GCE

Sociology

Advanced GCE

Unit **G673:** Power and Control

Mark Scheme for January 2011

1 **Outline and assess the importance of self-report studies for the sociological understanding of crime and deviance.** **[50]**

Candidates are expected to display knowledge and understanding of at least one self-report study, such as Farrington et al, Campbell. They will discuss how the findings of self-report studies are relevant for sociological theories of crime and deviance. Candidates will refer to sociological arguments which support the use of self report studies. References may be made to the deficiencies of other ways of measuring crime such as official statistics, victim surveys.

Advantages of self-report studies may be discussed such as providing insights into the 'dark figure' of crime including the location of criminal activity, incidents of offences in relation to gender, ethnicity and social class. Reference may be made to their value in terms of policy implications for the police and for politicians, the development of Feminist approaches leading to an improved understanding of women in society. There may be an analysis of the Left Realist view that the official statistics on minority ethnic crime reflects a realistic picture of street crime in the inner city. Candidates may discuss self-report studies being a more valid measure of crime by going to the source of that behaviour, ie the criminals themselves.

By way of negative evaluation, the limitations of the SRS may be discussed, such as theoretical criticisms from Marxists concerning crimes of the powerful and methodological weaknesses relating to validity and representativeness.

Explanations may include:

Theories: Realism, Marxism, Interactionism, Feminism etc.

Concepts such as: crime, deviance, self-report studies, social incidence, fear of crime, dark figure of crime, inter-racial and intra racial crime, victimless crimes, reliability, validity, 'malestream' sociology.

Studies such as: Farrington et al, OCS, BCS, Home Office: Youth Lifestyle Survey, Graham and Bowling, McVie, Parker et al, Hirschi and Wels, Box, Lea and Young, Pearce, Sutherland, Campbell.

2 **Outline and assess Left Realist explanations of crime and deviance.** **[50]**

Candidates are expected to display knowledge and understanding of Left Realist explanations of crime and deviance. They may discuss the theoretical background of the approach, for example the Marxist and subcultural influences on Left Realism. Issues may be discussed such as the validity of official statistics of crime and their centrality to realist discussions on crime and deviance. Candidates may discuss victim studies, the square of crime and social exclusion with regard to Left Realists.

Analysis may focus on the measurement of crime, the causes of crime, policing, rationality and crime. Critical material may raise issues concerning an over-reliance on subcultural analysis in Left Realism, the over-emphasis on street crime, and the lack of focus on crimes of the powerful. The alternative perspective of Right Realism may be discussed focusing on rational choice, the underclass, the culture of dependency and zero tolerance.

Explanations may include:

Theories: Left Realism, Right Realism, Marxism, Feminism, Interactionism etc.

Concepts such as: crime, deviance, relative deprivation, marginalization, subculture, the square of crime, exclusion, inclusion, cultural deprivation, underclass, community and rational choice, broken windows, socialisation, culture of dependency.

Studies such as: Lea and Young, Murray, Marsland, Wilson, Hernstein, Hirschi, Kinsey, Hughes, Gilroy, Taylor, Matthews.

3   **Outline and assess the role of the police in the social construction of crime.   [50]**

Candidates are expected to demonstrate knowledge and understanding of the role of the police in the social construction of crime. This will involve an understanding of social constructionism, relating to issues such as crime statistics, differential policing practices and priorities relating to social class, age, gender and ethnicity as variables.

There will be accurate references to sociological theories, in particular Interactionism and neo-Marxism and Left Realism. Issues may be discussed such as labelling, the self-fulfilling-prophecy, folk devils and moral panics, the role of the government in the social construction of crime. Candidates may examine the notion of negotiated justice, military policing practices and the police culture. Issues of institutional racism and sexism may be discussed.

By way of evaluation, candidates may raise issues such as the adequacy of the Interactionist, Marxist and other theoretical accounts; whether the police statistics are a realistic representation of criminal activity; Whether concepts such as moral panics are valid.

Explanations may include:

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

Concepts such as: crime, social construction, labelling, folk devils, moral panics, negotiation, hegemony, chivalry, canteen culture, cuffing, coughing, military policing.

Studies such as: Cicourel, Hall, Cohen, Holdaway, Chambliss, PSI, Lea and Young, Gilroy, Kinsey, Macpherson report.

4   **Outline and assess the Marxist view that the role of the education system is to serve the interests of the ruling class.   [50]**

Candidates are expected to demonstrate knowledge and understanding of the Marxist view that the role of the education system is to serve the interests of the ruling class. There will be accurate discussion of Marxists such as Althusser and Bowles and Gintis whose views are echoed in the question. Candidates may examine Marxist ideas such as the legitimation of inequality through the hidden curriculum; they may refer to the 'myth of meritocracy'; inequality relating to private education and notions of cultural capital.

By way of evaluation, candidates may discuss Functionalist views drawing on concepts such as social solidarity; the New Right views regarding the role of the education system today which mirror Functionalist arguments; Feminist views regarding the patriarchal nature of the education system; Feminist criticisms of Marxist views, examining ideological differences between Marxism and Feminism; the deterministic nature of some Marxist arguments, drawing on Willis' views on resistance; the lack of empirical evidence to support Althusser's views; the accuracy of the correspondence principle.

Explanations may include:

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

Concepts such as: ideology, hegemony, ideological state apparatus, false consciousness, correspondence principle, cultural capital, hidden curriculum, counter-school culture, meritocracy, equality of opportunity, role allocation, social solidarity.

Studies such as: Marx, Althusser, Bowles and Gintis, Bourdieu, Ball, Durkheim, Parsons, Davis and Moore, Willis, Illich, Hartmann.

5   **Outline and assess the view that processes within schools result in differences in educational achievement between ethnic groups.   [50]**

Candidates are expected to demonstrate knowledge and understanding of the viewpoint that it is processes within schools, rather than other factors such as the home, material and cultural factors that result in differential educational achievement among ethnic groups. There will be a clear understanding of the differences in performance and a range of ethnic groups will be referred to such as white, African-Caribbean and Pakistani and Bangladeshi groups. Candidates may examine the effect of labelling based on stereotypes, the nature of the curriculum and hidden curriculum. Teacher expectations and the nature of overt and institutional racism may be discussed. Candidates may refer to subcultures either within and/or outside of schools.

By way of evaluation, candidates may discuss the importance of outside school factors such as language, cultural, material factors in explaining differential achievement. Some may argue that attempting to separate processes within school and factors outside school is artificial. Candidates may point to the deterministic nature of some Interactionist explanations; whether schools are institutionally racist, the importance of class and gender as variables in relation to educational achievement; the problematic nature of concepts such as the self-fulfilling-prophecy.

Explanations may include:

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

Concepts such as: stereotyping, ethnocentrism, labelling, self-fulfilling-prophecy, overt racism, institutional racism, teacher expectations, social exclusion, subcultures, resistance, curriculum, material and cultural factors.

Studies such as: Wright, the Swann Report, Gillborn, Coard, Mac an Ghaill, CRE, Mitsos, Modood, Mirza, Sewell, Pryce, Murray, Pilkington, Bhatti, Smith and Tomlinson, Fuller.

6   **Outline and assess the success of educational policies in the UK since 1997.** [50]

Candidates are expected to demonstrate knowledge and understanding of a range of educational policies since 1997. Candidates may make accurate references to a range of initiatives such as New Deal, Advanced Diploma, Beacon schools, Academies, Specialist Schools, citizenship, Applied GCSEs and A levels, EMA's EAZs, EiCs and Tuition fees. There will be accurate discussion of contemporary education policies, which may include references to policy initiatives between 1988 and 1997, for example Curriculum 2000. Candidates may discuss the extent to which the policy initiatives of the governments since 1988 are different in intention and practice. References may be made to the influence of both the New Right (eg New Vocationalism) and the Social Democratic views (eg Sure Start) on educational policies.

Analysis may surround policies designed to raise standards in education, with an examination of the views of sociological theorists such as Ball in addition to an examination of debates such as those within the Labour Party between Prescott and Blair. By way of evaluation candidates may discuss whether inequalities are being tackled or whether a new tripartite system within the education system is emerging.

Explanations may include:

Theories: New Labour, Marxism, the New Right, Social Democratic views etc.

Concepts such as: compensatory education, knowledge economy, left-wing ideas, EMA, marketisation, vocationalism, material deprivation, cultural deprivation, personalization, choice, individualism, widening participation, ideological window dressing, setting, new tripartite system.

Studies such as: Ball, Mac an Ghaill, Tomlinson, Government White Paper (2005), Machin and Vignoles, McKnight et al, Hargreaves, Whitty, University of London (NESS Team), Smithers, Furlong and Forsythe.

7   **Outline and assess the view that the owners hold power and control of the media.** [50]

Candidates are expected to demonstrate knowledge and understanding of the viewpoint that the owners hold power and control of the media. The view may be located within traditional Marxism, although other perspectives may be considered, such as Feminism. Candidates may discuss whether concentration of media ownership is a threat to democracy. Examples of transnational ownership and global media empires may be discussed. Candidates may examine the traditional Marxist view that the media is controlled by the ruling class to help legitimate inequality; media owners as part of the ruling class directly influence media content on a day-to-day basis. Candidates may refer to examples to demonstrate the Marxist view.

By way of evaluation candidates may consider traditional Marxism as a 'conspiracy theory'; the lack of focus on investigative journalism such as the 4th Estate; the lack of empirical evidence to support the theories; the influence of globalisation. Candidates may go on to differentiate between traditional and neo-Marxism, emphasising the role of middle-class media professionals and the way in which hegemony is reinforced through the media. Candidates may examine the alternative pluralist perspective emphasising diversity and choice and the mass media as a market place where the success of media products lies with the consumer. Neo-Marxism may be criticised for not recognizing the growing number of women and minority ethnic media professionals; the 'democratisation' of knowledge through the internet.

Explanations may include:

Theories: Marxism, neo-Marxism, Pluralism, Feminism etc

Concepts such as: power, control, ideology, hegemony, patriarchy, globalisation, concentration vertical and horizontal integration, transnational ownership, diversification, synergy, discourse, 4th estate, gate keeping, news values.

Studies such as: Bagdikian, Curran, Miliband, Murdock and Golding, Negrine. Hall et al, C.C.C.S, Fairclough, Colins and Murroni, Walby, GUMG, Gramsci.

8 **Outline and assess the view that the strengths of content analysis as a method of media research outweigh the weaknesses.** [50]

Candidates are expected to demonstrate knowledge and understanding of content analysis as a method of media research. Candidates may examine content analysis using a quantitative approach, emphasising reliability as a strength. Some may consider a qualitative form of content analysis emphasising validity. Candidates will refer to a range of studies and are likely to make reference to contemporary examples. They may consider the issue of representativeness relating to the sample of media chosen for analysis. Candidates may place a strong emphasis on theory, for example Positivism. They may discuss the concept of bias in the media which can be exposed through content analysis.

By way of evaluation candidates may focus on methodological weaknesses of content analysis, as well as making evaluative comments about specific studies which have used content analysis. They may consider issues of objectivity and bias, reliability and validity. They may also evaluate the theoretical views of researchers who have adopted content analysis as a major research tool, such as the GUMG. Candidates may consider alternative methods of media research such as surveys and semiology.

Explanations may include:

Theories: Neo-Marxism, Feminism, Positivism, Interpretivism etc.

Concepts such as: validity, reliability, quantitative, qualitative, representativeness, generalisability, representations, coding, bias, distortion, objectivity.

Studies such as: GUMG, Philo, Tuchman, Ferguson, McRobbie, Van Dijk, Jagger, Lobban, Best, Gauntlett, Macdonald and Tipton, Cohen.

9 **Outline and assess the view that mass media representations of minority ethnic groups are based on negative stereotypes.** [50]

Candidates are expected to demonstrate knowledge and understanding of the viewpoint that mass media representations of minority ethnic groups are based on negative stereotypes. This will involve an understanding of stereotyping, relating to different ethnic groups, with explanations of why some groups are presented more negatively than others. Also candidates may show awareness that representations may vary across media products, for example satellite as opposed to mainstream channels. Candidates may refer to research suggesting that minority ethnic groups are presented in a limited range of stereotypical roles, are marginalised and often seen in roles constructed from a white perspective. It is expected that candidates will refer to empirical research and/or contemporary examples.

Theoretical perspectives such as neo-Marxism and Postmodernism may be discussed, examining issues such as hegemony, diversity and choice and globalisation.

By way of evaluation, candidates may discuss the views of Pluralists and the deterministic nature of some Marxist beliefs; evidence of improvements in the representation of some minority ethnic groups; the widening participation of members of minority groups in the media; issues of hybridity; the development of new technologies and media products accessible to wider audiences and the Postmodern view's' lack of empirical research.

Explanations may include:

Theories: Neo-Marxism, Pluralism, Postmodern views etc.

Concepts such as: ethnicity, representations, stereotypes, ethnocentrism, hegemony, globalization, ghettoisation, hybridity.

Studies such as: Moore et al, Hall et al, Gilroy, van Dijk, Malik, CRE, Barker, Hartmann and Husband, Akinti, GUMG.

10   **Outline and assess the view that the ruling class maintain power by persuading people to accept ruling class ideology.** **[50]**

Candidates are expected to demonstrate knowledge and understanding of the view that the power of the ruling class in society is maintained through persuasion. The view will be located within neo-Marxist analysis of power in society. Candidates will be aware of competing definitions of power and power relationships, one of which is persuasion (suggested by arguing the merits of a case). Candidates may refer to Poulantzas' views that the state is able to sustain capitalism not just by coercion but by persuasion and manipulation and Gramsci's suggestion that the dominance of the ruling class is viewed as legitimate by the masses because they have been persuaded to believe in its political ideology: hegemony, suggesting that power in society is both economic and cultural.

By way of evaluation, candidates may compare and contrast a range of alternative interpretations of the way the power of the ruling class in society is maintained. They may discuss the contradictions within theories, the assumptions underlying the theories, the extent to which each theory can be supported by empirical evidence.

Explanations may include:

Theories: Neo-Marxism, traditional Marxism, Postmodern views, Weberianism, Pluralism, Elite theory etc.

Concepts such as: power, false-consciousness, ideology, hegemony, 'common sense', repressive and ideological state apparatuses, civil and political society, status, discourses, polyarchy.

Studies such as: Parsons, Mills, Allen, Lukes, Miliband, Poulantzas, Althusser, Gramsci, Marcuse, Dahl, Pareto and Mosca, Foucault.

11 **Outline and assess Postmodern explanations of the emergence of new social movements.** **[50]**

Candidates are expected to demonstrate knowledge and understanding of Postmodern explanations of the emergence of new social movements. Candidates will display 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 Postmodernist views of the emergence of new social movements. Candidates may discuss identity issues.

By way of evaluation, candidates point out that not all sociologists agree that we have entered a postmodern age. Marxists have criticised Postmodern views for overstating the decline of social class, for example the poor do not enjoy the same access to cultural consumption as other sections of society and suggest that all social movements are an expression of class interest. Candidates may then go on to discuss alternative explanations of the emergence of new social movements.

Explanations may include:

Theories: Postmodern views, Marxism, Functionalism, Globalisation theory, Resource Mobilisation theory etc.

Concepts such as: new social movements, old social movements, defensive, offensive, local and global new social movements, postmodern society, post-capitalism, reflexivity, risk, identity, global branding, hegemony, anti-capitalism.

Studies such as: Giddens, Crock et al, Beck, Meluci, Habermas, Marcuse, Touraine, Klein, Cohen and Kennedy, Scott, Callinicos.

12 **Outline and assess the view that riots are a collective response to social deprivation.** **[50]**

Candidates are expected to demonstrate knowledge and understanding of the view that riots are a collective response to social deprivation. The view will be located within Liberal analyses of riots and may be attributed to Lord Scarman (1981 report on the Brixton Riots). Scarman highlighted insensitive policing, social and economic disadvantage and marginalisation as factors that pre-dispose some groups to violent protest. Candidates may relate these ideas to Left Realist discussions on relative deprivation and collective responses. Other Liberal explanations (Bachrach and Baratz) claim riots are the 'ballot boxes of the poor'. Candidates may discuss marginalisation in terms of both social class and ethnicity.

Analysis in support of the view could refer to institutional racism in society, and evidence of 'stop and search' tactics, high levels of unemployment, poor housing, educational disadvantage and discrimination experienced by young urban youth.

By way of negative evaluation, candidates may draw upon alternative perspectives on riots such as the Conservative/New Right views such as riots being a response to rapid social change, or cultural deprivation and fatalism among an underclass. They may consider 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 in masculinity; finally, candidates may consider the Flashpoint model which combines Liberal and Radical perspectives to explain recent riots.

Explanations may include:

Theories: The Liberal perspective, Left Realism, the Conservative/New Right perspective, Radical views, Marxism, neo-Marxism, the Flashpoint Model, Feminism etc.

Concepts such as: 'stop and search', marginalization, relative deprivation, racism, institutional racism, military policing, collective responses, 'ballot boxes of the poor', ghetto mentality, fatalism, criminalisation, crisis in masculinity.

Studies such as: Lord Scarman, Lea and Young, Bachrach and Baratz, Wedderburn, Mason, Cashmore, Macpherson, Beynon, Murray, Solomos, Taylor, Walton and Young, Gilroy, Kundnani, Back, Campbell.

Paper Total [100]

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. Responses will be largely theoretical and conceptual with relevant empirical studies and a holistic approach to sociological thinking (demonstrate an ability to 'think as a sociologist'). 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 will be a strong emphasis on sociological explanations, and accurate and detailed knowledge and understanding of concepts and studies. At the bottom of the band, sociological explanations will be less developed. 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. Typically, responses may focus on studies and concepts, although there will be some, underdeveloped and superficial, understanding of sociological explanations. Where a response is narrow but very detailed or wide ranging and focused it should be placed at the top of this band. Responses which are wide ranging but generalised and only relevant to the specifics of the question now and again should be placed towards the bottom of the band. 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. Towards the bottom of the band, knowledge and understanding may be more vague, partial and inaccurate. Expect to see responses in which sociological knowledge is displayed although it is not directly related to the specifics of the question. 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 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 and explanations may be more implicit.
3–4 Level 2	Candidates show a basic ability to interpret sociological knowledge and apply it to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. There may be a lack of reference to appropriate studies. Connection and application to explanations may be vague and confused.
1–2	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 will be basic criticisms which are unlikely to be theoretically focused.
1–2 Level 1	Candidates show a limited ability to analyse and evaluate the view/explanation in the question. Evaluation will be minimal and/or largely irrelevant and assertive in tone. Expect to see the beginnings of a view being expressed.
0	No relevant sociological points.