



# A-Level **Sociology**

7192/3

## Report on the examination

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## General Introduction

The summer 2025 series has seen a consistent number of entries, proving sociology is a popular A-level subject of which students see value in. Many topical issues have been raised in the last year and students could bring sociology to life by using such examples in the crime and deviance part of the paper.

## Overview of Entry

The A01 skill continues to be the skill which students have the greatest success with, and the A03 evaluation skill is still the area that students find the most challenge in. There was very few blank responses in this paper, showing that the allocated time was appropriate and the majority of students had something to write for each question. Where timing was an issue, this did have an impact on the final question in the paper, question 6.

A number of students appear to have difficulty in producing legible handwriting. Centres should see this a key responsibility and their duty to ensure the appropriate steps have been taken to make sure these students are not disadvantaged as a result; unfortunately, this was not always the case.

## Question 1

Question one was accessed well with many students scoring full marks. Boundary maintenance was the most popular response and even though it is not a requirement of the question to include the work of a sociologist to get the development mark, many students could identify Durkheim in this question. There was a range of identification points students used such as social cohesion and the warning device. When students used these, they were able to showcase their knowledge of contemporary affairs well and there were good examples such the Manchester bombings. There is a tendency to overwrite these smaller questions. The mark scheme highlights how the identification mark can be awarded, with a general idea on the detail required in the development mark.

## Question 2

Question two was on the whole answered well and there was a wide range of different responses provided, some with more success than others. There were some challenges faced with repetition, in particular with students who had used moral panics as their identification and then tried another identification with stereotyping, which led to repetition of the self-fulfilling prophecy. Many students also used the deviancy amplification spiral and discussion of the 'mods and rockers'. Where this was used, students did not always focus on the question set as they did not discuss the increase in crime. A small number of students drifted away from the question set and discussed the lack of media representation of some groups. Some students made use of new media in this question, and when this was given as an identification, they were able to develop it by using examples of new types of media such as social media platforms and new types of crime such as hate crime or hacking. This showcased the range of knowledge in answers to this question.

### Question 3

In question three students found the hooks a challenge to access. Students read 'punishment and rehabilitation' as one hook. These could have been separated enabling students to write one point about punishment and one point about rehabilitation. Where students did this, they were more successful. Students found the 'deter' hook a challenge to access. Some students were able to talk about surveillance, however when students did this, they were not always able to develop their ideas or make links to the criminal justice system. Some students were able to make the link between policing and crime detection. This meant they were able to offer more development in the form of biased policing with regards to gender, social class or ethnicity. On occasion students could not apply the item and gave reasons which were not linked to the criminal justice system at all, such as tackling the root cause of crime and poverty.

### Question 4

Question four presented a variety of marks demonstrating that the question was differentiated appropriately. Students who did well were able to use the item for guidance and go beyond this with their own knowledge. Students who did well were able to use a variety of Marxist thinkers, with the work of Chambliss and Snider being the most frequently discussed. There were also some good examples of types of white-collar crime, selective law enforcement and punishment enabling students to fully showcase their knowledge. Where punishment was used as a knowledge point students were able to evaluate explicitly and give examples, of either people who have evaded punishment or those who have not, often people who hold political power were given as examples. Given this was a theory-based question it opens itself up more for juxtaposition in the form of evaluation. Some students wrote lengthy paragraphs about alternative theories such as 'interactionism' with no link or focus on the question set. The item did give some suggestive evaluation hooks in 'patriarchy' and 'racism'. Students who did well were able to use these and apply these hooks to Marxism. Students should be encouraged to evaluate the points they have made using appropriate theory. There was a tendency to use non-Marxist writers as knowledge points, such as Merton and Cohen. Focus should be given to the target theory in the question. Lengthy introductions are not required for this question as students are under time constraints.

### Question 5

Question five presented mixed responses. Students who did less well found it hard to keep to just two problems and accounts of validity drifted off into access or representativeness. Students needed to focus on the question set and find two problems with primary methods. Students who performed well gave a problem and were able to link this to a relevant primary research method. They were also able to give an example of a study such as Milgram or Oakley to further illustrate their point.

### Question 6

Question six was an area of the specification which students found challenging. Those who did well were able to use the item and develop ideas with their own knowledge. Those students understood the theoretical nature of the debate but also social policy. They were able to give examples of social policy such as education acts or the Equality Act. For students who performed well, evaluation was a skill they were able to showcase, often using radical

feminist views on policy as the knowledge point and the use of liberal feminism and the Equal Pay Act to evaluate. Students who did less well overused the item and repeated large parts of it. A number of students could not write much or give any examples of social policy. Lengthy introductions are not required for this question as students are under time constraints.

## Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.