



A-LEVEL SOCIOLOGY

7192/3 Crime and deviance with theory and methods
Report on the Examination

7192
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Overall comments

Summer series 2022 was a challenging experience for sociology students across the UK. Despite this, sociology numbers were high. Sociology is a popular and enriching subject to study at A-Level. Students did have some advance information to support revision; however sociology is often synoptic. Paper 3 was attempted well, with very few students missing out questions. Students were able to access the paper, with the full range of responses, meaning the paper differentiated appropriately. Timing issues were evident where some students had run out of time often in the final question. There were also a number of scripts where handwriting was challenging to read; recommendation to centres to address this and provide support to students where necessary.

Question 1

Question 1 proved challenging for some students. It was noticeable that some did not have enough relevant knowledge of green crime. On the whole it was attempted by the majority of students, however in this question there were some no responses. Students who did attempt this could drift off the focus of the question and there was some overwriting. Centre recommendations are to assist students to not overwrite by sequencing practice style questions into teaching, underlining key aspects of the question, and to provide exemplars.

Question 2

Question 2 was answered well. The vast majority of students were able to provide three different crime prevention strategies. Students had deep and holistic knowledge of this area. There was some drift onto theory without providing a strategy and some students repeated their strategy. This question saw the most overwriting from students which may have had an impact on their timing in other questions. Centre recommendations are to assist students to not overwrite by sequencing practice style questions into teaching, underlining key aspects of the question, and to provide exemplars.

Question 3

Question 3 was the most challenging question on the paper for students this series. Students had some difficulty drawing hooks from the item and developing them. There was a lack of developed knowledge on victims. Despite this the question was well attempted with very few no responses. There was a tendency to drift onto explanations of offending. Some students displayed deep holistic knowledge of this topic area. Centre recommendations are to provide exemplars and practice activities where students are required to use/identify hooks.

Question 4

Question 4 was accessed well with the vast majority students making some attempt at the question. The item was used well and students were able to use the hooks in the item. This question provided a full range of responses. There was some drift from the focus of the question, for example on functions of crime. Students were able to draw from a wide range of knowledge to support the item and develop it; many were able to name sociologists. The most common sociologist used was Durkheim. The weakest skill in this question was AO3, evaluation. Many students offered juxtaposed alternatives of other theories; some students were not able to offer much evaluation. Centre recommendations are to practise the AO3 skill and support students to move away from juxtaposition to explicit evaluation.

Question 5

This question was accessed by students very well. There were very few no responses to this question. The vast majority of students were able to select two reasons why and develop them. Many students were able to support their reasons with sociological research studies as examples and this was best practice.

Question 6

Question 6 saw a varied response from students. It was evident some students did not have the developed knowledge/limited knowledge on social action theory. Some students simply repeated the item. Some students had limited knowledge on social action theory but were able to develop the other theoretical hooks in the item. This question provided the full range of responses with some students presenting a wide range of AO1, knowledge points with developed AO3 evaluative points. There were some timing issues where students had run out of time in this question. Centre recommendations are to encourage retrieval based practice and spaced practice to feed in sociological theory. Students need to develop knowledge of all sociological theory.

Mark Ranges and Award of Grades

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