



A-LEVEL SOCIOLOGY 7192/3

Paper 3 Crime and Deviance with Theory and Methods

Mark scheme

June 2023

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.

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	<p>Outline two reasons why surveillance may not reduce crime.</p> <p>Two marks for each of two reasons clearly outlined or one mark for each reason partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • some people may resist the effects of surveillance (1 mark); not everyone is deterred by the presence of surveillance (+1 mark) • surveillance is targeted at particular groups of people (1 mark); judgements are made of ‘typical’ offenders and leads to disproportionate targeting (+1 mark) • 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) • 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) • some crimes are hidden from surveillance (1 mark); they happen behind closed doors such as domestic violence (+1 mark). • Some criminals conceal their identity/hide from surveillance (1 mark) they may wear mask or disguise themselves (+ 1 mark) <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	4

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

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

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.

<p>Sources may include the following or other relevant ones:</p> <p>Althusser; Durkhiem; Foucault; Mathews; Newburn; Rusche and Kirchheimer; Solomon.</p>
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Qu	Marking guidance	Total marks
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04	Applying material from Item 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 two 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 Item C and your knowledge, evaluate the extent to which today's society can be seen as patriarchal.	20
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Item C
<p>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.</p> <p>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.</p>

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.</p> <p>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

	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