Cambridge Assessment International Education

# Cambridge International AS & A Level

**SOCIOLOGY** **9699/33**

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 examples of how schools contribute to the socialisation process.**<br><br>**Indicative content**<br><br>• School rules; e.g. punctuality, respect, politeness, etc.<br>• Exams, competition, Individualism.<br>• Games, project work, team-work, cooperation.<br>• Curriculum content – e.g. role models, religious values, patriotism.<br>• Universalistic role relationships.<br>• Correspondence with labour force – hierarchy, instrumentalism, etc.<br>• Hidden curriculum.<br>• Any other relevant example.<br><br>Reward a maximum of **two examples**. For each example, up to 2 marks are available:<br><br>1 mark for identifying an example of secondary socialization in school.<br>1 mark for describing how this example socialises students into the norms and values of society.<br><br>(2 × 2 marks) | **4** |

| Question | Answer | Marks |
|---|---|---|
| 2 | **Explain <u>two</u> reasons why educational attainment might be influenced by school subcultures.**<br><br>**Indicative content**<br><br>• Teacher perceptions of subcultures leading to labelling of their members and affecting allocation to sets/streams.<br>• Developing a norm of pro- or anti-school behaviour.<br>• Encouraging high or low academic achievement.<br>• Influencing career aspirations, subject choice, motivation to work.<br>• Enhancing or counteracting gender or ethnic stereotypes.<br>• Any other relevant reason.<br><br>Reward a maximum of **two reasons**. Up to 4 marks are available for each reason:<br><br>1 mark for making a point / giving a reason (e.g. Teacher perceptions of subcultures leading to labelling of their members and affecting allocation to sets/streams).<br><br>1 mark for explaining that point (e.g. Some ethnic subcultures labelled as troublemakers).<br><br>1 mark for selecting relevant sociological material such as study/concept/theory/empirical evidence to support the point (e.g. Shain).<br><br>1 mark for explaining how the material supports the point (e.g. Shain found that some Asian heritage girls were labelled as 'the gang girls' as they did not fit stereotype of passive femininity and placed them in bottom sets where they lost interest in school work).<br><br>(2 × 4 marks) | 8 |

| Question | Answer | Marks |
|---|---|---|
| 3 | **'Gender is no longer an influence on educational attainment.'**<br><br>**Using sociological material, give <u>two</u> arguments against this view.**<br><br>**Indicative content**<br><br>• Evidence on lower qualifications of boys up to A level<br>• The gendered curriculum.<br>• Feminisation of schools; role models, methods of learning and assessment.<br>• Patriarchal cultural influences on female opportunities and aspirations<br>• Gender based school subcultures.<br>• Teacher perceptions based on assumptions about gender.<br>• Gender dimensions of class and ethnic inequalities.<br>• Gender representations in curriculum materials.<br>• Impact of crisis of masculinity in wider culture and changing. employment prospects.<br>• Any other relevant argument against this view.<br><br>Reward a maximum of **two arguments**. Up to 6 marks are available for each argument.<br><br>*Note: This question is asking for arguments against the view. There are no marks for explaining the view or giving arguments supporting the view.*<br><br>**Levels of response**<br>Use the following levels to mark **each** argument.<br><br>**Level 3: 5–6 marks**<br>• One clear and developed argument against the view that gender is no longer an influence on educational attainment.<br>• 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.<br><br>**Level 2: 3–4 marks**<br>• One clear but underdeveloped argument against the view that gender is no longer an influence on educational attainment.<br>• 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.<br><br>**Level 1: 1–2 marks**<br>• One point disagreeing with the view that gender is no longer an influence on educational attainment.<br>• Any material selected lacks focus on the specific question.<br><br>**Level 0:** 0 marks<br>• 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 education helps to legitimise inequality.**

**Indicative content**

<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Marxist view that education causes working class students to blame themselves for their failure and accept low status jobs.<br>• IQ tests and academic qualifications as designed to test what privileged classes are trained in.<br>• Correspondence principle of how hidden curriculum prepares working class students for alienated labour.<br>• Private schools, parental choice of schools, selection procedures, decisions on streaming, etc. favour higher classes.<br>• Ethnic and gender stereotypes reinforce and justify disadvantages.</td><td>• Functionalist argument that education provides opportunity for all to compete for high status positions.<br>• Social democratic arguments for role of education in social change.<br>• Implementation of policies to reduce inequality, e.g. comprehensive schools.<br>• Education providing understanding and skills to challenge inequality e.g. sociology.<br>• Subcultures in school and work often do not accept inequality is legitimate.<br>• Influence of feminist and anti-racist movements.</td></tr>
<tr><td>Research evidence</td><td>Bowles and Gintis<br>Bourdieu<br>Ranson<br>Henderson<br>Reay, David and Ball<br>Gillborn and Youdell</td><td>Giroux<br>Willis<br>Ward<br>Rikowski<br>Saunders<br>Macintosh</td></tr>
<tr><td>Additional concepts</td><td>Ideological state apparatus<br>Myth of meritocracy<br>Habitus<br>Cultural capital<br>Parentocracy<br>Marketisation</td><td>Mobility<br>Equality of opportunity<br>IQ<br>Social cohesion<br>Class consciousness<br>Subculture</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 education helps to legitimise inequality.<br>• 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 education helps to legitimise inequality.<br>• 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 education helps to legitimise inequality.<br>• 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 education helps to legitimise inequality.<br>• 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 education helps to legitimise inequality.<br>• 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 education helps to legitimise inequality. There is clear and sustained analysis.<br>• There is detailed and explicit evaluation of the view that education helps to legitimise inequality. | **9–10** |
| 4 | • Good analysis/evaluation of the view that education helps to legitimise inequality.<br>• The evaluation is explicit and direct but not sustained or relies on a good account of evidence and arguments suggesting that education does not help to legitimise inequality. | **7–8** |
| 3 | • Some analysis/evaluation of the view that education helps to legitimise inequality.<br>• There is either one explicitly evaluative point or a simple descriptive account of evidence and arguments suggesting that education does not help to legitimise inequality. | **5–6** |
| 2 | • Basic analysis/evaluation of the view education helps to legitimise inequality. There is an attempt to consider more than one side of the debate or one point suggesting that education does not help to legitimise inequality. | **3–4** |
| 1 | • Limited analysis/evaluation of the view that education helps to legitimise inequality. 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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