A-LEVEL
SOCIOLOGY
7192/3

Paper 3 Crime and Deviance with Theory and Methods

Mark scheme

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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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from 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	Outline **two** reasons why punishment may **not** be effective in controlling crime. **Two** marks for each of **two** reasons clearly outlined or **one** mark for each reason partially outlined. Answers may include: • punishment of offenders may lead to labelling (1 mark); the stigma attached to being seen as a criminal may lead to a deviant career (+1 mark) • criminals may learn to commit more crime whilst being punished (1 mark); prisons can be seen as 'universities of crime' where prisoners learn additional criminal techniques (+1 mark) • people may not always be deterred by punishment (1 mark); the high reoffending rates indicate that many are not put off by prison (+1 mark) • the root cause of crime is not tackled by use of punishment (1 mark); punishments are seen as a reaction to behaviours rather than tackling the underlying issue eg inequalities (+1 mark) • bias in the criminal justice system may mean some escape punishment (1 mark); some groups of people and their actions are less likely to be punished than others (+1 mark). • Rational choice, cost benefit analysis (1 mark). The cost of committing the crime such as a fine or other punishment does not outweigh the benefit for the criminal such as material gain (+ 1 mark). Other relevant material should be credited. **No** marks for **no** relevant points.	**4**

Qu	Marking guidance	Total marks
02	Outline **three** reasons for ethnic differences in patterns of crime. **Two** marks for each of **three** appropriate reasons clearly outlined or **one** mark for each appropriate reason partially outlined. Answers may include: • marginalisation of some ethnic groups (1 mark); feelings of powerlessness may lead some ethnic groups to commit crime (+1 mark) • crime may be a form of protest or political act (1 mark); some ethnic groups may engage in crime as a form of resistance to a racist and white-dominated society (+1 mark) • institutional racism within the police (1 mark); some ethnic groups are more likely to be stopped and searched leading to higher recorded patterns of crime (+1 mark) • different levels of social controls between ethnic groups (1 mark); ethnic groups with stricter controls have fewer opportunities to commit crime (+1 mark) • courts are more likely find some ethnic groups as guilty (1 mark); leading to higher conviction rates (+1 mark) • some ethnic groups are more likely to be materially deprived (1 mark); being poor may increase the likelihood of engaging in utilitarian crime (+1 mark) • higher risk of being a victim of crime for some ethnic groups (1 mark); there is a higher risk of being targeted eg in hate crimes (+1 mark). Other relevant material should be credited. **No** marks for **no** relevant points.	**6**

Qu	Marking guidance	Total marks
03	Applying material from **Item A**, analyse **two** ways that social control may explain gender differences in patterns of crime.	**10**

Item A

Informal social control involves restricting people to their role expectations. Formal social control includes the criminal justice system deciding on punishments for those who break the law.

Social control may explain gender differences in patterns of crime.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two ways that social control may explain gender differences in patterns of crime. There will be two developed applications of material from the item, eg women's domestic role means that they are more likely to be confined to the home which reduces their opportunities to commit crime; the criminal justice system may treat women more leniently and therefore they are less likely to be convicted of a crime. There will be appropriate analysis/evaluation of two ways, eg the extent to which social control may explain gender differences in patterns of crime.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that social control may explain gender differences in patterns of crime. There will be some successful application of material from the item, eg gender role socialisation may lead males to commit crime in order to conform to characteristics of hegemonic masculinity. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one or two ways that social control may explain gender differences in patterns of crime. There will be limited application of material from the item. Some material may be at a tangent to the question, eg explanations for gender differences in crime more generally. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Adler; Box; Carlen; Cohen; Dobash and Dobash; Heidensohn; Lees; McRobbie; Messerschmidt; Oakley; Parsons; Pollak; Sharpe and Gelsthorpe; Smart; Walklate; Winlow; Young.

Qu	Marking guidance	Total marks
04	Applying material from **Item B** and your knowledge, evaluate the contributions of realist explanations of crime.	**30**

Item B

Realists see crime as a real and growing problem for society and highlight the damage crime causes to communities. Left realists argue that the causes of crime are structural and that an unequal society produces feelings of relative deprivation and marginalisation. They argue that one way to tackle crime is to reduce inequalities.

However, right realists take the view that crime is caused by rationally self-interested individuals who choose to commit crime. Crime can be reduced by increasing the risks of committing crime.

Marks	Level descriptors
25–30	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the contributions of realist explanations of crime. 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. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives (eg left realists, right realists, other relevant theories but with a clear line of reasoning on the question set) or a discussion of the extent to which crime is a real problem or socially constructed. Analysis will show clear explanation. Appropriate conclusions will be drawn.
19–24	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, for example realists neglect to explain the causes of corporate crime, and/or some appropriate analysis, eg clear explanations of some of the presented material.

13–18	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of realist explanations of crime. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about left realist explanations of crime. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into descriptive accounts of unrelated sociological explanations of crime. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–6	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. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: social construction; socialisation; broken windows theory; relative deprivation; rational choice theory; status frustration; subcultural response; routine activity theory; bulimic society; control theory; critical criminology; deviant subcultures; free will; individualism; labelling; late modernity; marginalisation; underclass theory; target hardening; zero tolerance; surveillance; multi-agency approach; social and community crime prevention; situational crime prevention; environmental crime prevention.

Sources may include the following or other relevant ones:

Clarke; Cornish and Clarke; Felson; Hirschi; Hughes; Lea and Young; Lily et al; Murray; Wilson and Herrnstein; Wilson and Kelling; Young.

Qu	Marking guidance	Total marks
05	Outline and explain **two** reasons why some sociologists choose to use official statistics in their research.	**10**

Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two reasons why some sociologists choose official statistics in their research. There will be two applications of relevant material, eg positivists argue that official statistics allow the researcher to look for correlations between variables; official statistics are often readily available as a source of large amounts of data. There will be appropriate analysis, eg the extent to which official statistics allow for cause and effect relationships.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why some sociologists choose official statistics in their research. There will be one or two applications of relevant material, eg there are minimal ethical issues as they are often anonymous and in the public domain. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg drift into advantages of quantitative data more generally. There will be limited or no analysis.
0	No relevant points.

Indicative content

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

- they may be the only available source of data in a particular area eg suicide statistics
- useful for looking at patterns and trends over time on a wide range of behaviours including birth, marriages and divorce
- allows researchers to see correlations and comparisons between groups and regions eg the UK national census
- the range of hard statistics mean that official statistics are seen as more objective and value free
- high in reliability as data is compiled in a standardised and official way by trained staff
- they are cheap eg Office for National Statistics is free to access
- easily accessible with a range of official statistics available online
- they use large samples and therefore likely to be representative.

Sources may include the following or other relevant ones:

Atkinson; Comte; Durkheim; Irvine; Office for National Statistics; sources of official statistics such as birth rates, Census data, Crime Survey for England and Wales, divorce statistics, International Passenger Survey, Labour Force Survey, school examination league tables.

Qu	Marking guidance	Total marks
06	Applying material from **Item C** and your knowledge, evaluate the extent to which Sociology can be regarded as scientific.	**20**

Item C

Positivists argue that Sociology can be regarded as scientific. They argue that society should be studied using the principles and procedures of the natural sciences. They prefer the use of scientific methods to study people and look for cause and effect relationships in helping to make predictions about human behaviour.

However, others argue that scientific methods are not always suitable for studying human behaviour because people have consciousness and free will. There is also disagreement about how science should be defined.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the extent to which Sociology can be regarded as scientific. 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. Analysis and evaluation will be explicit and relevant. Evaluation may be developed, for example through a debate between different perspectives, eg positivism; Marxism; feminisms; interpretivism; postmodernism etc. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg, from an interpretive perspective, and/or some appropriate analysis, eg clear explanations of some of the presented material.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the positivist view of Sociology being regarded as scientific. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
5–8	Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about whether Sociology can be regarded as scientific. Understands only limited aspects of the question; simplistic understanding of the presented material. Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into an answer about features of science more generally. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one or two very insubstantial points about sociological theories. Very little/no understanding of the question and of the presented material. Significant errors and/or omissions in application of material. No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear:
Verstehen; falsification; metanarratives; paradigm shift; objectivity and subjectivity; verification; cause and effect; social construction; value freedom; empiricism; quantitative and qualitative; social facts; induction; deduction; closed and open systems; grounded theory; phenomenology; ethnomethodology; hypothetico-deductive method; free will; determinism; value-laden.

Sources may include the following or other relevant ones:

Atkinson; Bauman; Becker; Bloor; Comte; Douglas; Durkheim; Garfinkel; Glaser and Strauss; Keat and Urry; Knorr-Cetina; Kuhn; Lyotard; Marx; Mead; Myrdal and Gouldner; Popper; Weber.

Assessment Objectives

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