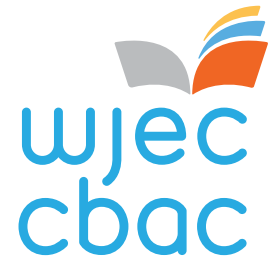


LEVEL 3



WJEC Level 3 in
CRIMINOLOGY

**SPECIMEN ASSESSMENT
MATERIALS**

Teaching from 2015

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| Candidate Name | Centre Number | | | | | Candidate Number | | | | |
|----------------|---------------|--|--|--|--|------------------|--|--|--|--|
| | | | | | | | | | | |

**LEVEL 3 CRIMINOLOGY****UNIT 2****AM/PM xxxday xx****June 20******1 Hour 30 minutes**

| For Examiner's use only | | |
|-------------------------|--------------|--------------|
| Question | Maximum Mark | Mark Awarded |
| 1. | | |
| 2. | | |
| 3. | | |
| Total | | |

Instructions For Candidates

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.

Information For Candidates

The total for the paper is 75 marks.

The number of marks is given in brackets at the end of each question or part question. You Calculators may be used

Answer **all** questions.

1. Samiya is 16 and has lived in the UK since she was born. Her parents have raised her as a Hindu. Recently, she has started to attend college and has made a lot of new friends from different backgrounds. She has started to go out more with these friends and wears make-up and clothes of which her parents do not approve. She has also become close friends with Jake, a 16-year-old boy who attends the same college. Her parents are unhappy that she is becoming too Westernised and bringing shame on the family. They ask her cousins, Ishmail and Akhtar, who live in Manchester to 'dispose of her'. They abduct and kill her, hiding her body in woods near her home.

- (a) Identify the offence being committed by Ishmail and Akhtar and give the name by which this offence is more commonly known. [2]

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- (b) Using the scenario, outline why people may commit this type of killing. [2]

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- (c) Explain how the behaviourist theory accounts for this type of crime. [6]

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(d) Compare and contrast this type of crime with crimes of domestic abuse. [7]

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(e) Assess how successful social changes have been in affecting policy on domestic violence.

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2. 'Hoodies' have been recently banned from a local shopping centre in an attempt to clamp down on anti-social and threatening behaviour. This has attracted a lot of media attention which has led to the meaning of 'hoodie' being examined by a local paper which ran with the headline:

"Ban the hood for good".

- (a) Describe what is meant by a '*moral panic*' and give two examples. [4]

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- (b) Describe what is meant by '*deviance*'. [2]

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(c) With reference to two examples, explain how deviance differs from crime. [6]

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(d) Describe how individualistic theories explain criminality. [5]

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3. An increase in homelessness in a small town has led to people sleeping in shop doorways. Shopkeepers, shoppers and local people have complained to the police. The police are responding with a zero-tolerance approach to vagrancy. The Vagrancy Act 1824 still applies and makes it a criminal offence to 'sleep rough'. The town holds a one-day music festival and, due to it finishing late, many of the festival goers miss the last transport home and end up sleeping in the station in the town.

(a) Explain why some laws such as the Vagrancy Act 1824 have not been subject to change. [4]

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- (b) Explain how Marxist theory would account for the issue of a zero-tolerance approach to issues such as 'sleeping rough'. [6]

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- (c) Discuss how biological theories explain the causes of criminal behaviour. [7]

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(d) Discuss how relevant sociological theories account for people having to 'sleep rough'. [8]

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General Qualification Criminology - UNIT 2

Mark Scheme - Summer 20XX

| Question | Answer | LO | Mark |
|----------|--|-----|------|
| 1 (a) | <p>Award 1 mark for the identification of the offence being committed, and 1 mark for the name by which it is more commonly known.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • The criminal offence of unlawful killing such as murder or manslaughter (allow kidnapping) • The term 'honour killing' • Allow to protect the reputation of a family | LO1 | 2 |
| (b) | <p>Award a maximum of 2 marks for correctly identifying one or more reasons for committing honour crimes.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Bringing shame on a family • Protecting the honour/reputation of a family • The deceased engaging in activities or relationships found to be unsuitable by a family • Request by senior family members <p>(Any other reasonable answer.)</p> | LO1 | 2 |
| (c) | <p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers give a basic description of behaviourist theory and may include some limited explanation for this type of crime. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers show detailed knowledge and understanding of the behaviourist theory with clear explanations of this type of crime. Answers clearly communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include: Definition of Behaviourist theory - Learning is nothing more than the acquisition of new behaviour based on environmental conditions – linking a new behaviour to a stimulus by providing reinforcement after the correct behaviour is produced.</p> <p>'Honour crimes' are attempting to show the desired behaviour of the culture of part of society. It is behaviour resulting in consequences and where those consequences are undesirable, the behaviour will cease as a result of punishment.</p> <p>Examples of names of theorists may include:</p> <ul style="list-style-type: none"> • Pavlov • Bandura • Skinner • Watson | LO3 | 6 |

| Question | Answer | LO | Mark |
|----------|--|-----|------|
| 1 (d) | <p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers show some evidence of understanding with an attempt to compare and contrast the types of crime. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-5 marks: Answers that show some detailed evidence of understanding with some detailed attempt to compare and contrast the types of crime. Answers communicate meaning with some use of specialist vocabulary.</p> <p>6-7 marks: Answers show detailed knowledge and understanding, makes accurate comparisons and a detailed contrast of the two types of crime. Answers clearly communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <p>Both crimes amount to criminal behaviour</p> <ul style="list-style-type: none"> • Social definition • Legal definition • Formal sanctions against criminals • Variety of criminal acts <p>Compare</p> <ul style="list-style-type: none"> • Both are violent offences • Both usually occur within the family/domestic situations • Both usually occur behind closed doors • Both usually occur against females • Both use restrictions on access to external influences, such as lack of contact to family or friends or other freedoms • Both involve attempts to control both behaviour and financial independence <p>Contrast</p> <ul style="list-style-type: none"> • Often with 'honour crimes' the victim does not know how to report the issues or may not have the language ability to do so. With domestic violence the victim often chooses not to report the crime • 'Honour crimes' usually occur within South Asian and Middle Eastern families. Domestic violence can occur in all cultures • 'Honour crimes' because of their nature are against females. Domestic violence, although rare, can occur against males | LO3 | 7 |

| Question | Answer | LO | Mark |
|----------|---|-----|-----------|
| 1 (e) | <p>0 marks: Nothing worthy of any marks.</p> <p>1-2 marks: Answers that identify how successful social changes have been in affecting policy. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-5 marks: Answers that describe how successful social changes have been in affecting policy. Some attempt made to assess. Answers communicate meaning with some use of specialist vocabulary.</p> <p>6-8 marks: Answers that show correct use of terminology and clear evidence of understanding to assess how successful social changes have been in affecting policy. 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"> • Social values, norms and mores • Structure of society • Demographic changes • Cultural changes • Campaigns such as Clare’s law leading to changes in the law • Use of, and changes in, the media reporting of these crimes • Hidden crime, so undetected and unreported • Slow to change the policy and attitudes • Awareness of issues surrounding role and status of women • Changes in way the criminal law and policing has responded to violence against woman • Legislation imposed to provide protection against violence such as Domestic Violence, Crime and Victims Act 2004 | LO4 | 8 |
| | Total for Question 1 | | 25 |

| Question | Answer | LO | Mark |
|----------|--|-----|------|
| 2 (a) | <p>Award a maximum of 2 marks for a description of what is meant by 'moral panic' and up to an additional 2 marks for identification of any two examples.</p> <p>Likely answers may include:</p> <p>Stanley Cohen: a condition, episode, person or group emerges to become defined as a threat to societal values and interest-often stylised in a stereotypical fashion by the mass media.</p> <p>Examples: Mods and Rockers, Knife Crime, Islamic Terrorists, London Riots, homeless, mental health patients, reaction after the abduction and murder of James Bulger (any other reasonable example).</p> | LO1 | 4 |
| (b) | <p>Award a maximum of 2 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. cross dressing. | LO1 | 2 |
| (c) | <p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers give a basic description of two examples with limited explanation of how deviance differs from crime. Or a detailed explanation without any examples. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers show detailed knowledge and understanding of two examples with clear explanations of how deviance differs from crime. Answers clearly communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Examples for consideration could include speeding, down-loading of music, naked sunbathing, smoking, cross-dressing and actual criminal offence (any other reasonable example). • Criminal behaviour is defined by legal definitions; it includes formal sanctions against criminals. • Whereas deviance is behaviour which offends against norms, moral codes and values. • Higher level responses may include explain informal and formal sanctions against deviance and there may be evidence of comparing and contrasting a variety of deviant acts against a variety of criminal acts. • Differentiation between offending and delinquent/anti-social behaviour may be evident. | LO1 | 6 |

| Question | Answer | LO | Mark |
|----------|--|-----|------|
| 2 (d) | <p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers show a limited understanding of how individualistic theories explain criminality. Answers convey meaning but lack detail or only a limited number of theories are considered. Little or no use of specialist vocabulary.</p> <p>4-5 marks: Answers show detailed knowledge and understanding of how individualistic theories explain criminality and a range of theories are considered. Answers clearly communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Sutherland - 'differential association theory' - a set of values and attitudes learnt within the family or peer group that support offending and specific methods for committing crimes. • Bandura - 'social learning theory' - behaviour of all kinds is learned through the observation of models (may be reference to the 'bobo' doll experiment). • Eysenck - theory of 'criminal personality' - conceives criminal behaviour as the outcome of interactions between processes. Levels of extraversion, neuroticism and psychoticism likely to be explained. • Freud - childhood trauma and an excessive sense of guilt as a result of an overdeveloped superego. | LO2 | 5 |

| Question | Answer | LO | Mark |
|----------|---|-----|-----------|
| 2 (e) | <p>0 marks: Nothing worthy of any marks.</p> <p>1-2 marks: Answers give a basic description, with some relevant examples and limited explanation of how campaigns have affected policy making. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-5 marks: Answers that describe in some detail with relevant examples and some detailed explanation of how campaigns have affected policy making. Answers communicate meaning with some use of specialist vocabulary.</p> <p>6-8 marks: Answers show detailed knowledge and understanding, with relevant examples and clear explanation of how campaigns have affected policy making. 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"> • Road safety campaigns - organisations such as Brake campaigning for safer driving conditions and helping to bring about changes such as wearing of seat belts, or using hand held phones whilst driving under The Road Vehicles (Construction and Use) (Amendment) (No. 4) Regulations 2003. • Campaigns for gay & lesbian rights - organisations such as Stonewall or the International Lesbian, Gay, Bisexual, Trans and Intersex Association helping to bring about The Marriage (Same Sex Couples) Act 2013. • Campaigns for protection against dangerous dogs - cases such as that of Rucksana Khan which lead to the introduction of The Dangerous Dogs Act 1991. • Campaigns to disclose information about paedophiles e.g Sarah's Law campaign following the murder of Sarah Payne - which helped to establish the Child Sex offender Disclosure Scheme. • Campaign to change the double jeopardy law e.g. Anne Ming's campaign which helped bring about the changes in the Criminal Justice Act 2003 to the double jeopardy law and successful prosecution of Billy Dunlop for murder. <p>(Any other relevant campaign.)</p> | LO4 | 8 |
| | Total for Question 2 | | 25 |

| Question | Answer | LO | Mark |
|----------|--|-----|------|
| 3 (a) | <p>0 marks: Nothing worthy of any marks.</p> <p>1-2 marks: Answers give a basic description, with limited explanation of why such laws have not been subject to change. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-4 marks: Answers show detailed knowledge and understanding; with a clear explanation of why such laws have not been subject to change. Answers clearly communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Social/legal/moral/cultural reasons • The process of making/changing a law can be slow • Law can be left to fall out of usage rather than changing it • Parliamentary time is in demand and used for more urgent issues • Reasons for passing law may still be applied today – change unnecessary. • Changes in morality can often lag behind • Victimless crimes | LO4 | 4 |
| (b) | <p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers give a basic description with limited explanation of how Marxist theory would account for the issue of zero-tolerance. Little or no use of specialist vocabulary.</p> <p>4-6 marks: Answers show detailed knowledge and understanding with clear explanation of how Marxist theory would account for the issue of zero-tolerance. Answers clearly communicate meaning with some use of specialist vocabulary.</p> <p>Likely answers may include:</p> <ul style="list-style-type: none"> • Zero-tolerance is a policing strategy that involves relentless order maintenance and aggressive law enforcement, against even minor crimes. • Examples could include New York City zero-tolerance approach, Ray Mallon 'Robocop' Middlesbrough • Marxist theory would view zero-tolerance as a means of social control and focuses on crimes committed by the working classes rather than the white collar crimes committed by the upper classes. • The policy is just an attempt to ensure that the working classes conform. • Marxist theory would criticise zero-tolerance as aggressive policing with accusations of heavy-handedness. • Zero-tolerance does not address the causes of crime and favours the upper classes and the unequal distribution of wealth. | LO4 | 6 |

| Question | Answer | LO | Mark |
|----------|---|-----|------|
| 3 (c) | <p>0 marks: Nothing worthy of any marks.</p> <p>1-3 marks: Answers show some evidence of understanding of biological theories of crime with some attempt to discuss. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>4-5 marks: Answers show some detailed evidence of knowledge and understanding with some detailed attempt to discuss how biological theories explain the causes of criminal behaviour. Answers communicate meaning with some use of specialist vocabulary.</p> <p>6-7 marks: Answers show detailed knowledge and understanding with a detailed discussion of how biological theories explain the causes of criminal behaviour. 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"> • Lombroso - facial features leading to criminality including large canine teeth, large jaws, low-sloping foreheads, wrinkled skin, dark skin, large or small ears, chin abnormalities, high cheekbones and more. • Sheldon - body shape linking to criminality with three types of human bodies: ectomorphs, endomorphs, and mesomorphs. • The belief that criminals have an extra Y chromosome, giving them an XYY chromosome makeup rather than an XY makeup that creates a strong compulsion within them to commit crimes. • Brain damage - could include Phineas Gage and frontal lobe damage. • Diet and criminality - effect of low levels of serotonin and criminality <p>(Any other reasonable theory.)</p> | LO3 | 7 |

| Question | Answer | LO | Mark |
|----------|---|-----|-----------|
| 3 (d) | <p>0 marks: Nothing worthy of any marks.</p> <p>1-2 marks: Answers give a basic discussion of at least one sociological theory that accounts for people having nowhere to live. Answers convey meaning but lack detail. Little or no use of specialist vocabulary.</p> <p>3-5 marks: Answers that discuss in some detail how sociological theories account for people having nowhere to live. Answers communicate meaning with some use of specialist vocabulary.</p> <p>6-8 marks: Answers show detailed knowledge and understanding in discussing how sociological theories account for people having nowhere to live. 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"> • Marxism - likely to see people who 'sleep rough' as a result of a system which favours the interests of the ruling class where homelessness is a consequence of the unequal distribution of resources. • Functionalism - a small amount of sleeping rough (deviance) reinforces the norms of society such as being employed, owning property and being responsible for one's own home and family. A large amount of deviance would contradict the norms and could result in the breakdown of society. This would result in even further dysfunctional activity if further criminality occurred. • Right realism - homelessness is a problem caused by people failing to work and committing criminal offences. Further use of prison and proper punishment is needed to alleviate the problem. • Left realism - homelessness occurs due to poverty in a system that protects the wealthy and hence the social structure of society needs to be addressed. | LO2 | 8 |
| | Total for Question 3 | | 25 |

| Question Number | LO1 | LO2 | LO3 | LO4 | Total |
|-----------------|-----------------|-----------------|-----------------|-----------------|------------|
| 1 (a)* | 2 | | | | 2 |
| 1 (b)* | 2 | | | | 2 |
| 1 (c)* | | | 6 | | 6 |
| 1 (d)* | | | 7 | | 7 |
| 1 (e)* | | | | 8 | 8 |
| 2 (a)* | 4 | | | | 4 |
| 2 (b) | 2 | | | | 2 |
| 2 (c) | 6 | | | | 6 |
| 2 (d) | | 5 | | | 5 |
| 2 (e)* | | | | 8 | 8 |
| 3 (a)* | | | | 4 | 4 |
| 3 (b) | | | | 6 | 6 |
| 3 (c) | | | 7 | | 7 |
| 3 (d)* | | 8 | | | 8 |
| Total LO | 16 | 13 | 20 | 26 | 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.