

GCE

Sociology

Unit **G673**: Power and Control

Advanced GCE

Mark Scheme for June 2014

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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

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

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
KU	Knowledge and understanding: studies, theories, policies, methods
CON	Concept
EG	Example
APP	Interpretation and application
EVAL	Evaluation: criticism
AN	Analysis: positive evaluation
J	Juxtaposition: where alternative explanations are discussed without any evaluative link
DEV	Developed: fully explained in a relevant way
^	Underdeveloped: partially explained but requiring more depth
U	Unsubstantiated/ undeveloped/ implicit: accurate without explanation/ support
?	Unclear/ inaccurate
⋮	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

Subject-specific marking instructions

Question	Answer	Mark	Guidance
1	<p>Outline and assess the view that the law is used to oppress the working class.</p> <p>Candidates are likely to locate the viewpoint within the Marxist perspective. There may be accurate discussion of both traditional and neo-Marxist views on law creation and enforcement. There may be discussion on whether the state is controlled or influenced by the ruling class in order to oppress the working class. Candidates may discuss the notion of hegemony. They may go on to discuss whether crimes of the powerful are ignored and whether the working class have become criminalised to help maintain the power of the ruling class. The nature and role of policing may be discussed and working class resistance to oppression. This may be linked to racism. Candidates may discuss the neo-Marxist combination of the state, police and media in oppression of the working class. Candidates may discuss Interactionist views on how the law is used to oppress the working class.</p> <p>By way of analysis, candidates may refer to empirical and contemporary evidence in support of the view.</p> <p>By way of evaluation, candidates may examine the limitations of traditional and neo-Marxist explanations, for example from a Functionalist perspective. They may discuss the deterministic nature of some Marxist explanations. They may examine the ideological basis of Marxist theorising. Some may refer to the left realist criticism that Marxist approaches romanticise working class criminals and fail to reflect reality.</p>	50	<p>Explanations may include: Theories such as: traditional Marxism, neo-Marxism, interactionism, realism, functionalism, feminism.</p> <p>Concepts such as: oppression, working class, ruling class, hegemony, repressive state apparatus, ideological state apparatus, exploitation, alienation, resistance, white collar crime, corporate crime, scapegoats, subculture, labelling, moral panics.</p> <p>Bonger, Gordon, Chambliss, Snider, Gilroy, Cohen, Althusser, Box, Hall, Miliband, Slapper and Tombs, Croall, Taylor, Walton and Young, Lea and Young.</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.

2		<p>Outline and assess sociological explanations of the over representation of males in crime statistics.</p> <p>Candidates are expected to demonstrate knowledge and understanding of both male and female patterns of crime. They may draw upon a range of sources both official and unofficial for example, OCS, CSEW (BCS), other victim surveys, self-report surveys. They will examine relevant theories on why males are over-represented in the statistics accurately and in detail. Candidates may consider the importance of subcultures, primary and secondary agents of socialisation, social control, masculinity, femininity and identity issues.</p> <p>By way of analysis, candidates may draw upon empirical and/or contemporary evidence in support of the theories discussed.</p> <p>By way of evaluation, candidates may question sociological explanations in the light of the reliability of statistics, particularly official statistics. They may discuss the apparent increase in female crime, empirical evidence from victimisation and self-report studies and the validity of the chivalry thesis. They may go on to criticise the ideological and methodological underpinnings of the theoretical explanations. Some may consider whether the class and ethnicity of the males make it difficult to isolate gender as a variable.</p>	50	<p>Responses which are not framed around traditional theoretical viewpoints can still be rewarded at the highest level.</p> <p>Explanations may include:</p> <p>Theories such as: Feminism, Marxism, subcultural theories, postmodern views, realism, functionalism.</p> <p>Concepts such as: socialisation, culture, biology, masculinity, social control, stereotypes, labelling, drift, status frustration, focal concerns, self-report studies, deindustrialisation, edgework, risk, bedroom culture, femininity, chivalry.</p> <p>Studies such as: Connell, Messerschmidt, Jones, Katz, Lyng, Wilson, Willis, Pollak, Box, Farrington, Morris, Jackson, Mac an Ghail, Matza, Dalton, Heidensohn, Oakley, McRobbie, Lees, Carlen, Adler, Campbell, Denscombe, Smart, Cohen, Miller.</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>Outline and assess sociological explanations of why there is a high crime rate in cities.</p> <p>Candidates may compare the crime rates in urban and rural areas. Candidates may draw upon evidence from the UK, the USA and elsewhere. They may discuss issues such as social disorganisation in the development of cities, a weak sense of community and informal social controls. They may discuss the concept of ‘tipping’ to explain differential crime rates. Candidates may discuss the notion of opportunities for crime in different locations, cognitive maps and broken windows.</p> <p>By way of analysis, candidates may draw upon empirical and/or contemporary evidence in support of explanations. They may refer to the contribution of particular explanations to government policy (in the UK and USA).</p> <p>By way of evaluation, candidates may critically evaluate the philosophical premises of the explanations. They may for example criticise the New Right perspective for failing to explain initial deviant activity. Criticisms of social disorganisation theory may relate to difficulty in generalising the explanations. Methodological issues may be raised as many of the explanations rely on official police statistics and the Crime Survey for England & Wales (CSEW previously British Crime Survey) and the validity of the data may be questioned.</p>	50	<p>Explanations may include:</p> <p>Theories such as: subcultural theories, functionalism, The Chicago School, The New Right, Marxism, realism, interactionism.</p> <p>Concepts such as: social disorganisation, social controls, spatial distribution, environmental criminology, zone of transition, tipping, cultural heterogeneity, delinquents, target attractiveness, target accessibility, broken windows, spiral decay, differential association.</p> <p>Studies such as: Shaw and McKay, Lander, Baldwin and Bottoms, Bottoms and Wiles, Wiles and Costello, Wilson and Kelling, Skogun, Brantingham, and Brantingham, Carter and Hill, CSEW (BCS), Clarke, Cohen and Felson, Morris, Young, May and Kobrin, Murray, Gill, Sutherland, Wilkstrom.</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>Outline and assess the functionalist view that the education system is meritocratic.</p> <p>Candidates are expected to demonstrate an accurate knowledge of the concept 'meritocratic'. They will locate 'meritocracy' as a key functionalist concept. There will be explicit understanding of the major assumptions behind the functionalist views on the education system. Candidates may refer to Durkheim's view that as society becomes more complex, a specialised division of labour emerges with a greater number of occupations, roles and a growth in demand for specialised skills requiring more diverse education and training. Candidates may go on to consider the views of Parsons and Davis and Moore on the function of education in sifting and sorting children through exams and accompanying qualifications so that each child is allocated an appropriate role in society i.e. the world of work. This would be achieved through a meritocratic system where equality of opportunity is judged by universalistic standards of merit.</p> <p>By way of analysis, candidates may refer to empirical and/or contemporary evidence in support of the functionalist views. They may consider New Right support for functionalist views and the echoes of functionalism in contemporary educational policies.</p> <p>By way of evaluation, it is likely that candidates will consider alternative perspectives such as the Social Democratic support for the view that education should provide equality of opportunity; however they maintain that the functionalists ignore inequalities in society. They may consider Marxists such as Bowles and Gintis and their views on the myth of meritocracy. Candidates may consider traditional and neo-Marxist critiques. They may go on to consider the feminist critique that meritocratic policies mask patriarchal values. The interactionist views</p>	50	<p>Explanations may include:</p> <p>Theories such as: functionalism, new right, social democratic approach, Marxism, feminism, interactionism.</p> <p>Concepts such as: meritocracy, equality of opportunity, individualism, particularistic and universalistic standards, role allocation, myth of meritocracy, ideology, correspondence principle, patriarchy, labelling, self-fulfilling-prophecy, cultural capital.</p> <p>Studies such as: Durkheim, Parsons, Davis and Moore, Saunders,</p> <p>Bowles and Gintis, A Ithusser, Bourdieu, Willis, Reynolds, Brown, Becker, Gilroy, Woolfe, Ball, Tumin, Spender, Skelton and Francis.</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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		on labelling groups of children based on stereotypes may be considered. Some candidates may question whether a meritocratic society is possible.		
5		<p>Outline and assess sociological explanations of differences in educational achievement between ethnic groups.</p> <p>There will be a clear understanding of the differences in performances and more than one ethnic group will be referred to such as White, African-Caribbean, Pakistani, Bangladeshi, Chinese and Indian groups. Candidates may examine stereotyping, racism, teacher expectations, labelling, the self-fulfilling prophecy, the hidden and the National Curriculum, institutional racism, cultural capital, language codes, and subcultures. It is likely that candidates will focus on in-school and out of school explanations.</p> <p>By way of analysis, candidates may refer to empirical research and/or contemporary issues in support of the explanations</p> <p>By way of evaluation, candidates may discuss theoretical and methodological weaknesses of the explanations discussed. Some may argue that attempting to separate inside school and outside school factors is artificial. Candidates may point to the importance of class and gender as variables in relation to educational achievement.</p>	50	<p>Responses which are not framed around traditional theoretical viewpoints can still be rewarded at the highest level.</p> <p>Explanations may include: Theories such as: interactionism, Marxism, functionalism, New Right.</p> <p>Concepts such as: labelling, self-fulfilling-prophecy, teacher expectations, National Curriculum, hidden curriculum, racism, institutional racism, ethnocentric curriculum, 'myth of return', resistance, subcultures, material factors, cultural deprivation, language codes, cultural capital.</p> <p>Studies such as: Mitsos, Modood, Mirza, Mac an Ghail, Wright, the Swann Report, CRE, Sewell, Bolognani, The Wanless Report, Shain, Archer and Francis, Gillborn, Strand, Coard, Connelly, Labov.</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

					<p>high level 3 mark</p> <ul style="list-style-type: none"> Juxtaposition with 2 developed points is enough to get into the bottom level 4.
6		<p>Outline and assess the view that educational policies since 1988 have not improved educational standards.</p> <p>Candidates are expected to demonstrate accurate knowledge of educational policies since 1988. They will possess knowledge and understanding of the view that educational policies have not improved standards for some groups. Candidates are likely to discuss policies designed to raise standards emanating from the ERA such as parental choice and competition through to marketisation. Candidates may focus on measurable changes such as GCSE and SATs results. They may consider that an improvement in the overall success of girls may be masking the underachievement of working class girls. Candidates may consider Marxist comments that schemes such as Sure Start were ideological window dressing with little measurable improvement in standards. Some candidates may examine the Marxist informed views 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, hence the need for the introduction of a lottery system to allocate places in some schools in England.</p> <p>By way of analysis, candidates may refer to empirical and/or contemporary evidence in support of the view.</p> <p>By way of evaluation, candidates will consider the more optimistic perspective that policies since 1988 have led to</p>	50	<p>Due to the nature of this topic area, candidates may concentrate on policies rather than studies and this should be credited in the same way.</p> <p>Responses which are not framed around traditional theoretical viewpoints can still be rewarded at the highest level.</p> <p>Any pre 1988 policies should only be credited where there is a direct link to post 1988 policies.</p> <p>Explanations may include: Theories such as: Marxism, feminism, New Right, New Labour, functionalism and postmodern views.</p> <p>Concepts/policies such as: standards, ideology, meritocracy, patriarchy ERA, choice, inequality, competition, sink schools, league tables, parentocracy, cultural capital, Academies, Faith schools, Free schools, GCSEs, SATs, basic numeracy and literacy, Sure Start, EMA, EAZs, EIC, pupil premium, tuition fees.</p> <p>Studies such as: Ball, Machin and McNally, McNight, Tomlinson, NESS Team, Bourdieu, Bowles and Gintis, Parsons, Gerwitz, Leech and Campos, Fuller, Archer, Jackson.</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 	

		<p>an improvement in educational standards for all. They may refer to the New Right, New Labour as well as the Coalition government. Candidates may point to the increased choice of schools since 1988, the rising levels of measurable success for all, the perceived importance of basic literacy and numeracy initiatives and the introduction of 'special measures' to ensure that underachieving schools raise standards or are closed. The perceived success of additional initiatives may be considered. And the introduction of Academies, Faith schools and Specialist schools.</p>		<ul style="list-style-type: none"> • 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.
7		<p>Outline and assess the view that media representations of females continue to be based on traditional stereotypes.</p> <p>Candidates are likely to define the concept 'stereotype' and to consider traditional images of females. They may show awareness that the representation may vary across</p>	50	<p>Explanations may include:</p> <p>Theories such as: feminism, interactionism, Marxism, neo-Marxism pluralism, postmodern views.</p> <p>Concepts such as: stereotypes, identity, representations, femininity, labelling, consumption, the male gaze, the cult of</p>

		<p>media products with some presenting more overtly traditional views. There should be accurate reference to theories, which are likely to focus on feminist perspectives such as radical and Marxist feminism. Candidates are likely to refer to contemporary examples of females being portrayed as passive eg in popular music lyrics and of females being portrayed as sex objects in music videos. They may consider the continued influence of traditional stereotypical portrayals of women in re-cycled programmes on satellite and cable TV networks.</p> <p>By way of analysis, candidates may refer to empirical studies and/or contemporary examples in support of the view and showing that women continue to be represented in a narrow range of roles.</p> <p>By way of evaluation, candidates may refer to changes in the way females are represented. They are likely to focus on the views of Liberal feminists who celebrate positive changes. They may refer to contemporary examples of stronger roles for women and girls in TV dramas and films such as Tracy Beaker. They may discuss improvements in the visibility of women in prime-time television programmes, the movement away from traditional stereotypes in teenage girls' magazines. They may consider how far media representations mirror or create feminine identities and how individuals can resist them.</p>		<p>femininity, globalisation, hegemony.</p> <p>Studies such as: Gauntlett, Tuchman, Dietz, Wolf, McRobbie, Mulvey, Ferguson, Sonteg, Equal Opportunities Commission, Whelehan.</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>Outline and assess sociological explanations of the role of media professionals in the social construction of the news.</p> <p>Candidates are expected to have knowledge of more than one form in which the news is presented eg newspapers, TV, internet. They will display knowledge of the concept 'social construction' ie a socially manufactured product, with some candidates demonstrating a depth of</p>	50	<p>Explanations may include: Theories such as: pluralism, neo-pluralism, Marxism, neo-Marxism, postmodern views.</p> <p>Concepts such as: gate-keepers, agenda setting, news values, news diary, churnalism, hierarchy of credibility, primary definers, ideology, hegemony, narrative, citizen journalism..</p>

	<p>understanding. Candidates will possess knowledge of the role of media professionals such as editors, journalists in the process of news creation. Emphasis may be placed on the choices and judgements made by media professionals. Candidates may then go on to consider sociological explanations such as the pluralist view that the gate-keeping process, which leads to the selection of some news stories at the exclusion of others, is apolitical and unbiased. This view is also held by media professionals. They may move on to consider neo-pluralist views that in the modern world of journalism such goals are difficult to attain and journalism sometimes becomes 'churnalism' with the over-reliance of journalists on government spin doctors and public relations experts. Candidates may go on to discuss Marxist views suggesting that the information presented as news reflects the perspectives of powerful groups within society rather than being objective reports of events as they occur. This view suggests the media professionals face economic pressures from owners which interfere with editorial priorities, fairness, transparency and impartiality in the news. Candidates may consider the Elite theory of Bagdikian who compares the role of media professionals to obedient workers presenting the owners' viewpoints. Some may consider neo-Marxist views on the hierarchy of credibility. The GUMG have argued that the middle class media professionals unconsciously side with the powerful and rich.</p> <p>By way of analysis, candidates may refer to empirical and/or contemporary evidence that supports an explanation.</p> <p>By way of evaluation, candidates may consider methodological and theoretical weaknesses in the explanations chosen. For example the pluralists' views on the objectiveness media professionals may appear</p>	<p>Studies such as: McQuail, Spencer-Thomas, Galtung and Ruge, Dutton, Davies, McChesney, Couldry, Bagdikian, Herman and Chomsky, Hall, GUMG, Schlesinger, Whale, Philo and Miller, Strinati, Marcuse.</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>idealistic today. The neo-pluralists may be criticised by Marxists for not considering the role of capitalists in shaping news production. The neo-Marxists would argue that the influence of capitalists is subtle, and that middle class journalists unconsciously interpret events from a perspective that tends not to question the fundamental workings of society. Others may argue that in our media saturated society, choice is available and that traditional media professionals have less influence on 'breaking news' on the world wide net.</p>		
9		<p>Outline and assess the view that the media representation of crime and deviance creates moral panics.</p> <p>There will be accurate references to interactionist views with some also considering the views of neo-Marxists. There will be an understanding of the ambiguity in defining the concept 'moral panics'. The discussion of 'panics' will develop a clear moral focus. It is likely that candidates will discuss 'folk devils', moral entrepreneurs and deviance amplification. Candidates may refer to empirical and/or contemporary examples of moral panics. Expect to see</p>	50	<p>Explanations may include:</p> <p>Theories such as: interactionism, neo-Marxism, traditional Marxism, feminism, pluralism, postmodern views, media effects models e.g. hypodermic syringe, uses and gratifications.</p> <p>Concepts such as: moral panics, deviance amplification, labelling, folk devils, scapegoats, social reaction, stereotypes, subcultures, ideology, capitalism.</p> <p>Studies such as: Cohen, Fawbert, Hall, Alexander, Goode</p>

		<p>references to more than one moral panic.</p> <p>By way of analysis, candidates may refer to contemporary examples of moral panics extensively covered in the media.</p> <p>By way of evaluation, candidates may refer to other agencies involved in the creation of moral panics such as the police and government. They may consider views that the media reflect real concerns in society. Candidates may go on to consider methodological difficulties in assessing the view, such as difficulties in operationalising the concept 'moral panic'. They may question the reliability of evidence on moral panics. Some may examine theoretical differences between the interactionist and neo-Marxist interpretations of the panics. They may go on to question the ideological underpinnings of theoretical approaches</p> <p>. They may consider media effects models to assess whether moral panics may be created. Candidates may criticise supporters of the view for not explaining how the panic ends and they may argue that the concept of a moral panic is deterministic. Candidates may consider postmodern criticisms of the view and their belief that the idea of a moral panic is outdated.</p>		<p>and Ben-Yehuda, Jewkes, Thornton, Lea and Young, McRobbie.</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>Outline and assess Marxist explanations for the emergence of global social movements.</p> <p>Candidates will have knowledge and understanding of the concept 'global social movements'. Expect to see a clear understanding of Marxist explanations of the emergence of global social movements. Candidates may discuss issues such as the impact of globalisation on economic and political relationships; the significance of global mass culture, the distinction between old and new social movements. They may consider changes in the social,</p>	50	<p>Explanations may include:</p> <p>Theories such as: traditional Marxism, neo-Marxism, postmodern views, feminism, globalisation theory.</p> <p>Concepts such as: global social movements, old social movements, new social movements, identity, culture, ideology, resistance, anti-capitalism, legitimacy, direct action.</p> <p>Studies such as: Marcuse, Touraine, Klein, Sklair, Held, Callinicos, Hallsworth, Scott.</p>

		<p>political and economic context and the significance of identity and ideology. They may examine the impact of globalisation on culture. Candidates may focus on a particular social movement. It is likely that they will differentiate between the views of traditional and neo-Marxism.</p> <p>By way of evaluation, candidates may raise issues about the adequacy of Marxist theories of globalisation. They may consider whether old social movements and new social movements differ significantly. They may consider whether global social movements are significant. They may examine methodological and theoretical weakness in the explanations discussed. Candidates may consider alternative explanations such as postmodern views, feminism, globalisation theory.</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>Outline and assess the view that direct political action is replacing traditional party politics for disadvantaged groups in society.</p> <p>Candidates are expected to understand the concept of direct political action. They will make reference to at least one disadvantaged group within society. Candidates may discuss the changing nature of political action, the growth of NSM, the decline of support for mainstream political parties, the impact of globalisation. It is likely that they will refer to particular case study examples of direct action. Candidates may discuss anti-globalisation, anti-capitalism,</p>	50	<p>Explanations may include:</p> <p>Theories such as: postmodern views, feminism, traditional Marxism, neo-Marxism, left realism.</p> <p>Concepts such as: direct action, identity, globalisation, social exclusion, marginalisation, alienation, reflexivity, anti-capitalism, riots, demonstrations.</p> <p>Studies such as: Hall, Hallsworth, Beck, Klein, Gorz, Marcuse, Habermas, Touraine, Scott, Hyman, Beynon, Melucci.</p>

		<p>strikes, demonstrations, riots, alienation, marginalisation and social exclusion. They may refer to groups such as 'Fathers for Justice', 'Reclaim the Night' as an example of a disadvantaged group. Candidates may discuss views such as postmodern views, feminism, aspects of Marxism.</p> <p>By way of analysis and evaluation, candidates may refer to contemporary examples. Critical material may raise issues concerning whether direct action is linked to disadvantage; whether other types of political action are still significant, whether NSM express a search for identity rather than a concern with disadvantage. The weakness of the theories relating to direct action may be discussed.</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>Outline and assess postmodern views of the distribution of power in contemporary society.</p> <p>Candidates will demonstrate knowledge of postmodern explanations of the distribution of power in society. There will be explicit understanding of the major assumptions behind the postmodern views on the distribution of power in society. The views of Foucault may be discussed and view that knowledge is the main source of power in society today. They may discuss the contested definitions of the concept 'power'. Candidates may refer to the relationship between discourses, knowledge and power. They may discuss the hierarchy of knowledge and issues of status which result in those possessing 'expert discourses' being able to prevent challenges to their power; the view that dominant discourses become institutionalised and are rarely questioned enabling those with the relevant knowledge to remain in power; the view that discourses of social institutions are accepted although people possess</p>	50	<p>Candidates who do not differentiate between postmodern and post-structural views should not be penalised.</p> <p>Explanations may include:</p> <p>Theories such as: postmodern views, post structuralism, Marxism, elite theory, neo-Liberalism, pluralism, Weberianism, functionalism.</p> <p>Concepts such as: power, discourse, institutionalisation, hegemony, status, ruling class ideology, false consciousness, faces of power, constant sum, variable sum, laissez-faire, circulation of elites.</p> <p>Studies such as: Foucault, Giddens, Allen, Miliband, Poulantzas, Gramsci, Pareto, Mosca, Dahl, Grant, Aron, Newton, Lukes, Saunders, Mannheim, C.W Mills, Williams, Moore.</p>

		<p>free will to govern themselves; the view that power is not controlled by government or political parties.</p> <p>By way of evaluation, candidates may criticise the premises of the postmodern explanations. They may question the extent to which these views are supported by empirical evidence. Some candidates may point out the difficulty of defining power precisely in the first place. They may point to similarities between the concept of 'discourse' and the Marxist views on hegemony. Some may examine alternative perspectives on the main source of power, particularly the Marxist emphasis on capitalism and capitalist ideology. Candidates may also consider pluralist, elite theory, Weberian, neo-Liberalist and functionalist explanations.</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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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 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 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	Candidates show a good ability to analyse and evaluate the view/ explanation in the question. There will be at least one relevant

Level 3	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.

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