
A-LEVEL SOCIOLOGY

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

7192/3
June 2023

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2023 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Overall comments

It was encouraging that many students were able to use contemporary issues and examples in their answers. This showed the ability to use their sociological imaginations to apply what they had learned to the world around them. It enabled a synoptic link between sociological theory and world issues, seen mainly in question 4.

There were a significant number of scripts which were partly or wholly illegible. Credit cannot be given for work which cannot be read. Centres should ensure that students whose writing might not be legible are provided with a word processor or scribe.

Some students had a tendency to overwrite responses to question 1 and 2, with some being written in an essay style, which is not what the question demands. This could lead to timing issues for other questions in the paper.

There were very few nil responses to questions which not only displayed exam skill but also ability to answer questions from a range of the sociology specification.

Evaluation is the most challenging skill. The most successful evaluation weighs the strengths and limitations of a theory, claim or similar and reaches a reasoned judgement. This receives more credit than a learned criticism, or a statement, without explanation, that two theories or views are different.

The quality of knowledge and understanding varied considerably. Credit is given for use of sociological concepts, theories, research findings, names of sociologists and so on. Suggestions of studies are given in the mark schemes, posted on our website. Knowing some sociologists and studies helps students develop and give structure to their answers. Wordings such as “some sociologists argue that...” are used in items so that students can build on them eg by naming a theory or sociologist. It is less useful to include such phrases without building on them further.

General comments on questions

Question 1

Some students did not read the question fully, or they were unable to link surveillance to not reducing crime. Comments were on offending in general. Some answers were too general to gain credit. Students should be encouraged to be specific.

Question 2

This question was answered well, a large majority of students did give three reasons. There was a tendency to overwrite, for example writing on Strain theory, or relative deprivation in depth. This may impact timing for other questions.

Question 3

Students should be made aware that there are two types of ten mark questions. These have different requirements and different mark schemes. There are different marks available for the assessment objectives.

The items for 10 mark “analyse” questions are written to give prompts or “hooks” for student answers. These have to be used to access application marks. Answers can indicate use of hooks

by quoting, by a reference in parentheses or by wording (eg “As the item says...”). Items end with a sentence restating the question; the hooks are in the preceding part of the item.

Some students are not able to develop the hook effectively and recycle parts of the item. Students need to be able to link the parts of the question for example punishment and social order together.

Question 4

This question saw the full range of marks awarded. Students should be praised for their ability to write about global crime, using appropriate sociologists and some developed contemporary examples. There was a tendency to over use the item without developing points. This resulted in a list like essay.

Question 5

Students should be made aware that there are two types of ten mark questions. These have different requirements and different mark schemes. There are different marks available for the assessment objectives.

10 mark “outline and explain” questions have more marks available for knowledge and understanding, and none for evaluation. Yet some students include evaluation in their responses to this type of question, which is not creditworthy.

There is a need to read the question carefully, some students focused on a comparison of interpretivism with positivism which did not meet the demands of the question. There is a level of challenge for students using theory and concepts correctly with some confusing reliability and validity.

Question 6

Students should be praised for writing about different types of feminism and patriarchy in depth. Some students were also able to synoptically link patriarchy to other areas of sociology. There were some good attempts to evaluate one type of feminism with another. Students should be encouraged to keep evaluation focused on the question set.

Mark Ranges and Award of Grades

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