

Sociology

Advanced Subsidiary GCE

Unit **G672**: Topics in socialisation, culture and identity

Mark Scheme for June 2011

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2011

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

INDICATIVE MATERIAL**OPTION 1: Sociology of the Family****1 (a) Identify and explain two ways in which demographic changes impact on family life. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Rise in beanpole families
- Families getting smaller
- Factors related to increased life expectancy including higher expectations of marriage, serial monogamy, greater individualism
- Factors related to ageing population including increased grand-parenting role, increased burden on family members, particularly women, importance of carers, reliance on extended family
- Factors related to family size including changes in roles, responsibilities and relationships in family life
- Reference to evidence from feminism, postmodernism, relevant statistics, Grundy & Henretta, Allan & Crow, Age Concern
- Explanations may also refer to diversity and choice, sandwich generation, active ageing
- Other demographic changes may be identified that refer to changes in the age and size of the population including those related to immigration and ethnic/cultural diversity
- Any other reasonable point.

(b) Outline and evaluate sociological views of family diversity. [33]

There are a number of approaches to this question. Candidates may discuss positives and negatives of family diversity and/or the extent of family diversity.

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Concepts such as individualisation, risk society, geographical mobility, diversity and choice, pick and mix, blurred boundaries, cultural, class and sexual diversity, co-parenting, feminisation of labour market, civil partnership, changing households, consumer culture, moral decline, neo-conventional family, underclass, social control, dependency
- Studies such as Stacey, Beck & Beck-Gernsheim, Rapoport, Eversley & Bonnerjea, Allan & Crow, Roseneil & Budgeon, Brannen, Pakulski & Waters, Lewis, Grundy & Henretta, Smart, Berthoud & Beishon, Foster, Oakley, Weeks, Dennis & Erdos, Chester, Saunders
- Theories; Postmodern views supported by feminism on emerging family forms, New Right supported by Functionalism
- Role of government policy in supporting diversity, New Labour views
- Examples of New Right initiatives such as changes in taxation, introduction of Child Support Agency
- Reference to the range of diverse types of family life including single parent families, beanpole families, re-constituted families
- Candidates may refer to methodological issues.

In evaluation (depending on approach taken);

- Concepts such as golden age, ideology, patriarchy
- Studies: evaluation of studies used as supporting evidence, studies indicating the persistence of traditional family forms including Ansley, Barrett & McIntosh
- Theories; evaluation of postmodern views, evaluation of New Right, Marxist and Marxist feminist views on persistence of traditional family forms
- Role of government policy in supporting traditional forms of family life, contradictions in New Labour views
- Assessment of ideological strength of notions of traditional family life and values
- Persistence of nuclear family
- Distinction between various groups in terms of continuing importance or otherwise, of traditional forms of family life.
- Candidates may refer to methodological issues
- Any other reasonable response.

2 (a) Identify and explain two reasons for the growth in single-parent families in the contemporary UK. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Changing attitudes and values
- Increase in divorce
- Increased diversity and choice
- Concepts such as individualisation, secularisation, feminisation of labour market, emancipation of women
- Reference to evidence from Social Trends, feminism, postmodernism, New Right, Allan & Crow, Giddens, Haskey
- Explanations may refer to changing role of women in society, changes in masculinity, changes in labour market
- Any other reasonable point.

(b) Outline and evaluate Feminist explanations of relationships within the family. [33]

Candidates may examine relationships between men and women and between parents and children. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Concepts such as dark side of family life, dysfunctional, exploitation, oppression, domestic division of labour, reproduction of labour power, dual systems, emotion work, invisible work, dual burden, triple shift, sandwich generation, hegemonic masculinity, patriarchy, DIALLs
- Studies; Barrett & McIntosh, Benston, Ansley, Pahl, Dobash & Dobash, Duncombe & Marsden, Delphy & Leonard, Oakley, Grundy & Henretta, Gatrell, Warner
- Theories; feminist views including reference to a variety of positions eg Marxist feminists, liberal feminists and radical feminists
- Impact of social policy eg paternity leave, equality legislation
- Reference to different aspects of relationships including emotional factors, decision-making, money management, domestic chores, childcare, violence, children and control
- Candidates may refer to methodological issues.

In evaluation;

- Concepts such as stabilisation of personalities, nurturing, providing for sexual, economic, welfare needs, consensus, new man, confluent love, egalitarian families, lagged adaptation, crisis in masculinity, complicit masculinity, superdads, individualisation, diversity and choice, paranoid parents, shift parenting
- Studies such as Dennis & Erdos, Parsons, Zaretsky, Giddens, Hakim, Somerville, Furedi, Dermott, Thompson et al, Hatter et al, Garrod, Dunne, Gabb, Edgell, Leighton, Hardill et al
- Theories; Evaluation of different feminist positions, Marxism, Functionalism, New Right views on changing relationships as damaging, postmodern views about diversity and choice, confluent love
- Differences related to class, ethnicity, sexuality, family diversity
- Candidates may refer to methodological issues
- Any other reasonable response.

OPTION 2: Sociology of Health**3 (a) Identify and explain two lay definitions of health. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Definitions related to how ordinary people define health
- Negative definitions
- Positive definitions
- Subjective experience
- Functional definitions related to the ability to perform daily activities
- Differences in definitions related to age, gender, ethnicity, social class
- Feminist views
- Impact of gender role socialisation, learned helplessness, risk behaviour, moral dimension
- Reference to evidence such as Illich, Blaxter, Howlett, Conrad
- Any other reasonable point.

(b) Outline and evaluate artefact explanations for patterns of ill health. [33]

It is likely that there will be a wider range of evidence used to counter the view than to support it. The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Concepts such as validity of data, social construction, variations over time and space
- Studies such as Illsley, Carr-Hill, Scambler, Saunders, Smith & Jacobson, MacIntyre, Macfarlane
- Theories: artefact explanations
- Reference to patterns related to social class, gender, ethnicity
- Reference to mortality and morbidity statistics
- Factors related to diagnosis, classification
- Candidates may refer to methodological issues.

In evaluation:

- Concepts such as cultural meanings, consumption, lifestyle, risk, sexism, racism, learned helplessness, cultural deprivation, material deprivation, marginalisation, environmental conditions, the social process of becoming ill
- Studies such as Nettleton, Wanless Report, Black Report, Shaw & Davey-Smith, Acheson Report, Shaw et al, Wadsworth, Connelly & Crown, Annandale & Field, Townsend, Blackburn, Martin et al, Lobstein, Waldron, Seligman, Taylor & Field, Perren et al, Popay & Bartley, Arber & Thomas, Amin, Karlsen & Nazroo, Lissauer, Senior & Viveash, Senior
- Theories: social selection, cultural, structural/materialist explanations, feminist views, postmodern views,
- Evaluation of problems related to measuring health, illness, health inequalities, mental health; subjective measures, objective measures
- Issues related to gender, age, ethnicity and social class
- Candidates may refer to methodological issues
- Any other reasonable response.

4 (a) Identify and explain two ways in which mental illness is socially constructed. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Ways in which mental illness is socially constructed through changing definitions over time
- Reference to different definitions of mental health/illness
- The existence of a variety of different explanations of mental illness; biological theories, psychological theories, sociological approaches, artefact explanations, interactionism and labelling theory
- The role of ideology in establishing a hegemony
- Interactionist views; labelling, social norms, deviance
- Explanations related to the power of the medical professions in defining mental illness, social control
- Reference to differences related to gender, ethnicity, social class
- Reference to evidence such as Foucault, Tolmac & Hodes, Senior & Viveash, Scheff, Szasz, Goffman, Rosenhan
- Any other reasonable point.

(b) Outline and evaluate Marxist explanations of the role of health professionals in society. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Concepts such as gatekeeper role, ideological role, social control, reproduction of labour force, consumerism, false class consciousness, private medicine, medicalisation, proletarianisation
- Studies such as Navarro, McKinlay, Renaud, Doyal
- Theories: Marxism, Marxist Feminist views
- Candidates may refer to methodological issues.

In evaluation:

- Concepts such as sick role, rights, obligations, altruism, determinism, patient role, social closure, de-professionalisation, rise of complementary/alternative medicine, care in the community, negotiation between doctors and patients, patriarchy, iatrogenesis
- Studies such as Parsons, Young, Punamaki & Aschan, Illich, Taylor & Field, Friedson, Millerson, Turner, Abbott & Wallace, Oakley, Doyal, Senior, Foucault, Witz
- Theories: Functionalism, Weberianism, Interactionism, feminist views, postmodern views
- Reference to evidence of conflictual nature of relationships including the rising number of complaints against medical professionals, Patients Charter, increased profile of managers and administrators
- Differentiation between health care professionals
- Reference to age, gender, ethnicity and social class
- Candidates may refer to methodological issues
- Any other reasonable response.

OPTION 3: Sociology of Religion**5 (a) Identify and explain two difficulties in measuring religious commitment. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Reference to problems of definition including inclusive definitions, exclusive definitions, functional definitions, substantive definitions
- Reference to concepts such as sacred, religiosity, 'believing without belonging', 'belonging without believing', privatisation, identity, vicarious religion
- Reference to evidence from Durkheim, Weber, Yinger, Bruce, Hamilton, Aldridge, Self & Starbuck, Davie, Day
- Explanations concerning issues of private/public commitment, practice and belief, attendance figures, complexities involved in discerning discrete religious identity, problems with statistics, methodological problems
- Reference to particular forms of religion and related difficulties in measuring commitment
- Examples of signs of commitment including wearing of religious clothing, prayer, following a code of conduct
- Any other reasonable point.

(b) Outline and evaluate the view that religion is a conservative force that preserves traditional norms and values. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Concepts such as 'opium of the people', social control, ideological role, religious fundamentalism, patriarchal oppression, socialisation, collective conscience, consensus, stability, social solidarity, social integration, organic analogy, civil religion
- Research from Marx, Leach, Hook, Beckford, Malinowski, Parsons, Durkheim, O'Dea, Weber, Armstrong, De Beauvoir, El Saadawi, Bellah
- Theories: Marxism, functionalism, feminism
- Contemporary examples
- Candidates may refer to methodological issues.

In evaluation:

- Concepts such as liberation theology, spiritual shopper, religious fundamentalism, protestant ethic, salvation anxiety, secularisation, religious pluralism, conflict
- Studies such as Beckford, Hamilton, Maduro, Parkin
- Theories: Weberianism, neo-Marxism, post-modern views
- Rise of religious movements that challenge the status quo such as some NAMs
- Examples of religious conflict
- Evaluation of religion and its role in social change
- Dimensions of ethnicity, gender, class etc as challenging the status quo
- Candidates may refer to methodological issues
- Any other reasonable response.

6 (a) Identify and explain two reasons for the appeal of New Age Movements. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Concepts such as marginalisation, relative deprivation, racism, sexism, discrimination, hybridity, social exclusion, spiritual shopping, oppression, spirituality, self-improvement, cultural diversity, consumerism, individualism
- Reference to Weber, Glock, Bruce, Glendinning & Bruce
- Explanations related to NAMs offering empowerment, self-improvement, self-gratification
- Reference to appeal related to gender, ethnicity, age, social class
- Reference to specific examples of New Age Movements such as those involving yoga, meditation, astrology
- Any other reasonable point.

(b) Outline and evaluate the view that the contemporary UK is a secular society. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Concepts such as spiritual shopper, religious pluralism, secularisation, disengagement, structural differentiation, societalization, desacrilization, disenchantment
- Research from Berger, Bruce, Giddens, Bauman, Wilson
- Theories: postmodernism
- Reference to data on decline in religious participation
- Candidates may refer to methodological issues.

In evaluation:

- Concepts such as religious pluralism, religious fundamentalism, televangelism, ethnic defence, resacrilization, religious revival, holistic milieu
- Studies such as Heelas & the Kendal Project, Stark & Bainbridge, Greeley, Davie
- Theories: functionalism, Weberianism, Marxism, neo-Marxism
- Differentiation in terms of ethnicity, gender, class, age etc
- Evidence of increased participation in some religious groups eg NAMs
- Problems of measurement
- Problems of defining secularisation as referred to by Casanova, Bruce, Glock & Stark
- Role of religion in supporting the establishment
- RE in schools
- Candidates may refer to methodological issues
- Any other reasonable response.

OPTION 4: Sociology of Youth**7 (a) Identify and explain two ways in which labelling creates youth deviance. [17]**

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Reference to labelling theory, master status, self-fulfilling prophecy
- The role of moral panics, creation of youth as folk devils, amplification of youth deviance
- Reference to evidence from Becker, Cohen, Thornton, Berger & Luckmann
- Contemporary evidence of labelling/moral panics related to youth deviance
- Any other reasonable point.

(b) Outline and evaluate the view that youth subcultures are a form of resistance. [33]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- Concepts/issues such as opposition, resistance, spectacular youth subcultures, exaggeration, bricolage, magical solutions, incorporation
- Studies such as CCCS, Clarke, Cohen, Hall & Jefferson, Hebdige
- Theories: located within Marxism
- Candidates may refer to methodological issues.

In evaluation:

- Concepts such as status frustration, crisis in masculinity, patriarchy, hybridity, conformism, subterranean values, neo-tribes, malestream, fluidity, supermarket of style, subterranean values, generation gap, social integration, rite of passage, shared norms and values, homogenous group, ethnocentrism
- Studies such as Parsons, Eisenstadt, Muggleton, Thornton, Heidensohn, McRobbie & Garber, Smart, Bennett, Polemus
- Theories: postmodernism, feminism, functionalism
- Role of consumerism and youth as a market
- Differences in terms of gender, ethnicity and class
- Conformity of 'ordinary' youth
- Candidates may refer to methodological issues
- Any other reasonable response.

8 (a) Identify and explain two ways in which youth is socially constructed. [17]

The following list is indicative of possible factors/evidence that candidates may refer to but is not prescriptive or exhaustive:

- The role of the media in creating youth culture/subculture, shaping youth tastes, creation of moral panics
- Influence of consumption on youth style; postmodern views on supermarket of style
- Effect of schooling; extended education prolonging the period of youth, formation of school subcultures
- Cultural differences
- Differences over time and place
- Role of the family as an agent of socialisation
- Impact of demographic trends; baby boom generation
- Impact of globalisation; Americanisation of youth market, hybrid subcultures
- Impact of the economy on education and youth employment, introduction of EMA
- Reference to Thornton, Polemus, Cohen
- Concepts such as subcultural capital, KIPPERS, supermarket of style
- Any other reasonable point.

(b) Outline and evaluate the view that pupils' experience of school is related to their social class. [33]

The following list is indicative of possible factors that candidates may refer to but is not prescriptive or exhaustive:

- Concepts/issues such as cultural capital, speech codes, hidden curriculum, reproduction, resistance, labelling, peer pressure
- Studies by Willis, Bourdieu, Bernstein, Lees, Hatcher, Aggleton, Sullivan, Archer
- Theories: Marxism
- Differences in achievement including references to statistics
- Differences in subcultural experiences
- Candidates may refer to methodological issues.

In evaluation:

- Concepts such as gender stereotypes, crisis in masculinity, racism, resistance, hidden curriculum, labelling, social identity, ethnocentric curriculum, school subcultures, cultural navigation, white mask, feminisation of labour market, hybridity
- Studies such as Lees, Aggleton, Reay, Mac an Ghail, Spender, Sharpe, Shain, Mirza, Wright et al, Coard, O'Donnell & Sharpe, Connolly
- Theories: postmodernism, feminism
- Reference to differential socialisation
- Impact of other factors such as gender, ethnicity
- Post modern views on blurring of boundaries
- Candidates may refer to methodological issues including critical evaluation of statistics
- Any other reasonable response.

Part (a) Questions**(17 marks)****AO1 Knowledge and Understanding**

13-17 Candidates show a very good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **and** detailed knowledge and understanding. Sociological evidence will be accurate and explicit. At the top of the band there will be sociological evidence outlined for both factors. At the bottom of the band this may be uneven and provided in depth for only one factor.

The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

9-12 Candidates show good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **or** detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped and/or implicit. At the bottom of the band evidence will be narrower and less informed.

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.

5-8 Candidates show a basic knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Sociological evidence will be lacking in depth; knowledge and understanding is partial/confused/undeveloped. At the top of the band evidence may be more generalised. At the bottom of the band sociological ideas may be marginally related. One factor fully explained can reach the top of this band.

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 Candidates show a limited knowledge and understanding of sociological theories **and/or** concepts **and/or** evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material or material of little relevance. There may be reference to only one factor.

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 appropriate sociological knowledge or understanding.

Part (b) Questions**(33 marks)****AO1 Knowledge and Understanding (10 marks)**

8-10 Candidates show a very good knowledge and understanding of appropriate sociological theories **and/or** concepts; contemporary evidence/examples may also be included. Sociological evidence will be accurate and explicit. Responses will contain wide ranging **and** detailed knowledge and understanding. At the bottom of the band this may be less detailed, narrower or uneven.

The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation and spelling.

5-7 Candidates show a good knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Responses will contain wide ranging **or** detailed and narrow knowledge and understanding. There will be some use of sociological evidence but it will be underdeveloped. Expect to see a narrower, less informed response at 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.

3-4 Candidates show a basic knowledge and understanding of sociological theories **and/or** concepts **and/or** contemporary evidence/examples. Whilst the view may be quite well illustrated, sociological evidence will be lacking in depth; knowledge and understanding is partial/confused/undeveloped.

The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.

1-2 Candidates show a limited knowledge and understanding of sociological theories **and/or** concepts **and/or** evidence/examples. There will be a lack of sociological evidence, relying heavily on non-sociological material.

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 appropriate sociological knowledge or understanding.

AO2a Interpretation and Application (13 marks)

10-13 Candidates show a very good ability to interpret sociological evidence and apply it to the discussion. Relevance to the question will be made explicit. Expect to see reasonably accurate interpretation of patterns **and/or** trends **and/or** research data applied to the debate. At the top of the band evidence will contain a high level of detail, depth and/or breadth. This will be less developed at the bottom of the band.

7-9 Candidates show a good ability to interpret appropriate sociological evidence and apply it to the discussion. Evidence will be relevant, but in an implicit way. Expect to see some interpretation of patterns **and/or** trends **and/or** research data applied to the debate. At this level there may be more unsubstantiated evidence presented.

4-6 Candidates show a basic ability to interpret sociological evidence and apply it to the discussion. Evidence will be only partially relevant to the question. Evidence may be superficial and/or contain inaccuracies. More than one dimension to the debate will be applied, for or against the views.

1-3 Candidates show a limited ability to interpret sociological evidence and apply it to the discussion. Evidence will have limited relevance. At least one form of data will be applied for or against the view.

0 No appropriate interpretation and application.

AO2b Analysis and Evaluation (10 marks)

8-10 Candidates show a very good ability to analyse and evaluate sociological evidence, using available arguments and alternative explanations. There will be a range of explicit and relevant evaluation. Evaluation will be sustained. Expect to see some explicit evaluation of sociological evidence addressing the debate. There may also be some evaluation of methods. At the bottom of the band answers may focus significantly more on one side of the view at the expense of the other.

5-7 Candidates show a good ability to analyse and evaluate sociological knowledge. There will be some relevant explicit evaluation but it will be underdeveloped. Responses may contain some juxtaposition but with a range of evidence. It is likely that sociological evidence presented will be questioned on some level but expect to see a narrower range of evaluation at a more superficial level. There may be some lack of balance evident.

3-4 Candidates show a basic ability to analyse **and/or** evaluate sociological knowledge. Evaluation will be partially relevant or narrow in focus or evaluation will be implicit through only juxtaposition. Discursive points may be asserted without explanation and limited in terms of development and/or relevance. Answers here will be more superficial and/or inaccurate and are likely to concentrate on one side entirely at the expense of the other.

1-2 Candidates show a limited ability to analyse **and/or** evaluate sociological knowledge. Evaluation will be minimal and/or largely irrelevant.

0 No appropriate evaluation.

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity



OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2011