	Capitalism Class conflict Ideology Social mobility Attainment gap Meritocracy

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**.

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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 view that ethnicity is the most important influence on educational attainment. • 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 view that ethnicity is the most important influence on educational attainment. • 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 view that ethnicity is the most important influence on educational attainment. • 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 view that ethnicity is the most important influence on educational attainment. • 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 view that ethnicity is the most important influence on educational attainment. • 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 view that ethnicity is the most important influence on educational attainment. • There is clear and sustained analysis with detailed and explicit evaluation.	**9–10**
4	• Good analysis/evaluation of the view that ethnicity is the most important influence on educational attainment. • The evaluation is explicit and direct but not sustained or relies on a good account of evidence and arguments against the view that ethnicity is the most important influence on educational attainment.	**7–8**
3	• Some analysis/evaluation of the view that ethnicity is the most important influence on educational attainment. • There is either one explicitly evaluative point or a simple descriptive account of evidence and arguments against the view that ethnicity is the most important influence on educational attainment.	**5–6**
2	• Basic analysis/evaluation of the view that ethnicity is the most important influence on educational attainment. • There is an attempt to consider more than one side of the debate or one point suggesting ethnicity is not the most important influence on educational attainment.	**3–4**
1	• Limited analysis/evaluation of the view that ethnicity is the most important influence on educational attainment. • 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