



A-level SOCIOLOGY 7192/3

Paper 3 Crime and Deviance with Theory and Methods

Mark scheme

June 2025

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.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.

Qu	Marking guidance	Total marks
01	Outline two ways in which crime may benefit society. 2 marks for each of two appropriate ways clearly outlined, or 1 mark for each appropriate way partially outlined. Answers may include: • creates boundary maintenance (1 mark); the punishment of criminals shows what is and is not acceptable for individuals and reaffirms values in society (+1 mark) • helps build social cohesion (1 mark); crimes may bring diverse communities together (+1 mark) • acts as an early warning system (1 mark); crimes may show that there are problems in society which need addressing (+1 mark) • brings about social change (1 mark); law breaking can bring about changes in policy that help improve society (+1 mark) • creates employment (1 mark); there are a range of jobs created by the criminal justice system (+1 mark). Other relevant material should be credited. 0 marks for no relevant points.	4

Qu	Marking guidance	Total marks
02	Outline three ways in which the media may contribute to an increase in crime rates. 2 marks for each of three appropriate ways clearly outlined or 1 mark for each appropriate way partially outlined. Answers may include: • people may commit ‘copycat crimes’ (1 mark); some may be motivated to imitate crimes especially when offending is glamourised in the media (+1 mark) • the media/new media create new opportunities and types of crime (1 mark); technological advancements have resulted in the growth of crimes such as cybercrime (+1 mark) • desensitised audiences may commit crime (1 mark); some may see criminal behaviour portrayed by the media as normal and part of everyday life (+1 mark) • advertising may cause feelings of relative deprivation and lead to theft (1 mark); the media encourages a desire of material goods that may only be accessible by committing crime (+1 mark) • media stereotypes/representations/moral panics may lead to increased police targeting of some groups or actions (1 mark); resulting in more arrests and higher recorded crimes (+1 mark) • undermining social controls may result in people being less constrained to conform (1 mark); the criminal justice system may be portrayed by the media as ineffective and corrupt which may lead to some choosing to commit crime (+1 mark). Other relevant material should be credited. 0 marks for no relevant points.	6

Qu	Marking guidance	Total marks
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03	Applying material from Item A , analyse two reasons why the role of the criminal justice system may not always result in reduced crime.	10
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Item A

The criminal justice system includes institutions that exist to detect crime. The criminal justice system is also responsible for punishing and rehabilitating offenders.

The role of the criminal justice system may not always result in reduced crime.

Marks	Level descriptors
8–10	Answers in this band will show good knowledge and understanding of relevant material on two reasons why the role of the criminal justice system may not always result in reduced crime. There will be two developed applications of material from the item, eg biases in the way that the police force operates may mean that some crimes go undetected such as white-collar crime; not all criminals are effectively rehabilitated by prisons as reoffending rates are still high. There will be appropriate analysis/evaluation of two reasons, eg the extent to which the role of the criminal justice system results in reduced crime.
4–7	Answers in this band will show a basic to reasonable knowledge and understanding of one or two reasons why the role of the criminal justice system may not always result in reduced crime. There will be some successful application of material from the item, eg fines and other punishments do not tackle the root cause of criminality. There will be some analysis/evaluation.
1–3	Answers in this band will show limited knowledge and understanding of one or two reasons why the role of the criminal justice system may not always result in reduced crime. There will be limited application of material from the item. Some material may be at a tangent to the question, eg sociological views of crime prevention. There will be limited or no analysis/evaluation.
0	No relevant points.

Sources may include the following or other relevant ones:

Chaiken et al; Clarke; Durkheim; Foucault; Garland; Graef; Matthews; Rusche and Kirchheimer; Tonry and Farrington.

Qu	Marking guidance	Total marks
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04	Applying material from Item B and your knowledge, evaluate Marxist explanations of crime.	30
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Item B

Marxists believe that working class crime can be explained by the organisation and nature of an unequal capitalist society. Furthermore, they argue that corporate and white-collar crimes often go unnoticed and unpunished. Some neo-Marxists argue that the working class choose to commit crime as a way of resisting their negative experiences of capitalism.

Other sociologists argue that blaming capitalism is too simplistic. For example, racism and patriarchy also provide explanations of crime.

Marks	Level descriptors
25–30	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on Marxist explanations of 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 through a debate between different perspectives (eg Right realist, Left realist, functionalism, Marxism, neo-Marxism, feminisms) or discussion of the usefulness of Marxist explanations of crime. 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 Marxists overemphasise social class inequality and ignore other explanations of 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 Marxist explanations of crime. 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 social class differences in crime. 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 explanations of crime 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:

Criminogenic; capitalism; ideological functions; selective law enforcement; consumerism; labelling; patriarchy; white-collar crime; corporate crime; utilitarian crime; new criminology; subcultural theory; law creation; bulimic society; relative deprivation; critical criminology; financial crime; stop and search; marginalisation; poverty; alienation; social construction; hegemony; counter hegemonic bloc; false class consciousnesses; revolution; postmodernism; social control.

Sources may include the following or other relevant ones:

Althusser; Bonger; Box; Brake; Chambliss; Cohen; Gordon; Hall et al; Hebdige; Heidensohn; Marx; Pearce; Reiner; Slapper and Tombs; Smart; Snider; Taylor, Walton and Young.

Qu	Marking guidance	Total marks
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05	Outline and explain two problems that sociologists collecting primary data may face when conducting their research.	10
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Marks	Level descriptors
8–10	Answers in this band will show very good knowledge and understanding of two problems that sociologists collecting primary data may face when conducting their research. There will be two applications of relevant material, eg researchers may lose their objectivity during their research; potential ethical problems such as the researcher gaining informed consent from participants. There will be appropriate analysis, eg the extent to which sociologists collecting primary data may face when conducting their research.
4–7	Answers in this band will show a reasonable to good knowledge and understanding of one or two problems that sociologists collecting primary data may face when conducting their research. There will be one or two applications of relevant material, eg difficulties of gaining access to some groups such as criminals. 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 drift into accounts of conducting research more generally. There will be limited or no analysis.
0	No relevant points.

Indicative content

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

- often more expensive and requires funding compared with secondary methods
- primary research can be time consuming to carry out compared with using data already available
- potential ethical issues eg the researcher may cause distress or have 'guilty knowledge'
- subject matter may be difficult to study using primary methods
- characteristics of the researcher may prevent participants wanting to cooperate fully
- the researcher biases may mean they impose their views when conducting their research.

Sources may include the following or other relevant ones:

Charkin et al; Dobash and Dobash; Durkheim; Harvey and Slatin; Humphreys; Mayo; Milgram; Rosenhan; Oakley; Rosenthal and Jacobson; Venkatesh; Willis; Zimbardo.

Qu	Marking guidance	Total marks
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06	Applying material from Item C and your knowledge, evaluate sociological views on the role of social policy in society.	20
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Item C

Consensus theorists argue that social policy has a central role to play in solving social problems, reforming social institutions and improving society. For example, functionalists believe that the state serves the interest of society as a whole in producing social policies that benefit everyone. Furthermore, social policies are seen to help society run smoothly and efficiently.

Some sociologists, however, are more critical of the role that social policy has in society. For example, feminists see some social policies as representing the interests of men and so disadvantaging women.

Marks	Level descriptors
17–20	Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on sociological views on the role of social policy in 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 functionalism; Marxism; feminisms; New Right; social democratic perspective. 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 feminist perspectives, and/or some appropriate analysis, eg clear explanations of some of the presented material.

9–12	Answers in this band will show largely accurate knowledge but limited range and depth, eg a broadly accurate, if basic, account of the role social policy has in areas of society. 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 social policy. 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 sociological perspectives more generally. 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 perspectives. 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:

Third way; patriarchy; incarceration; electoral popularity; roll back the state; government funding; social democracy; New Right; realism; social control; social problems; sociological problems; culture of dependency; capitalism; evidence-based policy; introduction of comprehensives; pressure groups; globalisation; welfare state; Equality Act; Equal Pay Act; Sex Discrimination Act; Education Reform Act; Civil Partnership Act; Marriage Act (Same Sex Couples).

Sources may include the following or other relevant ones:

Bauman; Black Report; Comte; Donzelot; Durkheim; Fletcher; Giddens; Hayek; Marsland; Murray; Sosu & Ellis; Townsend; Wilson & Kelling; Williams; Worsley; Young.

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