



## Criminology Curriculum Plan

### Year 12

	Autumn	Spring	Summer
<b>Unit/Topics</b>	<p><b>Unit one</b> <b>LO1: Understand how crime reporting affects the public perception of criminality</b></p> <ul style="list-style-type: none"> <li>Analyse different types of crime</li> <li>Reasons crimes go unreported</li> <li>Consequences of unreported crime</li> <li>Media representation of crime</li> <li>The impact of the media representation of crime</li> <li>Evaluation of methods of collecting crime statistics</li> </ul> <p><b>LO2: Understanding how campaigns are used to elicit change</b></p> <ul style="list-style-type: none"> <li>Comparing campaigns for change</li> <li>Evaluation of methods used for campaigns for change</li> </ul> <p><b>LO3: Plan campaigns for change relating to crime</b></p> <ul style="list-style-type: none"> <li>Plan a campaign for change relating to crime</li> <li>Design campaign materials</li> <li>Justifying a campaign for change</li> </ul>	<p><b>Unit two:</b> <b>LO1: Understand social constructions of criminality</b></p> <ul style="list-style-type: none"> <li>Compare criminal behaviour and deviance</li> <li>Explain the social construction of criminality</li> </ul> <p><b>LO2: Key theories of Criminality</b></p> <ul style="list-style-type: none"> <li>Biological theories of criminality</li> <li>Individualistic theories of criminality</li> <li>Sociological theories of criminality</li> </ul> <p><b>LO3: Understand causes of criminality:</b></p> <ul style="list-style-type: none"> <li>Analyse situations of criminality</li> <li>Evaluate the effectiveness of criminological theories in explaining the causes of criminal behaviour</li> </ul>	<p><b>Unit two:</b> <b>LO4: Understanding the causes of policy change:</b></p> <ul style="list-style-type: none"> <li>Assess the use off criminological theories in informing policy development</li> <li>Explain how social changes affect policy development</li> <li>Discuss how campaigns affect policy making</li> </ul> <p><b>Unit three:</b> <b>LO1: Understand the process of criminal investigations</b></p> <ul style="list-style-type: none"> <li>Evaluate the effectiveness of the roles of personnel in criminal investigations</li> <li>Assess the usefulness of investigative techniques in criminal investigations</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>Assessment after every assessment objective – students complete in independent study time with class notes to prepare for controlled assessment.</li> <li>Regular knowledge reviews during lessons to identify individual and whole class strengths and gaps in knowledge.</li> </ul>	<ul style="list-style-type: none"> <li><b>Formal controlled assessment:</b> 8-hour, open book, controlled assessment. Students prepare for this throughout the Autumn terms. This forms 50% of the student’s overall grade at the end of year 12.</li> <li>Unit two assessments at the end of every learning objective</li> <li>Knowledge retrieval tests during lessons to</li> </ul>	<ul style="list-style-type: none"> <li>Assessments at the end of every learning objective</li> <li>Knowledge retrieval tests during lessons to identify individual and whole class strengths and gaps in knowledge.</li> <li>Mock exam in preparation for formal examination sat in May to identify gaps in knowledge.</li> </ul>

		identify individual and whole class strengths and gaps in knowledge.	<ul style="list-style-type: none"> <li>Formal Examination (unit two)</li> </ul>
<b>Why is it studied?</b>	<p>The Level three Criminology diploma has four units which are taught in chronological order across the two academic years. Unit one provides the students with the foundational knowledge needed to understand more complex content in future units. Unit one focuses on types of crime and the issues surrounding the reporting of crime. It also focuses on building foundational knowledge of the media representations of crime, which is needed for later units. The unit also looks at campaigns and the importance of such in an attempt to bring about change. It is important students have a secure understanding of this before they can progress onto unit two, where the effects of such campaigns are explored in more depth.</p> <p>The students also sit a unit one formal controlled assessment at the beginning of the spring term; therefore, it is important that this content is taught first to give students the time needed to prepare for this assessment in their independent study time.</p>	<p>The Level three Criminology diploma has four units which are taught in chronological order across the two academic years. Students sit an official unit two examination at the end of year 12, therefore it is important that this unit is taught prior to this.</p> <p>This unit provides the students with an in-depth understanding of the social construction of crime, along with providing them with an understanding of a range of theories of why individuals commit crime. The students cover biological, psychological and sociological theories of criminality, which can provide students with a deep understanding of some of the core routes of criminality and can also provide career aspirations for students interested in the causes of crime in society.</p>	<p>The Level three Criminology diploma has four units which are taught in chronological order across the two academic years. Students continue with unit two, learning about a range of policies used in society to try to reduce crime rates. Again, this can provide many career pathway options for students who are interested in studying criminology in further education.</p> <p>Once the unit two examination is completed in May, the students move onto Unit three. Unit three consists of another open book-controlled assessment unit that is sat internally over 8 hours in year 13.</p> <p>Learning objective one: Understanding the processes of criminal investigations allows students to develop an understanding of the many processes of a criminal investigation, from the personnel involved at the start of an investigation to the end, as well as the various investigative techniques that are used at a crime scene. Again, this can be very beneficial for students hoping to progress into a career in the field of criminology, allowing them to develop an understanding of the many jobs roles and tasks required in an investigation.</p>

## Year 13

	Autumn	Spring	Summer
<b>Unit/Topics</b>	<p><b>Unit three continued</b>  <b>LO1: Understand the process of criminal investigations</b></p> <ul style="list-style-type: none"> <li>Explain how evidence is processed</li> </ul>	<p><b>Unit four: Crime and punishment</b>  <b>LO1: Understand the criminal justice system in England and Wales</b></p> <ul style="list-style-type: none"> <li>Describe the processes used for law making</li> </ul>	<p><b>Unit four continued</b></p> <ul style="list-style-type: none"> <li>Examine the limitations of agencies in achieving social control</li> <li>Evaluate the Effectiveness of</li> </ul>



	<ul style="list-style-type: none"> <li>Examine the rights of individuals in criminal investigations</li> </ul> <p><b>LO2: Understand the process for Prosecution of Suspects</b></p> <ul style="list-style-type: none"> <li>Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects</li> <li>Describe trial processes</li> <li>Understand rules in relation to the use of evidence in criminal cases</li> <li>Assess key influences affecting the outcomes of criminal cases</li> <li>Discuss the use of lay people in criminal cases</li> </ul> <p><b>LO3: Be able to review criminal cases</b></p> <ul style="list-style-type: none"> <li>Examine information for validity</li> <li>Draw conclusions from information</li> </ul>	<ul style="list-style-type: none"> <li>Describe the organisation of the Criminal Justice System in England and Wales</li> <li>Describe models of criminal justice</li> </ul> <p><b>LO2: Understand the Role of Punishment in a Criminal Justice System</b></p> <ul style="list-style-type: none"> <li>Explain forms of social control</li> <li>Discuss the aims of Punishment</li> <li>Assess How Forms of Punishment Meet the Aims of Punishment</li> </ul> <p><b>LO3: Understand Measures Used in Social Control</b></p> <ul style="list-style-type: none"> <li>Explain the Role of Agencies in Social Control</li> <li>Describe the Contribution of Agencies to Achieving Social Control</li> </ul>	<p>Agencies in Achieving Social Control</p> <ul style="list-style-type: none"> <li>Revision for summer examination</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>Assessment after every assessment objective – students complete in independent study time with class notes to prepare for controlled assessment.</li> <li>Regular knowledge reviews during lessons to identify individual and whole class strengths and gaps in knowledge.</li> </ul>	<ul style="list-style-type: none"> <li><b>Formal controlled assessment:</b> 8-hour, open book, controlled assessment. Students prepare for this throughout the Autumn terms. This forms 25% of the student’s overall grade at the end of year 13.</li> <li>Unit four assessments at the end of every learning objective</li> <li>Synoptic assessments every half term to recap over year 12 content to close gaps in knowledge.</li> <li>Knowledge retrieval tests during lessons to identify individual and whole class strengths and gaps in knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments at the end of every learning objective</li> <li>Knowledge retrieval tests during lessons to identify individual and whole class strengths and gaps in knowledge.</li> <li>Mock exam in preparation for formal examination sat in June to identify gaps in knowledge.</li> <li>Formal Examination (unit four)</li> </ul>

<p><b>Why is it studied?</b></p>	<p>Students continue with unit three in this term, preparing for the controlled assessment that is sat in the spring term.</p> <p>In this unit, the students continue to develop their knowledge of criminal investigations, moving onto looking at suspect, victim, and witness rights during investigations, through to the court process and the various roles of the courts and personnel within the courts. Students revisit content learnt at the end of year 12, learning about the various roles of personnel involved in criminal investigations, starting to apply this knowledge to how the personnel fit into the investigation process, from arrival at a crime scene, through to convicting and sentencing offenders.</p> <p>Students also revisit content learnt in unit one, whereby they explored the media influence on crime, starting to explore the negative impact the media can have during criminal investigations.</p>	<p>During this term, students move onto the final unit of the course. This unit is a synoptic unit, so draws upon knowledge from the previous three units. Unit four explores the legal side of criminology, looking at how laws are created, how we achieve social control in society and the roles of the previously learnt personnel in achieving such, as well as the effectiveness of agencies (such as the prison and probation service) in their ability to achieve social control.</p> <p>This unit requires the students to draw upon their knowledge from unit two, using criminological theories to understand why certain forms of punishments are used, and why certain policies have been developed in a hope to achieve social control.</p> <p>It also requires the students to draw upon their knowledge from unit three, when looking at how various roles of personnel fit within the criminal justice system, and how they work collaboratively to achieve social control.</p>	<p>In preparation for their final examination, students are able to review the key knowledge that they have gained in unit four by using checklists, knowledge organisers and revision guides provided. They are also then able to practise applying this knowledge to a range of past examination questions</p>
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