

Mark Scheme for June 2010

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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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1 Outline and assess Functionalist explanations of crime. [50]

Candidates are expected to display an accurate understanding of Functionalist explanations of crime and its inevitability. They may discuss the fact that Functionalists do not necessarily see crime as a negative force in society but if rates of crime are too high then there may be consequences for social stability. Classical Functionalist explanations should be discussed along with those developments of structural explanations later derived from them which explain crime in terms of individuals' positions in the social structure. By way of evaluation, candidates may discuss Functionalism's relative lack of focus on power in society, its over-deterministic explanation of criminal behaviour and/or its overreliance on official statistics of crime as the evidence base for its theoretical explanations, etc.

Theories: Functionalism, Structuralism, New Right, Marxism, Subculturalism, etc.

Concepts such as: Anomie, collective sentiments, conformity, consensus, deviance, innovation, meritocracy, non-utilitarian crime, rebellion, resistance, strain, status frustration, subcultures, etc.

Studies such as: Durkheim, Merton, Cloward & Ohlin, Cohen, Hannon & Defronzo, Hebdige, Hirschi, Jones, Matza, Mooney, Murray, Reiner, Savelsberg, South, Taylor, Wilson, Young, etc.

2 Outline and assess sociological explanations of the relationship between ethnicity and crime. [50]

Candidates are expected to demonstrate knowledge and understanding of the relationship between ethnicity and crime. There may be discussion of the statistical relationships showing that some ethnic minorities are more disposed to criminality and are also more likely to be victims of crime.

There will be accurate references to theories such as Marxism, Left Realism and Right Realism. Issues that may be deployed include the social construction of crime statistics, the effects of deprivation and marginalisation, the view that some crimes may be forms of resistance and political action, the possibility that some ethnic minority crimes are a reaction to capitalism or institutional racism.

Evaluation may focus on definitions of crime, the role of the police, the social construction of crime statistics and/or the adequacy of different theories in relation to the available empirical evidence.

Theories: Functionalism, Marxism, Left Realism, Right Realism, Interactionism, Labelling theory, etc.

Concepts such as: Artefact explanation, host-immigrant model, Islamophobia, institutional racism, labelling, marginalisation, moral panics, police practices, stereotyping, victimisation, etc.

Studies such as: Abbas & Alien, Alexander, Castles & Kosack, CCCS, Desai, Downs & Rock, Gilroy, Hall, Holdaway, Hood, Lea & Young, Merton, Mhlanga, Park, Murray, Phillips & Bowling, PSI, etc.

3 Outline and assess Right Realist solutions to the problem of crime. [50]

Candidates are expected to show knowledge and understanding of Right Realist solutions to the problem of crime. They may relate solutions to concepts such as social control, relative deprivation, powerlessness, dependency culture, cost-benefit analysis, surveillance, target hardening, zerotolerance, etc. Reference may be made to Left Realist solutions by way of comparison, and there may also be mention of control theories, underclass theories and the New Administrative Criminology, etc. By way of evaluation, candidates may refer to the way Right Realist solutions focus on street crime and/or ignore white collar crime, adopt "victim-blaming" approaches and/or ignore wider social inequalities, see crimes as calculated rather than emotional actions, etc.

Theories: Right Realism, Left Realism, New Right, Conservatism, Liberalism, New Labour, etc.

Concepts such as: Moral decline, 'broken windows', social control, powerlessness, dependency culture, relative deprivation, incarceration, incapacitation, rehabilitation, retribution, etc.

Studies such as: Atkinson, Carrabin, Chambliss, Christie, Cicourel, Hebdige, Hobbs & Dunningham, Marsland, Miliband, Murray, Newburn, Saunders, Taylor, Wilson & Kelling, Young, etc.

4 Outline and assess sociological explanations for changes in educational attainment by females. [50]

Candidates are expected to display knowledge and understanding of sociological explanations for the improvement in educational attainment by girls. There should be a clear understanding of theories such as feminism and Interactionism. There may be discussion of in-school issues such as labelling and teacher expectation and wider social issues such as changing female expectations and changes in the nature of the labour market. Comparisons may be drawn with male experiences in the same contexts. By way of evaluation, candidates may deploy critical material concerning the adequacy of theoretical explanations, the extent to which gender is a key factor in educational attainment. They may discuss the extent to which the crisis of masculinity is a 'moral panic'.

Theories: Feminism, Marxism, interactionism, etc.

Concepts such as: Anti-school culture, crisis of masculinity, feminisation (of teaching), hidden curriculum, labelling, patriarchy, role models, stereotyping, subcultures, teacher expectation, etc.

Studies such as: Arnot & David, Epstein, Francis, French, Fuller, Gray & McLellen, Jackson, Kane, Mac an Ghail, Mahoney, Mirza, Mitsos & Browne, Sharpe, Spender, Stanworth, Willis, Wragg, etc.

5 Outline and assess the Functionalist view of the relationship between education and the economy. [50]

Candidates are expected to demonstrate knowledge and understanding of the relationship between education and the economy. There will be accurate discussion and clear understanding of theoretical perspectives relating to the role and functions of the education system. There may be consideration of the way in which the link between education and the economy helps to integrate society as a whole. Candidates may discuss issues such as the selection function of education, the relationship between education and the world of work, education and value consensus, education and social solidarity, the impact of educational policies such as new vocationalism, marketisation, etc. By way of evaluation, critical material may be deployed concerning the adequacy of theoretical perspectives in relation to empirical evidence relating to the relationship between education and the economy.

Theories: Functionalism, Marxism, Neo-Marxism, New Right, New Vocationalism, etc.

Concepts such as: Cheap labour, competition, correspondence principle, equality of opportunity, hidden curriculum, ideology, industrialisation, meritocracy, vocational education, etc.

Studies such as: Althusser, Bowles & Gintis, Clarke, Chubb & Moe, Davies & Biesta, Davis & Moore, De Wall, Durkheim, Evans, Gordon, Hargreaves, Hatcher, Hoelscher, Iles, Rikowski, Willis, etc.

6 Outline and assess the view that government policy since 1988 has increased inequality in education. [50]

Candidates are expected to show knowledge and understanding of the extent to which government policy since 1988 has increased inequality in education. There should be discussion of policies to do with the ERA and vocational education through to the social democratic provisions arising from New Labour's educational policies. There should be clear and accurate use of specific examples of policies and their outcomes in relation to changes in government. By way of evaluation, the intended aims of government policies and the actual outcomes may be considered and candidates may assess issues from the perceived failings of youth training schemes through to the alleged shift in specialist school admissions policies from parental choice to school selection by pupil background, etc.

Theories: Social Democracy, Marxism, New Right, New Vocationalism, New Labour, New Deal, etc.

Concepts such as: Choice, excellence, hidden agenda, knowledge economy, lifelong learning, open enrolment, opting out, personalisation, social exclusion, specialist schools, value added, etc.

Studies such as: Anning, Ball, Chitty, Chubb & Moe, Clarke & Willis, Crace, Brown & Lauder, Edwards & Whitty, Finn, Gewirtz, Glatter, McKnight, Mitsos & Browne, Shepherd, Tomlinson, etc.

7 Outline and assess the view that the mass media creates deviance. [50]

Candidates are expected to display knowledge and understanding of theories and concepts relevant to explaining the role of the mass media in the creation of deviance. There will be accurate references to theories such as labelling theory, Marxism and feminism. There will be use of data in relation to the concepts, such as the official criminal statistics, the impact of crime reporting on fear of crime and policing, moral panics, folk devils, deviancy amplification and ideology. Discussion of "panics" will develop a clear moral focus (not H. G. Wells, etc). By way of evaluation, candidates may discuss the limitations of labelling theory, the problematic nature of concepts such as 'moral panics', the validity/reliability of official statistics and/or the role of other agencies (such as the police) in the social construction of deviance.

Theories: labelling theory, Marxism, Feminism, Postmodernism, etc.

Concepts such as: labelling, arousal, catharsis, desensitisation, deviancy amplification, folk devils, ideology, moral panics, scapegoats, sensitisation, stereotypes, subcultures, etc.

Studies such as: Cohen, Critcher, De Angelis, Gerbner & Gross, Gilroy, Goode & Ben-Yehuda, GUMG, Hall, Lemert, Liebner & Baron, Livingstone, Moore, Nuemann, Philo, Young, etc.

8 Outline and assess sociological methods of researching the media. [50]

Candidates are expected to demonstrate knowledge and understanding of sociological methods of researching the media. They will consider different methods, such as content analysis, experiments, correlation studies, discourse analysis and semiology. Research by the Glasgow University Media Group is likely to be prominent but it is also expected that research based on laboratory and field experiments will feature in responses. By way of evaluation, candidates may assess the adequacy of research methods in relation to the available empirical evidence and/or their predictive value; they may detail methodological problems associated with different methods, such as issues of definition, operationalisation and/or causality; or they may raise issues to do with interpretation and analysis.

Theories: Pluralism, Marxism, Neo-Marxism, Postmodernism, etc.

Concepts such as: Semiology, interpretation, validity, reliability, scientific method, etc.

Studies such as: Belson, Best, Curran & Gurevitch, Doyle, Feshbach & Singer, Galtung & Ruge, Gerbner & Gross, GUMG, Hall, Liebert & Baron, Livingstone, Lobban, Parke, Vasterman, etc.

9 Outline and assess the Marxist view of the social construction of the news. [50]

Candidates are expected to show knowledge and understanding of the Marxist view of the social construction of the news. They should distinguish between the Traditional Marxist and Neo-Marxist views, in which the social construction of the news is viewed by the former as a deliberate attempt at manipulation whilst the latter view it as a form of hegemony. In spite of their different emphases, it will be recognised that the way the news is socially constructed assists in the maintenance of the status quo in society in the Marxist view. Comparisons and contrasts may be made with other views, such as those of Pluralists and Postmodernists. By way of evaluation, candidates may question the ideological underpinnings of Marxism, (as overly conspiratorial), the adequacy of the evidence on which it is based, its denial of journalistic independence and diversity of news output, etc.

Theories: Marxism, Neo-Marxism, Pluralism, Postmodernism, etc.

Concepts such as: Agenda-setting, capitalist ideology, diversity, encoding, frameworks, gatekeeping, hegemony, circuit of communication, news diary, news values, watchdogs, etc.

Studies such as: Allan, Evans, Hall, Hetherington, McCullagh, McLuhan & Fiore, Marcuse, Miliband, Philo & Miller, Potter & Wetherell, Strinati, Tunstall & Palmer, Thussu, Williams, etc.

10 Outline and assess the view that the growth of new social movements reflects a search for identity. [50]

Candidates are expected to display knowledge and understanding of the view that the growth of new social movements reflects a search for identity. There will be accurate references to sociological theories of MSMs and the nature of 'identity'. There will be explicit understanding of differences within and between social movements, new and old. Candidates may draw upon postmodern theories to support the contention in the question and contrast them with other theories such as Marxism which suggest that social movements are an expression of class interest. By way of evaluation, there may be discussion of difficulties involved in establishing fundamental differences between old and new social movements, of the continued relevance of social class, etc.

Theories: Functionalism, Feminism, Marxism, Postmodernism, Poststructuralism, etc.

Concepts such as: Social and economic change, the decline of class as a source of identity, class dealignment, collective consumption, gender identity, reflexivity, self image, collective identity, etc.

Studies such as: Beck, Beuchler, Habermas, Hall, Inglehart, Klein, Marcuse, Melucci, Offe, Scott, Smith, Smelser, Tilly, Touraine, etc.

11 Outline and assess theoretical explanations of the distribution of power in society. [50]

Candidates are expected to demonstrate knowledge and understanding of theoretical explanations of the distribution of power in society. They will discuss different theoretical perspectives on the issue and relate them to models of how power is distributed. There will be explicit understanding of the major assumptions behind each theoretical perspective and the extent to which theoretical explanations are shaped by ideologies. Different perspectives may be compared and contrasted to show the diverse and sometimes contradictory range of ways in which the distribution of political power has been explained. By way of evaluation, candidates may discuss the contradictions within theories, the assumptions underlying the theories, the extent to which each theory is supported by empirical evidence and/or the difficulty of defining precisely what 'power' is in the first place.

Theories: Weberian, Functionalist, Marxist, Neo-Uberal, Pluralist, Elitist, Postmodern, etc.

Concepts such as: Faces of power, variable-sum, constant-sum, laissez-faire, 'honest broker', circulation of elites, power elite, hegemony, false consciousness, discourses, etc.

Studies such as: Alien, Dahl, Foucault, Gramsci, Grant, Hewitt, Lukes, Upset, McKenzie, Marsh, Miliband, Mills, Mosca, Pareto, Parsons, Rex, Saunders, Urry & Wakeford, Weber, Williams, etc.

12 Outline and assess the view that 'ideology is dead' in politics today. [50]

Candidates are expected to show knowledge and understanding of the view that 'ideology is dead' in politics today. There will be accurate discussion of theoretical perspectives relating to the debate along with accurate use of relevant concepts. Responses will be supported by reference to both old and new ideologies. The part that ideology may or may not play in driving modern political action is likely to be examined and any correlation between political ideologies and political action may be spelled out. By way of evaluation, candidates are likely to: contrast the views of Bell and Fukuyama with those of other commentators; compare older social movements with newer social movements; and relate what the empirical evidence suggests about the role of ideology in politics today.

Theories: Liberalism. Conservatism. Neo-Conservatism. Marxism. Neo-Marxism. Feminism. Anarchism, etc.

Concepts such as: Ideology, *ancien regime*, class conflict, class consciousness, conservatism, fundamentalism, identity, legitimacy, mutualism, patriarchy, pluralism, resistance, risk, etc.

Studies such as: Bell, Bey, Dawson, Fukuyama, Giddens, Gramsci, Heywood, Hinchliffe & Woodward, Jowett, Keddie, Klein, Mackintosh & Mooney, Proudhon, Walby, Wollstonecraft, etc.

**G673
Marking Grid**

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	<p>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').</p> <p>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.</p>
16-20 Level 4	<p>Candidates show a very good knowledge and understanding which will be full, wide ranging and detailed although lacks depth in places. There will be a strong emphasis on sociological explanations, and accurate and detailed knowledge and understanding of concepts and studies. At the bottom of the band, sociological explanations will be less developed.</p> <p>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.</p>
10-15 Level 3	<p>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.</p> <p>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.</p> <p>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.</p>
5-9 Level 2	<p>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. Towards the bottom of the band, knowledge and understanding may be more vague, partial and inaccurate. Expect to see responses in which sociological knowledge is displayed although it is not directly related to the specifics of the question.</p> <p>The quality of written communication will be basic, presenting some sociological material with limited coherence and some errors of grammar, punctuation and spelling.</p>
1-4	<p>Candidates show a limited knowledge and understanding of sociological explanations/concepts/studies. At the top of the band, expect to see vague</p>

Level1	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 will be relevant to explanations.
5-6 Level3	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 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. 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	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.

4	
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.

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