



Cambridge International AS & A Level

SOCIOLOGY

9699/03

Paper 3 Education

For examination from 2021

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **10** pages. Blank pages are indicated.

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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

**Social Sciences-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 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.)
- d DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
- e 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).
- f 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 brackets indicate negative numbers).

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 description 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 descriptions 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.

For Question 4, award a mark for each assessment objective separately, using the level descriptions at the end of the mark scheme.

In some cases, candidates may provide a response which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

Question	Answer	Marks
1	<p>Describe two examples of how material deprivation may affect educational achievement.</p> <p>Indicative content</p> <ul style="list-style-type: none">• Lack of money for textbooks, school trips, private tutors.• Lack of access to computer technology / the internet.• Difficulty accessing private education.• Link between poverty and ill health / poor nutrition.• Schools in poor areas may be inferior.• Stigma of being poor can affect self-esteem.• Poor housing/lack of space at home.• Any other relevant example. <p>Reward a maximum of two examples. For each example, up to 2 marks are available:</p> <p>1 mark for identifying an example of material deprivation.</p> <p>1 mark for showing understanding of how that form of material deprivation may affect educational achievement.</p> <p>(2 × 2 marks)</p>	4

Question	Answer	Marks
2	<p>Explain two reasons why females are outperforming males in many education systems today.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Females have more opportunities to express a range of different 'femininities', including those that involve a career, rather than just part-time work and family responsibilities. • There are more career opportunities for females today and this may have led parents to change their perception of appropriate future adult roles for their female children. • Some developments in teaching methods and the school curriculum may favour females (coursework, 'feminisation' of teaching, move away from selective education). • Differing teacher perceptions of male/female pupils. • Male anti-school subcultures. • Decline in secure manual employment and the crisis of masculinity. • Any other relevant reason. <p>Reward a maximum of two reasons. Up to 4 marks are available for each reason:</p> <p>Note: Candidates could answer this question by reference to female higher achievement, male under-achievement, or both.</p> <p>1 mark for making a point/identifying a reason (e.g. females have higher aspirations today).</p> <p>1 mark for explaining the point (e.g. because they want to have careers rather than accept the traditional roles of housewife and mother).</p> <p>1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. Sharpe's study or a concept such as the feminisation of work).</p> <p>1 mark for explaining how the selected material supports the point (e.g. Sue Sharpe found that many girls now prioritise education and a career over marriage and motherhood and this is a reason why they are performing better in education).</p> <p>(2 × 4 marks)</p>	8

Question	Answer	Marks
3	<p>‘The main role of schools is to promote social equality.’ Using sociological material, give two arguments against this view.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Educational outcomes may reflect wider social inequalities rather than promote social equality. • Questionable whether schools promote equality of opportunity, let alone equality of outcome. • Social control may be the main role of schools (Marxist theory, feminist theory). • Some school policies (streaming, selective education, choice of curriculum) may work against equality rather than for it. • Compensatory education schemes and other efforts to promote social equality in schools often fail. In part, this failure may reflect the relatively low value placed upon social equality (by teachers, parents, politicians, etc.) as an aim of the education system. • Any other relevant argument against the view. <p>Reward a maximum of two arguments. Up to 6 marks are available for each argument.</p> <p>Note: This question is only asking for arguments against the view. There are no marks for explaining the view or giving arguments supporting the view.</p> <p>Levels of response Use the following levels to mark each argument.</p> <p>Level 3: 5–6 marks</p> <ul style="list-style-type: none"> • One clear and developed argument against the view that the main role of schools is to promote social equality. • 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. <p>Level 2: 3–4 marks</p> <ul style="list-style-type: none"> • One clear but underdeveloped argument against the view that the main role of schools is to promote social equality. • 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. <p>Level 1: 1–3 marks</p> <ul style="list-style-type: none"> • One point disagreeing with the view that the main role of schools is to promote social equality, which is undeveloped or lacking clarity. • Any material selected lacks focus on the specific question. <p>Level 0: 0 marks</p> <ul style="list-style-type: none"> • No response worthy of credit. <p>(2 × 6 marks)</p>	12

Question	Answer	Marks				
4	<p data-bbox="304 232 1251 297">Evaluate the view that cultural capital is the main factor influencing educational achievement.</p> <p data-bbox="304 338 560 367">Indicative content</p> <table border="1" data-bbox="304 409 1326 1099"> <thead> <tr> <th data-bbox="304 409 815 456">For the view</th> <th data-bbox="815 409 1326 456">Against the view</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 456 815 1099"> <ul style="list-style-type: none"> • Bourdieu's concept of cultural capital. • Examples that illustrate the importance of cultural capital as an influence on educational achievement (Otsuka, Crozier <i>et al.</i>, Mariaye). • Cultural capital as an influence on teacher expectations. • Cultural capital explanations as a rejoinder to cultural deprivation explanations (the concept of cultural capital was in part developed in response to perceived deficiencies in cultural deprivation explanations of educational under-achievement). </td> <td data-bbox="815 456 1326 1099"> <ul style="list-style-type: none"> • Traditional Marxist arguments that material deprivation is the key to understanding educational under-achievement. • Other factors influencing educational achievement: peer group, pupil sub-cultures, school factors, language codes, gender, ethnicity, intelligence. • Structural (as opposed to cultural) explanations of educational achievement. • The concept of cultural capital is abstract and difficult to operationalise for research purposes. </td> </tr> </tbody> </table> <p data-bbox="304 1133 1281 1198">Use the levels of response marking grids at the end of the mark scheme to assess Question 4.</p>	For the view	Against the view	<ul style="list-style-type: none"> • Bourdieu's concept of cultural capital. • Examples that illustrate the importance of cultural capital as an influence on educational achievement (Otsuka, Crozier <i>et al.</i>, Mariaye). • Cultural capital as an influence on teacher expectations. • Cultural capital explanations as a rejoinder to cultural deprivation explanations (the concept of cultural capital was in part developed in response to perceived deficiencies in cultural deprivation explanations of educational under-achievement). 	<ul style="list-style-type: none"> • Traditional Marxist arguments that material deprivation is the key to understanding educational under-achievement. • Other factors influencing educational achievement: peer group, pupil sub-cultures, school factors, language codes, gender, ethnicity, intelligence. • Structural (as opposed to cultural) explanations of educational achievement. • The concept of cultural capital is abstract and difficult to operationalise for research purposes. 	26
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Levels of response for Question 4

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	<ul style="list-style-type: none"> • Very good knowledge and understanding of the view that cultural capital is the main factor influencing educational achievement. • The response contains a wide range of detailed points with very good use of concepts and theory or research evidence. 	9–10
4	<ul style="list-style-type: none"> • Good knowledge and understanding of the view that cultural capital is the main factor influencing educational achievement. • The response contains a range of detailed points with good use of concepts and theory or research evidence. 	7–8
3	<ul style="list-style-type: none"> • Reasonable knowledge and understanding of the view that cultural capital is the main factor influencing educational achievement. • 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	<ul style="list-style-type: none"> • Basic knowledge and understanding of the view that cultural capital is the main factor influencing educational achievement. • The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. 	3–4
1	<ul style="list-style-type: none"> • Limited knowledge and understanding of the view that cultural capital is the main factor influencing educational achievement. • The response contains only assertive points or common-sense observations. 	1–2
0	<ul style="list-style-type: none"> • No knowledge and understanding worthy of credit. 	0

Level	AO2: Interpretation and Application	Marks
3	<ul style="list-style-type: none"> • A range of material is selected, accurately interpreted, well developed and consistently applied to answering the question. 	5–6
2	<ul style="list-style-type: none"> • Some relevant material is selected and accurately interpreted but it lacks either development or application to the question. 	3–4
1	<ul style="list-style-type: none"> • There is some attempt to apply sociological material but this is limited, inaccurate or lacks relevance to the specific question. 	1–2
0	<ul style="list-style-type: none"> • No interpretation and application worthy of credit. 	0

Level	AO3: Analysis and Evaluation	Marks
5	<ul style="list-style-type: none"> Very good analysis/evaluation of the view that cultural capital is the main factor influencing educational achievement. There is clear and sustained analysis with detailed and explicit evaluation. 	9–10
4	<ul style="list-style-type: none"> Good analysis/evaluation of the view that cultural capital is the main factor influencing educational achievement. The evaluation is explicit and direct but not sustained or relies on a good account of evidence and arguments suggesting that cultural capital is not the main factor influencing educational achievement. 	7–8
3	<ul style="list-style-type: none"> Some analysis/evaluation of the view that cultural capital is the main factor influencing educational achievement. There is either one explicitly evaluative point or a simple descriptive account of evidence and arguments suggesting that cultural capital is not the main factor influencing educational achievement. 	5–6
2	<ul style="list-style-type: none"> Basic analysis/evaluation of the view that cultural capital is the main factor influencing educational achievement. There is an attempt to consider more than one side of the debate or one point suggesting that cultural capital is not the main factor influencing educational achievement. 	3–4
1	<ul style="list-style-type: none"> Limited analysis/evaluation of the view that cultural capital is the main factor influencing educational achievement. Any analysis or evaluation is incidental, confused or simply assertive. 	1–2
0	<ul style="list-style-type: none"> No analysis and evaluation worthy of credit. 	0

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