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CAMBRIDGE
International Education

# Cambridge International AS & A Level

**SOCIOLOGY** **9699/32**

Paper 3 Education **October/November 2025**

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 2025 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 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 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 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.

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## Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

## Annotations

| Annotation | Meaning |
|---|---|
| BOD | Benefit of the doubt given / the point is just about worthy of credit |
| E1 | Explanation of the point |
| E2 | Explanation of why it is a strength / limitation |
| EXP | Development / description of the point. |
| EVAL | Evaluation point |
| DEV | Developed point |
| GEN | General point using sociological material but not applied to the question |
| IR | Point is irrelevant to the question |
| J | Juxtaposition of point |
| M | Material used to support the point |
| NAQ | Not answered question |
| REP | Repetition |
| SEEN | This material receives no credit, additional points not required |
| TV | Too vague |
|  | Point that has been credited |
|  | Incorrect response |
|  | Irrelevant material |

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| **Annotation** | **Meaning** |
|---|---|
| On page comment | On page comment |
| Highlighter | Identification of a point |

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| Question | Answer | Marks |
|---|---|---|
| 1 | **Describe <u>two</u> ways the hidden curriculum contributes to socialisation.**<br><br>**Indicative content**<br><br>• Learning universalistic values e.g. through exams.<br>• Learning individualism/competitiveness e.g. through sporting activities.<br>• Learning to accept authority e.g. through school hierarchy.<br>• Learning to obey rules e.g. punctuality.<br>• Learning to accept external rewards.<br>• Gender role socialisation.<br>• Any other relevant way.<br><br>Reward a maximum of **two ways**. For each example up to 2 marks are available:<br><br>1 mark for identifying a way in which the hidden curriculum contributes to socialisation.<br><br>1 mark for showing understanding of how socialisation occurs in that way.<br><br>(2 × 2 marks) | **4** |

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| Question | Answer | Marks |
|---|---|---|
| 2 | **Explain <u>two</u> reasons why labelling may affect pupils in school.**<br><br>**Indicative content**<br><br>• Positive or negative effect on teacher-pupil relationships.<br>• Negative labelling can lead to anti-school subcultures.<br>• Resulting self-concept leading to self-fulfilling prophecy.<br>• Reinforces gender stereotypes in subject allocation.<br>• Reinforces class or ethnic stereotypes in teacher expectations.<br>• Leads to streaming/setting decisions that can affect pupils' access to curriculum/qualifications.<br>• Affects decisions about disciplining and exclusion.<br>• Any other relevant reason.<br><br>Reward a maximum of **two reasons.** Up to 4 marks are available for each reason.<br><br>1 mark for making a point / identifying a reason (e.g. Positive or negative effect on teacher-pupil relationships.)<br><br>1 mark for explaining that point/identifying a reason (e.g. Teachers are less favourable to pupils negatively labelled and put them in lower sets.)<br><br>1 mark for selecting relevant sociological material such as a study/concept/theory/empirical evidence to support the point (e.g. Mac an Ghaill.)<br><br>1 mark for explaining how the material supports the point (e.g. Mac an Ghaill found that students who were negatively labelled responded with hostility OR teachers focused on controlling rather than educating them.)<br><br>(2 × 4 marks) | **8** |

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| Question | Answer | Marks |
|---|---|---|
| 3 | **'Education maintains value consensus in society.'**<br><br>**Using sociological material, give <u>two</u> arguments against this view.**<br><br>**Indicative content**<br><br>• Marxist conflict model – imposing ruling class values.<br>• Bourdieu – cultural capital of middle class rewarded. School only reflects middle class habitus.<br>• Feminist view of education maintaining patriarchy.<br>• Ethnocentricity and institutional racism.<br>• Subcultural rejection of school values.<br>• Divisions in and between schools by class, religion, gender and type of school.<br>• Education may encourage pupils to challenge social values.<br>• Diversity of values in postmodern society.<br>• Any other relevant argument against the view.<br><br>Reward a maximum of **two arguments**. Up to 6 marks are available for each argument.<br><br>***Note:*** *This question is asking for arguments against the view. There are no marks for explaining the view or giving arguments supporting the view.*<br><br>**Levels of response**<br><br>Use the following levels to mark **each** argument.<br><br>**Level 3: 5–6 marks**<br>• One clear and developed argument against the view that education maintains value consensus in society.<br>• 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.<br><br>**Level 2: 3–4 marks**<br>• One clear but underdeveloped argument against the view that education maintains value consensus in society.<br>• 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.<br><br>**Level 1: 1–2 marks**<br>• One point disagreeing with the view that education maintains value consensus in society which is undeveloped or lacking clarity.<br>• Any material selected lacks focus on the specific question.<br><br>**Level 0: 0 marks**<br>• No response worthy of credit. | **12** |

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>Evaluate the view that education systems today are meritocratic.<br><br>Indicative content<br><br>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Points</td><td>• Functionalist view of meritocracy to ensure efficient role allocation – Davis and Moore.<br>• Parsons on universalistic norms and achieved status.<br>• Evidence of working class, female and ethnic minority achievement.<br>• Policies such as compensatory education increasing equal opportunities.<br>• Increase in qualifications at all levels.<br>• National Curriculum gives equal access to pupils.<br>• New Right argument that individual effort/ability is rewarded.</td><td>• Marxist view that education is designed to prepare labour force for capitalism.<br>• Myth of meritocracy; Bourdieu’s argument that education systems reward those with cultural capital.<br>• Education systems can advantage those who are not materially deprived.<br>• Policies such as marketisation limit working class access to opportunity.<br>• Some policies designed to support social mobility may have the opposite effect, e.g. grammar schools, vocational education.<br>• Institutional racism and ethnocentric curriculum.<br>• Gender differences in resource allocation and opportunity.<br>• Ethnic and gender disadvantages reinforced by class position.<br>• In school factors reinforcing disadvantage – labelling, streaming, setting.</td></tr>
</table>
</td><td>26</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4</td><td>
<table>
<tr><th></th><th>In support of the view</th><th>Against the view</th></tr>
<tr><td>Research evidence/ theory</td><td>DfE statistics<br>Goldthorpe et al<br>Chitty,<br>Heath,<br>Saunders</td><td>DfE statistics<br>Youth Cohort Study<br>Centre for Longitudinal Studies,<br>Feinstein,<br>Flaterhy,<br>Bull,<br>Tanner,<br>Mortimore and Whitty,<br>Sullivan,<br>Leech and Campos,<br>Paterson and Iannnelli,<br>Breen,<br>Davies<br>Gillborn and Youdell<br>Sewell<br>Mac an Ghaill<br>Reay</td></tr>
<tr><td>Relevant concepts</td><td>Competition,<br>Meritocracy,<br>Compensatory education</td><td>Material deprivation,<br>Cultural deprivation,<br>Ideological state apparatus,<br>Cultural capital,<br>Habitus<br>Marketisation<br>Ethnocentric curriculum<br>Gendered curriculum</td></tr>
</table>
<br>The above content is indicative and other relevant approaches to the question should be rewarded appropriately.
</td><td></td></tr>
</table>

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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 | • Very good knowledge and understanding of the view that education systems today are meritocratic.<br>• The response contains a wide range of detailed points with very good use of concepts and theory/research evidence. | 9–10 |
| 4 | • Good knowledge and understanding of the view that education systems today are meritocratic.<br>• The response contains a range of detailed points with good use of concepts and theory/research evidence. | 7–8 |
| 3 | • Reasonable knowledge and understanding of the view that education systems today are meritocratic.<br>• 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 | • Basic knowledge and understanding of the view that education systems today are meritocratic.<br>• The response contains a narrow range of underdeveloped points and may include basic references to concepts or theories or research evidence. | 3–4 |
| 1 | • Limited knowledge and understanding of the view that education systems today are meritocratic.<br>• The response contains only assertive points or common-sense observations. | 1–2 |
| 0 | • No knowledge and understanding worthy of credit. | 0 |

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

| Level | AO3: Analysis and Evaluation | Marks |
|---|---|---|
| 5 | • Very good analysis/evaluation of the view that education systems today are meritocratic.<br>• There is clear and sustained analysis.<br>• There is detailed and explicit evaluation of the view that. education systems today are meritocratic. | 9–10 |
| 4 | • Good analysis/evaluation of the view that education systems today are meritocratic.<br>• The evaluation is explicit and direct but not sustained or relies on a good account of evidence and arguments suggesting that education systems today are not meritocratic. | 7–8 |
| 3 | • Some analysis/evaluation of the view that education systems today are meritocratic.<br>• There is either one point explicitly used to argue for or against the view that or a simple descriptive account of evidence and arguments suggesting that education systems today are not meritocratic. | 5–6 |
| 2 | • Basic analysis/evaluation of the view that education systems today are meritocratic.<br>• There is an attempt to consider more than one side of the debate or one point suggesting that education systems today are not meritocratic. | 3–4 |
| 1 | • Limited analysis/evaluation of the view that education systems today are meritocratic.<br>• Any analysis or evaluation is incidental, confused or simply assertive. | 1–2 |
| 0 | • No analysis and evaluation worthy of credit. | 0 |

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