CAMBRIDGE
International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/32**

Paper 3 Education **May/June 2024**

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 2024 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 descriptions 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 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

When marking holistically, the marks awarded for an answer are usually based on a judgement of the overall quality of the response. For holistic marking, inevitably, the mark scheme cannot cover all responses that candidates may make for all of the questions. In some cases, candidates may make some responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

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Annotations

Annotation	Meaning
BOD	Benefit of the doubt given / the point is just about worthy of credit
E1	Explanation of the point
E2	Explanation of why it is a strength/ limitation
EXP	Development / description of the point.
EVAL	Evaluation point
DEV	Developed point
GEN	General point using sociological material but applied to the question
IR	Point is irrelevant to the question
J	Juxtaposition of point
M	Material used to support the point
NAQ	Not answered question
REP	Repetition
SEEN	This material receives no credit, additional points not required
TV	Too vague
	Point that has been credited
	Incorrect response
	Irrelevant material
	On page comment
	Off page comment
	Identification of a point

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Question	Answer	Marks
1	**Describe <u>two</u> ways schools may reinforce ethnic stereotypes.** **Indicative content** • Ethnocentric perspective on knowledge e.g. history • Selection of curriculum subject matter/role models, e.g. artists, writers, scientists studied • Portrayal of ethnic groups in reading schemes, story books, etc. • Labelling • Streaming and setting/educational triage • Guidance towards subject or career choices • Institutional racism • Hidden curriculum – informal racist interactions • Subcultures resulting from school processes • Any other relevant example Reward a maximum of **two ways**. For each example up to 2 marks are available: 1 mark for identifying an example of a way schools may reinforce ethnic stereotypes. 1 mark for showing understanding of how schools reinforce ethnic stereotypes in this way. (2 × 2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> reasons why cultural capital can affect educational attainment.** **Indicative content** • Knowledge of school options and confidence to apply for higher education • Middle class children socialised into dominant culture of school and society • Knowledge of high culture and legitimate tastes valued and rewarded by school • Middle class children better able to interpret classroom messages • Middle class linguistic codes and style of presenting work more highly valued and rewarded by school • Habitus of classroom gives middle class positive attitude to school • Working class habitus seen by teachers as rejection of school • Perception of cultural capital leading to self-fulfilling prophecy, labelling, streaming and setting decisions • Parents use their cultural capital to research for the best schools (utilising league tables and Ofsted reports) • 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/identifying a reason (e.g. Knowledge of school options and confidence to apply for higher education.) 1 mark for explaining that point/identifying a reason (e.g. Lack of cultural capital means working class pupils can be put off applying for better universities) 1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. Reay, David and Ball.) 1 mark for explaining how the material supports the point (e.g. Reay, David and Ball found that working class pupils excluded themselves from top universities because of fear of failure and inability to fit in.) (2 × 4 marks)	8

Question	Answer	Marks
3	**'The education system advantages males.'** **Using sociological material, give <u>two</u> arguments against this view.** **Indicative content** • Evidence on lower qualifications of boys up to A level and bachelor's degrees • Policies to reduce gendered curriculum, e.g. GIST • Feminisation of schools; role models, methods of learning and assessment, e.g. coursework • Feminism and reduced patriarchal cultural influences in school due to external changes in media, etc. • Gender based school subcultures more likely to encourage male underachievement • Positive teacher perceptions of girls as capable and hard-working • Class much stronger cause of inequality – gains of middle-class girls compared to working class boys • Impact of crisis of masculinity in wider culture and changing employment prospects impacted boys behaviour/motivation in school • Functionalist or Marxist argument that economy shapes education and requires talent from both genders • 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 the education system advantages males. • 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 advantages males. • 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**

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Question	Answer	Marks
3	**Level 1: 1–2 marks** • One point disagreeing with the view that the education system advantages males. which is undeveloped or lacking clarity. • Any material selected lacks focus on the specific question. **Level 0: 0 marks** • No response worthy of credit.	

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>

Evaluate the view that the main function of education is to allocate individuals to appropriate roles 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>
• Functionalist view of meritocratic role-allocation
• Relationship of expenditure on education to greater economic growth
• Vocational education policies
• Social mobility studies and intelligence and effort as factors in success
• Increase in attainment of girls and availability of women in labour market. (could also use functionalist argument of preparation of girls for expressive roles in traditional systems)
• To some extent Marxist theory could be used to support this functionalist view of education, with the education system serving to allocate individuals to roles that support the capitalist economic system.
</td><td>
• Marxist view that schools intentionally produce a submissive low-skilled labour force and legitimise their low incomes by failing them in school. (could be used “in support”)
• Mobility studies showing continued importance of class background for role-allocation
• Continued barriers to education and employment according to social and cultural context; traditional gender roles, ethnic divisions etc.
• Other functions equally important, e.g. social cohesion
</td></tr>
</table>

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

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Research evidence/theory</td><td>Parsons
Davis and Moore
Saunders
Herrnstein and Murray
Mackintosh
Francis and Skelton
Huisman and Smits
Goldthorpe</td><td>Tumin
Bowles and Gintis
Bourdieu
Willis
Halsey
Levin and Belfield
Scott
Brown
Abrantes
Henderson
Smith and Noble
Gillborn and Youdell</td></tr>
<tr><td>Relevant concepts</td><td>Universalistic standards
Achieved status
Meritocratic,
Equality of opportunity
Role allocation
Intelligence
Labour market</td><td>Hidden curriculum
Correspondence theory
Legitimisation
Alienation
Ideology
Cultural capital
Material and cultural deprivation
Counter-school culture</td></tr>
</table>

The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

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Question 4 levels of response

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 main function of education is to allocate individuals to appropriate roles 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 main function of education is to allocate individuals to appropriate roles 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 main function of education is to allocate individuals to appropriate roles 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 main function of education is to allocate individuals to appropriate roles 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 main function of education is to allocate individuals to appropriate roles 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	• The material selected will be 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 lacks 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 main function of education is to allocate individuals to appropriate roles in society. • There is clear and sustained analysis. • There is detailed and explicit evaluation of the view that the main function of education is to allocate individuals to appropriate roles in society.	9–10
4	• Good analysis/evaluation of the view that the main function of education is to allocate individuals to appropriate roles in society. • The evaluation is explicit and direct but not sustained or relies on a good account of evidence and arguments supporting other functions of education.	7–8
3	• Some analysis/evaluation of the view that the main function of education is to allocate individuals to appropriate roles in society. • There is either one point explicitly used to argue **against** the view that or a simple descriptive account of evidence and arguments supporting other functions of education.	5–6
2	• Basic analysis/evaluation of the view that the main function of education is to allocate individuals to appropriate roles in society. • There is an attempt to consider more than one side of the debate or one point supporting another function of education.	3–4
1	• Limited analysis/evaluation of the view that the main function of education is to allocate individuals to appropriate roles 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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