

Year 13 Sociology | Term 1

Crime and deviance

Topic Overview: Over this first term of year 13 students will study the theoretical explanations for the existence of crime and deviance. While this is core content expected to be covered in the module it will also form the theoretical foundation for the rest of the module. During this time there will be a focus on the development of A03 skills through debate and discussion and the use of independent reading to further develop knowledge gained in the lesson. This will also develop the key skills expected for those students looking to progress into university. Once a week students will have a research methods lesson to cement year 1 content and to be able to extend into the theoretical elements of research methodology later in the academic year.

	Lesson Exploration	Lesson Experience(s)	Knowledge and skills	Key Words
Week 1: Lesson 1	What is the difference between crime and deviance?	Students will experience debating different acts and how they fit the definitions of crime and deviance. Students will consider how examples may fit only one or both definitions. Students will explore examples of historical and cultural differences in definitions of crime and deviance.	crime, deviance, social order and social control	Crime Deviance Social order Social control Ethnicity Gender Social class Trends
Week 1: Lesson 2	What is the function of crime and deviance for society?	Students will experience being exposed to high level readings and class discussion to explore Durkheim's functions of crime and deviance in society.	crime, deviance, social order and social control	
Week 1: Lesson 3	How can strain and anomie lead to crime and deviance?	Students will experience discussions and cause studies to explore Merton's theory of anomie and strain to explain why some people commit crime. Students will experience the completion of a matrix that	crime, deviance, social order and social control	

		allows them to understand the two different drivers which combine to result in crime.		
Week 1: Lesson 4	RM Lesson: How can we use PET to evaluate sociological research methods?	Students will experience sorting activities to explore the different evaluation issues used to evaluate sociological research methods and experience the debates surrounding each of these. These evaluation issues will be grouped together into three categories; PET.	the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'	
Week 2: Lesson 1	How can joining a subculture result in crime or deviance?	Students will experience using case studies of knife crime and the skinhead culture exploring Cohen's subcultural theory of status frustration to explain why some people commit crimes.	crime, deviance, social order and social control	
Week 2: Lesson 2	How can joining a subculture result in crime or deviance? ...	Students will experience deepening their knowledge of subcultural theories by exploring the work of Cloward & Ohlin and Miller through the use of high level readings. Students will experience using independent A03 analytical and evaluation skills when exploring this theoretical explanation and making comparisons to other subcultural theories.	crime, deviance, social order and social control	
Week 2: Lesson 3				
Week 2: Lesson 4	How do I answer a 10 mark 'apply and analyse' style exam question?	Students will experience activities focused on exam skills, techniques and model answers. Students will experience their first attempt at an apply and analyse exam question.	The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.	

Week 3: Lesson 1	How can we evaluate the use of questionnaires in sociological research using PET?	Students will experience applying the different evaluation issues PET to debate the use of questionnaires as a research method and topics it would be most suitable to.	sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics	
Week 3: Lesson 2	How can social bonds stop people from committing crime and deviance?	Students will experience applying their own examples into Hirschi's theory of social bonds to explain why most people do not commit crime. Students will experience group discussions to make links to the functionalist concept of value consensus and social solidarity to understand the theoretical foundations.	crime, deviance, social order and social control	
Week 3: Lesson 3	How can society create deviance through labelling?	Students will experience using case studies to understand how society can create a criminal career through the process of labelling (Becker). Students will experience using independent A03 analytical and evaluation skills when exploring this theoretical explanation.	crime, deviance, social order and social control	
Week 3: Lesson 4	How can labelling lead to rehabilitation and reform of prisoners?	Students will experience reading a journal article to extend their reading ability and prepare them for university. Students will explore Braithwaite's theory of reintegrative shaming as an approach to preventing future crime from offenders.	crime, deviance, social order and social control	
Week 4: Lesson 1	How can we evaluate the use of interviews in sociological research using PET?	Students will experience applying the different evaluation issues PET to debate the use of interviews as a research method and topics it would be most suitable to.	sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics	

Week 4: Lesson 2	How can capitalism cause crime?	Students will experience independently applying their Marxist knowledge from year 1 to explain crime. Students will explore Marxists explanations for utilitarian based crime through the use of case studies and news articles.	crime, deviance, social order and social control	
Week 4: Lesson 3	How can we use critical criminology to study crime	Students will experience combining labelling and Marxist theory to review critical criminology work by Taylor, Walton & Young. Students will experience debating the criticisms of traditional Marxist explanations and analyse the changes to this theory within Neo-Marxism through high level reading.	crime, deviance, social order and social control	
Week 4: Lesson 4	How do I answer a 30 mark 'apply and evaluate' style exam question?	Students will experience activities focused on exam skills, techniques and model answers. Students will experience their first attempt at an apply and evaluate exam question.	The study should foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.	
Week 5: Lesson 1	How can we evaluate the use of observations in sociological research using PET?	Students will experience applying the different evaluation issues PET to debate the use of observations as a research method and topics it would be most suitable to.	sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics	
Week 5: Lesson 2	Assessment	Students will experience answering exam questions under exam conditions.		

Week 5: Lesson 3	What is the difference between left and right wing politics?	Students will experience exploring different political ideologies and debating the political standpoints within different scenarios. Students will explore being able to reflect on their own political views within this lesson and be provided with online tools that may support them in understanding where their views fit within the political spectrum.	• crime, deviance, social order and social control	
Week 5: Lesson 4	What are the right realist explanations of crime and deviance?	Students will experience applying right wing political ideologies to explain crime in the context of real life events. Students will experience being able to work synoptically to apply knowledge of the New Right theory gained within their family module.	• crime, deviance, social order and social control	
Week 6: Lesson 1	How can we evaluate the use of experiments in sociological research using PET?	Students will experience applying the different evaluation issues PET to debate the use of experiments as a research method and topics it would be most suitable to.	the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'	
Week 6: Lesson 2	What are the left realist explanations of crime and deviance?	Students will experience researching the work of Lea and Young and making links to their understanding of Marxist and Neo-Marxist views.	• crime, deviance, social order and social control	
Week 6: Lesson 3	What are postmodernist explanations of crime?	Students will experience sorting activities to secure knowledge of characteristics of postmodern society and to review the late modern explanations of risk society (Beck) and edgework (Katz & Lyng) through high level readings.	• crime, deviance, social order and social control	

Week 6: Lesson 4	TRY NOW	Students will experience completing individualised try now activities based on their performance in the week 5 assessment.		
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Literacy Links	Numeracy Links
<p>Literacy, in particular the understanding of key terminology, will be examined through two Check Out questions, every lesson. One question will focus on the definition of a subject-specific key term, while the other question will focus on the spelling of a key term.</p> <p>They shall also experience participating in whole class formulation of exam style responses, modelling notes and taking strategies.</p> <p>Furthermore, students will encounter subject-specific command verbs regularly and within this topic will be examined of their understanding of the following terms: evaluate, explain, identify, describe, discuss, examine</p>	<p>Numeracy skills are needed with the subject of Sociology. Particularly within the unit Theory and Methods. Students are required to be able to interpret official statistics and apply their knowledge of theory to statistics and research. Their numeracy skills are strengthened through the implementation of data analysis within their lessons where they get to evaluate research through interpreting graphs, statistics, tables etc</p> <p>To assist students strengthen their numeracy skills, checkouts also include a data analysis of a social phenomena which the student must interpret or solve.</p>