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# A-LEVEL SOCIOLOGY 7192/3

Paper 3 Crime and deviance with theory and methods

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## **Mark scheme**

June 2020

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Version 1.0 Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> ways in which media representations of crime may not reflect reality.</p> <p><b>Two marks</b> for each of <b>two</b> appropriate ways clearly outlined or <b>one</b> mark for each appropriate way partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• Violent and sexual crimes are over-reported (1 mark); these types of crime represent a significantly smaller percentage in the official statistics or victim surveys (+1 mark).</li> <li>• Under-reporting property crime (1 mark); this is despite this type of crime constituting the majority of crimes reported to the police and in victim surveys (+1 mark).</li> <li>• The media exaggerates the risk of being a victim of crime (1 mark); this is particularly true for women and those from higher status backgrounds (+1 mark).</li> <li>• The media exaggerates police success in tackling crime (1 mark); this is despite some types of crime, such as property crime, having a lower clear up rate (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	4
02	<p>Outline <b>three</b> functions of the criminal justice system.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate functions clearly outlined or <b>one</b> mark for each appropriate function partially outlined, such as:</p> <ul style="list-style-type: none"> <li>• Deter potential offenders from committing crime (1 mark); for example, punishments such as a prison sentence can prevent criminals from reoffending (+1 mark).</li> <li>• To rehabilitate (1 mark); for example, prisons can provide education and training programmes to help reform criminals (+1 mark).</li> <li>• A form of restitution (1 mark); punishing criminals can help restore justice and maintain social solidarity (+1 mark).</li> <li>• Reinforcing shared values (1 mark); the CJS reminds people in society what is seen as unacceptable behaviour (+1 mark).</li> <li>• To control the working class (1 mark); the working class are more likely to be criminalised by the CJS (+1 mark).</li> <li>• Reinforces patriarchy (1 mark); for example, feminists argue that women's complaints in rape trials are often not taken seriously and a large majority of rapists are found not guilty or never prosecuted (+ 1 mark).</li> <li>• Provides jobs (1 mark); a variety of roles such as police, lawyers and social workers are employed within the CJS (+1 mark).</li> <li>• To protect the public (1 mark); for example, prisons exclude criminals away from the general public (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	6

03	Applying material from <b>Item A</b> , analyse <b>two</b> ways that globalisation may influence crime in the UK.	10
<p style="text-align: center;"><b>Item A</b></p> <p>The world is becoming increasingly globalised and interconnected with the development of new technologies. There has also been an increase in trade across national borders.</p> <p>Globalisation may influence crime in the UK.</p>		

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that globalisation may influence crime in the UK.</p> <p>There will be two developed applications of material from the Item, eg the trade of illegal drugs is increasingly globalised as smugglers operate across national borders; 24-hour digital banking and offshore banking/ tax havens have made it easier for gangs to launder cash and more difficult for the UK police force to track the illegal money.</p> <p>There will be appropriate analysis/evaluation of two ways, eg drugs are produced in developing countries; the demand and biggest markets for these drugs are in the developed world in countries such as the UK where crime is still rooted in a local context with individuals still using local contacts and networks to find opportunities to sell their drugs.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that globalisation may influence crime in the UK.</p> <p>There will be some successful application of material from the Item, eg rise of international terrorism now based on ideological links via the internet and other technologies.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways that globalisation may influence crime in the UK.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg crimes not influenced by globalisation.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.
<p><b>Sources may include the following or other relevant ones:</b> Castells; Glenny; Held et al; Hobbs and Dunningham; Winlow.</p>	

04	Applying material from <b>Item B</b> and your knowledge, evaluate sociological explanations of the relationship between social class and offending.	30
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**Item B**

Official statistics show that the majority of convicted offenders come from deprived areas. Convicted offenders are more likely to be unemployed and have limited educational qualifications. Crimes of the powerful are less likely to appear in the statistics.

Functionalists argue that social class differences in offending are a result of the working class having fewer opportunities to achieve mainstream goals. Other sociologists argue that the differences are due to selective law creation and enforcement.

Marks	Level Descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the relationship between social class and offending. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example by locating the discussion within a debate between perspectives (eg Marxism, Left and Right realism), or considering methodological issues such as the validity of official statistics. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example of the problems of statistics on white collar crime, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the relationship between social class and offending. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about working class offending. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg accounts of problems with official statistics of offending more generally.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–6	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about crime and deviance in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear: blue collar crime; white collar crime; criminogenic; selective enforcement; agencies of social control; stereotyping; the dark figure; social construction; capitalism; moral panic; deviancy amplification; marginalisation; relative deprivation; material deprivation; subcultures; utilitarian crime; non utilitarian crime; official statistics; victim surveys; self-report studies; underclass; socialisation; corporate crime; strain theory; labelling; self-fulfilling prophecy.

**Sources may include the following or other relevant ones:** Becker; Chambliss; Gilroy; Hall; Lea and Young; Merton; Murray; Snider; Sutherland.

Qu	Marking guidance	Total marks
05	Outline and explain <b>two</b> ethical issues that sociologists using primary quantitative methods would have to consider when carrying out their research.	10

Marks	Level Descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two ethical issues that sociologists using a primary quantitative method would have to consider when carrying out their research.</p> <p>There will be two applications of relevant material, eg all participants in primary quantitative research such as questionnaires should be asked to give informed consent; participants in experiments should be protected and nobody should be harmed during research.</p> <p>There will be appropriate analysis, eg the extent to which complying with ethical guidelines impacts on theoretical and/or practical considerations.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two ethical issues that sociologists using a primary quantitative method would have to consider when carrying out their research.</p> <p>There will be one or two applications of relevant material, eg consideration of the phrasing of questions so as to not cause harm or offence.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg there may be some drift into practical or theoretical considerations influencing choice of methods.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

**Indicative content**

Answers may include the following and/or other relevant points:

- informed consent
- issues of deception
- preserving confidentiality
- avoiding the intrusion of privacy
- protection of and avoiding harm to participants
- researching vulnerable groups
- issues surrounding 'guilty knowledge'.

**Sources may include the following or other relevant ones:** Beynon and Atkinson; Harvey and Slatin; Meighan and Harber; Milgram; Rosenhan; Rosenthal and Jacobson; Rutter; Venkatesh; Zimbardo.



06	Applying material from <b>Item C</b> and your knowledge, evaluate the view that society today should be described as postmodern.	20
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**Item C**

Postmodernists believe we have entered a new type of society, which is characterised by consumption, diversity, choice and globalisation. Furthermore, postmodernists argue that metanarratives are less useful for explaining how society works today.

However, Marxists and others are particularly critical of the view that we have entered a new type of society.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on postmodern approaches to understanding society today. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between perspectives (late modernity approaches, functionalism, feminism, Marxism), or the implications of different views of the type of society we live in today. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg from a late modernist perspective, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of postmodernity. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>

5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about aspects of society being postmodern. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into alternative theories.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about sociological theory in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear: globalisation; media saturation; hyper-reality; simulacra; risk society; metanarratives; global culture; choice; diversity; pick n mix; consumption; enlightenment; reflexivity; flexible accumulation; niche markets.

**Sources may include the following or other relevant ones:** Baudrillard; Beck; Foucault, Giddens; Jameson and Harvey; Lyotard.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 3</b>				
<b>Crime and Deviance</b>				
<b>Q01</b>	4			4
<b>Q02</b>	6			6
<b>Q03</b>	3	4	3	10
<b>Q04</b>	12	9	9	30
<b>Theory and Methods</b>				
<b>Q05</b>	5	3	2	10
<b>Q06</b>	8	6	6	20
<b>Totals</b>	38	22	20	80

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**Mark scheme**

June 2021

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**Version: 1.0 Final Mark Scheme**



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## Level of response marking instructions

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### Step 1 Determine a level

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### Step 2 Determine a mark

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An answer which contains nothing of relevance to the question must be awarded no marks.

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> ways that the nature of capitalism may cause people to commit crime.</p> <p><b>Two marks</b> for each of <b>two</b> appropriate ways clearly outlined or <b>one</b> mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• experiences of poverty or homelessness (1 mark); crime can be seen as an inevitable and rational response to wealth and income inequality (+1 mark)</li> <li>• status frustration and feelings of alienation and powerlessness (1 mark); this may result in deviant subcultures forming to relieve these feelings through violence, gangs and drug dealing (+1 mark)</li> <li>• capitalist cultures are becoming more individualistic (1 mark); this may cause some people to turn to crime in order to attain individualistic goals such as personal wealth (+1 mark)</li> <li>• blocked opportunities to achieve materialistic goals of success (1 mark); the result of tensions and strain may lead some to turn to illegitimate ways to achieve these goals (+1 mark)</li> <li>• feelings of relative deprivation (1 mark); the media have encouraged consumerism by showing desirable lifestyles which may result in criminality (+1 mark).</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	4
02	<p>Outline <b>three</b> reasons for gender differences in levels of recorded crime.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate reasons clearly outlined or <b>one</b> mark for each appropriate reason partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• women have fewer opportunities to commit crime (1 mark); due to patriarchal control at home and in the workplace (+1 mark)</li> <li>• males are more likely to commit acts of violence (1 mark); because they are more likely to be socialised to be tough, aggressive and take risks (+1 mark)</li> <li>• males commit more crime as a way of accomplishing a traditional form of masculinity (1 mark); men may see criminality as a demonstration of hegemonic masculinity in looking tough and macho (+1 mark)</li> <li>• women are more likely to be treated leniently by the criminal justice system (1 mark); due to stereotypes and chivalry female, offences are less likely to be recorded (+1 mark)</li> <li>• biological differences may result in men engaging in higher levels of violent crime (1 mark); this is because males have higher levels of testosterone which is linked to aggression (+1 mark)</li> <li>• men are more likely to turn to crime as a result of being labelled as criminal (1 mark); men are portrayed by the media as more criminal and this may result in a self-fulfilling prophecy (+1 mark).</li> </ul>	6

	Other relevant material should be credited.	
	<b>No marks</b> for <b>no</b> relevant points.	



03	Applying material from <b>Item A</b> , analyse <b>two</b> ways that the media may contribute to an increase in crime.	10
<p style="text-align: center;"><b>Item A</b></p> <p>The media often portray role models with glamorous lifestyles. The news also frequently exaggerates the reporting of events.</p> <p>The media may contribute to an increase in crime.</p>		

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that the media may contribute to an increase in crime.</p> <p>There will be two developed applications of material from the Item, eg the media acts as a secondary agent of socialisation where individuals may imitate criminal media role models; the media contributes to labelling more powerless groups and creating moral panics that usually exaggerate and amplify the problem.</p> <p>There will be appropriate analysis/evaluation of the extent to which the media may contribute to an increase in crime.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that the media may contribute to an increase in crime.</p> <p>There will be some successful application of material from the Item, eg the portrayal of criminal role models may lead to some being desensitised to violence and accepting it as normal.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways that the media may contribute to an increase in crime.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg the effects of labelling and crime not linked to the media.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**Sources may include the following or other relevant ones:**

Bandura; Cohen; Cumberbatch; Greer and Reiner; Hall; Jewkes; McRobbie and Thornton; Morrison; Newsome.

04	Applying material from <b>Item B</b> and your knowledge, evaluate the view that differences in crime rates between ethnic groups are mainly the result of the way the criminal justice system operates.	30
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**Item B**

Official crime statistics indicate that people from some minority ethnic groups are more likely to be arrested for and convicted of crime than the white ethnic majority. For example, Black people are more likely to be stopped and searched by the police. They are also more likely to be arrested and convicted of crimes or sent to prison.

One view is that differences in crime rates between ethnic groups are the result of the way the criminal justice system labels and criminalises some minority ethnic groups. Others argue that there are real differences in criminality. For example, Left Realists highlight issues such as relative deprivation as a cause of crime and Right Realists argue there is a lack of social control in some groups.

Marks	Level descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that differences in crime rates between ethnic groups are mainly the result of the way the criminal justice system operates. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example by locating the discussion within a debate between different perspectives (eg labelling theory, Left Realism, neo-Marxism, Right Realism), or considering methodological issues such as the validity of data on ethnicity and crime rates. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example of the extent to which differences in crime rates between ethnic groups are explained by racism in the criminal justice system, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of labelling as an explanation of differences in crime rates between ethnic groups. Understands some limited but significant aspects of the question; superficial understanding of the presented</p>

	<p>material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about stereotyping or selective law enforcement. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg explanations of punishment and control by the criminal justice system more generally.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–6	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about crime and deviance in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear: labelling; stereotyping; canteen culture; institutional racism; colonialism; relative deprivation; marginalisation; subculture; culture of resistance; differential enforcement; policing policy; the role of the media; surveillance; stop and search; societal reaction; ‘mugging’; capitalism; hegemony; criminalisation; underclass; typifications.

### Sources may include the following or other relevant ones:

Becker; Bowling and Phillips; Gilroy; Hall et al; Lea and Young; Macpherson Report; Sampson and Phillips; Waddington; Walton and Young.

Qu	Marking guidance	Total marks
05	Outline and explain <b>two</b> sociological perspectives on the purpose of social policy in society.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two perspectives on the purpose of social policy in society.</p> <p>There will be two applications of relevant material, eg functionalists believe that the state and social policy work for the good of society and bring about gradual and positive social change; the New Right prefer minimal state interference in people's lives as it undermines a sense of responsibility and independence.</p> <p>There will be appropriate analysis, eg the New Right advocate free-market economics and minimal state intervention which have been particularly influential in the 1980s and 1990s in influencing policies affecting institutions such as the family and education.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of two perspectives on the purpose of social policy in society.</p> <p>There will be one or two applications of relevant material, eg postmodernists argue that sociology should not contribute to social policy as it is itself a metanarrative.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg descriptions of either sociological theories or examples of social policy more generally.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

### Indicative content

Answers may include the following and/or other relevant points:

- functionalists prefer social policy that brings about gradual social change
- liberal feminists advocate social policy that brings about more equality of opportunities for women
- radical feminists see social policy as shaped by the patriarchal nature of the state
- the New Right advocate minimal state involvement
- Social Democratic approach advocate social policy that aids the redistribution of wealth
- Marxists see social policy as shaped by the capitalist nature of the state.

**Sources may include the following or other relevant ones:**

Comte; Durkheim; Firestone; Giddens; Harvey; Hayek; Marsland; Marx; Murray; Oakley; Somerville; Wilson and Kelling.

06	Applying material from <b>Item C</b> and your knowledge, evaluate the view that theoretical factors are the most important influence on a sociologist's choice of research method.	20
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**Item C**

Before they begin research, sociologists have to make choices about which research methods to use. Positivists favour methods that are more likely to generate quantitative data as they want to discover laws of human behaviour. Others prefer methods that enable a sociologist to gain a deeper understanding of why people behave in certain ways.

Alternatively, it could be argued that practical and ethical factors are more important influences on a sociologist's choice of research method.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that theoretical factors are the most important influence on a sociologist's choice of research method. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate about the relative importance of theoretical, ethical and practical factors (and the relationship between them) in influencing choice of method. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg practical considerations such as funding may be more important in influencing chosen methods than theoretical factors, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of a sociologist's choice of research method. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p>

	<p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about factors affecting a sociologist's choice of research method. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into explanations of strengths and weaknesses of different methods.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about sociological theory in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear:

interpretivism; positivism; quantitative and qualitative data; reliability; validity; social construction; cause and effect; representativeness and generalisation; hypothetico-deductive method; grounded theory; value freedom; objectivity; value laden; subjectivity; informed consent; deception; right to withdraw; danger/ harm to participants; funding; access; time; researcher skills and characteristics; sensitivity.

### Sources may include the following or other relevant ones:

Becker; Blumer; Comte; Durkheim; Glaser and Strauss; Gouldner; Humphreys; Milgram; Oakley; Venkatesh; Weber.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 3</b>				
<b>Crime and Deviance</b>				
<b>Q01</b>	4			4
<b>Q02</b>	6			6
<b>Q03</b>	3	4	3	10
<b>Q04</b>	12	9	9	30
<b>Theory and Methods</b>				
<b>Q05</b>	5	3	2	10
<b>Q06</b>	8	6	6	20
<b>Totals</b>	38	22	20	80

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# A-LEVEL SOCIOLOGY 7192/3

Paper 3 Crime and deviance with theory and methods

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**Mark scheme**

June 2022

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Version 1.0 Final





Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> problems in measuring green crime.</p> <p><b>Two marks</b> for each of <b>two</b> appropriate problems clearly outlined or <b>one</b> mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• there is no single agreed definition of green crime (1 mark); the use of definitions of illegality or more broader definitions will impact on the measurement of green crime (+1 mark)</li> <li>• laws relating to the environment are different between countries (1 mark); there is a lack of consistency in being able to compare countries as the rates are socially constructed (+1 mark)</li> <li>• green crimes are difficult to detect (1 mark); crimes that are not detected will not appear in the statistics (+1 mark)</li> <li>• green crimes are often linked to companies and countries in different parts of the world (1 mark); this could cause problems of how and where these are recorded as they cross legal boundaries (+1 mark)</li> <li>• capitalist corporations have the power to conceal the extent of their environmental damage (1 mark); they are able to prevent green crimes from appearing in the statistics (+1 mark).</li> <li>• Green crimes are victimless (+1 mark) the environment/animal cannot report or unaware of criminal activity ( + 1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	4
02	<p>Outline <b>three</b> different ways in which crime prevention strategies may reduce crime.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate ways clearly outlined or <b>one</b> mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• target hardening such as increased surveillance deters people from committing crime (1 mark); people are less likely to choose to commit a crime if they think they are likely to be caught (+1 mark)</li> <li>• zero tolerance strategies increase the risks of committing crime (1 mark); the risks begin to outweigh the benefits of committing crime and so decrease the likelihood of crime (+1 mark)</li> <li>• reduction of poverty and unemployment attempts to reduce the likelihood of crimes (1 mark); the reduction in inequality and deprivation is likely to reduce feelings of relative deprivation that can result in crime (+1 mark)</li> <li>• Punishment prevents individuals from being able to commit crime (1 mark); prisons take individuals off the streets and therefore they cannot commit further crime put them in prison/give them a fine (+1 mark)</li> </ul>	6

	<ul style="list-style-type: none"> <li>• a multi-agency approach leads to a better understanding of the issues faced by criminals and support can be offered (1 mark); the police, social workers, teachers and doctors increasingly work together to support individuals to reduce their risk of offending (+1 mark).</li> <li>• Naming a type of overarching crime prevention strategy such as situation/environmental/social and community ( + 1 mark) describing how this may reduce crime with an example such as increasing the risk of being caught ( + 1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	
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03	Applying material from <b>Item A</b> , analyse <b>two</b> reasons for social class differences in becoming a victim of crime.	10
<p style="text-align: center;"><b>Item A</b></p> <p>There are differences between social classes in levels of deprivation and access to resources. There are also higher recorded levels of violence committed by people from lower socio-economic backgrounds.</p> <p>There are reasons for social class differences in becoming a victim of crime.</p>		

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons for social class differences in becoming a victim of crime.</p> <p>There will be two developed applications of material from the Item, eg the working class are more likely to be victims of crime due to deprivation and lack of resources to be able to protect themselves from vandalism and theft (radical victimology); those from lower socioeconomic backgrounds cause their own risk of being a victim of crime due to their higher levels of violent behaviour (positivist victimology).</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which the working class precipitate (cause) their own risk of being a victim of crime.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons for social class differences in becoming a victim of crime.</p> <p>There will be some successful application of material from the Item, eg the working class are more likely to become a victim crime as they live in areas of deprivation with higher levels of crime.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two reasons for social class differences in becoming a victim of crime.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg drift into explanations of social class differences of offending.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**Sources may include the following or other relevant ones:**

Christie; Cohen and Felson; Hoyle; Lea and Young; Lees; Mawby and Walklate; Mendelsohn; Miers; Newburn and Rock; Tombs and Whyte; Von Hentig; Walklate; Wilson and Kelling; Wolfgang.

04	Applying material from <b>Item B</b> and your knowledge, evaluate the view that crime and deviance are inevitable and have benefits for individuals and for society.	30
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**Item B**

Many sociologists argue that crime and deviance are inevitable. Functionalists argue that this is because not everyone can be fully integrated into the norms and values of society. Functionalists believe that crime exists in all societies and has many benefits, such as showing people the difference between right and wrong.

However, other sociologists are critical of the view that crime and deviance has benefits for all individuals and for society as a whole. For example, some conflict theorists argue that powerful groups create the law and criminalise the actions of less powerful groups.

Marks	Level descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that crime and deviance are functional for individuals and for society as a whole, is inevitable and/or beneficial for individuals or society. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (eg functionalism, Marxism, feminisms, labelling theory) or considering the extent to which crime and deviance are functional/beneficial/inevitable for individuals and/or for society as a whole. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example Marxists would argue that criminalising actions of the working class helps to maintain capitalism, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of functionalist explanations of crime and deviance. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about functionalist explanations of crime and deviance. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into an answer on alternative perspectives.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–6	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about functionalism and crime in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear:

collective conscience; boundary maintenance; social cohesion; socialisation; social control; conformity; adaptation and change; safety valve; anomie; formal social control; informal social control; criminal subcultures; conflict subcultures; retreatist subcultures; Strain theory; innovation; ritualism; retreatism; rebellion; structural and cultural factors; patriarchy; gender deals.

### Sources may include the following or other relevant ones:

Althusser; Box; Cloward and Ohlin; Cohen; Durkheim; Gordon; Heidensohn; Katz; Lemert; Matza; Merton; Miller; Parsons; Valler.

Qu	Marking guidance	Total marks
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05	Outline and explain <b>two</b> reasons why some sociologists choose unstructured interviews in their research.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why some sociologists choose unstructured interviews in their research.</p> <p>There will be two applications of relevant material, eg unstructured interviews often gain valid responses as the interviewer is able to get close to the participant's experiences and interpretations; unstructured interviews allow the interviewer and participant to develop a rapport and so uncover information on sensitive issues they otherwise would not be able to get.</p> <p>There will be appropriate analysis, eg the extent to which unstructured interviews allow the participant the control to develop their own ideas, compared with structured interviews which are more restricted.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why some sociologists choose unstructured interviews in their research.</p> <p>There will be one or two applications of relevant material, eg unstructured interviews are a flexible research method.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg drift into structured interviews.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

### Indicative content

Answers may include the following and/or other relevant points:

- unstructured interviews are not restricted by a schedule
- trust and rapport can be established
- allows participants to express their ideas in their own way
- qualitative data allows the in-depth understanding of why an individual behaves as they do
- suited to exploring emotive topics
- useful for exploring unfamiliar topics such as the lifestyles of some members of deviant subcultures
- allows the interviewer to gain verstehen.



**Sources may include the following or other relevant ones:**

Bentley; Carlen; Dean and Taylor-Gooby; Dobash and Dobash; Fielding; Frosh; Mies; Oakley; Powney and Watts; Smith; Venkatesh; Weber; Willis.

06	Applying material from <b>Item C</b> and your knowledge, evaluate the usefulness of social action theories in explaining human behaviour.	20
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**Item C**

Social action theorists take a micro-level approach in focusing on an individual's free will and choice of behaviour. These theorists believe it is important to examine how people interact with others and seek to understand the meanings behind why people behave as they do.

However, structural theorists are critical of social action theories. They argue that sociologists should examine the structural power differences between groups and individuals, which control people's behaviour.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the usefulness of social action theories in explaining human behaviour. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives eg social action, functionalism, Marxism, feminisms, postmodernism. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg from a structuralist perspective, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>
9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of social action theories. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p>

	Evaluation will take the form of juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about social action theories. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into alternative theories.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about theories in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear:

labelling; self-fulfilling prophecy; social construction; symbols; looking-glass self; dramaturgical analogy; impression management; symbolic interactionism; role taking; verstehen; career; typifications; the natural attitude; indexicality and reflexivity; social order; structuration; agency; patriarchy; capitalism; interpretivism; qualitative; ethnomethodology; phenomenology; social structure.

### Sources may include the following or other relevant ones:

Atkinson; Becker; Berger and Luckmann; Blumer; Cooley; Douglas; Garfinkel; Giddens; Goffman; Lemert; Mead; Schutz; Weber.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 3</b>				
<b>Crime and Deviance</b>				
<b>Q01</b>	4			4
<b>Q02</b>	6			6
<b>Q03</b>	3	4	3	10
<b>Q04</b>	12	9	9	30
<b>Theory and Methods</b>				
<b>Q05</b>	5	3	2	10
<b>Q06</b>	8	6	6	20
<b>Totals</b>	38	22	20	80

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# A-LEVEL SOCIOLOGY 7192/3

Paper 3 Crime and Deviance with Theory and Methods

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**Mark scheme**

June 2023

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Qu	Marking guidance	Total marks
01	<p>Outline <b>two</b> reasons why surveillance may <b>not</b> reduce crime.</p> <p><b>Two</b> marks for each of <b>two</b> reasons clearly outlined or <b>one</b> mark for each reason partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• some people may resist the effects of surveillance (1 mark); not everyone is deterred by the presence of surveillance (+1 mark)</li> <li>• surveillance is targeted at particular groups of people (1 mark); judgements are made of 'typical' offenders and leads to disproportionate targeting (+1 mark)</li> <li>• the targeting of particular groups by surveillance could lead to a self-fulfilling prophecy (1 mark); certain groups are more likely to be monitored and categorised as criminal (+1 mark)</li> <li>• crime may be displaced to areas of lower surveillance (1 mark); crime is likely to be committed in areas where there is less surveillance (+1 mark)</li> <li>• some crimes are hidden from surveillance (1 mark); they happen behind closed doors such as domestic violence (+1 mark).</li> <li>• Some criminals conceal their identity/hide from surveillance (1 mark) they may wear mask or disguise themselves (+ 1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No</b> marks for <b>no</b> relevant points.</p>	4

Qu	Marking guidance	Total marks
<b>02</b>	<p>Outline <b>three</b> reasons for social class differences in patterns of offending.</p> <p><b>Two</b> marks for each of <b>three</b> appropriate reasons clearly outlined or <b>one</b> mark for each appropriate reason partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• members of the working class are likely to experience poverty (1 mark); they may respond by turning to crime such as theft (+1 mark)</li> <li>• members of the working class could feel marginalised (1 mark); they may commit non-utilitarian crime to vent their anger and frustration (+1 mark)</li> <li>• members of the working class may experience strain (1 mark); they may innovate in response to blocked opportunities by offending (+1 mark)</li> <li>• inadequate socialisation within the underclass (1 mark); the underclass lack the norms and values that help inhibit offending (+1 mark)</li> <li>• the criminal justice system is biased in favour of the middle class (1 mark); selective law enforcement means that members of the middle class are less likely to be convicted (+1 mark)</li> <li>• members of the middle class have opportunities to commit some types of crime (1 mark); they may be able to commit white collar crimes in their employment (+1 mark).</li> <li>• The working class are labelled as criminal (1 mark); they give into the label, self-fulfilling prophecy and commit crime ( + 1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No</b> marks for <b>no</b> relevant points.</p>	<b>6</b>



Qu	Marking guidance	Total marks
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03	Applying material from <b>Item A</b> , analyse <b>two</b> ways that punishment may help to maintain social order.	10
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**Item A**

Some argue that social order is maintained in society by reinforcing social solidarity. Others argue that the ruling class maintain social order by controlling the working class

Punishment may help to maintain social order.

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two ways that punishment may help to maintain social order.</p> <p>There will be two developed applications of material from the item, eg punishment acts as a deterrent by maintaining order and preventing further crime as it is an opportunity to express disapproval of behaviours and reinforces value consensus; the ruling class may use punishment as a form of incapacitation in order to control the working class and prevent further crimes.</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which punishment helps to maintain social order.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that punishment may help to maintain social order.</p> <p>There will be some successful application of material from the item, eg prison can be used to rehabilitate criminals and prepare them to re-enter wider society.</p> <p>There will be some analysis/evaluation.</p>
1–3	<p>Answers in this band will show limited knowledge and understanding of one or two ways that punishment may help to maintain social order.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg prisons may be used as a form of deterrence.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**Sources may include the following or other relevant ones:**

Althusser; Durkhiem; Foucault; Mathews; Newburn; Rusche and Kirchheimer; Solomon.

Qu	Marking guidance	Total marks
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04	Applying material from <b>Item B</b> and your knowledge, evaluate the view that globalisation has led to increased levels of crime.	30
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**Item B**

The increased interconnections across the globalised world have created new opportunities for crime and also new types of crime. For example, the rise of new technology has led to the development of cybercrime. Marxists argue that reduced control over finance and corporations has led to increased insecurities, inequalities and crime.

However, others have argued that globalisation has enabled more effective ways of tackling crime. For example, states may cooperate in tackling international crimes such as green crimes and human rights abuses.

Marks	Level descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the view that globalisation has led to increased levels of crime. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (eg Marxists, labelling theory, postmodernists) or considering issues with defining crime and measuring the extent of crime in a global context. Analysis will show clear explanation.</p> <p>Appropriate conclusions will be drawn.</p>
19–24	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, for example the difficulties of explaining the relationship between globalisation and crime, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

13–18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of ways that globalisation has led to increased levels of crime. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about global crimes. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into sociological explanations of crime more generally.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–6	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about crime and deviance in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear: McMafia; cybercrime; dehumanisation; consumerism; containerisation; labelling theory; manufactured risks; matrix of global crime; denial of responsibility; drugs trade; organised crime; political crimes; radical criminology; risk society; state crime; states of denial; techniques of neutralisation; war crimes; zemiology; zones of consumption; economic crimes; 'glocal' crimes; global shadow; green crime; economy; human rights; human trafficking; bulimic society; transgressive criminology; corporate crime; relative deprivation; Marxism.

### Sources may include the following or other relevant ones:

Bauman; Beck; Castells; Cohen; Farr; Glenny; Hobbs and Dunningham; Kelman and Hamilton; McLaughlin; Reiner; South; Schwendinger; Taylor; Waters; White.

Qu	Marking guidance	Total marks
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05	Outline and explain <b>two</b> reasons why interpretivists prefer to use qualitative methods of research.	10
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Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why interpretivists prefer to use qualitative methods of research.</p> <p>There will be two applications of relevant material, eg qualitative methods allow the researcher to gain more insight into the meanings of those they are researching; the nature of qualitative methods such as unstructured interviews and participant observations allows for more valid data.</p> <p>There will be appropriate analysis, eg the extent to which qualitative methods allow the researcher to develop deep and insightful understandings of those they are researching.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why interpretivists prefer to use qualitative methods of research.</p> <p>There will be one or two applications of relevant material, eg qualitative methods allow ‘underdogs’ in society to express their values.</p> <p>There will be some basic analysis.</p>
1–3	<p>Answers in this band will show limited knowledge and little or no understanding of the question or the material.</p> <p>There will be limited focus on the question, eg some general disadvantages of qualitative methods.</p> <p>There will be limited or no analysis.</p>
0	No relevant points.

### Indicative content

Answers may include the following and/or other relevant points:

- enables the researcher to gain verstehen
- unstructured nature of these methods allows for greater validity
- gaining an understanding of people’s actions allowing exploration of unfamiliar and sensitive topics
- qualitative methods allow sociologists to let their values inform their research
- sociologists should be committed to taking the side of the ‘underdog’ in using methodology that reflects their values.

**Sources may include the following or other relevant ones:**

Atkinson; Becker; Blumer; Braun and Clarke; Douglas; Edwards and Holland; Garfinkel; Myrdal and Gouldner; Weber.

Qu	Marking guidance	Total marks
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06	Applying material from <b>Item C</b> and your knowledge, evaluate the extent to which today's society can be seen as patriarchal.	20
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**Item C**

Feminists argue that society continues to be patriarchal. Radical feminists argue that patriarchy is the most important organising principle in society and strongly disadvantages women. Examples of this include the gender pay gap in employment as well as the inequalities and oppression experienced in the private world of the family.

However, Marxists would argue that many feminists ignore the influence of capitalism as an organising principle in determining inequalities and oppression in today's society.

Marks	Level descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the extent to which today's society can be seen as patriarchal. Sophisticated understanding of the question and of the presented material will be shown. Appropriate material will be applied accurately and with sensitivity to the issues raised by the question.</p> <p>Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives, eg Marxism; functionalism; postmodernism and between types of feminism. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show accurate, broad or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused.</p> <p>Some limited explicit evaluation, eg from a Marxist perspective, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p>

9–12	<p>Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of patriarchy in society. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material.</p> <p>Evaluation will take the form of juxtaposition of competing positions or one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
5–8	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about aspects of society being patriarchal. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into an answer about the history of feminism more generally.</p> <p>Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1–4	<p>Answers in this band will show very limited knowledge, eg one or two very insubstantial points about sociological viewpoints generally. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material.</p> <p>No analysis or evaluation.</p>
0	No relevant points.

### Indicative content

Concepts and issues such as the following may appear: patriarchy; dual burden; dual systems; capitalist patriarchy; capitalism; essentialism; gender mainstreaming; gender inequality; gender pay gap; glass ceiling; difference feminism; post structuralist feminism; radical feminism; malestream; liberal feminism; intersectionality; Marxist feminism; oppression; pillars of patriarchy; Sex Discrimination Act; social control; triple shift.

### Sources may include the following or other relevant ones:

Abbott et al; Barrett; Beck; Butler; Dworkin; Firestone; Giddens; Lees; Lofland; Marx; Maynard; Oakley; Rich; Sharpe; Stanko; Walby.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 3</b>				
<b>Crime and Deviance</b>				
<b>Q01</b>	4			4
<b>Q02</b>	6			6
<b>Q03</b>	3	4	3	10
<b>Q04</b>	12	9	9	30
<b>Theory and Methods</b>				
<b>Q05</b>	5	3	2	10
<b>Q06</b>	8	6	6	20
<b>Totals</b>	38	22	20	80