Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/32**

Paper 3 Education **May/June 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 May/June 2023 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.

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 description 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 descriptions 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.

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Question	Answer	Marks
1	**Describe <u>two</u> examples of how education contributes to the economy.** **Indicative content** • Raising of general skill levels; literacy, numeracy etc. • Expertise and qualifications for scientific, technological and social development. • Vocational education and training for new occupations. • Role allocation according to assessed talents. • Socialisation into appropriate values and norms; competition, enterprise, capitalism, etc. • Education as a commodity for profit and employment. • Any other relevant example. Reward a maximum of **two examples.** For each example, up to 2 marks are available: 1 mark for identifying an example of education which contributes to the economy. 1 mark for describing how that example contributes to the economy. (2 × 2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> reasons why material deprivation may affect educational attainment.** **Indicative content** • Lack of school facilities due to material deprivation of community. • Lack of home facilities for study. • Poor health leading to lower attendance. • Economic needs of family leading to lower attendance / early leaving. • Lack of resources for educational materials / activities / cultural capital. • Lack of resources to join extra-curricular activities. • Lack of access to private schools / tuition. • 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. lack of school facilties due to material deprivation of community). 1 mark for explaining that point (e.g. limited resources, e.g. lack of blackboards or computers reduces opportunity for learning). 1 mark for selecting relevant sociological material such as a study / concept / theory / empirical evidence to support the point (e.g. Ramachandron). 1 mark for explaining how the material supports the point (e.g. Ramachandron's research showed 35% of schools in India lacked blackboards or classroom furniture). (2 × 4 marks)	8

Question	Answer	Marks
3	**'The main function of education is to help create social solidarity'** **Using sociological material, give <u>two</u> arguments against this view.** **Indicative content** • The Marxist argument that main function of education is the maintenance of class domination / the capitalist system. • The social democratic argument that the main function of education is to encourage progress / change / economic development/the individual. • Other functionalist arguments that the main function is role allocation / preparation for work. • Education fails to socialise children effectively – evidence of discipline problems / crime. • Education encourages division – private, religious and selective schools, streaming, class and ethnic subcultures. • Education encourages individualism and competition. • Any other relevant argument against this 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 the main function of education is to help create social solidarity. • 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 main function of education is to help create social solidarity. • 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 the main function of education is to help create social solidarity 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 view that the school curriculum reflects inequalities 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>• Knowledge is socially constructed and the powerful can exercise some control over it – Young
• Correspondence theory of Bowles and Gintis – hidden curriculum is to prepare labour force for capitalism
• Curriculum favours cultural capital of the privileged and middle class habitus – Bourdieu
• Distinctions and hierarchies of academic and vocational education
• Ethnocentric curriculum
• Gendered curriculum</td><td>• Most educational practitioners value truth and design curricula to impart knowledge and skills to enable students to think critically
• National curricula usually aim to provide a core of the same fundamental knowledge and skills to all students
• Functionalist theory of the curriculum as a means of cohesion and solidarity.
• Social democratic view of curriculum as a means of equal opportunity and economic development
• Inequality in experience of curriculum is mainly due to external factors, such as material deprivation</td></tr>
<tr><td>Research evidence</td><td>Young
Reynolds
Bourdieu
Bowles and Gintis
Bates and Riseborough
Davies
Troyna and Williams
David
Weiner
Kelly
Self and Zealey</td><td>Durkheim
Parsons
Chitty
Steiner
Giroux
Robertson</td></tr>
<tr><td>Additional concepts</td><td>Credentialism
Vocationalism
Hidden curriculum
Cultural capital
Linguistic codes</td><td>Social cohesion
Role-allocation
Knowledge-based economy</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>

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 the school curriculum reflects inequalities 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 view that the school curriculum reflects inequalities 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 view that the school curriculum reflects inequalities 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 view that the school curriculum reflects inequalities 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 view that the school curriculum reflects inequalities 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 lack focus on or 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 the school curriculum reflects inequalities in society. There is clear and sustained analysis. • There is detailed and explicit evaluation of the view that the school curriculum reflects inequalities in society	**9–10**
4	• Good analysis / evaluation of the view that the school curriculum reflects inequalities in society. • The evaluation is explicit and direct but not sustained or relies on a good account of evidence and arguments suggesting that the school curriculum does not reflect inequalities in society	**7–8**
3	• Some analysis / evaluation of the view that the school curriculum reflects inequalities in society. • There is either one explicitly evaluative point or a simple descriptive account of evidence and arguments suggesting that the school curriculum does not reflect inequalities in society.	**5–6**
2	• Basic analysis / evaluation of the view that the school curriculum reflects inequalities in society. • There is an attempt to consider more than one side of the debate or one point suggesting the school curriculum does not reflect inequalities in society	**3–4**
1	• Limited analysis / evaluation of the view that the school curriculum reflects inequalities 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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