



A-LEVEL SOCIOLOGY

7192/3: Crime and deviance with Theory and Methods
Report on the Examination

7192
Autumn 2021

Version: 1.0

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General Introduction to the Autumn Series

This has been another unusual exam series in many ways. Entry patterns have been very different from those normally seen in the summer, and students had a very different experience in preparation for these exams. It is therefore more difficult to make meaningful comparisons between the range of student responses seen in this series and those seen in a normal summer series. The smaller entry also means that there is less evidence available for examiners to comment on.

In this report, senior examiners will summarise the performance of students in this series in a way that is as helpful as possible to teachers preparing future cohorts while taking into account the unusual circumstances and limited evidence available.

Overview of Entry

Similarly to last year, this series saw a very small entry of students. In general, most students found this paper accessible and there was a range of answers with varying ability to demonstrate the skills of knowledge, application, analysis and evaluation.

Most students attempted all of the questions indicating that they coped well with the demands of writing under timed conditions. However, a few students left questions unanswered or ran out of time. Similarly to previous years, a significant number of students wrote lengthy answers to the 4-mark and 6-mark questions; this should be a focus for centres.

Comments on Individual Questions

Question 01

All students attempted this question. Most students could identify two ways in which capitalism may cause people to commit crime. There was a tendency to write too much for this question, some students explained and named sociologists, and although this displayed excellent knowledge, it is not a requirement for this question and may have had an impact on the timing. This is something for centres to address.

Question 02

This question was answered well; all students attempted the question. Most students could identify three reasons for gender differences in levels of rerecorded crime. There were some common errors, mainly that students discussed reported crime and victims of crime, this was a common error, as the question stated recorded crime.

Question 03

This question was on whole well attempted with many students being able to identify and develop the two hooks from the item. There were several students who were able to develop the hooks well, using sociological evidence. A number of students used the same hook to develop two different ways, this was with some success. Students were able to apply sociological studies well and used some appropriate contemporary examples.

Question 04

This question provided varied levels of challenge for students and marks were widely differentiated. Most students were able to use the item and develop the ideas within the item. The most used sociological evidence was from Lea and Young. This was done well; students knew this study and could apply it in a focused way. Most students were able to provide a range of points with some development. The AO1 skill was the best developed skill in this question, however, the AO3 skills of analysis and evaluation were the most challenging, and not always addressed well or focused on the question set. Students need to make explicit evaluative statements which link to the points they make, however, few were able to do this. This should be an area of focus for centres. Specific assessment for learning strategies are needed to develop these essays. When students did provide a conclusion, it was often not critical and did not add to the essay. Again, this is an area which centres should focus upon.

Question 05

This question provided the most varied range of responses, with a few students not attempting the question at all. Some students were able to describe two theories but were not able to link this to social policy. Some students could describe ideas around policy but were not able to give specific examples of social policy.

Question 06

This question needed development. Students were able to use the item, but many found it difficult to go beyond this. Those students who did answer this well used examples such as Durkheim and his study on suicide. AO1 was the strongest skill in this question. AO3 needed focused development. If students did run out of time, there was an impact on this question. This could be addressed by centres via the process of timing practice in assessments.

Concluding Remarks

Overall, there were a clear range of marks in this unusually small cohort of students for this specification. The knowledge and skills demonstrated in the crime and deviance section were broadly similar to previous examination series. However, knowledge and skills in the methods in context and Theory & Methods questions were generally weaker than previous series. It appeared that students had prepared less well for these topics and questions.

Mark Ranges and Award of Grades

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