

GCE

Sociology

Unit **G673**: Power and Control

Advanced GCE

Mark Scheme for June 2016

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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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Annotations

Annotation	Meaning
BP	Blank Page – this annotation must be used on all blank pages within an answer booklet and on each page of an additional object where there is no candidate response.
KU	Knowledge and understanding: studies, theories, policies, methods
CON	Concept
EG	Example
APP	Interpretation and application
EVAL	Evaluation: criticism
AN	Analysis: positive evaluation
J	Juxtaposition: where alternative explanations are discussed without any evaluative link
DEV	Developed: fully explained in a relevant way
^	Underdeveloped: partially explained but requiring more depth
U	Unsubstantiated/ undeveloped/ implicit: accurate without explanation/ support
?	Unclear/ inaccurate
 	Not clearly focused on question set: tangential – sociological but not directly relevant
IRRL	Irrelevant evaluation point: evaluation of views not relevant to the question.
REP	Repetition

Question	Answer/Indicative content	Mark	
1	<p>Outline and assess sociological explanations for the over-representation of some ethnic groups in crime statistics.</p> <p>Candidates are likely to demonstrate knowledge and understanding of patterns in crime statistics that suggest a disproportionate number of convictions for certain minority ethnic groups in comparison with the majority. Alternatively, they may focus on the disproportionate propensity of certain ethnic groups to commit crime. Candidates may also consider statistics that suggest minority ethnic groups are more likely to be victims of crime. Candidates may draw upon data from Police recorded statistics, CSEW (BCS) and other sources.</p> <p>Candidates will demonstrate an understanding of different explanations for these patterns. Issues such as the criminality of certain groups and explanations for this may be considered alongside issues such as stop and search practices and institutional racism to explain the over-representation. They may consider interactionist explanations with an emphasis on labelling, the self-fulfilling prophecy, and institutionalised racism. They may also consider structural explanations such as Marxism, New/ Radical Criminology and functionalism. Additionally, cultural and subcultural explanations may be considered. Some candidates may also consider New Right and/ or Realist explanations.</p> <p>By way of evaluation, candidates may question whether there is an 'over-representation' of minority ethnic groups in crime statistics. This critique may draw upon functionalist, positivist and Right Realist interpretations. Candidates may focus on the adequacy of different theories in relation to the available empirical evidence. They may discuss the determinism of labelling theory and traditional Marxism; the ambiguity of concepts such as institutional racism, the social construction of official statistics, the superficial notions of power amongst interactionist theories. They may contrast structural and cultural explanations.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Interactionism, Marxism, Neo-Marxism, New/ Radical Criminology, Left Realism, Right Realism, New Right, Functionalism.</p> <p>Concepts such as: labelling, stereotypes, racism, prejudice, discrimination, moral panics, police practices, overpolicing, institutional racism, canteen culture, victimisation, stop and search, marginalisation, host-immigrant model, mugging, Islamophobia, culture of resistance, inter-racial, internalised rage, deprivation, paradox of inclusion.</p> <p>Studies such as: OCS/ police statistics, Crime Survey of England and Wales, Bowling and Phillips, Waddington, Holdaway, Mayhew, Phillips and Brown, Lord Scarman, Reiner, Smith and Gray, Lea and Young, Hall, Gilroy, Scraton, Gordon, Nightingale, Bourgois, Fitzgerald, Anderson, Morris, Patterson, McPherson Report.</p>

Question	Answer/Indicative content	Mark	
2	<p>Outline and assess the view that young working class males commit crime because they have different norms and values to the wider society.</p> <p>Candidates may contextualise the debate with reference to the disproportionately high rates of crime committed by young working class males. To assess whether the statistics are a reflection of oppositional norms and values, candidates may discuss a range of explanations, including subcultural explanations.</p> <p>Candidates may consider the subcultural explanations that emanate from functionalism/ Chicago School such as Albert Cohen and Cloward and Ohlin, and their indebtedness to Merton may be stressed. Candidates may in addition or alternatively consider more recent explanations, with some considering Marxist subcultural explanations for example the work of Cohen and the CCCS. Some may consider Left realist explanations on subcultures. Candidates may also consider New Right views that agree with the view in the question. Both the UK and the USA have been the focus of research on this topic area.</p> <p>By way of analysis candidates may examine studies in support of explanations that young working class males commit crime because they have different norms and values to the wider society.</p> <p>By way of evaluation, candidates may examine the weaknesses of the explanations that claim that young working class males commit crime because they have different values to the wider society. They may criticise subcultural theorists, for example through the work of Matza. Candidates may refer to the over-reliance of official crime statistics in the assessment of those who argue that young working class males commit crime because they have different norms and values to the wider society. Arguments about white collar crime or female crime and/ or chivalry may be explored.</p>	50	<p>Explanations may include: Theories such as: Subcultural theories from functionalist perspective, Marxist/ neo-Marxist, left realist perspectives, New Right, postmodern views.</p> <p>Concepts such as: delinquent, subculture, anomie, focal concerns, illegitimate opportunity structure, status and status frustration, resistance through rituals, conflict subcultures, identity, neo-tribes delinquency, drift, techniques of neutralisation, identity.</p> <p>Studies such as: Merton, A. Cohen, Cloward and Ohlin, Miller, Matza, Hebdige, CCCS, P. Cohen, Hall, Jefferson, Clarke, Parker, Downes and Rock, Baudrillard, Redhead, Bourgois, Katz, Lyng, Arnot, Lea and Young, Mac an Ghail, Sewell, Presdee.</p>

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	<p>They may consider Marxists critiques of functionalist informed subcultural theories. They may discuss elements of determinism in a range of subcultural theories emphasised by interpretivists and postmodernists. They may refer to methodological issues of gaining sufficient evidence in UK research which may also hamper our understanding of whether working class males commit crime because they have different norms and values to the wider society, for example by referring to the work of Hebdige. They may consider S. Cohen's criticism of Marxists who interpret behaviours as class resistance, when members of a subculture do not view it this way. Candidates may discuss criticisms of New Right and Left Realist views.</p> <p>Some candidates may go on to consider the postmodern view of Baudrillard that social class is no longer an important source of identity and that expressing norms that differ from mainstream society may be a fashion statement or quest for fun, rather than a route towards criminal behaviour and an oppositional value system.</p>		
3	<p>Outline and assess Left Realist explanations of why some groups in society are more likely to become victims of crime.</p> <p>Candidates are expected to demonstrate knowledge and understanding of Left Realism. They will display knowledge of at least one social group which is more likely to experience crime. Candidates may refer to the working class, minority ethnic groups, men, the young. They may also consider 'fear of crime' e.g. amongst the elderly and/ or women as a form of subjective victimisation. They may consider prostitution and trafficking. Candidates may refer to issues of location. Reference may be made to victimisation studies in particular those generated by Left Realists (the Islington or Merseyside crime surveys).</p> <p>By way of analysis, candidates may refer to the influence of Marxist views on the Left Realists. They may make links between Left Realists and feminist views on victims.</p>	50	<p>A narrow question: a positive approach should be taken when assessing how 'wide ranging' the knowledge displayed actually is – range will come from within the ideas of Left Realism/ Young's ideas.</p> <p>Explanations may include:</p> <p>Theories such as: Left Realism, feminism, New Right, Right Realism, Marxism, interactionism, functionalism.</p> <p>Concepts such as: victim surveys, victimisation, fear of crime, hierarchy of victimisation, square of crime, multiple</p>

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	<p>By way of evaluation, candidates may focus on methodological weaknesses of Left Realist victimisation studies. They may examine concepts such as the dark figure of crime. They may discuss issues of reliability and validity. They may consider the Left realists focus on street crime, rather than white collar and corporate crime which arguably have greater numbers of victims. Candidates are likely to refer to theoretical critiques of the Left Realists from Right Realists and the New Right. They may also consider feminist, Marxist, interpretivist informed critiques of Left Realism. They may question whether crime prone communities are a reality and they may discuss the processes involved in the social construction of crime</p>		<p>victimization, repeat victimization, myth of the equal victim, left idealists, racism, patriarchy, relative deprivation, social exclusion, marginalisation, individualism, social control, resistance, alienation, victim-blaming, domestic violence, corporate crime, mugging.</p> <p>Studies such as: Islington Crime Survey, Merseyside Crime Survey, CSEW (BCS), Young, Lea, Young and Matthews, Kinsey, Currie, Runciman, Walklate, Walby and Allen, Carlen, Smart, Macpherson Report, Karmen, Carrabine, Murray, Scraton, Mokhiber.</p>
4	<p>Outline and assess the view that labelling in schools causes ethnic differences in educational achievement.</p> <p>Candidates will demonstrate knowledge of educational performance and more than one ethnic group. It is likely that they will refer to white, African-Caribbean, Pakistani, Bangladeshi, Chinese and Indian groups. Knowledge of other groups should be rewarded. Candidates are expected to understand the concept of labelling within the context of schools. It is likely that they will focus on teacher labelling, however they may also examine examples of pupils' labelling their peers within the school environment. Some candidates may link teacher labelling to the formation of anti-school subcultures. Some candidates may consider that labelling in schools has a more discernible influence on the achievement of ethnic groups than other factors inside school such as the National Curriculum. Candidates may examine labelling based on stereotypes, teacher expectations, the notion of the 'ideal pupil', the self-fulfilling prophecy, teacher's interpretation of cultural capital, the hidden curriculum, pupil labelling as a form of peer pressure: both positive and negative, institutionalised racism. Some candidates may examine the interconnections between ethnicity, gender and class variables within the context of labelling in schools.</p>	50	<p>In their critique of labelling, some candidates may refer to an ethnocentric curriculum as an outside school factor, while other may interpret the ethnocentric curriculum as an inside school factor that may influence the educational achievement of some minority ethnic. Both interpretations may be rewarded as evaluation.</p> <p>Explanations may include:</p> <p>Theories such as: Interactionism, Marxism, functionalism, New Right.</p> <p>Concepts such as: labelling, teacher expectations, self-fulfilling prophecy, racism, subcultures, street culture, peer pressure, ethnocentrism, institutionalised racism, resistance, the hidden curriculum, material factors, cultural factors.</p>

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	<p>By way of evaluation candidates may discuss cultural deprivation, cultural capital and language issues, and/ or cultural differences for some ethnic groups such as Chinese Tiger Mums, and also the formation of anti-school subcultures as alternative explanations for ethnic differences. Some may consider policies and initiatives introduced to address differential educational achievement in terms of ethnicity, implying that the differences are no longer significant. Some may examine labelling as a form of peer pressure outside school, also street culture. Some may argue that attempting to separate factors such as labelling in the school and processes outside school, is artificial. Candidates may point to the importance of class and gender as variables in relation to educational achievement</p>		<p>Studies such as: Wright, Mirza, Becker, Mac an Ghail, the Swann Report, CRE, Mitsos, Modood, Sewell, Gillborn, Gillborn and Youdell, Archer, Murray, Saunders, Pryce, Coard, Fuller, Archer, Archer and Yamashita, Jasper, Connelly.</p>
5	<p>Outline and assess functionalist explanations of the role of education in preparing young people for work.</p> <p>Candidates are expected to demonstrate knowledge and understanding of functionalist explanations of the role of schools in preparing young people for work. The focus will be specifically on schools. Candidates will focus on the link between secondary socialisation in schools and the acquisition of knowledge, values and skills in schools and the world of work, for example cultural values such as achievement, competition, equality of opportunity, skills such as literacy and numeracy. The notion of work may include paid employment and voluntary work. They may discuss the formal and the hidden curriculum. Candidates may refer to elements of New Right views that echo functionalist ideas; this may involve a discussion of new developments in educational policy relating to 14-19 year olds since 1988, for example vocational GCSEs, also in Wales, since September 2015, key stage four pupils' in state schools study the Welsh Baccalaureate which includes skills transferable to the work place and work experience. Candidates may examine the notion of role allocation, sifting and sorting, transferable skills and a meritocracy.</p> <p>By way of analysis, candidates may refer to New Right and/or New Labour views in support of key functionalist ideas on the role of schools in</p>	50	<p>Quite a narrow theory, a positive approach should be taken when assessing how 'wide ranging' the knowledge displayed actually is – range can come from within the ideas of a theorist. New Right ideas may be credited as knowledge if clearly used as an extension of functionalist ideas, or as analysis (positive evaluation), but should not be double credited.</p> <p>Explanations may include:</p> <p>Theories such as: Functionalism, New Right, Marxism, neo-Marxism, feminism, interactionism, social democratic views.</p> <p>Concepts such as: socialisation, values, achievement, competition, equality of opportunity, role allocation, meritocracy, particularistic standards, universalistic standards, vocationalism, transferable skills, formal and hidden curriculum, correspondence, cultural capital, subcultures,</p>

Question	Answer/Indicative content	Mark	
	<p>preparing young people for work.</p> <p>By way of evaluation, candidates are likely to focus on the weaknesses of functionalist theories and concepts. For example they may criticise the notion of effective role allocation, or refer to the problematic nature of concepts such as 'meritocracy'. Candidates may consider Marxist critiques of functionalism which may include reference to the correspondence principal, cultural capital, and inequality of opportunity. They may offer critiques of policies designed to prepare young people in schools for work. They may consider Willis' critique of schools in relation to working class boys. Some may examine the notion of de-schooling society. Candidates may examine feminist critiques of functionalist theories with a focus on whether schools effectively prepare young girls for work.</p>		<p>patriarchy, ideology, de-schooling society.</p> <p>Studies such as: Durkheim, Parsons, Davis and Moore, Hargreaves, Bowles and Gintis, Willis, Illich, Bourdieu, Chubb and Moe, Giroux, Cohen, Colley, Buswell, Francis, Archer.</p>
6	<p>Outline and assess the view that educational policies since 1988 have benefitted the working class.</p> <p>Candidates are expected to demonstrate knowledge and understanding of education policies since 1988. They may consider policies ranging from the early years through to post-16 education: both academic and vocational and academic. Candidates may adopt a chronological approach to consider the view that education policies have benefitted the working class. Some candidates may place policies within ideological frameworks, for example the influence of New Right thinking on the ERA. Some candidates may structure their answer around the views on particular sociologists and examine their views of a range of policies. Candidates may refer to the introduction of the national curriculum in an attempt to ensure that all pupils studied a minimum depth and breadth of curriculum. In the 1990s, New Right and New Labour policies focused on tackling the lack of basic skills through the ERA and the introduction of the literacy and numeracy hours to positive effect (Machin & McNally). Candidates may refer to the New Right view that the aim of the ERA and subsequent policies was to specifically raise the standards of all children, regardless of social class. They may consider Machin and Vignoles' evidence that the gap in staying on rates between lower and higher socio-economic group</p>	50	<p>Due to the nature of the topic area, candidates may concentrate on policies rather than studies. These should be credited in the same way as studies. Any pre-1988 policy references should only be credited where there is a direct link to post-1988 policies.</p> <p>Explanations may include:</p> <p>Theories such as: New Right, New Labour, social democratic theory, Marxism, functionalism.</p> <p>Concepts/ policies such as: basic skills, literacy and numeracy hours, personalisation, widening participation, ERA, EAZs, EiCs, EMA, Sure Start, Academies, Modern Apprenticeships, Gifted and Talented/ More Able and Talented programmes, Free Schools, Faith Schools, meritocracy, catchment areas, lottery, ideology, re-created tripartite,</p>

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	<p>students narrowed after the introduction of these reforms. They may examine Coldron's evidence that both working class and middle class parents actively chose different schools for their children, with the implication that some working class pupils may benefit from parents who are active choosers. Candidates may consider that initiatives in vocational education and the introduction of vocational GCSEs as well as initiatives such as GNVQs and new modern apprenticeships, have been designed to benefit working class young people in particular and the apprenticeship scheme that results in a level 3 qualification does have strong labour market value (Machin & McNally). They may consider evidence on the impact of the education maintenance allowances which indicates that paying a modest allowance encourages higher participation in education amongst disadvantaged students. In Wales continues to encourage financially disadvantaged students to participate in further education to positive effect (Machin & Vignoles). Candidates may point out that New Labour's wider participation policies were based on Social Democratic ideals. They may consider McKnight's evidence of small improvements in results following the introduction of EAZs and EiCs. Candidates may refer to areas in England where councils have adopted a lottery system to allocate places in oversubscribed schools, to avoid class bias. They may consider the New Labour policy of 'personalisation' aimed to encourage active learners in all levels of education regardless of social class background.</p> <p>By way of evaluation candidates will question the view that educational policies since 1988 have benefitted the working class. Candidates may argue that education policies benefit middle class children. They may consider issues of inequality, material and cultural deprivation and consider the Marxist perspective that initiatives such as Sure Start, a form of compensatory education, are simply 'ideological window dressing', an attempt to hide the inequalities resulting from a capitalist system. The removal of EMA in England may be seen as disadvantaging the working class. Some may consider the view that despite New Labour policies aimed to increase university places, the gap in participation between the classes has not been reduced in recent years, particularly since the</p>		<p>marketisation, parentocracy, skilled choosers, SATs, league tables, tuition fees, Pupil Premium, open enrolment.</p> <p>Studies such as: Coldron, Machin & Vignoles Machin & McNally, McKnight, Ball, Thrupp, Gewirtz, West and Hind, Bourdieu, NESS Team, Parsons, Miller, Burgess, Wragg, Leech and Campos, Michael Gove.</p>

Question	Answer/Indicative content	Mark	
	introduction of university fees. Some may consider that vocational education initiatives have yet to offer real opportunities for working class young people in terms of high quality future employment opportunities.		
7	<p>Outline and assess the view that media causes deviance amplification.</p> <p>Candidates are expected to display knowledge and understanding of the view that the representation of crime and deviance in the media, particularly the news media, causes deviancy amplification. They will demonstrate an understanding of the concept 'deviance amplification'. It is likely that they will discuss deviance amplification within the context of moral panics and discuss explanations that suggest that the media representations of crime and deviance can create moral panics. There will be accurate references to interactionist views on the role of the media in the stages of a moral panic, which some interactionist sociologists have referred to as 'a cycle of newsworthiness'. Some candidates may note the ambiguity in defining the concept 'moral panics', but may emphasise the moral focus of the media representations. It is likely that candidates will refer to Cohen's work 'Folk Devils and Moral Panics', with some examining Goode and Ben-Yehuda's view that the stereotype of deviance in the notion of the 'folk devil' used in the media can lead to deviancy amplification. It is likely that candidates will refer to empirical and/or contemporary examples. Candidates may also discuss the views of neo-Marxists who have argued that the representation of crime and deviance in the media leads to deviance amplification.</p> <p>By way of analysis, candidates may refer to contemporary examples of media representations of crime and deviance that have led to an increase in crime statistics.</p> <p>By way of evaluation, candidates may refer to the views of neo-Marxists such Hall on the significance of influence of ruling class ideology on the media's representations of crime that can lead to deviance amplification. Candidates may go on to consider pluralist views that the media reflect the real picture of crime and deviance in society and do not 'cause' deviance amplification. They may consider methodological difficulties such as</p>	50	<p>Due to the nature of this question, some candidates may attempt to apply material relating to media effects, e.g. hypodermic syringe model, Bandura (bobo doll). If this is applied to an increase in deviance, this can be credited as knowledge.</p> <p>Explanations may include:</p> <p>Theories such as: Interactionism, neo-Marxism, Marxism, feminism, pluralism, postmodern views.</p> <p>Concepts such as: labelling, folk devils, moral panics, scapegoats, social reaction, stereotypes, subcultures, ideology, capitalism, 'hoodies', binge drinking, riots, newsworthiness, news values</p> <p>Studies such as: Wilkins, Young, S.Cohen, Goode and Ben-Yehuda, Fawbert, Hall, Alexander, Jewkes, Thornton, Pearson, Lea and Young.</p>

Question	Answer/Indicative content	Mark	
	<p>operationalizing the concepts 'deviance amplification' and 'moral panic'. Candidates may question the reliability of evidence used to underpin both interactionist and Marxist theories that emphasise media representations of crime and deviance and subsequent deviance amplification. Some may question the ideological underpinnings of interactionism and neo-Marxism from a traditional Marxist or feminist perspective. Candidates may argue that the concept of a moral panic is deterministic. Candidates may consider postmodern criticisms of the view that the representation of crime and deviance in the media causes deviance amplification, questioning the continued relevance of the concepts today, perhaps in relation to social media.</p>		
8	<p>Outline and assess the view that semiology is the most effective method of researching the media.</p> <p>Candidates are expected to demonstrate knowledge and understanding of semiology: a study of the symbolic meaning of signs or words, as a method of media research. They may refer to de Saussure, often credited for introducing many of the terms and concepts used in semiology research. There may be references to Barthes who developed Saussure's ideas to include the interaction of humans with the signs. Candidates may refer to Stuart Hall (CCCS) who stated that through semiotic analysis, an advertisement of a woman in a magazine can be decoded to reveal the hidden cultural meanings in the images and words. Candidates are likely to focus on whether semiology is more effective than alternative methods of researching the media such as content analysis, experiments. To demonstrate that semiology is the most effective method, it is likely that candidates will focus on the strengths of semiology in uncovering the meanings of signs and codes in both visual representations and media texts. They may discuss semiology as a qualitative approach, emphasising validity as strength. Candidates may refer to a range of studies and contemporary examples. A strong emphasis may be placed on theory, for example neo-Marxism and postmodern views. Candidates may refer to the work of the GUMG who analysed the language and visual images used by the media in their study of strikes: visual images involved managers being</p>	50	<p>Confusion with quantitative content analysis should not be credited as accurate knowledge.</p> <p>Explanations may include:</p> <p>Theories such as: Postmodern views, neo-Marxism, feminism, interpretivism, positivism, pluralism.</p> <p>Concepts such as: semiotics, coding, signs, signified, signifier, symbolic meaning, social phenomenon, validity, reliability, qualitative, quantitative, representativeness, generalisability, bias, distortion, objectivity, content analysis, laboratory experiments, field experiments, interpretation, scientific method, ethics.</p> <p>Studies such as: De Saussure, Barthes, Strinati, GUMG, Jackson, Hall, Bandura, Best, Harper, Hebdige, Schwartz and Jacobs, Fairclough, Scott, Levi Strauss, Cohen, Foucault, CCCS, McRobbie, Mulvey, Lobban,</p>

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	<p>interviewed in calm office environments, while striking workers were interviewed above the noise of the picket lines. The inherent messages represented the managers as the voice of order and reason while the strikers' demands were represented as unreasonable. Candidates may discuss the value of semiology in uncovering ethnocentric ideological messages in the media for example making references to 'terrorists' or 'extremists' to undermine the credibility of the actions of less powerful groups, while terms such as 'freedom fighters' may be applied to groups who resist regimes which are hostile to the West. Candidates may refer to feminists, for example suffragettes were described in the media as 'wreckers', 'wild women' and 'professional petroleuse', language which conjures up images of the daughters of the French Revolution, suggesting a group with views that did not reflect the views of the majority (Riddell). Candidates may refer to Best (1992) who demonstrated how pre-school texts designed to develop reading skills contained sexist assumptions and stereotypes about males and females. Some candidates may refer to Cohen: 'Folk Devils and Moral Panics', where newspaper reports presenting a distorted picture of events through reference to a 'Day of Terror', with words such as 'battle' and 'riot' used to present the mods and rockers in a stereotypical fashion, symbolising a general decline in the morality of young people, symbolised by the growing influence of youth culture.</p> <p>By way of evaluation, candidates may focus on the methodological weaknesses of semiology and may make evaluative comments about specific studies which have used semiology. Candidates may adopt a quantitative approach, emphasizing reliability as a weakness. They may draw upon knowledge of content analysis to demonstrate the greater strengths of this method in quantitative research. Candidates may consider the issue of representativeness in semiological research, relating to the sample of media chosen for analysis. Candidates may consider issues of objectivity and bias as semiological analysis relies on the researcher's interpretation of the content. Also, semiology is based on the researcher's interpretation and not the way the audience receives the message. Experiments are possibly a preferable method in this instance</p>		<p>Kristeva, Fesbach and Singer, Belson, Curran and Gurevitch, Galtung and Ruge, Liebert and Baron, Riddell, Gerbner and Gross, Parke, Vasterman.</p>

Question	Answer/Indicative content	Mark	
	<p>particularly with reference to media effects, with Bandura's research likely to be mentioned. They may also evaluate the theoretical views of researchers who have adopted semiology as a major research tool. Candidates may consider alternative methods of media research such as content analysis and the fact that researchers such as the GUMG have combined semiology with other methods such as content analysis. Reference may be made to both positivism and interpretivism.</p>		
9	<p>Outline and assess neo-Marxist explanations of the social construction of the news.</p> <p>Candidates are expected to display knowledge and understanding of the neo-Marxist view of the social construction of the news. It is likely that they will consider the work of the GUMG. Candidates may discuss the influence of owners and also editors on news construction. They may go on to consider the neo-Marxist critique that journalists, as predominantly white middle class males, unconsciously present the news from the viewpoint of the ruling class owners. Candidates may go on to consider aspects of media construction such as agenda setting, newsworthiness, the news diary, news values. Candidates may consider the ideas of Hall on hegemony and news values and the maintenance of the status quo in news stories.</p> <p>By way of analysis candidates may distinguish between the neo-Marxist and traditional Marxist views.</p> <p>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. They may examine pluralist views on news construction, the notion of 'churnalism' and postmodern views that question the determinism of the neo-Marxist views. Some candidates may refer to changes in the way the news is accessed in a global society with</p>	50	<p>Explanations may include:</p> <p>Theories such as: Neo-Marxism, traditional Marxism, pluralism, interactionism, postmodern views.</p> <p>Concepts such as: ideology, hegemony, agenda-setting, capitalism, gate-keepers, news diary, news values, hierarchy of credibility, moral panics, narrative, 'churnalism', primary definers, power elite, folk devils, marginalising, moral entrepreneurs, citizen journalism, interactivity, User Generated Content (UGC).</p> <p>Studies such as: GUMG, Philo and Miller, Hall, McQuaill Cohen, Spencer-Thomas, Chandler, Galtung and Ruge, Dutton, Couldry, Buckley, McChesney, Bagdikian, Davies, Herman and Chomsky, Strinati, Edwards and Cromwell, Schlesinger, Marcuse, Thussu, Bale, Tunstall and Palmer, Thurman and Jones, Evans.</p>

Question	Answer/Indicative content	Mark	
	reference to the internet and the vast potential for different representations of events that become 'newsworthy'. Reference may be made to grassroots or citizen journalism, interactivity and UGC which provide contemporary evidence that questions neo-Marxist explanations of the social construction of news.		
10	<p>Outline and assess sociological explanations of the role of new social movements in society.</p> <p>Candidates are expected to demonstrate knowledge of new social movements (NSM). They may compare different types of NSM and old social movements (OSM.) They will demonstrate both knowledge and understanding of more than one sociological explanation of the role of NSM in society. References to the chosen sociological theories on the role of new social movements will be accurate. Candidates may discuss a range of interpretations about the role of NSMs and they may consider the theoretical nuances pertaining to each explanation. Candidates may discuss postmodern views that the NSM enable individuals to assert their identity in a changing society through organised collective actions. They may discuss the functionalist informed Collective Behaviour Theory which drew upon strain theory and views NSM as dysfunctional for society: a dangerous and irrational response to social change. Candidates may examine Resource Mobilisation Theory (RMT) which also focuses on a less positive role for NSM as they enable the individualistic and selfish needs of members to be fulfilled. Candidates may examine neo-Marxist views that the role of NSM is to highlight the need to reverse inequalities emanating from capitalism. Candidates may draw upon contemporary examples of NSMs and/or empirical research.</p> <p>By way of evaluation candidates may note competing definitions of NSM and the difficulty in generalising about the social profile of the people involved. They may discuss the difficulties involved in establishing fundamental differences between old and new social movements. Candidates may discuss Marxist criticisms of postmodern views on the role of NSM in society. They may focus on the outdated views of</p>	50	<p>Explanations may include:</p> <p>Theories such as: Postmodern views, Resource Mobilisation Theory, collective behaviour theory, Marxism, functionalism, pluralism.</p> <p>Concepts such as: NSM, OSM, defensive NSM and offensive NSM, function, dysfunction, identity, individualism, idealism, social and economic change, social class dealignment, hegemony, globalisation, reflexivity, meta-narratives.</p> <p>Studies such as: Hallsworth, Storr, Diani, Cohen and Rai, Foulks, Melucci, Crook, Giddens, Beck, Callinicos, Burningham and Thrush, Scott, Klein, Habermas, Offe, Touraine, Marcuse, Gramsci, Smelser, Gorrige and Rosier, Cohen and Kennedy, McCarthy and Zald, Beuchler, Mamay.</p>

Question	Answer/Indicative content	Mark	
	<p>functionalist informed theories which hold an essentially static view of society. They may question the RMT assumption that NSM have a formal organisation and point to problems of making generalisations about members and the role of NSM in society. The RMT is criticised for not being able to explain differences between social movements. Candidates may point to the deterministic elements of Marxist explanations on the role of NSM. Also they may examine the extent to which each theory can be supported by empirical evidence.</p>		
11	<p>Outline and assess the view that direct political action is the most effective method of achieving social change in the contemporary society.</p> <p>Candidates will examine the view that direct action is the most effective method of achieving social change in the contemporary society. Whilst the main focus is likely to be on the UK candidates may also consider global examples. It is likely that they will refer to particular case study examples of direct action such as demonstrations and protests, riots, terrorism, cyber-networking. Candidates are likely to refer to the rise of voter apathy, especially amongst young people. They may examine direct action in the context of new social movements (NSM), which may lead some to describe the differences between NSM and old social movements (OSM) such as trade unions. They may refer to specific types of direct action both legal and illegal, for example the 2011 riots, anti-capitalist/ anti-globalisation demonstrations, the Occupy movement. Candidates may examine direct action in the context of riots and terrorism. They may go on to examine the role of cyber-networking in all forms of direct action. It is likely that candidates will refer to the views of neo-Marxists, feminists and postmodern views</p> <p>By way of analysis candidates may examine Melucci's idea that 'to resist is to win'; the direct action members of NSM engage in helps initiate social change as it helps to highlight unequal power structures and the need for change. By way of analysis and evaluation, candidates may refer to contemporary examples.</p>	50	<p>Explanations may include:</p> <p>Theories such as: Marxism, neo-Marxism, postmodern views, New Right, feminism, Left Realism.</p> <p>Concepts such as: direct action, indirect action, demonstrations, protest, riots, political terrorism, globalization, cyber-networking, culture jamming, collective response, anti-capitalism, 'netwars', alienation, relative deprivation, social exclusion, marginalization, mass culture, counterculture, risk, reflexivity, global branding, racial discrimination, crisis of masculinity, freedom fighter, identity, pressure groups, the ballot box.</p> <p>Studies such as: Giddens, Castells, Klein, Cohen, Rai, Jones, Baratz, Itzoe, Beynon, Cashmore, Diani, Scott, Habermas, Touraine, Melucci, Field, Cohen and Rai, Ronfeldt, Murray, Saunders, Bea Campbell, Kundnani, Back, Halloran, Button, Hall, Hallsworth, Beck, Gorz, Marcuse, Hyman, Beynon.</p>

Question	Answer/Indicative content	Mark	
	<p>By way of evaluation candidates may consider whether other types of political action remain significant in achieving social change. They may refer to writers who question whether direct action as the most effective method to protest against those in power, e.g. Amnesty International has often used very traditional methods such as lobbying, indirect action which occurs within the existing political framework to pursue its interests. Moreover the use of cyber-networking such as World Wide Web is now a popular tool to pressurise politicians. Candidates may question whether direct action is more effective than indirect action in securing social change with reference to voting and some may refer to the Scottish referendum which attracted record numbers of voters, especially those aged 16 to 25. They may consider the effectiveness of different types of pressure groups and lobbying. Candidates may go on to question whether rioting as a form of direct action can be interpreted as political protest with reference to New Right thinkers. Candidates may question whether acts of political terrorism can ever be regarded as an effective form of political protest. The weakness of sociological theories relating to the view that direct action is the most effective method of achieving social change are likely be discussed.</p>		
12	<p>Outline and assess Weberian explanations of the distribution of political power in society.</p> <p>Candidates are expected to demonstrate knowledge and understanding of Weberian explanations of the distribution of power in society. There will be an explicit understanding of the major assumptions behind Weberian views on the distribution of power in society, for example the zero-sum view of power and the notions of power as coercion and power as legitimate authority; with reference to charismatic, traditional and rational legal authority. They may consider the Weberian idea that power is widely distributed throughout society, in the military, education, home, in addition to the market. They might develop the viewpoint that in comparison to Marx, Weber did not regard power as primarily class based; instead it was located in class, status groups and political parties. Candidates might</p>	50	<p>Due to the slightly narrow range of material available on this perspective, a positive approach should be taken when assessing how 'wide ranging' the knowledge displayed actually is. Range can come from within the ideas of a theorist. Related views may be credited as knowledge if clearly used as an extension of Weberian ideas, or as analysis (positive evaluation), but should not be double credited.</p> <p>Explanations may include:</p>

Question	Answer/Indicative content	Mark	
	<p>explain the Weberian constant-sum approach to power. They may discuss the idea that political parties are an organizational means to possess power through the mechanism of the State and include formally organized parties, along with any group that is organized to influence the way in which power is exercised legitimately through the machinery of the State. For example: status groups which are political organizations that exist to protect the social status of a particular group within society, such as the British Medical Association; interest groups are political organizations that exist to advance the interests of a particular section of society by attempting to influence the way decisions are taken by government. Candidates may consider Weberian views on ruling class attempts to preserve their capitalist interests through both direct and indirect rule. They may go on to discuss the role of the state.</p> <p>By way of analysis, candidates may refer to empirical and/or contemporary evidence in support of the Weberian explanations.</p> <p>By way of evaluation, there will be an explicit understanding of the major assumptions behind the Weberian views on the distribution of power in society. Candidates may discuss a range of Marxist criticisms of Weberian perspectives. Candidates may also question the assumptions underlying Weberian theories, from the perspectives of pluralism, elite theory and postmodern views. They may question the extent to which Weberian explanations are supported by empirical evidence. Some may point out the difficulty of defining precisely what power is in the first place.</p>		<p>Theories such as: Weberian views, traditional Marxism, neo-Marxism, elite theory, neo-liberalism, postmodern views.</p> <p>Concepts such as: status groups, political power, economic power, zero-sum approach, constant-sum approach, 'ideal types' of legitimate authority, charismatic traditional and rational-legal authority, bureaucratic authority, democratic rule, power elite, first face of power, 'the routinisation of obedience', hegemony, false consciousness, discourses, faces of power, variable-sum, constant-sum, laissez-faire, circulation of elites.</p> <p>Studies such as: Weber, Lukes, Allen, Morgan, Miliband, Gramsci, Poulantzas, Abercrombie and Ward, Hastings, Dahl, Grant, Aron, Newton, Saunders, Hay, Parent, Mosca, Mannheim, C.W. Mills, Williams, Moore, Lipsey.</p>

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 but underdeveloped, though 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 directly 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 relevant 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 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/ or assertive in tone. Expect to see the beginnings of a view being expressed.
0	No relevant sociological points.

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