

Sociology

Advanced GCE

Unit **G673**: Power and Control

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
KU	Knowledge and understanding: studies, theories, policies, methods
CON	Concept
DEV	Developed: fully explained in a relevant way
^	Underdeveloped: partially explained but requiring more depth
U	Unsubstantiated/undeveloped/implicit: accurate without explanation
EG	Example
BP	Interpretation and Application
EVAL	Evaluation and/or analysis: criticisms (evaluation) and positive support (analysis)
J	Juxtaposition: where alternative explanations are discussed without any evaluative link
?	Unclear/inaccurate
CON	Concept
?	Irrelevant: not related to the topic area and/or non-sociological
REL	Not clearly focused on question set: tangential – sociological but not directly relevant
REP	Repetition
AN	Anecdotal/commonsensical

Question	Answer	Mark	Guidance
1	<p>Candidates may briefly discuss the origins of Left Realism and its focus on the 'excluded' lower working class. Reference may be made to relative deprivation, individualism and economic inequality leading to the disintegration of families and communities, and the informal social control they provided. Candidates are expected to demonstrate knowledge and understanding of Left Realist solutions to the problem of crime which revolve around a society becoming more cohesive and less 'criminogenic'. Locally solutions include local authority multi-agency intervention to rebuild disintegrating communities; nationally: the Left Realist emphasis is on the role of the state in reducing economic inequalities to create a more 'just' society; and the creation of a genuinely accountable police force, with decriminalisation of minor offences.</p> <p>By way of analysis candidates may refer to the Left Realists genuine attempt to take a comprehensive approach to crime. Also they may argue that Left Realist ideas appear to have informed a range of Labour Party policies such as the minimum wage, increased child benefits, New Deal, Social Exclusion Unit and Tony Blair's promise to be 'tough on crime and tough on the causes of crime'.</p> <p>By way of evaluation, candidates may refer to the neglect of white collar crime, the negative interpretation of crime trends, and the validity of victim surveys. Candidates are likely to refer to alternative Right Realist solutions and the Marxist view that Left Realists do not focus on the real cause of crime: Capitalism and the solution: its demise.</p>	50	<p>Candidates may discuss Left Realist causes of crime. If this discussion does not relate to solutions, candidates can only achieve a maximum of Level 3 for Knowledge and Understanding. However, if this is linked to solutions then it is creditable as relevant knowledge.</p> <p>Explanations may include: Theories such as: Left Realism, Right Realism, Marxism, Feminism, Postmodern views.</p> <p>Concepts such as: the square of crime, relative deprivation, marginalisation, subcultures, individualism, the bulimic society, criminogenic, multi-agency intervention, a 'just' society, the 'thin blue line', powerlessness, left idealism, restorative justice, consensual policing, social exclusion, early intervention and prevention</p> <p>Studies such as: Currie, Lea, Young, Matthews, Islington and Merseyside Crime Surveys, Runciman, Walklate, Milovanovich, Downes and Rock, Murray, Wilson, Carlen.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.

Question	Answer	Mark	Guidance
2	<p>Candidates are expected to demonstrate knowledge and understanding of sociological explanations of changes in female patterns of crime. They may examine females as perpetrators and victims of crime and the closing gender gap between males and females. Candidates may discuss issues such as the impact of feminism on female crime rates, examining the ‘genderquake’ changing female expectations. They may discuss the ‘feminisation of the workplace’ possibly increasing opportunities to engage in white collar crime. Candidates may discuss labelling and the changing nature of stereotypes. Comparisons may be drawn with male experiences. Some may examine the significance of girl gangs and subcultures today. Candidates may discuss the validity of the chivalry thesis and sex role theory as explanations of female criminal activity today. They may go on to examine Postmodern ideas on choice and opportunity.</p> <p>They are likely to refer to official statistics, along with other indicators of criminal activity, such as Self Report Surveys. There should be a clear understanding of Feminist perspectives along with an understanding of Interactionist views.</p> <p>By way of evaluation, candidates will examine critical material concerning the adequacy of theoretical explanations. They will examine discussions on the extent to which female criminality has increased. Candidates may discuss the reliability of official statistics when considering patterns over time. They may also examine issues of validity with a discussion of victim and self report studies. Candidates may consider the interdependence of the variables age, class, and ethnicity on patterns of female crime.</p>	50	<p>In order to reach level 4 or 5 for A01 and A02a, candidates will explicitly address the issue of changes in female patterns of crime.</p> <p>Explanations may include:</p> <p>Theories such as: Feminism, Marxism, Interactionism, Postmodern views.</p> <p>Concepts such as: genderquake, feminisation of the labour market, labelling, ladettism, identity, role models, malestream sociology, stereotyping, subcultures, self report studies, status, chivalry thesis, double-deviance</p> <p>Studies such as: Adler, Campbell, Heidensohn, Flood-Page, Wilkinson, Smart, Walklate, Pollack, Youth Justice Board, Home Office Official Statistics, Islington Crime Survey, Eagle, Connell, Carrabine.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.

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3	<p>Candidates are expected to demonstrate knowledge and understanding of the importance of at least one victim survey such as the British Crime Survey: from April 2012 this is now known as 'The Crime Survey for England and Wales' (CSEW). They may discuss how the findings of victim surveys are relevant to the development of sociological theories of crime and deviance, such as Left Realism and Feminism. Candidates will refer to sociological arguments which support the use of victim surveys. References may be made to methodological issues/approaches e.g. the validity of the data, and some deficiencies of other ways of measuring crime such as official statistics.</p> <p>By way of analysis, candidates may discuss the strengths of victim surveys in helping to uncover the 'dark figure' of crime, including the location of criminal activity, incidents of offences in relation to gender, ethnicity and social class. Reference may be made to the role of victim surveys in assessing policing practices, policy implementation and assessing the validity of mass media representations of crime.</p> <p>By way of evaluation, candidates may examine the limitations of victim surveys drawing upon theoretical criticisms from Marxists concerning crimes of the powerful and methodological weaknesses relating to validity, social desirability and representativeness.</p>	50	<p>Credit should be given to reference to the CSEW or BCS equally. This survey may be interpreted as 'official' or 'non-official' crime statistics. Alternative victim surveys should be given equal weight.</p> <p>Explanations may include:</p> <p>Theories such as: Left Realism, Marxism, Interpretivism, Positivism, Realism, Feminism.</p> <p>Concepts such as: crime, deviance, victim surveys, fear of crime, the 'dark figure' of crime, validity, reliability, malestream sociology, official statistics, deviance amplification, moral panics, victimless crimes.</p> <p>Studies such as: The British Crime Survey, Islington and Merseyside Crime Surveys, Lea and Young, Box, Pearce, Carlen, Sutherland, Sparks</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.

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4	<p>Candidates are expected to locate the view within an Interactionist perspective. They will accurately define the labelling process and have knowledge of social class differences in educational achievement. They will have knowledge and understanding of the view that labelling can lead to social class inequalities and it is likely that they will discuss issues such as the nature of classroom interaction, the classification of pupils, ideal pupil stereotypes, teacher expectations, the self-fulfilling prophecy, streaming, setting and banding.</p> <p>By way of analysis, candidates may examine the relative merits of the insights gained through small scale research compared with macro theoretical perspectives.</p> <p>By way of evaluation, candidates may refer to the deterministic nature of some Interactionist explanations of teacher labelling; the lack of empirical support for concepts such as the self-fulfilling-prophecy and the effect of pupil resistance to labelling. Candidates may also examine whether factors outside of school such as cultural and material deprivation are more important than teacher labelling as sources of differential educational achievement. Some may examine the relative importance of cultural capital. Candidates may consider the view that gender and ethnicity inequalities are more relevant than class differences in society today.</p>	50	<p>In order to reach level 4 or 5 for A01 and A02a, candidates will explicitly address the issue of social class.</p> <p>Explanation may include:</p> <p>Theories such as: Interactionism, Marxism, Feminism. Functionalism.</p> <p>Concepts such as: labelling, the self-fulfilling prophecy, stereotyping, ideal pupil, subcultures, streaming, banding, setting, cultural deprivation, material deprivation, cultural capital.</p> <p>Studies such as: Becker, Rosenthal and Jacobson, Keddie, Hargreaves, Ball, Woods, Furlong, Campbell, Halam, Drew, Cicourel and Kitsuse, Sharpe and Green, Rist, Bourdieu, Bernstein, Douglas, Fuller, Willis,</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.

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5	<p>Candidates are expected to demonstrate knowledge and understanding of Functionalist explanations of the role of the education system. There will be a clear understanding of the process of secondary socialisation in schools. Candidates may examine the role of education in producing social solidarity and the notion of the school as a 'bridge' between home and workplace. It is likely that candidates will examine the notion of schools as meritocratic institutions and some will move on to discuss the role of education in terms of role allocation.</p> <p>By way of analysis, candidates may examine the influence of Functionalist thinking on the New Right and echoes of Functionalism in the teaching of citizenship in schools since 2002. They may also refer to contemporary discussions of faith schools regarding the principle of social solidarity.</p> <p>By way of evaluation candidates may look at specific criticisms of Functionalist explanations such as an over-emphasis on the notion of meritocracy at the expense of equality (Ball) and Bowles and Gintis notion of the correspondence theory. They may consider Hargreaves attempts to apply Durkheim's ideas to the comprehensive school system. Candidates may go on to contrast further Marxist, Feminist and Social Democratic views of the role of the education system in society with the views of the Functionalists.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Functionalism, New Right, Marxism, Social Democratic views, Feminism.</p> <p>Concepts such as: socialisation, value consensus, social solidarity, collective consciousness, particularistic and universalistic standards, meritocracy, role allocation, the myth of the meritocracy, the correspondence principle, false consciousness ideology, the hidden curriculum, conflict, patriarchy, democracy, progressive schools, de-schooling society</p> <p>Studies such as: Durkheim, Parsons, Davis and Moore, Hargreaves, Bowles and Gintis, Althusser, Willis, Spender, Halsey, Hayek, Ball, Dewey, Illich, Tumin</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.

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6	<p>Candidates are expected to demonstrate knowledge of the view that education policies have raised standards since 1988. They will have accurate knowledge of the policies designed to raise standards in education. They will have knowledge and understanding of at least one sociological view on educational policies such as the New Right and/or New Labour. Candidates are likely to discuss policies designed to raise standards emanating from the ERA, such as parental choice and competition through marketisation, with some going on to examine New Labour policies on academies, faith schools and specialist schools. Candidates may focus on measurable changes such as GCSE, and SATs results. Some candidates may consider the introduction of vocational GCSEs and post 16 initiatives designed to plug a perceived skills deficiency. Basic skills initiatives in primary schools such as the national literacy and numeracy hours may be discussed. Some candidates may discuss the introduction of EiC and EAZs initiatives, Academies, and 'special measures' status all designed to raise standards, along with Sure Start to increase the attainment levels of the poorest groups.</p> <p>By way of analysis candidates may discuss the view that policies such as the literacy strategy are perceived to have a positive effect on reading and English attainment, and to have helped reduce gender differences in reading standards.</p> <p>By way of evaluation, candidates may examine specific criticisms of the views of the New Right and/or New Labour. Some may go on to argue that increased exam success is due to factors other than marketisation such as changing attitudes of girls and the feminisation of</p>	50	<p>Due to the nature of the topic area, candidates may concentrate on Policies rather than studies. This should be credited in the same way.</p> <p>Any pre-1988 Policy references should only be credited where there is a direct link to post-1988 policies.</p> <p>Explanations may include:</p> <p>Theories such as: New Right, New Labour, Marxism, Feminism, Functionalism, Postmodern view.</p> <p>Concepts/Policies such as: standards, ERA, choice, competition, league tables, marketisation, parentocracy, Academies, faith schools, free schools, specialist schools, GCSEs, SATs, basic skills, national literacy and numeracy hours, EAZs, EiC, Sure Start initiatives, EMA, ideology, meritocracy, patriarchy, tuition fees</p> <p>Studies such as: Ball, Gerwitz, Leech and Campos, Machin and McNally, Tomlinson, NESS Team, Bourdieu, Bowles and Gintis, Durkheim, Parsons.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.

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	<p>the economy. Candidates may refer to Marxist comments that schemes such as Sure Start are ideological window dressing, in an attempt to hide the inequalities generated by capitalism. Some may examine the view that policies designed to increase choice have led to greater inequalities as middle class parents use their cultural and material advantages to maximise their children's opportunities, producing social segregation in attainment levels, supported by the introduction of a lottery system to allocate places in some schools in England. Some candidates may point to the difficulty of measuring the effectiveness of national literacy and numeracy hours.</p>		
7	<p>Candidates are expected to demonstrate knowledge and understanding of Marxist explanations of the relationship between ownership and control of the media. They are likely to explore patterns and trends in media ownership and control, moving on to examine the neo-Marxist focus on the role the media plays in maintaining inequalities in society. The social background of media professionals may be examined with a focus on choices and approaches to media products. Candidates may examine neo-Marxist views on the role of the media in reinforcing hegemony. It is likely that reference will be made to empirical studies and some candidates may refer to contemporary examples.</p> <p>By way of evaluation, candidates examine specific criticisms of Marxist studies. They may examine neo-Marxist criticisms of traditional Marxist views. They may consider the growing number of journalists who are women or from minority ethnic backgrounds. They may point to the vast range of media products available</p>	50	<p>Neo-Marxist could be credited as knowledge and/or evaluation</p> <p>Candidates who refer to the manipulative approach relating to traditional Marxism and who refer to the hegemonic approach relating to neo-Marxism should be credited</p> <p>Explanations may include:</p> <p>Theories such as: Marxism, neo-Marxism, Pluralism, Feminism.</p> <p>Concepts such as: hegemony, hierarchy of credibility, power, control, Logic of Capitalism, concentration, vertical and horizontal segregation, transnational ownership, diversification, synergy, globalisation, discourse, 4th estate, patriarchy</p> <p>Studies such as: CCCS, Hall et al, Becker, GUMG, Marcuse, Gramsci, Adorno, Fairclough, Curran, Audit Bureau of Circulations, Bagdikian, Miliband, Murdock and Golding, Negrine, Whale, Collins and Murrone, Walby.</p>

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	<p>across the world and the growth of internet communication. They may refer to investigative journalism such as the 4th estate. They may go on to consider alternative perspectives such as Feminism and Pluralism which emphasises diversity and choice in the media market place.</p>		<p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.
8	<p>Candidates are expected to demonstrate knowledge and understanding of sociological explanations of media representations of social class. Candidates will possess a clear and articulate understanding of the way in which at least one social class is represented, with the working class being the most likely. There will be an understanding of different theoretical explanations of why a social class is represented in the way it is. Candidates will draw upon contemporary examples of media images in addition to empirical research. There may be understanding of variations in media representations of a social class for example nostalgic portrayals of traditional working class communities, while, according to neo-Marxists the lower working class today are often represented as 'social problems' mirroring right wing views of an 'underclass' lifestyle/ 'NEETs'/Chavs/Hoodies. In comparison, Pluralists may point to the more naturalistic approach to working class representation</p>	50	<p>In order to reach level 4 or 5 for A01 and A02a, candidates will explicitly address the issue of social class and refer to sociological explanations.</p> <p>Explanations may include:</p> <p>Theories such as: Neo-Marxism, traditional Marxism, Pluralism, Postmodern views.</p> <p>Concepts such as: stereotypes, bias, nostalgia, ideology, hegemony, agency, moral panic.</p> <p>Studies such as: Devereux, Glennon and Butsch, Nairn, Reiner, Nick Cohen, Swale, Fawbert, Webster, GUMG, Curran & Seaton, Jhally and Lewis, Owen, Medhurst, Nairn, Hall, Williams, Dodd and Dodd, Gramsci, Marcuse, Golding and Middleton, Miliband, Strinati.</p>

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	<p>today in programmes such as the Royle Family. The middle classes according to neo-Marxists tend to be portrayed as 'the norm', perhaps reflecting the middle-class background of most media personnel, whilst the pluralists argue that media professionals represent social groups in a fair and balanced way. Candidates may examine the stereotypical portrayal of the upper class found in period dramas such as Pride and Prejudice and the prevalence of upper class presenters on prime time such as Trinny Woodall, Susannah Constantine and Kirstie Allsopp who front programmes informing the general public what not to wear or where to live etc.</p> <p>By way of evaluation, candidates may assess theoretical approaches in the light of empirical evidence and contemporary examples. They may refer to difficulties in measuring concepts such as stereotypes. The ideological premises of the theoretical arguments may be questioned. Candidates may examine the Postmodernist view that the media no longer transmits representations of social differences in terms of class. The boundaries between social groups are becoming less clear and representations of class are less clear.</p>		<p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.
9	<p>Candidates are expected to demonstrate knowledge and understanding of semiology: a study of signs, as a method of media research. Candidates may discuss the strengths of semiology in uncovering the meanings of signs and codes in both visual representations and media texts. They may focus on semiology as a qualitative approach, emphasising validity as strength. Candidates will refer to a range of studies and are likely to make reference to contemporary examples.</p>	50	<p>Candidates who refer to semiology as qualitative content analysis may be credited. However, confusion with quantitative content analysis should not be credited as accurate knowledge.</p> <p>Explanations may include:</p> <p>Theories such as: Neo-Marxism, Postmodern views, Feminism, Interpretivism, Positivism.</p>

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	<p>A strong emphasis may be placed on theory, for example neo-Marxism and Postmodern views. They may discuss the value of semiology in uncovering ideological messages for both neo-Marxists and Feminists.</p> <p>By way of evaluation, candidates may focus on the methodological weaknesses of semiology as well as making evaluative comments about specific studies which have used semiology. They may adopt a quantitative approach, emphasizing reliability as a weakness. Candidates may consider the issue of representativeness relating to the sample of media chosen for analysis. Candidates may consider issues of objectivity and bias as semiological analysis relies on the researcher's interpretation of the content. Also, semiology is based on the researcher's interpretation and not the way the audience receives the message. They may also evaluate the theoretical views of researchers who have adopted semiology as a major research tool. Candidates may consider alternative methods of media research such as content analysis and experiments and the fact that researchers such as the GUMG have combined semiology with other methods such as content analysis to produce a coherent analysis of the news.</p>		<p>Concepts such as: semiology, semiotics, coding, signs, signified – content, signifier – sound image, symbolic meaning, social phenomenon, validity, reliability, qualitative, quantitative, representativeness, generalisability, bias, distortion, objectivity.</p> <p>Studies such as: GUMG, CCCS, De Saussure, Strinati, Jackson, Harper, Hebdige, Schwartz and Jacobs, Fairclough, Scott, Levi Strauss, Foucault, McRobbie, Mulvey</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.
10	<p>Candidates will examine the view that direct action is the most effective form of political protest. They may refer to examples of direct action such as rioting, terrorism, demonstrations. A likely response is to examine direct action in the context of NSMs. Candidates may refer to differences between NSM and OSM regarding vehicles of political protest. They may refer to specific types of direct action associated with</p>	50	<p>In order to reach level 4 or 5 for A01 and A02a, candidates will explicitly address the issue of direct action and refer to sociological explanations.</p> <p>Explanations may include:</p> <p>Theories such as: Marxism, Postmodern views, New Right, Feminism.</p>

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	<p>NSM such as demonstrations, sit-ins, mass trespassing, publicity stunts etc. They may point out that while much of NSM action is legal involving mass civil disobedience, there are occasional instances of illegal criminal action such as letter bombs and breaking and entering. They may refer to the activities of groups such as Reclaim the Streets, Greenpeace and Make Poverty History. Candidates may examine direct action in the context of riots: a type of collective urban disorder which often involves criminal activity such as violence against property and clashes with police. They may refer to radical thinkers such as those informed by Marxism who maintain that rioting is a deliberate political act, a form of resistance and the only option available to groups marginalised from mainstream society. Others may consider political terrorism as a form of political action eg Northern Ireland where members of the IRA regarded themselves as freedom fighters attempting to overturn the political system in their bid to achieve a united Ireland.</p>		<p>Concepts such as: protest, rioting, political terrorism, collective response, alienation, relative deprivation, mass culture, counterculture, risk, reflexivity, cyber networking, netizens, global branding, racial discrimination, crisis of masculinity, freedom fighters</p> <p>Studies such as: Diani, Scott, Habermas, Touraine, Melucci, Field, Cohen and Ria, Giddens, Klein, Ronfeldt, Murray, Saunders, Bea Campbell, Kundnani, Back, Castells, Bachrach and Baratz, Hallaran, Button, Callinicos</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.
11	<p>Candidates are expected to display knowledge and understanding of a range of sociological explanations for the growth of global social movements. There will be explicit understanding of the concepts globalisation and social movements. Issues will be discussed such as the impact of globalisation on economic and political relationships and the significance of global mass culture.</p>	50	<p>Candidates who discuss New Social Movements without reference to Global social movements should not be credited beyond band 3.</p> <p>Explanations may include:</p> <p>Theories such as: Marxism, Postmodern views, Globalisation theory, Feminism.</p>

Question	Answer	Mark	Guidance
	<p>Candidates are likely to differentiate between old and new social movements. They may refer to patterns of change and the impact of globalisation on culture and identity. In addition to globalisation theory, candidates will examine a range of theories relating to globalisation such as Marxism, Feminism and the Postmodern view, for example Fukuyama's claims that the arrival of globalisation heralds the end of ideology and a worldwide system of politics based on liberal democracy. Candidates may refer to Marxist views that class conflict will continue, but on a global scale. Candidates will refer to empirical studies and/or contemporary examples of global social movements.</p> <p>By way of evaluation candidates will raise issues such as the adequacy of specific theories of the growth of global social movements and the assumptions underlying each theory. They may consider whether the explanations are supported by empirical evidence. They may consider whether OSM and NSM differ significantly in a global context and question the significance of global social movements.</p>		<p>Concepts such as: globalisation, social movements, anti-capitalism, multi and transnational corporations, McJobs, alienation, culture, identity, ideology, resistance, legitimacy, direct action.</p> <p>Studies such as: Hallsworth, Diani, Scott, Klein, Held, Lash and Urry, Ritzer, Touraine, Marcuse, Cohen and Kennedy, Melluci, Callinicos, Fukuyama</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.
12	<p>Candidates are expected to display knowledge and understanding of the influence of ideology on new social movements. They will demonstrate an understanding of the concept ideology and the contested concept new social movements. Candidates will differentiate between OSMs and NSMs. They will refer to a range of NSMs and are likely to consider sociological perspectives which focus on ideological issues such as Marxism and Feminism. Candidates may discuss patterns of change including the impact of</p>	50	<p>Explanations may include:</p> <p>Theories such as: Marxism, Feminism, Postmodern views, Globalisation theory.</p> <p>Concepts such as: ideology, old and new social movements, globalisation, capitalism, hegemony, patriarchy, identity, power, marginalisation, anti-globalisation, anti-capitalism, culture, risk, legitimacy, direct action, resistance.</p>

Question	Answer	Mark	Guidance
	<p>globalisation, the importance of identity, the nature of power in society and the emergence of anti-globalisation and anti-capitalist ideologies. Candidates will refer to examples of NSMs with reference to empirical and/or contemporary examples.</p> <p>By way of evaluation candidates are likely to assess the merits of explanations claiming that NSMs are influenced by ideological concerns. Critical material may raise questions such as whether ideology is significant for NSMs and whether the ideological influences on OSMS differ significantly from NSMs. Candidates may evaluate sociological explanations both empirically and theoretically. It is likely that alternative perspectives will be considered for example, the Postmodern view and explanations that suggest culture is more important than ideology for NSM. Candidates may analyse the view that if ideology is dead then it cannot lie at the heart of NSMs.</p>		<p>Studies such as: Touraine, Marcuse, Althusser, Hall, Habermas, Walby, Melucci, Scott, Offe, Klein, Callinicos, Smith, Smelser, Bell, Fukuyama,</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition may get top of level 2. • Juxtaposition only may get a low level 3 mark. • 1 developed point with no juxtaposition may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition with 2 underdeveloped points may get a mid to high level 3 mark. • Juxtaposition with 1 developed point may get a high level 3 mark. • 2 developed points with no juxtaposition may also get a high level 3 mark. • Juxtaposition with 2 developed points is enough to get into the bottom level 4.

APPENDIX 1

AO1 Knowledge and Understanding

NB Only use a mark at the bottom of the band if you are in doubt as to which band to use. This is called a CUSP mark. This only applies to Knowledge and Understanding and not the other two skill areas.

Mark band	Descriptor
21-23 Level 5	Candidates show an excellent knowledge and understanding which will be wide ranging, with considerable depth, detail and accuracy. There will be a strong emphasis on sociological explanations, concepts and relevant evidence and a holistic approach to sociological thinking i.e. demonstrates an ability to think in a sophisticated manner. The quality of written communication will be excellent, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation, and spelling.
16-20 Level 4	Candidates show a very good knowledge and understanding which will be full, wide ranging and detailed although lacks depth in places. There is likely to be accurate knowledge and understanding of sociological explanations/concepts/studies. At the bottom of the band, sociological explanations will be less developed. The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation, and spelling.
10-15 Level 3	Candidates show a good knowledge and understanding which will be either detailed or wide ranging. Responses may focus on studies and concepts, with some underdeveloped and superficial, understanding of sociological explanations. Alternatively responses may demonstrate a good knowledge and understanding of theory but lack precise sociological evidence. Responses which demonstrate some range and some depth should be placed towards the top. Where a response is narrow but very detailed or wide ranging and focused it should also be placed towards the top of this band. Responses which demonstrate some depth without range or some range without depth should be towards the bottom of the band. Responses which are wide ranging but generalised and only relevant to the specifics of the question now and again should also be placed towards the bottom of the band. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.
5-9 Level 2	Candidates show a basic knowledge and understanding which lacks both range and depth. Knowledge and understanding of sociological explanations, concepts and studies is partial / confused / undeveloped. There may be an over reliance on contemporary examples, unsupported by evidence. At the top of the band, responses may display knowledge which is accurate, but very undeveloped and lacking in depth or sociological knowledge is displayed although it is not directly related to the specifics of the question. Towards the bottom of the band, knowledge and understanding may be more vague, partial and inaccurate. The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.
1-4 Level 1	Candidates show a limited knowledge and understanding of sociological explanations/concepts/studies. At the top of the band, expect to see vague representations of the topic area. At the bottom of the band, there will be a lack of sociological evidence, relying heavily on anecdote and/or common sense.

	The quality of written communication will be limited, presenting some sociological material with limited coherence and many errors of grammar, punctuation and spelling.
0	No relevant sociological points.

AO2a Interpretation and application

Mark band	Descriptor
9-10 Level 5	Candidates show an excellent ability to interpret sociological knowledge and apply it to the question. Interpretation of sociological evidence will be explicit, accurate, and highly focused on and relevant to the question. Sociological knowledge may be applied to contemporary issues and debates and studies /concepts /explanations will be applied to the question in an accurate and sustained way.
7-8 Level 4	Candidates show a very good ability to interpret sociological knowledge and apply it to the question. Interpretation of sociological evidence will be clear and focused on the question. Sociological studies/concepts will be relevant to explanations.
5-6 Level 3	Candidates show a good ability to interpret sociological knowledge and apply it to the question. Relevant evidence will be interpreted and applied but, on occasions, this may be related to the general topic area rather than the specific question. The link between studies/concepts and explanations may be more implicit.
3-4 Level 2	Candidates show a basic ability to interpret sociological knowledge and apply it to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. There may be a lack of reference to appropriate studies/concepts. Connection and application to explanations may be vague and confused.
1-2 Level 1	Candidates show a limited ability to interpret sociological knowledge and apply it to the question. Knowledge will have limited relevance. Responses will lack both organisation and focus on the question.
0	No relevant sociological points.

AO2b Analysis and Evaluation

Mark band	Descriptor
15-17 Level 5	Candidates show an excellent ability to analyse and evaluate the view / explanation in the question. Sustained evaluative skills are demonstrated and the response will have an evaluative and reflective tone throughout. Responses will offer a critical commentary on sociological issues and debates drawing in depth on a variety of contrasting explanations and/or evidence.
10-14 Level 4	Candidates show a very good ability to analyse and evaluate the view / explanation in the question. There will be a range of relevant analysis and evaluation which includes explicit evaluation of explanation, where relevant. At the bottom of the band, analysis and evaluation may be more underdeveloped.
6-9 Level 3	Candidates show a good ability to analyse and evaluate the view / explanation in the question. There will be at least one relevant point of evaluation of explanations / evidence but they will be underdeveloped. Juxtaposition of explanations without specific evaluative comment should be placed towards the bottom of the band.

3-5 Level 2	Candidates show a basic ability to analyse and evaluate the view / explanation in the question. Evaluation will be generalised or narrow in focus or evaluation will be implicit. There may be evaluation which is partial/confused/vague.
1-2 Level 1	Candidates show a limited ability to analyse and evaluate the view / explanation in the question. Evaluation will be minimal and/or largely irrelevant and assertive in tone. Expect to see the beginnings of a view being expressed.
0	No relevant sociological points.

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