



A-LEVEL SOCIOLOGY 7192/3

Paper 3 Crime and deviance with theory and methods

Mark scheme

June 2019

Version: 1.0 Final



1 9 6 A 7 1 9 2 / 3 / M S

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

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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.

Key to Annotations

Display Name	Purpose Use
?	?
0	0
1	1
1+1	1+1
2	2
4	4
AN	Analysis
APP	Application
BOD	Benefit of the doubt
C	Concept
Cross	Incorrect
Descriptive	Descriptive
DEV	Developed
EVAL	Evaluation
H Line	Awardable Material
HA	Hook Application
H Wavy	Inaccurate Material
Highlight	Highlight
IRRL	Irrelevant
K	Knowledge
KU	Knowledge and understanding
LM	Item lift
NAQ	Not answering question
Not Relevant	Not Relevant
Off Page Comment	Off Page Comment
On Page Comment	On Page Comment
REP	Repeat
SEEN	SEEN
Tick	(Do not use!)
Tick Per	Different Perspectives
V Line	Vertical line
1+0	1+0

Qu	Marking guidance	Total marks
01	<p>Outline two reasons why deviant subcultures exist.</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"> • Labelling (1 mark); once labelled as deviant, individuals are treated as outsiders and forced into the company of others similarly labelled (+1 mark). • Blocked opportunities to achieve mainstream goals (1 mark); joining a criminal subculture provides a means of achieving wealth when legitimate routes are blocked (+1 mark). • Streaming (1 mark); this undermines pupils' self-worth and they form subcultures as an alternative source of status (+1 mark). • A reflection of lower-class culture (1 mark); for example, Miller argues that deviant subcultures arise out of an attempt to achieve lower-class goals (e.g. toughness), not mainstream ones (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	4
02	<p>Outline three reasons why victims may not report crimes.</p> <p>Two marks for each of three appropriate reasons clearly outlined or one mark for each appropriate reason partially outlined, such as:</p> <ul style="list-style-type: none"> • Uninsured (1 mark); for example, if the victim is uninsured against theft, they may see no point in reporting it because they will not be compensated for their loss (+1 mark). • Wish to protect the perpetrator (1 mark); for example, if the offender is a family member, the victim may not wish to get them into trouble with the law (+1 mark). • Unaware that they have been victimised (1 mark); for example, the victim may believe a missing object was lost rather than it having been stolen (+1 mark). • Victim-precipitation/suffering victimisation as a result of their own criminal behaviour (1 mark); for example, being wounded in a fight they had started and not wishing to implicate themselves (+1 mark). • Lack of confidence in the police (1 mark); the victim may regard the police as not likely to take their problem seriously (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	6

Qu	Marking guidance	Total marks
03	Applying material from Item A , analyse two reasons why crime reduction strategies may not always be successful.	10
Item A		
Crime reduction strategies make assumptions about why and how offenders commit their crimes. Such strategies also make assumptions about what crimes it is important to reduce and about the role or impact of criminal justice agencies.		

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why crime reduction strategies may not always be successful.</p> <p>There will be two developed applications of material from the Item, eg situational crime prevention strategies assume that offenders make a rational calculation of risks and rewards before deciding to commit a particular crime; environmental crime prevention strategies assume that it is important that police ‘crack down’ on minor crimes and signs of disorder (‘broken windows’) to prevent neighbourhoods attracting serious criminals.</p> <p>There will be appropriate analysis/evaluation of two reasons, eg situational crime prevention strategies often use target hardening to raise the risks and/or reduce the rewards of a particular crime, but this may lead to displacement because rational actors will seek a softer target instead; police ‘crack downs’ on petty crime tend to involve military policing that breaches civil rights and alienates local communities, meaning police lose goodwill and are less successful in solving crimes.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two reasons why crime reduction strategies may not always be successful.</p> <p>There will be some successful application of material from the item, eg left realist strategies assume that criminals offend due to relative deprivation caused by a combination of economic exclusion and cultural inclusion.</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 reasons why crime reduction strategies may not always be successful.</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 class or ethnic differences in crime rates.</p>

	There will be limited or no analysis/evaluation.
0	No relevant points.
Sources may include the following or other relevant ones: Bennett and Wright; Clarke & Cornish; Felson; Lea & Young; Murray; Murray & Herrnstein; Wilson & Herrnstein; Wilson & Kelling; Young.	

Qu	Marking guidance	Total marks
04	Applying material from Item B and your knowledge, evaluate sociological explanations of levels of female offending.	30

Item B	
<p>Some sociologists explain levels of offending by girls and women in terms of their socialisation or their position in patriarchal society. For example, one feminist sociologist argues that the weakening of patriarchy has led to an increase in female offending.</p> <p>However, other sociologists focus on the ways in which the police and courts treat females, as well as on the impact of media stereotypes of female offending.</p>	

Marks	Level Descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on female offending. 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 theories or perspectives (eg sex role theory, control theory, feminism), or considering methodological issues such as the validity of sources of data on female offending. 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 liberation thesis, 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 control theory of female offending.</p>

	<p>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 the chivalry thesis or selective 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 accounts of male offending.</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: chivalry thesis; control theory; liberation thesis; patriarchy; sex role theory; feminism; functionalism; class and gender deals; intersectionality; different categories of offence (e.g. shoplifting, prostitution, violence); girl gangs; delinquent subcultures; peer pressure; role models; moral panics; 'defining deviance up'/net widening;; victim-precipitation; stereotyping in the criminal justice system; self-report studies.

Sources may include the following or other relevant ones: Adler; Brookman; Buckle & Farrington; Burman & Batchelor; Carlen; Chan; Chesney-Lind; Denscombe; Hand & Dodd; Heidensohn; Laidler & Hunt; Lees; Parsons; Pollak; Sharp & Gelsthorpe; Smart; Stefensmeier et al; Toor; Walker; Walklate; Worrall; Young.

Qu	Marking guidance	Total marks
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05	Outline and explain two reasons why sociologists' research may not always be objective.	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 sociologists' research may not always be objective.</p> <p>There will be two applications of relevant material, eg interpretivist sociologists seek insight into actors' subjective meanings rather than objective 'social facts'; the choice of research topic may be determined by the subjective values of the sociologist.</p> <p>There will be appropriate analysis, eg interpretivists adopt qualitative research methods that enable them to achieve an empathetic subjective understanding (verstehen) by taking the actor's subjective viewpoint; Weber argues because society contains an infinite number of facts that could be studied, that sociologists must use their own subjective values to decide which topics are important to study.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why sociologists' research may not always be objective.</p> <p>There will be one or two applications of relevant material, eg the sociologist's theoretical perspective will influence how they interpret their research findings- for example, functionalists may find a positive function in everything.</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 descriptions of research 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:

- sociologists' subjective values/perspective and choice of topic
- sociologists' perspective and choice of method
- personal values in the interpretation of data
- self-censorship and funding bodies' values or requirements
- sociologists' career interests
- sociologists' political stance and 'committed sociology'
- relativism and the impossibility of a neutral observation language

Sources may include the following or other relevant ones: Becker; Glaser & Strauss; Goffman; Gouldner; Marx; Myrdal; Weber.

Qu	Marking guidance	Total marks
06	Applying material from Item C and your knowledge, evaluate the contribution of Marxist approaches to understanding today's society.	20

Item C

Marxist sociologists see capitalism as based on class inequality and the exploitation of the proletariat. They argue that all social institutions help to maintain capitalist society. However, in the Marxist view, the proletariat will ultimately overthrow capitalism and create a classless society.

Critics argue that the traditional Marxist view of society is outdated.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on Marxist approaches to understanding today's 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 Marxism and other perspectives (eg functionalism, feminism, postmodernism) and/or between varieties of Marxism (eg humanistic and structuralist). Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
13–16	<p>Answers in this band will show largely 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 accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the Marxist view of 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</p>

	isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
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: base-superstructure model; economic determinism; materialism; exploitation; contradiction; alienation; ideology; revolution; class consciousness; false class consciousness; dual consciousness; hegemony; humanistic or Neo-Marxism; structuralist Marxism; organic intellectuals; ideological and repressive state apparatuses; structural determinism; relative autonomy; feminism; action theory; functionalism; postmodernism.

Sources may include the following or other relevant ones: Althusser; Ansley; Bowles & Gintis; Craib; Engels; Gouldner; Gramsci; Maduro; Marx; EP Thompson; Weber; Willis; Zaretsky.