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.

Crime and Deviance with Theory and Methods

0	1	Outline **two** ways in which the media give a distorted view of crime.
		[4 marks]

Two marks for each of **two** appropriate ways clearly outlined or **one mark** for appropriate ways partially outlined, such as:

- over-representation of violent and sexual crime (1 mark). A far greater proportion of reports on crimes of this nature despite their more limited occurrence (+1 mark)
- over-exaggeration of police success (1 mark). Police often give the media their crime reports and so highlight their own successes (+1 mark)
- romanticising the criminal (1 mark). For example, criminals are shown to be daring and clever (+1 mark)
- media will create a moral panic about an issue (1 mark). For example, by representing a group in a negative light and exaggerating their criminality. Media will create a moral panic (+1 mark)
- the media may exaggerate the chances of becoming a victim of crime (1 mark). For example, women may fear being a victim of crime due to media representation of female victims (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

0	2	Outline **three** reasons why females may be less likely than males to commit crimes.
		[6 marks]

Two marks for each of **three** appropriate reasons clearly outlined or **one mark** for appropriate reasons partially outlined, such as:

- the social control of women (1 mark). For example, women's domestic role imposes restrictions on their time giving them less opportunity to commit crime (+1 mark)
- gender socialisation of men and women is different (1 mark). Boys are encouraged to be tough and aggressive which make them more likely to commit crime (+1 mark)
- women's role as carers and nurturers (1 mark). This gives girls a positive role model and discourages them from committing crime (+1 mark)
- females are less likely than males to belong to delinquent subcultures (1 mark), so less likely to face peer pressure to commit crime to be part of the group (+1 mark).

Other relevant material should be credited.

No marks for **no** relevant points.

0	3		Applying material from **Item A**, analyse **two** reasons why situational crime prevention strategies may **not** be effective in reducing crime.
			[10 marks]

Item A

Situational crime prevention strategies aim to reduce the opportunity for crime. These strategies assume that the criminal makes a rational decision to commit crime based on perceived risks and benefits. One prevention strategy is to install a burglar alarm to reduce the risk of being burgled.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two reasons why situational crime prevention strategies may not be effective in reducing crime.
	There will be two developed applications of material from the Item, eg target hardening causing displacement, crime not being a rational choice, not being effective for corporate or white collar crime, ignores causes of crime, discussion of different types of situational crime prevention.
	There will be appropriate analysis/evaluation of two reasons, eg of how far rational choice may determine decisions to commit crime and how far situational crime prevention measures may impact on decisions.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons why situational crime prevention strategies may not be effective in reducing crime.
	There will be some successful application of material from the Item, eg the fact that target hardening may cause displacement rather than a reduction in crime.
	There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one or two reasons why situational crime prevention strategies may not be effective in reducing crime.
	There will be limited or no application of material from the Item. Some material may be at a tangent to the question, eg there may be some drift into material of other crime prevention strategies.
	There will be limited or no analysis/evaluation.
0	No relevant points.

0	4		Applying material from **Item B** and your knowledge, evaluate the usefulness of functionalist approaches in understanding crime and deviance.
			[30 marks]

Item B

Some functionalist sociologists argue that crime and deviance are caused by the inability of some people to gain the rewards of society, for example because of educational underachievement. Those members of society whose opportunities are blocked cannot achieve the goals of society by socially approved means.

Marks	Level descriptors
25–30	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material of functionalist approaches to crime. 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. Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example by locating the discussion within a debate between perspectives (eg functionalist, Marxist, postmodernism) or different subcultural theories, or considering methodological issues. Analysis will show clear explanation. Appropriate conclusions will be drawn.
19–24	Answers in this band will show accurate, broad and/or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, for example of strain theory and/or some appropriate analysis, eg clear explanations of some of the presented material.
13–18	Answers in this band will show largely accurate knowledge but limited range and depth, eg an accurate account of strain theory. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. 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.

7–12	Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about subcultures. Understands only limited aspects of the question; simplistic understanding of the presented material.
	Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into a 'class and achievement' answer.
	Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–6	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.
	Significant errors and/or omissions in application of material.
	No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: social cohesion; collective conscience; boundary maintenance; adaptation and change; social control; structural and cultural factors; strain theory; conformity; innovation; ritualism; retreatism; rebellion; anomie; social bonds; formal social control; informal social control; tension management; criminal subcultures; conflict subcultures; retreatist subcultures; alternative status hierarchy.

Theory and Methods

0	**5**	Outline and explain **two** advantages of using official statistics in sociological research.

[10 marks]

Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two advantages of using official statistics in sociological research. There will be two applications of relevant material, eg both comparability and reliability. There will be appropriate analysis, eg of why positivists favour official statistics.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two advantages of using official statistics in sociological research. There will be one or two applications of relevant material, eg the comparability of official statistics to show patterns and trends. There will be some basic analysis.
1–3	Answers in this band will show limited knowledge and little or no understanding of the question or the material. There will be limited focus on the question, eg there may be some drift into disadvantages of using official statistics. There will be limited or no analysis.
0	No relevant points.

Indicative content

Answers may include the following and/or other relevant points:

- easy to access statistics as they are freely available; this also means low cost
- large sample size as the government is able to make submission of data compulsory, therefore representative
- ease of comparison as statistics can be analysed by social groups
- trends over time as statistics are collected at regular intervals
- cause and effect can be analysed by looking at statistics before and after an event
- high in reliability as statistics are collected and compiled in standardised ways
- favoured by positivists as true and objective measures of social phenomena and for testing hypotheses.

0 6	Applying material from **Item C** and your knowledge, evaluate the usefulness of Marxist approaches in understanding society.
	[20 marks]

Item C

Marxists see society as based on conflict between social classes. Those who own the means of production are able to exploit those who do not and are also able to impose their views on society.

However, different Marxists have different views about the nature of capitalist society and about how social change occurs.

Marks	Level descriptors
17–20	Answers in this band will show accurate, conceptually detailed knowledge and sound understanding of a range of relevant material on the usefulness of Marxist theories in our understanding of society. 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. Analysis and evaluation will be explicit and relevant. Evaluation may be developed for example through a debate between different perspectives, eg Marxist, neo-Marxist, functionalist, feminist, postmodern. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13–16	Answers in this band will show accurate, broad and/or deep but incomplete knowledge. Understands a number of significant aspects of the question; good understanding of the presented material. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg from a functionalist perspective, and/or some appropriate analysis, eg clear explanations of some of the presented material.
9–12	Answers in this band will show will show largely accurate knowledge but limited range and depth, eg a broadly accurate if basic account of Marxist theory. Understands some limited but significant aspects of the question; superficial understanding of the presented material. 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. Evaluation will take the form of juxtaposition of competing positions or to one to two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.

5–8	Answers in this band will show limited undeveloped knowledge, eg two to three insubstantial points about Marxism. Understands only limited aspects of the question; simplistic understanding of the presented material.
	Limited application of suitable material, and/or material often at a tangent to the demands of the question, eg drifting into an answer about social class with limited reference to Marxism.
	Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.
1–4	Answers in this band will show very limited knowledge, eg one to two very insubstantial points about sociological theory in general. Very little/no understanding of the question and of the presented material.
	Significant errors and/or omissions in application of material.
	No analysis or evaluation.
0	No relevant points.

Indicative content

Concepts and issues such as the following may appear: historical materialism; class society; classless society; class conflict; class consciousness; false consciousness; exploitation; alienation; ideology; base/superstructure distinction; capitalism; communism; economic determinism; hegemony; ideological state apparatus; repressive state apparatus; differences between branches of Marxism; structural versus humanist Marxism; neo-Marxism.

Assessment objectives

Paper 3	AO1	AO2	AO3	Total
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**