Stewards Academy

Yr 11 Sociology KS4 Spring 1 Blended Learning Booklet

Crime and Deviance

Name:

Form:

Aim to complete two lessons each week. Write out the title and LI and then complete the tasks.

All video links are online using the ClassCharts link.

The Knowledge Organiser on page 5 has all the key information and vocabulary to help you with this unit.

Upload all work onto ClassCharts for feedback.

Stewards Academy

Contents

Stewards Academy

EXAM

Big Picture – Year 11 Overview
Sociology Department

Factfiles

Past Papers

Students practice exam questions and examine sources.

Students summarise findings from case studies.

Term 3 revision

Stratification revision

Stratification case studies

Students summarise findings from case studies.

Education case studies

Students practice exam questions and examine sources.

Education revision

Students summarise findings from case studies

Students practice exam questions and examine sources.

Students summarise findings from case studies

Crime case studies

Term 2 Revision

Crime revision

Family case studies

Students practice exam questions and examine sources.

Students compare sampling methods

Students identify ethical issues

Family revision

Sampling

Ethics

Students practice exam questions and examine sources

Students evaluate practical issues of different methods

Methods revision

Methodology

Students compare and contrast the teachings of key sociologists

Students practice exam questions and examine sources.

Revise key thinkers

Theory revision

Term 1 Revision

Year 11

ZOOM IN...
MY LEARNING JOURNEY:
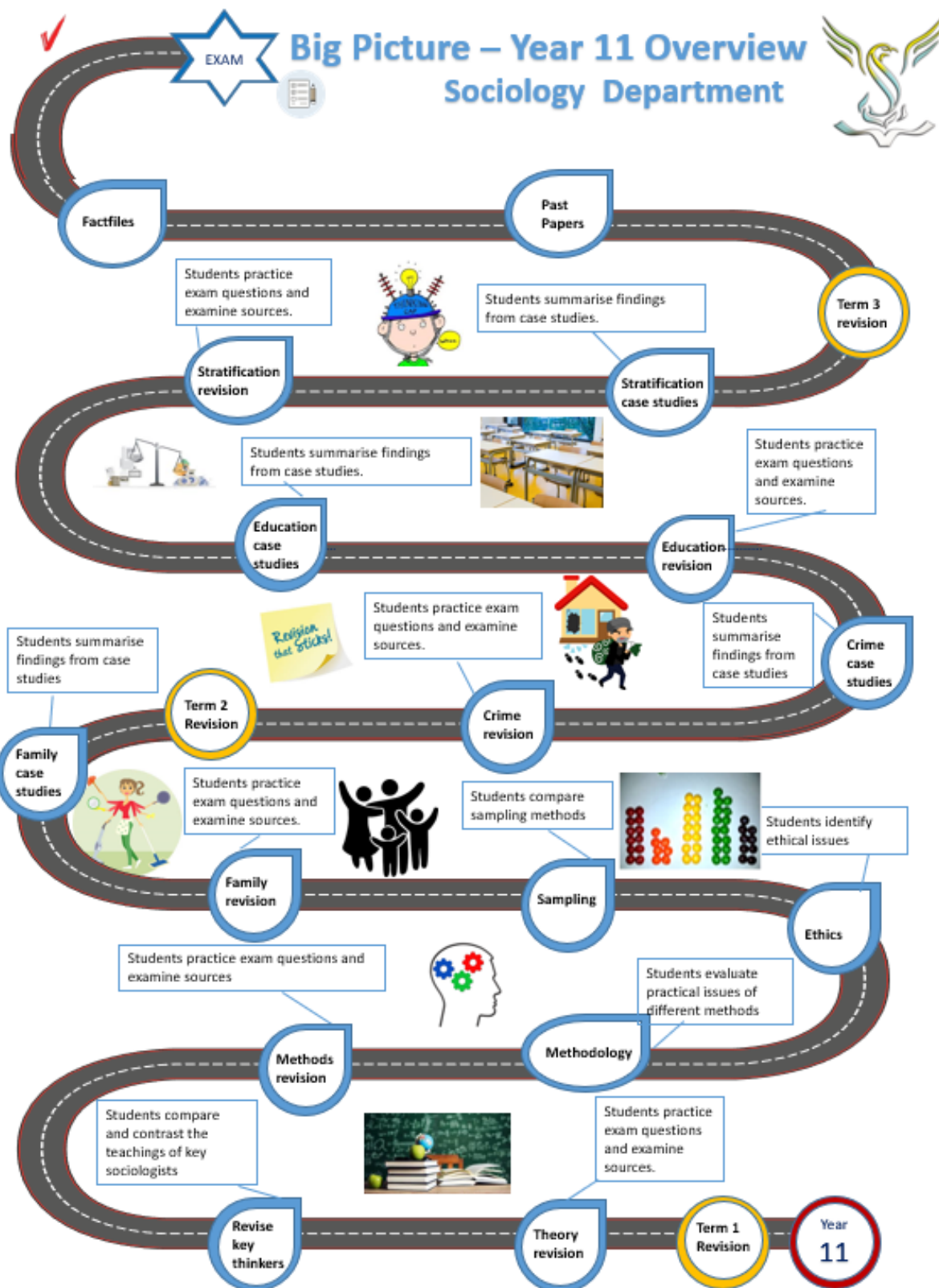
Subject: Sociology Year: 11 Unit 3: Crime

AIMS

1. To explain the difference between crime and deviance and give examples.
2. To compare methods of measuring rates of crime.
3. To identify explanations of crime.
4. To identify sociological perspectives of crime.
5. To examine the relationship between crime and age/ethnicity/gender and class.

DEVELOPING COURAGE

•C_____

•Opportunity to be involved in the MOCK court competition.

•Unity: lots of opportunity to work with peers to examine crimes and punishments.

•R_____

•A_____

•G_____

•Enjoyment studying this unit, it is a favourite with GCSE Sociologists

PREVIOUS LEARNING

- Official statistics as a source of secondary evidence.
- Police, Courts and Prison as examples of formal social control.
- Revision of key theory including Functionalism and Marxism.

WHAT WE KNOW/ REMEMBER

-
-
-

CAREERS

- Police Officer
- Probation Worker
- Journalist
- Lawyer/Solicitor/Barrister

UP NEXT

- Unit on Education
- Comparison of typical criminal and achievement in education, how do the trends compare.
- Retrieval of agents of Social Control and Socialisation.

PERSONAL OBJECTIVES

RECOMMENDED READING

Women and Crime, F. Heidensohn.

Outsiders, H.S. Becker.

Crime and Deviance knowledge Organiser

Social Order: For people to live and work together a certain amount of order and predictability is needed.

Functionalists argue this is based on value consensus.

Marxists: Social order is maintained because of class conflict. The bourgeoise have power and control to enforce order and influence the law.

Agencies of formal social control:
- Houses of Parliament

Agencies of informal social control:
- Family members
- Peers
- Teachers
- Work colleagues

Crime: An illegal act punishable by law.

Deviance: Behaviour that does not conform to

White Collar Crime: Crimes committed by people in relatively high-status positions. E.g. tax evasion, fraud, misuse of expense account

Formal Social Control: Based on written rules and laws.

Informal Social Control: Based on unwritten rules and processes such as approval & disapproval

Social Control: Much of our behaviour is socially controlled.

The class deal & the gender deal.
- Most people conform to the rules because of the 'deals' that offer them rewards.

Class Deal: Material rewards if you work for your wage

Gender deal: Material & emotional rewards if you live with a male breadwinner within the family.

Refusing the gender deal: Supposed to be rewarded with happiness & fulfilment from family life. Many women may be abused, no bonds with family & friends. Nothing to lose and everything to gain.

Refusing the class deal: Not found legitimate ways of earning a decent living. More to gain than to lose by offending.

Those at high risk from crime:
Class: The poor, living in private rented housing
Gender: Males
Age: The Young
Ethnicity: Minority ethnic groups.

How useful are statistics recorded by the police?
- If a crime isn't witnessed it won't be reported.
- Many crimes are witnessed and not reported.
- The dark figure of crime

Sources of data into crime:
- Victim Surveys
- Self-report studies
- Crime Survey
- National Statistics

Mass Media & Deviancy Amplification (Stan Cohen 1972):
- The media creates moral panics- exaggerating the extent and significance of a social problem.
- A particular group is set as folk devil- a threat to society's values.
- The media distorts the events and incidents and create a false image of young people and their activities.
- This can encourage other young people to behave in the way the media portrays.
- Recent moral panics: school violence, bullying & shootouts, benefit cheats and single mothers, refugees & asylum seekers.

Functionalist	Crime is vital and necessary of all societies. It helps to remind people about boundaries of acceptable & unacceptable behaviour. When the public come together over a reaction to a major crime, it creates social cohesion. (Durkheim)
Marxist	Because society is based on values such as materialism, consumerism and competition- an unequal society. Some people cannot earn enough to fit these norms & values, therefore they commit illegal activities to get them.
Feminist	Women are treated and punished as double deviants- they have firstly broken the law and second the norms that govern their gender behaviour. Arguments around the 'chivalry thesis'
Interactionists	Labelling produces a self-fulfilling prophecy. Social groups create deviance by making rules and applying them to particular people and labelling them as 'outsiders'. Groups whose social position gives them power are able to label people. These people see this as a self-fulfilling prophecy.

Crime and Deviance knowledge Organiser

keythinkers

Albert Cohen (1955) (Functionalist)	Robert Merton (1938) (Functionalist)	Pat Carlen (1988) (Feminist)	Frances Heidensohn (1985, 1996) (Feminist)	Howard Becker (1997) (Interactionist)
This functionalist study explores why working-class boys join delinquent subcultures and, as a result, are more likely to commit crimes. As a functionalist, Cohen thinks that everyone learns the same values and goals through socialisation, part of creating a value consensus. In that way, working-class boys have the same life goals as middle-class boys. However, Cohen notes that working-class boys are much less likely to achieve at school than middle-class children. For Cohen this is down to **cultural deprivation** - working-class attitudes to school and education - rather than a structural issue relating to capitalism or **material deprivation**. Because pupils don't get the status they crave, they instead form delinquent subcultures. A subculture is a group with its own norms and values, separate from those of mainstream society. For Cohen, it was not that the members had not been socialised into mainstream values - they had - but to gain status they turned them on their head. So things that would be viewed as bad in mainstream society - like vandalism and truancy - are viewed as good within the subculture. In some ways this is similar to Paul Willis' study of 'the lads' (even though he was coming from a Marxist perspective, rather than a functionalist one). Cohen's theory is often referred to as **status frustration** and is used to explain why young working-class males are more likely to commit crimes than other people, why they do it in groups, and why it includes crimes that does not materially benefit them (i.e. why they might commit vandalism or fight). It was inspired by Merton's strain **theory**, but developed it further to explain crime. Critics suggest that members of delinquent subcultures may have been socialised into deviant values rather than sharing the same values and goals as everyone else. Others question why Cohen only focused on boys. Marxist critics criticise Cohen for ignoring the causes of social class inequality.	In this book, Merton outlined his well-known **strain theory** of deviance. Robert Merton took a standard functionalist view that there was a value consensus: that - through socialisation - we all share the same norms and values and life goals. With that in mind, he set out to try and explain why some people committed crimes, apparently seeming to deviate from the norms and values of society. In doing this, he looked to develop the ideas of Durkheim and apply them to American society he was living in. Merton argued that people were encouraged to believe in the American Dream: that is that, through hard work, everyone can have a comfortable life with their own home and access to consumer goods. However, Merton noted that, in reality, achieving this was much easier for some people than others. In other words, there was a strain between what people wanted in life and the socially-acceptable way of getting it (hard work, qualifications, etc.) Merton argued that people could respond to that strain in 5 different ways: 1. **Conformity.** This is where people accept both the social goals (material success) and the social means (hard work, qualifications, etc.) and so they work hard and try to be successful that way. This does not lead to crime. 2. **Innovation.** This is where people accept the social goals (material success) but reject the social means (hard work, qualifications, etc.) and so they try and find other ways to get material success. While these ways are not necessarily criminal, some innovations will break the law as a shortcut to material success. Merton argues that this might be a popular option from 'lower' class individuals who might struggle to get the best qualifications. (Merton does not focus his study on why this might be the case) 3. **Ritualism.** This is the idea that some people are not striving for the social goals (material success) - perhaps because, like the innovators, they think it is too difficult / out of reach - but do embrace the social means (hard work, qualifications, etc.) because they have been socialised to conform. Merton suggests that such people may stay in low-status occupations but have a strong focus on rules and bureaucracy (what is sometimes described as 'jobsworths'). 4. **Retreatism.** Merton suggests some people reject both the social goals and means and drop out of society altogether. Merton suggests that such people could come from any social class background, but they are likely to be deviant and commit crimes such as illegal drug use. 5. **Rebellion.** Finally, there are those who, like the retreatists, reject goals and means but set out to replace them with new ones. For these are revolutionaries who want to build a new sort of society. Criticisms of strain theory include: it doesn't really explain deviant or criminal behaviour that doesn't help achieve material success (such as vandalism or fighting) and doesn't explain why people often break the law in groups.	This feminist study, based on interviews with 39 women, looks at why some women commit crimes. Most sociologists who have considered the issue of gender and crime have focused on why women commit far fewer crimes than men - after all, that is what the crime statistics show us. However, some women do commit crimes, and Carlen looked into that question. She concluded that working-class women made a **class deal** and a **gender deal** that generally kept them under control. The class deal was that they would work hard in exchange for pay for which they could then use to pay for consumer goods. The gender deal was that they should also do domestic labour and give love and companionship to their husbands, in exchange for love and financial support. Both these deals keep working-class women **respectable**. It was, Carlen suggested, when these deals broke down that working-class women were then more likely to commit crimes, as a rational choice. For Carlen both these 'deals' were equally exploitative. As a feminist she believed that women were exploited in families, and she also believed that the working class was exploited by employers in the capitalist system (agreeing with Marxists). However, there was an illusion of fairness and respectability about these deals that, most of the time, kept women under control. In one respect, Carlen agrees with functionalists, such as Durkheim or Hirschi, that social control prevents crime and a lack of control can lead to an increase in crime. But Carlen points out how that control is often maintained through exploitation.	Feminist Frances Heidensohn outlined an argument for why women are less likely to commit crime than men. In her classic book from the 1980s. Statistics show that men are much more likely to commit crimes than women. There have been various studies as to why this might be the case. Heidensohn seeks to explain it in terms of the way girls and women are controlled by men, leaving them with fewer opportunities to commit crime. This is known as **control theory**. According to Heidensohn, girls are controlled by fathers and male siblings. They have to be home earlier than their brothers, and have less time when they are unsupervised. While boys were out playing together out of the home, girls had a 'bedroom culture' in the home. She also said that there was more informal control of girls than boys in society more generally. (To be 'respectable' girls had less freedom than boys). Heidensohn argued that this control, both by family members and social expectations, continues for women in adulthood. They go from being controlled by fathers to being controlled by husbands. While working men would socialise with their fellow workers at pubs or sport, working women would return home to carry out homework and childcare. As such, Heidensohn suggests that it is patriarchy - the male-dominated society - which accounts for women committing fewer crimes than men. Some suggest that this is an outdated picture. Are girls and women still more controlled than boys and men? Freda Adler suggests that women today have much more freedom (and suggests that is why female crime is now increasing.) Functionalists would suggest that men and women perform different gender roles in the family in order for society to function properly, rather than society being patriarchal and male-dominated.	Becker's classic study is which he introduced his labelling theory and the famous quotation: 'deviant behaviour is behaviour so label'. Howard Becker was an interactionist. He was interested in the idea of deviance, not so much as a social problem that needed to be solved, but as an idea: how people chose to see other people and how they chose to see themselves. He was interested in interactions between individuals and small groups and the impact of such interactions. The heart of labelling theory is actually quite a simple idea: what makes something deviant is the fact that other people say it is deviant. As such, the interesting thing (for Becker) was not the deviant act itself but the reaction to it. An example to explain this could be the ultimate deviant or illegal act: killing someone. Initially, we might think that killing someone would always be deemed deviant, but actually it depends on the context: for soldiers in a war, for example, killing someone is part of their job: it is normal. So it is not the act itself which is deviant - what matters is where it is happening, who is doing it, who is observing it, how agents of social control (e.g. the police) respond to it, etc. This could be true of almost any deviant act we can think of. Some artificial behaviour might be seen as 'high jinx' when carried out by white, middle-class students and as deviant and unacceptable behaviour when carried out by other youths. It is the agents of social control who have the ability to make a label stick, and do their labelling in public. Once someone has been labelled as a deviant, there are a number of possible consequences. The first is that it could become their master status - the way they see themselves and this can lead to a self-fulfilling prophecy where people end up living up to their label, starting a deviant career and ending up part of a deviant subculture. It also has the effect that people might want to socialise with that person, or offer them work, and this too can effect the likelihood of them following a deviant career. Because Becker is an interactionist, rather than a Marxist, he does not develop the idea that this process might be designed deliberately to control and police the working class (although others, like Stuart Hall, have considered whether Becker's concept is useful in the real fight against crime. Deviant behaviour may just be the behaviour that people so label, but for the victims of crime, crime is a very real problem that requires solutions.

Crime and Deviance knowledge Organiser

Who commits crime? Why do differences occur?

Gender	Ethnicity	Class	Age
Women committing less crime. • Gender socialisation • Fewer opportunities • More domestic responsibilities • May be treated differently in the criminal justice system e.g. sad, rather than bad, given a lenient sentence. Chivalry thesis • Others argue they are treated more harshly- double deviancy. Therefore do not commit crime. **Women's involvement in crime is increasing:** • Lost a lot of their controls and restraints • Women are not experiencing equality in the work place-gender pay gap.	• Inaccurate statistics Labelling- racism and stereotyping within the police practice. More ethnic groups are stopped and searched. Institutional racism within the police- most police officers are white and may label particular groups (Stephen Lawrence murder) • Linked to their social class, higher levels of crime in the ethnic minority groups could link to the fact they are also possibly experiencing poverty and this leads to crime. • Media reinforcing views-reporting in the media on particular groups can generate mistrust and hostility.	• Inaccurate statistics-lower-class criminals may commit crimes that are more identifiable and more likely to be targeted by the police. • Socialisation • Material deprivation- may commit crime to obtain the things others have • Education- W/C more likely to be in the bottom sets/streams so may look for other routes to get what they need e.g. crime. • Anomie- mismatch between goals and the means to achieve the goals. • Labelling. • White collar crime is not as easily identifiable as crimes committed at lower levels.	• Status frustration- lack of independence and caught in transition. Lack of responsibilities can lead them to drift into deviant and criminal behaviour. • Peer Pressure • Edgework- thrill seeking and risk-taking. Getting a "buzz" from committing a crime or displaying deviant behaviour. • Socialisation- Some young people are inadequately socialised and have learned criminal behaviour as a norm or value. • Police stereotyping • Media moral panic/folk devil. • Subcultural theory

---

Debate: Treatments of young offenders:
Should young people be sentenced for crimes or educated to prevent them committing crime in the future?
• Age of criminal responsibility is 10.
They should be put in custody
✓ They must take the punishment
✓ If they are danger the public needs to be protected
✓ They need to learn societies norms & values
They should not be put in custody:
✗ 73% reoffend within a year
✗ Too much money is spent on youth offender institutes
✗ Education would be more worthwhile

Debate: Punishment:
Should people be punished and sent to prison or rehabilitated?
They should be put in prison:
✓ Criminals deserve to be shamed and deprived of their liberty
✓ Prison is a deterrent
✓ Essential to keep others safe
They should not be put in custody:
✗ Doesn't make people take responsibility for their actions
✗ Reoffending rate is 57% of adults, 73% within young people.
✗ Heavily structured regime can damage a prisoners abilities to think and act for themselves
✗ They are ineffective-too easy.

Debate: the media:
1. Are the media biased in their presentation of crime?
2. Does the media create crime in society?

1. **Are the media biased in their presentation of crime?**
• When individuals do not have direct knowledge or experience of what is happening, they rely on the media to inform them.
• The media set the agenda in terms of what is considered to be important.
• The editors filter what they see as newsworthy (news value) they tend to include and emphasis elements of a story for their audience.
• Stories they are more likely to report (news value) are stories involving children, violence, celebrities, if the event has occurred locally, easy to understand and if graphic images are involved.
• 46% of media reports are about violence or sexual crimes, yet these only make up for 3% of crime recorded by the police (Ditton & Delphy 1983)
• Deviancy amplification is usually used to describe the impact of the media on the public perception of crime.

2. **Does the media create crime?**
• Media content can have a negative impact on the behaviour of young people, particularly children.
• It is suggested that some people may imitate violence and immoral or antisocial behaviour seen in media. The media are regarded as a powerful secondary agent of socialisation.
• Video games are often blamed as a link between increased aggressive behaviour and crime.

Crime and Deviance definitions

- **LI: to explain the difference between crime and deviance and give examples of deviance.**

Copy down the following:
- A crime is any form of action that results in breaking a written, formal rule in society.
- A crime is an act that breaks the law. If someone is found guilty, they will receive a sentence.

Write down five examples of crimes!

Copy down the following:
- Deviance is a behaviour that does not conform to the dominant norms of a specific society.
- If someone is deviant, it could lead to negative sanctions. E.g. being ridiculed, ignored or told off.

Write down five examples of deviance!

NOT ALL DEVIANCE IS A CRIME AND NOT ALL CRIME IS DEVIANT

Can you identify an example of a Criminal act that is not deviant? Can you identify an example of deviant behaviour which is not against the law?

Copy down the following:
Juvenile Delinquency:
- Behaviour by 10-17 year olds that is disapproved of (deviant).

Write down five examples of juvenile delinquency!

Are the following Criminal/Deviant/both?
- Leaving a coffee shop without paying for your drink.
- Driving at 33 miles per hour in a 30 mile an hour speed limit area.
- Walking across a pedestrian crossing when the red man is displayed.
- Burping after a meal.
- Playing your music loudly on the beach.
- Walking through the town centre with a gang of mates singing and wearing hoodies.

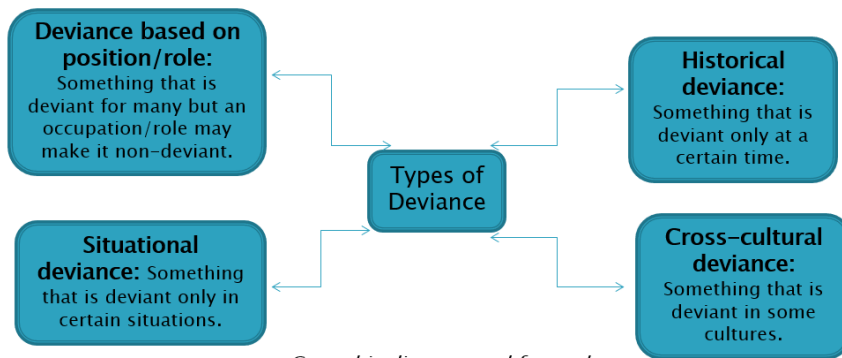**DIP: Answer the following exam-style question in your books:**
- Identify and describe one difference between crime and deviance (4 marks)

SENECA lesson: Defining Crime and Deviance

When would the following be acceptable?
▸ Spraying CS gas in someone's face
▸ Setting fire to someone's pudding
▸ Breaking someone's nose
▸ Carrying a gun
▸ Executing a person

Copy this diagram and for each type of deviance add an example. Some examples might fit more than one type of deviance but try to use a different one for each type.

DART

Read the following

▸ Although deviance is usually relative to culture, situation and time frame, there have been attempts to standardise an accepted moral code through the legal system making it universal (British, EU and UN laws) ~ criminalising child pornography, torture and the recent smoking ban within public enclosed spaces.

▸ It is very difficult to standardise ideas of deviance due to the differences between countries and cultures but there are some extremes of behaviour that are always considered 'deviant and which are not relevant to a culture of time.

Key Questions (answer these in your books):

1. Give an example of a crime which is deviant all the time.
2. Should crimes which are deviant everywhere receive the same punishments?
3. Do you think deviance will be standardised in the future so we have a shared idea of deviant behaviour across the world?

==Lesson 2== Informal and formal social control

LI: to describe the difference between formal and informal social control.

DART:

Informal Social Control

• Informal social control comes from the lifelong experience of socialisation. Through this process, we are taught the norms, rules and behaviour expected within society. It is based on unwritten rules and processes.

• Informal social control is enforced by rewards (positive) and sanctions (negative). Rewards often take the form of praise or compliments.

• Sanctions can take the form of teasing, poor marks in school or the ending of a relationship.

• Positive rewards are used to encourage desirable behaviour, and negative sanctions are used to discourage undesirable behaviour.

Stewards Academy

Examples of agents of Informal Social Control

Family: The family is in many ways responsible for the behaviour of children. The family teaches children the expected norms and values of society through primary socialisation and is responsible for praise and punishing children in their early years.

Education: Schools teach students a hidden curriculum that reflects society's values and prepares students for their place in society. This is alongside the formal curriculum and helps to prepare pupils to fit-into adult society teaching values such as punctuality and respect.

Peers: The people who we socialise with are crucial in forming our attitudes to society. Individuals of a group will often take on the norms and values of the majority. Peers will often use peer-pressure to make members share behavioural traits.

Work: Within the workplace we are expected to work a certain way. This earns us a living/gains us recognition. We are praised for hard work and sanctioned for breaking rules.

Religion: Provides us with guidelines of how to act in society. There can be many rules associated to membership of a religion e.g. 10 commandments.

Key Questions (answer these in your books):

1. Come up with three rewards (positive) and three sanctions (negative) that the following groups would use for you:
   - Family
   - Peers

Extension – Do the same for religion, work and education

SENECA lesson: Informal Social Control; make notes on the information in the slides.

Copy the following:

Formal Social Control
- Rules of behaviour that are written down, in societies such as our own, which apply to everyone equally.
- Formal social control exists to clearly tell everyone what is and what is not acceptable in terms of behaviour.
- Backed up by **formal** power to make us conform to norms and values e.g. power to arrest.

Key Questions (answer in your books):
1. Briefly explain how the police, courts and prison control our behaviour when we do not conform to the norms and values.

SENECA lesson: Formal Social Control; make notes on the information in the slides

Plenary: Answer the following in your book: 'People only need the formal agents of social control when their primary socialisation has failed.'
Do you agree?

Homework: Learn the first column of Knowledge Organiser Part 1 (Crime, Deviance, Social Control and Order)

Stewards Academy

The Formal Agents

LI: To explain the roles of the police and prison system in the UK

Key Question: Should people be sent to prison for their crimes and punished or rehabilitated?

Seneca Lesson: The Prison System. Make notes on the slides including the two case studies.

DART
The purpose of prisons
- To **rehabilitate** prisoners, teach them the norms and values of society so that when released, inmates can fit-in and won't commit more crimes. This might involve teaching prisoners to read and write or pass a variety of courses.
- A sense of justice for victims of crime and their families. (**retribution**)
- To **reform** people.
- To deter other criminals from committing crimes. (**deterrent**)

Key Questions (answer these in your book):

1. Are prisons too soft?
2. Do prisons rehabilitate or do criminals become more set in criminal ways with crime becoming a master status?

Prisons are split into 4 categories, find an example of a Category A, B, C and D prison in the UK.

Seneca Lesson: Criminal Responsibility: What other punishments are available to courts to issue other than prison? (make notes in your book).

DART
The Police are a formal agent of social control. They have the power to arrest those who break the law. They can use legal force including handcuffs, CS spray and batons.
The Met Police was set up in 1829. Unlike most other industrialised countries, Britain does not have a national police force but regional ones.
Role:
- To prevent crime
- To protect life and property
- To arrest offenders and maintain public order

Many people are suspicious of the police, dislike the feeling of being watched over and yet turn to the police when they need them.
Police carry out a variety of tasks from attended scenes of crime to recording and reporting them. There are now approx 100,000 police within England and Wales. Many people still say they would like to see more police on the street deterring crime.
Internationally, there has been a focus on police brutality since the death of George Floyd in the USA leading to global protests as part of the Black Lives Matter campaign. This has reignited fears of labelling following the Macpherson report into institutional racism in the Met police after their handling of the Steven Lawrence case.
Key Questions (answer these in your books)
1. Identify **two** roles of the police.
2. How are UK police different to lots of international police forces.

3. Research the case of Steven Lawrence, why was there a formal enquiry into the Metropolitan Police force after his death?

Homework:

Research Alcatraz. Why was this prison feared? Did any inmates manage to escape?

Do you think British police should be armed like in the US? Why might this cause more cases of firearm crimes in the UK?

Lesson 4: Measuring Crime

LI: To identify and describe the main sources of crime data.

Retrieval Quiz: Answer these 10 questions in your books in 10 minutes

1. Identify an example of an act of deviance which is NOT criminal
2. What is Juvenile Delinquency?
3. Name 2 agents of formal social control
4. What type of sanctions are a punishment?
5. What does rehabilitation mean?
6. Identify 2 punishments other than prison that a court can issue
7. What is the ultimate punishment in the US penal system?
8. Identify an example of historical deviance, what behaviours used to be acceptable but are now considered deviant?
9. Identify an example of role/positional deviance.
10. What does deterrence mean?

Seneca Lesson: Measuring Crime; make notes on Official Statistics, Victim Surveys and Self-Report Studies.

Key Questions (answer these in your books):

1. What is the Dark Figure of crime?
2. Identify 3 reasons why a crime might not be reported to police.
3. Identify 3 reasons why a crime might not be recorded by police

DIP activity 12-mark question.

• Discuss how far sociologists agree that police-recorded crime statistics provide an accurate measure of crime. (12 marks)

Aim to write 4 paragraphs:

Official Statistics: these are based on police-recorded crime statistics. Provide a definition, points for and points against their use.
Self-report studies: What are they? How do they work? How do they show the 'dark figure of crime?
Victim surveys: What are they? How do they work? How do they show the 'dark figure of crime?
Conclusion: which source of statistics do you think are the most valid?

Stewards Academy

LI: To explain biological, psychological and sociological explanations of crime.

Key Question (Answer in your books):

Are you born a criminal or are you made into a criminal?

DART:
Cesare Lombroso- Biological explanations
- Lombroso was a 19th Century Italian doctor who believed that criminal behaviour could be explained in terms of GENETICALLY determined physical characteristics.
- So, he thought you could be BORN a criminal
- He believed criminals could be identified by:

    - Large jaw
    - Eyebrows that meet in the middle
    - High cheek bones
    - Extra fingers
    - Extra toes
    - Extra nipples
    - Big ears
    - Shape of your skull
    - Even curly hair!
    -

- Lombroso studied prisoners in Italian prisons I in 1876.
- He said that criminals were a separate species and did not have any morals.

He distinguished different types of criminals:
- **murderers were said to have:**

Cold, glassy, blood-shot eyes, curly, abundant hair, strong jaws, long ears and thin lips
- **Whilst sex offenders have:**

Glinting eyes, strong jaws, thick lips, lots of hair and projecting ears.'

What questions would you like to ask Lombroso about his study?

Key Questions (answer these in your books):
1. How do you think Lombroso created his characteristic list for murderers and sex offenders?
2. Why might it be unethical for scientists to find a DNA strand which would make people more likely to commit murder in their later life?

More recently biological explanations argue that criminal behaviour is more likely to happen because of the genes you have inherited. Would this be an acceptable excuse for committing a crime if the court believed you had been 'born to kill?'

Case study:
Research Peter Sutcliffe. He was one of Britain's most prolific serial killers of the last century. He spent over 30 years in a secure hospital based on a diagnosis of paranoid schizophrenia leading to his crimes. He murdered 13 women over 6 years
Use the following link to help you understand more about his crimes:

https://www.bbc.co.uk/news/av/uk-34972523/yorkshire-ripper-peter-sutcliffe-faces-prison-return

13

Seneca Lesson: Sociological Explanations of crime, make notes on each slide especially for Merton's strain theory.

Add the concept of peer pressure to your explanation for peer groups.

Plenary: which of these explanations do you think is the most important cause of crime? Explain your opinion.

Lesson 6 and 7: Theories and Crime

LI: To explain the Functionalist, Marxist, Feminist and Interactionalist perspectives on crime and deviance.

Is crime always bad? In general, we think of crime in negative terms as a bad thing, for example crime is harmful to individual victims and damaging to communities. But is all crime necessarily always a bad thing?

**Key Questions (answer these in your books):**
1. Can you think of any ways in which a certain amount of crime could be beneficial to society?
2. Could people who break the law be playing an important role in society e.g. do they remind us the difference between right and wrong?

Seneca Lesson: Functionalist explanations of crime. Make notes on the functions of crime and Cohen's subculture theory/status frustration.

DART:
Durkheim: The functions of crime
- Points out that crime exists in all societies but there is a wide variation about what constitutes to crime across the world e.g. what is a crime in the UK might not be considered a crime in Egypt.
- Crimes have in common the acceptance that they are disapproved of by the members of the society in which they have taken place.
- Argues that crime is a vital and necessary part of healthy societies. Some crimes produce a deep sense of shock and outrage e.g. violent crimes. This response reminds everyone of the boundaries between acceptable and unacceptable behaviour. This is emphasised today by the media response to serious crimes.
- By reinforcing the values and beliefs of the majority of society, crime can contribute to social cohesion.
- Durkheim does warn that too much crime becomes harmful or dysfunctional.
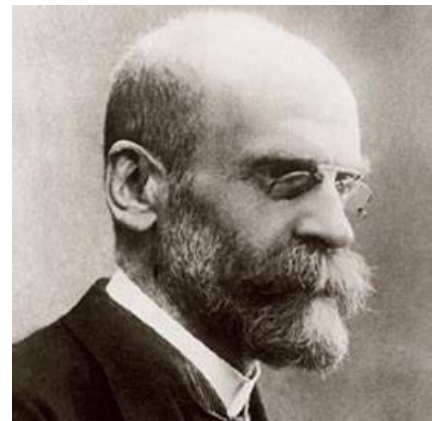
Critique of Durkheim
- His ideas fit better with small communities than large ones
- Some crimes harm victims and cause damage to communities but do not reinforce values.
- Marxists argue that the law favours the bourgeoisie rather than treating everyone equally.

DIP: Identify and explain one function of crime that Durkheim identified. 4 marks

DART

Merton Key Facts

- Functionalist
- Structural theory
- Argued that our aspirations/goals are largely determined by the values of our culture e.g the American dream. Problems occur when people share the dream but not the opportunities to achieve it e.g few working class attend university. Where this mismatch occurs anomie (normlessness) develops. People will use any means necessary frequently turning to crime and deviance.

Critique of Merton

- A. Cohen argues that not all gang crime/juvenile delinquency is motivated by money e.g. criminal damage.
- Why don't all individuals suffering from anomie commit crime?
- Do we all share goals and values? Is there more conflict than consensus in society?
- Do we have this much power over our actions or are Marxists right? Are we controlled by others?

DIP: Describe what Merton means by anomie. 3 marks

DART:

- Marxism is a structural theory which explains crime in terms of how society is structured.
- They relate crime to the structure of society (classes) and blame capitalism whereby a small group of wealthy individuals (bourgeoisie) own all the means of production and exploit the poorer working class people (proletariat) to make more profit.
- Capitalism is based on
    - Materialism (valuing individual possessions)
    - Consumerism (wanting the latest goods e.g. mobile phones)
    - Competition between individuals
- Marxists argue that the media reinforce these values through advertising. Not everyone can afford material goods so turn to illegal means to keep-up.

Marxism and law enforcement

- Argue that certain crimes are the focus e.g. those protecting personal property
- White collar crimes are ignored e.g. benefit fraud is penalised more than tax evasion
- Certain types of crime are more likely to be targeted e.g. street crime
- Certain people are more likely to be targeted e.g. working-class

Key Question (answer in your books):

1. Why do Marxists blame capitalism for crime?

Research examples of White-Collar crime (HINT look up Gary Barlow tax fraud). Write your own definition of this key term.

Research examples of Corporate crime. (HINT look up the Alton Towers accident in 2015)

Seneca Lesson: Alternative explanations of crime, make notes in your class books.

DART:

Until the 1970s, women were ignored from crime statistics. Approx 80% offenders are men

The **Chivalry thesis** suggests that female offenders are treated more leniently (softly) than men e.g. shorter sentence.

The **double deviance thesis** suggests that the CJS (Criminal Justice System) actually treats women who do not conform to traditional feminine stereotypes more harshly.

Frances Heidensohn: Women and Crime

- A feminist
- Explores the link between women and crime
- Women have a lower rate of officially recorded crime than men and commit less serious crimes.
- She uses control theory to explain this…social bonds are stronger around females and acts as more effective social control.
- Males and Females have separate spheres. Men have opportunities to commit crime in the public sphere (patriarchal society) whilst women are kept at home or performing primary socialisation.
- She argues that domestic life and marriage controls women to make them conform to norms. Daughters are usually controlled more and may have to help their mums in the house.
- Women will often be scared to go out at night due to the fear of crime. They will also fear a bad reputation so are more conforming.
- In the world of work, men usually hold the power and authority.

Key Questions (answer these in your books):

1. Do you think that women are getting more opportunities to commit crime in modern society? Explain your answer.
2. Do you think women avoid violence in public more than men?

DIP: Identify and explain one way in which women may be controlled in public. (4 marks)

Research a famous female UK criminal. HINT: you could look up Rose West, Myra Hindley or Beverly Allett. What crimes did they commit?

Seneca Lesson: Interactionist explanations of Crime, **make notes on the lesson.**

DART

Howard Becker 1997

- Argues that there is no such thing as a deviant act.
- We cannot understand deviance by focusing on the acts that people commit, instead we must explore the relationship between those who commit an act and those who react to it.
- Behaviour only becomes deviant when others define it as such.

Labelling Theory

- Society creates deviance by making rules. These rules are applied to particular people, labelling them as 'outsiders.'
- Once a person is labelled as a 'deviant', due to 'deviant behaviour' which has been labelled as such, the label is hard to remove.

Becker – An act is seen as deviant depending on time and place and who commits the act/who feels harmed by it.

Criticisms

- Doesn't explain why people commit deviant acts in the first place.
- Some people choose to break the law and aren't just victims of labelling.
- Focuses too much on interactions between people and not the influence of the social structure.

Key Questions (answer in your books):
1. How does labelling cause crime to take place?
2. How can you link self-fulfilling prophecy to those who reoffend after being released from prison?

Plenary: Retrieval test of unit so far. Answer these questions in your books, aim to spend 10 minutes on this task.
- 1. Who argues that small amounts of crime are beneficial to society?
- 2. Give an example of white-collar crime
- 3. Who argues that women commit less crime than men due to separate spheres
- 4. Who talks about the process of anomie?
- 5. What is the process called when crime binds people's attitudes together?
- 6. Explain what rebellion means according to strain theory
- 7. Who talks about certain people being labelled as criminals?
- 8. Identify two types of deviance
- 9. What is it called when someone lives up to a label made about them?
- 10. What is double deviance?

Lesson 8: **Class and Crime**
- **LI: to explain the relationship between social class, crime and deviance.**

DART
Sociological Studies on the link between class, crime and deviance
Maguire (2007) – There are many more males, young people, black people, poor people and poorly educated people in the prison system, relative to the general population.
Merton – 'American Dream'. When working class people experience material deprivation (poverty) and want to be successful, they turn towards crime.
Albert Cohen (1955) – Working-class subcultures may stress deviant or criminal behaviour. If working class boys can't meet middle class expectations at school, they join gangs where delinquency is already the thing to do.
Marxists – Law enforcement targets working class people whilst business fraud and corporate crimes go unrecorded. WHY DO YOU THINK THIS IS THE CASE?

Key Questions:
1. **Why it might be difficult to discover whether, with white-collar crime, there has actually been an offence?**
2. **Can you think of examples of invisible crimes?**

White-collar crime - Crimes committed by people in relatively high-status positions. It is conducted in the workplace, rather than n the streets.
Nelken (2007) – Has an offence occurred rather than identifying a culprit. Fraud, for example, is frequently undetected if there is no obvious victim. The police are also regularly not called. Consequently, it is likely to go undiscovered, unreported and unrecorded.
Corporate crime – Refers to crimes committed by employees on behalf of the organisation they work for. Can include manufacture and sale of unfit goods or environmental pollution.
Tombs (2005) – Little effort by the government to keep statistics on corporate crime. It can be difficult to prosecute crimes carried out by big corporations, because they have access to huge resources.

DART

Reasons for the link between class and crime (copy these into your books)

- **Inaccurate statistics**: Do working class people commit more crimes that are recognised by the police? Do we label working-class unfairly as criminals?
- **Socialisation:** children from poor families will copy the norms and values of their parents who are role models
- **Material Deprivation:** Poverty, if you cannot afford good that are advertised in the media you might turn to crime to get them.
- **Education:** Working class youths are more likely to be in the lowest sets and have poor grades leading to unemployment or low-paid jobs.

Key Question:

Thinking back to your lesson on functionalism and crime, how can we link anomie to numbers of working class who commit crime?

DIP: Answer the following exam-style questions in your books:

1. **Identify and explain three reasons why working class individuals may be more likely to commit crimes than higher social class individuals.**
2. **Using an example, briefly explain white collar crime in your own words. Why are these crimes under-represented in crime statistics?**

SENECA lesson: Social Class and Crime

==Lesson 9:== Gender and Crime

- **LI: To describe the relationship between gender, crime and deviance.**

What do the Statistics say?

2013 – Around 45 per cent of all serious crimes convictions for females, and 22 per cent for males, was shoplifting.

2014 – Women made up just 5 per cent of the prison population in England and Wales

2015 – 58,780 females and 304,870 males were found guilty of serious crimes.

2005 – 2015 – The number of females found guilty of, or cautioned for, serious offences in England and Wales was lower among 10 to 20 years in 2015 than in 2005. However, it was higher among women ages 21 and over in 2015 than in 2005.

2017 – the total number of people in prison and young offenders institutes in England and Wales was 85,517, of these 81,544 were men and 3,973 were women.

DART

Why the Gender difference?

Gender Socialisation - Boys are more likely to be brought up to be tough and aggressive, and girls to be more compliant so they are more likely to follow the law. These differences are taught to children from a young age e.g. giving boys trucks to crash and figured to fight with.

OPPORTUNITY - Boys tend to have more freedom than girls and so have more opportunities. Women are often expected to be carrying out housework with less time out of the house.

SOCIAL CONTROL- Men may restrict women in their daily lives so they are mothers and housewives, which leaves them little time to commit crimes. Girls are also controlled more e.g. earlier curfews and also having to tell parents where they are going and who with.

Stewards Academy

CHIVALRY THESIS- There is a common belief that the male dominated police force and courts are easier on women. Males, for example, are more likely to be prosecuted and women cautioned for offences.

INACCURATE STATISTICS-

Statistics that show that men commit more crimes than women could simply be a reflection of labelling of male youths by the police and not show a TRUE picture of how much crime is committed by women.

Key Questions: Answer these in your books
1. Which of the reason above do you think is the strongest reason for the different crime statistics between men and women?
2. Do you think female or make judges would be softer on female criminals?
3. Are there any examples of theft where you think a female would be excused?

SENECA lesson: Gender and Crime

DART:

Frances Heidensohn 1985
- Believes women have fewer chances to offend due to stricter social control in a patriarchal society.
- Women are confined to the house more due to their role as housewives and in charge of childcare, if they reject this role they might face domestic violence.
- Daughters also have less freedom than sons which removes their opportunity to commit crimes.

DO YOU AGREE WITH THESE FINDINGS? Explain your answer in your books.

FOCUS ON KEY THINKERS

Pat Carlen on women, crime and poverty

Pat Carlen (1988) focuses on both gender and social class when studying crime from a feminist perspective. She carried out detailed, unstructured, taped interviews with 39 female offenders. The women were aged 15 to 46 years and most of them were working class. They had been convicted of offences including assault, burglary, shoplifting, fraud and prostitution. Twenty of the interviews took place in Bullwood Hall, a prison and youth custody centre. Most of the other interviews took place in the women's homes.

Among her aims, Carlen wanted to find out what the women themselves saw as:
- the main influences on their criminal careers
- the major turning points in their criminal careers.

She describes the women's accounts as oral histories of their criminal careers.

FOCUS ON RESEARCH: WRITTEN ACTIVITY

Drawing on the information above, answer the following questions.

1 Describe the method used by Pat Carlen in her research.
2 Identify and explain one advantage of using this method.
3 How far is the sample likely to be representative or typical of all female offenders?
4 How far is it possible to generalise from this sample?

19

DART

Pat Carlen (feminist)

- She focused on 'control theory' which explains why people conform to the rules for rewards.
- Working class women are expected to make a class deal where they get consumer goods if they work for a wage, and a gender deal where they are rewarded for living with a male breadwinner.
- She found that most had committed crime due to a dissatisfaction with these rewards. Many had experienced problems claiming benefits and felt like they had nothing to loose. They blamed poverty, living in residential care, drug/alcohol addictions.

RECAP Question: Thinking back to the lesson on Merton and anomie (functionalism and crime), what type of behaviour could you link Pat Carlen's findings to from Merton's list?

- https://www.truetube.co.uk/film/mums-prison **Does this case study fit into Carlen's findings?**

Is the pattern changing?

- Although men still commit more crime than women, the pattern is slowly changing with an increase in the number of crimes committed by women.
- More women are being arrested for violence.
- Women are still more likely to receive a fine or conditional discharge than a custody sentence.

Why might the pattern be changing?

- More opportunities due to the liberation of women.
- More women have poor wages due to the glass ceiling so live in relative poverty.
- Some think that the chivalry effect is coming to an end and women are being treated the same as men.

HOW DO YOU THINK CRIME STATISTICS BETWEEN MALES AND FEMALES WILL BE DIFFERENT IN 30 YEARS TIME OR DO YOU THINK THE TRENDS WILL STAY THE SAME? Explain your answer.

FOCUS ON SKILLS: WRITTEN ACTIVITY

Girls in gangs

Read through the information below and answer the questions that follow.

During the 1960s and 1970s, most girls did not take part in activities associated with working-class, male youth subcultures such as drug use, football hooliganism and street fighting. They were more likely to hang out in the privacy of their bedrooms with their friends. Since then, however, young women's participation in youth subcultures and gangs has changed. They are now more likely to get involved in the types of crime and violence that occur in gangs.

Some newspaper reports suggest not only that many girls are now joining criminal gangs but also that the number of girls involved in all-girl gangs is on the rise.

1 According to this information, how did many girls spend their time in the 1960s and 1970s?
2 Identify one aspect of girls' involvement in crime that has changed recently.

Lesson 10 **Ethnicity and Crime**
LI: to explain the relationship between ethnicity, crime and deviance.

Key Facts from 2014

Compared to white people, black people are

- Over twice as likely to be cautioned by police

- Three times more likely to be arrested

- More likely, if arrested, to be charged and then at court to be given a prison sentence.

- Three times more likely to be tasered.

Do any of these surprise you?

DART
Victims of crime
- **Walklate (2007)** notes that some people are more likely than others to become victims of crime. The likelihood of becoming a victim is higher among some sections of society than others.

Those at risk from crime:
Class – The poor, living in rented housing
Gender – Male
Age – The young
Ethnicity – Minority ethnic groups
Researchers such as **Walklate** (2007) argue that police recorded crime statistics are likely to underestimate the extent to which routine harassment is part of the everyday lives of people from minority ethnic groups in Britain.

https://www.youtube.com/watch?v=RvMouTYuw7g Watch this clip. How can reoffending rates be lowered? Should young men be sent to adult prisons? Do you agree with the German system?

SENECA lesson: Ethnicity and Crime.

Recap: What was the McPherson Report (look back on your lesson on the police)

Is the UK legal system unfair?
- Gilroy – too much black street crime is a deliberate expression of young black people's anger at the way white society has treated them historically (eg. Slavery). Young black males have formed 'cultures of resistance'' against the institutional racism of everyday life.
- Criticism – does not explain why black criminals attack and rob each other

Recent research:
- Philips & Bowling (2002) argue that the criminal justice system is racist.
- Critical issue – 'stop and search' (5-8 times higher for black males than white).
Waddington 2004
- Published in the British Journal of Criminology argues that the police do stop a proportionately higher number of blacks compared to whites.

- However, he argues that there are more ethnic minority youths out at night in inner cities and that the police simply target those in high risk areas. If the areas is disproportionately represented by young black males they are more likely to be stopped and searched – because of where they are rather than their ethnicity

DART

Sociological Explanations

1. Inaccurate Statistics. Statistics suggest that some members of some ethnic groups are **over represented** in the prison population relative to their proportion in the general population. Afro-Caribbean people, for example, are 7x more likely to be in prison than white people. At face value - reflecting the level of crime within each ethnic group. This would mean there are more Afro-Caribbean people in prison because they commit more crime. Or...the statistics exaggerate crime among particular ethnic groups. They can be seen as **reflecting the way policing is carried out** and bias within the justice system.

2. Discrimination and Racism in the Criminal Justice System. Afro-Caribbean people are more likely to be targeted, prosecuted, convicted and sentenced for longer periods of time than people from other ethnic groups. The **court system** has been accused of favouring white middle class defendants. This could be why there are more black men in prison. There are very few ethnic minority judges.

3. Poverty and relative deprivation. We are bombarded by advertising for material goods & so those without the means to buy these are under considerable pressure to fit in with the rest of society. One way of getting these products is to turn to crime. Hall – high level of unemployment among young black men leads some young black men to opt out of mainstream society and turn to crime.

4. Labelling and Self-Fulfilling Prophecy. Police have **stereotypes** of Afro-Caribbean men - Therefore police focus more of their time & efforts on those people in society that they believe are committing the majority of crime. This leads to more ethnic minorities being stopped and searched and therefore arrested.

12 marker: Discuss how far sociologists agree that police-recorded crime statistics exaggerate the true level of crime among some ethnic groups. Answer this question in your books and complete for **homework**. You need to include a minimum of three PEEL (point, explanation, evidence and link) paragraphs and a conclusion.

Lesson 11: Age and Crime

LI: To explain the relationship between age, crime and deviance.

Key Facts:
- The peak age of offending in England Wales is 17.
- More young people live in urban areas that provide more opportunities for crime.

- After 25, there is a steep drop. People take on new roles. E.g. parents wage earners.
- Young people are influenced by peer pressure.
- Young people are pressured to have the latest 'must-have' items.

Official Statistics

- Official statistics suggest a link between age and offending behaviour, with younger people (particularly males) being more likely to engage in criminal activity than older people.

2015 – A higher proportion of males aged 15 to 20 in England and Wales were found guilty of, or given a police caution for, indictable offences than men aged 21 years and over.

Offenders' age and gender

Study the information in the table and then answer the questions that follow.

The number of people who were found guilty or cautioned for indictable (serious) offences per 100 000 population, by gender and age group in 2005 and 2015 in England and Wales

2005	Males aged 10–11	Males aged 12–14	Males aged 15–17	Males aged 18–20	Males aged 21 and over
	320	1684	4489	4707	1104
	Females aged 10–11	Females aged 12–14	Females aged 15–17	Females aged 18–20	Females aged 21 and over
	27	371	780	639	187
2015	Males aged 10–11	Males aged 12–14	Males aged 15–17	Males aged 18–20	Males aged 21 and over
	44	573	2000	3031	1171
	Females aged 10–11	Females aged 12–14	Females aged 15–17	Females aged 18–20	Females aged 21 and over
	5	125	325	421	226

Source: Ministry of Justice (201

1 According to these figures, what was the peak offending age for males in England and Wales in both 2005 and 2015?

2 What was the peak offending age for females in 2015?

3 Do these statistics tend to suggest that people are more likely or less likely to offend when aged 21 years and over?

Extension: what does this table show about the relationship between age and crime?

DART

Why do younger people commit more crime?

Status Frustration: Cohen (1971) argues that young people are frustrated at their lack of status in society when they are stuck between childhood and adulthood. The lack of responsibility and search for excitement can lead into deviant and criminal behaviour.
Peers can offer status for deviant/criminal acts which becomes more important due to peer pressure than family rules.

Subcultures: Walter Miller (1962) suggested lower working-class young makes commit more crime than females or those from the middle class due to their membership of subcultures. These can encourage

- Masculinity and toughness
- Street cred: looking cool
- Excitement and thrills
- Fatalism: a sense they are stuck with their life chances so need to live for the moment.

23

Edgework: Stephen Lyng 1990
- Young men and some young women look for excitement and thrills and this motivates some crime.
- The buzz is created by acts such as shoplifting and fighting
- Peer pressure can encourage this behaviour

Boredom: Some blame having nothing to do and no-where to go. Crime gives them thrills and excitement, lots of people blame the 'adrenaline' rush. Crime provides status and young people adopt a deviant career which provides them with a master status.

Lack of social control at home and in education: Families sometimes impose few is any rules, if there are no boundaries to push it is easier to fall into a life of crime. Young people conform to peers rather than parents. Some young people have poor primary socialisation, they can be taught criminal norms and values by bad role models

Labelling Theory: There is a link between how others see/treat us and how we choose to behave. If people expect certain people to commit crime they may do so 'self-fulfilling prophecy.' **(Cicourel)** Police might label young people and stereotype them, this will lead to they spending more time watching young people and therefore catching them committing crime.

Key Questions:

1. What is there for young people in Harlow to do to keep them out of crime?
2. Do parents need more support at disciplining children?
3. If young people are labelled as criminals, why don't more of them commit crime?
4. What types of crime offer young people status?
5. Which of the reasons above do you think is the main cause of crime amongst young people?

Older people in prison

Older people are much less likely than younger adults or teenagers to be arrested and convicted of a criminal offence. However, according to the Prison Reform Trust, people aged over 60 years are the fastest growing age group in prisons in England and Wales. Some of these prisoners are 'lifers' who received long sentences when they were younger and are now growing old in prison. Some are repeat offenders who have been in prison several times over the course of their lives while others offended for the first time when they were in their 50s or 60s.

The increase in the number of older prisoners is partly linked to demographic changes. People are living longer in the UK and, as a result, there are now more older people in the population to commit crime.

Exam-style Questions:

Identify and explain one advantage of using structured interviews to investigate the experiences of older people in prison. (4 marks)

Identify one ethical issue you might experience when researching young people's involvement in crime and explain how you would address this issue (4 marks)

SENECA lesson: Age and Crime

Stewards Academy

LI: To explain the relationship between the media and reporting of crime and deviance

DART

How much does the media effect our behaviour?

The media is an agency of socialisation, and often held responsible for the way people behave. Through watching behaviour, people learn norms and values of society and copy role models from the media.

Stan Cohen (1972) argues that the media are involved in the creation of Moral Panics. This involves the exaggeration of a social problem which is identified as a threat. It creates a group who are blamed called the folk devil.

The media distorts events and creates a false image, this process of exaggeration and distortion is called deviancy amplification.

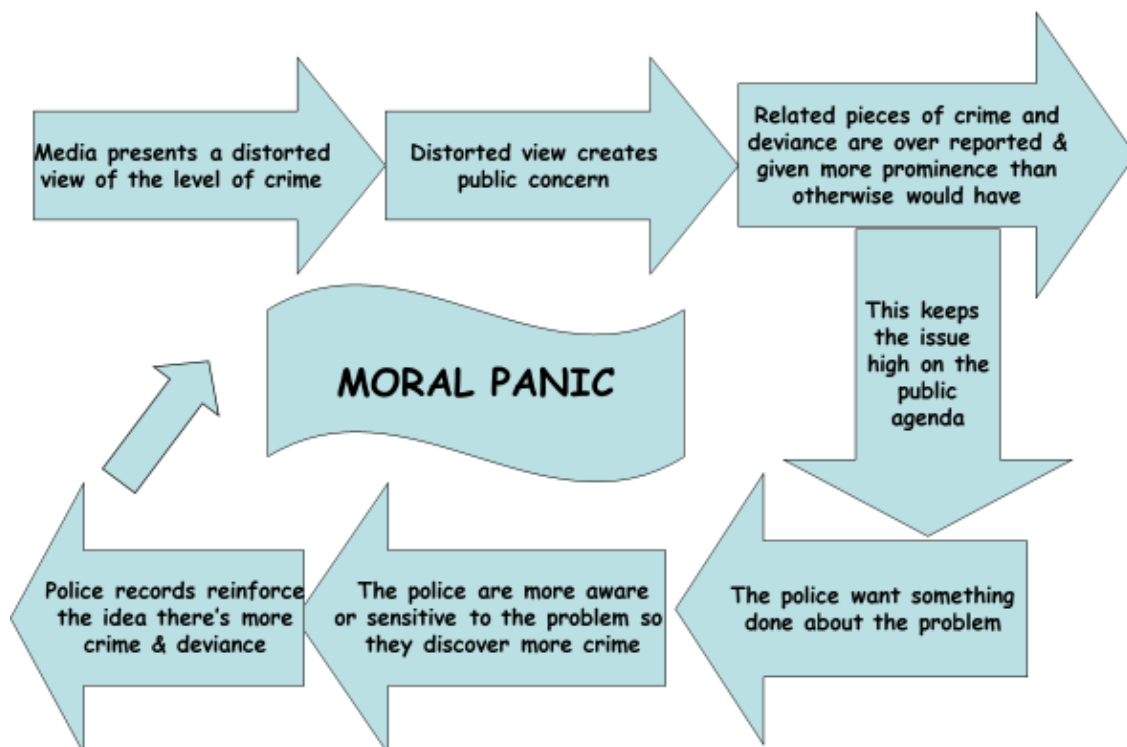This can lead to other people copying the behaviour and further disturbances.

Media is blamed for causing **moral panics.**

Many films have been criticised for being too violent such as Reservoir Dogs and Fight Club.

In the USA, is has been claimed that media violence contributed to the number of shootings in schools

Clinton said that by the age of 18 the average American had watched 40 000 murders and 200 000 acts of violence on screen.

In 1993, two 11 year old boys from Liverpool were found guilty of murdering a 2-year-old boy, James Bulger. The way the murder was carried out was said to be similar to scenes in a horror film called Child's Play. The judge suggested in his summing up that watching horror videos had influenced the murderers.

Media presents a distorted view of the level of crime → Distorted view creates public concern → Related pieces of crime and deviance are over reported & given more prominence than otherwise would have → This keeps the issue high on the public agenda → The police want something done about the problem → The police are more aware or sensitive to the problem so they discover more crime → Police records reinforce the idea there's more crime & deviance → **MORAL PANIC**

Key Questions:
1. Hoodies have been cast as Folk Devils by the media. Can you think of any other groups who have been cast as folk devils?
2. What effect can watching violence on tv have on the audience?
3. Do age restrictions on films work?

The media play a role in agenda setting by deciding what stories to cover and how much detail to give them based on how newsworthy they are. The media are therefore gatekeepers deciding what to cover and how to present it to the audience.

Exam-style question: Describe what sociologists mean by 'agenda setting.' (3 marks)

SENECA lesson: Media reporting of crime.

Stewards Academy

GCSE GRADE	Crime and Deviance Assessment Ladder		
	AO1	**AO2**	**AO3**
9	Candidates recall, select and communicate accurate and detailed knowledge and a comprehensive understanding of relevant social structures, processes and issues. Thorough answers demonstrating detailed, relevant knowledge and understanding of a range of factors. Evidence of appropriate and sustained sociological language, theories and concepts and these are described in detail. Excellent SPaG	They recognise issues and debates and deploy relevant evidence to reach valid and substantiated conclusions. They analyse links between structures, processes and issues to produce grounded and detailed analyses. The explanations will be fully developed and linked to current affairs and the wider world.	A fully developed analysis and evaluation of the relative importance of a range of factors linked to the topic. There is a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured to support judgements and original and thorough conclusions. They evaluate the use of a range of appropriate methods, sources, information, sociological theories and data to address a question or issue and reach substantiated conclusions.
8	Candidates recall, select and communicate detailed knowledge and thorough understanding of relevant social structures, processes and issues. Coherent answers demonstrating detailed, relevant knowledge and understanding of a range of factors. Evidence of appropriate and sustained sociological language, theories and concepts and these are described in detail. Excellent SPag	They apply relevant concepts, terms and theories effectively in a range of contexts. They recognise issues and debates and deploy relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce detailed analysis. The explanation will be fully developed.	A developed analysis and evaluation of the relative importance of a range of factors linked to the topic. There is a sustained line of reasoning, which is coherent, relevant, substantiated and logically structured to support judgements, and a conclusion linked to the specifics of the question. They identify, explain and evaluate the use of a range of appropriate methods, sources, information and data to address a question or issue.
7	Candidates recall, select and communicate detailed knowledge and understanding of relevant social structures, processes and issues. A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors relating to the topic. There will be evidence of appropriate and sustained sociological language, and concepts are described in detail. Very good SPaG	They apply relevant concepts, terms and theories effectively in a range of contexts. They include relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce analysis The explanation will be fully developed.	They identify, explain and evaluate the use of appropriate methods, sources, information and data to address a question or issue. They interpret information and data presented in a variety of forms, evaluate its relevance in relation to the arguments, and reach substantiated conclusions. There is a sustained line of reasoning, which is coherent, relevant and logically structured to support judgements, and a conclusion linked to the specifics of the question.
6	Candidates recall, select and communicate detailed knowledge and understanding of relevant social structures, processes and issues. A coherent answer demonstrating detailed, relevant knowledge and understanding of a range of factors, though some factors will be described in less detail than others will. There will be evidence of appropriate and sustained	They apply relevant concepts, terms and theories effectively in a range of contexts. They recognise issues and debates and deploy some relevant evidence to reach valid conclusions. They analyse links between structures, processes and issues to produce analyses. The explanation will be well developed.	Very detailed analysis and evaluation of the relative importance of relevant factors. They interpret information and data presented in a variety of forms, evaluate its relevance in relation to the arguments, and reach substantiated conclusions. They use concepts, terminology and conventions accurately and appropriately. Reasoned points may not be sustained throughout but are coherent and

Level	Knowledge	Explanation	Analysis/Evaluation
	sociological language, and concepts are described in detail. Very good SPaG		relevant to support judgements and a conclusion linked to the question.
5	Coherent answers demonstrating detailed, relevant knowledge and understanding of relevant factors. Candidates recall, select and communicate sound knowledge and understanding of different social structures, processes and issues. There will be evidence of mostly appropriate sociological language and concepts, but these are not always in detail. Good SPaG	They apply appropriate concepts, terms and theories in a range of contexts. They analyse, in a limited way, the structures, processes and issues mentioned in the specification. They recognise and describe relevant issues, referring to appropriate arguments and evidence. They make straightforward links between structures, processes and issues. The explanations will be developed.	A well-balanced analysis or evaluation of relevant factors. Reasoning may not be sustained throughout. A relevant judgement or conclusion in relation to the specifics of the question. They identify and explain, in a limited way, the use of methods, sources, information and data to address a question or issue. They deploy a range of information and data as evidence for conclusions.
4	Answers has some coherence, demonstrating partial knowledge and understanding of factor(s), though lacking in detail and with inaccuracies. Candidates recall, select and communicate knowledge and understanding of different social structures, processes and issues. There will be evidence of mostly appropriate sociological language and concepts, but these are not sustained throughout.	Explanation may be undeveloped and contain inaccuracies. They apply appropriate concepts, terms and theories in a range of contexts. They offer some analyses of the structures, processes and issues covered. They make very straightforward links between structures, processes and issues.	Some balanced analysis or evaluation. Some judgement or conclusion in relation to the specifics of the question. They identify and explain the use of methods, sources, information and data to address a question or issue. They use some information and data as evidence for conclusions.
3	Some knowledge and understanding of some factor(s). Candidates recall, select and communicate limited knowledge and understanding of some social structures, processes and issues. There will be limited evidence of sociological language and concepts.	Some explanations given will be undeveloped and contain inaccuracies. They identify and explain the use of methods, sources, information and data to address a question or issue largely using non-sociological language.	Limited analysis or evaluation only, with some judgement or conclusion in relation to the specifics of the question. They identify evidence in a very limited way, the use of methods, sources, information and data to address a question or issue. They present simple conclusions that are supported by evidence.
2	Basic knowledge and understanding of some aspects of social structures, processes, and issues. There will be very basic evidence of sociological language and concepts.	Very basic explanations will be undeveloped and contain inaccuracies. They identify and explain in a simple, way the use of methods, sources, information and data to address a question or issue.	Very basic analysis or evaluation, if any. They identify evidence and relate it in a simple way to arguments. They present simple conclusions that are sometimes supported by basic evidence.
1	Very Basic knowledge and understanding of some aspects of social structures, processes, and issues. Little, if any, evidence of sociological language and concepts.	Any explanations will be undeveloped and/or inaccuracies. They identify and describe some of the use of methods, sources, information and data to address a question or issue.	Little analysis or evaluation, if any. They identify limited evidence and make basic links to the argument. They present simple conclusions.