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**LANGDON PARK SIXTH FORM**

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| **Subject: Sociology** | **Year: Y13** | **Topic: 7193 Crime and Deviance with Theory and Methods** |

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| ***What and Why*** : **Who breaks the rules and why?** The sociology of crime and deviance is about rules and rule breaking, why some groups of people are more likely to be rule breakers – and who makes and enforces the rules. Other sociologists are more interested in the way society reacts to rule breaking, for example less powerful groups are more likely to be labeled ‘criminal’. We shall look at a range of issues in relation to crime and deviance, such as class, gender ethnicity; the media; globalization, the environment and human rights; crime prevention, surveillance, control and victims. Theory: Sociologists seek to answer questions and develop theories about the social world. Their theories usually take the form of explanations pf how or why social life follows the pattern that it does. The study of this unit should foster a critical awareness of contemporary social processes and change and draw together knowledge learnt in the previous unit. In the study of crime and deviance students should examine topic areas in relation to core themes socialisation, culture and identity; and social differentiation, power, stratification and globalisation. Skills such as evaluation and analysis will be further developed and more often practiced as these skills become more prevalent in the second year if Alevel sociology. |

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| **Key terms**Social SolidarityConsensusDevianceAnomieSafety valveAmerican Dream | Status FrustrationSubcultureFive-fold Anomic ParadigmOrganic analogyPatriarchyValuesNorms | Chivalry thesisUtilitarian crimesNeo MarxismMarxismFeminismFunctionalismDouble Standards | CapitalismBoundary MaintenanceAdaptation and changeIdeological dominanceRepressive state apparatusCriminal justice system (\*not an exhaustive list) |

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| **Specification point** | **Pre-reading** | **Application and Assessment (date)** | **Home learning**  | **Extension – Cultural Capital and Reading** |
| **Crime and Deviance** Different theories of crime, deviance, social order and social control. The social distribution of crime and deviance by ethnicity, gender, and social class. Including recent patterns and trends in crime. Globalisation and crime in contemporary society; the mediaand crime; green crime; human rights and state crimes. Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. **Theory and Methods** All previous content learnt in year 1. Consensus, conflict, structural and social action theories. The concept of modernity and post modernity in relation to sociological theory. The nature of science and the extent to which sociology can be regarded as scientific. The relationships between theory and methods. Debates about subjectivity, objectivity and value freedom. The relationship between sociology and social policy.  | Consult your issued textbooks in the first instance, and then look at other textbooks in the library for additional reading. **AQA A Level Sociology Book Two Including A Level – Rob Webb****Additional reading list** 1. Sociology for AQA Volume 2: 2nd-Year A Level – Ken Browne
2. AQA A Level Sociology Student Book 2 (Collins AQA A Level Sociology)
3. AQA A-level Sociology Themes and Perspectives
4. AQA Sociology for A-level Book 2 (Aqa Sociology for a Level) – David Brown
5. AQA A Level Sociology Crime and Deviance with Theory and Methods (Collins Student Support Materials)
6. Podcast on Globalisation

<https://www.aqa.org.uk/resources/sociology/as-and-a-level/sociology/teach/teaching-guide-globalisation-in-sociology-podcast>  | On all areas, students will complete essay questions either as homework or through assessed timed conditions. This is in addition to class activities and shorter exam questions. Additionally, at the completion of each section students also have end of Topic assessments also. Additionally, at the completion of each section students also have end of Topic assessments also.Check your understanding questions at the end of topics will also be used to assess learning and this allow students to identify with recent learning.In addition to this, the use of starters, mini plenary activities and plenaries will also act as a form of AFL throughout the course of the lesson.**Crime and deviance with theory and methods** **10th June 2020 1pm: 2hours** | Downloading the guardian app and reading one article a day. Looking at the education section once a week to be aware of any updates. Make notes on each topicForward reading in textbooks and any articles givenAQA A-level Sociology Themes and Perspectives – Forward reading in textbooks using the additional reading list. | **Videos/film/Documentaries**1. Stephen: The Murder that Changed a Nation – documentary
2. The People v. O. J. Simpson: American Crime Story – drama – Netflix
3. 13th – Netflix
4. The Kalief Browder Story – Netflix
5. When they see us – Netflix
6. Dirty Money – Netflix
7. The big short – Film Netflix
8. Unbelievable – Netflix

**Novels**1. Why I’m No Longer Talking to White People About Race – Reni Eddo-Lodge
2. Natives: Race and Class in the Ruins of Empire - Akala

**Books**1. **Becker** *(Outsiders, 1963)*
2. **Carlen** *(Women, Crime and Poverty, 1988)*
3. **Cohen** *(Delinquent boys, 1955)*

**Visits** 1. The old Bailey – London
2. London courts of justice – London

**Websites:**1. www.britsoc.co.uk (home of the British Sociological Association). https://revisesociology.com/
2. <http://sociology.org.uk/revision.htm>

**BBC 4 Analysis series** - a range of podcasts “examining the ideas and forces which shape public policy in Britain and abroad. Here is a link to another sociology teacher’s website and he has chosen some that will be of use to you: <http://www.shortcutstv.com/blog/2017/06/27/bbc-analysis-podcasts/>argued that working class women are controlled through the promise of rewards: they make a class deal and a gender deal, but when these deals fall through or aren’t satisfactory, they may turn to crime.argued that working class boys also want success but struggle to achieve it due to poor education and employment prospects; due to status frustration they therefore turn to crime as an alternative route to success.Video Games, Crime and Next-Gen Deviance: Reorienting the Debate (Emerald Points) |

**Pre-assessment content review**

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| I feel secure in | I need to focus on | My action plan |

**Pre-assessment skills review**

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| I feel secure in | I need to focus on | My action plan |

**Post-assessment review**

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| Weaknesses in content knowledge | Skills I need to focus on | My action plan |
| Retest / review – teacher and student comment |

**Revision planning**

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| Spec point | Notes complete | Revision materials | Past paper Qs  | Timed conditions |
| * What is crime and deviance and how is this linked to social order and social control?
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| * Different theoretical perspectives on crime and deviance
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| * The social distribution of crime and deviance (including recent patterns and trends in crime) by
* Ethnicity
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| * The social distribution of crime and deviance (including recent patterns and trends in crime) by
* Gender
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| * The social distribution of crime and deviance (including recent patterns and trends in crime) by
* Social class
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| * Globalisation and crime in contemporary society:
* Link between media and crime
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| * Globalisation and crime in contemporary society:
* Green crime
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| * Globalisation and crime in contemporary society:
* Human rights and state crimes
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| * Different responses and actions to crime in society:
* Crime control
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| * Different responses and actions to crime in society:
* Surveillance
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| * Different responses and actions to crime in society:
* Prevention and punishment
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| * Victimology and the role of the criminal justice system and other agencies.
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| Spec point | Notes complete | Revision materials | Past paper Qs  | Timed conditions |
| * Quantitative and qualitative methods of research, research design and sources of data
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| * the distinction between

-primary and secondary data -quantitative and qualitative data |  |  |  |  |
| * the relationship between positivism, interpretivist and sociological methods;
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| * The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.
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| * Consensus, conflict, structural and social action theories
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| * The concepts of modernity and post-modernity in relation to sociological theory
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| * The nature of science and the extent to which Sociology can be regarded as scientific
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| * The relationship between theory and methods and debates about subjectivity, objectivity and value freedom
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| * The relationship between Sociology and social policy.
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