IGCSE Sociology (0495)
Unit 7: Crime, Deviance and Social Control

Recommended Prior Knowledge
Knowledge of the concepts of social control and agencies of social control and socialisation which were introduced in unit 2 will prove useful here.

Context
This unit has strong links with unit 8, the mass media, as one of the factors which shape societal reaction to crime and deviance.

Outline
This unit considers the nature of 'normal' and 'deviant' behaviour in different social contexts.

AO	Learning outcomes	Suggested Teaching activities	Learning resources
7.1	Normal behaviour and deviance.	Distinguish between crime and deviance, giving examples of deviant behaviour that is not illegal and criminal behaviour.	Blundell J, pp 256 & 257 for The difference between crime and deviance. P Wilson & A Kidd - pp 144 & 145.
	Examine the relative nature of conformity, normality and deviance.	Explain how crime and deviance vary between different societies and social groups and over time and place.	Blundell J, p257 for Cross cultural and historical examples. P Wilson & A Kidd, pp 146 & 147
	Describe the influences, both formal and informal, which help to maintain order in society: socialisation, the media, religion, the police and courts.	Describe how formal agencies such as the police and courts and informal agencies such as the family and religion can help to maintain social order. Use examples.	P Wilson & A Kidd - pp 148 & 149 for formal and informal rules. O'Donnell G, pp 268 – 275, for Agencies of social control.

" http://www.sociology.org.uk/rload.htm

7.2	Society's rules and the consequences of breaking them.	**Class activity** Identify some important rules in your society and discuss with the students the consequences of breaking those rules. Briefly examine the role of the police, judiciary and the penal systems in modern industrial societies. May be useful here to look at Merton's five groups.	Blundell J, pp 270 -273 for the different ways of dealing with offenders. Merton R, Social Structure and Anomie' (1938) in O'Donnell G, p 259.
	Distinguish between crime and deviance, law and law breaking.	Ask students to suggest different examples of rule breaking and decide if their example is criminal or deviant. Bear in mind that some examples fit both categories.	Blundell J, pp 256 & 257. P Wilson & A Kidd, pp 144 – 153 for definitions and examples of crime and deviance.
	Recognise the different explanations of deviant and criminal behaviour: biological, environmental, economic, psychological and sociological.	Outline and provide examples of the different explanations of criminal and deviant behaviour : Biological – genetic theories Environmental – poverty and unemployment Psychological – damaged personalities Sociological- status frustration, anomie, labelling theory etc. Emphasise the importance of sociological explanations.	Blundell J, pp260 – 265, for different explanations of crime. P Wilson & A Kidd, pp154 – 157 for Psychological, biological, environment and sociological explanations of crime.
	Describe the role of formal agencies, the media and others in defining deviance and crime: stereotyping, labelling and deviancy amplification.	**Class activity** Ask class to research and present examples of stereotypes in the media. Explain how labelling linked to these stereotypes can lead to 'deviancy amplification'. It may be useful here to look at some empirical studies for example S. Cohen 'Folk Devils and Moral Panic' (1972)	Blundell J, pp 264 & 265 for labelling. P Wilson & A Kidd – pp 160 & 161 for labelling and stereotyping. O'Donnell, pp 260 & 261 for folk devils and moral panics. http://www.sociology.org.uk/rload.htm DVD Classic Collection S Cohen on moral panic and deviancy amplification.
	Outline the nature and extent of crime.	Examine official crime statistics and discuss their strengths and weaknesses. Provide class with copies of some official crime statistics. Set an activity	www.statistics.gov.uk Blundell J, pp 258 & 259, Measuring

	to allow students to interpret statistics.	crime.
		P Wilson & A Kidd, pp 162 – 167 for statistical data and the extent of crime.
Examine the official statistics of crime and their interpretation.	Examine the patterns of crime shown in official statistics in relation to social class, gender, and ethnicity. Explain why white-collar crime often goes undetected and the reasons why official crime statistics may not be accurate.	Blundell J, pp 274 – 279 for gender, age and ethnicity and pp 266 & 267 for white-collar and corporate crime. P Wilson & A Kidd, pp 168 - 179 for gender, social class, ethnicity and age.
	Class activity Ask students to complete an anonymous self – report study. Collate the number of unrecorded crimes and discuss the 'dark 'figure in crime. Examine the strength and weaknesses of these studies.	Browne K, pp196 & 197 for example of a self-report study. Blundell J, p 259 for self-report studies. P Wilson & A Kidd, pp.162 & 163 for self-report studies and victim surveys.