



MARKING SCHEME

**LEVEL 3 AWARD IN CRIMINOLOGY
UNIT 2
4543UB0-1**

SUMMER 2018

INTRODUCTION

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

LEVEL 3 AWARD IN CRIMINOLOGY - UNIT 2

MARK SCHEME - SUMMER 2018

Question	Answer	Mark	LO
1. (a) (i)	<p>Award a maximum of 3 marks for a description of what is meant by the term 'deviance'.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> Any violation of society's norms. Deviance can range from something minor such as a traffic offence to something major, such as murder. Behaviour that goes against the dominant social norms of a specific group or society which causes some kind of critical reaction or disapproval e.g. Keeping 40 cats or dressing as an elderly punk rocker, not standing in a queue. <p>An example from the scenario is not essential.</p> <p>Credit any other relevant aspect.</p>	3	LO1
1. (a) (ii)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers that explain, using some examples from the scenario, behaviour that could be described as criminal, deviant or both. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-5 marks: Answers that explain, using examples from the scenario, behaviour that could be described as criminal, deviant or both. Answers clearly communicate meaning with some use of specialist vocabulary</p> <p>Likely answers may include:</p> <p>Criminal</p> <ul style="list-style-type: none"> Illegal download of music. Playing of loud music that upsets neighbours. Name calling from neighbours. Graffiti on Edna's door. Edna's attack on Sidney. <p>Deviant</p> <ul style="list-style-type: none"> Keeping 40 cats. An elderly person dressing as a punk rocker with a mohawk. Playing of loud music. Name calling from neighbours. Graffiti on Edna's door. Edna's attack on Sidney. <p>Both</p> <ul style="list-style-type: none"> Playing of loud music that upsets neighbours. Name calling from neighbours. Graffiti on Edna's door. Edna's attack on Sidney <p>Credit any other relevant aspect.</p>	5	LO1

Question	Answer	Mark	LO
1. (b)	<p>Award a maximum of 2 marks for an explanation of how fear may have prevented Edna from reporting the name calling and the music playing to the police.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Fear of further action from Sidney who lives next door and could cause more problems or play the music more often or even louder. • Fear of the other residents who call her and suggest she needs locking up. Their response is increasing with the graffiti on her door. • If either Sidney or the neighbours find out the police are involved Edna may fear further and increased action from them. <p>Credit any other relevant reason.</p>	2	LO1
1. (c) (i)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-2 marks: Answers that describe some aspects of a sociological theory of criminality. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers that describe in detail aspects of a sociological theory of criminality. Answers communicate meaning with some use of specialist vocabulary.</p> <p>Application to Edna's situation is not required in this answer.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Marxism - assumes that disadvantaged social class is a primary cause of crime. Crime is largely a result of unfavourable conditions in a community e.g. unemployment. Crime is seen as something the ruling class uses as a means of social control and a lack of conformity results in punishment. Institutions such as the police and prisons are there to encourage conformity of the working class. Crime is as a result of inequality and poverty. • Labelling theory – considers why some people committing some actions come to be defined as deviant while others do not. It suggests that people come to identify and behave in ways that reflect how others label them. A self-fulfilling prophecy. A label carries with it certain prejudices and images which could result in other people interpreting the behaviour of the labelled person in a particular way. <p>Credit any other relevant theory</p>	4	LO2

Question	Answer	Mark	LO
1. (c) (ii)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers that analyse some aspects of how the sociological theory of criminality described in c (i) can be applied to Edna's situation. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-5 marks: Answers that analyse in detail how the sociological theory of criminality described in (c) (i) can be applied to Edna's situation. Answers communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Marxism – Edna has lived in poverty most of her life and such disadvantage could be the cause of her crime. She will be aware that Sidney, on the other hand, is wealthy. Society has failed to help her and instead is ensuring control. She will now face the criminal justice system and the punishment of prison. • Labelling theory – Edna has behaved in a deviant way by looking after 40 cats. Sidney and others regard her as mad. She may have come to identify and behave in ways that reflect how others label her. The graffiti suggest prejudices against her and this could result in other people interpreting her behaviour as that of a mad woman. Edna responds accordingly. <p>Credit any relevant response.</p>	5	LO3

Question			Answer	Mark	LO
1.	(c)	(iii)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers that evaluate, in limited detail, the effectiveness of the sociological theory described in c (i) in explaining causes of criminality. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that evaluate, with detail, the effectiveness of the sociological theory described in (c) (i) in explaining causes of criminality. Answers communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> Marxism – ignores individual motivation, or the connection between crime and other inequalities such as gender. Disregards other issues such as the music playing and name calling in Edna's situation. Not all people living in poverty commit crime. However capitalism does encourage competitiveness and Edna will be aware of Sidney's wealth and this may be a sign of class conflict. Crime can result from the inequalities in the social structure. It may be argued laws are created to protect the ruling classes. Labelling – Does not explain why deviant behaviour occurs in the first place. It can be deterministic and stereotypical. Edna might carry out her deviant behaviour for other motives. It can focus on the negatives effects of labelling and can ignore the victims of crime focusing on the offender. Alternatively it highlights the differences in deviance between people and shows that rules can be applied in a discriminatory way. It shows weaknesses in official statistics suggesting they are more a record of activities of the control agents rather than criminals. <p>Credit any other relevant aspect.</p>	6	LO3
			Total for Question 1	25	

Question	Answer	Mark	LO
2. (a)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-2 marks: Answers provide a basic explanation of what is meant by the term 'decriminalisation'. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers provide a detailed explanation, with one or more examples, of what is meant by the term 'decriminalisation'. Answers communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • A process which may see society refusing to accept an action is criminal • Often a reduction in punishment is seen • Or a reluctance by the police to enforce punishment • Often the act becomes legalised • Laws are frequently amended because they cannot be imposed or enforced due to changing values in society. • Eventually, the government has little choice but to decriminalise because it has to accept that the criminal act cannot be controlled because people no longer take notice of the law. <p>Examples may include:</p> <ul style="list-style-type: none"> – Homosexuality which was once a criminal offence. – Use of cannabis can be quite open in some places in the UK, as the police choose not to act. – Underage sex and drinking is not always taken very seriously. <p>Credit any other relevant example.</p>	4	LO1

Question	Answer	Mark	LO
2. (b)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers that identify/describe a campaign method that may be used to campaign for change, or where two campaign methods are evaluated it is with limited detail. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that evaluate in detail two campaign methods that may be used to campaign for change. Answers clearly communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <p>Media :</p> <ul style="list-style-type: none"> • Social networking – easy to communicate with a large number of people, but an older generation may not have means or ability to access, e.g. the ice bucket challenge • Blogs – easy to create but can be time-consuming to update and all posts including adverse ones can be seen, e.g. green peace. • Hit songs – a famous singer is likely to gain attention from the public but dislike for the singer may persuade the public not to become involved, e.g. Band Aid. • Merchandise – can be profitable but can take time to produce and retailers may have to be persuaded to stock and sell e.g. help for heroes. <p>Other methods :</p> <ul style="list-style-type: none"> • Marching – cost effective and can involve a large number of people but time-consuming to liaise with authorities and can lead to militant action, e.g. gay pride. • Contact Member of Parliament - easy to write to M.P. but if minority cause they may not support, e.g. Lillian's Law. • Lobbying – action at the heart of Parliament and law making but could be time-consuming and costly to arrange and implement, e.g. Bobby Turnbull's campaign. • Petition – can be cost effective and promoted through social media but may not represent the majority of the public. People may feel obliged to sign if requested e.g. Sarah's Law. <p>Credit any other relevant method.</p>	6	LO4

Question	Answer	Mark	LO
2. (c)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers explain with limited detail how social values, norms and mores may impact on policy development. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers explain with some detail how social values, norms and mores may impact on policy development. Answers communicate meaning with some use of specialist vocabulary.</p> <p>7 marks: Answers explain with detail how social values, norms and mores may impact on policy development. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Credit can be given for appropriate definitions of these unwritten rules or codes ,for example: <p>Social values – rules shared by most people in a culture or ideas that they hold in value. They are more general guidelines than norms. For example, most people feel we should respect the elderly.</p> <p>Norms –social expectations that guide behaviour and explain why people behaviour and act in the way that they do. They keep in check deviant behaviour. It is expected behaviour but could vary from one culture to another. For instance in the UK we wear dark sombre colours for a funeral but in China the colour of mourning is white.</p> <p>Mores – morals or 'good' ways of behaving. Norms that a culture would think of as too serious to break, for example murder.</p> <ul style="list-style-type: none"> • An explanation of how social values, norms and mores have changed over the years. Reference may be made to the changes in homosexuality or any other area such as cigarette smoking, domestic abuse or assisted dying etc. • Reasons why these views have changed e.g. more tolerant attitudes towards homosexuality, improved health knowledge for smoking, or increased equality and rights for women for domestic abuse. • Major causes of change in attitudes (cases/events) e.g. the Wolfenden Committee on homosexuality. In the mid-1950s research was published that confirmed a link between tobacco products and lung cancer or the Suffrage movement for women's equality. • Situation today such as equality on the age of homosexual intercourse or the right to same sex marriage. The sale of cigarettes is illegal to someone under 18 years but smoking is possible from 16 or sex discrimination laws concerning employment or training. 	7	LO4

Question	Answer	Mark	LO
	<ul style="list-style-type: none"> Any policies or new laws that have been introduced, e.g. the ones mentioned in the question concerning homosexuality, The Health Act 2006 banning smoking in the workplace and public places or banning smoking in cars or other vehicles with someone under 18 years present or Sex Discrimination Act 1975 or Equal Pay Act 1970. <p>Credit any other relevant explanation.</p>		
2. (d)	<p>1-3 marks: Answers that discuss in limited detail one or more campaigns that have resulted in a change in law. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that discuss in some detail one or more campaigns that have resulted in a change in law. Where only one campaign is discussed in detail the mark is capped at a maximum of 5. Answers communicate meaning with some use of specialist vocabulary.</p> <p>7-8 marks: Answers that discuss in detail one or more campaigns that have resulted in a change in law. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> The success of the Sarah's law campaign establishing the Child Sex Offender Disclosure Scheme. The campaign was backed by the newspaper the News of the World. The successful campaign championed by Ann Ming to abolish the double jeopardy law regarding murder and other serious crimes. This resulted in a clause in The Criminal Justice Act 2003 and saw the retrial of Billy Dunlop who was eventually convicted of the murder of Julie Hogg, Ann Ming's daughter. The Brexit campaign, seeking Britain's exit from the European Union, resulted in a successful referendum on 23rd June 2016. However there was controversy over the legality and execution of this policy and the right to invoke Article 50 of the Lisbon Treaty. The Snowdrop campaign which was established following the Dunblane massacre in 1996. It sought a ban on the private ownership and use of handguns. As a result of the campaign the Firearms (Amendment) (No.2) Act 1997 was introduced which banned private ownership of all cartridge ammunition handguns. <p>Credit any other relevant aspect or campaign.</p>	8	LO4
	Total for Question 2	25	

Question	Answer	Mark	LO
3. (a)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers that describe in limited detail one physiological theory of criminality. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-5 marks: Answers that describe in detail one physiological theory of criminality. Answers clearly communicate meaning with some use of specialist vocabulary</p> <p>Likely answers may include:</p> <p>Lombroso (1876)</p> <ul style="list-style-type: none"> • An Italian psychiatrist and military medical doctor who developed theories about criminals. He pioneered the use of scientific methods in criminology • Lombroso argued that the criminal is a separate species, a species that is between modern and primitive humans. • He argued the physical shape of the head and face determined the "born criminal". He claimed that criminality was heritable. • Criminals had 'atavistic' (i.e. primitive) features which were 'throwbacks' or biological characteristics from an earlier stage of human development that manifested as a tendency to commit crimes • Such features included low sloping foreheads, large jaws or forward projection of jaw, receding chins, twisted nose, long arms relative to lower limbs, excessive cheekbones, large chin and lips, large monkey like ears, excessive wrinkles on the skin. <p>Or</p> <p>Sheldon (1949)</p> <ul style="list-style-type: none"> • Advanced a theory which shares with Lombroso's principle, the idea that criminal behaviour is linked to a person's physical form. Introduced the idea of different somatotypes or body shapes. • As a result of a meticulous examination of photographs showing the front, side and back view of 4,000 scantily clothed men Sheldon put forward that there were 3 fundamental body types or somatotypes. • Endomorphic (fat and soft) tend to be sociable and relaxed. Ectomorphic (thin and fragile) are introverted and restrained. Mesomorphic (muscular and hard) tend to be aggressive and adventurous. • Sheldon found that many criminals prone to committing violent and aggressive acts were mesomorphic, and they were least likely to be ectomorphic. • He used a sample of photographs of college students and delinquents rated on a scale of 1(low) – 7(high) their resemblance to mesomorphy. The results showed that the delinquents had a higher average mesomorphy rating than the college students (4.6 – 3.8). <p>Credit any other relevant theory.</p>	5	LO2

Question	Answer	Mark	LO
3. (b)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers that analyse in limited detail how one genetic theory of criminality might account for criminal behaviour. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers that analyse in some detail how one genetic theory of criminality might account for Jimmy's criminal behaviour. Answers convey meaning but lack detail. Some use of specialist vocabulary.</p> <p>7 marks: Answers analyse in detail how one genetic theory of criminality might account for Jimmy's criminal behaviour. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <p>XXY theory</p> <ul style="list-style-type: none"> • This theory suggests that criminality can be attributed to a chromosomal abnormality. Chromosomes are structures in cell nuclei which contain our genes. Usually each person has 46 chromosomes. Gender is determined by the pattern of the person's sex chromosomes: XX in a woman and XY in a man. • However there is a genetic condition in which a male has an extra male (Y) chromosome, giving a total of 47 chromosomes. Such a condition occurs every 1 in 1,000 male births. • Jacobs et al (1965) suggested that men with the XXY syndrome were more aggressive than normal 'XY' men. XXY men are over-represented in the prison population. There are 15 sufferers per 1,000 in prisons and 1 per 1000 in the general population. • The scenario explains that Jimmy has been born with the extra chromosome and that as some studies indicate XXY males are more prone to aggressive behaviour than XY males. • In addition Jimmy is also charged with violent offences as he is at court on his second charge of grievous bodily harm. • However there could be other reasons that could suggest the cause of Jimmy's criminality including physical appearance, lack of a stable home life or being influenced by his friends. <p>Or</p> <p>Twin & adoption studies</p> <ul style="list-style-type: none"> • These allow researchers to compare the influence of genetic and environmental factors on the likelihood of an individual engaging in crime. • Twin studies support the contention that a heritable trait may increase risk for criminal behaviour. Identical twins are monozygotic (MZ) as they are from one fertilised egg. <p>The underlying principle of such studies in explaining criminal behaviour is the comparison of criminals with both their biological and adoptive parents. If, in criminal behaviour, the child is more similar to their biological parents than to their adoptive parents, with whom they share the same environment, a genetic basis of criminality may be suggested.</p>	7	LO3

Question	Answer	Mark	LO
	<ul style="list-style-type: none"> Mednick et al (1987) looked at court convictions in a small European country and found 14,000 adoptees amongst them. The criminal records of their biological and adoptive parents were then investigated. Many of the adoptees had criminal biological parents (particularly strong relationship for sons and fathers). Whilst there is no reference in the scenario to Jimmy being a twin or adopted, comments could be credited about the relevance of the theory if such factors were applicable to him. <p>Credit any other relevant theory.</p>		
3. (c)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers that describe in some detail one individualistic theory of criminality. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-5 marks: Answers that describe, with reference to Jimmy's case and in detail, one individualistic theory of criminality. Answers clearly communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <p>Social learning theory</p> <ul style="list-style-type: none"> The reference to 'hanging around with local criminals' could suggest a learning theory as people learn by watching the behaviour of others. If Jimmy's friends are committing crimes then he may copy and join in such activities. Also if they are aggressive he may feel that is the appropriate way to act. This could explain his second charge and appearance before the court for grievous bodily harm. Theories such as the Social Learning Theory (Bandura) may be developed and described. This may include the Bobo doll experiment. Jimmy may view criminal behaviour as acceptable as this is how his friends are behaving. These could be the learning experiences or differential associations. <p>Psychodynamic Theory</p> <ul style="list-style-type: none"> Reference may be made to Freud's personality theory where personalities arise because of attempts to resolve conflicts between unconscious sexual and aggressive impulses and societal demands to restrain these impulses. Aggressive behaviour may be the result of unresolved conflict between the Id, Ego and Superego. Jimmy's criminality involves violence as it is a second charge of grievous bodily harm. Jimmy may have unresolved conflicts and have failed to make the transition from being Id dominated therefore needing instant gratification) to the reality principle (where the ego is dominant). According to Freud a child needs a stable home environment in order to successfully make this transition. Research has supported the fact that many criminals come from unstable homes. Reference here to 'Jimmy never knew his father and living with his mother and her succession of boyfriends. 	5	LO2

Question	Answer	Mark	LO
	<ul style="list-style-type: none"> John Bowlby (1946) studied 44 juvenile delinquents and compared them with non-criminal disturbed juveniles. 39% of the delinquents had experienced complete separation from their mothers for six-months or more during the first five years of their lives compared with 5% of the control group. <p>Credit any other individualistic theory of criminality.</p>		
3. (d)	<p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers that describe with limited detail psychodynamic theory in explaining causes of criminality. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4- 6 marks: Answers that evaluate with some detail psychodynamic theory in explaining causes of criminality. Answers communicate meaning with some use of specialist vocabulary.</p> <p>7-8 marks: Answers that evaluate with detail psychodynamic theory in explaining causes of criminality. Answers are well structured and clearly expressed. Specialist terms are used with ease and accuracy.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> Psychodynamic theories of offending are no longer widely accepted by psychologists, for a number of reasons. There is the difficulty associated with testing some of the concepts. Psychodynamic theories rely heavily on concepts like the unconscious mind, whose existence is difficult if not impossible to prove. There is a tendency for psychodynamic theories to be able to explain any behaviour but only after it has happened. Psychodynamic therapies that have attempted to treat offending have not been successful (Howitt, 2009), besides being extremely time consuming. It is important not to overlook the positive contributions that psychodynamic theories have made to criminological psychology. Psychodynamic researchers have pointed to the importance of childhood experiences and parent-child relationships as an influence on offending (Blackburn, 1993) and have identified many important variables relating to delinquent behaviour in adolescence (Hollin, 1989). Whilst psychodynamic theoretical explanations have fallen out of favour, it should be credited with pointing in some useful directions for later researchers to follow. <p>Credit any other relevant aspect.</p>	8	LO4
	Total for Question 3	25	

Question Number	LO1	LO2	LO3	LO4	Total
1(a) (i)	3				3
1(a) (ii)	5				5
1(b)*	2				2
1(c) (i)		4			4
1(c)(ii)			5		5
1(c)(iii)			6		6
2(a)*	4				4
2(b)*				6	6
2(c)				7	7
2(d)*				8	8
3(a)		5			5
3(b)			7		7
3(c)		5			5
3(d)			8		8
Total LO	14	14	26	21	75
% LO	15-25%	15-25%	25-35%	25-35%	100%
Marks	11- 19	11 - 19	19 - 26	19 - 26	75

* These questions are synoptic and require the candidate to draw on knowledge and understanding from unit 1.