

**GCE**

**Sociology**

Unit **G673**: Power and Control

Advanced GCE

**Mark Scheme for June 2015**

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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

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

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

## Subject-specific marking instructions

| Question | Answer  | Mark | Guidance   |
|----------|---|------|--|
| 1        | <p><b>Outline and assess feminist views of crime and deviance.</b></p> <p>Candidates are expected to demonstrate accurate knowledge of the concepts 'crime' and 'deviance'. They will display knowledge and understanding of feminist views of crime and deviance. They may differentiate between different feminist perspectives such as liberal, Marxist and radical feminism. Candidates may discuss females as victims and/or perpetrators of crime and deviance. They may examine the impact of feminism. There may be discussion of socialisation, social control, police practices, chivalry, feminisation of the labour force, Liberationalism, domestic violence, girl gangs.</p> <p>By way of analysis, candidates may refer to empirical evidence in support of feminist views.</p> <p>By way of evaluation, candidates may examine specific criticisms of the different feminist views. They may contrast the views of the feminists with alternative explanations such as functionalist and Marxist perspectives. Candidates may question the accuracy of official statistics and refer to self-report as well as victimisation surveys. They may discuss the 'dark figure' of female crime and the postmodern views on transgressive criminology moving beyond traditional feminist views to develop new ways of thinking about crime and deviance.</p> | 50   | <p>Explanations may include:<br/>Theories such as: liberal feminism, Marxist feminism, radical feminism, functionalism, Marxism, liberationist perspective, postmodern views.</p> <p>Concepts such as: crime, deviance, feminism, biology, malestream, culture, subculture, socialisation, social control, chivalry, gender, identity, stereotyping, labelling, double deviance, oppression, exploitation, role expressive and role distorting, self-report studies, victim surveys, powerlessness, transgressive criminology.</p> <p>Studies such as: Walby, Campbell, Box, Carlen, Smart, Jackson, Dobash and Dobash, Stanko, the CSEW (BCS), the Islington Crime Survey, Walby and Allen, Carrabine, Heidensohn, Chesney-Lind, Dalton, Hagan, McRobbie, Lees, Adler, Denscombe, Westwood, Jones, Farrington and Morris, Pollak,</p> |

| Question | Answer   | Mark | Guidance  |
|----------|--|------|---|
| 2        | <p><b>Outline and assess the role of the media in the amplification of crime and deviance.</b></p> <p>Candidates are expected to demonstrate an accurate knowledge of the concepts 'crime', 'deviance' and 'media'. They will demonstrate accurate references to the notion of 'amplification' of crime and deviance. Contemporary examples are likely to be included. Candidates will focus on interactionist explanations with some considering neo-Marxist and possibly feminist explanations. It is likely that candidates will refer to the significance of labelling on particular groups and the notion of the self-fulfilling-prophecy. They may go on to discuss moral panics, moral entrepreneurs and the role of the mass media in identifying 'role models'. They may discuss the impact of crime and deviance reporting on the fear of crime and the relationship between police activity and criminal statistics.</p> <p>By way of analysis, candidates may refer to empirical evidence in support of the explanations.</p> <p>By way of evaluation, candidates may examine the limitations of interactionist perspectives and other theories. They may discuss the ambiguity of concepts such as 'moral panics' and elements of determination within the theories. They may go on to discuss issues of validity and reliability in terms of measuring the role of the media in the amplification of crime and deviance. The realist and functionalist views may be considered. Candidates may examine the relative importance of other agencies in amplifying crimes such as the police and possibly the state, e.g. the August riots 2011. Also they may consider the relevance of concepts such as moral panics in the 21<sup>st</sup> century.</p> | 50   | <p>Explanations may include:<br/>Theories such as: interactionism, neo-Marxism, traditional Marxism, realism, postmodern views.</p> <p>Concepts such as: crime, deviance, deviance amplification, labelling, self-fulfilling-prophecy, moral panics, 'folk devils', moral entrepreneurs, scapegoats, stereotyping, stigma, primary and secondary deviance, moral crusade, subcultures, ideological state apparatus, ideology, realism, social constructionism, 'hoodies', binge drinking, riots, newsworthiness, news values</p> <p>Studies such as: Cohen, Becker, Hall, Lemert, Fawbert, Gilroy, Thornton, McRobbie and Thornton, Goode and Ben-Yehuda, Furudi, Ackers, Abbas, Young, McRobbie, Fairclough, Reiner, Galtung and Ruge.</p> |

| Question | Answer   | Mark | Guidance   |
|----------|--|------|--|
| 3        | <p><b>Outline and assess realist solutions to the problem of crime.</b></p> <p>Candidates are expected to focus on solutions to crime. It is likely that they will demonstrate knowledge and understanding of both right and left realism.</p> <p>Regarding left realism, candidates may refer to issues of exclusion and the lower working class, they may go on to discuss relative deprivation, individualism and economic inequality leading to the disintegration of families and communities and the informal social control they provided. They may refer to young people becoming marginalised and joining subcultures. From this platform they may go on to discuss left realist solutions to the problem of crime which revolve around society becoming more cohesive and less 'criminogenic'. They may refer to local solutions such as local authority multi-agency intervention to help rebuild disintegrated communities. They may go on to examine the left realist view that the state is central to helping reduce economic inequalities, and the role of the state in ensuring a more accountable police force. The left realist views on the decriminalisation of minor offences may be considered. They may highlight the contrast between retribution and rehabilitation, with a discussion of restorative justice.</p> <p>Regarding right realism candidates may focus on crime prevention and communitarianism: the view that only local communities and face-to-face relationships can solve the problems of crime, including the role of the police in restoring balance in communities. The focus may be on dealing with the 'underclass' and the harsh punishments advocated by the New Right. The right realist emphasis on order maintenance rather than law enforcement may be</p> | 50   | <p>Candidates may discuss causes of crime. If this discussion does not relate to solutions, candidates may only achieve a maximum of Level 3 for Knowledge and Understanding. However, if this is linked to solutions that is creditable as relevant knowledge.</p> <p>Candidates who do not differentiate between right realism and the views of the New Right should not be penalised.</p> <p>Reference to specific policies which illustrate realist solutions, such as '3-strikes', should be credited in the same way as studies.</p> <p>Explanations may include:<br/>Theories such as: left realism, right realism, the New Right, Marxism, feminism, postmodern views.</p> <p>Concepts such as: the square of crime, relative deprivation, marginalisation subcultures, individualism, inequality, criminogenic, communitarianism, zero-tolerance, the bulimic society, multi-agency intervention, the 'thin blue line', consensual policing, restorative justice, social exclusion, early intervention and prevention, idealism, situational and environmental crime prevention, target hardening, order maintenance, disintegrative and reintegrative shaming.</p> <p>Studies such as: Wilson, Etzioni, Murray, Clarke, Currie, Farrington and Painter, South, Young, Lea, Matthews, Islington Crime Survey, Platt and Takagi, Carlen, Hall, Chambliss, Rusche and Kirchheimer, Braithwaite.</p> |

| Question | Answer   | Mark | Guidance |
|----------|--|------|----------|
|          | <p>discussed, where smaller incivilities are crushed. It is likely that candidates will refer to zero-tolerance and the encouragement of traditional values, adjusting welfare benefits and making punishments severe enough to act as deterrents. Issues of situational crime prevention and/ or target hardening may be discussed.</p> <p>By way of analysis candidates may refer to empirical research and/or contemporary evidence that support the perspectives.</p> <p>By way of evaluation left realists have been criticised for ignoring the 'real' cause of crime which from a Marxist perspective will be capitalism. They are criticised by feminists for an over emphasis on street crime and not enough emphasis on women as victims.</p> <p>The right realists view on zero tolerance adopted initially in New York may be criticised for its over-emphasis on working class crime. Also right realists have been criticised for over-emphasising social order at the expense of justice.</p> <p>The postmodern view criticise both perspectives arguing that there is a need to concentrate on the way society harms less powerful groups.</p> |      |          |

| Question | Answer   | Mark | Guidance   |
|----------|--|------|--|
| 4        | <p><b>Outline and assess interactionist contributions to the study of education.</b></p> <p>Candidates are likely to focus on interactionism as a micro theory which aims to understand what goes on inside education. They will demonstrate both knowledge and understanding of the interactionist perspective on education. Candidates may discuss the interactionist views on the centrality of ‘the self’ and how individuals shape or are shaped by the education system. It is likely that candidates will discuss interactionist views on teacher labelling, the ‘ideal pupil’, stereotyping, the self-fulfilling-prophecy and the effect of this on a child’s achievement. They may go on to discuss interactionist research on anti-school subcultures. Some candidates may examine the interactionist views on the effects of streaming and banding on a child’s performance. Candidates may consider interactionist informed studies on social class, ethnicity and gender and school attainment.</p> <p>By way of analysis, candidates may draw upon empirical and/or contemporary evidence in support of the interactionists. They may discuss the contribution of interactionism to a neo-Marxist understanding of education. They may also point to the practical application in interactionist ideas such as insights embedded in initial teacher training courses.</p> <p>By way of evaluation, candidates are likely to refer to the narrow small scale focus of the perspective. Also they may consider the fact that the interactionists do not consider the wider social context. They may examine Marxist critiques of interactionism. It is likely that many will discuss the determinism of some interactionist ideas. Some may engage in counter evaluation noting Becker’s later work in which he stressed the element of choice within the labelling process.</p> | 50   | <p>Explanations may include:<br/>Theories such as: interactionism, neo-Marxism, traditional Marxism, functionalism, New Right, Social Democratic approach.</p> <p>Concepts such as: labelling, master status, the self-fulfilling-prophecy, subcultures, streaming, banding, setting, stereotyping, counter-school subcultures.</p> <p>Studies such as: Becker, Cooley, Rosenthal and Jacobson, Gilbourn, Wright, Rist, Cicourel and Kitsuse, Ball, Hargreaves, Willis, Campbell, Keddie, Mirza, Mac an Ghail, Connolly, Sewell Jasper, Shannon.</p> |



| Question | Answer   | Mark | Guidance  |
|----------|--|------|---|
| 5        | <p><b>Outline and assess the view that the home is the main influence on the educational achievement of different social classes.</b></p> <p>Candidates are expected to demonstrate knowledge and understanding of the view that the home is the main influence on the educational achievement of different social classes. The premise of such arguments is that differences in educational achievement are caused by factors outside the school. There will be a clear understanding of theories such as functionalism, New Right views, Marxism. Candidates may discuss cultural deprivation, cultural capital, material factors, language codes.</p> <p>By way of analysis, candidates may refer to empirical and/or contemporary evidence in support of the view.</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. Some may argue that factors outside the school such as subcultures can influence a child's performance. Candidates may argue that it is not possible to separate one factor in explaining a child's educational performance as a combination of the home and in-school factors may need to be considered. Some candidates may consider methodological weaknesses of explanations that focus on the home.</p> | 50   | <p>Explanations may include:<br/>Theories such as: functionalism, New Right views, Marxism, interactionism.</p> <p>Concepts such as: primary socialisation, cultural deprivation, cultural capital, material factors, deferred gratification, meritocracy, restricted and elaborated codes, 'privileged, semi-skilled and disconnected choosers', subcultures, labelling, self-fulfilling-prophecy, stereotyping, teacher expectations, the National curriculum, the hidden curriculum.</p> <p>Studies such as: Hyman, Sugarman, Douglas, Feinstein, Bernstein, Bourdieu, Boudon, Ball, Becker, Gewirtz, Sullivan, Werfhorst and Hofstede, Smith and Noble, Murray, Willis, Wragg, Gray, Labov, Jackson, Connell.</p> |

| Question | Answer  | Mark | Guidance  |
|----------|---|------|---|
| 6        | <p><b>Outline and assess educational policies influenced by the New Right since 1988.</b></p> <p>Candidates are expected to demonstrate an accurate knowledge and understanding of the New Right perspective. Candidates may discuss policies focused on parental choice and competition through marketisation, raising standards and vocational schemes. They may refer to a range of policies, those emanating from the ERA, National Curriculum, GCSEs, also GNVQs, apprenticeships, vocational GCSEs/A levels, training schemes, diplomas, work-related training. Candidates may focus on policies which have measurable changes such as GCSE, and SATs results. There will be a clear understanding of New Right views on policies introduced since 1988. Candidates may refer to technical skills, adequate literacy and numeracy, meeting the needs of industry and the economy and developing a competitive workforce within Europe. There may be emphasis on the need to resolve long-term unemployment and to avoid a benefit culture and growth of an 'underclass'.</p> <p>By way of analysis, candidates may refer to studies in support of policies influenced by the New Right views, particularly the policies of the Conservative party.</p> <p>By way of evaluation, candidates may refer to Marxist critiques of New Right views on education. The lack of real opportunities for lower ability young people. Social Democratic thinkers as well as the Marxists and feminists have highlighted the reinforcement of class, gender and ethnic inequalities. Notions of exploitation have been addressed by Marxists and sex role stereotyping by feminists.</p> | 50   | <p>Relevant educational policies should be credited in the same way as studies in this question.</p> <p>Explanations may include:<br/>Theories such as: New Right views, Marxism, Social Democratic theory, feminism, new Labour, functionalism.</p> <p>Concepts/ Policies such as: ERA, National Curriculum, GCSEs, SATS, marketisation, standards, literacy, vocational education, NVQs, GNVQs, apprenticeships, training schemes, Vocational GCSEs/A levels, Diplomas, deskilling, meritocracy, equality of opportunity, work ethic, Academies, Free Schools, EMA, Specialist Schools, Pupil Premium, tuition fees.</p> <p>Studies such as: Murray, Woolfe, Trowler, Tomlinson, Durkheim, Parsons, Davis and Moore, Chubb and Moe, Braverman, Finn, Lee, Cohen, Buswell, Francis, Archer, Machin and Vignoles.</p> |

| Question | Answer  | Mark | Guidance   |
|----------|---|------|--|
| 7        | <p><b>Outline and assess sociological explanations of media representations of age.</b></p> <p>Candidates are expected to demonstrate knowledge and understanding of sociological explanations of media representations of age. They refer to at least one age group. It is likely that candidates will focus on the young and/or older people. They may consider representations of youth as a problem, with ageism seeping through the representations of older age groups. Within the discussion candidates may consider variables such as gender, ethnicity and social class. It is likely that candidates will discuss the view that media representations of age are stereotypical and candidates will possess a clear and accurate understanding of the concept 'stereotypes'. There will be an understanding of different theoretical explanations of why an age group is represented in the way it is. Candidates are likely to draw upon contemporary examples of media images regarding age in addition to empirical research. Theoretical discussion is likely to be integrated into the discussion eg interactionist, feminist and pluralist views.</p> <p>By way of analysis, candidates may refer to empirical and/or contemporary evidence in support of the sociological explanations.</p> <p>By way of evaluation, candidates may assess theoretical approaches in the light of empirical and/or contemporary evidence. There is likely to be a focus on positive changes in the representations of the age groups to evaluate critical explanations. Candidates may consider the Postmodern idea that media representations reflect a number of realities, both positive and negative. Candidates may question the ideological premises of explanations.</p> | 50   | <p>Explanations may include:<br/>Theories such as: pluralism, feminism, postmodern views, interactionism, Marxism.</p> <p>Concepts such as: stereotypes, ageism, bias, 'double standards of ageing', deviance, folk devils, moral panics, grey pound, patriarchy, 'Juno effect', 'hoodies'.</p> <p>Studies such as: Osgerby, Hebdige, Biggs, Signorelli, Featherstone and Hepworth, Carrigan and Szmigin, Barnett, Phillipson and Warde, Rosenthal, Pearson, Hall, Goode and Ben-Yehuda, Sontag, Lambert, McRobbie, Cohen, Rock and Cohen, Fawbert, Frazer, Thornton, Muncie, Pitts, Wayne, Heinz-Knowles.</p> |

| Question | Answer | Mark | Guidance  |  |  |
|----------|--------|------|---|--|--|
|          |        |      | Some candidates may go on to point to difficulties in operationalizing and measuring concepts such as stereotypes and ageism. |  |  |

| Question | Answer   | Mark | Guidance   |
|----------|--|------|--|
| 8        | <p><b>Outline and assess content analysis as a method of media research.</b></p> <p>Candidates are expected to demonstrate knowledge and understanding of content analysis as a method of textual or visual media research. It is likely that they will emphasise content analysis as a quantitative method, where the researcher counts the frequency of particular words, images or category of articles. They may refer to the content analysis frame or schedule to build up a quantitative picture of media representation. Candidates may emphasise reliability as 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 discuss the concept of bias in the media which can be exposed through content analysis.</p> <p>By way of analysis, candidates may refer to sociological research based on the findings of content analysis.</p> <p>By way of evaluation, candidates may focus on methodological weaknesses of content analysis. They may also make evaluative comments about specific studies which have used content analysis. They may consider issues of objectivity and bias, reliability and validity. Candidates may consider the issue of representativeness relating to the sample of media chosen for analysis. They may go on to 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 semiology and experiments.</p> | 50   | <p>Explanations may include:<br/>Theories such as: positivism, interpretivism, neo-Marxism, feminism.</p> <p>Concepts such as: quantitative, qualitative, reliability, validity, representativeness, generalisability, coding, bias, distortion, objectivity.</p> <p>Studies such as: GUMG, Philo, Tuchman, Ferguson, McRobbie, Van Dijk, Jagger, Lobban, Best, Gauntlett, Macdonald and Tipton, Cohen, Bandura.</p> |

| Question | Answer  | Mark | Guidance   |
|----------|---|------|--|
| 9        | <p><b>Outline and assess the pluralist view that ownership and control of the mass media is shared.</b></p> <p>Candidates are expected to demonstrate knowledge and understanding of pluralist views that ownership and control of the media is shared. They are likely to consider the extent to which pluralism regards the media as an outlet for the views of a diverse range of groups in society and as a key component of democracy. Candidates may consider investigative journalism etc. They may discuss empirical trends in media ownership and control.</p> <p>By way of analysis, candidates may draw upon empirical and/or contemporary evidence that supports the pluralist views.</p> <p>By way of evaluation, candidates may discuss alternative views such as Marxism. They may consider issues such as the identification of pluralist views with media organisations, the influence of proprietors on journalists, the effects of globalisation on media ownership and control etc.</p> | 50   | <p>Explanations may include:<br/>Theories such as: pluralism, Marxism, neo-Marxism, postmodern views.</p> <p>Concepts such as: agenda setting, diversification, concentration, synergy, ideology, hegemony, horizontal integration, vertical integration, conglomerates, 'fourth estate'.</p> <p>Studies such as: Whale, Bagdikian, Curran, Harrison, Doyle, CPBF, Gurevitch, McQuaill, Miliband, Tunstall and Palmer, GUMG, Barnett and Weymour, CCCS, Clark, Schiller, Thussu, Murdock and Golding, Baudrillard.</p> |

| Question | Answer   | Mark | Guidance  |
|----------|--|------|---|
| 10       | <p><b>Outline and assess postmodern views that the emergence of new social movements reflects a search for identity and style.</b></p> <p>Candidates will display detailed knowledge and understanding of postmodern views to support the contention in the question. There will be explicit understanding of differences within and between social movements new and old. Candidates may go on to examine the nature of 'identity' and 'lifestyle'. They may contrast the postmodern views with other theories such as Marxism that suggest that social movements are an expression of class interest. Candidates may consider NSM as a cultural rather than political phenomena. They may examine the view that lifestyle: taking part in direct action initiated by NSM, provides a sense of worth and identity.</p> <p>By way of analysis, candidates may refer to empirical evidence and/or contemporary events that support the view.</p> <p>By way of evaluation, candidates may discuss the difficulties involved in establishing fundamental differences between NSM and old social movements. They may go on to consider theorists such as traditional Marxists who emphasise the continued relevance of social class and traditional politics. They may consider neo-Marxist views that NSM are a means by which democratic rights are protected and extended rather than a search for identity and lifestyle. They may discuss Touraine's ideas that NSM are the product of a common change in political ideology. They may consider the views of Marcuse that NSM are a form of counterculture against a capitalist mode of production, NSM encourage people to focus on unselfish needs, such as concern for other people/the environment.</p> | 50   | <p>Explanations may include:<br/>Theories such as: postmodern views, traditional Marxism, neo-Marxism, post-structuralism, feminism.</p> <p>Concepts such as: identity, lifestyle, class dealignment, collective consumption, reflexivity, self-image, collective identity, gender identity, social and economic change, cultural phenomena, political ideology, alienation, counter-culture.</p> <p>Studies such as: Touraine, Marcuse, Scott, Hallsworth, Giddens, Klein, Inglehart, Melucci, Beck, Hall, Habermas.</p> |

| Question | Answer   | Mark | Guidance   |
|----------|--|------|--|
| 11       | <p><b>Outline and assess Marxist explanations of the distribution of power in society.</b></p> <p>There will be an explicit understanding of the major assumptions behind the Marxist views on the distribution of power in society. Candidates may discuss ruling class attempts to preserve their capitalist interests through both direct and indirect rule. They may go on to discuss hegemony and ideological power and the role of the state. It is likely that they will consider traditional Marxist and neo-Marxist perspectives.</p> <p>By way of analysis, candidates may refer to empirical and/or contemporary evidence in support of the Marxist explanations.</p> <p>By way of evaluation, candidates may question the assumptions underlying Marxist theories, particularly from the perspectives of pluralism, elite theory and postmodern views. They may question the extent to which Marxist explanations are supported by empirical evidence. Some may point out the difficulty of defining precisely what power is in the first place.</p> | 50   | <p>Explanations may include:<br/>Theories such as: traditional Marxism, neo-Marxism, elite theory, neo-Liberalism, Weberianism, postmodern views.</p> <p>Concepts such as: power elite, hegemony, false consciousness, discourses, faces of power, variable-sum, constant-sum, laissez-faire, circulation of elites.</p> <p>Studies such as: Miliband, Gramsci, Poulantzas, Abercrombie and Ward, Hastings, Dahl, Grant, Aron, Newton, Lukes, Saunders, Hay, Parent, Mosca, Mannheim, C.W. Mills, Williams, Moore.</p> |



| Question | Answer   | Mark | Guidance  |
|----------|--|------|---|
| 12       | <p><b>Outline and assess sociological explanations of the role of ideology in politics in contemporary society.</b></p> <p>They may consider Marxism, Liberalism, Conservatism, Feminism and Anarchism. Candidates will demonstrate an understanding of the contested concept 'ideology'. They will discuss theoretical perspectives on the role of ideology along with accurate use of relevant concepts. They may refer to both old and new ideologies and may draw upon contemporary examples and empirical research. They may examine the correlation between political ideologies and political action.</p> <p>By way of evaluation, candidates may question the role of ideology in politics in contemporary society. For example Bell proclaimed the end of ideology half a century ago, while Fukuyama more recently argued that ideology is dead. Candidates may refer to empirical evidence to question the explanations. They may question the extent to which older ideologies such as Marxism, liberalism and conservatism persist in the wake of technological advances and globalisation. There may be an analysis of newer ideologies such as ecologism.</p> | 50   | <p>Explanations may include:<br/>Theories such as: Marxism, feminism, postmodern views, liberalism, conservatism, anarchism, fascism, nationalism.</p> <p>Concepts such as: ideology, discourses, false-consciousness, political pluralism, free-market ideology, patriarchy, anarchy, ecologist, fundamentalism.</p> <p>Studies such as: Bell, de Tracy, Marx, Freidman and Hayak, Heywood, Dawson, MacIntosh and Mooney, Walby, Jowett, Bey, Armstrong.</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<br>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.<br>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<br>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.<br>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<br>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.<br>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.<br>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.<br>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<br>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.<br>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<br>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.<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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.  |

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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