Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/33**

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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Question	Answer	Marks
1	**Describe <u>two</u> examples of how cultural capital can influence educational attainment.** **Indicative content** • High status 'legitimate tastes' in music, literature etc. • Educational experiences provided by family; e.g. music lessons, visits to art galleries and museums, trips abroad etc. • Middle class habitus; ways of behaving that teachers are more comfortable with. • Elaborated code and other linguistic advantages. • Style of presentation of work approved of by teachers. • Knowledge of educational procedures and more informed educational choices. • Any other relevant way. Reward a maximum of two examples. For each way, up to 2 marks are available: 1 mark for identifying an example of cultural capital which can influence educational attainment. 1 mark for describing how that example of cultural capital can influence educational attainment. (2 × 2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> reasons why intelligence tests may not accurately measure educational ability.** **Indicative content** • Cultural bias; ethnic or class. • Performance depends on experience and practice. • Performance depends on context of test, e.g. health, anxiety, motivation. • Concept of general intelligence questionable; multiple intelligences, different abilities for different subjects. • Intelligence not fixed over time. • Evidence of whole group performance improving; e.g. by girls, explainable by social change rather than intelligence change. • Intentional legitimising of own basis of success by dominant class. • Any other relevant reason. Reward a maximum of two reasons. Up to 4 marks are available for each reason: 1 mark for making a point / giving a reason (e.g., tests are culturally biased). 1 mark for explaining that point (e.g., the values of a culture can affect how a child scores in a test irrespective of their actual educational ability.) 1 mark for selecting relevant sociological material such as a study / concept / theory / empirical evidence to support the point (e.g. Klineberg's study of Yakima children in the USA.) 1 mark for explaining how the material supports the point (e.g. The Yakima children were capable of the tasks set but achieved low scores because their culture does not place a high priority on speed.) (2 × 4 marks)	**8**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Evaluate the view that schools successfully impose ideological control on pupils.

Indicative content
<table>
<tr><th></th><th>In support</th><th>In evaluation</th></tr>
<tr><td>Points</td><td>• Marxist perspective on producing submissive labour force
• Willis on working class lads' choices leading to manual work
• Bourdieu on Definition of school knowledge and cultural capital
• Ethnic bias in curriculum
• Feminist perspective on imposing patriarchy
• Functionalist perspective on successful secondary socialisation</td><td>• Functionalist view that it is consensus values that schools impose.
• Questioning aims; e.g. Fuller on resistance to sexist and racist labelling, but better fulfilling school's attainment aims.
• Inconsistency of aims between government, teachers, ruling class, traditional norms, liberal values, etc.
• Interactionist perspective on agency, negotiation, identity, etc.
• Anti-school subcultures; disruptive behaviour and status for low academic achievement
• Ethnic subcultures; identity, motivation, resistance
• Gender identities and different perspectives on school and career aspirations
• Different responses to streaming and labelling
• Working class culture as resistance to capitalism.</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</th><th>In evaluation</th></tr>
<tr><td>Research evidence</td><td>Bowles and Gintis
Althusser
Willis
Ward
Sugarman
Bourdieu
Tikly
Islam and Asadullah</td><td>Durkheim
Parsons
Fuller
Rikowski
Ball
Reay
Giroux
Hargreaves
Mac an Ghaill
Liu and Xie
Gillborn and Youdell
Shain
Sewell
Jackson
Archer
Allan</td></tr>
<tr><td>Additional concepts</td><td>Secondary socialisation, social solidarity, meritocracy, ideological state apparatus, hidden curriculum, social control</td><td>Social cohesion, value consensus, Labelling, deviance amplification, self-concept, subculture, class conflict</td></tr>
</table>
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.
</td><td></td></tr>
</table>

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