

Mark Scheme for January 2012

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Annotation	Meaning
	Unclear/ inaccurate
	Anecdotal / commonsensical
	Basic Point
	Concept
	Developed: fully explained in a relevant way
	Unsubstantiated/ undeveloped/ implicit: accurate without explanation
	Underdeveloped: partially explained but requiring more depth
	Example
	Evaluation and/ or Analysis: criticisms (Evaluation) and positive support (Analysis)
	Juxtaposition: Where alternative explanations are discussed without any evaluative link.
	Interpretation and application
	Knowledge and understanding
	Not Relevant or tangential
	Repetition

Question	Answer	Mark	Guidance
1	<p>Candidates are expected to demonstrate knowledge and understanding of official statistics as a method of measuring crime. Candidates may examine official statistics as quantitative data, emphasising reliability. Candidates will refer to a range of studies and are likely to make reference to contemporary data. They may consider the issue of representativeness. Candidates may place a strong emphasis on theory, for example Positivism, Functionalism, Left and Right Realism.</p> <p>By way of evaluation candidates may focus on methodological weaknesses of official statistics, as well as making evaluative comments about specific studies which have drawn upon official statistics. They may discuss the criminal 'ice-berg', white collar and corporate crime and the 'dark figure of crime'. Candidates may discuss issues of validity as well as issues of reliability, where tools of measurement lack consistency. They may consider issues of objectivity and bias, referring to the interaction between the police and the accused and the judicial process. Candidates may refer to theoretical critiques from interpretivists, interactionists, feminists and Marxists. They may consider alternative methods of collecting statistics such as interviews and participant observation.</p>	50	<p>British Crime Survey should be accepted as official statistics as well as the OCS. However, the BCS could also be used to evaluate the OCS, which is also an acceptable approach.</p> <p>Reward answers which illustrate official crime statistics with reference to gender, class and/ or ethnicity.</p> <p>Explanations may include: Theories such as: Functionalism, Positivism, Left and Right Realism, Marxism, Interpretivism, Interactionism, Feminism.</p> <p>Concepts such as: reliability, validity, quantitative, qualitative, social construction, representativeness, generalisability, criminal iceberg, 'dark figure of crime', labelling, negotiated justice, plea-bargaining, 'coughing', 'cuffing', bias, objectivity, victimisation, white collar crime, national crime recording standard.</p> <p>Studies such as: Home Office Statistics, British Crime Survey, Durkheim, Merton, Cicourel, Becker, Lea and Young, Wilson, Sutherland. Simmonds and Dodd, Holdaway, Croall, Maguire, Davies, Bottomley and Coleman, Levi, Mayhew et al, Pearson, Walmsley et al, Gabor, Hood and Sparks, Graham and Bowling, Coleman and Moynihan, Reiner, Chambliss, Box, Gordon, Pilkington, Barclay, Farrington et al, Pollack, Flood-Page.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

Question	Answer	Mark	Guidance
2	<p>Candidates are expected to demonstrate knowledge and understanding of subcultural explanations of crime and deviance. There will be accurate references to a range of subcultural explanations. It is likely that candidates will focus on explanations emanating from the Chicago School such as Cohen, Cloward and Ohlin, and their indebtedness to Merton is likely to be stressed. Some may go on to assess studies from the UK including studies on gender/ ethnicity. Candidates may also include Marxist subcultural theory, Left Realist approaches and Interactionism. References to explanations will be accurate.</p> <p>By way of analysis candidates may examine the positive contribution of subcultural explanations to a sociological understanding of crime and deviance. They may compare and contrast the differing emphases found amongst the subcultural theorists.</p> <p>By way of evaluation, candidates may examine the weaknesses of the different explanations and of subcultural theory in general. It is likely that candidates will refer to the views of Matza. There may be references to an over-reliance on official statistics, elements of determinism emphasised from the Postmodern and Interpretivist perspectives and issues regarding bias in the law from Marxist theorists. Candidates may refer to the Feminist critique of the male-stream focus of earlier studies. Some may refer to the difficulty of gathering evidence about distinctive subcultures within the UK.</p>	50	<p>Credit should be given to responses which include Merton as a subcultural theory, given his influence on the later subcultural approaches.</p> <p>Explanations may include: Theories such as: Subcultural theories, for examples those related to Functionalism, Interactionism, Marxism, Left Realism, Feminism. Postmodern views.</p> <p>Concepts such as: subculture, strain, anomie, dysfunction, focal concerns, illegitimate opportunity structure, status frustration, resistance through rituals, delinquency, drift, techniques of neutralisation, identity, neo-tribes</p> <p>Studies such as: Merton, A. Cohen, Cloward and Ohlin, Miller, Matza, Hebidge, CCCS, P.Cohen, Smart, Messerschmidt, Parker, Downes, Nightingale, Bourgeois, Katz, Lyng, Maffesoli, Arnot, Lea & Young.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

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3	<p>Candidates are expected to demonstrate knowledge and understanding of the role of the mass media in the social construction of crime and deviance. Expect to see accurate references to the notion of social constructionism. Contemporary examples are likely to be included. Candidates may examine a range of theoretical debates on the role of the mass media. It is likely that candidates will refer to deviance amplification and the significance of labelling particular groups. They may go on to discuss moral panics, moral entrepreneurs and the role of the mass media in identifying 'folk devils'. They may discuss the impact of crime reporting on the fear of crime and the relationship between police activity and criminal statistics. Candidates may consider the relationship between the state and the mass media.</p> <p>Some responses may focus on how the media causes crime and deviance, eg copycat violence and the Hypodermic Syringe model.</p> <p>By way of evaluation, candidates may examine the limitations of Interactionist perspectives and other theories. They may discuss the ambiguous nature of concepts such as moral panics and elements of determination within the theories. They may go on to discuss issues of validity and reliability in terms of measuring the role of the media in the social construction of crime. For example the Realist view that crime and deviance are not socially constructed. Candidates may examine the relative importance of other agencies in constructing crime and deviance such as policing practices.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Interactionism, neo-Marxism, Postmodern views, traditional Marxism, Pluralism, Hypodermic Syringe model.</p> <p>Concepts such as: moral panics, 'folk devils', moral entrepreneurs, scapegoats, demonisation, deviance amplification, labelling, stereotyping, ideological state apparatus, self-fulfilling prophecy, subcultures, control.</p> <p>Studies such as: Cohen, Hall, Becker, Lemert, Fawbert, Gilroy, Thornton.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

Question	Answer	Mark	Guidance
4	<p>Candidates are expected to demonstrate knowledge and understanding of the view that the role of the education system is to reproduce and transmit culture. There will be a clear understanding of the role of schools from at least one perspective, with Functionalism and Marxism being most likely. Some candidates may go on to discuss New Right, Social Democratic and Feminist views. Candidates may consider the nature of social and cultural reproduction, cultural capital, the transmission of particular forms of knowledge and skills. The nature of the 'hidden curriculum' may be examined. Candidates may refer to different forms of culture relating to class, ethnicity and gender, with references to ethnocentrism, patriarchy, high and popular culture, language codes.</p> <p>By way of evaluation, candidates may discuss the over deterministic nature of theories of the hidden curriculum and the difficulty of operationalising the concept of the hidden curriculum. They may go on to examine the generalised nature of notions such as the ideological state apparatus and the lack of empirical evidence for the existence of language codes. Candidates may argue that Marxist and Functionalist theories neglect the importance of subcultures and resistance. Alternatively, candidates may contrast explanations such as Marxism, Functionalism and Feminism.</p>	50	<p>Candidates can achieve the highest levels by focusing on one perspective of the role of the education system.</p> <p>Explanations may include:</p> <p>Theories such as: Functionalism, Marxism, New Right, Interactionism, Feminism.</p> <p>Concepts such as: cultural reproduction, cultural capital, habitus, skills, hidden curriculum, ideological state apparatus, popular culture, high culture, language codes, patriarchy, counter school culture / subcultures.</p> <p>Studies such as: Durkheim, Parsons, Hargreaves, Bowles and Gintis, Althusser, Bourdieu, Bernstein, Willis, Coard, Gillroy, Spender, Sullivan, Keddie.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

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5	<p>Candidates are expected to demonstrate knowledge and understanding of the view that gender differences in educational achievement are caused by factors outside schools. There may be a clear understanding of theories e.g Feminism. It is likely that candidates will refer to the relationship between primary and secondary socialisation. They may examine the influences of the home on gender educational achievement. Also pro-education and anti-school subcultures may be discussed along with the significance of peer groups outside of school. Candidates may consider the significance of the debates surrounding the feminisation of the labour market, changing female expectations and the 'crisis of masculinity'.</p> <p>By way of evaluation it is likely that candidates will consider the view that gender differences in educational achievement are caused by processes within schools. They may examine the relative importance of labelling, teacher expectations, the self-fulfilling prophecy, stereotyping and the 'hidden curriculum'. Candidates may go on to raise issues concerning the over determinism of theoretical perspectives, lack of empirical evidence, the extent to which the 'crisis of masculinity' is a moral panic. They may consider the extent to which gender is a key factor in educational attainment as opposed to class and ethnicity.</p>	50	<p>Candidates can achieve the highest levels by focusing on male or female differences in educational achievement.</p> <p>Some material may be used effectively as either knowledge or evaluation eg reference to peer groups (outside school or inside school) and policies such as GIST.</p> <p>Explanations may include: Theories such as: Feminism, Functionalism, New Right, Interactionism.</p> <p>Concepts such as: primary socialisation, cultural deprivation, material deprivation, anti-school subcultures, pro-education subcultures, feminisation of the labour market, role models, crisis of masculinity, alienation, language codes, labelling, streaming, setting, stereotyping, self-fulfilling prophecy, feminisation of teaching.</p> <p>Studies such as: Mitsos and Browne, Sharpe, Mac an Ghaill, Willis, Wragg, Francis, Spender, Woods, Furlong, Ball, Becker, Mirza, Stanworth, Arnot and David, French, Fuller, Gray and McLellen, Jackson, Stanworth, Wilkinson, Epstein.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

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6	<p>Candidates are expected to demonstrate an accurate knowledge of the concept 'vocationalism'. There will be a clear understanding of the view that vocational education provides opportunities for young people in terms of choice and greater opportunities to acquire technical and transferable work-based skills, for future employers. It is likely that candidates will examine New Right and New Labour perspectives and education policies such as the 2004 initiative to include work-related learning through the National Curriculum and Curriculum 2000 aim for students to mix and match vocational, academic and key skills. They may also consider Tomlinson's (2004) goal to end the vocational-academic divide with the creation of a diploma whereby vocational and academic qualifications are granted equal value which has influenced more recent initiatives. Some candidates will relate the policies to the Functionalist perspective.</p> <p>By way of evaluation, candidates are likely to criticise the view from a Marxist perspective, referring to the hidden curriculum and the correspondence principle. Some may point to the ability of pupils to resist official definitions of the relationship between vocational education and the economy, or question whether young people actually lack job skills given the prevalence of part-time employment opportunities. Some may question the notion of 'opportunities' or question whether work presented as an opportunity may mask an element of exploitation. They may examine empirical studies examining the strength of the relationship between vocational education and the workplace. They may consider De Waal's view that the 14+ qualifications are of little use in the outside world and may actually re-create the old tripartite system of inequality. Candidates may refer to Tomlinson's failed attempt to end the vocational/academic divide. The Feminist critique of vocational education may be examined.</p>	50	<p>References to educational policies must be focused on vocationalism to be credited as knowledge relevant to the question. Relevant policies should be credited in the same way as sociological studies.</p> <p>Research into the effectiveness of vocationalism has tended to be critical, expect most responses to reflect this and credit accordingly as knowledge relevant to the question.</p> <p>Explanations may include:</p> <p>Theories such as: Functionalism, New Right, New Labour, Marxism, Feminism.</p> <p>Concepts such as: vocational education, National Curriculum, competitiveness, equality of opportunity, New Diploma, job competencies, correspondence principle, hidden curriculum, GNVQs, vocational GCSEs, increased flexibilities programme (02), work-based learning at key stage 4, secondary labour market, tripartite.</p> <p>Studies such as: Durkheim, Parsons, Davies and Moore, Cohen, Evans, Tomlinson, Buswell, Hoelscher, Davies and Biesta, De Waal, Finn, Green, Bowles and Gintis, Chubb and Moe, Willis.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

Question	Answer	Mark	Guidance
7	<p>Candidates are expected to display knowledge and understanding of theories relevant to explaining the role of the mass media in the creation of moral panics. There may be an understanding of the ambiguity in defining the concept 'moral panic'. However, 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 references to more than one moral panic. There will be accurate references to theories such as Interactionism and neo-Marxism.</p> <p>By way of evaluation candidates may discuss methodological issues such as the difficulty of operationalising the concept 'moral panic'. They may question the reliability of empirical evidence on moral panics. Candidates may examine theoretical differences between the Interactionist and neo-Marxist interpretation of the panics. They may go on to question the ideological underpinnings of Interactionism and neo-Marxism for example from a traditional Marxist or Feminist perspective. They may criticise the theories for not explaining how the panic ends and they may argue that the concept of a moral panic is deterministic. Some may consider the Postmodernist view that the idea of moral panics is outdated while others have suggested that moral panics can be the product of real concern in society.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Interactionism, neo-Marxism, Pluralism, Feminism, Postmodern views.</p> <p>Concepts such as: moral panics, labelling, folk devils, scapegoats, deviance amplification, social reaction, deviants, stereotypes, subcultures, ideology, capitalism, polarisation.</p> <p>Studies such as: Cohen, Fawbert, Hall et al, Alexander, Goode and Ben-Yehuda, Jewkes, Thornton, Young.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

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8	<p>Candidates are expected to display knowledge and understanding of the view that gender representations in the media are no longer based on stereotypes. Candidates are likely to define the concept 'stereotype' and consider traditional gender images. They may discuss examples where representations appear to be stereotypical. Candidates may show awareness that representations may vary across media products. They may consider changing gender identities. There should be accurate use of theories, which are likely to focus on the views of Liberal Feminists and / or Pluralists and there should be clear understanding of concepts relevant to both male and female genders such as the 'feminisation of masculinity'. Candidates may refer to contemporary examples of stronger roles for women in TV dramas and films. They may discuss improvements in the visibility of women in prime-time TV programmes, the movement away from traditional stereotypes in teenage girls' magazines. Candidates may also consider representations of more caring and sensitive males in portrayals of the 'new man' as a response to feminist campaigns for greater equality. Candidates may discuss examples of alternative forms of masculinity in sitcoms, films and musical such as Friends, The Full Monty and Billy Elliott.</p> <p>By way of evaluation, candidates may refer to the extent to which empirical evidence and/or contemporary examples support different theories. They may refer to the continued representations of women in limited numbers and in a limited range of roles. Theoretical perspectives such as Radical Feminism, Marxist Feminism, Pluralism and Postmodern views may be discussed, examining issues such as diversity, choice and globalisation. They may examine how far media representations mirror or create gender identities and how individuals can resist them. Candidates may question whether moves towards equality have reached a plateau and consider the continued influence of media products containing traditional stereotypes when these are re-cycled on satellite and cable TV networks.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Feminism, Interactionism, Pluralism, Postmodern views</p> <p>Concepts such as: gender, femininity, masculinity, labelling, representations, stereotypes, consumption, globalisation, the cult of femininity, the male gaze, queer theory, hegemony, identity.</p> <p>Studies such as: Gauntlett, Tuchmann, CCCS, Dietz, Wolf, McRobbie, Connell, Ferguson, Frazer, Buckingham, Newbold, Equal Opportunities Commission, Winship, Whelehan, Taylor, Mulvey, Walter, Orbach.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

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9	<p>Candidates are expected to demonstrate knowledge and understanding of Postmodern views on the social construction of the news. They will refer to the Postmodern perspective that we live in a media saturated society, characterised by diversity and choice, but where audiences receive a distorted representation of the news. Candidates may examine the concept of a 'global village', where the boundaries between global and local worlds are blurred but where the news is dominated by news stories from the USA and the UK. Candidates may discuss Baudrillard's notions of 'hyper-reality' and 'the end of meaning' in today's pick and mix society, where news becomes a matter of storytelling, rather than the reporting of fact and where 'infotainment' describes the way news is reported. Candidates are likely to refer to empirical and/or contemporary examples.</p> <p>By way of analysis, comparisons and contrasts may be made with other views such as the Pluralist and Marxists.</p> <p>By way of evaluation candidates may, from a Pluralist perspective, question the adequacy of evidence on which the Postmodern view is based. They may criticise the apparent contradiction of viewing the media as diverse and offering choice while also being a powerful institution able to manipulate the audience and distort reality. They may go on to examine the ideological underpinnings of the Postmodern view. The neo-Marxists argue that the Postmodernists fail to recognise the middle class bias in news values, the influence of the owners, the state, and advertisers on news stories. Candidates may examine the traditional Marxist belief that the news is used to maintain false class consciousness and to generate revenue and the neo-Marxist belief that news content reinforces hegemony through processes such as 'gate-keeping' and 'agenda setting'.</p>		<p>Due to the lack of range of Postmodernist studies expect many responses to focus mainly on other perspectives relevant to the social construction of the news and credit accordingly as knowledge relevant to the question.</p> <p>Explanations may include:</p> <p>Theories such as: the Postmodern views, Pluralism, neo-Marxism, traditional Marxism.</p> <p>Concepts such as: diversity and choice, global village, hyper-reality, symbols, pick and mix society, 'end of meaning', 'infotainment', news agencies, agenda setting, gate keeping, news values, news diary, ideology, hierarchy of credibility, circuit of communication, citizen journalism.</p> <p>Studies such as: McLuhan and Fiore, Baudrillard, Williams, Galtung and Ruge, Vasterman, Whale, Collins and Murrone, Harcup and O'Neill, GUMG, Philo and Miller, Curran and Gurevitch, Sumpter, Schlesinger, Tunstall and Thussu, Hall, Becker.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

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10	<p>Candidates are expected to demonstrate knowledge and understanding of the distribution of power in society. There will be explicit understanding of the major assumptions behind the Pluralist perspective. Candidates will recognise the complexity of explaining the distribution of political power and the fact that power has been defined in many ways. Reference may be made to Luke's three faces of power. Some may recognise the Weberian heritage of Pluralist ideas on power; in particular the constant-sum approach to power. They may refer to the concept 'polyarchy' used by Pluralists to describe the distribution of power in society today. It is likely that candidates will differentiate between classical Pluralism e.g. Dahl and Elite Pluralism e.g. Grant. Reference may be made to Dahl's empirical approach to measuring the distribution of power and his belief that through democratic pluralism, power is open to all, thus contrasting with Grant's view that power resides in the hands of elites but is widely dispersed through pressure groups.</p> <p>By way of analysis, candidates may discuss common threads between Elite theory, Functionalism and Pluralism.</p> <p>By way of evaluation candidates may discuss the methodological premise of Dahl's work. They may question the extent to which Pluralism is supported by empirical evidence. They may criticise Dahl's emphasis on the first face of power. Candidates may criticise the assumptions underlying Pluralism and discuss the difficulty of obtaining a precise definition of power. Candidates may then go on to examine alternative perspectives on the distribution of power in society.</p>		<p>Expect responses that are predominantly theoretical with fewer, if any, references to studies. Candidates can achieve the highest levels by focusing solely on theory.</p> <p>Explanations may include:</p> <p>Theories such as: Pluralism, Elite Theory, Weberianism, Functionalism, Marxism, Postmodern views.</p> <p>Concepts such as: faces of power, polyarchy, variable-sum and constant-sum, elites, power elite, discourse, hegemony, laissez-faire, foxes and lions.</p> <p>Studies such as: Dahl, Marsh, Grann, Allan, Lukes, Bachrach and Baratz, Saunders, Pareto, Mosca, Mannheim, C.W. Mills, Moore, Phillips, Miliband, Poulantzas, Foucault.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

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11	<p>Candidates may locate the view in perspectives which clearly emphasise a relationship between the decline in support for traditional party politics and the growth of new social movements, for example neo-Marxism. Candidates will display knowledge of the concepts 'traditional party politics' and social movements. They will demonstrate understanding of the contested concept 'new social movements' with some noting difficulties in generalising about the social profile of the people involved. Candidates are likely to refer to old social movements and there will be explicit understanding of differences between old and new social movements. It is likely that references to a range of new social movements will be incorporated into theoretical discussions.</p> <p>By way of evaluation, candidates will assess the merits of theories that support the view such as Marxism; for example referring to economic determinism or empirical weaknesses. It is likely that alternative perspectives will be considered for example the Postmodern view and the idea that the growth of NSMs reflects a search for identity. Candidates may go on to discuss issues of globalization and the growth of NSMs. Some may discuss the view that while NSMs have increased in popularity, traditional party politics remains relevant as economic interests continue to dominate many political debates and that it is important not to exaggerate the degree of support for NSMs. They may consider the view that traditional party politics can be influenced by NSMs.</p>	50	<p>Reward contemporary examples as knowledge of the growth of new social movements.</p> <p>Explanations may include:</p> <p>Theories such as: Marxism, Postmodern views, Functionalism, Resource Mobilization Theory.</p> <p>Concepts such as: capitalism, counter-culture, class consciousness, marginalisation, social exclusion, post-materialism, post-industrialism, identity, mass culture, globalisation, lifestyles, citizen-centered movements.</p> <p>Studies such as: Touraine, Habermas, Marcuse, Bourdieu, Giddens, Melluci, Klein, Wilson, Hallsworth, Storr, Diani, Hetherington, Cohen and Rai, Scott, Cohen and Kennedy, Field, Crook et al, Beck.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>

Question	Answer	Mark	Guidance
12	<p>Candidates are expected to demonstrate knowledge and understanding of Feminist explanations of political action in society. They may examine Feminist explanations of political action in general, with reference to Feminist ideology. Some may examine gender specific political action such as that emanating from the Women's movement. There will be explicit understanding of the concepts political action and patriarchy. Candidates may discuss Feminist criticisms of malestream sociological explanations of political action. They may refer to Feminists focus on gender identity in their analysis of political action. It is likely that candidates will discuss the two waves of feminism, the first focusing on achieving political rights, the second campaigning on a broader range of social issues. Candidates may discuss Liberal, Marxist and Radical Feminism and Walby's Dual Systems Theory; emphasising the differences in their perspectives on the nature and role of political action in society. The views of Black Feminists and Postfeminists may be discussed as further explanations or by way of evaluation. It is likely that candidates will refer to examples of political action where women have dominated such as the peace camp at Greenham Common.</p> <p>By way of evaluation candidates may examine the merits of Feminist theory, for example through an examination of Hakim's analysis. They may discuss different Feminist explanations in isolation, such as the tendency of Radical Feminists to generalise about women's experiences and views. Candidates may go on to examine alternative explanations such as the Marxist view that political action is a symbol of resistance and rebellion against capitalism; the Collective Identity Theory's focus on the centrality of cultural concerns rather than shared ideological interests; they may also consider globalisation and postmodern views. Some may question whether Feminism is relevant as an ideology and focus of political action today.</p>	50	<p>Candidates may examine Feminist explanations of political action in general, with reference to Feminist ideology. Some may examine gender specific political action such as that emanating from the Women's movement.</p> <p>Explanations may include:</p> <p>Theories such as: Feminism, Post-Feminism, Marxism, Globalisation Theory, Collective Identity Theory, Postmodern views.</p> <p>Concepts such as: gender, political action, gender identity, gender neutral, patriarchy, waves of feminism, private and public domains, malestream sociology, ideology, gender neutral, capitalism, liberal feminism, radical feminism, Marxist Feminism, Black Feminism, Dual Systems Theory, globalisation, informal networking.</p> <p>Studies such as: Walby, Wollstonecraft, Habermas, Giddens, Hallsworth, Gilligan, Roseneil, Melucci, Touraine, Fukuyama, Westwood, Rubin, Barkley, Gramsci, Westergaard and Resler, Bell, Lush and Urry, Klein.</p> <p>1 undeveloped point with no juxtaposition may get top of level 2.</p> <p>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.</p> <p>Juxtaposition with 2 developed points is enough to get into the bottom level 4.</p>
	Total	100	

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. Responses will be largely theoretical and conceptual with relevant empirical studies and a holistic approach to sociological thinking (demonstrate an ability to 'think as a sociologist'). 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. Typically, responses may focus on studies and concepts, although there will be some, underdeveloped and superficial, understanding of sociological explanations. Alternatively, responses may demonstrate a good knowledge and understanding of theory, but lacks precise sociological evidence. Where a response is narrow but very detailed or wide ranging and focused it should be placed at the top of this band. Responses which are wide ranging but generalised and only relevant to the specifics of the question now and again should 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 will be basic criticisms which are unlikely to be theoretically focused.
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.

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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