

Year 13 Sociology	HT1-HT4	HT1 – HT2	HT3-4
Topic/Paper	Crime and Deviance (Paper 3)	Theory and Methods (Paper 3)	Beliefs (Paper 2)
Developing Cultural Capital	<p>In this topic student will have the opportunity to consider major sociological theories. The will look at a range of issues in relation to crime and deviance, such as class, gender and ethnicity; the media; globalisation, the environment and human rights; crime prevention, surveillance, control and victims.</p> <p>The sociology of crime and deviance is about rules and rule breaking. Sociologists are interested in who breaks rules and why they do so, why some groups are more likely to break rules than others and who makes and enforces the rules.</p> <p><b>Illuminating Texts/opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>AQA A Level Sociology Book Two</li> <li>David Silverman Doing Qualitative Research (2021) 6th Ed., London, Sage.</li> <li>Mark Balnaves and Peter Caputi (2001) Introduction to quantitative research methods: An investigative approach. London, Sage.</li> </ul> <p>Williams, Malcolm. (2000) Interpretivism and Generalisation, Sociology May 34(2), pp. 209–224.</p>	<p>In this topic students will examine how sociologists seek to answer questions and develop theories about the social world. Students will look at differing research methods and consider whether sociology is a scientific subject that produces objective knowledge.</p> <p>Students will also build on their knowledge of theories by examining modernist theories of society in their explanation of society in addition to looking at how the major changes in society can be linked to globalisation. Finally, students will consider the relationship between sociology and social policy.</p> <p><b>Illuminating Texts/opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>AQA A Level Sociology Book Two</li> <li>Baron, Stephen. W. (2006) 'Street youth, strain theory and crime', Journal of Criminal Justice, 34(2), pp. 209–223.</li> <li>Webster, C. (2008) Marginalized white ethnicity, race and crime, Theoretical Criminology, 12(3), pp. 293– 312.</li> <li>Garland, D. (2008) On the Concept of Moral Panic, Crime Media Culture, 4(1), pp. 9–30.</li> </ul>	<p>In this topic student will have the opportunity to consider what counts as a religious belief system. Students will understand that sociologists are not concerned with whether religious beliefs are true or false, but with how religions are organised and whether religious beliefs can be viewed as sources of social solidarity or conflict.</p> <p>Many cultures throughout history have developed religious belief systems that address the 'big' questions and aim to give meaning to the world. In the 21st century, religious belief systems continue to influence how people view their moral obligations and responsibilities and organise their daily lives. Students will examine the impact of this on society.</p> <p><b>Illuminating Texts/opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>AQA A Level Sociology Book Two</li> <li>Roberts, Keith A., and Yamane, David. (2012) Religion in Sociological Perspective, 5th ed. London, Sage publications.</li> <li>Ambirajan, S. (2000) Globalisation, Media and Culture, Economic and Political Weekly, June 35(25), pp. 2141–2147.</li> </ul>
Substantive Knowledge	<p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> <li>crime, deviance, social order and social control</li> <li>the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime</li> <li>globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes</li> <li>crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.</li> </ul>	<p>Students must examine the following areas:</p> <ul style="list-style-type: none"> <li>quantitative and qualitative methods of research</li> <li>sources of data</li> <li>the distinction between primary and secondary data, and between quantitative and qualitative data</li> <li>the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'</li> <li>the theoretical, practical and ethical considerations</li> <li>consensus, conflict, structural and social action theories</li> <li>the concepts of modernity and post-modernity</li> <li>the nature of science</li> <li>the relationship between theory and methods</li> <li>debates about subjectivity, objectivity and value freedom</li> <li>the relationship between Sociology and social policy.</li> </ul>	<ul style="list-style-type: none"> <li>Ideology, science and religion, including both Christian and non-Christian religious traditions.</li> <li>The relationship between social change and social stability, and religious beliefs, practices, and organisations</li> <li>Religious organisations, including cults, sects, denominations, churches and new age movements, and their relationship to religious and spiritual belief and practice.</li> <li>The relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices</li> <li>The significance of religion and religiosity in the contemporary world, including secularisation and globalisation and the spread of religions.</li> </ul>
Disciplinary knowledge	<ul style="list-style-type: none"> <li>Evaluate the usefulness of different explanations for crime and deviance in society</li> <li>Evaluate explanations of different gender patterns in crime and deviance</li> <li>Evaluate the explanations of the different ethnic patterns in crime and deviance</li> <li>Discuss the relationship between crime and media</li> <li>Discuss how globalisation applies to crime</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the usefulness of a range of theories including functionalist, feminist, new right, post modernism, action theories and Marxist theories for explaining society</li> <li>Evaluate the usefulness of debating about whether sociology is a science</li> <li>Explore the debate around whether sociology is value free</li> <li>Discuss whether sociology should impact social policy</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate explanations of patterns of religious participation</li> <li>Analyse possible causes of secularisation</li> <li>Evaluate the explanation of religious fundamentalism</li> <li>Analyse different view of science as a belief system</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse how theories link to methods of crime prevention and evaluate these methods</li> </ul>		
Cross Curricular Links	<ul style="list-style-type: none"> <li><b>Criminology</b> – Theories of crime, measures of crime control</li> <li><b>Media studies</b> – Crime represented in the media</li> <li></li> </ul>	<ul style="list-style-type: none"> <li><b>Psychology</b> – Research methods</li> <li><b>Science-</b> Sociology as a science</li> </ul>	<ul style="list-style-type: none"> <li><b>Religious studies</b> – understanding of different religions</li> <li><b>History</b> – religion and social change</li> </ul>
Vocabulary	White collar crime Labelling Ideological functions Criminogenic Strain theory Differential association Zero tolerance Rational choice theory Marginalisation Chivalry thesis	Practical Ethical Theoretical Quantitative Qualitative Confidentiality Reliability Validity Representativeness Positivist	<div>             Millenarianism              Fundamentalism              Quasi-religion              Globalisation              Rationalisation              Limited pluralism              Multi-faith society              Religiosity              Spiritual shopper              Metanarratives           </div> <div>             New religious movements              Sect              Cult              Denominations              Cultural imperialism              Liberation theology              Calvinism              Collective conscience              Marginalisation              Hegemony           </div>
Assessments	Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit	Theories and methods SPA Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit	Beliefs SPA Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit