

KS5 Curriculum Overview

Assessment Months in RED

Criminology

Exam Board & Syllabus: WJEC Level 3 Diploma

Curriculum Intent

The 4 WJEC diploma units will enable learners to demonstrate their understanding of different types of crime, perceptions of crime and why some crimes are unreported, provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Develop the understanding and skills needed to examine information in order to review the justice of verdicts in wide range of criminal cases.

Students will also apply their understanding of the awareness of criminality and the reasons why crime is committed, criminological theories are studied in depth and the process of bringing the accused to court in order to evaluate the effectiveness of social control within the Police and Prison service to deliver criminal justice policy.

The applied nature of the course demands learning related to authentic case studies which serves to inform and engage our students throughout the course. It also requires learners to consider how the use and apply their learning and how this impacts on themselves and their future employment and further study within the area of Criminology.

The applied purpose will also allow learners to learn in such a way that they develop a range of skills required for independent learning. Including transferable skills, such as problem solving, evaluation, analysis, project based research, wider reading, group discussion and presentating.

What do students *do* with this knowledge or these skills?

The main purpose of the WJEC Level 3 Applied Diploma in Criminology is mainly to use the qualification to support access to higher education degree courses, such as: BSc Criminology or BA Criminology, BA Criminology and Criminal Justice, BSc (Hons) Criminology and Psychology, LLB (Hons) Law with Criminology, BA (Hons) Criminology and Sociology, BA (Hons) Criminology, BSc (Hons) Psychology and Sociology, BSc Criminology with Law.

Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

How does the KS5 curriculum build on that from KS4?

As no students can study this subject at GCSE Level. The majority of students who choose Criminology at Athena will follow a two year diploma course which contains synoptic links to previous units. A 1 year certificate in Criminology is also possible for any students here for just year 12 or year 13.

What new knowledge or skills are students taught?

Date	Unit	Content
September	Introductory week	<p>What is criminology?</p> <p>Criminology in the media and famous crime cases.</p> <p>Different explanations for the people involved in the riots 2011</p>
	UNIT 1	<p>AC1.1 - Analyse different types of crime</p> <p>AC1.2 - Explain the reasons that certain crimes are unreported</p> <p>AC1.3 - Explain the consequences of unreported crime</p>
October		<p>AC1.4 - Describe media representation of crime</p> <p>AC1.5 - Explain the impact of media representations on the public perception of crime</p> <p>AC1.6 - Evaluate methods of collecting statistics about crime</p>
November		<p>AC2.1 - Compare campaigns for change</p> <p>AC2.2 - Evaluate the effectiveness of media used in campaigns for change</p> <p>AC3.1 - Plan a campaign for change relating to crime</p>
December		<p>AC3.2 - Design materials for use in campaigning for change</p> <p>AC3.3 - Justify a campaign for Change</p> <p>Controlled Assessment period 8 hours /100marks</p> <p>8 hour exam over two days – Folder of evidence covering each AC to be used in assessment as guidance for essay questions.</p>

Date	Unit	Content
January	UNIT 2	<p>AC1.1 - Compare criminal behaviour and deviance</p> <p>AC1.2 - Explain the social construction of criminality</p> <p>AC2.1 - Describe biological theories of criminality</p>
February		<p>AC2.2 - Describe individualistic and Psychodynamic theories of criminality including <u>freud</u>, Eysenck and Bandura.</p> <p>AC2.3 - Describe sociological theories of criminality including Marxism, Functionalism and <u>Interactionalism</u>. Left and Right Realism.</p> <p>AC3.1 - Analyse situations of criminality – Applying Theories to scenarios.</p> <p>AC3.2 - Evaluate the effectiveness of criminological theories to explain causes of criminality</p>
March		<p>AC4.1 - Assess the use of criminological theories in informing policy development</p> <p>AC4.2 - Explain how social changes affect policy development</p> <p>AC4.3 - Discuss how campaigns affect policy making – Synoptic link to Unit 1 campaigns for change.</p>
April		Revision
May		<p>Revision</p> <p><u>June external exam 1 hour 30 min /75 marks</u></p>
		May half-term
	UNIT 3 Introduction – Crime Scene to the Courtroom	<p>Through this unit, learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.</p> <p>What are the roles of personnel involved when a crime is detected? What investigative techniques are available to investigators to help to identify the culprit? Do techniques differ depending on the type of crime being investigated? What happens to a suspect once charged by the police and the Crown Prosecution Service (CPS)? What safeguards are in</p>

		place to ensure a suspect has a fair trial?
June	1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations	<p>After studying this Topic, students will be able to:</p> <p>Give a clear and detailed evaluation of the effectiveness of the roles of the following personnel involved in criminal investigations:</p> <ul style="list-style-type: none"> • Police officers/ detectives • Crime scene investigators • Forensic specialists • Forensic scientists • Pathologists • The Crown Prosecution Service • Other investigative agencies <p>Understand the roles and consider their effectiveness in relation to the following potential limitations:</p> <ul style="list-style-type: none"> • Cost • Expertise • Availability
July	1.2 Assess the usefulness of investigative techniques in criminal investigations	<p>After studying this Topic, students will be able to:</p> <p>Assess the usefulness of the following investigative techniques in criminal investigations:</p> <ul style="list-style-type: none"> • Forensic techniques • Surveillance techniques • Profiling techniques • Use of intelligence databases e.g. National DNA Database • Interviews: eye witnesses, other witnesses, e.g. experts • Observation <p>Understand the range of techniques and assess their effectiveness in the following types of criminal investigations:</p> <ul style="list-style-type: none"> • Situations: crime scene, laboratory, police station, 'street' <p>Types of crime: violent crime, e-crime, property crime.</p>

	September	1.3 Explain how evidence is processed	<p>After studying this Topic, students will be able to:</p> <p>Explain how evidence is processed. Understand the following types of evidence:</p> <ul style="list-style-type: none"> • Physical evidence • Testimonial evidence <p>Understand how evidence is processed, including:</p> <ul style="list-style-type: none"> • Collection • Transfer • Storage • Analysis <p>The personnel involved</p>	
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September	1.4 Examine the rights of individuals in criminal investigations	<p>After studying this Topic, students will be able to:</p> <p>Examine the rights of the following individuals in criminal investigations:</p> <ul style="list-style-type: none"> • Suspects • Victims • Witnesses <p>Consider the rights of all individuals from investigation through to appeal.</p>
October	2.1 Explain the requirements of the Crown Prosecution Service for the prosecution of suspects	<p>After studying this Topic, students will be able to:</p> <p>Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects, including:</p> <ul style="list-style-type: none"> • The charging role • The Prosecution of Offences Act 1985 • The Full Code Test <p>Understand the role of the CPS. Explain the evidential and public interest tests in the decision to prosecute.</p>
October	2.2 Describe trial processes	<p>After studying this Topic, students will be able to:</p> <p>Describe the following trial processes:</p> <ul style="list-style-type: none"> • Pre-trial • Plea bargaining • Bail • Roles • Courts • Appeals <p>Have knowledge of each of the stages of the trial process, including the roles of the personnel involved.</p>
November	2.3 Understand rules in relation to the use of evidence in criminal cases	<p>After studying this Topic, students will be able to:</p> <p>Show detailed understanding of the following rules in relation to the use of evidence in criminal cases:</p> <ul style="list-style-type: none"> • Relevance and admissibility • Disclosure of evidence • Hearsay rule and exceptions • Legislation and case law <p>Understand how evidence is used in court.</p>
November	2.4 Assess key influences affecting the outcomes of criminal cases	<p>After studying this Topic, students will be able to:</p> <p>Assess the following key influences affecting the outcomes of criminal cases:</p> <ul style="list-style-type: none"> • Evidence • Witnesses • Experts • Barristers and legal teams • Judiciary • Politics

		<ul style="list-style-type: none"> The media <p>Understand the many factors that can influence the outcome of a trial and be able to assess their impact.</p>
November	2.5 Discuss the use of laypeople in criminal cases	<p>After studying this Topic, students will be able to:</p> <p>Discuss the use of the following laypeople in criminal cases:</p> <ul style="list-style-type: none"> Juries Magistrates <p>Be able to discuss the strengths and weaknesses of both juries and lay magistrates.</p>
December	3.1 Examine information for validity	<p>After studying this Topic, students will be able to:</p> <p>Examine the following information for validity:</p> <ul style="list-style-type: none"> Evidence Trial transcripts Media reports Judgements Law reports <p>Examine the validity of the above information in terms of:</p> <ul style="list-style-type: none"> Bias Opinion Circumstances Currency Accuracy <p>Show the ability to review the information sources and make judgements on the suitability of the content they provide against a number of criteria</p>
December	3.2 Draw conclusions from information	<p>After studying this Topic, students will be able to:</p> <p>Draw objective conclusions from information on criminal cases in relation to the following:</p> <ul style="list-style-type: none"> Just verdicts Miscarriage Safe verdict Just sentencing <p>Show the skills needed to analyse the information in order to draw conclusions based on reasoned evidence.</p>

January		Unit 3 Controlled Assessment period 8 hours /100marks 8 hour exam over two days – Folder of evidence covering each AC to be used in assessment as guidance for essay questions.
	UNIT 4	
January	1.1 Describe processes used for law making	After studying this Topic, students will be able to: - Describe processes used for law making including: <ul style="list-style-type: none"> • government processes • judicial processes - Know the legislative process and the role of judges in making criminal law. <i>Synoptic links: Students should relate this to the review of verdicts in criminal cases in Unit 3 and campaigns and changes in policy learned in Unit 1.</i>
February	1.2 Describe the organisation of the criminal justice system in England and Wales	After studying this Topic, students will be able to: - Describe the organisation of the criminal justice system in England and Wales including: <ul style="list-style-type: none"> • police • law creation • courts • formal punishment • relationships - Know the organisation and role of the agencies involved in criminal justice and consider the relationships between different agencies and the extent of co-operation that exists. <i>Synoptic links: Students should draw on their learning in Unit 3 regarding the process taken to obtain verdicts in criminal cases and the roles of different personnel and agencies involved. Students can also draw on their learning of campaigns and changes in policy learned in Unit 1.</i>
February	1.3 Describe models of criminal justice	After studying this Topic, students will be able to: - Describe models of criminal justice including: <ul style="list-style-type: none"> • due process • crime control - Describe the theories of the two models of criminal justice. <i>Synoptic links: Students will draw on their understanding of criminological theories in Unit 2 and their review of criminal verdicts in Unit 3 to gain awareness of the application of these models.</i>

February	2.1 Explain forms of social control	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Explain forms of social control including: <ul style="list-style-type: none"> • internal forms <ul style="list-style-type: none"> ○ rational ideology ○ tradition ○ internalisation of social rules and morality • external forms <ul style="list-style-type: none"> ○ coercion ○ fear of punishment • control theory <ul style="list-style-type: none"> ○ reasons for abiding by the law - Understand different forms of social control with reference to theory. <p><i>Synoptic links: Students will need to relate their understanding to theoretical knowledge acquired through Unit 2. They should also be able to apply their understanding to situations studied in Units 1, 2 and 3.</i></p>
March	2.2 Discuss the aims of punishment	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Discuss the aims of punishment including: <ul style="list-style-type: none"> • retribution • rehabilitation • deterrence <ul style="list-style-type: none"> ○ prevention of reoffending ○ deterrence of others from committing similar crimes • public protection • reparation - Explain each of the aims of punishment. <p><i>Synoptic links: Students should be able to consider these aims in the context of the criminological theories learned in Unit 2.</i></p>
March	2.3 Assess how forms of punishment meet the aims of punishment	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Assess how the forms of punishment meet the aims of punishment including: <ul style="list-style-type: none"> • imprisonment • community • financial • discharge - Assess how different forms of punishment meet the aims of punishment. <p><i>Synoptic links: Students should be able to draw on their learning developed in Units 1, 2 and 3 in order to make objective evidence-based conclusions.</i></p>

April	3.1 Explain the role of agencies in social control	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Explain the role of agencies in social control. <p>Role:</p> <ul style="list-style-type: none"> • aims and objectives • funding • philosophy working practices <ul style="list-style-type: none"> ◦ types of criminality ◦ types of offenders ◦ reach (local, national) <p>Agencies:</p> <ul style="list-style-type: none"> • government-sponsored agencies <ul style="list-style-type: none"> ◦ police ◦ CPS ◦ judiciary ◦ prisons ◦ probation • charities • pressure groups <ul style="list-style-type: none"> - Identify agencies involved with social control and explain their role in achieving social control. <p><i>Synoptic links: Students can apply their understanding from Unit 3 to this criterion.</i></p>
April	3.2 Describe the contribution of agencies to achieving social control	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Describe the contribution of agencies to achieving social control including: <ul style="list-style-type: none"> • tactics and measures used by agencies <ul style="list-style-type: none"> ◦ environmental <ul style="list-style-type: none"> ▪ design ▪ gated lanes ◦ behavioural <ul style="list-style-type: none"> ▪ ASBO ▪ token economy ◦ institutional ◦ disciplinary procedures <ul style="list-style-type: none"> ▪ rule making ▪ staged/phased • gaps in state provision <ul style="list-style-type: none"> - Understand the range of techniques used by the agencies and be able to examine their contribution. <p><i>Synoptic links: Learners should apply their understanding of the following to the role of the different agencies:</i></p>

		<ul style="list-style-type: none"> • <i>policy and campaigns from Unit 1</i> • <i>criminological theories from Unit 2</i> • <i>the processes used to bring an accused to justice in Unit 3.</i>
May	3.3 Examine the limitations of agencies in achieving social control	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Examine the limitations of agencies in achieving social control including: <ul style="list-style-type: none"> • repeat offenders/recidivism • civil liberties and legal barriers • access to resources and support • finance • local and national policies • environment • crime committed by those with moral imperatives - Understand the limitations of social control agencies and able to examine the implications of these limitations. <p><i>Synoptic links: Students should apply their understanding of criminological theories from Unit 2 in their examination of the limitations. Students will also draw on their understanding of policy and campaigns for change in examination of the limitations of agencies.</i></p>
May	3.4 Evaluate the effectiveness of agencies in achieving social control	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Evaluate the effectiveness of agencies in achieving social control including: <ul style="list-style-type: none"> • government sponsored agencies <ul style="list-style-type: none"> ◦ police ◦ CPS ◦ judiciary ◦ prisons ◦ probation • charities • pressure groups - Draw together their learning to evaluate the success or failure of agencies in achieving social control. <p><i>Synoptic links: Students should apply the skill they developed in Unit 3 to evaluate information in terms of:</i></p> <ul style="list-style-type: none"> • <i>bias</i> • <i>opinion</i> • <i>circumstances</i> • <i>currency</i> • <i>accuracy.</i> <p><i>The types of evidence, as set out in Unit 3, include:</i></p> <ul style="list-style-type: none"> • <i>evidence</i>

		<ul style="list-style-type: none"> • <i>trial transcripts</i> • <i>media reports</i> • <i>judgements</i> <i>Law Reports.</i>	
		UNIT 4 JUNE EXTERNAL EXAM /75 MARKS 1 HOUR 30 MINS	
June	Revision for the Unit 4 exam	After studying this Topic, students will be able to: Be prepared for the unit 4 exam	
Rationale for this sequencing			