

Mark Scheme for June 2011

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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 the view that the law operates to serve the interests of the ruling class. [50]

Candidates are expected to demonstrate knowledge and understanding that the viewpoint is from a Marxist perspective. There may be accurate discussion of both traditional and neo-Marxist views on law creation and enforcement. There will be discussion of whether the state is influenced by the ruling class and this may include a discussion of hegemony. There may be a discussion on whether crimes of the powerful are ignored, examining for example the significance of white collar and corporate crime and whether the working class have become criminalised to maintain the power of the ruling class in society. The nature and role of policing may be discussed and the significance of working class resistance. Candidates may focus on the issue of moral panics and the role of the state and the media, in the context of Marxism.

By way of evaluation, candidates may examine the limitations of Marxist explanations, for example the extent to which the law operates to specifically serve the interests of the ruling class. Candidates may discuss the deterministic nature of some Marxist explanations; the ideological basis of Marxist theorising; the Left Realist criticism that the Marxist approach romanticises working class criminals and fails to reflect reality.

Explanations may include:

Theories: Traditional Marxism, neo-Marxism, Realism, Interactionism etc.

Concepts such as: hegemony, repressive state apparatus, alienation, exploitation, resistance, scapegoats, moral panics, folk devils, subculture.

Studies such as: Bonger, Chambliss, Snider, Gilroy, Gordon, Cohen, Althusser, Box, Miliband, Slapper and Tombs, Taylor, Walton and Young, Hall.

2 Outline and assess Feminist explanations of why women are victims of crime. [50]

Candidates are expected to demonstrate knowledge and understanding of Feminist explanations of why women are victims of crime. There may be an accurate reference to and discussion of different Feminist perspectives, such as Liberal, Marxist and Radical Feminism relating to women as victims of crime. There will be a clear understanding of what is meant by 'crimes against women', for example domestic violence, rape, sexual harassment at work. Reference to studies will be accurate. Issues discussed may focus on the relationship between women as victims of crime and the patriarchal social control of women in society; gender role socialisation; the notion of the woman as the property of her husband. Candidates may consider the relationship between men's alienation and powerlessness at work, male unemployment, the feminisation of the labour market, the 'crisis of masculinity' and women as victims of crime.

By way of evaluation, candidates may examine in a positive light the contribution of Feminist approaches to an understanding of why women are victims of crime, examining women's position in society as a whole. Candidates may critically examine the extent of women's victimisation; references may be made to Left Realism and the Islington Crime Survey and the rationality of women's fear of crime. Candidates may examine the increasing level of violent crime committed by females against other females and whether Feminists have exaggerated male power. Candidates may go on to evaluate the different strands of Feminist theoretical explanations.

Explanations may include:

Theories: Feminism, Left Realism, Functionalism, Marxism etc.

Concepts such as: patriarchy, victimisation, social control, oppression, exploitation, socialisation, alienation, powerlessness.

Studies such as: Dobash and Dobash, Stanko, Smart, Lees, Dworkin, Mac an Ghail, Campbell, the British Crime Survey, the Islington Crime Survey, Walklate, Walby and Allen, Carrabine, Young.

3 Outline and assess sociological explanations of why some locations have higher crime rates than others. [50]

Candidates are expected to demonstrate knowledge and understanding of explanations relating to why some locations have higher crime rates than others. Candidates will have an awareness of crime rates in different locations. They may discuss issues concerning social disorganisation in the development of cities, a weak sense of community and informal social controls. The concept of 'tipping' may be assessed as an explanation of why locations of similar social characteristics experience different crime rates. Candidates may discuss and evaluate opportunity theory, cognitive map theory and Right Realist explanations.

By way of evaluation, candidates may positively evaluate the explanations in terms of providing insights into location as a factor in crime distribution relating to crime rates. The findings have influenced government policies in the USA and the UK. Candidates may critically evaluate theories such as those from the New Right which fail to explain the cause of the initial deviant activity. Criticisms of the social disorganisation theory may relate to difficulty in generalising the explanations. The location studies may require more global application. Methodological issues may be raised as many of the explanations rely on official crime statistics and the BCS and the validity of the data can be questioned.

Explanations may include:

Theories: The Chicago School, Subcultural, Functionalism, New Right, Marxism, Interactionism, Realism etc.

Concepts such as: spatial distribution, environmental criminology, zone of transition, cultural heterogeneity, social disorganization, social controls, delinquents, target attractiveness, target accessibility, broken windows, spiral decay, tipping, differential association, routine activities.

Studies such as: Shaw and McKay, Baldwin and Bottoms, Bottoms and Wiles, Wiles and Costello, Wilson and Kelling, Skogan, Brantingham and Brantingham, Carter and Hill, BCS, Clarke, Cohen and Felson, Morris, Schueman and Kobrin, Murray, Gill, Sutherland, Wilkstrom.

4 Outline and assess the view that educational policy since 1988 has made equality of opportunity a reality. [50]

Candidates are expected to demonstrate knowledge and understanding of the view that educational policy since 1988 has made equality of opportunity a reality. They will possess a clear and accurate understanding of the concept 'equality of opportunity' and will draw upon a range of educational changes since 1988 to examine whether they have resulted in

equality of opportunity. Candidates may focus on the Education Reform Act (1988) for example highlighting issues around diversity, choices and the national curriculum and the impact on equality of opportunity. Candidates may examine New Labour's 1997 policy statement that they intended 'to overcome economic and social disadvantage and to make equality of opportunity a reality'. They may discuss policy initiatives such as EMA within the context of Social Democratic ideals that have influenced the Labour party. Candidates may draw upon a wide range of initiatives from the early years of education to university and work-based training. There will be accurate references to theories such as New Labour, Social Democratic theory, the New Right, Functionalism.

By way of evaluation, candidates will consider the extent to which policy changes in the education system have aimed to promote equality of opportunity. They may also evaluate whether the policy outcomes have achieved equality of opportunity and may discuss the shadow between 'reality' and 'intention'. They may focus on whether there is greater inequality in the education system today, for example whether university loans reverse positive steps towards ideals of equality of opportunity. Candidates may go on to evaluate policies since 1988 from Marxist and Feminist perspectives, examining issues of inequality and patriarchy.

Explanations may include:

Theories: Social Democratic theory, New Labour, Functionalism, New Right, Marxism, Feminism, etc.

Concepts such as: equality of opportunity, national curriculum, EMA, subject choice, national literacy and numeracy hours, Curriculum 2000, basic skills, positive discrimination, lifelong learning, EAZs and EiCs, Beacon schools, Academies, Sure Start, compensatory education, the Gifted and Talented educational programme, Apprenticeships, New Deal, Learn Direct, marketisation, parentocracy, league tables, social exclusion, inequality and patriarchy.

Studies such as: Parsons, Ball, DfEE 1997, Machin and McKnight, Machin and Vignoles, Mitsos and Browne, Chubb and Moe, Smith and Noble, Garner, Bush et al, Taylor, Leech and Campos, Furlong and Forsythe.

5 Outline and assess cultural explanations of social class differences in educational achievement. [50]

Candidates are expected to demonstrate knowledge and understanding of explanations relating to cultural explanations of social class differences in educational achievement. Issues will be discussed relating to cultural deprivation, the importance of family, language codes, the significance of values, notions of fatalism and deferred gratification, the role of subculture, cultural capital and social and cultural reproduction.

By way of evaluation candidates may discuss the adequacy of cultural explanations of social class differences in educational achievement; for example Interactionist accounts of the significance of labelling, the organisation of schools. They may discuss difficulties in separating cultural from material factors; the deterministic nature of cultural explanations; the difficulty 'measuring' cultural capital; the difficulty in separating class, gender and ethnicity as variables in order to assess cultural explanations of social class differences in educational achievement.

Explanations may include:

Theories: Functionalism, Marxism, Interactionism, New Right etc.

Concepts such as: subcultures, cultural deprivation, parental interest, immediate gratification, fatalism, cultural capital, habitus, symbolic violence, cultural and social reproduction, language codes, peer groups, self-fulfilling-prophecy.

Studies such as: Douglas, Sugarman, Hyman, Feinsein, Phillips, Bernstein, Labov, Bourdieu, Boudon, Willis, Marsland, Murray, Phillips, Forsyth and Furlong, Sharpe and Green, Lareau, West and Hind, Power et al, Leech and Campos, Becker, Hargreaves, Keddie, Woods, Campbell, Drew.

6 Outline and assess the Functionalist view that the education system effectively prepares young people for employment. [50]

Candidates are expected to demonstrate knowledge and understanding of the Functionalist view that the education system effectively prepares young people for employment. There will be a clear understanding of the nature of secondary socialisation from a Functionalist perspective and the transition of young people into the labour market. Candidates will consider how schools and colleges effectively prepare and select students for the world of work from a Functionalist perspective. They may consider the functions of education in relation to the economy, skills, meritocracy, role allocation and issues of selection.

By way of evaluation, candidates will consider whether schools and colleges effectively prepare and select students for the world of work. They may draw upon the ideological similarities between the Functionalist and New Right perspectives. Candidates may examine Marxist criticisms of the education system with reference to ideology and the correspondence principal, and policies such as new vocationalism. They may examine Feminist critiques focussing on gender socialisation. They may examine the problematic nature of concepts such as equality of opportunity and meritocracy. Candidates may also examine issues of counter school cultures and resistance to schooling and the concept of deschooling society.

Explanations may include:

Theories: Functionalism, New Right, Marxism, Feminism, etc.

Concepts such as: socialisation, role allocation, equality of opportunity, meritocracy, new vocationalism, transferrable skills, marketisation, formal and hidden curriculum, human capital, subcultures, correspondence principle, patriarchy, ideology, counter school subculture.

Studies such as: Parsons, Davis and Moore, Durkheim, Bowles and Gintis, Willis, Illich, Reynolds, Giroux, Sharpe, Chubb and Moe, Finn, Cohen, Colley, Kelly, Smithers and Robinson, Craine.

7 Outline and assess the view that the mass media have an indirect effect on audiences. [50]

Candidates are expected to demonstrate knowledge and understanding of the view that the mass media have an indirect effect on audiences. Reference will be made to theorists who argue that the media have a powerful and immediate effect on audiences, while Indirect theorists see the effect as occurring over a longer period of time, gradually becoming part of the audience's way of experiencing the world. It is likely that candidates will refer to empirical research. The differences between Indirect and Direct theories of audience effects will be accurately explained and Indirect theories will be clearly examined.

Candidates may make connections between views on indirect effects and Interactionism and neo-Marxism, also views on direct effects and traditional Marxist theory.

By way of evaluation, candidates may assess theoretical approaches in the light of empirical evidence; they may refer to difficulties of isolating variables when conducting media research for example the difficulties of measuring the effects of the media as opposed to other agencies of socialisation. They may focus on issues of audience passivity or activity, for example audience reception theories. Also, the ideological premises of the theoretical arguments may be questioned.

Explanations may include:

Theories: Direct theories, Indirect theories, Marxism, neo-Marxism, Interactionism, Postmodern views etc.

Concepts such as: Two step flow model, cultural effects model, 'drip-drip' model, uses and gratifications model, deviance amplification and moral panics, hypodermic syringe model, opinion leaders, selective exposure, social interaction, catharsis, desensitization, ideological state apparatus, hegemony.

Studies such as: Katz and Lazarsfeld, Stack et al, Gauntlett, McQuail, Packard, Bandura, Feshbach and Singer, Murdock, Gramsci, Adorno, Hall, Kitzinger, GUMG, Althusser, Klapper, Fiske, Blumler, Marcuse.

8 Outline and assess the view that mass media representations of age are based on stereotypes. [50]

Candidates are expected to demonstrate knowledge and understanding of the view that mass media representations of age are based on stereotypes. Candidates will possess a clear and accurate understanding of the concept 'stereotypes' and will refer to at least one age group. It is likely that candidates will focus on the young or old and within these groups may consider variables such as gender, ethnicity and social class. There will be understanding of different theoretical explanations of why an age group is represented in the way it is. There may be understanding of changes in stereotypical representations of the age group, for example the more negative media representations of youth today compared to the 1950s. Candidates will draw upon contemporary examples of media images regarding age, in addition to empirical research. Theoretical discussion is likely to be integrated into the discussion, for example Interactionist ideas while discussing moral panics, or Feminist views while discussing stereotypical representations of gender and age.

By way of evaluation, candidates may assess theoretical approaches in the light of empirical evidence and contemporary examples. They may refer to difficulties of measuring concepts such as stereotypes, ageism. The ideological premises of the theoretical arguments may be questioned.

Explanations may include:

Theories: Marxism, neo-Marxism, Interactionism, Pluralism, Feminism, Postmodern views etc.

Concepts such as: stereotypes, generations, moral panics, deviance, ageism, 'hoodies', 'Juno effect', patriarchy, 'double standard of ageing', folk devils, grey pound.

Studies such as: Osgerby, Hebdige, Biggs, Signorelli, Featherstone and Hepworth, Pearson, Hall et al, Rock and Cohen, Fawbert, Goode and Ben-Yehuda, Sontag, Lambert et al, McRobbie, Frazer, Thornton, Muncie, Pitts.

9 Outline and assess the view that the news reflects reality. [50]

Candidates are expected to demonstrate knowledge and understanding that the viewpoint is one promoted by media professionals and has attracted debate from a range of perspectives. Candidates will refer to more than one perspective. They may consider Pluralists views, often presented by media professionals: that journalists and editors work autonomously, guided by professional values such as objectivity, while recognising audience interests and technical and bureaucratic factors such as time constraints when constructing news stories. They may discuss Trowler's notion of interactivity and the news.

By way of evaluation candidates may criticise Pluralists for not recognizing the middle-class bias in news values and the influence of the owners, the state, advertisers and news agencies on news stories. Candidates may examine the traditional Marxist belief that the news is used to maintain false class consciousness, and to generate revenue; also neo-Marxist beliefs that the news content reinforces hegemony through processes such as gate-keeping and agenda-setting. Candidates may draw on GUMG research revealing that views challenging those in authority are presented negatively, through use of language, camera angles etc. Candidates may counter evaluate Marxism from a Pluralist perspective citing the conspiratorial emphasis of traditional Marxism and ignorance of the diversity of media products and the emphasis on objectivity in journalistic training. Candidates may also consider 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. They may discuss the concept of a 'global village' and Baudrillard's discussion of 'hyper-reality' 'the end of meaning' where news becomes a matter of story telling, rather than the reporting of fact and where 'infotainment' describes the way news is reported. Pluralists however may criticise Postmodernists for a lack of empirical evidence.

Explanations may include:

Theories: Marxism, neo-Marxism, pluralism, postmodern views etc.

Concepts such as: news values, gatekeepers, agenda-setting, mirror image, tabloidisation, interactivity, ideology, hegemony, 'hierarchy of credibility', status, bureaucratic, churnalism.

Studies such as: Galtung and Ruge, Curran and Gurevitch, Hall, Harup and O'Neill, Vasterman, Sumpter, Becker, Schlesinger, Trowler, Tunstall and Palmer, Evans, Thussu, GUMG, Philo, McLuhan, Baudrillard, Davies, Bagdikian, Chomsky et al, Couldry, Whales.

10 Outline and assess the view that the emergence of new social movements is a response to social change. [50]

Candidates are expected to demonstrate knowledge and understanding of the view that new social movements are a response to social change. Candidates will be aware of competing definitions of new social movements and the difficulty in generalising about the 'social profile' of the people involved. They may discuss a range of interpretations and the assumptions underlying the theories. Candidates may discuss the Functionalist informed Collective Behaviour Theory which drew upon strain theory and viewed NSM as a

dangerous and irrational response to social conditions. Candidates may go on to examine Resource Mobilisation Theory (RMT) which refers to individualism and selfish, rather than collective reasons for joining social movement organisations eg joining for personal gain rather than commitment to an ideological/political 'cause'. Candidates may discuss neo-Marxist views that NSM are best understood as responses to the growing dominance of the capitalist state in modern society and the role of NSMs in reversing deprivations beyond the workplace. Candidates may discuss the Postmodern views that the emergence of NSMs provided opportunities for members to assert their identities in a changing world through organised collective actions. Candidates may draw upon contemporary examples and/or empirical research.

By way of evaluation, candidates may examine the view that no single theory is able to satisfactorily explain the rise of NSMs. They may focus on the outdated views of the Functionalist informed theory which holds an essentially static view of society. They may go on to examine the RMT assumption that social movements have a formal organisation which leads to generalisations about the members. The approach neglects the role of idealism and collective identity in NSM and cannot explain differences between social movements. Candidates may criticise the over-emphasis of the link between deprivation and capitalism in Marxist theories. They may go on to discuss Marxist criticisms of Postmodern views. Also, they may examine the extent to which each theory can be supported by empirical evidence.

Explanations may include:

Theories: Functionalism, Resource Mobilisation Theory, Marxism, Postmodern views etc.

Concepts such as: new social movements, old social movements, individualism, idealism, identity, hegemony, globalisation.

Studies such as: Smelser, Habermas, Scott, McCarthy and Zald, Beuchler, Habermas, Offe, Touraine, Marcuse, Klein, Giddens, Beck.

11 Outline and assess Marxist explanations of changing patterns of political action.

[50]

Candidates are expected to demonstrate knowledge and understanding of Marxist explanations of changing patterns of political action. They will discuss the movement from established political action, to non-institutional forms, including NSMs and their greater propensity for direct action, facilitated by technological developments. Candidates will discuss in detail Marxist explanations of changing patterns of political action, with reference to contemporary examples of political action. The centrality of class based politics will be discussed along with notions of collective consumption and challenges to the capitalist system.

Those candidates who adopt an evaluative tone throughout may recognise that the diversity of social movements renders the possibility of applying a single theory that clearly relates to changing patterns of political action difficult. It is likely that candidates will compare and contrast Marxism with a range of alternative explanations. In addition to criticising Marxist views, candidates may consider the extent to which Marxist ideas inform or complement alternative explanations.

Explanations may include:

Theories: Marxism, Feminism, Postmodern views, Collective Identity theory, Globalization etc.

Concepts such as: new and old social movements, class conflict, urban social movements, collective consumption, collective identity, 'male stream' sociology, patriarchy, reflexivity, risk, identity politics, global imperialism.

Studies such as: Hallsworth, Giddens, Castles, Habermas, Touraine, Saunders, Gilligan, Roseneil, Beck, Melucci, Fukayama, Lash and Urry, Klein, Ritzer, Callinicos, Gramsci, Marcuse.

12 Outline and assess the view that ideology remains important in politics today. [50]

Candidates are expected to demonstrate knowledge and understanding of the view that ideology remains important in politics today. Candidates will be aware that the view is held by theorists from a number of perspectives such as Marxism, Liberalism, Conservatism, Feminism and Anarchism. Candidates will demonstrate an understanding of the contested concept 'ideology'. They will discuss theoretical perspectives relating to the debate along with accurate use of relevant concepts. They may refer to both old and new ideologies and may draw upon contemporary examples and empirical research. They may examine the correlation between political ideologies and political action.

By way of evaluation, candidates are likely to examine the views of opposing theorists such as Bell who proclaimed the end of ideology half a century ago and Fukuyama who more recently argued that ideology is dead. Candidates may draw upon what the empirical evidence suggests about the role of ideology in politics today. They may examine the extent to which older ideologies such as Marxism, Liberalism, and Conservatism persist in the wake of technological advances and globalisation and there may be an examination of newer ideologies such as Feminism and Ecologism. The concept of conventional political action may be questioned in terms of its relevance in society today.

Explanations may include:

Theories: Marxism, Feminism, Postmodern views, Liberalism, Conservatism, Anarchism, Fascism, Nationalism.

Concepts such as: ideology, discourses, false-consciousness, political pluralism, free market ideology, patriarchy, anarchy, ecologism, Fundamentalism.

Studies such as: Bell, de Tracy, Marx, Freidman and Hayek, Heywood, Dawson, Mackintosh and Mooney, Walby, Jowett, Bey, Armstrong.

Paper Total [100]

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