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# A-LEVEL SOCIOLOGY 7192/3

Paper 3 Crime and deviance with theory and methods

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**Mark scheme**

June 2022

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Version 1.0 Final



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 <b>two</b> problems in measuring green crime.</p> <p><b>Two marks</b> for each of <b>two</b> appropriate problems clearly outlined or <b>one</b> mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• there is no single agreed definition of green crime (1 mark); the use of definitions of illegality or more broader definitions will impact on the measurement of green crime (+1 mark)</li> <li>• laws relating to the environment are different between countries (1 mark); there is a lack of consistency in being able to compare countries as the rates are socially constructed (+1 mark)</li> <li>• green crimes are difficult to detect (1 mark); crimes that are not detected will not appear in the statistics (+1 mark)</li> <li>• green crimes are often linked to companies and countries in different parts of the world (1 mark); this could cause problems of how and where these are recorded as they cross legal boundaries (+1 mark)</li> <li>• capitalist corporations have the power to conceal the extent of their environmental damage (1 mark); they are able to prevent green crimes from appearing in the statistics (+1 mark).</li> <li>• Green crimes are victimless (+1 mark) the environment/animal cannot report or unaware of criminal activity ( + 1 mark)</li> </ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	4
02	<p>Outline <b>three</b> different ways in which crime prevention strategies may reduce crime.</p> <p><b>Two marks</b> for each of <b>three</b> appropriate ways clearly outlined or <b>one</b> mark for each appropriate way partially outlined.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• target hardening such as increased surveillance deters people from committing crime (1 mark); people are less likely to choose to commit a crime if they think they are likely to be caught (+1 mark)</li> <li>• zero tolerance strategies increase the risks of committing crime (1 mark); the risks begin to outweigh the benefits of committing crime and so decrease the likelihood of crime (+1 mark)</li> <li>• reduction of poverty and unemployment attempts to reduce the likelihood of crimes (1 mark); the reduction in inequality and deprivation is likely to reduce feelings of relative deprivation that can result in crime (+1 mark)</li> <li>• Punishment prevents individuals from being able to commit crime (1 mark); prisons take individuals off the streets and therefore they cannot commit further crime put them in prison/give them a fine (+1 mark)</li> </ul>	6

	<ul style="list-style-type: none"><li>• a multi-agency approach leads to a better understanding of the issues faced by criminals and support can be offered (1 mark); the police, social workers, teachers and doctors increasingly work together to support individuals to reduce their risk of offending (+1 mark).</li><li>• Naming a type of overarching crime prevention strategy such as situation/environmental/social and community ( + 1 mark) describing how this may reduce crime with an example such as increasing the risk of being caught ( + 1 mark)</li></ul> <p>Other relevant material should be credited.</p> <p><b>No marks</b> for <b>no</b> relevant points.</p>	
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03	Applying material from <b>Item A</b> , analyse <b>two</b> reasons for social class differences in becoming a victim of crime.	10
<b>Item A</b>		
<p>There are differences between social classes in levels of deprivation and access to resources. There are also higher recorded levels of violence committed by people from lower socio-economic backgrounds.</p> <p>There are reasons for social class differences in becoming a victim of crime.</p>		

Marks	Level descriptors
8–10	<p>Answers in this band will show good knowledge and understanding of relevant material on two reasons for social class differences in becoming a victim of crime.</p> <p>There will be two developed applications of material from the Item, eg the working class are more likely to be victims of crime due to deprivation and lack of resources to be able to protect themselves from vandalism and theft (radical victimology); those from lower socioeconomic backgrounds cause their own risk of being a victim of crime due to their higher levels of violent behaviour (positivist victimology).</p> <p>There will be appropriate analysis/evaluation of two ways, eg the extent to which the working class precipitate (cause) their own risk of being a victim of crime.</p>
4–7	<p>Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons for social class differences in becoming a victim of crime.</p> <p>There will be some successful application of material from the Item, eg the working class are more likely to become a victim crime as they live in areas of deprivation with higher levels of crime.</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 reasons for social class differences in becoming a victim of crime.</p> <p>There will be limited application of material from the Item. Some material may be at a tangent to the question, eg drift into explanations of social class differences of offending.</p> <p>There will be limited or no analysis/evaluation.</p>
0	No relevant points.

**Sources may include the following or other relevant ones:**

Christie; Cohen and Felson; Hoyle; Lea and Young; Lees; Mawby and Walklate; Mendelsohn; Miers; Newburn and Rock; Tombs and Whyte; Von Hentig; Walklate; Wilson and Kelling; Wolfgang.

04	Applying material from <b>Item B</b> and your knowledge, evaluate the view that crime and deviance are inevitable and have benefits for individuals and for society.	30
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**Item B**

Many sociologists argue that crime and deviance are inevitable. Functionalists argue that this is because not everyone can be fully integrated into the norms and values of society. Functionalists believe that crime exists in all societies and has many benefits, such as showing people the difference between right and wrong.

However, other sociologists are critical of the view that crime and deviance has benefits for all individuals and for society as a whole. For example, some conflict theorists argue that powerful groups create the law and criminalise the actions of less powerful 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 crime and deviance are functional for individuals and for society as a whole, is inevitable and/or beneficial for individuals or 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, feminisms, labelling theory) or considering the extent to which crime and deviance are functional/beneficial/inevitable for individuals and/or for society as a whole. 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 Marxists would argue that criminalising actions of the working class helps to maintain capitalism, 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 functionalist explanations of crime and deviance. 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 one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.
7–12	<p>Answers in this band will show limited undeveloped knowledge, eg two or three insubstantial points about functionalist explanations of crime and deviance. 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 on alternative perspectives.</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 functionalism and crime 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:

collective conscience; boundary maintenance; social cohesion; socialisation; social control; conformity; adaptation and change; safety valve; anomie; formal social control; informal social control; criminal subcultures; conflict subcultures; retreatist subcultures; Strain theory; innovation; ritualism; retreatism; rebellion; structural and cultural factors; patriarchy; gender deals.

**Sources may include the following or other relevant ones:**

Althusser; Box; Cloward and Ohlin; Cohen; Durkheim; Gordon; Heidensohn; Katz; Lemert; Matza; Merton; Miller; Parsons; Valler.



Qu	Marking guidance	Total marks
05	Outline and explain <b>two</b> reasons why some sociologists choose unstructured interviews in their research.	10

Marks	Level descriptors
8–10	<p>Answers in this band will show very good knowledge and understanding of two reasons why some sociologists choose unstructured interviews in their research.</p> <p>There will be two applications of relevant material, eg unstructured interviews often gain valid responses as the interviewer is able to get close to the participant's experiences and interpretations; unstructured interviews allow the interviewer and participant to develop a rapport and so uncover information on sensitive issues they otherwise would not be able to get.</p> <p>There will be appropriate analysis, eg the extent to which unstructured interviews allow the participant the control to develop their own ideas, compared with structured interviews which are more restricted.</p>
4–7	<p>Answers in this band will show a reasonable to good knowledge and understanding of one or two reasons why some sociologists choose unstructured interviews in their research.</p> <p>There will be one or two applications of relevant material, eg unstructured interviews are a flexible research method.</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 drift into structured interviews.</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:

- unstructured interviews are not restricted by a schedule
- trust and rapport can be established
- allows participants to express their ideas in their own way
- qualitative data allows the in-depth understanding of why an individual behaves as they do
- suited to exploring emotive topics
- useful for exploring unfamiliar topics such as the lifestyles of some members of deviant subcultures
- allows the interviewer to gain verstehen.

**Sources may include the following or other relevant ones:**

Bentley; Carlen; Dean and Taylor-Gooby; Dobash and Dobash; Fielding; Frosh; Mies; Oakley; Powney and Watts; Smith; Venkatesh; Weber; Willis.

06	Applying material from <b>Item C</b> and your knowledge, evaluate the usefulness of social action theories in explaining human behaviour.	20
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**Item C**

Social action theorists take a micro-level approach in focusing on an individual's free will and choice of behaviour. These theorists believe it is important to examine how people interact with others and seek to understand the meanings behind why people behave as they do.

However, structural theorists are critical of social action theories. They argue that sociologists should examine the structural power differences between groups and individuals, which control people's behaviour.

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 social action theories in explaining human behaviour. 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 social action, functionalism, Marxism, feminisms, postmodernism. 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 structuralist 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 social action theories. 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 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 social action theories. 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 alternative theories.</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 theories 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; self-fulfilling prophecy; social construction; symbols; looking-glass self; dramaturgical analogy; impression management; symbolic interactionism; role taking; verstehen; career; typifications; the natural attitude; indexicality and reflexivity; social order; structuration; agency; patriarchy; capitalism; interpretivism; qualitative; ethnomethodology; phenomenology; social structure.

**Sources may include the following or other relevant ones:**

Atkinson; Becker; Berger and Luckmann; Blumer; Cooley; Douglas; Garfinkel; Giddens; Goffman; Lemert; Mead; Schutz; Weber.

**Assessment Objectives**

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>Paper 3</b>				
<b>Crime and Deviance</b>				
<b>Q01</b>	4			4
<b>Q02</b>	6			6
<b>Q03</b>	3	4	3	10
<b>Q04</b>	12	9	9	30
<b>Theory and Methods</b>				
<b>Q05</b>	5	3	2	10
<b>Q06</b>	8	6	6	20
<b>Totals</b>	38	22	20	80