AQA

A-LEVEL
SOCIOLOGY
7192/3

Paper 3 Crime and deviance with theory and methods

Mark scheme

June 2020

Version 1.0 Final 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	Marking guidance	Total marks
01	Outline **two** ways in which media representations of crime may not reflect reality. **Two marks** for each of **two** appropriate ways clearly outlined or **one** mark for each appropriate way partially outlined, such as: • Violent and sexual crimes are over-reported (1 mark); these types of crime represent a significantly smaller percentage in the official statistics or victim surveys (+1 mark). • Under-reporting property crime (1 mark); this is despite this type of crime constituting the majority of crimes reported to the police and in victim surveys (+1 mark). • The media exaggerates the risk of being a victim of crime (1 mark); this is particularly true for women and those from higher status backgrounds (+1 mark). • The media exaggerates police success in tackling crime (1 mark); this is despite some types of crime, such as property crime, having a lower clear up rate (+1 mark). Other relevant material should be credited. **No marks** for **no** relevant points.	4

Qu	Marking guidance	Total marks
02	Outline **three** functions of the criminal justice system. **Two marks** for each of **three** appropriate functions clearly outlined or **one** mark for each appropriate function partially outlined, such as: • Deter potential offenders from committing crime (1 mark); for example, punishments such as a prison sentence can prevent criminals from reoffending (+1 mark). • To rehabilitate (1 mark); for example, prisons can provide education and training programmes to help reform criminals (+1 mark). • A form of restitution (1 mark); punishing criminals can help restore justice and maintain social solidarity (+1 mark). • Reinforcing shared values (1 mark); the CJS reminds people in society what is seen as unacceptable behaviour (+1 mark). • To control the working class (1 mark); the working class are more likely to be criminalised by the CJS (+1 mark). • Reinforces patriarchy (1 mark); for example, feminists argue that women's complaints in rape trials are often not taken seriously and a large majority of rapists are found not guilty or never prosecuted (+ 1 mark). • Provides jobs (1 mark); a variety of roles such as police, lawyers and social workers are employed within the CJS (+1 mark). • To protect the public (1 mark); for example, prisons exclude criminals away from the general public (+1 mark). Other relevant material should be credited. **No marks** for **no** relevant points.	6

| 03 | Applying material from **Item A**, analyse **two** ways that globalisation may influence crime in the UK. | 10 |

Item A

The world is becoming increasingly globalised and interconnected with the development of new technologies. There has also been an increase in trade across national borders.

Globalisation may influence crime in the UK.

Marks	Level Descriptors
8−10	Answers in this band will show good knowledge and understanding of relevant material on two ways that globalisation may influence crime in the UK. There will be two developed applications of material from the Item, eg the trade of illegal drugs is increasingly globalised as smugglers operate across national borders; 24-hour digital banking and offshore banking/ tax havens have made it easier for gangs to launder cash and more difficult for the UK police force to track the illegal money. There will be appropriate analysis/evaluation of two ways, eg drugs are produced in developing countries; the demand and biggest markets for these drugs are in the developed world in countries such as the UK where crime is still rooted in a local context with individuals still using local contacts and networks to find opportunities to sell their drugs.
4−7	Answers in this band will show a basic to reasonable knowledge and understanding of one or two ways that globalisation may influence crime in the UK. There will be some successful application of material from the Item, eg rise of international terrorism now based on ideological links via the internet and other technologies. There will be some analysis/evaluation.
1−3	Answers in this band will show limited knowledge and understanding of one or two ways that globalisation may influence crime in the UK. There will be limited application of material from the Item. Some material may be at a tangent to the question, eg crimes not influenced by globalisation. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones: Castells; Glenny; Held et al; Hobbs and Dunningham; Winlow.

04	Applying material from **Item B** and your knowledge, evaluate sociological explanations of the relationship between social class and offending.	30

Item B

Official statistics show that the majority of convicted offenders come from deprived areas. Convicted offenders are more likely to be unemployed and have limited educational qualifications. Crimes of the powerful are less likely to appear in the statistics.

Functionalists argue that social class differences in offending are a result of the working class having fewer opportunities to achieve mainstream goals. Other sociologists argue that the differences are due to selective law creation and enforcement.

Marks	Level Descriptors
25−30	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on the relationship between social class and offending. 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 Marxism, Left and Right realism), or considering methodological issues such as the validity of official statistics. Analysis will show clear explanation. Appropriate conclusions will be drawn.
19−24	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, for example of the problems of statistics on white collar crime, 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 a broadly accurate, if basic, account of the relationship between social class and offending. 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 or 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 or three insubstantial points about working class offending. 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 accounts of problems with official statistics of offending more generally. 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 or 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: blue collar crime; white collar crime; criminogenic; selective enforcement; agencies of social control; stereotyping; the dark figure; social construction; capitalism; moral panic; deviancy amplification; marginalisation; relative deprivation; material deprivation; subcultures; utilitarian crime; non utilitarian crime; official statistics; victim surveys; self-report studies; underclass; socialisation; corporate crime; strain theory; labelling; self-fulfilling prophecy.

Sources may include the following or other relevant ones: Becker; Chambliss; Gilroy; Hall; Lea and Young; Merton; Murray; Snider; Sutherland.

Qu	Marking guidance	Total marks
05	Outline and explain **two** ethical issues that sociologists using primary quantitative methods would have to consider when carrying out their research.	10

Marks	Level Descriptors
8–10	Answers in this band will show very good knowledge and understanding of two ethical issues that sociologists using a primary quantitative method would have to consider when carrying out their research.
	There will be two applications of relevant material, eg all participants in primary quantitative research such as questionnaires should be asked to give informed consent; participants in experiments should be protected and nobody should be harmed during research.
	There will be appropriate analysis, eg the extent to which complying with ethical guidelines impacts on theoretical and/or practical considerations.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two ethical issues that sociologists using a primary quantitative method would have to consider when carrying out their research.
	There will be one or two applications of relevant material, eg consideration of the phrasing of questions so as to not cause harm or offence.
	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 practical or theoretical considerations influencing choice of methods.
	There will be limited or no analysis.
0	No relevant points.

Indicative content
Answers may include the following and/or other relevant points:
- informed consent
- issues of deception
- preserving confidentiality
- avoiding the intrusion of privacy
- protection of and avoiding harm to participants
- researching vulnerable groups
- issues surrounding 'guilty knowledge'.

Sources may include the following or other relevant ones: Beynon and Atkinson; Harvey and Slatin; Meighan and Harber; Milgram; Rosenhan; Rosenthal and Jacobson; Rutter; Venkatesh; Zimbardo.

06	Applying material from **Item C** and your knowledge, evaluate the view that society today should be described as postmodern.	20

Item C

Postmodernists believe we have entered a new type of society, which is characterised by consumption, diversity, choice and globalisation. Furthermore, postmodernists argue that metanarratives are less useful for explaining how society works today.

However, Marxists and others are particularly critical of the view that we have entered a new type of society.

Marks	Level Descriptors
17−20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on postmodern approaches to understanding society today. 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 perspectives (late modernity approaches, functionalism, feminism, Marxism), or the implications of different views of the type of society we live in today. Analysis will show clear explanation. Appropriate conclusions will be drawn.
13−16	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. Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation, eg from a late modernist perspective, and/or some appropriate analysis, eg clear explanations of some of the presented material.
9−12	Answers in this band will show accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of postmodernity. 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 or 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 or three insubstantial points about aspects of society being postmodern. 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 alternative theories.
	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 or 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: globalisation; media saturation; hyper-reality; simulacra; risk society; metanarratives; global culture; choice; diversity; pick n mix; consumption; enlightenment; reflexivity; flexible accumulation; niche markets.

Sources may include the following or other relevant ones: Baudrillard; Beck; Foucault, Giddens; Jameson and Harvey; Lyotard.

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