

Sociology

Advanced GCE

Unit **G673**: Power and Control

Mark Scheme for June 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

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

Question	Answer	Marks	Guidance
1	<p>Candidates are expected to demonstrate knowledge and understanding of theories, concepts and evidence related to Interactionist explanations of crime and deviance. They may discuss the relative nature of crime and deviance, the distinction between primary and secondary deviance, moral entrepreneurs and society's reaction. They may discuss labelling, deviance amplification and the self-fulfilling prophecy. They may go on to consider Interactionist critiques of official crime statistics.</p> <p>By way of analysis candidates may examine links between Phenomenology and Interactionism. Some candidates may discuss the manner in which neo-Marxism has embraced aspects of Interactionism such as the labelling process, to enhance their understanding of crime and deviance.</p> <p>By way of evaluation candidates may discuss the deterministic nature of Interactionist explanations, although some may counter evaluate with Becker's revised ideas on the process of labelling. Some may examine Marxist views such the failure of Interactionism to address the issue of power in society.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Interactionism, Phenomenology, New Criminology, Marxism, Feminism.</p> <p>Concepts such as: labelling, primary and secondary deviance, deviance amplification, master status, self-fulfilling prophecy, stigma, deviant career, moral panics, mortification, social construct, moral entrepreneurs, moral crusade.</p> <p>Studies such as: Becker, Lemert, Matza, Goffman, Malinowski, Kitsuse, McIntosh, Plummer, Heckert and Best, Cicourel, Wilkins, S. Cohen, Young, Taylor, Walton & Young, Hall, Akers, Liazos, Gouldner, McRobbie and Thornton.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3 mark. • Juxtaposition/ evaluative tone with 2 explicit developed points is enough to get into the bottom level 4.

Question	Answer	Marks	Guidance
2	<p>Candidates are expected to demonstrate knowledge and understanding of social class differences in patterns of crime (e.g. from OCS, BCS (CSEW)). They will be expected to demonstrate knowledge and understanding of more than one sociological explanation such as Functionalism, Subcultural theorists, Neo-Marxist subcultural theorists, Right and Left Realist views, Marxists. The significance of sub-cultures, resistance and rebellion may be discussed.</p> <p>By way of evaluation, candidates may discuss white collar crime, corporate crime, crimes of the powerful. They may focus on the theoretical critiques of the theorists who argue that most crime is committed by the working class. They may consider the over-reliance on official statistics from Functionalist and New Right perspective. They may evaluate OCS by use of self-report studies. They may discuss Interactionist views on the dark figure of crime, negotiated justice, police practices, the nature of policing, the judiciary and the courts. They may discuss the Marxist critique of the Left Realists' conceptualisation of power and may go on to examine the determinism of traditional Marxism. Candidates may examine Feminist and Postmodern critiques of theorists who argue that crime is synonymous with the working class.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Functionalism, Subcultural Theories, New Right, Left and Right Realism, Marxism, Interactionism, Feminism, Postmodern views, Ecological Theory.</p> <p>Concepts such as: subcultures, status frustration, underclass, resistance, rebellion, marginalisation, relative deprivation, alienation, labelling, white collar crime, corporate crime, crimes of the powerful, military policing, negotiated justice, edgework, moral panics, coughing, cuffing, bias, dark figure of crime, tipping.</p> <p>Studies such as: OCS, BCS (CSEW), Islington Crime Survey, Merton, A.Cohen, Cloward & Ohlin, Miller, Lea and Young, Murray, Hirschi, Becker, Hall, Cicourel, Hebdige, P.Cohen, Clarke, Hall & Jefferson, Matza, S.Cohen, Box, Taylor, Walton & Young, Lea & Young, Chambliss, Snider, Croall, Sutherland, Pearce, Miliband, Slapper & Tombs, Katz, Lyng, Shaw & McKay, Bottoms.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3 mark. • Juxtaposition/ evaluative tone with 2 explicit 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 at least one social group which is more likely to experience crime. Candidates may refer to the working class, minority ethnic groups, women regarding domestic violence/sexual harassment, the young, the elderly. Some candidates may refer to issues of location. Reference may be made to victimisation studies. It is expected that candidates will refer to more than one explanation and may discuss Feminism, Left Realism, Right Realism, Marxism, Interactionism and Functionalism,</p> <p>By way of evaluation, candidates may focus on methodological weaknesses of victimisation studies and official crime statistics. They may examine concepts such as the dark figure of crime. They may discuss issues of reliability and validity. Candidates are likely to refer to theoretical critiques of the explanations discussed, with issues of power and determinism likely. They may question whether crime prone communities are a reality and they may discuss the processes involved in the social construction of crime.</p>	50	<p>NB: the specification identifies Left Realism and Feminism as specific theories related to the study of victims, therefore candidates who only discuss these two theories can still be rewarded for wide ranging knowledge.</p> <p>Explanations may include:</p> <p>Theories such as: Feminism, Left Realism, Functionalism, Marxism, Interactionism, Right Realism, Ecological theory.</p> <p>Concepts such as: victimisation, deprivation, social exclusion, marginalisation, relative deprivation, subcultural resistance, patriarchy, transgressive criminology, social control, racism, alienation, labelling, stereotypes, zone of transition, social disorganisation, tipping, night-time economy, capitalism.</p> <p>Studies such as: BCS (CSEW), Islington Crime Surveys, Smart, Dobash & Dobash, Stanko, Walklate, Carrabine, Karmen, Walby & Allen, Wilson, Young, Lea & Young, Merton, Chicago School, Shaw & McKay, Hall, Gilroy, Baldwin & Bottoms, Morris, Lash and Urry, Muncie & McLaughlin, Heidensohn, Hobbs, Hough & Mayhew.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3 mark.

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4	<p>Candidates are expected to demonstrate knowledge and understanding of the Marxist views of the role of education in society. There will be accurate discussion of Marxists such as Althusser and Bowles & Gintis. Candidates may examine Marxist ideas such as the legitimization of inequality through the hidden curriculum. They may discuss the 'myth of meritocracy'. Candidates may examine Marxist views on inequality relating to private education and notions of cultural capital.</p> <p>By way of evaluation, candidates may examine ideological differences between Marxism and alternative views such as the Functionalists and the New Right. They may examine Willis' views on resistance and move on to examine the lack of empirical research to support Althusser's ideas and they may question the accuracy of the correspondence principle. Candidates may refer to Feminist criticism of Marxism with reference to the patriarchal nature of education in society.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Marxism, Functionalism, New Right, Social Democratic, Feminism.</p> <p>Concepts such as: inequality, capitalism, ideology, hegemony, ideological state apparatus, false consciousness, correspondence principle, cultural capital, hidden curriculum, counter-school culture, (myth of) meritocracy, equality of opportunity, role allocation, social solidarity.</p> <p>Studies such as: Marx, Althusser, Bowles and Gintis, Bourdieu, Boudon, Gramsci, Giroux, Willis, Illich, Parsons, Durkheim, Davis and Moore, Hartman.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3 mark. • Juxtaposition/ evaluative tone with 2 explicit 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 boys' patterns of achievement. Some may recognise that not all boys underachieve and may refer to recent statistics. It is likely that they will differentiate between middle class and working class patterns of achievement and consider ethnicity as a variable. Candidates will display knowledge and understanding of the view that processes within schools influence boys' patterns of achievement. They may examine subject choice and patterns of achievement. There will be a clear understanding of Interactionist and Interpretivist theories drawing upon issues such as teacher expectations, stereotyping, labelling, self-fulfilling prophecy, master status and subcultures. Candidates may examine the hidden curriculum and exclusion rates. Some may examine the feminisation of teaching and the influence of peer groups within the school.</p> <p>By way of evaluation candidates will consider the view that boys' patterns of achievement are influenced more by factors outside schools such as the home. They may consider the New Right focus on absent fathers, anti-school subcultures, the crisis of masculinity and moral panics. Some candidates may go on to raise issues concerning the over determinism of some theoretical perspectives and lack of empirical evidence. They may consider the extent to which gender is a key variable in boys' educational achievement as opposed to class and ethnicity. Some may examine the notion of meritocracy and whether boys are underachieving compared to girls.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Interactionism, Feminism, Functionalism, New Right.</p> <p>Concepts such as: masculinity, stereotypes, labelling, feminisation of teaching, teacher expectations, master status, self-fulfilling prophecy, subcultures, setting, banding, anti-school subcultures, peer pressure, primary socialisation, cultural deprivation, language codes, feminisation of the labour market, crisis of masculinity, wasted generation of boys.</p> <p>Studies such as: Mitsos and Browne, Mac an Ghail, Willis, Connell, Wragg, Becker, Ball, Gray and McLellan, Kane, Jackson, Frosh, Phoenix & Pattman, Hargreaves, Francis, Skelton, Sharpe, Epstein, Carrington, Weiner, Gilborn and Mirza, Oster, Wilkinson, Weiner, Sewell, Archer.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3 mark. • Juxtaposition/ evaluative tone with 2 explicit developed points is enough to get into the bottom level 4.

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6	<p>Candidates are expected to demonstrate knowledge and understanding of education policies since 1988. They may consider policies ranging from the early years through to post-16 education: both vocational and academic; however some may choose to focus specifically on policies relating to children and young people in education. Candidates may have knowledge of critics such as Ball, Tomlinson who have argued that education policies benefit the middle class children and young people. Candidates may adopt a chronological approach to consider the views of sociologists who argue that possibly by default, education policies favour the middle classes. Some candidates may place policies within ideological frameworks, for example the influence of New Right thinking on the ERA and marketisation. Some candidates may structure their answer around the views of particular sociologists and examine their views of a range of policies. For example they may consider issues of inequality, material deprivation and cultural and consider the Marxist perspective that initiatives such as Sure Start, a form of compensatory education are simply 'ideological window dressing', an attempt to hide the inequalities resulting from a capitalist system.</p> <p>Some candidates may examine Wragg's (2005) view that education policies introduced by Conservative and Labour governments have lead to a three tier education system in which the chasms between the classes have been excavated. Some may consider the view that despite New Labour policies aimed to increase university places, the gap in participation between the classes has not been reduced in recent years.</p> <p>By way of evaluation, candidates may examine the view that recent education policies do not favour the middle classes. They may examine the views of writers such as</p>	50	<p>Due to the nature of the topic area, candidates may concentrate on policies rather than studies. These 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, Social Democratic theory, New Labour, Marxism, Functionalism.</p> <p>Concepts such as: socialisation, marketisation, personalisation, parentocracy, skilled choosers, SATs, league tables, basic skills, literacy and numeracy hours, widening participation, ERA, EAZs, EiCs, Sure Start, Academies, Gifted and Talented education programmes, Modern Apprenticeships, Free Schools, Faith Schools, meritocracy, catchment areas, lottery, ideology, re-created tripartite, proposals for abolition of modules and re-sits in GCSE and A Level.</p> <p>Studies such as: Ball, Thrupp, Gewirtz, West and Hind, Bourdieu, Machin & Vignoles, Machin & McNally, McKnight, NESS Team, Parsons, Miller, Burgess, Wragg, Coldron, Leech & Campos, Gove.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3

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	<p>Coldron who, considering the issue of parental choice found that both middle class and working class parents actively chose different schools for their children. Candidates may refer to areas in England where councils have adopted a lottery system to allocate places in oversubscribed schools, to avoid class bias. Also the New Labour policy of Personalisation encourages active learners in all levels of education regardless of social class background. In Wales EMA introduced by the Welsh government continues to encourage financially disadvantaged students to participate in further education to positive effect (Machin & Vignoles). Also the New Right and New Labour have focused on tackling the lack of basic skills through the ERA and the introduction of the literacy and numeracy hours to positive effect (Machin & McNally). New Labour's wider participation policies were based on Social Democratic ideals. Although candidates may offer the counter evaluation of introduction of fees and loans. Also, McKnight notes small improvements in results following the introduction of EAZs and EiCs.</p>		<p>mark.</p> <ul style="list-style-type: none"> • Juxtaposition/ evaluative tone with 2 explicit developed points is enough to get into the bottom level 4.

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7	<p>Candidates are expected to demonstrate knowledge and understanding of the view that audiences are the main influence on the content of the media. It is likely that they will place the view within a Pluralist perspective.</p> <p>Candidates may consider the extent to which Pluralism regards the media as an outlet for the views of a diverse range of groups in society and as a key component of democracy. There is likely to be a discussion of the pluralist views that media owners generally manage their products in a responsible manner because media content is largely determined by the market, hence audience power. Also candidates may consider the Pluralist views that journalists are socialised into professional ethics and furthermore that public service broadcasters hold a significant share of the market. Candidates may refer to examples where audiences have withdrawn support from a product such as the destruction of the market for the Sun newspaper in Liverpool.</p> <p>By way of evaluation candidates are likely to discuss alternative theories, notably traditional Marxism and their views on the media as a tool of capitalism encouraging false class consciousness among audiences. They may refer to the Marxist view that media owners aim to transmit ruling class ideology as the 'truth', in a climate where 'alternative' viewpoints are rarely heard or not taken seriously. They may examine neo-Marxists views on the social background of journalist and broadcasters who exercise more power than the audience albeit unconsciously, through agenda setting etc. Candidates may consider Postmodern views that in a global economy choice is the norm and Feminist critiques of the content of the media.</p>		<p>Due to the slightly narrow range of material in support of the view in this question, a positive approach should be taken when assessing how 'wide-ranging' the knowledge displayed actually is.</p> <p>Explanations may include:</p> <p>Theories such as: Pluralism, Traditional Marxism, Neo-Marxism, Postmodern views, Feminism.</p> <p>Concepts such as: choice, horizontal and vertical integration, public service broadcasting, media professionalism, agenda setting, globalisation, hegemony, false consciousness, ideology, media conglomerates, diversification, cybermedia, synergy, technical convergence, interactivity, citizen journalism, churnalism, gatekeepers, news values, news diary.</p> <p>Studies such as: Curran, Doyle, Whale, Collins & Murrone, Tunstall and Palmer, GUMG, The Sutton Trust, Barnett and Weymour, CCCS, Bagdikian, Baudrillard, Miliband, Murdock and Goulding, Schiller, Davies, Galtung & Ruge, Schlesinger.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3 mark. • Juxtaposition/ evaluative tone with 2 explicit developed points is enough to get into the bottom level 4.

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8	<p>Candidates are expected to display knowledge and understanding of sociological methods of researching the media. They will consider different methods such as content analysis, semiotics and experiments. Research by the GUMG is most likely during discussions of content analysis as a quantitative method. Candidates may discuss the strengths of semiology as a qualitative method in uncovering meanings of signs and codes in both visual representations and media texts. Candidates may examine experiments as a method, particularly with reference to media effects, with Bandura's research likely to be mentioned. Reference may be made to both Positivism and Interpretivism.</p> <p>By way of evaluation candidates may assess the adequacy of research methods in relation to the available empirical evidence and/or their predictive value. Candidates may examine methodological problems associated with different methods, such as issues of definition, operationalisation and/or causality. Candidates may raise issues relating to interpretation and analysis.</p>		<p>Explanations may include:</p> <p>Theories such as: Positivism, Interpretivism, Marxism, Neo-Marxism, Postmodern views, Pluralism, Feminism.</p> <p>Concepts such as: content analysis, semiology, field experiments, laboratory experiments, interpretation, validity, reliability, representativeness, bias, scientific method, Hawthorne effect, ethics.</p> <p>Studies such as: GUMG, Hall, Bandura, Best, Ferguson, Fesbach and Singer, Belson, Curran and Gurevitch, Galtung and Ruge, Liebert and Baron, Livingstone, Gerbner and Gross, Lobban, Parke, Vasterman, McRobbie, Mulvey.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3 mark. • Juxtaposition/ evaluative tone with 2 explicit developed points is enough to get into the bottom level 4.

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9	<p>Candidates are expected to demonstrate knowledge and understanding of the view that media representations of social groups are changing with reference to more than one social group: gender, ethnicity, class and age groups are the most likely to be chosen. To examine the view, candidates will need some brief historical context and consider those theorists who argue that the representations are changing. The nature of the change described will be dependent upon the social group chosen, for example Westwood argues that representations of women have become more positive; while Wayne argues that media representations of young people have become overwhelmingly negative. However, it is also likely that candidates will refer to less significant changes; for example less stereotypical representations of minority ethnic groups.</p> <p>By way of analysis, candidates will refer to studies that support the view that media representations of social groups are changing.</p> <p>By way of evaluation candidates may note the continuity of representations, for example women continue to be portrayed in a limited range of roles, women's magazines continue to be organised around 'a cult of femininity'. They may refer to the continued under-representation or negative stereotypical representation of minority ethnic groups across a range of media content. Also the continued negative portrayal of the working class as opposed to more positive portrayals of the middle classes in situation comedies, TV dramas and films.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Liberal feminism, Marxist feminism, Radical feminism, Neo-Marxism, Interactionism, Pluralism, Postmodern views.</p> <p>Concepts such as: cult of femininity, male gaze, masculinity, sexual objectification, symbolic annihilation, false consciousness, cultural hegemony, ghettoisation, Islamophobia, misogyny, tokenism, underclass, moral panics.</p> <p>Studies such as: (Gender) Connell, Tunstall, Mulvey, Tuchman, Gallagher, GUMG, Gill, Fawcett Society, Duncan & Messner, Orbach, Fiske, Easthorpe, Sharples, Collier, Dietz, Ferguson, Wolf, Kilbourne, Gauntlett, Wilkinson, Whannel. (Ethnicity) Akinti, Van Dijk, Agbetu, Hall, Moore et al, Watson, Back, Zylinka, REACH Report, (2007), Best & Kellner, Cashmore, Parekh, Manual, Mitchell, Philo & Beattie, Sewell, Poole, Richardson, Whittaker, Ameli, GUMG, Pambazuka. BBC Survey (2002), BBC News Online (2005) Shah. (Class) Nairn, Reiner, Cohen & Young, Newman, Butsch, GUMG, Curran & Seaton, Shildrick & MacDonald, Hayward & Yar, Webster, Swale, McKendrick, Cohen. (Age) Heintz-Knowles, Evans & Chandler, Wayne, Newman, Age Concern, Landis, Lee, Robinson.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed

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			<p>point may get a high level 3 mark.</p> <ul style="list-style-type: none">• 2 explicit developed points may also get a high level 3 mark.• Juxtaposition/ evaluative tone with 2 explicit developed points is enough to get into the bottom level 4.

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10	<p>Candidates are expected to demonstrate knowledge and understanding of more than one sociological explanation for the growth of new social movements (NSM). There will be accurate references to the chosen sociological theories on the growth new social movements. Candidates may be aware of competing definitions of NSM and the difficulty in generalising about the social profile of the people involved. Candidates may compare different types of NSM and old social movements (OSM). They may discuss a range of interpretations and the assumptions underlying the sociological explanations. Candidates may discuss Postmodern views that the growth of NSM reflected the desire of individuals to assert their identity in a changing society through organised collective actions. They may go on to discuss the Functionalist informed Collective Behaviour Theory which drew upon strain theory and viewed NSM as a dangerous and irrational response to social change. Candidates may examine Resource Mobilisation Theory (RMT) which focuses on individual and selfish reasons for joining new social movements such as joining for personal gain, rather than as a search for identity, or commitment to an ideological/political 'cause'. Candidates may examine Marxist explanations that the growth of NSM occurred in response to the growing dominance of the capitalist state in modern society and the need to reverse inequalities emanating from capitalism. Candidates may draw upon contemporary examples and/or empirical research.</p> <p>By way of evaluation candidates may examine the view that no single theory is able to satisfactorily explain the growth of new social movements. They may discuss the difficulties involved in establishing fundamental differences between old and new social movements. Candidates may</p>	50	<p>Explanations may include:</p> <p>Theories such as: Postmodern views, Resource Mobilisation Theory, Collective behaviour theory, Marxism, Functionalism. Pluralism.</p> <p>Concepts such as: NSM, OSM, defensive NSM and offensive NSM, identity, individualism, idealism, social and economic change, social class dealignment, hegemony, globalisation, reflexivity, meta-narratives.</p> <p>Studies such as: Hallsworth, Storr, Cohen & Rai, Foulks, Meluccci, Crook, Giddens, Callinicos, Burningham and Thrush, Scott, Klein, Habermas, Offe, Touraine, Marcuse, Gramsci, Smelser, Cohen and Kennedy, McCarthy and Zald, Beuchler, Gorrington & Rosier, Mamaey.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3 mark. • Juxtaposition/ evaluative tone with 2 explicit developed points is enough to get into the bottom level 4.

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	<p>discuss Marxist criticisms of postmodern views. They may focus on the outdated views of Functionalist informed theories which hold an essentially static view of society. They may question the RMT assumption that NSM have a formal organisation and point to problems of making generalisations about members. The RMT is accused of neglecting the role of idealism and collective identity in the growth of NMS and cannot explain differences between social movements. Candidates may point to the deterministic elements of Marxist explanations. Also they may examine the extent to which each theory can be supported by empirical evidence.</p>		

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11	<p>Candidates are expected to demonstrate knowledge and understanding of more than one explanation of changing patterns of political action in contemporary society. They may discuss both established and non-institutional forms of political action. It is likely that candidates will refer to at least one contemporary example. They may refer to theories such as Marxism, Feminism, Pluralism, Collective Identity Theory, Postmodern views, Globalisation. They may examine explanations of a riots, occupation, peace camps, protests, demonstrations, marches, culture jamming and internet campaigns.</p> <p>By way of evaluation, candidates may argue that the diversity of social movements and forms of political action renders the possibility of applying any single theory that clearly explains changing patterns of political action difficult. Candidates may compare and contrast a range of alternative explanations. They examine the theoretical limitations of any particular theory and may examine the extent to which each theory can be supported by empirical evidence.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Marxism, Feminism, Pluralism, Collective Identity Theory, Globalisation, Postmodern views.</p> <p>Concepts such as: new and old social movements, class conflict, urban social movements, civil disobedience, collective consumption, collective identity, sexual identity, gender identity, patriarchy, reclaim the streets, reflexivity, risk society, identity politics, globalisation, global imperialism, culture jamming, anti-capitalism, transnational social movements.</p> <p>Studies such as: Giddens, Castells, Habermas, Marcuse, Walby, Gilligan, Butler, Roseneil, Nash, Beck, Melucci, Touraine, Fukuyama, Saunders, Hirst, Lash and Urry, Klein, Ritzer, Callinicos, Back, Bachrach & Baratz.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3 mark. • Juxtaposition/ evaluative tone with 2 explicit developed points is enough to get into the bottom level 4.

Question	Answer	Marks	Guidance
12	<p>Candidates are likely to locate the view point within a Marxist perspective. They are expected to demonstrate an understanding of the concept of the state and to recognise the complexity of explaining the notion of influence. Candidates may precisely define the 'ruling class' and they are likely to demonstrate an understanding of the major assumptions behind the Marxist perspective. Candidates may go on to discuss direct rule through the government and indirect rule through occupation of powerful positions in the civil service and judiciary (Miliband). Candidates may discuss conflict, coercion, ideology and hegemony and neo-Marxist notions of false consciousness. Some may examine Poulantzas' view that the state in all capitalist societies serves the interests of the ruling class.</p> <p>By way of evaluation, candidates may note that while Marxists agree that the state serves the interests of the ruling class, this is a difficult assertion to prove. Also, concepts such as ideology and hegemony are difficult to operationalise. Some candidates may refer to examples where the state does not appear to uphold the interests of the ruling class, such as during the banking crisis. Candidates may go on to examine whether the existence of elites in society necessarily constitute a ruling class. Candidates may draw upon competing perspectives such as pluralism, Elite theory, postmodern views.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Marxism, Neo-Marxism, Pluralism, Elite theory, Feminism, New Right.</p> <p>Concepts such as: the state, ruling class, capitalism, direct and indirect rule, hegemony, ideology, coercion, conflict, Oxbridge, Pluralism, democracy, elite, discourse.</p> <p>Studies such as: Miliband, Althusser, Scott, Poulantzas, Abercrombie & Warde, Westergaard, Hastings, Dahl, Grant, Aron, Lukes, Pareto, Mosca, C.Wright Mills, Held, Foucault, Allen, Walby.</p> <p>Guidance for Evaluation</p> <ul style="list-style-type: none"> • 1 undeveloped point with no juxtaposition/ evaluative tone may get top of level 2. • Juxtaposition only may get low level 3 mark. • 1 explicit developed point may get a low to mid level 3 mark. • 2 underdeveloped points may get a mid level 3 mark. • Juxtaposition/ evaluative tone with 1 explicit developed point may get a high level 3 mark. • 2 explicit developed points may also get a high level 3 mark. • Juxtaposition/ evaluative tone with 2 explicit 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 but underdeveloped, though mostly 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 directly 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 relevant 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/or analytical 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 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/ or assertive in tone. Expect to see the beginnings of a view being expressed.
0	No relevant sociological points.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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