

Curriculum Design Key Stage 5 2024-25

Criminology							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
12	Theme	Types, consequences and reasons for crime.	Campaigns	Theories	Policy	Revision overview	Criminal Investigations
	Concept	Unit 1; Changing awareness of crime	Unit 1; Changing awareness of crime	Unit 2; Criminological Theories	Unit 2; Criminological Theories	Unit 2; Criminological Theories	Unit 3; Crime scene to courtroom
	Skills Knowledge	<p>1.1 Analyse different types of crime (4) Analyse the following types of crime, using a range of relevant examples:</p> <ul style="list-style-type: none"> • White collar • Moral • State • Technological • Individual <p>Use the following points to analyse each type of crime:</p> <ul style="list-style-type: none"> • Types of victims • Types of offenders • Level of public awareness • Criminal, deviant, or both <p>1.2 Explain the reasons that certain crimes are unreported Give clear and detailed explanation of the reasons why a range of crimes are unreported, using relevant examples.</p> <p>Use the following reasons:</p> <ul style="list-style-type: none"> • 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. <p>1.3 Explain the consequences of unreported crime Give clear and detailed explanation (including examples) of the following consequences of unreported crimes:</p> <ul style="list-style-type: none"> • Ripple effect • Cultural consequences • Decriminalisation • Police prioritisation • Unrecorded crime 	<p>2.1 Compare campaigns for change 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:</p> <ul style="list-style-type: none"> • Change in policy • Change in law • Change in priorities of agencies • Change in funding • Change in awareness • Change in attitudes <p>Be aware that campaigns for change may have different purposes.</p> <p>Compare examples of campaigns for change and examine their effectiveness in achieving their objectives.</p> <p>2.2 Evaluate the effectiveness of media used in campaigns for change Evaluate the effectiveness of the following media used in campaigns for change:</p> <ul style="list-style-type: none"> • Blogs • Viral messaging • Social networking • Advertising • Radio • Television • Film • Documentary • Word of mouth • Events • Print 	<p>1.1 Compare criminal behavior and deviance Compare criminal behaviour and deviance:</p> <ul style="list-style-type: none"> • Criminal behaviour • social definition • legal definition • formal sanctions against criminals • variety of criminal acts <p>Deviance</p> <ul style="list-style-type: none"> • norms, moral codes and values • informal and formal sanctions against deviance • forms of deviance <p>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.</p> <p><i>Synoptic links: Students should also understand the impact of reporting on public perceptions of crime and deviance</i></p> <p>1.2 Explain the social construction of criminality Explain the social construction of criminality including the following:</p> <ul style="list-style-type: none"> • 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 <p><i>Synoptic links: Students should understand how media and campaigns for change contribute</i></p>	<p>3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality Evaluate the effectiveness of criminological theories to explain causes of criminality including:</p> <ul style="list-style-type: none"> • individualistic • biological • sociological <p>4.1 Assess the use of criminological theories in informing policy development Assess the use of criminological theories in informing policy development. Criminological theories</p> <ul style="list-style-type: none"> • individualistic • biological • sociological <p>Policy development</p> <ul style="list-style-type: none"> • informal policy making • formal policy making <ul style="list-style-type: none"> o crime control policies o state punishment policies <p>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.</p> <p>4.2 Explain how social changes affect policy development</p> <p>Explain how social changes affect policy development including:</p> <ul style="list-style-type: none"> • social values, norms and mores • public perception of crime • structure of society e.g. demographic changes • cultural changes <p>4.3 Discuss how campaigns affect policy making</p>	<p style="text-align: center;">Revision for Unit 2 exam.</p> <p style="text-align: center;">1 week preparation for Unit 3.</p>	<p>1.1 Evaluate the effectiveness of the roles of personnel involved in investigations</p> <p>Personnel</p> <ul style="list-style-type: none"> • crime scene investigators • forensic specialists • forensic scientists • police officers/detectives • Crown Prosecution Service (CPS) • pathologist • other investigative agencies, e.g. Serious and Organised Crime Agency, HM Revenue & Customs <p>Learners should have an understanding of the roles of the personnel involved and be able to evaluate their effectiveness in criminal investigations. The effectiveness should be considered in the context of potential limitations:</p> <ul style="list-style-type: none"> • cost • expertise • availability <p>1.3 Explain how evidence is processed</p> <p>Types of evidence</p> <ul style="list-style-type: none"> • physical evidence • testimonial evidence <p>Process</p> <ul style="list-style-type: none"> • collection • transfer • storage • analysis • personnel involved

	<ul style="list-style-type: none"> • Cultural change • Legal change • Procedural change <p>An understanding of the positive and negative effects of unreported crime on the individual and society</p> <p>1.4 Describe media representation of crime Give a detailed description of the media representation of crime, including relevant examples.</p> <p>Media:</p> <ul style="list-style-type: none"> • Newspaper • Television • Film • Electronic gaming • Social media • Music <p>Show knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.</p> <p>1.5 Explain the impact of media representations on the public perception of crime Give a clear and detailed explanation of the impact of a range of media representations on the public perception of crime.</p> <p>Impact:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>1.6 Evaluate methods of collecting statistics about crime 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:</p> <ul style="list-style-type: none"> • Reliability 	<p>3.1 Plan a campaign for change relating to crime 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:</p> <ul style="list-style-type: none"> • Aims and objectives • Justification of choice of campaign • Target audience • Methods to be used • Materials to be used • Finances • Timescales • Resources needed <p>3.2 Design materials for use in campaigning for change 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.</p> <p>Design should include:</p> <ul style="list-style-type: none"> • Structuring your information • Using images and other ways of capturing attention • Using persuasive language • Promoting action • Considering target audience • Aligning materials with campaign <p>Materials such as:</p> <ul style="list-style-type: none"> • Leaflets • Advertisements • Posters • Blogs <p>Social network pages</p> <p>3.3 Justify a campaign for change Give a clear, detailed and well-reasoned justification for their campaign, including conclusions that are supported by relevant judgements including:</p> <ul style="list-style-type: none"> • Presenting their case for action • Using evidence to support their case • Their use of persuasive language <p>Justify their approach and the need for a campaign for change.</p>	<p><i>to social constructions of criminality and unreported crime.</i></p> <p>2.1 Describe biological theories of criminality Describe biological theories including: genetic theories such as; Jacobs XYY study, twin and adoption studies physiological theories such as; Lombroso, Sheldon.</p> <p>2.2 Describe individualistic theories of criminality Describe individualistic theories including:</p> <ul style="list-style-type: none"> • learning theories e.g. Bandura • psychodynamic e.g. Freud • psychological theories e.g. Eysenck <p>2.3 Describe sociological theories of criminality Describe sociological theories including:</p> <ul style="list-style-type: none"> • social structure e.g. Marxism, functionalism • interactionism e.g. labelling • realism e.g. left and right realism <p>3.1 Analyses situations of criminality Analyse situations relating to:</p> <ul style="list-style-type: none"> • different types of crime • individual criminal behaviour <p>Have knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc.</p> <p>Analyse a range of crimes and criminal behaviour and understand possible causes through the application of the theories learned for LO2.</p>	<p>Discuss how campaigns affect policy making including:</p> <ul style="list-style-type: none"> • newspaper campaigns • individual campaigns • pressure group campaigns <p><i>Synoptic links: Students should use their knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies.</i></p>		
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	Wider Curriculum						
13	Theme	Criminal Investigations	Court Room	Law Making	Social Control	Revision	
	Concept	Unit 3 Crime Scene to Court Room	Unit 3 Crime Scene to Court Room	Unit 4: Crime and Punishment	Unit 4: Crime and Punishment	Unit 4: Crime and Punishment	
	Skills Knowledge	<p>1.2 Assess the usefulness of investigative techniques in criminal investigations</p> <p>Techniques</p> <ul style="list-style-type: none"> forensic surveillance techniques profiling techniques use of intelligence databases, e.g. National DNA Database interview techniques e.g. eye witness interviews, expert interviews <p>Criminal investigations</p> <ul style="list-style-type: none"> situations <ul style="list-style-type: none"> crime scene laboratory police station 'street' types of crime violent crime e-crime property crime <p>1.4 Examine the rights of individuals in criminal investigations</p> <p>Individuals</p> <ul style="list-style-type: none"> suspects victims witnesses <p>2.1 Explain the requirements of the crown prosecution service (CPS) for prosecuting suspects</p> <p>Requirements</p> <ul style="list-style-type: none"> charging role – Criminal Justice Act 2003 Prosecution of Offences Act 1985 Full Code Test <p>2.2 Describe the trial process</p>	<p>3.1 Examine information for validity</p> <ul style="list-style-type: none"> Bia Opinion Circumstances Currency Accuracy <p>Information</p> <ul style="list-style-type: none"> evidence trial transcripts media reports judgements Law Reports <p>Learners should develop the ability to review information and make judgements on the suitability of the content they provide against a number of criteria. In their controlled assessment response, learners should make reference to the assignment brief and other examples they have studied.</p> <p>3.2 Draw Conclusions from information</p> <ul style="list-style-type: none"> Just verdicts Miscarriages of justice Safe verdicts Just sentencing <p>Learners should develop skills to analyse information, in order to draw conclusions based on reasoned evidence. In their controlled assessment response, learners should make reference to the</p>	<p>1.1 Describe processes used for law making</p> <p>Processes</p> <ul style="list-style-type: none"> government processes judicial processes <p><i>Synoptic links:</i> Learners should relate this to the review of verdicts in criminal cases in Unit 3 and campaigns and changes in policy learned in Unit 1.</p> <p>1.2 Describe the organisation of the criminal justice system in England and Wales</p> <p>Criminal justice system</p> <ul style="list-style-type: none"> police law creation courts formal punishment relationships <p>Learners should have knowledge of the organisation and role of the agencies involved in criminal justice. Learners should also consider the relationships between different agencies and the extent of co-operation that exists.</p> <p><i>Synoptic links:</i> Learners 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. Learners can also draw on their learning of campaigns and changes in policy learned in Unit 1.</p> <p>1.3 Describe models of criminal justice</p>	<p>3.1 Explain the role of agencies in social control</p> <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 police CPS judiciary prisons probation charities pressure groups <p><i>Synoptic links:</i> Learners can apply their understanding from Unit 3 to this criterion.</p> <p>3.2 describe the contribution of agencies to achieving social control</p> <p>Contribution</p> <ul style="list-style-type: none"> tactics and measures used by agencies environmental <ul style="list-style-type: none"> design gated lanes behavioural <ul style="list-style-type: none"> ASBO token economy institutional <ul style="list-style-type: none"> disciplinary procedures rule making staged/phased gaps in state provision <p><i>Synoptic links:</i> Learners should apply their understanding of:</p> <ul style="list-style-type: none"> policy and campaigns from Unit 1 criminological theories from Unit 	Revision for unit 4 Exam Completion of the course.	

	<p>Processes</p> <ul style="list-style-type: none"> • pre-trial • bail • roles • plea bargaining • courts • appeals <p>2.3 Understand the rules in relation to the use of evidence in criminal cases</p> <p>Rules of evidence</p> <ul style="list-style-type: none"> • relevance and admissibility • disclosure of evidence • hearsay rule and exceptions • legislation and case law <p>2.4 Assess key influences affecting the outcome of criminal cases</p> <p>Influences</p> <ul style="list-style-type: none"> • evidence • media • witnesses • experts • politics • judiciary • barristers and legal teams <p>2.5 Discuss the use of lay people in criminal cases</p> <p>Laypeople</p> <ul style="list-style-type: none"> • juries • magistrates 	<p>assignment brief and other examples they have studied.</p> <p>Preparation for Unit 3 Coursework</p> <p>Coursework to be concluded at the end of November 2014</p>	<p>Models of criminal justice</p> <ul style="list-style-type: none"> • due process • crime control <p><i>Synoptic links:</i> Learners 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.</p> <p>2.1 Explain forms of social control</p> <p>Forms of social control</p> <ul style="list-style-type: none"> • internal forms <ul style="list-style-type: none"> o rational ideology o tradition o internalisation of social rules and morality • external forms <ul style="list-style-type: none"> o coercion o fear of punishment • control theory <ul style="list-style-type: none"> o reasons for abiding by the law <p><i>Synoptic links:</i> Learners 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.</p> <p>2.2 Discuss the aims of punishment</p> <p>Aims of punishment</p> <ul style="list-style-type: none"> • retribution • rehabilitation • deterrence <ul style="list-style-type: none"> o prevention of reoffending o deterrence of others from committing similar crimes • public protection • reparation <p><i>Synoptic links:</i> Learners should be able to consider these aims in the context of the criminological theories learned in Unit 1.</p> <p>2.3 Assess how forms of punishment meet the aims of punishment</p> <p>Forms of punishment</p> <ul style="list-style-type: none"> • imprisonment • community • financial • discharge <p><i>Synoptic links:</i> Learners should be able to draw on their learning developed in Units 1, 2 and 3 in order to make</p>	<p>2 • the processes used to bring an accused to justice in Unit 3 to the role of the different agencies.</p> <p>3.3 Examine the limitations of agencies in achieving social control</p> <p>Limitations</p> <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 <p><i>Synoptic links:</i> Learners should apply their understanding of criminological theories from Unit 2 in their examination of the limitations. Learners will also draw on their understanding of policy and campaigns for change in examination of the limitations of agencies.</p> <p>3.4 Evaluate the effectiveness of agencies in achieving social control</p> <p>Agencies</p> <ul style="list-style-type: none"> • government sponsored agencies <ul style="list-style-type: none"> o police o CPS o judiciary o prisons o probation • charities • pressure groups <p><i>Synoptic links:</i> Learners should apply the skill they developed in Unit 3 to evaluate information in terms of:</p> <ul style="list-style-type: none"> • bias • opinion • circumstances • currency • accuracy <p>The types of evidence, as set out in Unit 3, include:</p> <ul style="list-style-type: none"> • evidence • trial transcripts • media reports • judgements • Law Reports 		
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				<i>objective evidence based conclusions.</i>			
	Wider Curriculum						