
A-LEVEL SOCIOLOGY 7192/3

Paper 3 Crime and deviance with theory and methods

Mark scheme

June 2021

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 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 two ways that the nature of capitalism may cause people to commit crime.</p> <p>Two marks for each of two appropriate ways clearly outlined or one mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • experiences of poverty or homelessness (1 mark); crime can be seen as an inevitable and rational response to wealth and income inequality (+1 mark) • 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) • 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) • 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) • feelings of relative deprivation (1 mark); the media have encouraged consumerism by showing desirable lifestyles which may result in criminality (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	4
02	<p>Outline three reasons for gender differences in levels of recorded crime.</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"> • women have fewer opportunities to commit crime (1 mark); due to patriarchal control at home and in the workplace (+1 mark) • 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) • 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) • 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) • 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) • 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). 	6

	Other relevant material should be credited.	
	No marks for no relevant points.	

03	Applying material from Item A , analyse two ways that the media may contribute to an increase in crime.	10
<p style="text-align: center;">Item A</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 Item 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 two 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 Item C 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

	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