Cambridge Assessment International Education

Cambridge International AS & A Level

SOCIOLOGY **9699/33**

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.

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[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.

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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 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.

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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 what can be learned through the hidden curriculum.** **Indicative content** • Respect for authority through structure of the school • Norms through school rules and regulations • External rewards • Competition through exams or sport • Teamwork through projects or sport • Assumptions about gender, ethnicity or class though textbooks or teacher interaction • Any other relevant example Reward a maximum of **two examples**. For each example, up to 2 marks are available: 1 mark for identifying an example of what can be learned. 1 mark for describing how it is learned through the hidden curriculum. (2 × 2 marks)	**4**

Question	Answer	Marks
2	**Explain <u>two</u> ways that teachers' perceptions of gender can affect pupils.** **Indicative content** • Stricter view of female deviance, negative labels of either gender • Boys seen as talented but lazy, so over-estimate own ability • Girls get less attention "invisible'', low self-esteem • Girls less likely to be known by name, could mean lack confidence • Self-fulfilling prophecy resulting from gender perceptions • Teacher perception that gender equality is important, so they help pupils think beyond gender stereotypes • Any other relevant way Reward a maximum of **two ways.** Up to 4 marks are available for each way: 1 mark for identifying a way (e.g. teachers have a stricter view of female deviance). 1 mark for explaining that point (e.g. this can lead to girls taking on a negative label). 1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. Diane Reay's study). 1 mark for explaining how the material supports the point (e.g. Reay found that 7 year old girls causing trouble in class were called "scheming little madams" whereas boys doing the same were seen as having "high spirits"). (2 × 4 marks)	**8**

Question	Answer	Marks
3	**'Education allows talented working-class pupils to achieve upward social mobility'.** **Using sociological material, give <u>two</u> arguments against this view.** **Indicative content** • Access to good education limited for some (cost, pressures to earn, availability, biased selection procedures) • Consequences of material deprivation (home facilities, health, etc.) • Consequences of cultural deprivation (language, cultural capital, etc.) • Interaction in the school (reduced opportunity, self-esteem or motivation through labelling, streaming, etc.) • Limits to mobility despite educational achievement (capital, social connections, etc.) • Marxist argument that the purpose of school is to maintain the class structure • 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 education allows talented working-class pupils to achieve upward social mobility. • 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 education allows talented working-class pupils to achieve upward social mobility. • 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 education allows talented working-class pupils to achieve upward social mobility, 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 education contributes to social solidarity.

Indicative content

<table>
<tr><th></th><th>In support</th><th>In evaluation</th></tr>
<tr><td>Points</td><td>• Durkheim’s functionalist theory; community, rules and the division of labour
• Parsons’ values of universalism and achievement, meritocracy
• Social democratic view of equal opportunity and economic progress
• Hidden curriculum; norms and rituals
• National values in textbooks
• Education is a shared experience that people have in common</td><td>• Marxist conflict model – imposing ruling class values
• Althusser – Ideological state Apparatus
• Bowles and Gintis – preparing capitalist labour force
• Bourdieu – cultural capital of middle class rewarded. School only reflects middle class habitus
• Feminist critique of patriarchy
• Ethnocentricity and institutional racism
• Subcultural rejection of school values
• Divisions in and between schools by class, religion, gender and type of school</td></tr>
<tr><td>Research Evidence</td><td>Parsons
Davis and Moore
Foster and Nichols</td><td>Giroux
Althusser
Bowles and Gintis
Bourdieu
Willis
Ward
Rikowski
Lauder
Young
Usher and Edwards
Liu and Xie
Sewell
Archer
Allan</td></tr>
<tr><td>Additional concepts</td><td>Collective conscience
Social cohesion
Social norms
Universalistic standards
Role allocation
Meritocracy
Hidden curriculum</td><td>Class conflict, Ideology, Subculture, Patriarchy
Correspondence theory, Alienation, Deviance, Cultural capital, Habitus, Institutional racism, ethnocentrism</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 education contributes to social solidarity.
• 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 education contributes to social solidarity.
• 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 education contributes to social solidarity.
• 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.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic knowledge and understanding of the view that education contributes to social solidarity.
• 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 education contributes to social solidarity.
• 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>

<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>
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</td><td></td></tr>
</table>

<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 education contributes to social solidarity.
• There is clear and sustained analysis. /There is detailed and explicit evaluation of the view that education contributes to social solidarity.</td><td>9–10</td></tr>
<tr><td>4</td><td>• Good analysis/evaluation of the view that education contributes to social solidarity.
• The evaluation is explicit and direct but not sustained or relies on a good account of evidence and arguments suggesting that education does not contribute to social solidarity.</td><td>7–8</td></tr>
<tr><td>3</td><td>• Some analysis/evaluation of the view that education contributes to social solidarity.
• 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 education does not contribute to social solidarity.</td><td>5–6</td></tr>
<tr><td>2</td><td>• Basic analysis/evaluation of the view that education contributes to social solidarity.
• There is an attempt to consider more than one side of the debate or one point suggesting that education does not contribute to social solidarity.</td><td>3–4</td></tr>
<tr><td>1</td><td>• Limited analysis/evaluation of the view that education contributes to social solidarity.
• 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>
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