



A-level

Sociology

7192/3 Crime and deviance with theory and methods

Report on the Examination

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General comments

The summer 2024 series has seen a consistent number of entries, proving sociology is a popular A-level subject. A year in which there have been many contemporary examples for students to bring sociology to life.

A similar number of entries for the summer 2024 series, with similar patterns throughout the entirety of the paper. AO3 evaluation skills is still the biggest area of development for students. Most students answered all questions on the paper, showing that the allocated time was appropriate. Where timing was an issue, this did have an impact on the final question in the paper, Question 6.

A number of students appear to have difficulty in producing legible handwriting. Centres should see this as a key responsibility and their duty to ensure the appropriate steps have been taken to make sure these students are not disadvantaged as a result; unfortunately, this was not always the case.

Question 1

This question was a challenge for some students. Many did not really mention punishment, and answers were vague, for example referencing displacement. There was a need to know about types of punishment and why they wouldn't control crime, which was the latter part of the question. Students did write some very good answers about prison being a university of crime. Many had some sensitive and thoughtful things to write about rehabilitation. The most popular answer was about the cost benefit analysis, and in lots of cases this was done well. There was a tendency to overwrite this question. A focus should be on writing one word or statement for the identification (1 mark) and a short development of this.

Question 2

This question was in large part answered well, although it is worth noting that despite the vast variety of material a student could present there was some repetition. This was mainly when students had used racist police practices or the family as an explanation, and these could not be credited twice. As with Question 1, there was a tendency to overwrite this question. A focus should be on writing one word or statement for the identification (1 mark) and a short development of this.

Question 3

This question was answered well by students. Most students were able to use the item effectively to find the "hooks", and many were able to use theory such as Pollack to develop their answer. A focus is needed on referring to all parts of the question to avoid drift, in this case onto general patterns of gender and offending. The focus needed to be on social control.

Question 4

This question presented a variety of marks, demonstrating that this question differentiated appropriately. Many students were able to name realist thinkers and discuss realist crime prevention and reduction strategies. Given this was a theory-based question it opens itself up more for juxtaposition in the form of evaluation. Some students wrote lengthy paragraphs about alternative theory such as 'functionalism' with no link or focus on the question set. Students must be encouraged to evaluate the points they have made using appropriate theory. Note lengthy introductions are not required for this question; students are under time constraints.

Question 5

This question was not accessed well. Students found it hard to stick to just two reasons, and often one reason would list others or drift into others. This meant they found it hard to develop points and in turn access the highest level of the mark scheme. Students also found it challenging to apply examples. Examples of statistics could have included the census, the crime survey for England and Wales, health or education statistics.

Question 6

This was answered well, and it was clear students were well prepared. There were different approaches in answering the question; some chose to go down a classical theory route; students developed mainly the work of Popper, Kuhn and Durkheim; some were able to develop the ideas of these thinkers and provide appropriate evaluation. Many students referenced positivism and interpretivism and linked this to research methods. Both approaches worked well when examples were given and ideas were developed with examples, such as 'falsification' or 'objectivity vs subjectivity'. The evaluation skill was the weakest area for students although the question meant there were hooks in the item for evaluation. Many students were able to use the hooks and develop them. This meant evaluation was better than in the other questions. Note lengthy introductions are not required for this question; students are under time constraints.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.