

GCSE
SOCIOLOGY

**CRIME &
DEVIANCE**

How To Use This Workbook...



Welcome! This workbook will support your learning in GCSE Sociology outside of lessons.

After completing your initial progress-check and the Personal Learning Checklist (PLC) you should work your way through the activities. Each one should take roughly one hour: your teacher will give you a timeframe for completing the workbook.

The Sociology of Crime & Deviance

The Big Questions

- How does the definition of deviance vary across cultures?
- What are the fundamental causes and drivers of crime?
- Who is most likely to commit crimes?
- Why do some countries have more crime than others?
- To what extent is our criminal justice system fair and unbiased?
- What is the most effective way to reduce crime?
- How and why do 'criminal subcultures' emerge?
- How does criminality correlate with age, gender, and ethnicity?
- What is the relationship between poverty, inequality and crime?
- Why do people deviate from social norms?
- What forms of social control encourage conformity?

Get the most out of this booklet by...

- Using your own initiative as much as possible
- Using the internet for research and developing your independent learning skills
- Returning to the Personal Learning Checklist to check progress regularly
- Pushing yourself further by completing the extension tasks at the end



Evaluate Your Progress So Far...

As an independent learner, it's essential that you learn to monitor and evaluate your own progress. That way you can regulate your learning effectively: building on strengths and compensating for weaknesses. Complete the reflection tasks below, then complete the personal learning checklist for this unit.



	Agree	Disagree
So far I have made good progress in this unit		
I need to learn to motivate myself more effectively outside of lessons		
I am genuinely interested in this topic		
I have weak independent research skills: I need to develop them		
I like to watch videos and documentaries online that are relevant to this unit		
I tend to learn a lot in lessons, but I am too dependent on the teacher		
Most of what we have studied so far I have found easy to understand		
I need to remind myself of what will be expected of me in the exams		
I think sociology is an important subject: I'm highly motivated to succeed		
I am good at evaluating my own work: my self-assessments are usually accurate		
I know a number of good websites for researching sociological theories		
There are some topics I need to revisit: my understanding of them is unclear		
I understand the four main sociological perspectives (Marxism, Feminism, etc.)		
I know how to improve in this subject and have a clear grasp of my targets		
Whilst I understand my targets, I don't know how to actually reach them		
I'm a reflective learner: I reflect on how to improve and learn more effectively		

For each factor give yourself a score out of ten...

Attitude to Learning

Effort

Subject Knowledge

Exam Technique

Clarity of Targets

Motivation

Interest in Subject

Ability to Self-Assess

Research Skills

Quality of Work

Clarity of Understanding

Overall Confidence

To improve my work in Sociology I need to...

To improve my rate of progress in Sociology I need to...

This is a checklist of every topic you need to know about for the 'Crime & Deviance' section of your exam. For each topic indicate your level of understanding in both columns.

Topic/Ability	Shade RED/AMBER/ GREEN	Confidence Rating 1-10
The social construction of concepts of crime and deviance and explanations of crime and deviance		
I can identify, describe and explain various sociological explanations of crime and deviance including anomie, labelling, structural theories, subcultural theories and interactionist theory		
I can explain the social construction of concepts of crime and deviance		
I can describe, compare and contrast a variety of sociological perspectives on the social construction of crime and deviance (interactionist, functionalist, feminist, Marxist and New Right)		
The work of Merton on the causes of crime from a functionalist perspective		
The work of Becker on the causes of crime from an interactionist perspective		
Formal and informal methods of social control		
I can identify, describe and explain formal and informal methods of social control including unwritten rules and sanctions		
I can describe, compare and contrast a variety of sociological perspectives on social control (interactionist, functionalist, feminist, Marxist and New Right)		
The work of Heidensohn on female conformity in male dominated patriarchal societies		
Factors affecting criminal and deviant behaviour and ways in which criminal and deviant behaviour have generated public debate.		
I can identify, describe and explain factors affecting criminal and deviant behaviour including social class, gender, ethnicity and age		
I can identify and describe various public debates over criminal and deviant behaviour including concerns over violent crime, sentencing, the treatment of young offenders, the prison system and media coverage of crime		
I can describe, compare and contrast a variety of sociological perspectives on factors affecting criminal and deviant behaviour (interactionist, functionalist, feminist, Marxist and New Right)		
I can describe the work of Albert Cohen on delinquent subcultures		
I can describe the work of Carlen on women, crime and poverty.		
The usefulness of the main sources of data on crime, the collection of official data on crime, patterns and trends in crime figures and the 'dark figure'.		
I can identify and describe the main sources of data on crime		
I can describe the pattern and trends in crime figures using relevant statistical data		
I can explain the 'dark figure' of crime (unreported and unrecorded crime)		
I can describe, compare and contrast a variety of sociological perspectives on the use of data on crime (functionalist, feminist, Marxist and New Right)		

1

Create a Mind-Map Overview of the Unit

Date: _____



Using the learning checklist as a guide, create a mind-map overview of this unit. Mind-maps help to organise ideas try to include: central debates and relevant points, your own research, potential exam questions. Indicate areas of strength and weakness in terms of your confidence and subject knowledge.

The term 'deviance' describes actions which go against what is normal in society: it goes against the conventional norms and values of it. The opposite of deviance is conformity: conforming to norms.

Deviance can be divided into formal and informal forms. Formal deviance includes criminal violation of laws. Examples of formal deviance include robbery, theft, rape, murder, and assault. Informal deviance refers to violations of informal social norms, which are norms that have not been codified into law. Examples of informal deviance include picking one's nose, belching loudly, or standing unnecessarily close to another person.

A specific action or behaviour can be deemed as deviant in relation to its historical, cultural or situational context. The same behaviour can be normal in one context and deviant in another.


Historical deviance: deviance is defined in relation to particular norms, and norms change over time. Smoking was once socially acceptable, fashionable and popular but is increasingly seen as deviant behaviour: smokers are unwelcome in many places. Moral attitudes to divorce, promiscuity, abortion, and homosexuality have changed a lot over the past century.

Cultural deviance: different things are seen as deviant in different cultures. Wearing a hijab or burka is normal in Saudi Arabia but deviant behaviour in Western Europe, Britain or America; wearing a mini-skirt in a British nightclub is fairly normal for British women, but deviant behaviour in more conservative cultures.

Situational deviance: the same action can be deemed as conformist/normal or deviant depending on the situation. Wearing a mask to a fancy-dress party would be normal, wearing a mask on the London underground whilst commuting to work is deviant. Wearing a nice dress is normal for women, deviant for men.

Sometimes a society can fail to establish clear norms of behaviour, this is called 'anomie'. Anomie is a social condition in which there is a disintegration or disappearance of the norms and values that were previously common to the society. The concept, thought of as "normlessness," was developed by the founding sociologist, Émile Durkheim. Clearly establishing norms and values is a form of social control.

Durkheim argued that too much or too little deviance was bad for society, suggesting there was either too much or too little social order and control. For example, he argued that there was less deviance in pre-industrial society because of the mechanical solidarity of the society (the nature of the economy and the society meant that social bonds were very tight). The increased isolation and privatised nature of modern industrialised societies increased the likelihood of deviance. Durkheim also argued that when societies underwent rapid change (as during industrialisation, for example) there would be increased deviance because of anomie.



Read the text above and reflect deeply on its meaning. Answer the questions about the text using full sentences on the opposite page.

One important sociological question raised by this text is...

1. What is the difference between formal and informal deviance?

2. State two examples of historical deviance not mentioned in the text.

3. State two examples of informal deviance that you have witnessed in your life.

4. What did Durkheim use the term 'anomie' to describe?

5. According to Durkheim: what has caused an increase in levels of anomie?

6. What other things do you suppose might lead to a state of anomie?

• Which topics from the personal learning checklist can you connect this text to?



Match the key-words with the correct definitions and explanations!
Use a pencil and, if you're stuck, use the internet to research & check your answers...

1 Deviance

2 Norms

3 Anomie

4 Informal Social Control

5 Formal Social Control

6 Conformity

7 Judiciary

8 Delinquency

9 White-Collar Crime

10 Organised Crime

A

The judges and the court-system

B

Implemented by authorised agents including police officers, employers, military officers, and others.

C

The agreed-upon expectations of a society. That which is deemed normal.

D

Unofficial rules, expressed through norms and customs, performed by those in an unofficial capacity (e.g. shamed by a friend).

E

When a person fails to conform to norms and acts in a way that goes against what is normal

F

Financially motivated, nonviolent crime committed by businesses and government professionals

G

The opposite of deviance. When a person behaves in-line with societal norms, values and expectations.

H

When groups of individuals cooperate to commit crime. E.g. the mafia, the yakuza

I

Minor crime, especially that committed by young people.

J

A state of normlessness

Complete the lists, adding as many ideas as you can...

Why do some countries have higher crime rates than others?

Statistically, which people are most likely to offend?

Formal Agents of Social control

Different types and categories of crime

Examples of cultural deviance

Informal Agents of Social Control

Possible essay questions for this unit in the exam...

Discuss how far sociologists agree that _____

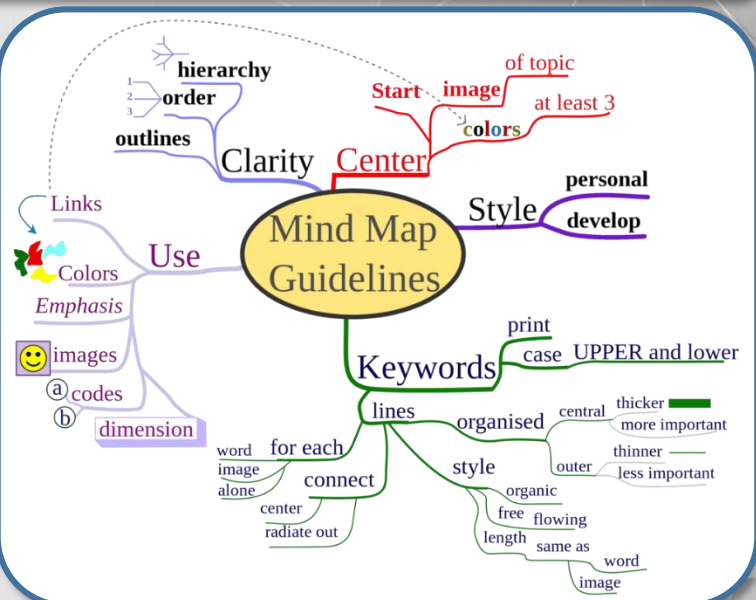
D.H.F.S.A.T. _____

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D.H.F.S.A.T. _____

Using the internet for research, create a detailed mind-map for each theory!
Be ready to explain your mind-map to the class or your teacher in case you are asked to do so...



Describe the work of Albert Cohen on delinquent subcultures



Describe the work of Carlen on women, crime and poverty.



Describe the work of Merton on the causes of crime from a functionalist perspective



- 1 What term describes a state of normlessness in society?
- 2 What term describes adherence to social norms and expectations?
- 3 Is being shamed by a parent an example of formal or informal social control?
- 4 State an example of an organised crime syndicate
- 5 Crimes that go unreported are a part of the _____ figure of crime...
- 6 Which sociologist who advocates the 'strain-theory' of crime?
- 7 State one example of a criminal subculture
- 8 State one example of a white-collar crime
- 9 Name one country in which financial crimes can incur the death penalty
- 10 Name one addictive drug that, seemingly, increases criminality
- 11 State one demographic factor that correlates with criminality
- 12 Which country has the largest prison population per capita?
- 13 The death penalty is more formally known as _____ punishment
- 14 State one example of corporal punishment
- 15 Name one country in which corporal punishment is still practiced.



Answer each of the above rubrics with a single word!
You will need to use the internet to research the correct answers!!

What was the single most important thing you learned in your research?

Topics I need to research further...

Sociologists are interested in finding and explaining links between specific demographics (groups) factors and levels of crime. Not all groups of people are equally likely to commit crimes: for example, less than 5% of the prison population in the UK is female - the evidence suggests men are more likely to commit crimes than women. Likewise, different demographics are more likely to be the victim of crime. For example, men make up over two-thirds of murder victims (68%) and are more likely to be the victim of violent crime than women.

The main demographic factors you need to know about are: gender, age, ethnicity and social-class. How do each of these things correlate with levels of crime?

Interestingly, the peak rate for offending is at ages 17 to 20, with rates being much lower from age 21 onwards and below the age of 16. Nearly half of all the offences committed in 2010 by children involved theft, with drug offences and violence against the person being the other two big groups.


Poverty and social-class also correlate with offending rates. Crucially, when comparing countries, researchers have found that the more unequal a society is the higher the crime-rates tend to be: this means that the larger the gap between the wealthiest and the poorest, the more crime there is likely to be and the stronger the means of social-control need to be in order to reduce crime.

After studying 1,389 young people on probation schemes, the researchers (Association of Chief Officers of Probation, 2016) concluded that there was a 'real link between poverty and crime': they found that only 1 in 5 offenders had a job, 2/3 had no reliable source of income, most had low levels of education, 53% were illiterate, and many had been forced to leave home at the age of 16 due to abusive home-environments. Statistics suggest that every additional year a person spends in education makes them less and less likely to commit crime and end up in prison: low levels of education are a strong predictor of criminality.

According to the 2013/4 British Crime Survey (BCS), 53% victims of crime reported that the offender appeared to be under the influence of alcohol. Researchers have consistently found that offenders are significantly more likely to be addicted to alcohol and drugs than non-offenders: this suggests that drug and alcohol abuse plays an important role in generating criminal and deviant behaviour.

There is also a statistical link between ethnicity and recorded levels of offending. Critics of this claim argue that ethnic minorities are over-represented in crime data due to prejudicial and discriminatory treatment by the police and judicial system. Evidence from the Office of National Statistics suggests that when people of different ethnicities are found to be guilty of the same crime: white Caucasian offenders are less likely to be given a prison-sentence and, those that are sent to prison will tend to receive shorter sentences than those from ethnic minority groups.

There is also a significant and complex relationship between poor mental-health and criminality.



Read the text above and reflect deeply on its meaning. Answer the questions about the text using full sentences on the opposite page.

One important sociological question raised by this text is...

1. Of all the factors discussed: which is the single strongest predictor of criminality?

2. At what age are people most likely to commit a crime?

3. What evidence suggests a link between poverty and crime?

4. What theory might you propose to explain the link between poverty and crime?

5. Why might the evidence linking ethnicity and criminality be flawed?

6. Why do you suppose drug addiction correlates with criminality?

• Which topics from the personal learning checklist can you connect this text to?



Add arguments, evidence and reasons **for (supporting)** and **against (opposing)** each of the claims! Add at least two good arguments on both sides and then write your considered final conclusion.



FOR

"Crime Statistics Cannot Be Trusted"

AGAINST



Moreover _____

Furthermore _____

In conclusion _____



FOR

"There's no such thing as 'too much social control'"

AGAINST



Moreover _____

Furthermore _____

In conclusion _____



FOR

"Society works best if there is no deviance"

AGAINST



Moreover _____

Furthermore _____

In conclusion _____



FOR

"Women are subject to more social control than men"

AGAINST



Moreover _____

Furthermore _____

In conclusion _____

Create a list of statements that represent some of the other central debates of this unit...



In the space below, create a poster design about one of the following topics:

- *The Different Agents of Social Control*
- *Functionalist Views About Crime*
- *Feminist Views About Social Control, Women & Crime*

You may download, print and glue images below in order to enhance your design.

A large, empty white rectangular area with rounded corners, intended for creating a poster design. The area is framed by a blue border.

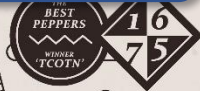
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RECIPES & RATINGS

{ DETAILS ABOUT THE LIFE OF THE PRESIDENT }

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I KNOW WHAT you're thinking

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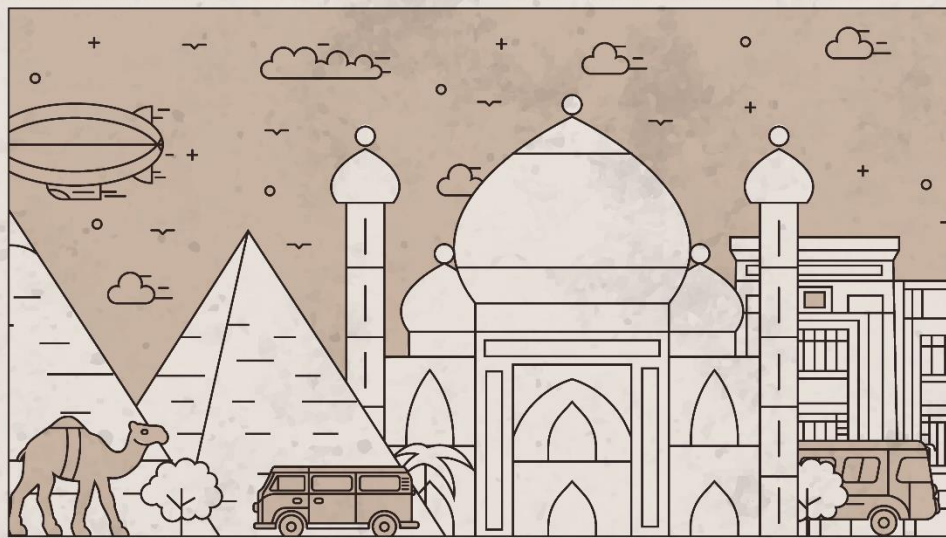
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Write short newspaper articles relevant to this unit of study in sociology in the blank spaces. You may wish to research relevant topics online and put articles into your own words or write original articles based on statistics and research you have found. Make sure to include a pithy headline!

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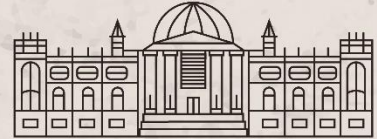
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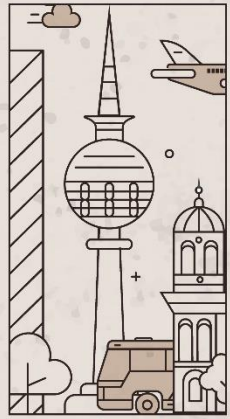
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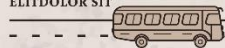


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g. T. Vail & Co

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MAGIC IS NOW

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RaBBiT

For Everyone Kid

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DOORS OF CONVENTION WITH AXES



AIRSHIP

THEME of the DAY

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STEREO PTIC

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TRAVEL with OUR STEEL AIR PLANES

HIGH SPIRITS

selections

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NOTICE! EVERY WOMEN & CHILDREN USED OUR GOODS EVERYDAY

SMASH DOORS OF CONVENTION WITH AXES

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BURT & FULLER

NO.5 CENTRE BLOCK

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RECIPES & RATINGS

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WIND & SUN BEAUTY MILLS FOR FARMERS

DISCOUNT 15%

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FREE CONCERT IN THE CENTER OF THE CITY

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WELL TO TELL YOU THE TRURH, I FORGOT MYSELF IN ALL THIS

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Author: Duis Aute Irure. Date 10/22/1547

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IPSUM DOLOR SIT AMET, CONSECTETUR ADIPISCING ELIT



TIP OF THE DAY

enjoy

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According to Marxist sociologists, all means of social control are, ultimately, focussed on socialising a working-class workforce that is willing and able to be exploited by the ruling-class (the bourgeoisies) Social control is necessary in capitalist societies to prevent revolution and working-class revolt.

Marxist sociologists claim that capitalism and the inequalities it create are the main drivers of crime. Marxist sociologists might argue that capitalism encourages individuals to pursue self-interest rather than public duty, capitalism encourages individuals to be materialistic consumers, making us aspire to an unrealistic and often unattainable lifestyle. Moreover, capitalism in its wake generates massive inequality and poverty, conditions which are correlated with higher crime rates.

Furthermore, Marxist sociologists have argued that the law is made by the wealthy capitalist elite (bourgeoisie) and tends to work in their interests. The Law maintains class-divisions and keeps the wealthy in power, for example: laws that prevent revolution and the overthrow of wealthy elites and, more fundamentally, laws that protect private property.

It is also argued that, whilst both the wealthy and the poor commit crime: the systems of social control are focused on punishing the crimes of the poor. For example, a 'white collar criminal' who steals millions of pounds might receive a shorter prison-sentence in a low-security prison, whilst a desperate homeless man who tries to rob a bank (for less money than the white-collar criminal) is likely to receive a comparatively longer sentence. Lauren Snider (1993) points out that the cost of White Collar Crime and Corporate Crime to the economy far outweighs the cost of street crime by 'typical' criminals.

Note: In China, financial fraud can be a capital offense where offenders are subject to the death penalty! In the UK, nobody was prosecuted for the "dodgy-dealing" that cost Britain billions in the last economy crisis (in 2008).

Class-based inequalities are woven into the judicial system: wealthy people can afford better lawyers and solicitors and are more likely to evade or minimise justice. In effect: the law is applied differently to different individuals depending on their social-class.

David Gordon (2010) argues that the police mainly focus on policing working class (and underclass) areas and the justice system mainly focuses on prosecuting working and underclass criminals. By and large the system ignores the crimes of the elite and the middle classes, although both of these classes are just as likely to commit crime as the working classes.

Gordon argues that the disproportionate prosecution of working class criminals ultimately serves to maintain ruling-class power and to reinforce ruling class ideology (thus performing 'ideological functions' for the ruling class.). According to Gordon 'selective law enforcement' benefits the Capitalist system in three major ways: firstly, by punishing individuals and making them responsible for their actions, defining these individuals as 'social failures' we ignore the failings of the system that lead to the conditions of inequality and poverty that create the conditions which lead to crime. Secondly, the imprisonment of selected members of the lower classes neutralises opposition to the system. The imprisonment of many members of the underclass also sweeps out of sight the 'worst jetsam of Capitalist society' such that we cannot see it - it's a way of hiding the failings of capitalism. Finally, all of the police, court and media focusing on working class street crime means that our attention is diverted away from the immorality and greed of the elite classes.

Read the text above and reflect deeply on its meaning. Answer the questions about the text using full sentences on the opposite page.



One important sociological question raised by this text is...

1. According to Marxist thought, what is the main aim of all systems of social-control?

2. According to Marxist thought, how does capitalism itself generate and drive crime?

3. State one way in which the current laws protect the wealthy elites from the poor?

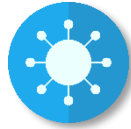
4. State one way in which the judicial system, seemingly, favours the wealthy.

5. How does the current system of law maintain the inequalities of capitalism?

6. How would you challenge David Gordon's (2010) theory?

• Which topics from the personal learning checklist can you connect this text to?

Discuss how far sociologists agree that gender is the strongest predictor of criminality.



Discuss how far sociologists agree that we live in times of increasing levels of anomie



Discuss how far sociologists agree that informal means of social control are more effective in reducing crime than formal means of social control.



Discuss how far sociologists agree that some degree of deviance is essential to a healthy and functioning society



Discuss how far sociologists would agree that levels of poverty and inequality are the main drivers and causes of crime.

A large, rounded rectangular area containing horizontal lines for writing, intended for the student's response to the exam question.

A blank sheet of white lined paper with a dark blue border. The paper has horizontal ruling lines spaced evenly down its length. The corners of the paper are rounded. The background behind the paper is a dark blue color with a subtle pattern of white lines and circles, resembling a network or molecular structure. There are several white circular accents, some of which appear to be fasteners or punch holes, located at the corners and along the edges of the paper.

This image shows a blank sheet of white lined paper with horizontal ruling lines. The paper is set against a dark blue background that features a network of white lines and circular nodes, resembling a digital or scientific theme. The paper has rounded corners and is positioned centrally, leaving a consistent margin around it. There are no markings, text, or drawings on the paper itself.

Complete this workbook: adding as much detail as you can to all sections and activities.

Update the Personal Learning Checklist so as to show the progress you have made on this unit

Create a ten question quiz about topics from this unit: exchange your quiz with your peers

Create a comprehensive list of potential essay-questions that might arise in the exams

Looking at your list of potential essay-questions: rank each question from easiest to most difficult

Choose the most difficult potential essay-question: create a leaflet or poster than answers it

Use your internet research skills to find a copy of the exam specification online

Referring to this unit in the specification as a guide: create a glossary of key-words

Choose on big debate from this unit: design a large poster exploring both sides of the debate

Write ten haikus: each one should refer to a different component of the Personal Learning Checklist

Write a paragraph for each of the Sociologists referred to in this unit: summarise their main ideas

Create a free website (e.g. using Wordpress or Wix) all about this topic

YouTube has lots of useful videos on this topic: find the best one and send it to your peers

Use social media to start (and try to win) a relevant sociological debate about a topic from this unit

Create a revision plan: it should precisely outline the steps you need to take to reach your target

Using key-words and an online crossword maker to create a puzzle: exchange it with your peers

**Congratulations on reaching the
end of your workbook!**

**Use separate paper to work your way
through the extension tasks above...**





Find more *GCSE Sociology Teaching Resources* at [gcsesociology.com](https://www.gcsesociology.com)

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