

Teacher Resource Bank

GCE Sociology

Schemes of Work: Unit 4 (SCLY4)



SCHEMES OF WORK

These schemes of work are provided as guidance to teachers on the amplification of the specification, but not necessarily full amplification.

The A Level year

Given a 39 week teaching year and the timing of the exams in mid-May, there will be approximately 30 weeks of teaching for the A Level year.

Suggested structure of the year when there is one teacher:

- 1 SCLY3 topic: approximately 10 weeks
- 2 SCLY4 topic: approximately 18 weeks, including approximately 6 weeks for sociological research methods as applied to the topic and in general
- 3 Review: 4 weeks for assessment, revision and examination practice.

Suggested structure of the year when two teachers share responsibility:

	Teacher 1	Teacher 2
20 weeks	Unit 3 topic	Unit 4 topic
8 weeks	Unit 4 focus on sociological research methods	Unit 4 topic continued with focus on methods as applied to the topic
4 weeks	Assessment, revision and exam practice	Assessment, revision and exam practice

Unit 4 – Crime and Deviance; Stratification and Differentiation; Theory and Methods

In order to cover either Crime and Deviance or Stratification and Differentiation in sufficient depth, and because students can answer questions on only one of these topics in the examination, it is expected that students will be taught one topic only.

Whichever is chosen, students will also have to answer a question in which they apply their knowledge of sociological research methods to either Crime and Deviance or Stratification and Differentiation. They will also have to answer a question on sociological methods which can draw examples from any area of sociology they have studied.

Crime and Deviance

Centres should note the final bullet point referring to connections between sociological theory and methods and the study of the topic. Centres should note that two bullet points from the legacy specification do not appear in the new specification, and that their replacements - bullet points three and four - introduce significant new content. Bullet point three has new references to 'globalisation', 'green crime; human rights and state crime', as well as the mass media. Bullet point four specifies content which significantly expands upon the reference in the discontinued specification to 'societal reactions to crime and deviance.'

Suggested teaching order:

- 1 Different theories of crime, deviance, social order and social control
- 2 The social distribution of crime and deviance by age, ethnicity, gender, locality and social class, including recent patterns and trends in crime
- 3 Globalisation and crime in contemporary society; the mass media and crime; green crime; human rights and state crimes
- 4 Crime control, prevention and punishment, victims, and the role of the criminal justice system and other agencies
- 5 The sociological study of suicide and its theoretical and methodological implications
- 6 The connections between sociological theory and methods and the study of crime and deviance.

Depth of treatment:

1 Different theories of crime, deviance, social order and social control

- Different definitions of crime, deviance, social order and social control
- The distinction between sociological theories of crime and other theories (eg biological, psychological); crime and deviance as socially constructed
- Functionalist theories of crime: Durkheim, anomie, collective conscience; Merton's strain theory; manifest and latent functions; functionalist subcultural theories
- Marxist and neo-Marxist theories of crime: classical Marxism, laws reflecting class interests; Neo-Marxism, hegemony, the CCCS studies, critical and new criminology
- Interactionist theories of crime: labelling theory, the self-fulfilling prophecy
- Feminist theories of crime: patriarchy, male control of women's lives
- Control theory and other contemporary approaches to crime: social bonds, communitarianism, situational prevention; postmodern theories; Foucault on individualisation and surveillance
- Realist theories: New Left Realism and Right Realism
- The relevance of the various theories to understanding different types of crime, and their implications for social policy.

2 The social distribution of crime and deviance by age, ethnicity, gender, locality and social class, including recent patterns and trends in crime

- Study of statistics and other evidence on the social distribution of crime by age, ethnicity, gender, locality and social class, including recent patterns and trends
- Issues related to and explanations of the social distribution of crime and deviance by age: juvenile delinquency and youth crime
- Issues related to and explanations of the social distribution of crime and deviance and ethnicity: explanations from different theories, racism in the criminal justice system
- Issues related to and explanations of the social distribution of crime and deviance and gender: explanations of the rates of male and female crime, the gendering of crime, chivalry thesis, the gender deal
- Issues related to and explanations of the social distribution of crime and deviance and locality: rural and urban crime
- Issues related to and explanations of the social distribution of crime and deviance and social class: explanations from different theories; white collar crime; occupational crime.

3 Globalisation and crime in contemporary society; the mass media and crime; green crime; human rights and state crimes

- Globalisation and crime: examples and explanations of globalised crimes such as web-based crimes, global trades in drugs, weapons and people; global corporate crime
- Mass media and crime: media's role in social construction of crime including moral panics and amplification; crime and news values and agenda setting; representations of crime (both fact and fiction)
- Green crime: definitions, criminalisation of environmental offences; extent, enforcement of green crimes: environmental laws, corporate and state environmental crimes, crimes against non-human species
- Human rights and state crimes: international rules and norms and examples of violations of them; human rights violations; state crimes.

4 Crime control, prevention and punishment, victims, and the role of the criminal justice system and other agencies

- Crime control, prevention and punishment: contemporary policies, linked to the theories studied under point 1; surveillance, zero tolerance, anti-social behaviour orders, expansion of imprisonment
- Victims of crime: statistics and other evidence on victims of crime; ethnicity, age and gender; different theoretical accounts, eg positivist and radical victimology
- Role of the criminal justice system and other agencies.

5 The sociological study of suicide and its theoretical and methodological implications

- Durkheim's classic study of suicide, including typologies
- Interpretivist responses to Durkheim, eg Atkinson, Douglas
- Realist approaches, eg Taylor's 'people under trains'
- The theoretical and methodological implications of the different approaches of the study of suicide.

6 The connections between sociological theory and methods and the study of crime and deviance

This may be taught either integrated with the content listed above, or at the end of study of the topic, or by a combination of both approaches:

- Quantitative and qualitative data in crime and deviance; the dominance of statistics (police statistics, BCS)
- Positivist and interpretivist approaches, consensus and conflict approaches and structural and social action approaches as applied to crime and deviance
- Issues, strengths and limitations and examples of the application to the study of crime and deviance of the main sources of data studied (see Theory and Methods section below):
 - Questionnaires
 - interviews (formal/structured; informal/unstructured)
 - self-report and victimisation studies
 - participant and non-participant observation
 - experiments
 - use of documents, official statistics and other secondary data
- The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research on stratification and differentiation, including issues of subjectivity, objectivity, value freedom, danger, 'going native'
- Subjectivity, objectivity and value freedom in the study of crime and deviance
- The relationship between the sociological study of crime and deviance and social policy.

Stratification and Differentiation

Centres should note the final bullet point referring to connections between sociological theory and methods and the study of the topic. In particular, centres should note the new references to 'disability' in relation to life chances in the second bullet point, to 'class, status and power', also in the second bullet point, and the reference to 'gender' in the third bullet point.

Suggested teaching order:

- 1 Different theories of stratification, including stratification by social class, gender, ethnicity and age
- 2 Dimensions of inequality: class, status and power; differences in life chances by social class, gender, ethnicity, age and disability
- 3 The problems of defining and measuring social class; occupation, gender and social class
- 4 Changes in structures of inequality, and the implications of these changes
- 5 The nature, extent and significance of patterns of social mobility
- 6 The connections between sociological theory and methods and the study of stratification and differentiation.

Depth of treatment:

1 Different theories of stratification, including stratification by social class, gender, ethnicity and age

- The theories should be considered as both theories of stratification and of particular dimensions of inequality (class, gender etc)
- Different theories of stratification by social class: caste, estates and slavery; theories of social class, eg Marxist, functionalist, Weberian
- Different theories of stratification by gender: the social construction of sex and gender; theories of gender and gender inequalities, eg functionalist and different feminist theories
- Different theories of stratification by ethnicity: the social construction of 'race' and ethnicity; theories of ethnicity and ethnic inequalities, eg Marxist, functionalist, Weberian
- Different theories of stratification by age: the social construction of age categories, eg childhood, teenagers, old age; theories of age and age inequalities, eg functionalist, Marxist, feminist.

2 Dimensions of inequality: class, status and power; differences in life chances by social class, gender, ethnicity, age and disability

- For each of the five dimensions of inequality, evidence and arguments about life chances in relation to those dimensions
- Class, gender, ethnicity, age and disability as overlapping dimensions of inequality.

3 The problems of defining and measuring social class; occupation, gender and social class

- Objective and subjective definitions of social class
- Typologies of class; occupational scales
- Problems of defining and measuring each of the main social classes
- Men, women and class analysis.

4 Changes in structures of inequality, and the implications of these changes

- Classlessness and the end of class analysis?: evidence for and against a change towards identities based on consumption and lifestyle; implications for class analysis
- Proletarianisation and embourgeoisement
- The emergence of an underclass?: evidence and arguments for and against
- Changes in gender inequalities: evidence and arguments for and against the narrowing of gender inequalities
- Changes in ethnic inequalities: evidence and arguments for and against the narrowing of ethnic inequalities.

5 The nature, extent and significance of patterns of social mobility

- Closed and open systems of stratification
- Issues and problems in defining and measuring social mobility, including the distinction between absolute and relative mobility
- Patterns of social mobility in the UK, evidence and arguments.

6 The connections between sociological theory and methods and the study of stratification and differentiation

This may be taught either integrated with the content listed above, or at the end of study of the topic, or by a combination of both approaches:

- Quantitative and qualitative data in stratification and differentiation
- Positivist and interpretivist approaches, consensus and conflict approaches and structural and social action approaches as applied to stratification and differentiation
- Issues, strengths and limitations and examples of the application to the study of stratification and differentiation of the main sources of data studied (see Theory and Methods below):
 - Questionnaires
 - interviews (formal/structured; informal/unstructured)
 - self-report and victimisation studies
 - participant and non-participant observation
 - experiments
 - use of documents, official statistics and other secondary data

- The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research on stratification and differentiation, including issues of subjectivity, objectivity, value freedom, danger, 'going native'
- Subjectivity, objectivity and value freedom in the study of stratification and differentiation
- The relationship between the sociological study of stratification and differentiation and social policy.

Theory and Methods

Centres who have previously entered candidates for the coursework option (SC5C) should note that this is no longer available. All candidates therefore have to sit examination questions on theory and methods. Centres should note that the first group of bullet points contain some changes which are summarised in the section on SCLY2. However, the second group of bullet points (6 to 11) are unchanged from the legacy specification.

Suggested teaching order:

- 1 Quantitative and qualitative methods of research; their strengths and limitations; research design
- 2 Sources of data, including questionnaires, interviews, observation (participant and non-participant), experiments, documents and official statistics; the strengths and limitations of these sources
- 3 The distinction between primary and secondary data and between quantitative and qualitative data
- 4 The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- 5 The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

A2 candidates should also:

- Demonstrate a wider range and greater depth of knowledge and understanding than at AS Level
- Study the nature of sociological thought and methods of sociological enquiry in greater range and depth, and demonstrate more highly developed skills of application, analysis, interpretation and evaluation than at AS Level.

In addition A2 candidates should examine:

- 6 Consensus, conflict, structural and social action theories
- 7 The concepts of modernity and post-modernity in relation to sociological theory
- 8 The nature of science and the extent to which sociology can be regarded as scientific
- 9 The relationship between theory and methods
- 10 Debates about subjectivity, objectivity and value freedom
- 11 The relationship between sociology and social policy.

Throughout this section, students should focus on examples (of theories, writers and so on) that have particular relevance to their Unit 4 topic (Crime and Deviance or Stratification and Differentiation).

Depth of treatment:

1 to 5: students should first revisit the content learned during the AS course, with their knowledge and understanding extended through use of a range of examples of the application of methods in their Unit 4 topic area:

- Quantitative and qualitative methods of research; their strengths and limitations; research design
- Sources of data, including questionnaires, interviews, observation (participant and non-participant), experiments, documents and official statistics; the strengths and limitations of these sources
- The distinction between primary and secondary data and between quantitative and qualitative data
- The relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'
- The theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

6 Consensus, conflict, structural and social action theories

- Sociology as concerned with the problem of social order; consensus and conflict as broad differing approaches
- Examples of consensus approaches, eg Parsons; examples of conflict approaches, eg Marx, Weber
- Sociology as concerned with the problem of choice and determinism; structural and social action theories as broad differing approaches
- Examples of structural theories, eg structural functionalism, Marx; examples of social action theories, eg symbolic interactionism; phenomenology; examples of approaches attempting to integrate the two sets of theories, eg Giddens's structuration theory.

7 The concepts of modernity and post-modernity in relation to sociological theory

- The distinction between modernity and post-modernity
- Postmodern theorists, eg Lyotard, Baudrillard
- Theorists of post-modernity, eg Harvey
- Alternative modern theories, eg Giddens and high modernity.

8 The nature of science and the extent to which sociology can be regarded as scientific

- Scientific methodology; accounts of the relationship between science and truth eg Popper; the social context of science
- The extent to which scientific methods can and should be applied in sociology
- Differing accounts of how scientific sociology can and should be eg Popper, Kuhn, realism.

9 The relationship between theory and methods

- Deductive theory: the process of deduction and its implications for research methods, with examples
- Inductive theory: the process of induction and its implications for research methods, with examples
- Epistemological issues: positivism and interpretivism
- Ontological issues: objectivism and social construction.

10 Debates about subjectivity, objectivity and value freedom

- The relationship between debates about subjectivity, objectivity and value freedom and the debates about the nature of science and of the nature of sociology
- The arguments and evidence for and against the view that sociology can or should be objective
- The arguments and evidence for and against the view that sociology can be value free.

11 The relationship between sociology and social policy

- The nature of social policies
- The practice of social policy and of policy research; 'applied sociology'; multi-disciplinary research
- The relationship between social policy and sociological methods and theories, including the role of politics in sociology and issues of power in the research process.