
**A-LEVEL
SOCIOLOGY
7192/3**

Paper 3 Crime and Deviance with Theory and Methods

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 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.

Qu	Part	Marking guidance	Total marks
01		<p>Outline two ways in which the law may perform an ideological function for capitalism.</p> <p>Two marks for each of two appropriate ways clearly outlined or one mark for each appropriate way partially outlined, such as:</p> <ul style="list-style-type: none"> • Laws benefit the ruling class (1 mark). For example laws protect they legitimate ownership of private property (+1 mark). • Laws create a false consciousness (1 mark). For example health and safety laws keep workers fit for work make workers believe capitalism cares for them (+1 mark). • Selective law enforcement (1 mark). This ensures individuals are blamed for crime rather than inequalities of the system (+1 mark). • The ruling class have the power to create laws (1 mark). Laws that challenge ruling class ideology will not be passed (+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 some groups are more likely than others to be victims of crime.</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"> • Women are more likely to be victims of sex crimes (1 mark). The nature of patriarchal society makes them more likely to be victims of rape (+1 mark). • Males are more likely to be victims of violent crime (1 mark). Positivist victimology suggests they are more likely to undertake behaviour that would cause them to be victims of violence (+1 mark). • Young people are more likely to be victims of violent crime (1 mark). Children and young people are more vulnerable and so may be easier targets both for street crime and domestic crime (+1 mark). • Women are more likely to be victims of domestic violence (1 mark). Often this is repeated abuse as the victim does not want to report a loved one (+1 mark). • Ethnic minorities are more likely to be victims of attacks (1 mark). Racists may target them (+1 mark). <p>Other relevant material should be credited.</p> <p>No marks for no relevant points.</p>	6

03		Applying material from Item A , analyse two reasons why globalisation may lead to an increase in crime.	10
----	--	---	----

Item A

Globalisation is the process by which the world is becoming increasingly interconnected. One cause of increased interconnectedness is the development of the internet and global communications technology. Globalisation is further developed by the deregulation of financial markets and the availability of cheap air travel. One impact of globalisation is an increase in inequality between rich and poor countries.

Marks	Level Descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons why globalisation may lead to an increase in crime.</p> <p>There will be two developed applications of material from the item, eg the internet enables criminals to communicate across national borders; inequality between countries encourages illegal movement of workers.</p> <p>There will be appropriate analysis/evaluation of two reasons, eg the use of the internet can lead to the development of new types of crime such as cyber-crime; people desperate to move to a richer country will be willing to do so by illegal means and this may increase people trafficking.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one to two reasons why globalisation may lead to an increase in crime.</p> <p>There will be some successful application of material from the item, eg deregulated financial markets enable tax evasion by moving money between countries.</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 globalisation may lead 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 there may be some drift into material on the changing patterns of crime without links to globalisation.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

Sources may include the following or other relevant ones: Beck, Day, Friedrichs, Glenny, Hobbs and Dunningham, Michalowski, Taylor.

04	Applying material from Item B and your knowledge, evaluate sociological explanations of ethnic differences in offending and criminalisation.	30
----	---	----

Item B

At each stage of the criminal justice process, there are differences in the experiences of different ethnic groups. For example, members of some ethnic groups are more likely than others to be arrested and convicted. Studies also show that some minority ethnic groups are more likely to be identified as perpetrators by victims.

Marks	Level Descriptors
25–30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on ethnic differences in offending and criminalisation. 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 left realist, Marxist), or considering official statistics and alternatives to them. 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 official statistics as social constructs, 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 left 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 the criminal justice system. 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 general causes of crime answer.</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: culture or resistance; stereotyping; societal reaction; ‘mugging’; institutional racism; over-policing; labelling; canteen culture; crisis of hegemony; moral panic; relative deprivation; stop and search; marginality; relative deprivation; subcultures; social exclusion; arrest rates; conviction rates; prison population.

Sources may include the following or other relevant ones: Bowling and Phillips, Downes and Rock, Feilzer and Hood, Gilroy, Graham and Bowling, Hagedorn, Hall et al, Hood, Hudson and Bramhall, Lea and Young, MacPherson, Sampson and Phillips, Sharp and Budd.

Theory and Methods

05		Outline and explain two reasons why sociologists may not influence government policy.	10
----	--	--	----

Marks	Level Descriptors
8-10	<p>Answers in this band will show very good knowledge and understanding of two reasons why sociologists may not influence government policy.</p> <p>There will be two applications of relevant material, eg sociological findings may not agree with public opinion; governments may not engage in long-term solutions.</p> <p>There will be appropriate analysis, eg policies that benefit the poor may meet with opposition from those who will not benefit; governments need to show policies have an effect within the term of their government.</p>
4-7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why sociologists may not influence government policy.</p> <p>There will be one or two applications of relevant material, eg pressure groups may exert influence on policy makers regardless of research findings.</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 social problems rather than policies.</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:

- governments need to maintain electoral popularity
- pressure group influence
- ideological preference of the government
- the impact of globalisation and global organisations
- short term government priorities
- sociological perspectives may be critical of the state
- government preference for quantitative data

Sources may include the following or other relevant ones: Bowlby, Comte, Durkheim, Land, Marx, Murray, Townsend.

06		Applying material from Item C and your knowledge, evaluate the usefulness of interpretivist approaches to our understanding of society.	20
----	--	--	----

Item C

Interpretivists view social reality as made up of meanings and motives. To understand these meanings and motives, sociologists must be able to empathise with the people they study. Furthermore, interpretivists argue that society can only be studied subjectively and therefore they favour qualitative methods of research.

Marks	Level Descriptors
17–20	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the usefulness of interpretivist approaches in 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 interactionism, phenomenology, ethnomethodology, positivism. 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 positivist 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 interpretivism. 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>

	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	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about interpretivism. 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 methods with limited reference to interpretivism.</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 methodology 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: Interactionism, phenomenology, ethnomethodology, grounded theory, the relationship between interpretivist perspective and qualitative methods, subjectivity, value freedom and objectivity, cause versus meaning, consciousness, verstehen between different observational techniques, structure versus action, positivism and interpretivism, primary versus secondary data.

Assessment Objectives

	AO1	AO2	AO3	Total
Paper 3				
Crime				
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