Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/31**

Paper 3 **October/November 2021**

MARK SCHEME

Maximum Mark: 75

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 October/November 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level 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.

Question	Annotation	Meaning
1		Identification of a point
	DEV	Development / description of the point.
2a		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
2b		Strength / weakness that has been credited
	E1	Explanation of why the method has that strength/weakness
	E2	Explanation of why it is a strength/weakness
3a		Point that has been credited
	EXP	Some explanation but underdeveloped rather than developed
	DEV	Developed point
	M	Material used to support the point
	GEN	Point on the general topic area rather than specific question
3b		Point that has been credited
	EXP	Some explanation but underdeveloped rather than developed
	DEV	Developed point
	M	Material used to support the point

Question	Annotation	Meaning
4/5		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

Question	Answer	Marks
1	**Describe <u>two</u> ways in which a pupil's ethnic culture can affect their experience of education.** **Indicative content** • Different languages or linguistic codes at home and school. • Low self-esteem, links to colonialism, racism. • Family structures, role models, socialisation, work ethic. • Peer groups attitude to authority, gender identity, gang involvement. • Any other relevant example. **note**: Reward a maximum of two examples. For each example up to 2 marks are available: 1 mark for identifying a relevant aspect of an ethnic culture. 1 mark for describing how that aspect of an ethnic culture can affect a pupil's experience of education. (2 × 2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> ways in which cultural capital benefits middle-class pupils in school.** **Indicative content** • Knowledge and skills associated with the middle class are relevant to success in school curriculum (books read, TV documentaries, music, IT, discussion). • Language and Linguistic code enabling success in school. • Cultural experiences enabled by economic capital giving advantage at school (private tuition, sports, drama, dance, travel). • Positive perception and higher expectations from teachers if perceived to have cultural capital. • Parents knowledge of educational choices and how to take advantage of system. • Parents confidence in relating to teachers and educational institutions. • 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 and skills associated with middle class are rewarded by the curriculum). 1 mark for explaining that point/identifying a reason (e.g. middle class students are more likely to read and watch documentaries which helps with subjects like English and History). 1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. Sullivan). 1 mark for explaining how the material supports the point (e.g. Sullivan found that students who read widely and watched documentaries performed better in the education system). (2×4 marks)	**8**

Question	Answer	Marks
3	**'Gender differences no longer influence educational achievement levels.'** **Using sociological material, give <u>two</u> arguments against this view.** **Indicative content** • Statistics show that girls perform significantly better than boys, particularly at GCSE level. • Interactionist studies show that girls and boys are treated differently in the classroom. • Cultural views of gender influence how girls and boys approach and experience education. • Pupil subcultures are influenced by gender. • Gender affects the impact of both class and ethnicity in education. • Gendered curriculum and feminisation of education advantages girls over boys. • In some countries gender still has a clear impact on educational opportunities for girls. • 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 gender differences are no longer relevant in educational attainment. • 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 gender differences are no longer relevant in educational attainment. • 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 gender differences are no longer relevant in educational attainment., 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 main purpose of education is to maintain the economic system.

Indicative content
<table>
<tr><td></td><td>In support</td><td>Against</td></tr>
<tr><td>Points</td><td>• Functionalist view (Parsons, Davis and Moore) education as universalistic and meritocratic for efficient role-allocation for economy
• Blau and Duncan – provision of human capital
• Marxist view – education serves capitalism through providing submissive labour force.
• Althusser – ideological state apparatus legitimising inequality
• Bowles and Gintis correspondence principle
• Social democratic policies have responded to economic demand for more educated population; comprehensivisation, compensatory education, gender initiatives, university expansion, etc.</td><td>• Functionalist view of education as more concerned with socialisation, consensus and solidarity (Durkheim)
• Inefficiency of education in providing opportunity to develop talents – class, gender, ethnicity barriers.
• Inefficiency in providing vocationally relevant education
• Schools as socially constructed consequences of range of aims of teachers and pupils rather than having “a purpose”
• Feminists – schools reproducing patriarchy.
• Post-modernists – schools producing increased diversity.
• Liberal view that the purpose of education is to develop the individual
• Policies with other aims; national identity, citizenship, cultural heritage, equality, etc.</td></tr>
<tr><td>Research evidence</td><td>Bowles and Gintis,
Chitty</td><td>Wolf,
Bates and Risborough,
Davies.
Young
any studies of underachievement</td></tr>
<tr><td>Concepts</td><td>Meritocracy,
role-allocation,
hidden curriculum,
correspondence principle,
human capital, ideological state apparatus</td><td>Socialisation,
cohesion,
social construction of knowledge,
deprivation</td></tr>
</table></td><td>26</td></tr>
</table>

Question	Answer	Marks
4	The above content is indicative and other relevant approaches to the question should be rewarded appropriately. **Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of the view that the main purpose of education is to maintain the economic system. The response contains a wide range of detailed points with very good use of concepts and theory/research evidence. • The material selected will be accurately interpreted, well developed and consistently applied to answering the question. • Clear and sustained analysis with detailed and explicit evaluation of the view that the main purpose of education is to maintain the economic system. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that the main purpose of education is to maintain the economic system. The response contains a range of detailed points with good use of concepts and theory/research evidence. • The material selected will be accurate and relevant but not always consistently applied to answering the question. • Good analysis/evaluation of the view that the main purpose of education is to maintain the economic system. This may be explicit and direct but not sustained, or it will rely on a good account of different perspectives on the role of education. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that the main purpose of education is to maintain the economic system. 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. • The material selected will be largely appropriate but its relevance to the question may be unclear or confused at times. • Some analysis/evaluation of the view that the main purpose of education is to maintain the economic system. This may be one point explicitly used to argue for or against the view that the main purpose of education is to maintain the economic system, or a simple descriptive account of different perspectives on the role of education.	

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Question	Answer	Marks
4	**Level 2: 6–10 marks** • Basic knowledge and understanding of the view that the main purpose of education is to maintain the economic system. The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. • The material selected is relevant to the topic but lacks focus on or relevance to the specific question. • Any analysis or evaluation is likely to be incidental, confused or simply assertive. **Level 1: 1–5 marks** • Limited knowledge and understanding of the view that the main purpose of education is to maintain the economic system. The response contains only assertive points or common-sense observations. • There is little or no application of sociological material. • Little or no relevant analysis or evaluation. **Level 0: 0 marks** No response worthy of credit.	