Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/32**

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

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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> examples of what is learned through the hidden curriculum.** **Indicative content** • Gender roles. • Punctuality. • Respect for authority. • Cooperation. • Competition/individualism. • Social solidarity / being part of something bigger. • Any other appropriate example. **note**: Reward a maximum of two examples. For each example up to 2 marks are available: 1 mark for identifying an example of what is learned through the hidden curriculum 1 mark for describing how the example identified is learned/taught through the hidden curriculum (2×2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> ways in which a person's gender may influence their educational attainment.** **Indicative content** • Possible career aspirations may vary with gender and influence subject choice or attitudes toward education. • Gendered role-expectations, e.g. girls expected to take on traditional roles and so less committed to education. • Pro/anti-school subcultures may link to gender. • Teachers may have stereotyped views of students based on gender, leading to labelling. • Educational opportunities for females may be limited in some countries. • Gendered curriculum and feminisation of education may disadvantage boys. • 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. gender can influence aspirations in education). 1 mark for explaining that point/identifying a reason (e.g. boys may be discouraged from working in school due to a lack of aspirations). 1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. crisis of masculinity). 1 mark for explaining how the material supports the point (e.g. some sociologists argue that there is a crisis of masculinity due to limited employment opportunities in traditionally male employment today, and this has resulted in lower aspirations in school for boys). (2×4 marks)	**8**

Question	Answer	Marks
3	**'The main purpose of education is the personal development of each individual pupil.'** **Using sociological material, give <u>two</u> arguments against this view.** **Indicative content** • Functionalist argument that education is to maintain social order and stability. • Functionalist/liberal argument that education prepares for economic roles. • Marxist argument that education is designed to maintain capitalism as part of ideological state apparatus. • Bowles and Gintis correspondence theory and the preparation of the labour force. • The hidden curriculum and patriarchal or ethnocentric control. • Evidence of some types of pupils being ignored or disadvantaged in comparison with others. • Education may limit the development of individual pupils (Illich). • 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 main purpose of education is the personal development of each individual pupil. • 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 purpose of education is the personal development of each individual pupil. • 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**

Question	Answer	Marks
3	**Level 1: 1–2 marks** • One point disagreeing with the view that the main purpose of education is the personal development of each individual pupil 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 working class under-achievement is mainly the result of in-school factors.

Indicative content
<table>
<tr><th></th><th>In support</th><th>Against</th></tr>
<tr><td>Points</td><td>• Labelling as “non-ideal”
• Placed in lower sets or streams
• Lower expectations – lower achievement
• Drawn to anti-school subcultures
• Exacerbates disadvantages based on gender and ethnicity
• Experience of symbolic violence against own culture
• According to Marxists, intentionally failed in order to provide labour force</td><td>• Labelling not deterministic
• Policies to equalise opportunity: comprehensivisation, EPAs, etc.
• Disadvantages mainly due to out of school factors
• Inequalities in provision mainly between schools
• Economy increasingly requires meritocracy</td></tr>
<tr><td>Research evidence</td><td>Becker
Douglas
Hargreaves
Ball
Rist
Nash
Gillborn and Youdell
Dunne and Gazeley
Willis
Bourdieu
Arche
Hughes and Church</td><td>Fuller
Bernstein
Sugarman
Flaherty
Bull
Tanner
Mortimore and Whitty
Leech and Campos</td></tr>
<tr><td>Concepts</td><td>Ideal pupil
Labelling
Subcultures
Habitus
Symbolic violence
Exclusion
Self-exclusion
Correspondence theory
Self-fulfilling prophecy
Triarge</td><td>Material deprivation
Cultural deprivation
Marketisation</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>

Question	Answer	Marks
4	**Levels of response** **Level 5: 22–26 marks** • Very good knowledge and understanding of the view that working class under-achievement is mainly the result of in-school factors. • 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 working class under-achievement is mainly the result of in-school factors. **Level 4: 17–21 marks** • Good knowledge and understanding of the view that working class under-achievement is mainly the result of in-school factors. 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 working class under-achievement is mainly the result of in-school factors. This may be explicit and direct but not sustained, or it will rely on a good account of the other explanations for working class under-achievement. **Level 3: 11–16 marks** • Reasonable knowledge and understanding of the view that working class under-achievement is mainly the result of in-school factors. 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 working class under-achievement is mainly the result of in-school factors. This may be one point explicitly used to argue for or against the view that working class under-achievement is mainly the result of in-school factors, or a simple descriptive account of other explanations for working class underachievement. **Level 2: 6–10 marks** • Basic knowledge and understanding of the view that working class under-achievement is mainly the result of in-school factors. 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.	

Question	Answer	Marks
4	**Level 1: 1–5 marks** • Limited knowledge and understanding of the view that working class under-achievement is mainly the result of in-school factors. 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.	