Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/32**

Paper 3 Education **October/November 2022**

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 October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

© UCLES 2022

[Turn over

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.

© UCLES 2022

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.

© UCLES 2022

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 holistically using levels of response mark schemes. 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.

© UCLES 2022

Question	Annotation	Meaning
1		Identification of a point
	EXP	Description of the point.
2		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
3		Point that has been credited
	EXP	Some explanation but underdeveloped rather than developed
	DEV	Developed point
	M	Material used to support the point
4		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 how the school curriculum may be ethnocentric.** **Indicative content** • Disproportionate ethnic representation of characters or roles in children's reading books. • Disproportionate ethnic representation in textbooks. • Ethnocentric accounts of history. • Ethnocentric range of literature, art, religion, etc. studied. • Access to curriculum affected by ethnicity. • Any other relevant way. Reward a maximum of t**wo ways**. For each way, up to 2 marks are available: 1 mark for identifying an example of how the school curriculum can be ethnocentric. 1 mark for describing how that example is ethnocentric. (2 × 2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> changes in the wider society that may have affected female attainment in education.** **Indicative content** • The trend for girls to seek to construct their own social identity and gain financial independence in an uncertain environment. • Changing priorities to career compared with marriage and children. • Legislation against employment discrimination and for equal pay etc. opening up new career opportunities. • Impact of feminist ideas in politics, media and on teachers in schools. • Growth in service sector, non-manual, flexible and part-time work. • Changing roles in the family with greater emphasis on gender equality. • Increase in female role models in work and public life. • Any other relevant way. Reward a maximum of **two changes**. Up to 4 marks are available for each way: 1 mark for making a point/giving a change (e.g. the trend for girls to seek to construct their own social identity and gain financial independence in an uncertain environment.) 1 mark for explaining that point (e.g. In a more risky environment of unemployment, divorce, etc. women feel the need for financial independence and a secure identity of their own and therefore aim for higher educational qualifications.) 1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. Francis and Skelton's study of girl pupils' identities.) 1 mark for explaining how the material supports the point (e.g. Francis and Skelton found that most of the girls they studied sought a fulfilling identity in a good career) (2 × 4 marks)	**8**

Question	Answer	Marks
3	**'Pupil attainment is determined by factors outside of school.'** **Using sociological material, give <u>two</u> arguments against this view.** **Indicative content** • Teacher's allocation of attention and work according to concept of 'ideal pupil' (Becker). • Pupils placed on fast learner tables (Rist) or on college entry courses (Cicourel and Kitsuse) according to perceived middle class identity. • Pupils put in lower sets because seen as less able or disciplinary problems, often because of class or ethnicity (Gillborn and Youdell). • Expectations or interactions based on gender stereotypes influencing pupils' opportunities and self-concepts. (Mac an Ghaill). • Measurable effects of self-fulfilling prophecy (Rosenthal and Jacobson). • Effects of labelling on self-concept, motivation, relationships, etc. (interactionist theories). • Effects of streaming on attainment (Boaler). • Formation of anti-school subcultures resulting from labelling and streaming. (Hargreaves, Willis, Liu and Xie). • Teachers' varied perceptions of ethnicity, racism, discrimination and setting. (Mirza, Connolly, Shain). • Pupil attainment is not determined as pupils have agency in their own performance. • 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 pupil attainment is determined by factors outside of school. • 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 pupil attainment is determined by factors outside of school. • 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 pupil attainment is determined by factors outside of school, 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 role of education is to allocate young people to suitable occupations.

Indicative content

<table>
<tr><th></th><th>In support</th><th>In evaluation</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.</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>
<tr><td>Research evidence</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>Additional 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>

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

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>The above content is indicative and other relevant approaches to the question should be rewarded appropriately.

Levels of response
<table>
<tr><th>Level</th><th>AO1: Knowledge and Understanding</th><th>Marks</th></tr>
<tr><td>5</td><td>• Very good knowledge and understanding of the view that the role of education is to allocate young people to suitable occupations.
• The response contains a wide range of detailed points with very good use of concepts and theory/research evidence.</td><td>9–10</td></tr>
<tr><td>4</td><td>• Good knowledge and understanding of the view that the role of education is to allocate young people to suitable occupations.
• The response contains a range of detailed points with good use of concepts and theory/research evidence.</td><td>7–8</td></tr>
<tr><td>3</td><td>• Reasonable knowledge and understanding of the view that the role of education is to allocate young people to suitable occupations.
• The response contains a narrow range of detailed points or a wider range of underdeveloped 4points, with some use of concepts or theory or research evidence.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic knowledge and understanding of the view that the role of education is to allocate young people to suitable occupations.
• The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited knowledge and understanding of the view that the role of education is to allocate young people to suitable occupations.
• The response contains only assertive points or common-sense observations.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No knowledge and understanding worthy of credit.</td><td>0</td></tr>
</table></td><td></td></tr>
</table>

© UCLES 2022

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th>Level</th><th>AO2: Interpretation and Application</th><th>Marks</th></tr>
<tr><td>3</td><td>• The material selected will be accurately interpreted, well developed and consistently applied to answering the question.</td><td>5–6</td></tr>
<tr><td>2</td><td>• The material selected will be accurate and relevant but lacks either some development or clear application to the question.</td><td>3–4</td></tr>
<tr><td>1</td><td>• There is some attempt to apply sociological material but this lacks focus on or relevance to the specific question.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No interpretation and application worthy of credit.</td><td>0</td></tr>
</table>
</td><td></td></tr>
</table>

© UCLES 2022

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th>Level</th><th>AO3: Analysis and Evaluation</th><th>Marks</th></tr>
<tr><td>5</td><td>• Very good analysis/evaluation of the view that the role of education is to allocate young people to suitable occupations.
• There is clear and sustained analysis. There is detailed and explicit evaluation of the view that the role of education is to allocate young people to suitable occupations.</td><td>9–10</td></tr>
<tr><td>4</td><td>• Good analysis/evaluation of the view that the role of education is to allocate young people to suitable occupations.
• The evaluation is explicit and direct but not sustained or relies on a good account of evidence and arguments suggesting that the role of education is not (not only) to allocate young people to suitable occupations.</td><td>7–8</td></tr>
<tr><td>3</td><td>• Some analysis/evaluation of the view that the role of education is to allocate young people to suitable occupations.
• There is either one point explicitly used to argue for or against the view that education contributes to social solidarity or a simple descriptive account of evidence and arguments suggesting that the role of education is not (not only) to allocate young people to suitable occupations.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic analysis/evaluation of the view that the role of education is to allocate young people to suitable occupations.
• There is an attempt to consider more than one side of the debate or one point suggesting that the role of education is not (not only) to allocate young people to suitable occupations.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited analysis/evaluation of the view t that the role of education is to allocate young people to suitable occupations.
• Any analysis or evaluation is incidental, confused or simply assertive.</td><td>1–2</td></tr>
<tr><td>0</td><td>• No analysis and evaluation worthy of credit.</td><td>0</td></tr>
</table>
</td><td></td></tr>
</table>

© UCLES 2022