



# Curriculum Plan – (Criminology)

*Called as God’s family,  
we strive to achieve our personal best,  
by living and learning in Christ.*

**Department Mission Statement:** The Criminology department aims to inspire young adults to develop an interest in some of the more contentious issues in contemporary society, by gaining an understanding of the causes of crime and the way that the various Criminal Justice agencies respond to offenders. Criminology is first studied at KS5, so it is essential that students develop the key skills of research, application and analysis through this scheme of work, as well as a practical understanding of the operation of these Criminal Justice agencies through their work. We aim to promote these skills through encouraging students critical thinking, and exploring their intellectual curiosity through the variety of social sciences that overlap through Criminology.

These skills will allow learners to progress to the next stage of their academic journeys, whether that be through a University course, an Apprenticeship or paid employment, where these skills will be utilised on a regular basis.

## Key Stage 5 Knowledge and Skills Requirement

Knowledge To Be Built	Skills To Be Developed
<p>Students have no knowledge of Criminology as it is not studied until KS5. Students generally undertake the Certificate in Criminology in Year 12, and then progress to the Diploma in Criminology in Year 13. We have a small, handful of learners who study both the Certificate and Diploma in one year. For each of the units, the knowledge is synoptic.</p> <p><b>CERTIFICATE IN CRIMINOLOGY</b></p> <ul style="list-style-type: none"> <li>• Types of crimes</li> <li>• Why some crimes are unreported</li> <li>• Consequences of unreported crime</li> <li>• How crime can be represented in the media</li> <li>• Impacts of media representations on how people see crime</li> </ul>	<p>Students may come to Criminology with some basic skills, that they have gained from other subjects that they have studied through lower key stages; Criminology is a multi-disciplinary subject, that crosses a variety of subject paths. In both the Certificate and Diploma, students will undertake one controlled assessment unit and one examined unit, so they need to develop a range of skills that support their success for these assessment arrangements, as well as later in life.</p> <p><b>SKILLS FOR BOTH THE CERTIFICATE AND DIPLOMA</b></p> <ul style="list-style-type: none"> <li>• Undertake research, analyse it and apply it to given scenarios.</li> <li>• Dissect scenarios, and apply their knowledge to it.</li> </ul>



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- Statistical methods for collecting data on crime
- How campaigns can elicit change
- What behaviour is considered criminal
- Reasons why people commit crime
- Policy development

### **DIPLOMA IN CRIMINOLOGY**

- Personnel involved in criminal investigations, from crime scene to court, and during the period of probation, including lay people.
- Range of investigation techniques used in criminal investigations.
- The forms of evidence, and the processes the evidence will progress through, the rules that must be followed for their use, during a criminal investigation.
- The rights of individuals involved in criminal investigations.
- The tests used by the Crown Prosecution Service for prosecuting offenders.
- The influences that can impact on the outcome of criminal trials.
- A range of real-life case studies.
- Processes used for making law.
- Composition and organisation of the criminal justice system.
- Internal and external forms of social control, the agencies involved in the administration of it, the methods the agencies used to achieve it, and their effectiveness.
- How offenders are punished in England and Wales.

- Apply evidence to their work to demonstrate well-reasoned judgements.
- Compare and contrast findings.
- Communicate and evaluate findings effectively.
- Examination skills of identify, describe, discuss, explain, compare, analyse, evaluate, assess.

### **SKILLS SPECIFIC TO THE CERTIFICATE ONLY:**

- Produce a comprehensive plan of action, which is timely and sequenced.
- Design attractive and professional campaign materials, which are verbally and visually stimulating, including the use of persuasive language.
- Justify choices made with well-reasoned judgements.
- Synoptic skills – in unit 2, draw on knowledge from unit 1.

### **SKILLS SPECIFIC TO THE DIPLOMA ONLY:**

- Dissect a wide range of criminal cases, applying the knowledge gained from them to scenarios as well as knowledge learnt.
- Examination of a range of information sources for accuracy and validity.
- Draw objective conclusions on a wide range of criminal cases, using evidence.
- Application of criminological theories to knowledge gained from topic areas.
- Draw objective evidence based conclusions, drawing on prior synoptic knowledge.
- Synoptic skills – in unit 3, draw on knowledge from units 1 & 2.
- Synoptic skills – in unit 4, draw on knowledge from units 1, 2 and 3.

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Year Group	Scheme of Work	Knowledge Gained (Including How It Builds on Previous Knowledge Gained)	Skills Developed ((Including How It Builds on Previous Skills Gained)	Assessment of knowledge and skills
12	Unit 1: Changing Awareness of Crime	<p>Students have no prior knowledge as they have never studied Criminology before.</p> <p>The aim of Unit 1 is to give students an understanding of the types of crimes that are committed in England and Wales, why crimes are unreported, and the consequences of not reporting crime. Students then gain an understanding of a range of campaigns for change, with the view to encouraging individuals to report crime.</p>	<p>Students have very little skills on entry to Criminology, as this course is only offered at KS5.</p> <p><b>AC1.1:</b> <u>Analysis</u> of types of crime.  <b>AC1.1:</b> <u>Explanation</u> of reasons why crimes are not reported.  <b>AC1.3:</b> <u>Explanation</u> of consequences of unreported crime.  <b>AC1.4:</b> <u>Description</u> of media representations of crime  <b>AC1.5:</b> <u>Explanation</u> of impact of media representations on public perception of crime  <b>AC1.6:</b> <u>Evaluate</u> methods of collecting statistics about crime  <b>AC2.1:</b> <u>Compare</u> campaigns for change  <b>AC2.2:</b> <u>Evaluate</u> the effectiveness of media used in campaigns for change  <b>AC3.1:</b> <u>Plan</u> a campaign for change relating to crime  <b>AC3.2:</b> <u>Design</u> materials for use in campaigns for change  <b>AC3.3:</b> <u>Justify</u> a campaign for change.</p>	<p>Unit 1 is assessed through an 8 hour controlled assessment examination. Students are permitted to plan and produce their pieces of work prior to the controlled assessment, using the grade descriptors that are shared with them. After each 'AC' taught, students produce this, specific for the topic taught.</p> <p>Students are also required to produce a small-scale campaign on an unreported crime, for their controlled assessment. Students practice and refine these skills through the production of a campaign on a health concern, which is subsequently assessed using the grade descriptors that they will be assessed on in their controlled assessment examination.</p>
12	Unit 2: Criminological Theories	Unit 2 is synoptic, which means students could potentially be required to lean on knowledge	Students have developed some skills in the controlled assessment unit 1, however these need to be developed in the context of examination skills for unit 2.	Unit 2 is assessed through a public examination at the end of year 12.



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		<p>gained from Unit 1, in the Unit 2 examination.</p> <p>Students are required to gain an understanding of the difference between crime and deviant acts, and how crimes can vary depending upon time, cultural and origin. Students will also gain knowledge of reasons why people commit criminal acts, through a wide range of criminological theories. Finally, student's will need to draw on prior knowledge of campaigns for change in understanding how these can develop policy.</p>	<p><b>AC1.1:</b> <u>Compare</u> criminal behaviour and deviance  <b>AC1.2:</b> <u>Explain</u> the social construction of criminality  <b>AC2.1:</b> <u>Describe</u> biological theories of criminality  <b>AC2.2:</b> <u>Describe</u> individualistic theories of criminality  <b>AC2.3:</b> <u>Describe</u> sociological theories of criminality  <b>AC3.1:</b> <u>Analyse</u> situations of criminality  <b>AC3.2:</b> <u>Evaluate</u> the effectiveness of criminological theories to explain causes of criminality  <b>AC4.1:</b> <u>Assess</u> the use of criminological theories in informing policy development  <b>AC4.2:</b> <u>Explain</u> how social changes affect policy development  <b>AC4.3:</b> <u>Discuss</u> how campaigns affect policy making</p>	<p>During the teaching of each 'AC', students will practise their examination skills in class by undertaking a range of examination style questions with the supervision of the teacher.</p> <p>Students undertake an examination on the 'AC' topic on conclusion of the topic, and then a larger examination is sat on completion of the Learning Objective, as well as a mock examination at the end of completion of unit 2.</p> <p>To address the synoptic nature of the course, students will also undertake synoptic questions during Unit 1 teaching, that may be asked during the unit 2 examinations, so students are versed with the synoptic nature of the course from the outset.</p>
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<p><b>13</b></p>	<p>Unit 3: Crime Scene to Courtroom</p>	<p>The aim of this unit is to develop the understanding and skills to examine information, in order to review the justice of verdicts in criminal cases. It also aims to give students a basic understanding of the various criminal justice agencies involved in the criminal process, and their role in a criminal case, in preparation for more detailed acquisition of knowledge of these topic areas through unit 4.</p>	<p><b>AC1.1:</b> <u>Evaluate</u> the effectiveness of the roles of personnel involved in criminal investigations.  <b>AC1.2:</b> <u>Assess</u> the usefulness of investigative techniques in criminal investigations.  <b>AC1.3:</b> <u>Explain</u> how evidence is processed  <b>AC1.4:</b> <u>Examine</u> the rights of individuals in criminal investigations  <b>AC2.1:</b> <u>Explain</u> the requirements of the CPS for prosecuting suspects  <b>AC2.2:</b> <u>Describe</u> trial processes  <b>AC2.3:</b> <u>Understand</u> rules in relation to the use of evidence in criminal cases  <b>AC2.4:</b> <u>Assess</u> key influences affecting the outcomes of criminal cases  <b>AC2.5:</b> <u>Discuss</u> the use of lay people in criminal cases  <b>AC3.1:</b> <u>Examine</u> information for validity  <b>AC3.2:</b> Draw <u>conclusions</u> from information.</p>	<p>Unit 3 is assessed through an 8 hour controlled assessment examination. Students are permitted to plan and produce their pieces of work prior to the controlled assessment, using the grade descriptors that are shared with them. After each 'AC' taught, students produce this, specific for the topic taught.</p> <p>During the controlled assessment, students will be given a comprehensive scenario, where they are required to examine it for validity. They are required to ascertain whether the conviction reached was legally just. In order to prepare students for these skills, students undertake practise examinations using scenarios to help with the acquisition of these skills.</p>
<p><b>13</b></p>	<p>Unit 4: Crime and Punishment</p>	<p>The aim of this unit is to revisit prior knowledge of the role of the various criminal justice agencies learnt through units 1-3, and to explore more comprehensive knowledge in this area. They will develop skills in order to evaluate the effectiveness of these agencies in achieving social control.</p>	<p><b>AC1.1:</b> <u>Describe</u> processes used for law making  <b>AC1.2:</b> <u>Describe</u> the organisation of the criminal justice system in England and Wales.  <b>AC1.3:</b> <u>Describe</u> models of criminal justice  <b>AC2.1:</b> <u>Explain</u> forms of social control  <b>AC2.2:</b> <u>Discuss</u> the aims of punishment  <b>AC2.3:</b> <u>Assess</u> how forms of punishment meet the aims of punishment  <b>AC3.1:</b> <u>Explain</u> the role of agencies in social control  <b>AC3.2:</b> <u>Describe</u> the contribution of agencies in achieving social control</p>	<p>Unit 4 is assessed through a public examination at the end of year 13.</p> <p>During the teaching of each 'AC', students will practise their examination skills in class by undertaking a range of examination style questions with the supervision of the teacher.</p> <p>Students undertake an examination on the 'AC' topic on conclusion of the</p>



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		<p>This module is also synoptic so it aims to assess students understanding of the criminal justice system holistically.</p>	<p><b>AC3.3:</b> <u>Examine</u> the limitations of agencies in achieving social control</p> <p><b>AC3.4:</b> <u>Evaluate</u> the effectiveness of agencies in achieving social control</p>	<p>topic, and then a larger examination is sat on completion of the Learning Objective, as well as a mock examination at the end of completion of unit 4, as per our departmental tracker.</p> <p>To address the synoptic nature of the course, students will also undertake synoptic questions during Unit 3 teaching, that may be asked during the unit 4 examinations, so students are versed with the synoptic nature of the course from the outset.</p>
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