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| **Autumn Term** | | |
| Overarching Topic: Paper 2- Theories of religion, Social Change, Secularisation, Religion Renewal and Choice, Religion and Global context.  Paper 3 – Theories of crime and deviance, Gender and crime, Ethnicity and crime | | |
| What has come before and what comes later: | Students will be covering the following topics over the spring term: Paper 2 – organisations, movements and members. Ideology and science. Paper 3 - Media and crime, Globalisation, green crime, human rights and state crime. Control, punishment and victims. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | * Can you define what a religion is? * What do functionalists believe the role of religion is in society? * How do feminists argue that religion is patriarchal * Is secularisation a real factor? * Are religions different now compared to how they have been in the past based on their organisation? * How does religion control people? * Can religion be considered a science? * What is the impact of globalisation on religion? * What are the main explanations for crime according to the functionalist approach? * In what five ways do people respond to the strain of anomie according to Merton? * How is the Neo Marxist explanation of crime and deviance different to the Marxist explanation? * Who is more likely to commit crimes, men or women and what explanations are there for this difference? * What explanations are there for the reasons women don’t commit crimes? * Can you outline **three** criticisms of the labelling theory of crime and deviance. * Can you outline **two** ways in which gender may influence the risk of being a victim of crime. * How are people from different ethnic represented in prison? * Is the criminal justice system racist or are people from minority ethnic groups more likely to commit crimes? | * Can you argue against the functionalist view of religion? * Some people argue that religion can actually favour women, how so? * What evidence can be provided to back up the argument you are making * Which sociologists support your evidence? * Are there other sociologists to counter argue your evidence? * Are all crimes functional for everyone involved? * Is Merton’s theory viable or does it have flaws? Why? * There are methodological issues with the explanations for why women commit crimes, can you identify one? * What areas of the CJS are there opportunities for racism to occur? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Using direct evidence from a source (journal and textbook)  The two different types of ten mark questions require different skill sets therefore they are a focus this term. Students learn how to bring together different elements of the specification in order to answer questions thoroughly.  Evaluation of theories continues to be a focus.  During his term research methods knowledge needs to be increased and the skills needed to answer research methods questions will be a focus.  Developing and understanding sociological concepts will also be a focus. | * In short answers and in essays they will make good use of research findings in order to write informative answers to essay questions. * Students will construct a key concept bank for each topic studied. The concept bank will be an ongoing piece of work that students add too throughout the term. |