STOKE DAMEREL

Aspire Achieve Thrive

Half Term 1

Sociology

Year 11

Name: _____

Tutor: _____

Aspire | Achieve | Thrive

Year 11 Homework Timetable

GREENSHAW LEARNING TRUST

Monday	Ebacc Option D	Option C	Modern Britain	
Tuesday	English	Tassomai	Option B	Option A
Wednesday	Sparx	Science	Modern Britain	Option C
Thursday	Ebacc Option D	Tassomai	Option B	
Friday	Sparx	Science	English	Option A

Tassomai - 2 Daily Goals per week
Sparx - 4 tasks of Sparx per week

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

Sociology Half Term 1 - Homework Plan

Week / Date	Homework Topic Focus	Exam Question
Week 1 7th September	Key Terms and Concepts linked to Crime	**Question 1-** Identify and **describe** one form of informal social control (3)
Week 2 12th September	Key Terms and Concepts linked to Research	**Question 2-** Identify and **explain** ONE disadvantage of using longitudinal studies to research the experience of prisoners. (4)
Week 3 19th September	Merton's Strain Theory	**Question 3-** Identify and **explain** one reason why Merton's Strain Theory leads to crime occuring. (4)
Week 4 26th September	Cohen and Status Frustration	**Question 4-** Describe the theory of 'Status Frustration' (3)
Week 5 3rd October	Heidensohn and the Gender Control Theory Carlen and the Gender/Class Deal	**Question 5-** Identify and **explain** one reason why Heidensohn's Gender control theory leads to females committing less crimes. (4)
Week 6 10th October	Becker and the Labelling Theory	**Question 6-** Identify and **explain** one reason why Becker's labelling theory leads to crime occuring. (4)
Week 7 17th October	Key Terms and Concepts linked to Research	**Question 7-** Identify and **explain** ONE disadvantage of using overt observations to research the experience of subcultures and why they turn to crime. (4)

Exam Question Structures:

1. Identify and **describe** one…(3 marks)

A. Identify one thing relevant to the question… (1 mark)
B. Use sociological theory and contextual knowledge to support your answer (1/2 marks)

2. Identify and **explain** one… (4 marks)

A. Identify one thing relevant to the question… (1 mark)
B. Use sociological theory and contextual knowledge to support your answer (1/2 marks)
C. Explain why it causes the issue in the question to occur. (1/2 marks)

3. Describe…

A. Use sociological theory and contextual knowledge to support your answer (3 marks)
B. The more detailed it is and the more examples you refer to the more marks you will get.

Year 11- Sociology- Half Term 1 - Crime

Week One: Key Terms and Concepts linked to Crime

Social Construct- This means it has been created by society. It is not natural

Functionalism and Crime

1. Anomie- State of normlessness.
2. Social Cohesion- functionalists believe that crime helps to achieve social cohesion. This is the idea that the community comes together and people feel like they belong.

Social Control and Crime

Social Control (formal and informal)- How society is controlled and people are persuaded to conform to the rules of that society.

1. **Formal Control**= Police, Courts
2. **Institutional Racism-** is a form of racism that is embedded in the laws and regulations of a society or an organisation. (e.g. the police)
3. **Informal Social Control**= Parents, Teachers, Peers, Media.
4. **Agent of Social Control**- those whose role it is to to prevent people from carrying out deviant or criminal acts (e.g. families, schools, police)

Marxism and Crime- White Collar Crime- Criminal activity of a financial nature. e.g. fraud, embezzlement. This type of crime is often associated with middle/upper-class people and Marixists argue that it is a crime that is often ignored by the agents of formal control.

Gender and Crime- Chivalry Thesis- Male dominated police-force treats women more lenient because of their gender.

Interactionism and Crime

1. Self-fulfilling Prophecy- Where people live up to their label.
2. Deviancy Amplification- levels of deviance or crime can be increased by the societal reaction to deviance itself.
3. Deviant Career- The process in which an individual comes to accept a deviant 'self-identity', and, often, to identify with a deviant subculture.
4. Master Status- Your main status- e.g. you now become known as a criminal.

Media and Crime

1. Moral Panic- The media creates a panic. **2. Folk Devils-** a person or thing held to be a bad influence on society. **3. Media Amplification-** When the media exaggerates something and makes it worse. **4. Gatekeepers-** Media professionals (journalists etc) and owners who decide what gets covered and how it is edited and presented.

Crime Statistics

1. Official Crime Statistics- Crimes that have been reported and then recorded by the Police. **3. Dark figure of Crime-** Crime that is unknown. These are crimes that are not reported/ recorded.
3. Victim Survey- People are asked about their experiences of crime and whether they have been victims, despite whether these crimes have been recorded/reported or not.
4. Self-report Study- A survey that asks people to identify crimes they have committed, but for which they have not been caught.

Week Two: Research- Key Terms

1. **Attitude survey-** A social survey that measures respondent's (people taking part in the survey) views and thoughts on particular issues.
2. Case study- A detailed study of a particular institution (school/hospital etc) or a series of related events (e.g. moral panics surrounding mods and rockers)
3. Census- A questionnaire survey conducted every 10 years in the UK to collect information on the whole population.
4. Ethnography- The study of people's cultures and practices in everyday settings. Usually based on qualitative methods including participant observations and unstructured interviews.
5. Focus group- Group interview that focuses on one particular topic.
6. Longitudinal study- A study of the same group of people conducted over a period of time. Research is carried out at intervals over a number of years.
7. Covert Observation- Observations carried out when people don't know they are occurring **8. Overt Observations**- Observations carried out when people do know they are occurring

Week Three: Key Crime Sociologists- Functionalists- Merton

Merton- Functionalist (1938) Strain Theory

1. Deviance results from the culture and structure of society.
2. He starts from the standard functionalist position of value consensus – all members of society hold the same values.
3. However, because members of society have different positions in the social structure, for example in terms of social class, Merton believed that they did not have the same opportunity to realise their shared goals.
4. He also believed that American society was unbalanced because greater importance was attached to success, than to the ways in which that success was achieved. In the search for success by almost any means the danger is that the usual rules governing behaviour in society are abandoned, a situation of anomie results, where 'anything goes' in pursuit of wealth and material success.
5. He described five possible ways in which individuals could respond to success goals in American society.
    a. **Conformity:** this describes individuals who work towards achieving success by conventionally accepted means, e.g. by gaining educational qualifications which in turn give them access to secure, well paid employment. Other conventional routes to success include talent, hard work and ambition.
    b. **Innovation**: this describes individuals who are unable to succeed using conventionally accepted routes and turn to deviant means, usually crime. Merton believed that this route was most likely to be taken by individuals who came from the lower levels of society and who are denied the usual routes to success because they are, for example, less likely to gain the necessary educational qualifications.
    c. **Ritualism:** this describes middle class individuals who are deviant because they abandon conventional success goals. They are unable to innovate because they have been strongly socialised to conform, but they have little opportunity for advancement and remain stuck in low paid, low status 'respectable' jobs where they may exhibit an enthusiasm for rules and petty bureaucracy.
    d. **Retreatism**: this describes individuals from any social class position who are deviant because they abandon both success goals and any means of achieving them. They 'drop out' of society; this response can be applied to explain the behaviour of social outcasts of all kinds including vagrants and drug addicts.
    e. **Rebellion:** this describes those individuals who reject success goals and the usual means of achieving them, but then replace those that they have rejected with different goals and means. They are deviant because they wish to create a new society, in Merton's view they are typically members of a 'rising' social class who may well attempt to organise a revolution.
6. Merton has been criticised for not taking into account power relations in society, for example by failing to consider who makes the laws and who benefits from them.
7. He has also been criticised for his assumption that there is such a thing as a 'value consensus' in American society.
8. Furthermore, it has been suggested that his 'deterministic' view fails to adequately explain why only some individuals who experience anomie become criminals and that his theory exaggerates working class crime and underestimates middle class, 'white collar' crime.

Week Four: Key Crime Sociologists- Functionalist- Cohen

Cohen- Functionalist (1955) Status Frustration

1. Working class boys hold the same success goals as the wider society, but that as a consequence of educational failure and poor employment prospects, they have little or no opportunity to realise those goals.
2. Cohen holds the view that cultural deprivation accounts for working class boys' lack of educational success. They become stuck at the lowest level of the stratification system and as a consequence of their lack of opportunity, they suffer from status frustration.
3. They turn to criminality as an alternative route to success, becoming members of a criminal subculture which values activities such as stealing, vandalism and truancy.
4. Those who perform well, in terms of the values of the subculture (the successful thief for example), are rewarded by recognition and prestige in the eyes of their peers.
5. Cohen's ideas have been criticised by, for example, those who hold the view that working class youths do not necessarily accept mainstream success goals, but rather that they exhibit delinquent behaviour out of resentment against those whose values they do not share eg teachers and successful middle class students.

Week Five: Key Crime Sociologists- Feminists- Heidensohn

Heidensohn- Feminist (1985) Control Theory

1. Uses **control theory** as the basis for her explanation of why **women commit fewer crimes than men.**
2. She argues that **male-dominated patriarchal societies control women more effectively than men**, making it difficult for women to break the law.
    a. Women in such societies are closely controlled in the home, where they are expected to spend the majority of their time on housework and childcare.
    b. Women who challenge these assumptions risk male violence as an assertion of patriarchal authority.
    c. Men as the main or sole breadwinner also have financial power over their wives.
    d. Daughters are more closely controlled than sons, they have more limits on when they may leave the home and they are expected to contribute more time to domestic tasks.
    e. In public, women are controlled by the threat of male sexual violence and by the idea that inappropriate behaviour may bring loss of reputation and shame upon their families.
    f. The idea of separate spheres emphasises women's place as being in the home, those who attempt to raise concerns in public are subject to ridicule and told to return to where they belong.
    g. At work women are controlled by male-dominated hierarchies and workers organisations. They are subject to intimidation by various forms of sexual harassment.
3. Heidensohn has been **criticised for making generalisations that do not apply to all women** and for not always supporting her claims with strong research-based evidence.

alternative.

Carlen- Feminist (1988)

1. Studied a group of mostly working class women aged between 15 and 46 who had been convicted of one or more crimes.
2. She carried out in-depth, unstructured interviews with each of the women, a number of whom were in prison or youth custody at the time.
3. Carlen uses control theory as the basis for her approach, this starts from the assumption that human beings are neither naturally good nor bad but will make a **rational decision to turn to crime when the advantages outweigh the disadvantages.**
4. In Carlen's view, **working-class women have been controlled through the promise of rewards.**
    a. They make a **class dea**l which offers respectable working class women consumer goods in return for their wage.
    b. They make a **gender deal** for the psychological and material rewards offered by male breadwinners in return for their love and domestic labour.
5. When these rewards are not available or prove to be illusory, then criminality becomes a viable alternative. 6. Carlen's work was based on a relatively small sample (39 women) but it supports the view that criminal behaviour becomes more likely when social control breaks down.
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Week Six: Key Crime Sociologists- Interactionists- Becker

Becker- Interactionist- Labelling Theory (1963)

1. An **act only becomes deviant when others define it as such.**
2. Whether the 'label' of deviancy is applied depends on:
    a. who commits the act b. When and where it is committed c. Who observes the act d. The negotiations that take place between the various actors involved in the interaction.
3. The **agents of social control**, for example the police and the courts, have the power to make the label stick.
4. The label applied to the individual becomes a **master status**; the young people have become criminals and this label will affect how others see them and respond to them. Assumptions will be made that the individuals concerned have the negative characteristics normally associated with the label.
5. As a consequence the individuals will begin to see themselves in terms of the label, producing a **self-fulfilling prophecy**.
6. The individual who has been publicly labelled as deviant is rejected from certain social groups on the basis of various negative assumptions about their future behaviour; this may well encourage further deviance, which in turn begins what Becker describes as the **deviant career.**
7. This career is completed when the individual joins an organised deviant group which develops a **deviant subculture**, this subculture develops beliefs and values which rationalise, justify and support deviant identities and behaviours.

Week Seven: Research Key Terms

Reliability/Validity

1. Reliability- Means data is consistent. This means that after research is conducted it can be carried out again, using the same methods, and the results will be consistent with the first time it was carried out.
2. Validity- Research findings are valid if they truly measure or capture what they are supposed to be studying.

Ethical Considerations

1. Confidentiality- An agreement that all information found out through research will only be accessed by those who have the authority to access it.
2. Data protection- If you have been used in research then you have the right to see the data that has been written about you.
3. Informed consent- Before research is carried out, the researchers need to get consent from the participants. the participants have to be told exactly what will happen in the research and with the research.

Conducting Research

1. Hypothesis- An informed guess/prediction, usually written as a statement, that can be tested and either supported by the evidence or proved wrong.
2. Mixed methods research- The use of different methods within one project to generate both quantitative and qualitative data.

Analysing Research

1. Content analysis- The analysis of documents and images by constructing a set of categories. The documents are then looked at for these categories, and then you count the number of times a theme occurs.
2. Data analysis- Interpreting or making sense of the information collected during research and summarising the main findings or results.
3. **Triangulation** (in relation to social research)- Cross checking the findings from a qualitative method against the findings from a quantitative method.

Data Types

1. Primary data- Information that is generated and collected at first hand by doing research techniques such as questionnaires, interviews or observations.
2. Secondary data- Information that already exists and has previously been generated or collected by other people.
3. Qualitative data- Information presented as words or quotations.
4. Quantitative data- Information presented in numerical form (graphs, charts, statistics etc)

Samples

1. Sample- A smaller section of the population that is selected for research purposes- trying to collect data from the entire population would be unmanageable.
2. Sampling frame- A complete list of all members of the population from which a sample is drawn.
3. Representative sample- Generalised- wide range of characteristics- can apply to the whole population.
4. Unrepresentative sample- non generalised- results won't apply to the whole population.
5. Quota sample- A sampling technique in which an interviewer must question an exact quota (number) of people from categories such as females or teengaers, in proportion to their numbers in the wider population.
6. Random sample- Every person on the sampling frame has an equal chance of being selected for the research. Names might be drawn from a hat or allocated by a random number generator.
7. **Snowball sample-** One person who meets the criteria for the research is approached by the researcher. This person then introduces the researcher to other people who have similar experiences. These additional participants then introduce the researcher to further participants.
8. Stratified Sampling- Here the sampler divides or 'stratifies' the target group into sections, each showing a key characteristic which should be present in the final sample. Then each of those sections is sampled individually. The sample thus created should contain members from each key characteristic in a proportion representative of the target population.
9. Systematic sample- Involves choosing every nth name from a list. Creates an unbiased sample to take part in the research. E.g. Taking the name of every third student on a register.

Date…….

Identify and <u>describe</u> one form of informal social control (3)

Answer:-

Date……

Identify and explain ONE disadvantage of using longitudinal studies to research the experience of prisoners. (4)

Answer:-

Date……

Identify and <u>explain</u> one reason why Merton's Strain Theory leads to crime occuring. (4)

Answer:-

Date…….

Describe the theory of ‘Status Frustration’ (3)

Answer:-

Date…….

Identify and explain one reason why Heidensohn's Gender control theory leads to females committing less crimes. (4)

Answer:-

Date……

Identify and explain one reason why Becker's labelling theory leads to crime occuring. (4)

Answer:-

Date……

Identify and <u>explain</u> ONE disadvantage of using overt observations to research the experience of subcultures and why they turn to crime. (4)

Answer:-

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams
and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.
What: At the end of the class lecture, discussion, or reading session.
How: In complete sentences, write down the conclusions that can be made from the information in your notes.
Why: Summarising the information after it's learned improves long-term retention.

Date / / Topic: Crime Key Concepts and Terms

WEEK 1

Questions	Notes

Summary

Date / / Research Key Concepts and Terms

WEEK 2

Questions	Notes

Summary

Date / / Merton's Strain Theory

WEEK 3

Questions	Notes

Summary

Date / /

Cohen and Status Frustration

WEEK 4

Questions	Notes

Summary

Date / / **Topic- Feminism and Crime (Heidensohn and Carlen)** **WEEK 5**

Questions	Notes

Summary

Date / / Topic- Becker and the Labelling Theory **WEEK 6**

Questions	Notes

Summary

Date / / Topic- Research Key Terms

WEEK 7

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

Revision Page

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Revision Card on Functionalism and Crime **1. Summarise Merton's Strain Theory** **2. Summarise Cohen's Status Frustration Theory**	**Answers**

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Revision Card on Feminism and Crime **1. Summarise Heidensohn's Gender Control Theory** **2. Summarise Carlen's Gender/Class Deal Theory**	**Answers**

.....✂.....

Revision Card on Interactionism and Crime **Summarise Becker's Labelling Theory**	**Answers**