STOKE DAMEREL
Community College

Cycle 2

SOCIOLOGY

Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	English	Ebacc Option A	Option C	
Tuesday	Tassomai	Option B	Option D	
Wednesday	Hegarty	Science	Option C	
Thursday	Ebacc Option A	Tassomai	Option B	Option D
Friday	Hegarty	Science	English	

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

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

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

Sociology Cycle 2 - Homework Plan

Week / Date	Homework task	Exam Question
Week 1 15th November	**Cornell Notes:** The Causes of Crime	**Question 1** Identify and explain what Merton said about the causes of crime (4)
Week 2 22nd November	**Revision Card:** Marxism and Crime	**Question 2** Outline and explain one reason why people in poverty are more likely to commit crime (4)
Week 3 29th November	**Revision week mock exams**	
Week 4 6th December	**Revision week mock exams**	
Week 5 13th December	**Cornell Notes:** Gender and Crime	**Question 3** Identify and explain one reason why women commit less crime than men(4)
Week 6 3rd January	**Revision Card:** Social class, Age and Crime	**Question 4** Identify and explain why working class are more likely to be convicted of crime(4)
Week 7 and 8 10 / 17th January	**Cornell Notes:** Ethnicity, Media and young offenders	**Question 5** Outline and explain one reason why young people commit more crime(4)
Week 9 24th January	**Revision card:** Sources of information on crime	**Question 6** Describe one advantage of using victim surveys to find out the offending rates of young men (4)

Cycle 2 Sociology Year 10 and 11 Knowledge Organiser: Crime			
Session	**Keywords /Dates**	**Knowledge**	**Sociological concepts**
Week 1	**Structural Theory** - based on the way society is set up **Conflict theory** - not all groups in society want the same thing **Anomie** - breakdown in norms and values governing acceptable behaviour Deviant career - process by which someone becomes a criminal	**Causes of Crime** - Lambroso - in the 19th century believed crime was caused by a gene and could be seen in physical characteristics like large jaw, high cheekbones, big ears and extra fingers. Even today some experts think genes are involved in criminal behaviour (biological factor) - Psychological factors - some people's personality make them more likely to commit crime - aggression, impulse, extrovert, fatalist, compulsion - It is also possible to identify 10 traits of a criminal (remorse, entitlement, impulse, invincible, lazy, easily bored or distracted) Interactionists The labelling of an act makes it deviant.Some people have more influence and therefore if they label it sticks. For example the police who see working class boys as more likely to be deviant If people accept the label ir can become a self fulfilling prophecy	.**Functionalism and Crime** **Durkheim -** crime is inevitable and universal. It is a necessary part of all societies. It does key things:- - Binds people together against the criminal - Boundary maintenance - Adaptation of law - show a change is needed People criticise Durkheim's view because when does crime become a problem not a positive **Merton's Strain Theory** - this is based on the American dream. Everyone wants a good standard of living with lots of material goods. For people on a low income there becomes a growing gap between income and the goods they want. =The Strain. The only solution is crime However not everyone on a low income turns to crime even if they feel the Strain so what is the trigger?
Week 2	**White collar crime** - criminal acts committed by members of the middle class and linked to their employment eg fraud **Invisible Crime** - sometimes called victimless crime because there is no obvious victim	**<u>Marxist View</u>** Capitalist society is criminogenic - it provokes crime. Laws are made to protect the powerful. Capitalist society is based on materialism, consumerism and competition	**<u>Corporate Crime</u>** Crime committed by employers for the company. It can involve: sale of unsafe goods / health & safety violations / environmental issues like pollution or tax evasion. It's difficult to prosecute because not one person it's a company & big businesses can employ skilled lawyers.

		White Collar Crime Costs Britain £14 billion a year and is a crime committed by the middle class in their work. It includes: Computer crime - illegal transfer of funds It's often known as invisible crime because there is no obvious victim. Companies rarely report it to the police, they deal with it internally.Occupational crime - done in the workplace like fraud Professional crime - like dry running	

Cycle 2 - Crime			
Session	**Keywords**		
Week 3	**Bedroom Culture** - girls spend time in their bedrooms talking to their friends **Chivalry Thesis** - women are treated more leniently in the law than men **Liberation Thesis** - things are changing for the better for women bt this means they are being persecuted more for the crimes they do commit **Socialisation** - girls are socialised to be obedient & co-operative , boys to be competitive **Control theory** - women are controlled by a patriarchal society where men have power & financial control.	**CRIME AND GENDER** Men generally commit more crime than women according to official statistics. Men are 7 times more likely than women to be found guilty of a criminal offence. 60 times more likely to be found guilty of sexual offences. Why: **Socialisation** **Opportunity** - girls are more tightly controlled - have less chance to commit crime. **Chivalry Thesis** **Control theory -** Heidensohn - **Liberation Thesis** **Carlen** Women commit crime only when they fail to get the Gender or Class Deals. Class Deal is a good standard of living. Gender Deal is a good emotional support from family.	**Feminism** Women have a lower rate of offending than men and commit fewer serious crimes (Heidensohn). This is because of the control theory. Women live in a patriarchal society where men hold all the power and women do the childcare. This reduces their opportunity to commit crime. **Chivalry Factor** It's not that women commit less crime - it's that they are less likely to be convicted of it. **For the Chivalry Factor:** Men are socialised to protect women Women are more likely to be cautioned but less likely to be convicted Women are 1/3 less likely to go to jail than men **Against the Chivalry Factor:** Women in rape cases have to prove their good character Women are more likely to show remorse which is why they are not sentenced Courts treat women more harshly if they deviate from their social accepted role

Week 4	**Master Status** - when the criminal label becomes the main thing about a person **Status Frustration** - when society fails to allow success through legal means people turn to crime **Labelling** Police label the working class as more likely to be criminal. Once identified they are more likely to be treated as criminals leading to a self fulfilling prophecy.	**Social Class and Crime** Working class commit crime because of **Material Deprivation** Working class children are more likely to be put into a bottom set & fail at school. So they get low paid jobs - lack money & turn to crime. **Socialisation** Working class values of instant gratification, fatalism & present day orientation leads them to be more likely to turn to crime **Inaccurate statistics** Working class commit identifiable crimes like street crime so they are more likely to get caught.	- **AGE AND CRIME** Peak age of offending is 17. Offending declines rapidly after 25. However more older people are now offending because people are living longer. Young people commit more crime because of: Socialisation - lack of discipline in schools & poor parenting causes young people to turn to crime. Status Frustration - lack of independence & status in life leads them to turn to crime. Edgework - young people want excitement & thrills. Crime provides that (joyriding, drugs). Police Stereotypes - police expect young people to be trouble & treat them accordingly.

Session	Marriage	Changing patterns	
Week 5	**Victimisation** - Being the victim of crime **Moral Panic** - media fuelled over reaction to a social group **Deviancy Amplification** - the exaggeration of a particular social issue as a consequence of media coverage **Folk Devils -** a group defined as a threat to society **Carthogenic** - watching media violence has a calming effect on people's violent tendencies &	**ETHNICITY AND CRIME** By people are: ● Twice as likely to be cautioned by the police ● Three times more likely to be arrested ● Three times more likely to be tasered Reasons for this: **Institutional Racism** - police and the law are racist. **Social Class** - Ethnis minorities are more likely to be working class & suffer from material deprivation. **Labelling** - Police labelled them as more likely to be criminal and treat them accordingly. Therefore this leads to a self-fulfilling prophecy. Media - Ethnic offending is newsworthy - so it reported	**Media and Crime**. **Debate - does the media cause crime?** Media is seen as an important agent of secondary socialisation and copycat violence has long been a concern Anderson said there was a strong link between violence on TV and violent behavior Others argue that children are able to distinguish between Tv and reality. In fact Tv violence has a carthogenic result **Does the Media present crime in a biased way?** Crime, especially violent crime, is newsworthy so the media will include it . 46% of all media reports are about violent or sex crimes. The media tend to exaggerate and sensationalise the crime making it seem as though we live in

	prevent them committing violent acts **Indictable Offence** - serious crimes for which you can be sent to prison **Newsworthy** - of interest to the viewer	lots creating mistrust & hostility.	a violent or dangerous society which is not true. This is called deviancy amplification Sometimes this can lead to a moral panic as with the Mods and Rockers in the 1960s
		Treatment of Offenders Should young people be placed in prison? **YES** ● They are a danger to society so they need to be out of it ● They committed a crime so they should pay ● They need to learn what they did was wrong **NO** ● Too many young offenders reoffend if they have been in prison ● They need reform & education to learn ● It costs £200,000 a year - too expensive	**Should Prison be used as punishment?** **YES** ● Criminals deserve to be removed from society ● It keeps the public safe / It acts as a deterrent ● Criminals have lost their right to freedom **NO** ● 57% of prisoners reoffend so it doesn't work ● Prison becomes a school for crime Alternatives- community service, tags, fines. Community punishments can be very effective in reducing offending but the families of victims see this as a soft option

Session	Marriage	Changing patterns	
Week 6	**Official statistics** - crimes reported and recorded by the police **Victim survey** - questionnaire completed by people have suffered from crime **Self report study** - questionnaire completed in which people say what crimes they have committed **Dark Figure** - unrecord and unreported crime	**Official Statistics** These come from police records of recorded crime. To be on these statistics a crime needs to be reported and then recorded People do not record all crimes because of embarrassment, fear or they feel it's a waste of time. The Police might not record it because it is too trivial or a repeat crime	**Victim Surveys- crime Survey for England and Wales** - **It is** large scale and carried out each year - A questionnaire sent to 35,000 households - It asks what crimes have been committed against them - ly exposes unrecorded and unreported crime - People can lie or exaggerate - People rarely talk about serious crimes like rape
		Why do sociologists use Official Statistics - Cheap and readily available - They can show change over time and place - They contain a lot of information	**Self Report studies** Postal questionnaire which asks people what crimes they have committed this year It provides the age, gender and ethnicity of the criminal

		But they need to remember they are socially constructed and don't show the whole story	It only asks 10-25 year olds and they often exaggerate Only really provides information on petty crime
	Informal social control - rules that we obey because we have been socialised to do so **Formal social control -** laws that control our behaviour reinforced by the police and courts **Sanction** - rewards and punishments **Magistrates** - volunteer who sit in court and deal with less serious crimes **Prison Service** - part of the justice system which details convicted criminals	**Informal social control** - On going socialisation teaches us the norms and values of society - We get positive rewards for behaving as expected - Punishments follow if we don't obey the expected rules like being grounded for coming home late - Schools reinforce social control through the Hidden Curriculum - Peers teach us how to behave as part of a group - At work we are expected to behave in certain ways so as to earn a living and gain promotion	**Formal social control** **Formal Social Control** These are the rules of behaviour which are written down and apply to everyone. They are administered by the criminal Justice system **police** are responsible for keeping law and order and investigating crimes The Courts - their job is to uphold the law and punish those who break it Magistrates deal with less serious offences Crown Courts deal with more serious offences where people face a judge and jury

WEEK 1

Date…….

Identify and explain what Merton said about the causes of crime (4)

Answer:-

WEEK 2

Date…….

Outline and explain one reason why people in poverty are more likely to commit crime (4)

Answer:-

WEEK 5

Date…….

Identify and explain one reason why women commit less crime than men (4)

Answer:-

WEEK 6

Date…….

Identify and explain why working class are more likely to be convicted of crime(4)

Answer:-

WEEK 7

Date…….

Outline and explain one reason why young people commit more crime(4)

Answer:-

WEEK 8

Date…….

Describe one advantage of using victim surveys to find out the offending rates of young men (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**

WEEK 1

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / **Topic**

WEEK 3

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Date / / **Topic**

WEEK 5

Questions	Notes

Summary

Date / / **Topic**

Questions	Notes

Summary

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Page

Revision Card on Marxism and Crime	Answers
1. What does criminogenic mean? 2. Who commits white collar crime? 3. Name a white collar crime 4. How much does white collar crime cost GB every year? 5. What is an invisible crime? 6. What is corporate crime? 7. Why is corporate crime hard to stop?	

Revision Card on Social Class, Age and Crime	Answers
1. What is master status? 2. What is status frustration? 3. Why is working class crime more likely to be prosecuted? 4. What is instant gratification? 5. What is the peak age of offending? 6. What is edgework? 7. What causes young people to offend?	

Revision Card on Sources of Crime statistics	Answers
1. What is the Dark Figure? 2. Why do sociologists use official crime statistics? 3. Name one advantage of Victim surveys? 4. Name one disadvantage of self report surveys? 5. Name one agent of informal social control 6. What is a sanction? 7. Name one agent of formal social control	