

**Sociology**

Advanced GCE **2536**

Power and Control

# **Mark Scheme for June 2010**

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**1 Outline and assess Marxist explanations of crime and deviance. [60]**

*Expect to see a clear understanding of Marxist theories of crime and deviance. Issues will be discussed such as the role and nature of the state, crimes of the powerful, criminalisation and control, the role and nature of policing, the significance of moral panics, law creation and enforcement.*

*Expect to see responses using concepts such as alienation, white collar crime, moral panics, scapegoats, repressive state apparatus, hegemony, resistance, subculture etc, with confidence.*

*There may be reference to studies and/or theories such as Hall; Taylor; Walton and Young; Pearce; Liazos; Chambliss; Box; Hall; Gilroy, Bonger; Snider; Gordon; Jones.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to Marxist explanations of crime and deviance. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to Marxist explanations of crime and deviance. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to Marxist explanations. Responses in this band are likely to provide a basic account of Marxist explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to Marxist explanations. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of crime and deviance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of Marxist theories. This may focus on traditional and neo-Marxist accounts of crime and deviance and issues such as the enforcement and creation of laws, the nature and role of policing, the importance of working-class culture, the significance of white collar and corporate crime, the role of the State and the media, the importance of moral panics. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide some analysis of the Marxist theories. Responses in this band will either be narrowly focussed on one issue eg Corporate crime or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the limitations of Marxist explanations, whether the Marxist approach is romanticising working class crime, the extent to which the law only represents the interests of the powerful, the deterministic nature of some Marxist explanations, the ideological basis of Marxist theorising etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about Marxist theories or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**2 Outline and assess sociological approaches to solving the problem of crime. [60]**

*Expect to see a clear knowledge and understanding of evidence and/or theories related to sociological approaches to the solution of crime. There will be a clear understanding of theories such as Marxism, feminism, right realism, left realism, interactionism. Issues will be discussed such as the nature of policing, the significance of community, power and inequality within society, the importance of sub-cultures, solutions for the victims of crime etc.*

*Expect to see responses using concepts such as revolutionary solutions, zero tolerance, relative deprivation, marginalisation, target hardening, social controls, surveillance. removal of patriarchal institutions etc, with confidence.*

*There may be reference to studies and/or theories such as Lea and Young; Wilson; Hirschi; Taylor; Gordon; Walton and Young; Matthews; Kinsey; Jones; Hughes; Currie.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to sociological approaches to the solution of crime. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to sociological approaches to the solution of crime. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to sociological approaches to the solution of crime. Responses in this band are likely to provide a basic account of sociological explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to sociological approaches to the solution of crime. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of crime and deviance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of sociological approaches to the solution of crime. This may focus on ideological differences between approaches eg left and right realism, the impact of victimisation studies, and the nature of policing, policy related to the criminal justice system. Responses in this band will clearly address the question set.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of aspects of sociological approaches to solutions of crime. Responses in this band will either be narrowly focussed on one issue eg recorded crime or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the weaknesses of theories such as left realism/right realism, the over concentration on street crime, the vague nature of concepts such as marginalisation etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**3 Outline and assess the view that processes within school reproduce class inequalities in educational achievement. [60]**

*Expect to see a clear understanding of theories such as interactionism, Marxism, labelling theory. In-school processes will be discussed such as labelling, the classification of pupils by streaming, banding and setting, the organisation and content of the curriculum, the self-fulfilling prophecy, ideal pupil stereotypes, the effect of the hidden curriculum.*

*Expect to see responses using concepts such as banding, setting, streaming, labelling, the self-fulfilling prophecy, typing, subculture, resistance, cultural capital.*

*Expect to see a range of writers referred to. There may be references to studies and/or theories such as: Bourdieu; Bowles and Gintis; Ball; Becker; Hargreaves; Althusser; Willis.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that processes within schools reproduce and class inequalities. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that processes in schools reproduce class inequalities. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that processes within schools reproduce class inequalities. Responses in this band are likely to provide a basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one relevant aspect of concepts, evidence or theory. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of the role of education. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of the view that in-school processes reproduce social class inequalities. This will focus on theories and issues such as labelling, the function of the hidden curriculum, the nature of classroom interaction, the effect of the self-fulfilling prophecy, the classification of pupils, the organisation of knowledge. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of the view that in-school processes reproduce social class inequalities. Responses in this band will either be narrowly focussed on one issue eg labelling, or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the view in the question. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the adequacy of different theories eg the determinism of labelling, the extent to which ethnicity and/or gender are more significant than social class, the importance of factors outside of school eg the home, the extent of pupil resistance to processes within schooling.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.



**4 Outline and assess cultural explanations of ethnic differences in educational achievement. [60]**

*Expect to see a clear understanding of theories such as interactionism, Marxism, feminism, functionalism, new right theory. Issues will be discussed such as teacher labelling and expectations, the classification of pupils, stereotyping of pupils, institutional racism, cultural and material factors, language differences, the nature of the curriculum.*

*Expect to see responses using concepts such as labelling, stereotyping, ethnocentricity, setting, institutional racism, self-fulfilling prophecy, resistance, subcultures, curriculum, social exclusion, typing.*

*Expect to see a range of writers referred to. There may be references to studies and/or theories such as: Wright; Swann; Gillborn; Coard; Mac an Ghail; CRE; Mitsos; Madood.*

**Assessment objective 1: Knowledge and Understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to cultural explanations of ethnic differences in educational achievement. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to cultural explanations of ethnic differences in educational achievement. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to cultural explanations of ethnic differences in educational achievement. Responses in this band are likely to provide a basic account of cultural explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to cultural explanations. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg social class and achievement. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of cultural explanations of ethnic differences in educational achievement. This may focus on a number of theories and issues such as the effect of labelling and stereotyping the intelligence debate, the nature of the curriculum, institutional racism, cultural and material factors, the importance of subcultures. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis cultural explanation of ethnic differences in educational achievement. Responses in this band will either be narrowly focussed on one issue eg labelling, or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of cultural explanations of ethnic differences. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such the adequacy of different theories eg the deterministic nature of labelling theory, resistance to labelling and stereotyping, whether intelligence can be measured, whether schools are institutionally racist, whether material and cultural factors can be separated, the greater importance of class and/or gender in relation to educational achievement.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about cultural explanations or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**5 Outline and assess sociological explanations of gender inequalities in health and illness. [60]**

*Expect to see a clear understanding of theories such as feminism, Marxism, post-modernism, social constructionism, cultural-behavioural. Issues will be discussed such as biological differences related to gender, differences in attitudes and behaviour of men and women, location within the labour market, consultations with doctors, gender roles and socialisation.*

*Expect to see responses using concepts such as mortality, morbidity, edgework, patriarchy, socialisation, gender roles, medicalisation, labelling, risk.*

*Expect to see a range of writers referred to. There may be references to studies and/or theories such as:- Shaw; Annandale; Graham; Oakley; Brown and Harris; Seligman; MacIntyre; Scambler.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to sociological explanations of gender inequalities in health and illness. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to sociological explanations of gender inequalities in health and illness. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to sociological explanations of gender inequalities in health and illness. Responses in this band are likely to provide a basic account of the model through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to sociological explanations of gender inequalities in health and illness. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg discussion about class inequalities. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of sociological explanations of gender inequalities in health and illness. This may focus on a number of theories and issues such as the social construction of illness, cultural-behavioural theories, consultation with doctors, the doctor-patient relationship, the significance of socialisation and gender roles. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of the explanations of gender inequalities. Responses in this band will either be narrowly focussed on one issue eg cultural models or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of sociological explanations. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the validity of different explanations, methodological issues related to the measurement of morbidity, material/structural factors in behavioural 'choices', changing patterns of behaviour in relation to gender, changing nature of the labour market.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising sociological explanations of gender inequalities in health and illness or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**6 Outline and assess the view that social control is an important function of the medical professions. [60]**

*Expect to see a clear understanding of concepts, evidence and/or theories related to the view that social control is an important function of the medical professions. Expect to see theories such as functionalism, Marxism, feminism, Interactionism, Weberian theories, postmodernism. Issues will be discussed such as the changing role of the medical professions, labelling and the social construction of illness, discipline, discourse and social control, the development of the biomedical model, doctor – patient relationships etc.*

*Expect to see responses using concepts such as professionalisation, the sick role, medicalisation of deviance, mortification of self, biomedical model, morbidity etc, with confidence.*

*There may be reference to studies and/or theories such as Parsons; Hart; Friedson; Cartwright; Goffman; Szasz; Oakley; Turner; Foucault; Ehrenreich and English; Illich.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the functions of the medical profession. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question of social control as an important function of the medical profession. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the social control function of the medical profession. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the social control function of the medical profession. Responses in this band are likely to provide a basic account of the view through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg health inequalities. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of functions of the medical profession in relation to social control. This will focus on a number of theories and discuss issues such as measuring health and illness, doctor–patient relationships, the labelling of ‘deviant’ behaviour, the significance of the sick role, the professionalisation of medicine, medical treatments etc. Responses in this band will clearly address the question set.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of functions of the medical profession in relation to social control. Responses in this band will either be narrowly focussed on one issue eg the sick role or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the functions of the medical profession in relation to social control. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant to the view. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the social construction of definitions of health and illness, labelling as social control, other functions of the medical professions being more significant, some professions having more power than others; critiques of the concept of the sick role, the development of complementary medicine, resistance to medical treatments etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**7 Outline and assess postmodern views on the role of popular culture. [60]**

*Expect to see clear knowledge and understanding of concepts, evidence and/or theories related to postmodernist views on the importance of popular culture. There will be a clear understanding of postmodernism and the concept of popular culture. Issues will be discussed such as the changing nature of popular culture, differences between popular culture and other concepts of culture eg high culture, sources of identity, the characteristics of modernism and postmodernism, the impact of globalisation etc.*

*Expect to see responses in this band using concepts such as popular culture, differentiation, style, resistance, rationalisation, identity, commodification, hyper commodification, hyper rationalisation, meta-narratives, globalisation etc with confidence.*

*There may be reference to studies and/or theories such as Crook; Pakulski and Waters; Strinati; McRobbie; Bauman; Baudrillard; Hall; Bradley; Jenkins; Willis; Gilroy.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to postmodern views on the role of popular culture. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to postmodern views on the role of popular culture. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to postmodern views on the role of popular culture. Responses in this band are likely to provide a basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the postmodern theory. Material will display some limited balance, coherence and/or logic and will be of marginal relevance. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of postmodern views on the role of popular culture. This will focus on postmodernism and discuss issues such as the change from modern to post-modern societies, the characteristics of post modernity, the distinctions between popular culture and other forms of culture, the nature of identity, the significance of globalisation etc. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of postmodern views on the role of popular culture. Responses in this band will either be narrowly focussed on one issue or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of postmodern views on the role of popular culture. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the inadequacies of postmodernist accounts, the difficulties in distinguishing between modernity and post modernity, conflicting trends in globalisation, continuities in capitalism, critiques of postmodernist views from other perspectives eg Marxism, Feminism etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some arguments or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.



**8 Outline and assess sociological explanations of the role of fashion and music in the construction of identities. [60]**

*Expect to see a clear understanding of the construction of identities and of explanations such as Marxism, feminism, postmodernism. Issues will be discussed such as the nature of the social and personal identities and how they are influenced by cultural production and consumption, the changing nature of identities, the decline of the traditional basis for social identity eg social class, the construction and production of cultural forms, the significance of consumption.*

*Expect to see responses using concepts such as style, scene, resistance, autonomy, hegemony, discourse, subculture, de-centering, ideology, identity with confidence.*

*Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: McRobbie; Mason; Rojek; Gilroy; Johal; Hebdige; Jenkins; Miller; Willis; Frith.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and/or theory relevant to sociological explanations of the role of fashion and music in the construction of identities. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to sociological explanations of the role of fashion and music in the construction of identities. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to sociological explanations of the role of fashion and music in the construction of identities. Responses in this band are likely to provide a basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to sociological explanations of the role of fashion and music in the construction of identities. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general discussion about fashion and music with little emphasis on identity. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of sociological explanations of the role of fashion and music in the construction of identities. This may focus on different theoretical explanations of the source of social and personal identity, the significance of resistance, the changing nature of identities, the importance of consumption. Specific concepts and issues such as social identities, personal identities, taste, style, scene resistance, subculture, hegemony may be discussed.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of sociological explanations of the role of fashion and music in the construction of identities. Responses in this band will either be narrowly focussed on one issue eg gender identities or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the definition of identity, whether identity is simply individual choice or whether class, gender and ethnicity are significant, whether consumption is more important than production, whether resistance to consumer culture is possible etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the role of fashion and music in the construction of identities or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**9 Outline and assess 'third way' models of welfare provision.****[60]**

*Expect to see a clear understanding of theories such as Marxism, feminism, social democratic, new right, 'third way'. Issues will be discussed such as the emergence of 'third way' models, the impact of new labour policies, the theoretical underpinning of 'third way' models, differences between the traditional and active welfare state, the significance of the concept of social exclusion.*

*Expect to see responses using concepts such as collectivism, individualism, citizenship, welfare pluralism, dependency, universal and selective provision, poverty, social exclusion, rights, responsibilities, with confidence.*

*Expect to see a range of writers referred to. There may be references to studies and/or theorists such as: Giddens; Blair; Page; Townsend; Murray; Etzioni; Hutton; Marshall; Blakemore; Levitas; Ginsberg; Alcock; Sinclair; Blunkett.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to third way models of welfare provision. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to third way models of welfare provision. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to third way models. Responses in this band are likely to provide a basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg social democratic theories. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of third way models of welfare provision. This may focus on differences between theoretical perspectives, the distinctive nature of 'third way' models, the origins of 'third way' models, the nature of specific 'third way' policies and their consequences. Specific concepts and issues such as the active welfare state, social exclusion, welfare to work, citizenship, rights and responsibilities may be discussed.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of third way models. Responses in this band will either be narrowly focussed on one issue eg social exclusion or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant to third way models of welfare provision. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the contradictory nature of 'third way' models, whether the 'third way' is a distinctive model, critiques of social integrationist discourse, for example from a Marxist perspective, assessments of the consequences of third way policies etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about third way models or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**10 Outline and assess the view that the welfare state has produced an underclass.****[60]**

*Expect to see a clear understanding of theories such as New Right, Marxism, Weberianism, Social democratic, feminism. Issues will be discussed such as the nature of the underclass, the development of the welfare state, specific policies relating to poverty, the creation of dependency culture according to certain theoretical perspectives, social, political and economic changes, ideologies of welfare.*

*Expect to see responses using concepts such as underclass, dependency culture, Thatcherism, welfare pluralism, social exclusion, poverty, collectivism, rights with confidence.*

*Expect to see a range of writers referred to. There may be references to studies and/or theorists such as Murray; Marsland; Field; Dahrendorf; Hutton; Pahl, Blakemore; Lister; Joseph; Townsend; Holman; Walker; Deakin; Alcock; Heath; Crain; Blackman.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to the view that the welfare state has produced an underclass. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to the view that the welfare state has produced an underclass. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to the view that that the welfare state has produced an underclass. Responses in this band are likely to provide a basic account through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to the view that that the welfare state has produced an underclass. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg history of the welfare state. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises a range of relevant material to provide a clear analysis of the view that the welfare state has produced an underclass. This may focus on theories of the underclass, the development of the welfare state, the impact of social, political and economic change, the significance of ideologies, specific policies relating to poverty and/or social exclusion. Specific issues and concepts such as dependency culture, social exclusion, benefits, unemployment, crime, illegitimacy, structural and cultural factors may be discussed. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of the view that the welfare state has produced an underclass. Responses in this band will either be narrowly focussed on one issue eg dependency culture or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the view that the welfare state has created an underclass. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant to the view that the welfare state has produced an underclass. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues concerning the validity of the concept of underclass, the lack of empirical evidence to support the theories of the underclass, whether the underclass constitutes a social class, whether the welfare state has created the underclass rather than other factors eg the economy, the ideological nature of underclass theory etc.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument about the view that the welfare state has created an underclass or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

**11 Outline and assess sociological explanations of the impact of globalisation on nationalism. [60]**

*Expect to see a clear understanding of what is meant by globalisation and nationalism.*

*Expect to see responses using concepts such as globalisation, national identity, nationalism, ethnic identity, transnationals, global media, resistance.*

*Expect to see a focus on issues such as the impact of globalisation on economic relationships; the activities of transnational companies; the impact of global mass culture, international political organisations, the interaction between globalisation and local cultures.*

*Theorists/writers may include: Marxism, postmodernism, Nairn, Anderson, Gellner, Giddens, Held.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theories relevant to sociological explanations of the impact of globalisation on nationalism. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theory relevant to sociological explanations of the impact of globalisation on nationalism. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to sociological explanations of the impact of globalisation on nationalism. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to sociological explanations of the impact of globalisation on nationalism. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg general explanations of nationalism. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of the sociological explanations of the impact of globalisation on nationalism. This may focus specifically on theories of changing nature of nationalism. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis of sociological explanations of the impact of globalisation on nationalism. Responses in this band will either be narrowly focussed on one issue eg one example of direct protest used by a NSM, or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of sociological explanations of the impact of globalisation on nationalism. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one point relevant to the view. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as the impact of globalisation upon national identity and upon ethnic identities within a nation state; nationalism, as a fundamentalist reaction to global power blocs and economic organisations, the threat to national or regional identities, and the reinforcement of cultural homogeneity. Some emphasis is likely to be given to alternative theoretical explanations eg Marxism, functionalism, postmodernism.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band, expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.



**12 Outline and assess sociological explanations of the importance of ideology for the development of new social movements. [60]**

*Expect to see a clear understanding of theories such as the meaning of ideology and new social movements drawing on theories such as post-modernism, Marxism, feminism, globalisation theory. Issues will be discussed such as the distinction between old and new social movements, the impact of globalisation, changes in the political, economic and social context, the importance of identity, the nature of power in society.*

*Expect to see responses using concepts such as ideology, social movements, globalisation, marginalisation, anti-globalisation, anti-capitalism, identity, culture, risk, legitimacy, direct action, resistance.*

*Expect to see a range of writers referred to. There may be references to studies and/or theories such as: Touraine; Marcuse; Melucci; Scoff; Hall; Klein; Habermas.*

**Assessment objective 1: Knowledge and understanding [0-28 marks]**

**[22-28 marks]** Demonstrates a wide ranging and detailed knowledge and understanding of concepts, evidence and theory relevant to the question. In this band, candidates will present a balanced, logical and coherent answer which clearly addresses the question. There will be few, if any, errors of grammar, punctuation and spelling.

**[15-21 marks]** Demonstrates a wide ranging or detailed knowledge and understanding of a range of concepts, evidence and theories relevant to the question. The application of data to concepts will be either detailed but narrowly based or wide ranging but lacking detail. Answers will be balanced, logical and coherent and will address the question. There may be occasional errors of grammar, punctuation and spelling.

**[8-14 marks]** Demonstrates basic knowledge and understanding of some aspects of concepts, evidence and/or theory relevant to sociological explanations of the importance of ideology for the development of NSMs. Responses in this band are likely to provide a basic account of explanations through vague and imprecise references to sociological concepts. There will be some elements of balance, coherence and/or logic and answers will partially address the question. There may be some errors of grammar, punctuation and spelling.

**[1-7 marks]** Demonstrates limited knowledge of at least one aspect of concepts, evidence or theory relevant to sociological explanations of the importance of ideology for the development of NSMs. Material will display some limited balance, coherence and/or logic and will be of marginal relevance eg new social movements and identity. Errors of grammar, punctuation and spelling may be noticeable and intrusive.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(a): Interpretation and analysis [0-16 marks]**

**[13-16 marks]** Selects and organises relevant material to provide a clear analysis of sociological explanations. This may focus on a number of theories and issues such as the impact of globalisation, the nature of power in society, the emergence of anti-globalisation and/or anti-capitalist ideologies, the significance of identity, the changing social, political and economic context. Responses in this band will clearly address the question.

**[9-12 marks]** Selects and interprets relevant material to provide an appropriate analysis. Responses in this band will either be narrowly focussed on one issue eg anti-globalisation or offer a less developed analysis of a range of issues.

**[5-8 marks]** Selects some relevant material to provide a basic analysis of the explanations. Relevant points will be made but either the connection to theory is vague or application is partially confused. Relatively little support will be offered in the form of studies.

**[1-4 marks]** Refers to, and makes a limited interpretation of at least one relevant point. This may appear within a longer but largely irrelevant analysis. Accuracy may also be limited.

**[0 marks]** No relevant sociological points.

**Assessment objective 2(b): Evaluation [0-16 marks]**

**[13-16 marks]** Demonstrates the ability to develop a balanced and reasoned evaluation of the evidence and appropriate sociological theories. Critical material may raise issues such as whether ideology is significant for new social movements, whether old social movements differ significantly from new social movements, the adequacy of different explanations regarding the development of new social movements.

**[9-12 marks]** Demonstrates a balanced evaluation of some evidence and appropriate sociological theories either by forming judgements about, or summarising some argument or by advancing a clear one-sided argument and developing some aspects of evaluation more thoroughly than others. At the bottom of this band expect to see responses which evaluate through juxtaposition but with some direct points of evaluation.

**[5-8 marks]** Evaluation is present within a balanced exposition of sociological evidence and theories but is either left implicit in a juxtaposition of views or list of points, or asserted with basic explanation.

**[1-4 marks]** Demonstrates a simple and limited appreciation of at least one point of evaluation. This is likely to be anecdotal and/or derived from common sense.

**[0 marks]** No relevant evaluative points.

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