

Subject:	Sociology				Year Group:	13	
	Unit to HT1	HT2	HT2	HT2	HT2.3	HT2.4	
	Crime and Deviance - Theories	Crime and Deviance: Social Distribution	Crime and Deviance: CIPPV Models	Crime and Deviance: Globalisation	Theory and Methods	Beliefs in Society	
<b>Scheme title</b>	To explain crime, deviance and aspects of order and social control from a range of sociological perspectives.	To identify and explain class, gender and ethnic differences in patterns of offending.	To describe methods of crime prevention and surveillance and explain their effectiveness. To explain theories of punishment and the role of the CS in modern Britain. To identify and explain patterns of victimisation.	To explain the impact of globalisation on crime trends in contemporary society including the role of the media, the rise of green and human rights and state crime.	To evaluate the use of a range of research methods, reflecting on practical, ethical and theoretical strengths and weaknesses. To consider and evaluate a range of theoretical perspectives in Sociology. To evaluate the role of Sociology in Social Policy formation. To consider whether Sociology can or should be a science. To consider whether Sociology can or should be value free.	To explore explanations of the role of religion in the relationship between religion and science, the features of religious organisations, its importance as a force for social change and the debate around secularisation.	
<b>Purpose of scheme</b>	Students are expected to be familiar with sociological explanations of the following content: Crime, deviance, social order and social control. Functionalist explanations of crime eg positive functions of crime, adaptations to strain, types of subculture, differential association. Durkheim, Merton, Al Cohen, Cloward and Ohlin. Marxist and neo-Marxist explanations eg criminogenic capitalism, law making and criminalisation Mair, Chambliss, Sidel, Taylor, Walton & Young Labelling theory of the social construction of crime, the effects of labelling and deviance amplification Becker, Cicourel, Lemert, S. Cohen, Braithwaite Right realist explanations of the causes of crime and relations to crime. Wilson, Mearns, Wilson & Keating, Felson Left realist explanations of crime, deviance, social order and social control, eg relative deprivation, subcultures and marginalisation. Young, Lea & Young	The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime. The social distribution of crime and deviance by ethnicity, including recent patterns and trends and different explanations for these, eg ethnicity and criminality, racism and the criminal justice system and victimisation. Bowling and Phillips, Gillay, Hill The social distribution of crime and deviance by gender, including recent patterns and trends and different explanations for these, eg feminism, the Chivalry thesis, sex role theory, social control and liberation thesis. Pitler, Hetherington, Carlen The social distribution of crime and deviance by social class, including recent patterns and trends and different explanations for these, eg selective law enforcement and white-collar crime. Marx, Lea & Young, Pearce, Merton, Miller Wilson & Keating, Felson	Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. Crime control, surveillance, prevention and punishment, eg crime prevention strategies, and sociological perspectives on punishment Durkheim, Hirschi & Gottman, Jexon, Chalkin, Wilson & Keating Patterns of victimisation and explanations for these, eg positivist and critical victimology Christie, Miers, Mawley & Waklati, Tombs & Whyte The role of the criminal justice system and other agencies, eg the role of police, courts and prisons Foucault, Garland, S. Cohen Green crime, eg types of green crime and green criminology South, Beck, White Human rights and state crimes, eg war, genocide and torture and human rights abuses McGaughlin, H & Schneiderger	Globalisation and crime in contemporary society, the media and crime; green crime; human rights and state crimes Globalisation and crime in contemporary society, eg transnational organised crime, global criminal organisations, global capitalism and crimes of the powerful. Caselli, Field, Taylor, Hobbs & Dunningham, Oleny The media and crime, eg media representations of crime, the media as a cause of crime and moral panics. Cohen, Young, Jewkes, Nelbobbis & Thornton Green crime, eg types of green crime and green criminology South, Beck, White Human rights and state crimes, eg war, genocide and torture and human rights abuses McGaughlin, H & Schneiderger	•Range of research method and data sources: the differences between quantitative and qualitative data, and between primary and secondary sources of data; the strengths and limitations of each of these. •Primary methods of data collection: questionnaires, interviews, observation and experiments; the main variants of each, eg structured and unstructured interviews, participant and non-participant observation, laboratory and field experiments. •Secondary sources of data: documents, official statistics; different types of document, eg personal, public and historical; different sources of official statistics. •Research design, eg in relation to pilot studies and sampling techniques; main stages of the research process in relation to these methods. •Methodical issues affecting choice of methods and sources, eg informed consent, deceit and vulnerable groups; strengths and limitations of different methods and sources in relation to these issues. •Theoretical issues affecting choice of methods and sources, eg reliability, validity, representativeness, positivism, interpretivism; strengths and limitations of different methods and sources in relation to these issues. •Methodical, ethical and theoretical factors influencing choice of research topics, eg personal experience and policy concerns. •Concepts, conflict, structural and social action theories: The difference between consensus and conflict theories of society, including consensus theories such as functionalism, the New Right, and conflict theories, ie Marxism and feminism; the major variants of such theories, eg scientific and humanistic Marxism; liberal, radical, Marxist etc feminism Marx, Giddens, Althusser, Durkheim, Parsons, Merton •Theoretical issues affecting choice of methods and sources, eg informed consent, deceit and vulnerable groups; strengths and limitations of different methods and sources in relation to these issues. •Theoretical issues affecting choice of methods and sources, eg reliability, validity, representativeness, positivism, interpretivism; strengths and limitations of different methods and sources in relation to these issues. •Methodical, ethical and theoretical factors influencing choice of research topics, eg personal experience and policy concerns. •Concepts, conflict, structural and social action theories: The difference between consensus and conflict theories of society, including consensus theories such as functionalism, the New Right, and conflict theories, ie Marxism and feminism; the major variants of such theories, eg scientific and humanistic Marxism; liberal, radical, Marxist etc feminism Marx, Giddens, Althusser, Durkheim, Parsons, Merton •The difference between structural theories such as functionalism and Marxism, and action theories; the main types of action theory, such as social action theory, symbolic interactionism and ethnomethodology Weber, Mead, Blumer, Becker, Goffman, Garfinkel •The concepts of modernity and post-modernity in relation to sociological theory •The concepts of modernity and post-modernity, including variants such as late modernity, Bourdieuist, Giddens, Beck, Harvey, Modernist and postmodernist theories of contemporary society Bourdieuist, Giddens, Beck, Harvey •The nature of science and the extent to which Sociology can be regarded as scientific: Debates about the scientific status of sociology: positivist and interpretivist views Durkheim, Weber, Glaser & Strauss, Adorno: Different views of the nature of science, eg Popper, Kuhn, realism, and implications for sociology's scientific status Popper, Kuhn, Kazi & Urry •The relationship between theory and methods: The relationship between theoretical perspective and preference for particular research methods and sources of data, eg positivism and quantitative data, interpretivism and qualitative data. Durkheim, Adorno, Jack Douglas •Debates about subjectivity, objectivity and value freedom. Concepts of objectivity, subjectivity, value freedom and ideology. Comte, Durkheim, Marx, Weber, Becker, Giddens •Different views of whether sociology can and should be objective or value free, eg classical sociology, value neutrality and committed sociology. relationship. Comte, Durkheim, Marx, Weber, Becker, Giddens •The relationship between Sociology and social policy The difference between social problems and sociological problems; perspectives on social policy and on the role of sociology in relation to policy Worsley, Comte, Durkheim, Marx, Murray	•Sociology, science and religion, including both Christian and non-Christian religious traditions •Science as a social construct: issues in defining religion Durkheim, Giddens, Berger •Religion and science as belief systems and ideological influences Barthelemy, Weber, Berger •Different theoretical views on the role and function of religion, eg functionalist, Marxist (including neo-Marxist), feminist and postmodernist Durkheim, Parsons, Marx, El Sadawi •The relationship between social change and social stability, and religious beliefs, practices and organisations •Sociological views on religion as a conservative force and, as a force for social change, for stability or conflict. Durkheim, Marx, Weber •The impact of social change on religious belief, practices and organisations. Wilson, Bruce, Walls •Religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice. •Explanations for the growth or decline of different forms of religious organisation. Walls, Weber, Barber •The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices. •Patterns of religiosity among different social groups, such as social class, ethnicity, gender and age Weber, El Sadawi, Walls •Explanations for changes in these patterns, Mccord et al, Woodhead, Bruce •The significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religion; defining and measuring secularisation. The extent of belief and practice. Wilson, Clark and Stark, Dawe •Competing explanations and evidence for secularisation in terms of belief, practice and organisations Bruce, Wilson, Weber •Global context of debates including fundamentalism and the growth of religion Berger, Dawe, Norris and Inghart	
<b>Knowledge in sequence</b>							
<b>Skills</b>	<b>Sociological Topics and Issues:</b> •The use of contemporary sociological issues to illustrate the theoretical perspectives. •The use of a variety of cross-cultural examples. •Students will utilise/develop the following skills: •Use of chains of reasoning to explain the key features and/or impact of each perspective. •PEEL chain structure to paragraphs in their essays. •Application of evidence-based research. •Application of the item in essay questions	<b>Sociological Topics and Issues:</b> •The use of contemporary sociological issues to illustrate the impact of crime prevention and punishment policies. •Students will utilise/continue to develop the following skills: •Use of chains of reasoning to explain the key features and/or impact of each perspective. •PEEL chain structure to paragraphs in their essays. •Application of evidence-based research. •Application of the item in essay questions	<b>Sociological Topics and Issues:</b> •The use of contemporary sociological issues, case studies and examples to illustrate the impact of crime prevention and punishment policies. •Students will utilise/continue to develop the following skills: •Use of chains of reasoning to explain the key features and/or impact of each perspective. •PEEL chain structure to paragraphs in their essays. •Application of evidence-based research. •Application of the item in essay questions	<b>Sociological Topics and Issues:</b> •The use of topics to be studied later on the course to illustrate the theoretical perspectives. •The use of contemporary sociological issues to illustrate the social distribution of crime and deviance. •Students will utilise/continue to develop the following skills: •Use of chains of reasoning to explain the key features and/or impact of each perspective. •PEEL chain structure to paragraphs in their essays. •Application of evidence-based research. •Application of the item in essay questions	<b>Sociological Topics and Issues:</b> •The use of topics to be studied later on the course to illustrate the theoretical perspectives. •The use of contemporary sociological issues to illustrate the social distribution of crime and deviance. •Students will utilise/continue to develop the following skills: •Use of chains of reasoning to explain the key features and/or impact of each perspective. •PEEL chain structure to paragraphs in their essays. •Application of evidence-based research. •Application of the item in essay questions	<b>Sociological Topics and Issues:</b> •The use of contemporary sociological issues to illustrate the social distribution of crime and deviance. •Students will utilise/continue to develop the following skills: •Use of chains of reasoning to explain the key features and/or impact of each perspective. •PEEL chain structure to paragraphs in their essays. •Application of evidence-based research. •Application of the item in essay questions	
<b>Key Words</b>	Social control Social order Crime Deviance Strain theory Bonds of attachment Boundary maintenance Social cohesion Anomie Subculture Status Frustration Focus concerns Criminogenic Ruling class ideology Selective law enforcement Selective law creation Fully social Theory Labelling Primary deviance Secondary deviance Self-fulfilling prophecy Social control net Matter status Deviant career Moral entrepreneur Cost benefit analysis Target hardening Displacement Broken Windows thesis Relative deprivation Marginalisation	Social distribution PAC CICW victim survey Self-report study Social construction visibility Representativeness Reliability Discursion Paternalistic control Class deal and gender deals Sex role theory Interaction thesis Chivalry thesis Institutional Racism Superseding Stop and search Defining deviance up Net widening Victimisation Selective law enforcement White collar crime Corporate crime Focus Concerns Marginalisation Relative Deprivation	Structural Crime Prevention Target hardening Zero tolerance Environmental Crime Prevention Dismantling out crime CCV Broken Windows thesis Incentives Social and Community Crime Prevention Risk Factors Multi-Agency approach Surveillance Self-surveillance Sous-surveillance Synoptic surveillance Perception Sovientant assignments Cultural anthropology Restorative justice Rehabilitation Restorative Justice Mass incarceration Transposition Overcast Postivist victimology Critical victimology Restorative justice/police CPS Context Prison Rebound Social control Globalisation	Globalisation Global risk society Risk consciousness Global organisations Mafia Human Trafficking Marketisation Demology Political crimes Social and cultural crime Economic crime Culture of denial Authoritarian personality Techniques of neutralisation Authorisation Revoluntarisation Dehumanisation Modernity Primary and secondary green crime Transgressive criminology Antirapeocratic Economic New values Democratization Preponderant orange model Moral panic Folk devil Deviancy amplification spiral Frequency Context Reflexivity Rebound Difficulty	Research Methods Quantitative, Qualitative, Positivism, Interpretivism, Ethical issues informed consent, confidentiality, deception, validity, Reliability, Representativeness, Hypothesis, Triangulation, Correlation, Longitudinal study, pilot study, case study, ethnography, Hypothesis (deductive model, experiments lab, field, comparative method, questionnaire/social surveys, interviews-structured, unstructured, group, observation-participant, non-participant, covert, overt, official statistics, documents. Theory and Theoretical Topics Economic, conflict, social action, Functionalism, Marxism-scientific and humanistic, New-right, Feminism, symbolic interactionism, phenomenology, ethnomethodology, structuration theory, postmodernism, modernity Dramaturgical model, labelling, impression management, looking glass self, typifications, facilitation, paradigm, relation, value-free, value-laden, committed sociology, social problems, sociological problems, social issues.	Ageing population Asotic Education Beliefs system Class of civilisations Collective conscience Cult religion Cults Church Denominations Fundamentalism Globalisation Ideologic elites Ideology Liberation theology Monothetic Nationalism New Age Opium of the masses Psychedelic Prestidivator Sacred and profane Secularisation Social change Subcultural definition Sect Spirit of capitalism Theodicy Totalitarianism World accommodating cult World rejecting cult World affirming cult	
<b>End Point</b>	Paper 3: Crime and Deviance Progress Points: Lesson 5: Crime Prevention timed essay 30m Lesson 15: Mid-Unit assessment: 20 mark essay on Marxism + Item-based 20m on Interactionism Final assessment: Lessons 21-22: 4/6/10/30m questions across two lessons (2 hrs) covering all theories of crime and deviance (see assessment lesson for details)	Paper 3: Crime and Deviance Progress Points: Lesson 5: Crime Prevention 4 x 10m + self-assess task Lesson 15: Mid-Unit assessment: L7 Mid-Unit Assessment: Crime prevention essay and Punishment 10m Final assessment: Lesson 21-22: 4m/6/10/30m on Social Distribution of Crime covering Class, Ethnicity and Gender	Paper 3: Crime and Deviance Progress Points: Lesson 4: Crime Prevention 2 x 10m + self-assess task Lesson 15: Mid-Unit Assessment: L7 Mid-Unit Assessment: Crime prevention essay and Punishment 10m Final assessment: Lesson 21-22: 4m/6/10/30m covering all unit topics	Paper 3: Crime and Deviance Progress Points: Lesson 5: Mid-unit assessment Lesson 9: Mid-unit: 10m and 20m on Quantitative and Qualitative methods Lesson 12: Final assessment: 2x 10m + 20m Globalisation and Media and Crime Final Assessment: HTS as part of the End of Unit assessment	Paper 1 and 3: Theory and Methods Progress Points: 16: Progress point: 20 m Quantitative methods Lesson 9: Mid-unit: 10m and 20m on Quantitative and Qualitative methods Final assessment Methods: Lesson 12: Final assessment: 2x 10m + 20 m 1:16 Progress Point Theory: 20m essay 1:25 Mid-Unit Theory: 10m /20m 1:36 Final assessment – Theory and Methods	Paper 2: Beliefs in Society: Section 8: Topic B1 Progress Points: Lesson 12: 10m Fundationalism Lesson 6: Theories 10m +20m Lesson 12: Final assessment: 2x 10m +20m Theories and Social Change Lesson 116 10m Secularisation Mid-Unit assessment: 119 Secularisation and renewal 10m +20m Lesson 22: 10m Globalisation Lesson 124 10m Organisations Final assessment: L27 2x20m and 20m Covering all units	
<b>Assessment method</b>							