

**Sociology**

Advanced GCE

Unit **G673**: Power and Control

**Mark Scheme for January 2013**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## Annotations

Annotation	Meaning
	Knowledge and understanding: studies, theories, policies, methods
	Concept
	Example
	Interpretation and Application
	Unclear/inaccurate
	Analysis: positive support
	Evaluation: criticisms
	Juxtaposition: where alternative explanations are discussed without any evaluative link
	Developed: fully explained in a relevant way
	Underdeveloped: partly explained but requiring more depth.
	Unsubstantiated/undeveloped/implicit: accurate without explanation
	Repetition
	Not clearly focused on question set: tangential – sociological but not directly relevant
	Irrelevant: not related to the topic area and/or non-sociological/anecdotal

Question	Answer	Marks	Guidance
1	<p>Candidates are expected to demonstrate an accurate understanding of functionalist explanations of crime and deviance. Candidates will consider at least two theorists, for example Durkheim and Merton. They may consider the functionalist notion that the existence of some crime is functional as it helps delineate boundaries. However, high levels of crime can threaten the stability of society.</p> <p>By way of analysis, candidates may consider the influence of structural functionalist theories on later sub-cultural theories of crime, and/ or on the New Right/ Right Realists.</p> <p>By way of evaluation, candidates may discuss functionalists' relative lack of focus on power in society (Marxism) and its over-deterministic explanation of criminal behavior (interactionism). They may examine the over-reliance of functionalism on official statistics of crime. Candidates may go on to consider alternative explanations.</p>	50	<p>Candidates may be credited under knowledge and understanding for references to material related to functionalism eg subcultural theories, Hirschi's control theory.</p> <p>Explanations may include:</p> <p><b>Theories such as:</b> Functionalism, Sub-cultural theories, New Right, Marxism, Interactionism, Realism, Feminism.</p> <p><b>Concepts such as:</b> anomie, consensus, boundaries, values, collective conscience, social cohesion, meritocracy, strain, conformity, industrialism, sub-cultures, status frustration, illegitimate opportunity structure.</p> <p><b>Studies such as:</b> Durkheim, Merton, Cloward and Ohlin, Cohen, Hannon and Defronzo, Hirschi, Matza, Jones, Murray, Miller, Davis, Wilson, L.Taylor, Taylor, Walton and Young, Valier, Reiner, Hobbs.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

Question	Answer	Marks	Guidance
2	<p>Candidates are expected to demonstrate knowledge and understanding of official statistical patterns that suggest that some minority ethnic groups are more disposed to criminality and are also more likely to be victims of crime. Candidates will consider criminality and some may consider groups as victims. Candidates will demonstrate an understanding of different explanations for these patterns. They may consider structural explanations such as Marxism and Functionalism. They may also consider Realist explanations and explanations emanating from Interactionism.</p> <p>By way of evaluation, candidates may focus on the adequacy of different theories in relation to the available empirical evidence. They may discuss the determinism of traditional Marxism; the ambiguity of concepts such as institutional racism, the social construction of official statistics, the superficial notions of power amongst Interactionist theories, the lack of focus on the link between ethnicity and victims of crime.</p>	50	<p>Explanations may include:</p> <p><b>Theories such as:</b> Marxism, New Criminology, Interactionism, Functionalism, Left Realism, Right Realism, Artefact Approach.</p> <p><b>Concepts such as:</b> labelling, stereotypes, racism, prejudice, discrimination, moral panics, police practices, institutional racism, canteen culture, victimisation, stop and search, marginalisation, host-immigrant model, mugging, Islamaphobia, culture of resistance, inter-racial, internalised rage, deprivation.</p> <p><b>Studies such as:</b> OCS, British Crime Survey/ CSEW, Bowling and Phillips, Waddington, Mayhew, Phillips and Brown, Scarman, Macpherson, Reiner, Smith and Gray, Graef, Lea and Young, Hall, Scraton, Gilroy, Holdaway, Hood, Gordon, Nightingale, Bourgois, Fitzgerald, Mhlanga, Desai, Alexander.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

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3	<p>Candidates are expected to demonstrate knowledge and understanding of the role of the police and courts in the construction of crime. This may involve an understanding of social constructionism, relating to issues such as crime statistics, differential policies, practices and priorities relating to social class, age, gender and ethnicity as variables. Candidates may consider the narrow band of social background from which magistrates and judges are drawn and the potential of not understanding the lives of offenders, who are overwhelmingly socially marginalised males, disproportionately drawn from minority ethnic groups. It is likely that there will be more emphasis on the police than the courts.</p> <p>There will be accurate references to sociological theories, in particular: Interactionism, neo-Marxism and Left Realism. Issues may be discussed such as labelling, moral panics, the role of the government in the social construction of crime. Candidates may examine the notion of institutionalised racism and sexism, negotiated justice, chivalry and police culture.</p> <p>By way of evaluation, candidates may raise issues such as the adequacy of the Interactionist, neo-Marxist and other theoretical accounts. They may question whether the police statistics are a realistic representation of criminal activity. They may examine whether concepts such as institutional racism and moral panics are valid. They may note that magistrates are drawn equally from males and females and that overall they reflect ethnic divisions in society.</p>	50	<p>Explanations may include:</p> <p><b>Theories such as:</b> Neo-Marxism, Interactionism, Left Realism, Feminism.</p> <p><b>Concepts such as:</b> social construction, crime, labelling, chivalry, institutionalised racism, institutionalised sexism, hegemony, folk devils, moral panics, negotiated justice, reactive policing, consensus, conflict, discretion, canteen culture, masculinity, double deviance, secondary victimisation.</p> <p><b>Studies such as:</b> Cicourel, Hall, Cohen, Holdaway, Chambliss, PSI, Lea and Young, Gilroy, Kinsey, Scraton, Reiner, Garland, Foucault, Colman and Gorman, Hough and Roberts, Skolnick, Graef, Morgan and Russell, Hood, Miliband, Smart, Walklate, Gelsthorpe.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

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4	<p>Candidates are expected to demonstrate knowledge and understanding of sociological explanations of the role of schools in preparing young people for employment. Candidates will examine at least one theoretical perspective, with Functionalism, Marxism, New Right and New Vocationalism being most likely. Candidates may focus on the link between primary/secondary socialisation and employment. They may discuss the formal and the hidden curriculum. They may discuss new vocationalism and the development of educational policy relating to 14-19 year olds. They may examine the correspondence principle and the notion of role allocation, transferable skills and a meritocracy.</p> <p>By way of evaluation, candidates are likely to focus on the weaknesses of theories and concepts. For example the problematic nature of concepts such as the hidden curriculum and meritocracy. They may consider Marxist critiques of Functionalism and New Vocationalism relating to the effectiveness of schools in preparing young people for employment. The over determinism of Marxism and notions of resistance may be discussed. Candidates may examine Feminist critiques of traditional theories with a focus on schooling and girls.</p>	50	<p>Candidates may approach this question theoretically eg Functionalism vs Marxism, or take a more policy-oriented approach eg New Vocationalism. Relevant policies should be credited in the same way as studies.</p> <p>Explanations may include:</p> <p><b>Theories such as:</b> Functionalism, Marxism, New Right, Interactionism, Feminism, Social Democratic approach.</p> <p><b>Concepts such as:</b> socialisation, formal and hidden curriculum, vocationalism, role allocation, meritocracy, cultural capital, transferable skills, correspondence, subcultures, patriarchy, equality of opportunity, ideology.</p> <p><b>Studies such as:</b> Durkheim, Parsons, Davis and Moore, Bowles and Gintis, Willis, Illich, Braverman, Davies and Biesta, Chubb and Moe, Giroux, Finn, Cohen, De Waal, Craine, Dale, Clarke and Willis, Trowler, Colley, Buswell, Francis, Archer, Saunders, Althusser, Bourdieu, Mizen.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

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5	<p>Candidates are expected to demonstrate knowledge and understanding of the viewpoint that it is factors outside of schools rather than processes in school that result in the differences in educational achievement of ethnic groups.</p> <p>There will be a clear understanding of the differences in performance and more than one ethnic group will be referred to such as white, African-Caribbean, Pakistani, Bangladeshi, Chinese and Indian groups. Candidates may examine cultural deprivation, cultural capital and language issues.</p> <p>By way of evaluation candidates may discuss the importance of processes within schools such as labelling based on stereotypes, the nature of the curriculum and hidden curriculum, teacher expectations, and institutionalised racism. Some may argue that attempting to separate factors outside school and processes within school is artificial. Candidates may point to the importance of class and gender as variables in relation to educational achievement.</p>	50	<p>Explanations may include:</p> <p><b>Theories such as:</b> Marxism, Functionalism, New Right, Interactionism.</p> <p><b>Concepts such as:</b> material factors, cultural factors, racism, the myth of return, subcultures, ethnocentrism, institutionalised racism, resistance, labeling, self-fulfilling prophecy, teacher expectations, curriculum.</p> <p><b>Studies such as:</b> The Swann Report, CRE, Mitsos, Modood, Strand, Archer, Francis, Haynes, Platt, Sewell, Gillborn, Bahtri, Murray, Pryce, Mirza, Mac an Ghaill, Wright, Connelly, O'Donnell and Sharpe, Coard, Shain, Fuller, Bolognani, Gilborn and Youdell, Ball and Gerwitz.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

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6	<p>Candidates are expected to demonstrate an accurate knowledge of the view that recent educational policies have increased diversity and choice. It is likely they will draw upon a range of educational changes since 1988. They may examine the ERA and highlight issues such as parental choice and marketisation, league tables, the National Curriculum and exam results introduced by the Conservative government and supported by the New Right. They may go on to examine New Labour initiatives that encouraged diversity of provision such as Specialist schools, Academies, Applied GCSEs and A levels, post 16 vocational initiatives such as Advanced Diplomas, Modern Apprenticeships, the expansion of Faith and Foundation schools, as well as strategies for broadening access opportunities such as Sure Start, EMA. Candidates may refer to more recent coalition government initiatives such as free schools. They may examine the influence of New Right thinking on policy formation and also the influence of Social Democratic ideals on New Labour. Some candidates may highlight the presumption made by Tony Blair that parents of all social classes given a diversity of provision will make an informed choice on behalf of their children.</p> <p>By way of evaluation, candidates will consider the extent to which education policy changes have achieved greater diversity and choice. They may discuss whether there is a shadow between 'reality' and 'intention' and whether choice for some has been gained at the expense of less opportunities for others. Choice may be an illusion for those children from disadvantaged backgrounds who tend to end up in schools facing the greatest problems.</p>	50	<p>Relevant policies should be credited in the same way as studies.</p> <p>Explanations may include:</p> <p><b>Theories such as:</b> New Right, Social Democratic theory, New Labour, Functionalism, Marxism, Feminism.</p> <p><b>Concepts such as:</b> diversity, choice, parentocracy, mortgageocracy, marketisation, league tables, SATs, social exclusion, inequality, patriarchy, coalition government, equality of opportunity, National Curriculum, EMA, Curriculum 2000, subject choice, numeracy and literacy hours, basic skills, positive discrimination, lifelong learning, EAZs, EiCs, beacon schools, academies, faith schools, foundation schools, free schools, sure start, gifted and talented programme, apprenticeships, new deal, learn direct, expansion of further and higher education, tuition fees.</p> <p><b>Studies such as:</b> Ball, Parsons, DfEE 1997, Machin and McKnight, Machin and Vignoles, Millar, Burgess, Mitsos and Brown, Gerwitz, Chubb and Moe, Callendar and Jackson, Smith and Noble, Garner, Bush, Taylor, Leech and Campos, Furlong and Forsythe, Tomlinson, Trowler.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> </ul>

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	<p>They may discuss whether there is less choice in the education system today, for example whether university tuition fees reverse positive steps to enable choice for all. They may consider cut-backs to initiatives such as Sure Start and EMA in England. They may consider the view that at best 'choice' is a preference as many do not attain their first choice of school. Some may make reference to the Lottery system sometimes applied by local authorities where schools are oversubscribed. They may consider differences in English and Welsh provision. Candidates may go on to examine Marxist and Feminist critiques of policies from 1988, examining issues of inequality, patriarchy and the accompanying 'illusion' of choice. They may examine whether parents really want unlimited choice in schools. Also some may point out that since 1944 there has been limited diversity for example private/state schooling, faith schools, and that in reality there may be less diversity as parents are being asked to choose between schools that deliver a standard model of academic success within different contexts, so the type of education is now limited.</p>		<ul style="list-style-type: none"> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

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7	<p>Candidates are expected to demonstrate knowledge and understanding of the view that the mass media have a direct effect on audiences. References will be made to theorists who argue that the media have a powerful and direct effect on audiences be it immediate or over time. It is likely that candidates will refer to empirical research. The differences between direct and indirect theories of audience effects will be accurately explained and direct theories will be clearly examined. Candidates may make connections between direct theories and traditional Marxist theory.</p> <p>By way of evaluation candidates 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 mass media as opposed to other agencies of socialisation. Also they may note that audiences are not homogenous. Candidates may focus on the ideological premises of the theoretical arguments and may examine the views of Interactionists, neo-Marxists and post-modern views.</p>	50	<p>Relevant models should be credited in the same way as theories.</p> <p>Explanations may include:</p> <p><b>Theories such as:</b> direct theories, indirect theories, Marxism, neo-Marxism, Feminism, Interactionism, post-modern views.</p> <p><b>Concepts such as:</b> hypodermic syringe model, magic bullet, moral panics, copy cat violence, ideological state apparatus, hegemony, catharsis, desensitisation, two step flow model, cultural effects model, drip drip model, uses and gratifications model, disinhibition effect, deviance amplification, selective exposure, opinion leaders.</p> <p><b>Studies such as:</b> Marcuse, Packard, Bandura, Murdock, McCabe and Martin, Gramsci, Adorno, Hall, GUMG, Philo, Katz and Lazarsfeld, Gauntlett, Stack, Newson, McQuail, Blumler, Fesbach and Sanger, Kitzinger, Althusser, Cumberbatch, Buckingham, Klapper, Fiske, Dworkin, Orbach, Wolf, Young, Morrison, Morley, McRobbie.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

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8	<p>Candidates are expected to display knowledge and understanding of the Neo-Marxist view of the social construction of the news with the writings of the GUMG being the most likely focus. Candidates may discuss the background of journalists, predominantly white middle class males who unconsciously present the news from the viewpoint of the ruling class. Candidates may go on to consider the role of journalists in agenda setting, in a manner that benefits the ruling class. Candidates may consider the ideas of Hall on hegemony and the view that the way the news is constructed assists in the maintenance of the status quo.</p> <p>By way of analysis candidates may distinguish between the Neo-Marxist and traditional Marxist views. Comparisons and contrasts may be made with other views, such as Pluralists and post-modern views. By way of evaluation candidates may question the ideological underpinnings of Neo-Marxism and the adequacy of the empirical evidence on which it is based; its denial of journalistic independence and diversity of news output etc.</p>	50	<p>Where candidates clearly link Traditional Marxism to aspects of Neo-Marxism, credit as knowledge and understanding.</p> <p>Explanations may include:</p> <p><b>Theories such as:</b> Neo-Marxism, Traditional Marxism, Pluralism, post-modern views.</p> <p><b>Concepts such as:</b> agenda-setting, gate-keepers, ideology, hegemony, news diary, news values, moral panics, narrative, 'churnalism', hierarchy of credibility, primary definers, semiotic content analysis, folk devil, marginalisation, moral entrepreneurs, Public Service Broadcasting, media watchdogs, Middle Of the Road view, white-eye view, male gaze.</p> <p><b>Studies such as:</b> GUMG, Philo and Miller, Hall, Cohen, Davies, Spencer-Thomas, Chandler, McQuaill, Galtung and Ruge, Dutton, Couldry, Buckley, McChesney, Bagdikian, Herman and Chomsky, Strinati, Edwards and Cromwell, Schlesinger, Marcuse, Thussu, Tunstall and Palmer, Leveson Inquiry, Mulvey, Fairclough.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

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9	<p>Candidates are expected to display knowledge and understanding of the concept of ‘stereotypes’ and to have knowledge of the manner in which different groups are represented. Candidates will focus on negative stereotypes and make comparisons with past representations. They may discuss whether some groups continue to be presented more negatively than others. Also, candidates may show awareness that representations may vary across media products. Candidates may refer to research suggesting that minority ethnic groups continue to be presented in a limited range of roles, are marginalised and often seen in roles constructed from a white perspective. It is expected that candidates will refer to empirical evidence and/or contemporary examples. Theoretical perspectives such as neo-Marxism, post-modern views may be discussed informing issues such as hegemony, diversity and choice and globalisation.</p> <p>By way of evaluation candidates may discuss Pluralist critiques of Marxism; the deterministic nature of some Marxist views. Candidates may refer to evidence of improvements in the representation of some minority ethnic groups. They may point to evidence of widening participation of members of minority groups in the media and its effect on interpretations. Candidates may examine issues of hybridity and the development of new technologies and media products accessible to wider audiences. They may consider critiques of post-modern views such as lack of empirical support.</p>	50	<p>Explanations may include:</p> <p><b>Theories such as:</b> Neo-Marxism, Pluralism, post-modern views.</p> <p><b>Concepts such as:</b> stereotypes, prejudice, racism, discrimination, representations, ethnocentrism, hegemony, globalisation, Islamaphobia, hybridity, ghettoisation, moral panics, tokenism.</p> <p><b>Studies such as:</b> Akinti, Van Dijk, Agbetu, Moore et al, Watson, Hall, Back, Zylinska, Best and Kellner, REACH 2007, Cashmore, Hartmann and Husband, Mitchell, Sewell, GUMG, Malik, CRE, Philo and Beattie, Patel, Poole, Richardson, Whitaker, Barker, Nahdi, Ameli, Gill, Jhally and Lewis, Downing.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

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10	<p>Candidates are expected to demonstrate knowledge and understanding of sociological explanation for riots in the contemporary UK. They may discuss Liberal explanations that riots are a collective response to social deprivation. They may draw upon the views of Lord Scarman who highlighted intensive policing, social and economic deprivation and marginalisation as factors that predispose some groups to riot. Candidates may relate these ideas to Left Realism. They may discuss Liberal explanations that claim riots are the 'ballot box of the poor'. Candidates may discuss marginalisation in terms of both social class and ethnicity. They may also discuss Conservative New Right explanations such as riots being a response to rapid social change, or cultural deprivation and fatalism among an 'underclass'. Candidates may consider David Cameron's focus on a threatened morality in contemporary society. Radical views including Marxist and Feminist perspectives which interpret riots as a form of resistance and rebellion against capitalism or a reaction to a crisis of masculinity; finally they may consider the Flashpoint model which combines Liberal and Radical perspectives to explain rioting.</p> <p>By way of analysis of the perspectives that discuss institutionalised racism, candidates may refer to evidence of 'stop and search' tactics, high levels of unemployment, poor housing, educational disadvantages and discrimination experienced by young urban youth. By way of analysis of the New Right, candidates may refer to David Cameron's 2011 pronouncements on fatherless families.</p>	50	<p>Explanations may include:</p> <p><b>Theories such as:</b> Liberal perspective, Left Realism, the Conservative/New Right views, Radical views, Marxism, neo-Marxism, Flashpoint model, Feminism.</p> <p><b>Concepts such as:</b> riots, stop and search, marginalisation, cultural deprivation, relative deprivation, underclass, capitalism, subculture, military policing, racism, institutionalised racism, uprisings, collective response, 'ballot boxes of the poor', criminalisation, fatalism, crisis of masculinity, ghetto mentality.</p> <p><b>Studies such as:</b> Lea and Young, Scarman, Bachrach and Baratz, Wedderburn, Mason, Cashmore, Macpherson, Beynon, Murray, Solomos, Taylor, Walton and Young, Gilroy, Kundnani, Back, Campbell.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

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	<p>By way of evaluation candidates may contrast alternative explanations for example New Right focus on cultural deprivation, Marxist focus on capitalism, Left Realist focus on marginalisation, and Feminist focus on patriarchy. Candidates may also refer to specific weaknesses within theories such as the determinism of some Marxist theories and the 2011 predominantly middle class student riots. Some candidates may consider empirical weaknesses of theoretical pronouncements.</p>		

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11	<p>Candidates are expected to demonstrate knowledge and understanding of Marxist explanations of the emergence of new social movements. They may consider the inability of traditional Marxism to explain the rise of new social movements. Candidates will display an understanding of the contested concept 'new social movements'. They are likely to refer to old social movements and there will be explicit understanding of differences between old and new social movements. There will be accurate and detailed discussion of Marxist views of the emergence of new social movements. Candidates may discuss the nature of post capitalism and the protection of human and democratic rights; the re-alignment of political life; issues of alienation and counter culture.</p> <p>By way of evaluation, candidates may discuss the challenges to the meta narrative Marxism from post-modern viewpoints and the notion of a post-modern age. They may refer to the post-modern view that new social movements are a product of a search for identity rather than common political ideology or shared economic interests. Candidates may then go on to discuss alternative explanations of new social movements such as collective behavior/identity and globalisation.</p>	50	<p>Explanations may include:</p> <p><b>Theories such as:</b> Marxism, post-modern views, Functionalism, Globalisation theory, Resource Mobilisation theory.</p> <p><b>Concepts such as:</b> new and old social movements, defensive, offensive, local and global new social movements, post capitalist society, post-modern society, reflexivity, hegemony, alienation, political identity, mass culture, counter culture, collective behaviour, risk, identity, global branding.</p> <p><b>Studies such as:</b> Habermas, Touraine, Marcuse, Giddens, Crook, Offe, Hallsworth, Beck, Melucci, Klein, Cohen and Kennedy, Cohen and Rai, Smelser, Scott, Callincos, McCarthy and Zald, Faulks, Gorrige and Rosier.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

Question	Answer	Marks	Guidance
12	<p>It is likely that candidates will contextualise the view within an Elite theory perspective. 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 Elite theories. Candidates will recognise the complexity of explaining the distribution of political power and the fact that it has been defined in many ways. Candidates are likely to refer to the origins of Elite theory in the works of Pareto and Mosca through Classical Elite theory. Reference to 'lions' and 'foxes' are likely. Candidates may go on to discuss Radical Elite theory with reference to Mills in the USA and the absorption of some elements of Weberian theory and Hywel Williams in the UK. Marxist views on the power of the elite may also be discussed, with reference to Miliband and/ or Poulantzas. Some may refer to Moore's film Fahrenheit 9/11.</p> <p>By way of analysis, candidates may discuss common threads between Elite theory, Functionalism, Pluralism and Marxism.</p> <p>By way of evaluation candidates may examine criticisms of the Classical Elite theory perspective on the control of power and the lack of depth of understanding of the real differences between governments. They may question the extent to which Elite theory is supported by empirical evidence. Candidates may criticise the assumptions underlying Elite theory and discuss the difficulty of obtaining a precise definition of power. Candidates may then go on to examine alternative perspectives on the control of power in society.</p>	50	<p>Explanations may include:</p> <p><b>Theories such as:</b> Elite theory, Marxism, Weberianism, Pluralism, Functionalism, post-modern views.</p> <p><b>Concepts such as:</b> power, democracy, foxes, lions, cunning, force, elites, circulation of elites, government for the people, power elite, military elite, polyarchy, oligarchy, hegemony, false consciousness, discourse.</p> <p><b>Studies such as:</b> Pareto, Mosca, Mannheim, C. Wright Mills, Hywel Williams, Michael Moore, Phillips, Grant, Abercrombie and Warde, Miliband, The Sutton Trust, Poulantzas, Westergaard, Hastings, Dahl.</p> <p><b>Guidance for Evaluation</b></p> <ul style="list-style-type: none"> <li>• 1 undeveloped point with no juxtaposition may get top of level 2.</li> <li>• Juxtaposition only may get low level 3 mark.</li> <li>• 1 developed point with no juxtaposition may get a low to mid level 3 mark.</li> <li>• 2 underdeveloped points may get a mid level 3 mark.</li> <li>• Juxtaposition with 1 developed point may get a high level 3 mark.</li> <li>• 2 developed points with no juxtaposition may also get a high level 3 mark.</li> <li>• Juxtaposition with 2 developed points is enough to get into the bottom level 4.</li> </ul>

**APPENDIX 1****AO1 Knowledge and Understanding**

*NB Only use a mark at the bottom of the band if you are in doubt as to which band to use. This is called a CUSP mark. This only applies to Knowledge and Understanding and not the other two skill areas.*

Mark band	Descriptor
21-23 Level 5	Candidates show an excellent knowledge and understanding which will be wide ranging, with considerable depth, detail and accuracy. There will be a strong emphasis on sociological explanations, concepts and relevant evidence and a holistic approach to sociological thinking, i.e. demonstrates an ability to think in a sophisticated manner. The quality of written communication will be excellent, presenting appropriate material in a logical, accurate and coherent manner, with very few errors of grammar, punctuation, and spelling.
16-20 Level 4	Candidates show a very good knowledge and understanding which will be full, wide ranging and detailed although lacks depth in places. There is likely to be accurate knowledge and understanding of sociological explanations/ concepts/ studies. At the bottom of the band, sociological explanations will be less developed. The quality of written communication will be very good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation, and spelling.
10-15 Level 3	Candidates show a good knowledge and understanding which will be either detailed or wide ranging. Responses may focus on studies and concepts, with some underdeveloped and superficial, understanding of sociological explanations. Alternatively responses may demonstrate a good knowledge and understanding of theory but lack precise sociological evidence. Responses which demonstrate some range and some depth should be placed towards the top. Where a response is narrow but very detailed or wide ranging and focused it should also be placed towards the top of this band. Responses which demonstrate some depth without range or some range without depth should be towards the bottom of the band. Responses which are wide ranging but generalised and only relevant to the specifics of the question now and again should also be placed towards the bottom of the band. The quality of written communication will be good, presenting appropriate material in a logical, accurate and coherent manner, with few errors of grammar, punctuation and spelling.
5-9 Level 2	Candidates show a basic knowledge and understanding which lacks both range and depth. Knowledge and understanding of sociological explanations, concepts and studies is partial/ confused/ undeveloped. There may be an over reliance on contemporary examples, unsupported by evidence. At the top of the band, responses may display knowledge which is accurate, but very undeveloped and lacking in depth or sociological knowledge is displayed although it is not directly 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 may be evaluation which is partial/ confused/ vague.
1-2 Level 1	Candidates show a limited ability to analyse and evaluate the view/ explanation in the question. Evaluation will be minimal and/ or largely irrelevant and assertive in tone. Expect to see the beginnings of a view being expressed.
0	No relevant sociological points.

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