

Scheme of Work 2020-2021

Subject: Sociology

Year Group: Year 13 (Year two)

Specification: AQA

SMSC: All lessons the SMSC is embedded within the lesson.

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
Week 1 WB. 4th September	Crime and deviance exam technique	<p>Develop exam technique.</p> <p>Understand the requirements of Crime and Deviance section in Paper Three.</p> <p>Outline the key topics to be studied in the crime section.</p>	<p>Paper based starter – Crime and Deviance questions on A-level Paper 3.</p> <p>Review assessment skills – AO1, AO2 and AO3 skills.</p> <p>Review key topics.</p> <p>Review exam papers and see question structure – 1 four mark question 'Outline two', 1 six mark question 'Outline three', 1 ten mark question 'Applying material from Item A, analyse two', 1 thirty mark question 'Applying material from Item B and your knowledge, evaluate'.</p> <p>Item work – discussion of skills needed for using the item.</p>	<p>In Class Assessment</p> <p>Key terms check</p>	<p>Students will be given an independent revision guide, work booklet and assessment booklet. Along with access to Senenca revision modules.</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
Week 2 Wb. 9 th September	Functionalism	<p>Understand the functionalist perspective on crime.</p> <p>Outline and evaluate the work of Durkheim.</p>	<p>Paper based starter – cloze activity exam skills.</p> <p>Introduction pictures of criminals/headlines.</p> <p>Review key ideas about functionalism and their views on crime.</p>	<p>In Class Assessment</p> <p>Outline and explain the functionalist perspective of crime (6 marks)</p>		<p>Literacy S04 S07 So5 M1 M5 C1 C3</p>

		Examine the strain theory.	<p>Discuss notions of boundary maintenance and adaption and change.</p> <p>Example – same sex relationships to illustrate adaptation and change.</p> <p>Students to write down goals and how they will achieve those goals.</p> <p>Brainstorm goals on board.</p> <p>Discuss work of Merton and his five responses and work out examples of ways in which people would act if they can't achieve their goals.</p> <p>Draw five responses.</p> <p>Post-it note summary of strain theory</p>	Provide examples of goals and how this may cause strain		C5 C9 Sp1 SP5
Week 2 Wb. 9 th September	Functionalism	<p>Re-cap the work of Durkheim and Merton.</p> <p>Understand the concept of strain theory.</p> <p>Identify the subcultural theory Cohen.</p>	<p>Paper based starter – re-cap questions.</p> <p>Summary grid – Durkheim and Merton.</p> <p>Include evaluation.</p> <p>Discussion – processes involved and how the theories are adaptations and developments of each other.</p> <p>Powerpoint on subcultural strain theory.</p> <p>Link to Willis</p>	<p>In Class Assessment</p> <p>Provide statements to students and students are to sort the statements on to a table with the 5 strains.</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
Week 2 Wb. 9 th September	Functionalism	Explain the difference between strain theory and subcultural theory.	<p>Paper based starter – concept grid.</p> <p>Read through information on Cloward and Ohlin.</p> <p>Read through information on Matza.</p>	<p>In Class Assessment</p> <p>Students to complete assessment on Cloward and Ohlin's theory.</p> <p>Students plan the following essay from</p>	<p>Homework</p> <p>Students to look at Tutor2U and youtube clips on how to structure 30 mark answers.</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p>

		Evaluate subcultural theory. Develop exam technique.	Paired definitions to complete concept grid.	Specimen A-level Paper 3: 'Applying material from Item B and your knowledge, evaluate the usefulness of functionalist approaches in understanding crime and deviance' (30 marks).	Applying material from Item B and your knowledge, evaluate the usefulness of functionalist approaches in understanding crime and deviance' (30 marks).	C3 C5 C9 Sp1 SP5
Week 3 Wb 16 th September	Marxism	Re-cap functionalism and evaluate these theories. Introduce key Marxist concepts. Understand why Marxists see crime as inevitable within capitalism.	Paper based starter – statements about functionalists, students have to work out who said what. 3 bullet summary of all the functionalist theories. Round the room review of Marxism. Powerpoint review of key Marxist views – discuss criminogenic capitalism, state and law making and ideological functions. Unpick key concepts – develop literacy skills.	FORTNIGHTLY ASSESSMENT To complete 30 mark question above on functionalism and crime Marist key terms check	Homework Complete crime and deviance work booklet activities	Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5
Week 3 Wb 16 th September	Marxism	Understand traditional Marxist approaches to crime. Examine why capitalism is criminogenic. Examine the work of Chambliss and Box.	Paper based starter – questions to review key Marxist views. Review the KW: Bhopal disaster – explore key issues. Independent work – research task to find out about Marxist views of crime and deviance – review Thalidomide – research on the internet.	In Class Assessment Outline and explain three reasons why white collar crime exists (6 marks) Analysis two criticisms of the functionalist view of crime (10 marks)	Homework Complete crime and deviance work booklet activities	Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5

			Discuss white collar crime – linking to its low visibility, diffusion of responsibility and complexity.			
Week 3 Wb 16 th September	Marxism	Review key concepts. Explore notions of white collar crime. Evaluate Marxist theories.	Paper based starter – code breaker to work out what the objectives are. Quick quiz re-cap of key information looked at. Discussion of neo-Marxism – explore the six aspects/theory of deviance. Matched pair – terms to fill in concepts.	In class Assessment Complete short answer questions (4 marks and 6 marks) for Marxism.	Homework Complete crime and deviance work booklet activities	Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5
Week 4 Wb 23 rd September	Labelling	Understand why labelling theories regard crime and deviance as socially constructed. Understand the labelling process and its consequences for those who are labelled. Evaluate labelling theory.	Paper based starter – re-cap on social action. Discussion of key concepts – for example labelling, master status, self-fulfilling prophecy – key concepts on the board and students have to take it in turns to come up to the board and define them. Discussion of Becker and his work on marijuana users. Discussion about the negotiation of justice. Who is most likely to negotiate their way out of justice? Pictures of people – students have to identify which are more likely to be criminals.	In Class Assessment Key terms check Primary deviance Secondary deviance Master status Deviant career Outline and explain how labelling theory works using p418 of Ken Brown Interactionist theory	Homework Complete crime and deviance work booklet activities Revision cards for all the theory and methods topics to be created.	Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5C

			<p>Look at Lemert – review primary and secondary deviance.</p> <p>Discuss the role of the judicial system in prosecuting.</p>			
<p>Week 4 Wb 23rd September</p>	<p>Labelling</p>	<p>Understand why labelling theories regard crime and deviance as socially constructed.</p> <p>Understand the labelling process and its consequences for those who are labelled.</p> <p>Evaluate labelling theory.</p>	<p>Paper based starter – anagrams of key concepts.</p> <p>Discuss evaluation – students to highlight key evaluation points.</p> <p>Review grid of Lemert, Becker and Cicourel – students to complete.</p> <p>Independently fill in concept grid using the notes taken over the last two lessons on the key studies and theories.</p>	<p>In Class Assessment</p> <p>Who said what task focusing on Lemert, Becker and Cicourel</p> <p>Outline and explain 3 strengths of the labelling theory (6 marks)</p> <p>Outline and explain 3 weaknesses of the labelling theory (6 marks)</p>	<p>Homework</p> <p>Complete Seneca module on labelling and fill in work booklet.</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
<p>Week 4 Wb 23rd September</p>	<p>Labelling</p>	<p>Understand why labelling theories regard crime and deviance as socially constructed.</p> <p>Understand the labelling process and its consequences for those who are labelled.</p> <p>Evaluate labelling theory.</p>	<p>Paper based starter – matched concepts to go over the work from last lesson.</p> <p>Plan 'Applying material from Item A, analyse' essay in relation to labelling (10 marks).</p> <p>Complete above essay in timed conditions.</p>	<p>In Class Assessment</p> <p>Plan 'Applying material from Item A, analyse' essay in relation to labelling (10 marks).</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

<p>Week 5 Wb 30th September</p>	<p>Realism</p>	<p>Examine the key foundations of realism as a contrast to labelling.</p> <p>Explore right realism.</p> <p>Identify key policy associated with right realism.</p>	<p>Paper based starter – cloze activity for realism – looking at the key aspects of realism and highlighting the difference between right and left realism.</p> <p>Powerpoint – students to create notes on right realism and the key foundations of the theory.</p> <p>Memory activity – students to independently memorise the key ideas.</p> <p>Activity: floor tiles with questions on floor to re-cap the theory with a randomiser (using classtools.net) to pick students who answer the questions.</p> <p>Students to write down the questions and answers.</p>	<p>Fortnightly Assessment</p> <p>Applying material from Item A, analyse' essay in relation to labelling (10 marks).</p> <p>30 mark question based on labelling and crime</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>SMSC Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
<p>Week 5 Wb 30th September</p>	<p>Realism</p>	<p>Review and re-cap right realism.</p> <p>Develop an understanding of left realism.</p> <p>Identify key policy associated with left realism.</p>	<p>Paper based starter – quick questions right realism.</p> <p>Discussion about left realism and the key beliefs.</p> <p>Venn diagram summary of the two theories – look at the similarities and differences between the two theories.</p> <p>Unpick evaluation of both left and right realism and discuss how you can use right realism to criticise left realism.</p> <p>Develop an understanding of key policy associated with each perspective – start to look at crime prevention policies.</p>	<p>In Class Assessment</p> <p>Outline and explain the three concepts of Left Realism (6 marks) Focusing on relative deprivation, marginalisation and Subculture</p> <p>Outline and explain the three features of Young's work on late modernity (6 marks) Focusing on p424 Ken Brown's textbook</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p> <p>Revision cards to be made for all the crime and deviance topics studied so far.</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

Week 5 Wb 30 th September	Realism	<p>Review key concepts.</p> <p>Compare and contrast right and left realism.</p> <p>Evaluate realism</p>	<p>Paper based starter – Summary grid (evaluation).</p> <p>Concepts – sort cards to identify key concepts associated with right and left realism.</p> <p>Plan ‘Applying material from Item A, analyse’ question in relation to realism (10 marks).</p> <p>Complete essay in timed conditions.</p>	<p>In Class Assessment</p> <p>Card sort of key concepts</p> <p>Plan ‘Applying material from Item A, analyse’ question in relation to realism (10 marks).</p>	<p>Homework</p> <p>Complete Seneca on realism</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
Week 6 Wb 7 th October	Gender	<p>Examine the main patterns of gender and criminal behaviour.</p> <p>Explore why these patterns exist.</p> <p>Develop reasons to explain patters.</p>	<p>Paper based starter – Venn diagram "left vs right realism" – re-cap from last lesson without using notes.</p> <p>Research task – students to identify key trends based on gender.</p> <p>Memory task – five key trends on the board and students to memorise.</p> <p>Discuss the chivalry thesis.</p> <p>Draw a picture to represent chivalry thesis.</p> <p>Post-it note – re-cap trends.</p>	<p>Fortnightly Assessment</p> <p>30 mark question on the comparison between right and left realism in explaining crime.</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

Week 6 Wb 7 th October	Gender	<p>Re-cap patterns.</p> <p>Explore why women commit less crime than men.</p> <p>Evaluate the key arguments.</p>	<p>Paper based starter – questions on trends and chivalry thesis to re-cap knowledge.</p> <p>Evaluate chivalry thesis.</p> <p>Discuss key theories – functionalist sex role theory, patriarchal control, class and gender deals.</p> <p>Mind map all key theories – A3 sheet</p> <p>Liberation thesis – discussion of current trends of female offending.</p> <p>Quick quiz.</p>	<p>In Class Assessment</p> <p>Outline and explain the trends in female offending</p> <p>Outline and explain why women appear less on crime statistics compared to men (6 marks)</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
Week 6 Wb 7 th October	Gender	<p>Review why women commit less crime.</p> <p>Explore notions of differential treatment of men and women within the criminal justice system.</p> <p>Understand key concepts; hegemonic masculinity and body capital.</p>	<p>Paper based starter – summary grid.</p> <p>Discussion of masculinity and crime looking at Messerschmidt and Winlow.</p> <p>Outline key concepts for the topic and create definitions for them.</p> <p>Students plan the following question: 'Applying material from Item B and your knowledge, evaluate' question in relation to gender (30 marks).</p>	<p>In Class Assessment</p> <p>Students complete a who said what statement sort of the key theories</p> <p>Students plan the following question: 'Applying material from Item B and your knowledge, evaluate' question in relation to gender (30 marks).</p>	<p>Homework</p> <p>Read Sociology Review article and summarise: Gender and white collar crime (Volume 22, Issue 2).</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
Week 6 Wb 7 th October	Gender	<p>Know the main differences in gender patterns.</p> <p>Understand and be able to evaluate the debate about the treatment of men and</p>	<p>Paper based starter – word search.</p> <p>Independent revision.</p> <p>Students to answer the short answer question from the Specimen A-level Paper 3 (7192/3) – Outline three reasons why</p>	<p>In Class Assessment</p> <p>Pre planned assessment questions</p>	<p>Homework</p> <p>Outline three reasons why females may be less likely than males to commit crimes (6 marks).</p>	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p>

		women in the criminal justice system. Be able to evaluate explanations of the relationship between women and crime.	females may be less likely than males to commit crimes (6 marks).			C5 C9 Sp1 SP5
Week 7 Wb. 14 th October	Ethnicity	Identify the key trends and patterns in the rates of offending by different ethnic groups. Examine victim surveys. Develop an understanding of self-report studies.	Paper based starter – crossword on gender. Read pages of text book in relation to ethnicity and crime – looking at patterns of offending and reasons for offending. Make notes on chapter of text book. Domino questions – each student writes a question on a piece of card based on ethnicity and crime. One student starts and reads out their question, the person to their left has to answer the question. The person to the left then reads their question and the person to their left answers. Students continue until they have all had a go at answering and asking a question.	Fortnightly Assessment Complete essay question ‘Applying material from Item B and your knowledge, evaluate’ question in relation to gender (30 marks) In Class Assessment Students create their own questions based on their understanding of ethnicity and crime for peers to answer.	Homework Complete crime and deviance work booklet activities	Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5 Numeracy
Week 7 Wb. 14 th October	Ethnicity	Review and re-cap patterns. Explore the reasons behind the patterns. Understand the relationship between the criminal justice process and ethnicity.	Paper based starter – questions on trends. Discussion about different types of statistics on crime. Explore the ways in which different ethnic groups are perceived in the different stages of the criminal justice system. Discussion of explanations for ethnic differences in offending – left realism versus neo-marxism.	In Class Assessment Outline and explain three reasons for the causes in ethnic minority crime (6 marks)	Homework Complete crime and deviance work booklet activities	Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5

			Fill in a re-cap grid.			numeracy
Week 7 Wb. 14 th October	Ethnicity	<p>Evaluate sociological explanations of the relationship between ethnicity, offending and criminalisation.</p> <p>Understand why certain ethnic groups are more likely to be victimised.</p> <p>Develop exam technique.</p>	<p>Paper based starter – summary recap left realism versus neo-marxism.</p> <p>Review all key work.</p> <p>Paired concepts – working in pairs to find key concept definitions.</p> <p>Plan essay – ‘Applying material from Item A, analyse’ question in relation to ethnicity (10 marks).</p> <p>Item based work – questions linked to item to get students to develop understanding of item and question and look at how the question focuses on two elements.</p>	<p>In Class Assessment</p> <p>Plan and complete essay – ‘Applying material from Item A, analyse’ question in relation to ethnicity (10 marks).</p> <p>Outline and explain three examples of direct racial discrimination (6 marks)</p> <p>Outline and explain 2 examples of indirect racial discrimination (4 marks)</p>	Homework Complete Seneca module on ethnicity	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>
Week 8 Wb 21 st October	Class and crime	<p>Outline key trends associated with class and crime.</p> <p>Examine the key reasons why working class commit more crime.</p> <p>Apply key theories to the study of class and crime.</p>	<p>Paper based starter: graph outlining the key statistics for class and crime, students to interpret the graph and answer questions.</p> <p>Students to work in groups and come up with a list of ideas/reasons as to why working class people commit more crimes – make notes on flip chart paper and feedback to the group.</p> <p>A3 sheet – working on application skills – work through each of the key theories looked at so far and apply to the main theories. Marxism – working class driven to crime as a consequence of capitalism, they commit crime to survive. They are also alienated in a capitalist society and commit</p>	<p>Fortnightly Assessment</p> <p>30 mark question with item based on ethnicity and crime.</p> <p>In Class Assessment</p> <p>Outline and explain the trends and patterns of class and crime</p>	Homework Complete crime and deviance work booklet activities	<p>Literacy</p> <p>S04</p> <p>SO7</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

			<p>non-utilitarian crimes to vent their frustration. Strain theory – working class individuals cannot achieve the cultural goals by legitimate means and so turn to crime to obtain these goals. Subcultural strain theories – working class individuals experience status frustration and turn to crime as part of the alternative status hierarchy. Right realism – links to the underclass and poor socialisation. Left realism – the working class commit crime because of marginalisation.</p> <p>Round the room summary of key trends and reasons – students to recall one thing they learnt during the lesson.</p>			
<p>Week 8 Wb 21st October</p>	<p>Class and crime</p>	<p>Review key trends associated with class and crime. Examine the key problems associated with crime statistics. Review white collar and corporate crime.</p>	<p>Paper based starter – questions based on official statistics to review key trends. Discussion – outline the main problems with official statistics. Powerpoint – create a powerpoint outlining the reasons why working class individuals are over-represented within the statistics. Outline and review the Marxist perspective – discuss how laws are selectively enforced and that the criminal justice system represents the interests of the bourgeoisie. Also, discuss labelling theory – the working class are less likely to negotiate their way out of justice and are more likely to fit police typifications, police are more likely to patrol working class areas and this results in working class individuals featuring more heavily in the crime statistics.</p>	<p>In Class Assessment</p> <p>Students given factors of why official statistics show certain crimes committed by working class people. Students must then add an explanation – 2 marks for each explanation.</p>	<p>Homework</p> <p>Complete and finishes all work book sections on the social groups and relationship to crime.</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

			<p>Review Marxist perspective and crimes of the suites.</p> <p>Discuss key examples previously mentioned – if time permits students can research more recent examples of white collar crime.</p>			
October Half Term						
<p>Week 9 Wb. 4th November</p>	<p>Media</p>	<p>Know the main patterns of media representation of crime and how these differ from the picture of crime in official statistics.</p> <p>Understand different views of the media as a cause of crime.</p> <p>Evaluate these different views.</p>	<p>Paper based starter – matched terms – review of key concepts.</p> <p>Newspaper articles – selection of a range of recent news articles that include celebrities, drama, excitement – discussion of news values – what makes these articles newsworthy?</p> <p>Article James Bulger – explore the notions of media causing crime – update and make current – look at the role of the media in the riots.</p> <p>Discuss the role of the media and the creation of news stories – linking to journalism.</p> <p>Link to left realism and discuss notions of media and relative deprivation.</p> <p>Link to gender and discuss fear of crime.</p>	<p>In Class Assessment</p> <p>Match key word concepts</p> <p>Agenda-setting</p> <p>Mass Media</p> <p>Threshold</p> <p>Proximity</p> <p>Predictability</p> <p>News Value</p> <p>Individualism</p> <p>Simplification</p> <p>Risk</p> <p>Spectacle</p> <p>High status/celebrity people</p>	<p>Homework</p> <p>Students to carry out a research task on high profile crime cases. Students to bring to class these articles and discuss how the media has presented them.</p>	<p>Literacy</p> <p>S04</p> <p>S07</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p>

<p>Week 9 Wb. 4th November</p>	<p>Media</p>	<p>Understand what a moral panic is.</p> <p>Examine the media's role in the creation of moral panics.</p> <p>Identify contemporary examples of moral panics.</p>	<p>Paper based starter – summary grid linking to representations of crime and the media as a cause of crime.</p> <p>Read through work on moral panics.</p> <p>Discussion of mods and rockers – create a story board to depict key stages.</p> <p>Powerpoint about the riots.</p> <p>Discussion of website – LSE – show them the website and get students to explore.</p> <p>Link to twitter analysis – new forms of research.</p> <p>Extension – article and further reading from LSE website.</p> <p>Paper based starter – questions on moral panics.</p> <p>Link to new forms of media.</p> <p>Review and discuss cyber crime – link to global crime and new forms of crime.</p> <p>Video clip: KW: TED talks – Misha Glenny talk on cyber crime. Discuss problems of punishing people who commit cyber crime.</p> <p>Read over Sociology Review article – New technology and crime.</p> <p>Dominoes activity on concepts.</p>	<p>Fortnightly Assessment</p> <p>30 mark question based on social class and crime</p> <p>In Class Assessment</p> <p>Answer questions based on Cohen's Folk Devil's and moral panics.</p>	<p>Homework</p> <p>Watch the full documentary on mods and rockers with a question sheet to answer.</p>	<p>Literacy</p> <p>S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
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<p>Week 9 Wb. 4th November</p>	<p>Media</p>	<p>Review moral panics.</p> <p>Establish an understanding of the key concepts.</p> <p>Consider key theories with regards to the media.</p>	<p>Paper based starter – questions on moral panics.</p> <p>Link to new forms of media.</p> <p>Review and discuss cyber crime – link to global crime and new forms of crime.</p> <p>Video clip: KW: TED talks – Misha Glenny talk on cyber crime. Discuss problems of punishing people who commit cyber crime.</p> <p>Read over Sociology Review article – New technology and crime.</p> <p>Dominoes activity on concepts.</p>	<p>In Class Assessment</p> <p>Outline two ways in which the media give a distorted view of crime' (4 marks).</p> <p>Create an example of a moral panic using the deviancy amplification model by McRobbie and Thornton (1995)</p> <p>Student complete a plan for 'Applying material from Item B and your knowledge, evaluate' question in relation to media (30 marks).</p>	<p>Homework</p> <p>Complete Seneca module on mass media and crime.</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
<p>Week 10 Wb 11th November</p>	<p>Globalisation</p>	<p>Re-cap key foundations of globalisation.</p> <p>Understand what global crime is and develop key examples.</p> <p>Evaluate the relationship between globalisation and crime.</p>	<p>Paper based starter – questions to re-cap what globalisation is and to draw out links to crime.</p> <p>Summarise types of global crime – students to work in pairs to write as many examples of global crime as they can think of.</p> <p>Discuss work of Beck and risk society – linking back to theory topic.</p> <p>Students watch KW: TED talk about mcmafia.</p> <p>Discuss Mischa Glenny and his work.</p> <p>Write down all the key concepts – concept card.</p>	<p>In Class Assessment</p> <p>Key concept task</p> <p>Outline and explain three ways that globalisation has affected crime (6 marks)</p> <p>Identify and explain 2 ways that globalisation has added opportunity for crime (8 marks)</p>	<p>Homework</p> <p>Complete revision concept cards for globalisation</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5 Numeracy</p>

<p>Week 10 Wb 11th November</p>	<p>Globalisation</p>	<p>Understand the different types of green crime.</p> <p>Identify what primary and secondary green crime is.</p> <p>Evaluate sociological explanations of environmental harm</p>	<p>Paper based starter – summary grid to recap: types of crime, Beck’s risk society, globalisation and capitalism and types of global crime organisations.</p> <p>Mind map key ideas.</p> <p>Give examples of green crime (primary and secondary) and discuss traditional and green criminology.</p>	<p>In Class Assessment</p> <p>Answer questions based on green crime.</p> <p>Students plan and answer an essay on ‘Applying material from Item A, analyse’ question in relation to globalisation (10 marks).</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
<p>Week 210Wb 11th Novemer</p>	<p>Globalisation</p>	<p>Identify what state crime is.</p> <p>Explore key examples.</p> <p>Understand the relationship between state crimes and human rights.</p>	<p>Paper based starter – questions about green crime.</p> <p>Pictures of Cambodia and the killing fields.</p> <p>Discussion of Khmer Rouge and state crime.</p> <p>Watch clip of KW: waterboarding – Christopher Hitchens.</p> <p>Read pages of a text book to summarise human rights and state crime.</p> <p>Concepts to be defined by teacher.</p>	<p>In Class Assessment</p> <p>Complete short answer questions in relation to human rights and state crime</p>	<p>Homework</p> <p>Complete module on Seneca for globalisation and green crime</p> <p>Complete work book section and revision for fortnightly assessment</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
<p>Week 11 Wb 18TH November</p>	<p>Crime control and punishment</p>	<p>Understand and be able to evaluate a range of crime prevention and control strategies.</p> <p>Understand and evaluate the different</p>	<p>Paper based starter – summary grid globalisation.</p> <p>Discuss punishment and prevention.</p> <p>Ask students to identify the differences.</p> <p>Link to theory and perspectives.</p>	<p>Fortnightly Assessment</p> <p>30 mark question based on globalisation and green crime</p>	<p>Homework</p> <p>To create a revision grid of the different crime prevention strategies that UK police have and their effectiveness.</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5</p>

		<p>perspectives on punishment.</p> <p>Know the main trends in sentencing and understand their significance.</p>	<p>Powerpoint overview of different types of prevention – situational crime prevention, environmental crime prevention, social and community crime prevention.</p>			<p>C9 Sp1 SP5</p>
<p>Week 11 Wb 18TH November</p>	<p>Crime control and punishment</p>	<p>Understand and be able to evaluate a range of crime prevention and control strategies.</p> <p>Understand and evaluate the different perspectives on punishment.</p> <p>Know the main trends in sentencing and understand their significance.</p>	<p>Paper based starter – policy review.</p> <p>Evaluate prevention methods.</p> <p>Explore different types of punishment.</p> <p>Review theoretical explanations of punishment.</p> <p>Explore work of Foucault and prisons.</p> <p>Discuss how prisons have changed.</p> <p>Discuss the role of prison officers and wardens.</p>	<p>In Class Assessment</p> <p>Differences between the different prevention strategies</p> <p>Students to evaluate each prevention of crime strategy – identifying and explaining the strengths and weaknesses of each strategy.</p>	<p>Homework</p> <p>Complete the Seneca module on crime and control</p> <p>Read up on the miscarriages of justice and explore the use of capital punishment.</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
<p>Week 12 Wb 25th November</p>	<p>Victims</p>	<p>Identify patterns of victims of crime.</p> <p>Explore reasons why certain groups are more likely to be victimised.</p> <p>Evaluate impact of positivist and critical victimology.</p>	<p>Paper based starter – questions on punishment.</p> <p>Powerpoint to explore positivist and critical victimology.</p> <p>Look at effects of victimisation and who is more likely to be a victim.</p> <p>Review key concepts.</p> <p>Students plan the following question: Applying material from Item A, analyse two reasons why situational crime prevention</p>	<p>In Class Assessment</p> <p>Students plan and complete the following question: Applying material from Item A, analyse two reasons why situational crime prevention strategies may not be effective in reducing crime (10 marks).</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5 numeracy</p>

			<p>strategies may not be effective in reducing crime (10 marks).</p> <p>Create an exam crib sheet – victims.</p>			
<p>Week 13 Wb 2nd December</p>	<p>The relationship between ownership and control of the media</p>	<p>Review what forms the media takes.</p> <p>Examine the differences between traditional and new media.</p> <p>Assess the power of the media.</p>	<ul style="list-style-type: none"> • Introductory questions on the media to gauge how much they know about the media. • Discuss what the media is – linking to the technology involved, the organisations involved and the products that are involved. • Students to research and make a list of apps they can use throughout the course of the year to keep up to date with media content. • Mind map differences between traditional and new media. <p>Learning log – summarise three things they learnt this lesson.</p>	<p>In Class Assessment</p> <p>Identifying which media outlets are new media and traditional media.</p>	<p>Students provided with an independent work booklet, which includes activities and exam style assessment questions. Along with a revision guide.</p> <p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
<p>Week 13 Wb 2nd December</p>	<p>The relationship between ownership and control of the media</p>	<p>Discuss how the media is regulated.</p> <p>Investigate how governments influence and control media outputs.</p> <p>Consider how ownership is spread out.</p>	<ul style="list-style-type: none"> • Grid recap looking at the differences between traditional and new media. • Outline the formal controls of the media linking to: the law, Ofcom, the BBC, Independent broadcasting, the Independent Press Standards Organisation (IPSO). • Students to read information sheet outlining how governments influence and control media output and answer comprehension questions on it. • Activity taken from textbook, page 184. 	<p>In Class Assessment</p> <p>Identify and explain the different formal controls on the media such as:</p> <p>Ofcom The BBC Independent Broadcasting Press Complaints</p>	<p>Homework</p> <p>Research task Review cases such as Ryan Giggs and other celebrities who have filed for ‘super injunctions’.</p> <p>Research task on the Leveson Enquiry.</p>	<p>Literacy S04 SO7 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5 Numeracy</p>

			<ul style="list-style-type: none"> Students to interpret table and write a summary paragraph outlining who owns what. <p>Stand up sit down summary – students to stand up and take it in turns to recall one thing they have learnt from</p>			
Week 13 Wb 2 nd December	The relationship between ownership and control of the media	<p>Summarise who owns what with regards to the media.</p> <p>Compare the different features of media ownership.</p> <p>Examine the work of Bagdikian.</p>	<ul style="list-style-type: none"> Re-cap key statistics from who owns what table from last lesson. Sort card activity review of formal controls – students given a pack of cards, five of these state the name of the formal control and five cards have definitions on. Students to match the definition to the formal control. Identify what globalisation is. Discuss the work of Bagdikian and the lords of the global village – look at how there has been a concentration of ownership. Look at USA and the ownership there. Discuss the eight key features of media ownership – concentration of ownership, vertical integration, horizontal integration, global ownership, conglomeration and diversification, global conglomeration, synergy and technical convergence. <p>Post-it note review – summarise learnings on a post-it note.</p>	<p>In Class Assessment</p> <p>Card sort of the formal controls</p>	<p>Homework</p> <p>Students to find examples of the 8 media ownership features</p>	<p>Literacy</p> <p>S04</p> <p>S07</p> <p>So5</p> <p>M1</p> <p>M5</p> <p>C1</p> <p>C3</p> <p>C5</p> <p>C9</p> <p>Sp1</p> <p>SP5</p> <p>Numeracy</p>

<p>Week 14 Wb 9th December</p>	<p>The relationship between ownership and control of the media</p>	<p>Review the eight key features of media ownership.</p> <p>Examine the pluralist approach to media ownership.</p> <p>Develop strengths and limitations of pluralism.</p>	<ul style="list-style-type: none"> • Review grid of eight key features of media ownership. • Summary of what pluralists believe about ownership. • Explore the key areas of pluralism – media diversity, public service broadcasting, state controls, media professionalism. • Research task – students to look in to the Leveson Inquiry. • Students to highlight key strengths and weaknesses of the theory. • Key word bingo. 	<p>In Class Assessment</p> <p>Knowledge check on the eight key features of media ownership with examples.</p>	<p>Homework:</p> <p>Summary mind map on ownership.</p> <p>Complete Seneca module and revise for fortnightly assessment.</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>
<p>Week 14 Wb 9th December</p>	<p>The relationship between ownership and control of the media</p>	<p>Review Marxist ideas and beliefs.</p> <p>Summarise ways in which the media plays an ideological role.</p> <p>Outline the key features of the manipulative/ instrumentalist approach.</p>	<ul style="list-style-type: none"> • Hand of knowledge review of pluralism, students to draw round their hands and recall five things they can remember about pluralism. • Marxism review and mind map of key ideas and principles. • Discussion of key concepts – alienation, ideology, capitalism, false consciousness. • Explore the five key areas of the manipulative/ instrumentalist approach – owners of the media have direct control over the content, the owners of the media aim to spread the dominant ideology, media managers have little choice other than to run the media in the way the owners see fit, journalists depend on their jobs and reflect their owners wishes and the audience is seen to be passive. 	<p>Fortnightly Assessment</p> <p>20 mark question on the ownership and control of the media</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

			<ul style="list-style-type: none"> • Look at the work of Curran and Seaton. • Use Rupert Murdoch as an example of how media owners can control ideas and beliefs. Highlight key concepts and ideas, look at key problems of this approach, use pluralism to critique this approach. <p>Noughts and crosses – Marxism versus pluralism, students to use Marxist concepts instead of noughts and pluralist concepts instead of crosses, working in pairs.</p>			
Week 14 Wb 9 th December	The relationship between ownership and control of the media	<p>Review key work of manipulative/ instrumentalist approach.</p> <p>Identify key features of the dominant ideology/ hegemonic approach</p>	<ul style="list-style-type: none"> • Draw a picture to represent the manipulative or instrumentalist approach. • Review and re-cap traditional Marxist ideas – round the room recall. • 5 to 3 to 1 activity – students to write five key points on the manipulative/instrumentalist approach, then identify top three points, then create a one sentence summary. • Review neo-marxism – discuss and identify key concepts associated with neo-Marxism, eg hegemony. • Look at the work of the GMG group and discuss how this approach highlights that journalists and media managers have some independence. • Link to the values and ideologies of the journalists – discuss how journalists tend to have similar values to the owners. • Highlight key difference between this approach and manipulative/instrumentalist approach – journalists do not always trot out the dominant ideology, sometimes they 	<p>In Class Assessment</p> <p>Mini whiteboard quiz – ten questions on the board (one at a time), students have to write the answer on the board and show their response.</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>Literacy</p> <p>S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>

			<p>develop critical, anti-establishment views and cover a range of content because they need to attract audiences to make profit.</p> <ul style="list-style-type: none"> Students to be given a list of evaluative statements and they have to work out whether they support the approach or critique it. <p>Mini whiteboard quiz – ten questions on the board (one at a time), students have to write the answer on the board and show their response.</p>			
<p>Week 15 Wb. 16th December</p>	<p>Review key theories and their views on ownership.</p> <p>Compare and contrast the two Marxist views.</p> <p>Develop key concepts</p>	<ul style="list-style-type: none"> Grid summary of three main theories and students have to complete independently. Concepts – paired work, each pair given a definition they have to work out what it is and read to the rest of the group. <p>Voting cards – statements put up on the board and students have to vote which theory said it (pluralist, manipulative/instrumentalist approach, hegemonic/ dominant ideology approach).</p>	<p>In Class Assessment</p> <p>Key Term check Neophiliacs Citizen Journalism Hegemony News Values Agenda-Setting Gatekeeping</p>	<p>Homework</p> <p>Complete crime and deviance work booklet activities</p>	<p>Literacy S04 S07 So5 M1 M5 C1 C3 C5 C9 Sp1 SP5</p>	
<p>Christmas Break</p>						