



Criminology

WJEC Level 3 Certificate and Diploma

Year 12 Scheme of Learning

Vision



Department vision statement:

The vision of the Social Science department is to develop students into being empowered with knowledge, skills and attitudes to make informed and responsible life decisions in a diverse and forever changing world. We aim to provide the students in our community with Social sciences knowledge that will help to support them throughout their lives. We aim to promote understanding, respect and acceptance of differing values, beliefs and experiences.

Criminology vision statement:

The vision of the Criminology team is to ensure that we deliver a curriculum that will allow our students to critically explore thought-provoking and engaging materials. It is our aim to encourage student to look beyond typical definitions of what constitutes 'criminal activity' and 'crime'. It is only when we do this and critically evaluate concepts, data and theoretical arguments that we truly understand what the term 'criminal' actually means.

Qualification Overview

Unit 1	Unit 2	Unit 3	Unit 4
Controlled Assessment	External Examination	Controlled Assessment	External Examination
Changing Awareness of Crime	Criminological Theories	Crime Scene to Court Room	Crime and Punishment

← **Level 3 Certificate** →

← **Level 3 Diploma – Two Year Study** →

Methods of Assessment

Qualification	Unit / Code	Unit Title	Assessment Method	Percentage of Qualification
Applied Certificate Year 1	1	Changing Awareness of Crime	Controlled Assessment	50% of Certificate or 25% of Diploma
	2 4543UB	Criminological Theories	External Examination	50% of Certificate or 25% of Diploma
Applied Diploma Year 2	3	Crime Scene to Courtroom	Controlled Assessment	25% of Diploma
	4 4543UD	Crime and Punishment	External Examination	25% of Diploma

Autumn Term

You will find the following on the next few slides

Calendar

Topic Overview

Topic Detail



Autumn Half Term 1

Week	Date	Teacher A	Teacher B
1	**Year 12 Induction Day Friday 3 rd September 2021 start only		
2	Monday 6 th September 2021	AC1.1	AC2
3	Monday 13 th September 2021	AC1.1	AC2
4	Monday 20 th September 2021	AC1.2	AC2
5	Monday 27 th September 2021	AC1.3 plus assessment	AC2
6	Monday 4 th October 2021	AC1.4 & AC1.5	AC2 plus assessment
7	Monday 11 th October 2021	AC1.6 plus assessment	AC2
8	Monday 18 th October 2021	AC3.1	AC2



Autumn Half Term 2

Week	Date	Teacher A	Teacher B
9	*Tuesday 2 nd November 2021	AC3.2	AC2
10	Monday 8 th November 2021	AC.3.2	AC2
11	Monday 15 th November 2021	AC3.2	AC2
12	Monday 22 nd November 2021	AC3.3	AC2
13	Monday 29 th November 2021	AC3.3	AC3.3
14	Monday 6 th December 2021	Unit 1 Controlled Assessment Preparation	
15	Monday 13 th December 2021	Unit 1 Controlled Assessment – 8 hours	
16	Monday 20 th December 2021***	Reading Week	

Y12 - Autumn Half Term 1

Teacher A	Teacher B
<ul style="list-style-type: none"> 1.1 Analyse different types of crime. 1.2 Explain the reasons that certain crimes are unreported. 1.3 Explain the consequences of unreported crime. 1.4 Describe media representation of crime. 1.5 Explain the impact of media representations on the public perception of crime. 1.6 Evaluate methods of collecting statistics about crime. 3.1 Plan a campaign for change. 	<ul style="list-style-type: none"> 2.1 Compare campaigns for change 2.2 Evaluate the effectiveness of media used in campaigns for change.

Teacher A – Autumn Half Term 1

1.1 Analyse different types of crime.

Students must be able to analyse the following types of crime, using a **range** of relevant examples:

- White collar
- Moral
- State
- Technological
- Individual

The student must be able to explain the following for each type of crime:

- Types of victim
- Types of offender
- Level of public awareness
- Criminal, deviant or both

1.4 Describe media representation of crime

Students must be able to:

Give a detailed description of the media representation of crime, including relevant examples.

Media:

- Newspaper
- Television
- Film
- Electronic gaming
- Social media
- Music

Students must show knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.

1.2 Explain the reasons that certain crimes are unreported.

After studying this Topic, students will be able to:

Give a clear and detailed explanation of the reasons why a range of crimes are unreported, using relevant examples.

Using the following reasons:

- Personal – fear, shame, disinterest, not affected
- Social and cultural – lack of knowledge, complexity, lack of media interest, lack of current public concern, culture-bound crime

1.5 Explain the reasons that certain crimes are unreported.

After studying this Topic, students must be able to:

Give a clear and detailed explanation of the impact of a range of media representations on the public perception of crime.

Impacts must include:

- **Moral panic**
- **Changing public concerns and attitudes**
- **Perceptions of crime trends**
- **Stereotyping of criminals**
- **Levels of response to crime and types of punishment**
- **Changing priorities and emphasis**

Be familiar with specific examples of media portrayal of criminality and the range of impacts given. **Understanding of those impacts should be based on theories.**

1.3 Explain the consequences of unreported crime.

After studying this Topic, students must be able to:

Give clear and detailed explanation (including examples) of the following consequences of unreported crimes:

- **Ripple effect**
- **Cultural consequences**
- **Decriminalisation**
- **Police prioritisation**
- **Unrecorded crime**
- **Cultural change**
- **Legal change**
- **Procedural change**

Students must possess an understanding of the **positive** and **negative** effects of unreported crime on the individual and society.

1.6 Evaluate methods of collecting statistics about crime.

After studying this Topic, students must be able to:

Evaluate Home Office statistics and the Crime Survey for England and Wales as sources of information about crime. The following criteria will be used for evaluation:

- **Reliability**
- **Validity**
- **Ethics of research**
- **Strengths and limitations**
- **Purpose of research**

3.1 Plan a campaign for change

After studying this Topic, students must be able to:

Identify an appropriate campaign for change. Produce a detailed and comprehensive plan for their campaign including clearly described actions in a **relevant time sequence**.

Plan should include:

- Aims and objectives
- Justification of choice of campaign
- Target audience
- Methods to be used
- Materials to be used
- Finances
- Timescales
- Resources needed

2.1 Compare campaigns for change

After studying this Topic, students must be able to:

Make clear and detailed comparisons of a range of relevant campaigns for change.

Make explicit links to planned campaigns with reference to specific and appropriate sources to support conclusions.

Use the following criteria in comparisons:

- Change in policy
- Change in law
- Change in priorities of agencies
- Change in funding
- Change in awareness
- Change in attitudes

Students must be aware that campaigns for change may have different purposes.

Students must be able to compare **at least 5 examples** of campaigns for change using the following headings:

- **How the campaign started?**
- **Who was behind the campaign?**
- **Objectives of the campaign.**
- **Media used during the campaign.**
- **Support for the campaign.**
- **Effectiveness of the campaign.**

The students must be able to use their own final campaign within this comparison.

2.2 Evaluate the effectiveness of media used in campaigns for change.

After studying this Topic, students must be able to evaluate the effectiveness of the following media used in campaigns for change:

- **Blogs**
- **Viral messaging**
- **Social networking**
- **Advertising**
- **Radio**
- **Television**
- **Film**
- **Documentary**
- **Word of mouth**
- **Events**
- **Print**

Students must make specific references to campaigns and give examples of how the media was used.

Y12 - Autumn Half Term 2

Teacher A	Teacher B
<p>3.2 Design materials for use in campaigning for change</p> <p>3.3 Justify a campaign for change</p>	<p>2.2 Evaluate the effectiveness of media used in campaigns for change.</p> <p>3.3 Justify a campaign for change</p>

AC2.2 will be delivered over half term 1 and 2 by teacher B.
 AC3.3 will be delivered by both teachers.

3.2 Design materials for use in campaigning for change.

After studying this Topic, students must be able to:

Produce well-designed, attractive materials for their campaign for change. Content must be appropriate for changing behavior. Materials should be visually and verbally stimulating and technically accurate.

Design should include:

- Structuring your information
- Using images and other ways of capturing attention
- Using persuasive language
- Promoting action
- Considering target audience
- Aligning materials with campaign

Materials such as:

- Leaflets
- Advertisements
- Posters
- Blogs
- Social network pages

3.3 Justify a campaign for change.

After studying this Topic, students will be able to:

Give a clear, detailed and well-reasoned justification for their campaign, including conclusions that are supported by relevant judgements including:

- **Presenting their case for action using evidence to support their case**
- **Their use of persuasive language**
- **Justifying their approach and the need for a campaign for change.**

Controlled Assessment Completed

2.2 Evaluate the effectiveness of media used in campaigns for change.

After studying this Topic, students must be able to evaluate the effectiveness of the following media used in campaigns for change:

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- **Viral messaging**
- **Social networking**
- **Advertising**
- **Radio**
- **Television**
- **Film**
- **Documentary**
- **Word of mouth**
- **Events**
- **Print**

Students must make specific references to campaigns and give examples of how the media was used.

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- **Their use of persuasive language**
- **Justifying their approach and the need for a campaign for change.**

Controlled Assessment Completed

Spring Term

You will find the following on the next few slides

Calendar

Topic Overview

Topic Detail



Spring Half Term 1

Week	Date	Teacher A	Teacher B
17	*Thursday 6 th January 2022	-	AC1.1
18	Monday 10 th January 2022	AC1.1 & AC1.2	AC2.3 Sociological Theories
19	Monday 17 th January 2022	AC1.2	AC2.3 Sociological Theories
20	Monday 24 th January 2022	AC2.1 Biological Theories	AC2.3 & AC3.2 Sociological Theories
21	Monday 31 st January 2022	AC2.1 & AC3.2 Biological Theories	AC2.3 & AC3.2 Sociological Theories
22	Monday 7 th February 2022	AC2.2 Individualistic Theories	AC2.3 & AC3.2 Sociological Theories
23	Monday 14 th February 2022	AC2.2 & AC3.2 Individualistic Theories	AC4.1 Informing Policy Development



Spring Half Term 2

Week	Date	Teacher A	Teacher B
24	Monday 28 th February 2022	AC4.1 Informing Policy Development	AC4.1 Informing Policy Development
25	Monday 7 th March 2022	AC4.2 Social Change and Policy	4.3 Campaigns and Policy Making
26	Monday 14 th March 2022	AC3.1 Analyse Situations	4.3 Campaigns and Policy Making
27	Monday 21 st March 2022	Revision	4.3 Campaigns and Policy Making
28	Monday 28 th March 2022	Year 12 Mock Assessment Week	
29	Monday 4 th April 2022	Knowledge Organiser Week	

Y12 - Spring Half Term 1

Teacher A	Teacher B
<p>1.1 Compare criminal behaviour and deviance.</p> <p>1.2 Explain the social construction of criminality.</p> <p>2.1 Describe biological theories of criminality.</p> <p>2.2 Describe individualistic theories of criminality.</p> <p>3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality.</p>	<p>1.1 Compare criminal behaviour and deviance.</p> <p>2.3 Describe sociological theories of criminality.</p> <p>3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality.</p> <p>4.1 Assess the use of criminological theories in informing policy development.</p>

Teacher A – Spring Half Term 1

1.1 Compare criminal behaviour and deviance.

After studying this Topic, students will be able to:

Compare criminal behaviour and deviance:

Criminal behaviour

- social definition
- legal definition
- formal sanctions against criminals
- variety of criminal acts

Deviance

- norms, moral codes and values
- informal and formal sanctions against deviance
- forms of deviance

Understand how criminality and deviance is defined; acts that are criminal; acts that are deviant; acts that are both criminal and deviant; the implications of committing a criminal and/or deviant act.

1.2 Explain the social construction of criminality.

After studying this Topic, students must be able to:

Explain the social construction of criminality including the following:

- how laws change from culture to culture
- how laws change over time
- how laws are applied differently according to circumstances in which actions occur
- why laws are different according to place, time and culture

2.1 Describe biological theories of criminality.

After studying this Topic, students must be able to:

Describe **biological theories** including:
genetic theories such as;

- Jacobs XYY study
- Twin and adoption studies

Describe **physiological theories** such as;

- Lombroso's Atavistic Form
- Sheldon's Somatotype Theory

2.2 Describe individualistic theories of criminality.

After studying this Topic, students must be able to:

Describe individualistic theories including:

- **learning theories e.g. Bandura and Skinner**
- **Psychodynamic theories e.g. Freud and Bowlby**
- **psychological theories e.g. Eysenck**

3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality.

After studying this Topic, students must be able to:

Evaluate the effectiveness of criminological theories to explain causes of criminality including:

- **individualistic**
- **biological**
- **Sociological**

Students must focus on strengths and weaknesses of the theory in relation to explaining criminality with use of real life examples.

Teacher B – Spring Half Term 1

1.1 Compare criminal behaviour and deviance.

After studying this Topic, students will be able to:

Compare criminal behaviour and deviance:

Criminal behaviour

- social definition
- legal definition
- formal sanctions against criminals
- variety of criminal acts

Deviance

- norms, moral codes and values
- informal and formal sanctions against deviance
- forms of deviance

Understand how criminality and deviance is defined; acts that are criminal; acts that are deviant; acts that are both criminal and deviant; the implications of committing a criminal and/or deviant act.

2.3 Describe sociological theories of criminality.

After studying this Topic, students must be able to:

Describe sociological theories including:

- **social structure e.g. Marxism, functionalism**
- **interactionism e.g. labelling**
- **realism e.g. left and right realism**

3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality.

After studying this Topic, students must be able to:

Evaluate the effectiveness of criminological theories to explain causes of criminality including:

- **individualistic**
- **biological**
- **Sociological**

Students must focus on strengths and weaknesses of the theory in relation to explaining criminality with use of real life examples.

4.1 Assess the use of criminological theories in informing policy development.

After studying this Topic, students will be able to:

Assess the use of criminological theories in informing policy development.

Criminological theories

- individualistic
- biological
- sociological

Policy development

- informal policy making
- formal policy making
- crime control policies
- state punishment policies

Students will apply their knowledge of each of the theories and assess their use in informing policy on crime. This could include, for example, penal populism, zero tolerance, CCTV, restorative justice, multi-agency approach.

Y12 - Spring Half Term 2

Teacher A	Teacher B
<p>3.1 Analyse situations of criminality.</p> <p>4.1 Assess the use of criminological theories in informing policy development.</p> <p>4.2 Explain how social changes affect policy development.</p>	<p>4.1 Assess the use of criminological theories in informing policy development.</p> <p>4.3 Discuss how campaigns affect policy making.</p>

Teacher A – Spring Half Term 2

3.1 Analyse situations of criminality.

After studying this Topic, students must be able to:

Analyse situations relating to:
different types of crime
individual criminal behaviour

Have knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc.

Analyse a range of crimes and criminal behaviour and understand possible causes through the application of the theories learned for LO2.

4.1 Assess the use of criminological theories in informing policy development.

After studying this Topic, students will be able to:

Assess the use of criminological theories in informing policy development.

Criminological theories

- individualistic
- biological
- sociological

Policy development

- informal policy making
- formal policy making
- crime control policies
- state punishment policies

Students will apply their knowledge of each of the theories and assess their use in informing policy on crime. This could include, for example, penal populism, zero tolerance, CCTV, restorative justice, multi-agency approach.

4.2 Explain how social changes affect policy development.

After studying this Topic, students must be able to:

Explain how social changes affect policy development including:

- **social values**
- **norms and mores**
- **public perception of crime**
- **structure of society e.g. demographic changes and cultural changes**

Teacher B – Spring Half Term 2

4.1 Assess the use of criminological theories in informing policy development.

After studying this Topic, students will be able to:

Assess the use of criminological theories in informing policy development.

Criminological theories

- individualistic
- biological
- sociological

Policy development

- informal policy making
- formal policy making
- crime control policies
- state punishment policies

Students will apply their knowledge of each of the theories and assess their use in informing policy on crime. This could include, for example, penal populism, zero tolerance, CCTV, restorative justice, multi-agency approach.

4.3 Discuss how campaigns affect policy making.

After studying this Topic, students will be able to:

Discuss how campaigns affect policy making including:

- **newspaper campaigns**
- **individual campaigns**
- **pressure group campaigns**

Mock Examination



Summer Term

You will find the following on the next few slides

Calendar

Topic Overview

Topic Detail



Summer Half Term 1

Week	Date	Teacher A	Teacher B
30	Monday 25 th April 2022	Revision	
31	*Tuesday 3 rd May 2022	Revision	
32	Monday 9 th May 2022	Revision	
33	Monday 16 th May 2022	Unit 2 External Assessment	
34	Monday 23 rd May 2022	Unit 3 Preparation Week	



Summer Half Term 2

Week	Date	Teacher A	Teacher B
35	Monday 6 th June 2022	AC1.1	AC2.1
36	Monday 13 th June 2022	AC1.1	AC2.1
37	Monday 20 th June 2022	AC1.2	AC2.1
38	Monday 27 th June 2022	AC1.2	AC2.1
39	Monday 4 th July 2022	AC1.3 plus assessment	AC2.1 plus assessment
40	Monday 11 th July 2022	AC1.3	AC2.1

Y12 - Summer Term 1

Revision for all Unit 2 AC's

The students must practice skills in order to evaluate criminological theories debate within the different theories.

The students must understand how changes in criminological theory have influenced law and policy.

The students must be able to apply the theories to a specific crime or criminal in order to understand both the behavior and the theory.

Students will be guided through a number of revision activities in order to prepare them for their external exam.

Y12 - Summer Term 2

Teacher A	Teacher B
<p>1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations.</p> <p>1.2 Assess the usefulness of investigative techniques in criminal investigations.</p> <p>1.3 Explain how evidence is processed.</p>	<p>2.1 Explain the requirements of the Crown Prosecution Service for the prosecution of suspects.</p>

Students will commence their Y13 studies. We will combine this half term with a number of educational visits and speakers.

Teacher A – Summer Half Term 1

1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations.

After studying this Topic, students must be able to:

Give a clear and detailed evaluation of the effectiveness of the roles of the following personnel involved in criminal investigations:

- **Police officers/ detectives**
- **Crime scene investigators**
- **Forensic specialists**
- **Forensic scientists**
- **Pathologists**
- **The Crown Prosecution Service**
- **Other investigative agencies**

Understand the roles and consider their effectiveness in relation to the following potential limitations:

- **Cost**
- **Expertise**
- **Availability**

1.2 Assess the usefulness of investigative techniques in criminal investigations.

After studying this Topic, students will be able to:

Assess the usefulness of the following investigative techniques in criminal investigations:

- **Forensic techniques**
- **Surveillance techniques**
- **Profiling techniques**
- **Use of intelligence databases e.g. National DNA Database**
- **Interviews: eye witnesses, other witnesses, e.g. experts**
- **Observation**

Understand the range of techniques and assess their effectiveness in the following types of criminal investigations:

- **Situations: crime scene, laboratory, police station, 'street.'**
- **Types of crime: violent crime, e-crime, property crime.**

1.3 Explain how evidence is processed.

After studying this Topic, students will be able to:

Assess the usefulness of the following investigative techniques in criminal investigations:

- **Forensic techniques**
- **Surveillance techniques**
- **Profiling techniques**
- **Use of intelligence databases e.g. National DNA Database**
- **Interviews: eye witnesses, other witnesses, e.g. experts**
- **Observation**
- **Understand the range of techniques and assess their effectiveness in the following types of criminal investigations:**
- **Situations: crime scene, laboratory, police station, 'street'**
- **Types of crime: violent crime, e-crime, property crime.**

2.1 Explain the requirements of the Crown Prosecution Service for the prosecution of suspects.

After studying this Topic, students must be able to:

- **Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects, including:**
- **The charging role**
- **The Prosecution of Offences Act 1985**
- **The Full Code Test**
- **Understand the role of the CPS. Explain the evidential and public interest tests in the decision to prosecute.**