

# **PiXL Independence:**

## **Sociology - Student Booklet**

### **KS5**

#### **Core Topic: Crime & Deviance**

Support for: Paper 3 Q1-4

#### **Contents:**

- I. Multiple Choice Questions – 10 credits
- II. Short Answer Questions – 10 credits per question
- III. Independent Research – 80 credits per question
- IV. Academic Reading – 50 credits per chapter, 150 per book
- V. Extended Exam Style Questions Part One – 60 credits each plus 20 additional credits for marking your own.
- VI. Extended Exam Style Questions Part Two – 100 credits each plus 20 additional credits for marking your own.
- VII. Mark Scheme for Extended Exam Style Questions Part One
- VIII. Mark Scheme for Extended Exam Style Questions Part Two

### i. Multiple Choice Questions

*Answer the question below that explore the themes of this unit.*

**10 credits.**

1. Durkheim believed a key cause of deviance is anomie in society. What does this term mean?
  - a. There is a loss of the agreed and shared norms in society which help to maintain stability
  - b. That people in society have lost themselves
  - c. An agreed set of norms and values in society that we all live by
  - d. A social structure in society that gives society stability
  
2. T/F - Functionalist subcultural theories of crime and deviance were developed partly because of a perceived shortcoming of Merton's anomie theory – a failure to explain the group nature of crime.
  
3. What is the difference between disintegrative shaming reintegrative shaming?
  - a. Reintegrative shaming is when the act and criminal is shamed/labelled whereas disintegrative shaming is when the act itself is shamed/labelled but not the offender
  - b. Disintegrative shaming and reintegrative shaming are the same thing, they both label criminals/individuals
  - c. Disintegrative shaming is when the act and criminal is shamed/labelled whereas reintegrative shaming is when the act itself is shamed/labelled but not the offender
  
4. Marxists argue that crime is inevitable in capitalism – why?
  - a. Because capitalism produces economic inequalities and capitalist values that cause crime to occur in society
  - b. Because only the ruling class commit crimes
  - c. Because capitalism allows all people to become economically successful and as a result this reduces crime
  - d. Because capitalist values are promoted meaning less people commit crime

5. Which one of these sociologists is a Neo-Marxist?
- Chambliss
  - Pearce
  - Taylor
  - Bennett
6. What is the difference between left and right realists?
- RR believe crime and deviance is structurally caused whereas LR blame the individual/deviant and inadequate social control
  - LR believe crime and deviance is structurally caused whereas RR blame the individual/deviant and inadequate social control
  - RR see marginalisation, relative deprivation and subcultures as the cause whereas LR see crime as a rational choice for the deviant
  - Both LR and RR too readily accept official statistics
7. Carlen's (1988) feminist control theory explains working class female crime in terms of:
- Female liberation
  - Patriarchal control in society
  - The chivalry bias present in the criminal justice system
  - Their rejection of 'class and gender deals'
8. T/F - Corporate crime is committed on behalf of an organisation in pursuit of its goals, whereas occupational crime is committed at the expense of an organisation.
9. Hillyard et al (2004) claims we should replace the study of crime with the study of zemiology – what is this the study of:
- The study of social hatred
  - The study of social signs
  - The study of social harm
  - The study of social movements

10. Which of these statements, regarding ethnicity and the criminal justice system, are correct:
- a. Black people are 7 times and Asian people 2 times more likely to be stopped and searched by the police than white people
  - b. Asian people are 3 times more likely to be stopped and searched under the Terrorism Act (2000)
  - c. Black and Asian offenders are more likely to be serving longer sentences in comparison to white offenders of the same type of crime
  - d. The Crown Prosecution Service (CPS) is more likely to drop cases against ethnic minorities
11. T/F - secondary victimisation is the idea that a victim suffers from two episodes of crime one after each other.
12. T/F - Critical victimology rejects positivist victimology for ignoring wider structural factors influencing victimisation.
13. News values determines whether a story is newsworthy. When crime and deviance is unusual and extraordinary it meets news values. Which one of the following is NOT a type of news value:
- a. Violence – clearly visible and spectacular acts e.g. terrorism
  - b. Dramatisation - involves action and excitement e.g. football hooliganism
  - c. Harm – involves clear social, physical or environmental harm.
  - d. Higher status - high status persons and celebrities
14. Which of the following terms do NOT apply to the deviance amplification process:
- a. Moral campaigners
  - b. Moral entrepreneurs
  - c. Moral crusaders
  - d. Moral devils

15. Hobbs and Dunningham (1998) claim that crime is now 'glocal' – what does this mean:

- a. Crime that occurs outside of your local area
- b. Crime that has a local cause
- c. Crime that no-one can identify a cause for
- d. Crime that happens at a local level but is connected to global events

16. What categories did South (2014) use to distinguish between two types of green crimes?

- a. Primary and secondary green crimes
- b. First and second green crimes
- c. Green crimes and green harms
- d. Priority and secondary green crimes

17. Which one of the following is an example of Left Realist environmental crime prevention strategy:

- a. Target hardening – CCTV cameras
- b. Zero Tolerance
- c. Perry Pre-School Project
- d. Designing out crime e.g. NYC bus terminal

18. What role did Durkheim argue that punishment performs for society?

- a. A power role to control the mind and body
- b. An expressive role
- c. A rehabilitation role
- d. An ideological role

19. Foucault illustrates disciplinary power through Panopticon prison designs – which ONE of the following statements does NOT relate to the notion of a Panopticon prison:

- a. The guards sit in a central watchtower
- b. Prisoners have to behave as though they are being watched at all times
- c. Prisoners can see if they are being watched
- d. Surveillance turns into self-surveillance and discipline becomes self-discipline

20. What does the term 'criminogenic' mean:

- a. That crime is like a disease and can be spread like germs
- b. Causes or likely to cause criminal behaviour
- c. That crime is biologically caused – linked to genes
- d. A crime that has multiple victims

## ii. Short Answer Questions

*Short answer questions are a great way to test your knowledge and understanding (AO1) of a topic. This type of question also appears throughout AS and A Level Sociology exam papers. The command word for these questions is always 'Outline'.*

- *AS Crime and Deviance Paper 3 has two short questions – 'Outline two...' and 'outline three...'*

**Each question answered is worth 10 credits. There are a further 10 credits available for self-assessment marking and adding to your answers if needed.**

### **Outline two (4 marks)**

1. Outline two explanations for female criminality. **(4 marks)**
2. Outline two ways in which the law may perform an ideological function for capitalism. **(4 marks)**
3. Outline two reasons why cybercrimes are difficult to police. **(4 marks)**
4. Outline two ways the media may cause or encourage crime. **(4 marks)**
5. Outline two Right Realist solutions to the problem of crime. **(4 marks)**

### **Outline three (6 marks)**

1. Outline three ways in which crime and deviance is socially constructed. **(6 marks)**
2. Outline three reasons why some groups are more likely than others to be victims of crime. **(6 marks)**
3. Outline three causes of green crimes. **(6 marks)**
4. Outline three reasons why females may be less likely than males to commit crimes. **(6 marks)**
5. Outline three types of deviant subculture. **(6 marks)**

### iii. Hyperlinks for Independent Research

*Each research task has a strong link to the unit of crime and deviance, but may also focus on wider sociological themes, remember to try and view sociology as a holistically as possibly.*

**80 credits per task**

#### 1. **Acid attacks: What has led to the rise and how can they be stopped?**

Read both articles and answer the question below.

<http://www.bbc.co.uk/news/uk-40559973>

<https://www.theguardian.com/uk-news/2017/jul/07/surge-in-acid-attacks-in-england-leads-to-calls-to-restrict-sales>

**Question:** Using your knowledge of theories of crime, how can you explain the recent rise in acid attacks? What crime prevention strategies are being used? Is there a risk of deviancy amplification via media coverage?

#### 2. **View Crime Statistics on your street or within a one mile radius using**

Compare crime rates for your postcode and/or future university.

<https://www.crime-statistics.co.uk/>

**Question:** What does the crime information tell you about the respective areas? What does the crime information not tell you about the respective areas?

#### 3. **Why Norway's prison system is so successful**

Read the article and answer the question.

<http://uk.businessinsider.com/why-norways-prison-system-is-so-successful-2014-12?r=US&IR=T>

**Question:** What can we learn about punishment and imprisonment from Norway? What factors – other than the prison system – might lie behind the Norway's relatively low crime and recidivism rates?

#### 4. **UK Prison Population Statistics**

Download the briefing paper on the UK prison population and complete the tasks below:

<http://researchbriefings.files.parliament.uk/documents/SN04334/SN04334.pdf>

**Tasks:**

- 1) Compare international figures on page 45, 46, 47
- 2) Analyse the changes in the death rate in prison over time
- 3) Identify at least two long term trends and recent changes for either England and Wales OR Scotland



**5. The dark side of female empowerment: The rise of Britain's 'gangster girls' running gangs**

Read the article and answer the question.

<http://www.telegraph.co.uk/women/womens-life/10857716/Britains-gangster-girls-The-dark-side-of-female-empowerment-The-rise-of-women-and-females-running-gangs.html>

**Question:** Are the rise of 'girl gangs' a direct effect of female liberation? How else could they be explained?

**6. Environmental Crimes**

Read the article and complete the task.

<http://www.activesustainability.com/environment/crimes-against-the-environment/>

**Task:** Summarise the top 5 environmental crimes and find out some facts to use as examples in exam answers.

**7. World Report 2016 – annual report of human rights around the world**

Download the 2016 report and complete the tasks.

<https://www.hrw.org/world-report/2016>

**Tasks:**

1. Read the foreword
2. Pick ONE country and summarise the examples of human right crimes experienced there to use as examples in your exam answers

#### iv. Recommended Academic Reading for Research Methods

**50 credits for each chapter summary completed (either 300 – 500 words or a one page bullet-point summary)**

**150 credits for book summaries (either 700-1000 words or a two page bullet-point summary)**

**Title:** *AQA A Level Sociology Book Two*

**Author(s):** Rob Webb, Hal Westergaard, Keith Trobe, Annie Townend

**Description:** Written by experienced team of authors, it provides students with everything they need to know to success in their sociology A level studies.

**Recommended reading:** Chapter on Crime and Deviance

**Title:** *Sociology for AQA Volume 2*

**Author:** Ken Browne

**Description:** The book's combination of sociological rigour and accessibility remains one of its hallmarks. Key sociological terms are systematically highlighted throughout the text and are included in a thorough glossary, with thoughtful questions and activities at important points within the chapters to develop and test students' understanding further. Pitched at the right level for the new AQA Sociology specification, the book provides the tools necessary to help students and encourage them to take their study of Sociology further.

**Recommended reading:** Chapter on Crime and Deviance

**Title:** *Sociology, 8<sup>th</sup> Edition*

**Author:** Anthony Giddens

**Description:** This is an indispensable guide to understanding the world we make and the lives we lead. Revised and updated throughout, it remains unrivalled in its vibrant, engaging and authoritative introduction to sociology. The authors provide a commanding overview of recent global developments and new ideas in sociology. Classic debates are also given careful coverage, with even the most complex ideas explained in an engaging way.

**Recommended reading:** Chapter on Crime and Deviance (however note other relevant chapters for the rest of the A level course)

**Title:** *Folk Devils and Moral Panics, 3d edition*

**Author:** Stanley Cohen

**Description:** Folk Devils and Moral Panics was first published in 1972. It was based on Cohen's PhD thesis, written in 1967–69 and the term 'moral panics' very much belongs to the distinctive voice of the late Sixties. In his Third Edition, he deals only with the 'Moral Panics' part of the title: reviewing uses and criticisms of the concept over the last thirty years.

**Recommended reading:** A pdf copy can be download here:

[https://infodocks.files.wordpress.com/2015/01/stanley\\_cohen\\_folk\\_devils\\_and\\_moral\\_panics.pdf](https://infodocks.files.wordpress.com/2015/01/stanley_cohen_folk_devils_and_moral_panics.pdf)

**Title:** *Youth in Crisis? 'Gangs', Territoriality and Violence*

**Editor:** Barry Goldson

**Description:** Few issues attract greater concern and censure than those that surround youth 'gangs'. Paradoxically, youth researchers have conventionally been reluctant to even use the term 'gang' but, more recently, such reluctance has receded. Indeed, it is increasingly claimed that – in particular urban 'territories' – youth gangs are commonplace, some young people are deeply immersed in violence and the carrying and use of weapons (particularly knives and firearms) is routine.

**Recommended reading:** the whole book!

**Title:** *Outsiders*

**Author:** Howard Becker

**Description** One of the most ground-breaking sociology texts of the mid-20th century, Howard S. Becker's *Outsiders* is a thorough exploration of social deviance and how it can be addressed in an understanding and helpful manner.

A compulsively readable and thoroughly researched exploration of social deviance and the application of what is known as "labelling theory" to the studies of deviance. With particular research into drug culture, *Outsiders* analyses unconventional individuals and their place in normal society.

**Recommended reading:** the whole book!

**Title:** *Haralambos and Holborn - Sociology Themes and Perspectives [Eighth edition]*

**Authors:** Michael Haralambos, Martin Holborn

**Description:** An excellent extensive textbook for sociology courses in schools, colleges and higher education. A great starting point for anyone wanting to do some extra reading with clear headings and guidance.

**Recommended reading:** Chapter on Crime and Deviance

**Extension reading for the whole of sociology:**

**Title:** *The Sociology Book (Big Ideas)*

**Author(s):** Alexandra Beeden and Miezán Van Zyl

**Description:** It is a fantastic book to engage anyone and everyone in sociology! It includes great visuals.

**Recommended reading:** All of it!

## v. Extended Exam Questions Part One

### Paper 3: Crime and Deviance

X1 10 marker – ‘analyse two’

X1 30 marker – ‘evaluate’

**60 credits for each 10 mark question (plus 20 for marking and reviewing)**

**Practise 10 mark exam questions on Crime and Deviance:**

#### Item A

The media frequently reports on criminal activity. However, some believe that media reports of criminal acts can actually lead to an increase in crime through ‘copycat’ behaviour and knowledge of how to commit crimes being transmitted.

It has also been argued that the media increases the sense of relative deprivation amongst marginalised groups in society, as well as increasing the sense of fear of becoming a victim of crime for certain groups.

1. Applying material from **Item A**, analyse **two** ways the media may cause crime.

#### Item A

Globalisation is the process by which the world is becoming increasingly interconnected. One cause of this is the technological advancement of our communications such as the internet.

Globalisation has been helped by the deregulation of financial markets and the extensive array of cheap air travel open to us. However, globalisation comes at a price and we have seen an increase in the division between rich and poor countries.

2. Applying material from **Item A**, analyse **two** reasons why globalisation may create a rise in crime committed.

#### Item A

Labelling theory explains how actions become labelled as criminal or deviant in society. It argues that powerful agencies of social control label criminal acts and as a result deviance can be amplified (increased) by the act of labelling itself, where the labelled individual gains a master status e.g. drug addict.

The media also label criminal acts which can lead to amplification of crime and deviance as they create moral panics, resulting in increased social control and the demonization of particular social groups.

3. Applying material from **Item A**, analyse **two** consequences of the labelling process on individuals and groups.

**Item A**

Reduction of crime is an instrumental aim of punishment. It is believed that by punishing offenders it will prevent future offending. Retribution means 'pay back' and is an expressive aim of punishment.

Some sociologists see punishment as playing an expressive role in society, by highlighting society's outrage at the crime and showing the consequences of breaking the norms of society. Other sociologists see punishment as a means by which those who have power exert their authority over those who do not.

4. Applying material from **Item A**, analyse **two** functions and forms of punishment of offenders.

**Item A**

According to crime statistics, men are more likely than women to commit crime. However, many sociologists question official crime statistics, argue that females are under-represented in the statistics, and attempt to explain recent rises in female criminality in causal terms.

Female criminality can be explained via a number of ways including the rejection of 'class and gender deals; the liberation of women from patriarchy; and the shifting gender roles that society has seen in recent years.

5. Applying material from **Item A**, analyse **two** explanations for female criminality.

**vi. Extended Exam Questions Part Two**

**100 credits for each 30 mark question (plus 20 for marking and reviewing)**

**Practise 30 mark exam questions on Crime and Deviance:**

**Item B**

According to Marxists, crime is structurally caused. They believe to understand why crime occurs we must not blame the individual but look at the organisation of society - the social background, upbringing and social position of offenders. Crime is seen as inevitable in a capitalist society because capitalism is criminogenic. Neo-Marxists argue that this explanation overlooks the way in which crime may be an active response to injustice. Others criticise this approach for overlooking positive trends in society and the broadly beneficial function of the criminal justice system.

1. Applying material from **Item B** and your knowledge, evaluate the contribution of Marxist theories to our understanding of crime and deviance.

**Item B**

Functionalist sociologists accept official crime statistics and seek to explain rising crime levels, committed by working class, young/juvenile, often black, males, in urban areas. Although functionalists see deviance as disrupting social stability, they regard it as inevitable and even beneficial. They are interested in structural causal explanations of crime and deviance. However, the beneficial effects of crime for society are limited; too much crime can indicate problems.

2. Applying material from **Item B** and your knowledge, evaluate the usefulness of functionalist approaches in explaining crime.

**Item B**

Black and, to a lesser extent, Asian people appear to be over-represented in official crime statistics of the prison population given their proportion in the population. By contrast, white people are under-represented at all stages of the criminal justice system (CJS). However, self-report study data shows that whites, 'mixed' ethnic groups and black people have similar rates of offending, with Asian groups being less likely to offend. Many sociologists reject official crime statistics viewing them solely as socially constructed.

3. Applying material from **Item B** and your knowledge, evaluate sociological explanations of ethnic differences in offending and criminalisation.

**Item B**

According to Marxist sociologists, crime is not the fault of the individual. The blame is placed on their social class, as well as the inequality experienced in society as a result of the unfair distribution of wealth. Marxists regard the working class as more likely to commit crime, because they ultimately need to. Many Marxists also highlight how white-collar and other middle-class crimes go unnoticed or unpunished in society as they are not visible like working class crime. However, as Marxists cite capitalism as a root cause of crime, some regard this explanation as providing an excuse for those who do commit crime and thus some people may not see themselves as responsible for their actions.

4. Applying material from **Item B** and your knowledge, evaluate different Marxist views of the relationship between crime and social class.

**Item B**

Green crimes are crimes against the environment. Threats to the eco-system are global not just local. For example illegal industrial pollution in one country can lead to acid rain in another and destroying forests. Traditional criminology has not been concerned with much environmental harm as often no laws have been broken. In contrast to this, green criminology focuses on harms to the environment, animals and humans rather than criminal law.

5. Applying material from **Item B** and your knowledge, evaluate explanations for the types and patterns of green crime



### vii. Extended Questions Mark Schemes Part One

For each question give yourself a mark out of 10, identify a strength and a target for future improvement.

Marks	Level descriptors
8-10	Answers in this band will show good knowledge and understanding of relevant material on two areas in crime and deviance that the question asks about. There will be two developed applications of material from the item. There will be appropriate analysis/evaluation of two areas in crime and deviance that the question asks about.
4-7	Answers in this band will show basic to reasonable knowledge and understanding of one or two areas in crime and deviance that the question asks about There will be some successful application of material from the item. There will be some analysis/evaluation.
1-3	Answers in this band will show limited knowledge of one to two areas of crime and deviance. There will be limited application of material from the item. There will be limited or no analysis/evaluation.
0	No relevant points.

**Q1. Mark out of 10:**

**Strength:**

**Target:**

**Q2. Mark out of 10:**

**Strength:**

**Target:**

**Q3. Mark out of 10:**

**Strength:**

**Target:**

**Q4. Mark out of 10:**

**Strength:**

**Target:**

**Q5. Mark out of 10:**

**Strength:**

**Target:**

### viii. Extended Questions Mark Schemes Part Two

For each question give yourself a mark out of 30, identify a strength and a target for future improvement.

Marks	Level descriptors
25-30	<p>Answers in this band will show sound, conceptually detailed knowledge of a range of relevant material on crime and deviance. Sophisticated understanding of the question and of the presented material will be shown.</p> <p>Appropriate material will be applied accurately and with sensitivity to the issues raised by the question. Analysis and evaluation will be explicit and relevant. Evaluation may be developed. Analysis will show clear explanation. Appropriate conclusions will be drawn.</p>
19-24	<p>Answers in this band will show accurate, broad and/or deep but incomplete knowledge crime and deviance. Understands a number of significant aspects of the question; good understanding of the presented material.</p> <p>Application of material is largely explicitly relevant to the question, though some material may be inadequately focused. Some limited explicit evaluation. Clear explanations of some of the presented material.</p>
13-18	<p>Answers in this band will show largely accurate knowledge but limited range and depth, e.g. broadly accurate, if basic. Understands some limited but significant aspects of the question; superficial understanding of the presented material.</p> <p>Applying listed material from the general topic area but with limited regard for its relevance to the issues raised by the question, or applying a narrow range of more relevant material. Evaluation will take the form of juxtaposition of competing positions or to one or two isolated stated points. Analysis will be limited, with answers tending towards the descriptive.</p>
7-12	<p>Answers in this band will show limited undeveloped knowledge, e.g. two to three insubstantial points about crime and deviance. Understands only limited aspects of the question; simplistic understanding of the presented material.</p> <p>Limited application of suitable material, and/or material often at a tangent to the demands of the question. Very limited or no evaluation. Attempts at analysis, if any, are thin and disjointed.</p>
1-6	<p>Answers in this band will show very limited knowledge, e.g. one to two very insubstantial points about crime and deviance in general. Very little/no understanding of the question and of the presented material.</p> <p>Significant errors and/or omissions in application of material. No analysis or evaluation.</p>
0	No relevant points.

**Q1.**

**Mark out of 30:**

**Strength:**

**Target:**

**Q2.**

**Mark out of 30:**

**Strength:**

**Target:**

**Q3.**

**Mark out of 30:**

**Strength:**

**Target:**

**Q4.**

**Mark out of 30:**

**Strength:**

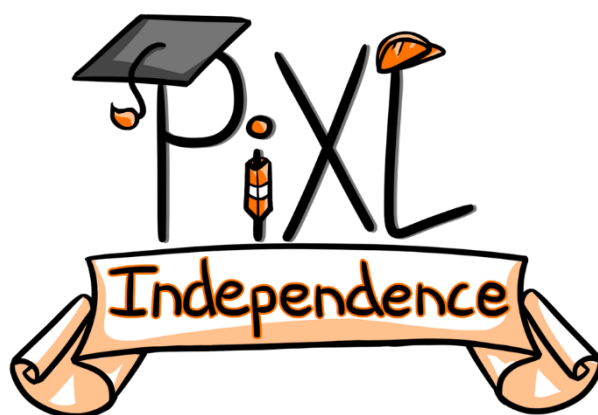
**Target:**

**Q5.**

**Mark out of 30:**

**Strength:**

**Target:**



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