



A-LEVEL

Sociology

7192/3 Crime and Deviance with Theory and Methods
Final Mark Scheme

7192
June 2017

Version/Stage: v1.0

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.

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.

Examiners are required to assign each of the students' responses to the most appropriate level according to **its overall quality**, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives and be careful not to over/under credit a particular skill. This will be exemplified and reinforced as part of examiner training and standardisation.

| Qn | Marking guidance | Total marks |
|----|---|-------------|
| 01 | <p>Outline two reasons for ethnic differences in criminal conviction rates.</p> <p>Two marks for each of two appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"> • The police are racist (1 mark); they are less likely to stop and search white people and so they are less likely to detect their offences (+1 mark). • Some minority ethnic groups are relatively deprived (1 mark); and so they commit more utilitarian crime (+1 mark). • Ethnic minorities have a younger average age profile (1 mark); and offenders in general are disproportionately young (+1 mark). • Some ethnic groups are more likely to commit crimes against the person (1 mark); and so they are more likely to be witnessed by victims, identified and caught (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p> | 4 |
| 02 | <p>Outline three functions that crime and deviance may perform.</p> <p>Two marks for each of three appropriate functions clearly outlined or one mark for each appropriate function partially outlined, such as:</p> <ul style="list-style-type: none"> • boundary maintenance (1 mark); the social reaction to crime and deviance by media and courts reaffirms society's shared values (+1 mark) • deviance brings about social change (1 mark); new ideas or institutions always initially appear as deviance from existing norms (+1 mark) • minor deviance acts as a safety valve (1 mark); it diverts potentially dangerous motivations into less harmful channels (+1 mark) • it acts as a warning (1 mark); a high level of deviance indicates an institution is not functioning properly and needs reform (+1 mark) • crime and deviance create employment (1 mark); their existence provides work for those in the media, the criminal justice system, moral entrepreneurs etc (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p> | 6 |

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| 03 | Applying material from Item A , analyse two ways in which deviant subcultures may respond to the difficulties of achieving mainstream goals. | 10 |
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| Item A | |
|---|---|
| <p>Every society sets goals for its members. However, not every member has an equal chance of achieving these mainstream goals by legitimate means. For example, some young people may underachieve at school. Similarly, living in a deprived or unstable neighbourhood can be a barrier to the achievement of mainstream goals.</p> <p>Deviant subcultures respond to the difficulties of achieving mainstream goals in different ways.</p> | |
| Marks | Level Descriptors |
| 8–10 | <p>Answers in this band will show good knowledge and understanding of relevant material on two subcultural responses to the difficulties of achieving mainstream goals.</p> <p>There will be two developed applications of material from the item, eg underachievement at school causes status frustration in working-class youths; people in deprived neighbourhoods do not have equal access to successful mainstream career opportunities.</p> <p>There will be appropriate analysis/evaluation of two responses, eg subcultures alleviate status frustration by providing an alternative means of achieving; lower-class deviant subcultures may exist independently of mainstream culture rather than as a response to lack of legitimate opportunities.</p> |
| 4–7 | <p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two subcultural responses to the difficulties of achieving mainstream goals.</p> <p>There will be some successful application of material from the item, eg unstable neighbourhoods may give rise to conflict subcultures.</p> <p>There will be some analysis/evaluation.</p> |
| 1–3 | <p>Answers in this band will show limited knowledge and understanding of one to two subcultural responses to the difficulties of achieving mainstream goals.</p> <p>There will be limited application of material from the item. Some material may be at a tangent to the question, eg there may be some drift into material on the causes of crime in general.</p> <p>There will be limited or no analysis/evaluation.</p> |
| 0 | No relevant points. |

Sources may include the following or other relevant ones: A.K. Cohen; Cloward and Ohlin; W.B. Miller; Merton; South; Lea and Young.

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| 04 | Applying material from Item B and your knowledge, evaluate sociological contributions to our understanding of crime prevention and control. | 30 |
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Item B

Societies attempt to prevent or control crime in various ways. These may range from simple prevention strategies to tough punishments aimed at deterring would-be offenders. They may also include policies to tackle the underlying causes of crime.

One important type of crime control today is surveillance. This involves monitoring people's behaviour. Surveillance may also include profiling people in terms of their gender, nationality or other characteristics to determine what level of risk they pose.

| Marks | Level Descriptors |
|-------|--|
| 25–30 | <p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on crime prevention and control. 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 Foucault, Marxism, functionalism, left realism, right realism), or considering the merits of different prevention strategies. 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 situational crime prevention strategies, and/or some appropriate analysis, eg clear explanations of some of the presented material.</p> |

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| 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 right realism. 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 to 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 to three insubstantial points about zero tolerance policing. 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 the functions of crime.</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 to 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: situational crime prevention strategies; social and community crime prevention strategies; target hardening; displacement; different control, prevention and surveillance agencies; panopticism; actuarial justice; sovereign power; disciplinary power; social sorting; self-surveillance; risk management; synoptic surveillance; liquid surveillance; male gaze; offender profiling; CCTV; white eye; categorical suspicion; incapacitation; rehabilitation; deterrence; restitutive and retributive justice; reintegrative shaming; mass incarceration.

Sources may include the following or other relevant ones: Bauman; Braithwaite; Chaiken et al; Clarke; S. Cohen; Ditton et al; Durkheim; Feeley and Simon; Felson; Foucault; Garland; Haggerty and Ericson; Lea and Young; Lyon; G. Marx; Norris and Armstrong; Perry pre-school project; Rusche and Kirchheimer; Thompson; Wilson and Kelling; Young.

Theory and Methods

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| 05 | | Outline and explain two advantages of choosing overt participant observation as a source of data compared with covert participant observation. | 10 |
| Marks | Level Descriptors | | |
| 8-10 | <p>Answers in this band will show very good knowledge and understanding of two advantages of choosing overt participant observation (OPO) as a source of data, as compared with covert participant observation (CPO).</p> <p>There will be two applications of relevant material, eg OPO allows the researcher to ask naïve ‘outsider’ questions; OPO requires no particular personal characteristics or identity of the researcher.</p> <p>There will be appropriate analysis, eg with OPO, the researcher can openly make a valid record of their observations and thus not have to rely on memory; the researcher need not be the same gender, ethnicity etc as the group because they do not have to ‘fit in’.</p> | | |
| 4-7 | <p>Answers in this band will show a reasonable to good knowledge and understanding of one or two advantages of choosing overt participant observation (OPO) as a source of data, as compared with covert participant observation (CPO).</p> <p>There will be one or two applications of relevant material, eg OPO avoids the ethical problems of deception associated with CPO.</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 the advantages of covert participant observation.</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:

- validity of data
- detachment and objectivity
- no need to meet group membership requirements
- open questioning, note-taking and recording
- can use other overt methods in combination, eg interviewing
- non-participation in dangerous activities
- no necessity to maintain an ‘act’
- consent and deception.

Sources may include the following or other relevant ones: Griffin; Polsky; Humphreys; Barker; Whyte; Ditton; Willis; Beynon.

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| 06 | Applying material from Item C and your knowledge, evaluate the view that conflict approaches are more useful than consensus approaches to our understanding of society. | 20 |
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Item C

Some sociologists take a consensus approach to the study of society. For example, functionalists see society as based on shared values and with all its parts working harmoniously together to meet the needs of the social system.

Other sociologists take a conflict approach. For example, Marxists see society as divided by a fundamental conflict in which one class uses its power to exploit the other. Labelling theory and Weber's social action theory also highlight the importance of conflict and power.

| Marks | Level Descriptors |
|-------|--|
| 17–20 | <p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on consensus and conflict approaches to understanding 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, feminism and action theories. 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 functionalist 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 a conflict approach. 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> |

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| 5–8 | <p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about Marxism. 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 a substantive topic with minimal linkage to theory.</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: exploitation; materialism; alienation; the state; hegemony; false consciousness; ideological and repressive state apparatuses; class; capitalism; revolution; patriarchy; status; power; stereotyping; social change; partisanship; committed sociology; sociologist as citizen; verstehen; social system; social stability; adaptation; goal attainment; integration; latency; norms; value consensus; socialisation; social control; manifest and latent functions; structure; action; voluntarism; determinism.

Sources may include the following or other relevant ones: Durkheim; Parsons; Merton; Malinowski; Davis and Moore; Marx; Althusser; Gramsci; Gouldner; Weber; Becker; Bowles and Gintis; Barrett; Delphy and Leonard; Mitchell.

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 |