



# Dallam School

## Curriculum Overview

**Faculty: Humanities**  
**Subject: Criminology**  
**Paper: WJEC Level 3 Diploma**

Unit 1	Unit 2	Unit 3	Unit 4
<b>Changing Awareness of Crime</b>	<b>Criminological Theories</b>	<b>Crime Scene to Courtroom</b>	<b>Crime and Punishment</b>
<b>Taught September – January in Year 12</b>	<b>Taught January – May in Year 12</b>	<b>Taught May in Year 12 – December in Year 13</b>	<b>Taught January – May in Year 13</b>
By the end of the unit pupils will know how to:			
<p>➤ <b>Analyse different types of crime</b></p> <p>Analyse the following types of crime, using a range of relevant examples:</p> <ul style="list-style-type: none"> <li>• White collar</li> <li>• Moral</li> <li>• State</li> <li>• Technological</li> <li>• Individual</li> </ul> <p>Use the following points to analyse each type of crime:</p> <ul style="list-style-type: none"> <li>• Types of victim</li> <li>• Types of offender</li> <li>• Level of public awareness</li> <li>• Criminal, deviant or both</li> </ul> <p>➤ <b>Explain the reasons that certain crimes are unreported</b></p> <p>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"> <li>• Personal – fear, shame, disinterest, not affected</li> <li>• Social and cultural – lack of knowledge, complexity, lack of media</li> </ul>	<p>➤ <b>Compare criminal behaviour and deviance</b></p> <p>Compare criminal behaviour and deviance:</p> <p>Criminal behaviour</p> <ul style="list-style-type: none"> <li>• social definition</li> <li>• legal definition</li> <li>• formal sanctions against criminals</li> <li>• variety of criminal acts</li> </ul> <p>Deviance</p> <ul style="list-style-type: none"> <li>• norms, moral codes and values</li> <li>• informal and formal sanctions against deviance</li> <li>• forms of deviance</li> </ul> <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>➤ <b>Explain the social construction of criminality</b></p> <p>Explain the social construction of criminality including the following:</p> <ul style="list-style-type: none"> <li>• how laws change from culture to culture</li> </ul>	<p>➤ <b>Evaluate the effectiveness of the roles of personnel involved in criminal investigations</b></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"> <li>• Police officers/ detectives</li> <li>• Crime scene investigators</li> <li>• Forensic specialists</li> <li>• Forensic scientists</li> <li>• Pathologists</li> <li>• The Crown Prosecution Service</li> <li>• Other investigative agencies</li> </ul> <p>Understand the roles and consider their effectiveness in relation to the following potential limitations:</p> <ul style="list-style-type: none"> <li>• Cost</li> <li>• Expertise</li> <li>• Availability</li> </ul> <p>➤ <b>Assess the usefulness of investigative techniques in criminal investigations</b></p>	<p>➤ <b>Describe processes used for law making</b></p> <p>Describe processes used for law making including:</p> <ul style="list-style-type: none"> <li>• government processes</li> <li>• judicial processes</li> </ul> <p>- Know the legislative process and the role of judges in making criminal law.</p> <p>➤ <b>Describe the organisations of the criminal justice system in England and Wales</b></p> <p>Describe the organisation of the criminal justice system in England and Wales including:</p> <ul style="list-style-type: none"> <li>• police</li> <li>• law creation</li> <li>• courts</li> <li>• formal punishment</li> <li>• relationships</li> </ul> <p>- 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.</p>

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<p>interest, lack of current public concern, culture-bound crime</p> <p>➤ <b>Explain the consequences of unreported crime</b></p> <p>Give clear and detailed explanation (including examples) of the following consequences of unreported crimes:</p> <ul style="list-style-type: none"> <li>• Ripple effect</li> <li>• Cultural consequences</li> <li>• Decriminalisation</li> <li>• Police prioritisation</li> <li>• Unrecorded crime</li> <li>• Cultural change</li> <li>• Legal change</li> <li>• Procedural change</li> </ul> <p>An understanding of the positive and negative effects of unreported crime on the individual and society</p> <p>➤ <b>Describe media representation of crime</b></p> <p>Give a detailed description of the media representation of crime, including relevant examples.</p> <p>Media:</p> <ul style="list-style-type: none"> <li>• Newspaper</li> <li>• Television</li> <li>• Film</li> <li>• Electronic gaming</li> <li>• Social media</li> <li>• Music</li> </ul> <p>Show knowledge of specific examples of how different forms of media are</p>	<ul style="list-style-type: none"> <li>• how laws change over time</li> <li>• how laws are applied differently according to circumstances in which actions occur</li> <li>• why laws are different according to place, time and culture</li> </ul> <p>➤ <b>Describe biological theories of criminality</b></p> <p>Describe biological theories including:</p> <ul style="list-style-type: none"> <li>• genetic theories such as; Jacobs XYY study, twin and adoption studies</li> <li>• physiological theories such as; Lombroso, Sheldon</li> </ul> <p>➤ <b>Describe individualistic theories of criminality</b></p> <p>Describe individualistic theories including:</p> <ul style="list-style-type: none"> <li>• learning theories e.g. Bandura</li> <li>• psychodynamic e.g. Freud</li> <li>• psychological theories e.g. Eysenck</li> </ul> <p>➤ <b>Describe sociological theories of criminality</b></p> <p>Describe sociological theories including:</p> <ul style="list-style-type: none"> <li>• social structure e.g. Marxism, functionalism</li> <li>• interactionism e.g. labelling</li> <li>• realism e.g. left and right realism</li> </ul> <p>➤ <b>Analyse situations of criminality</b></p>	<p>Assess the usefulness of the following investigative techniques in criminal investigations:</p> <ul style="list-style-type: none"> <li>• Forensic techniques</li> <li>• Surveillance techniques</li> <li>• Profiling techniques</li> <li>• Use of intelligence databases e.g. National DNA Database</li> <li>• Interviews: eye witnesses, other witnesses, e.g. experts</li> <li>• Observation</li> </ul> <p>Understand the range of techniques and assess their effectiveness in the following types of criminal investigations:</p> <ul style="list-style-type: none"> <li>• Situations: crime scene, laboratory, police station, 'street'</li> <li>• Types of crime: violent crime, e-crime, property crime.</li> </ul> <p>➤ <b>Explain how evidence is processed</b></p> <p>Explain how evidence in processed. Understand the following types of evidence:</p> <ul style="list-style-type: none"> <li>• Physical evidence</li> <li>• Testimonial evidence</li> </ul> <p>Understand how evidence is processed, including:</p> <ul style="list-style-type: none"> <li>• Collection</li> <li>• Transfer</li> <li>• Storage</li> <li>• Analysis</li> <li>• The personnel involved</li> </ul>	<p>➤ <b>Describe models of criminal justice</b></p> <p>Describe models of criminal justice including:</p> <ul style="list-style-type: none"> <li>• due process</li> <li>• crime control</li> </ul> <p>- Describe the theories of the two models of criminal justice.</p> <p>➤ <b>Explain forms of social control</b></p> <p>Explain forms of social control including:</p> <ul style="list-style-type: none"> <li>• internal forms <ul style="list-style-type: none"> <li>o rational ideology</li> <li>o tradition</li> <li>o internalisation of social rules and morality</li> </ul> </li> <li>• external forms <ul style="list-style-type: none"> <li>o coercion</li> <li>o fear of punishment</li> <li>o control theory</li> <li>o reasons for abiding by the law</li> </ul> </li> </ul> <p>- Understand different forms of social control with reference to theory.</p> <p>➤ <b>Discuss the aims of punishment</b></p> <p>Discuss the aims of punishment including:</p> <ul style="list-style-type: none"> <li>• retribution</li> <li>• rehabilitation</li> <li>• deterrence</li> <li>o prevention of reoffending</li> </ul>

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<p>used to portray fictional and factual representations of crime.</p> <p>➤ <b>Explain the impact of media representations on the public perception of crime</b></p> <p>Give a clear and detailed explanation of the impact of a range of media representations on the public perception of crime. Impact:</p> <ul style="list-style-type: none"> <li>• Moral panic</li> <li>• Changing public concerns and attitudes</li> <li>• Perceptions of crime trends</li> <li>• Stereotyping of criminals</li> <li>• Levels of response to crime and types of punishment</li> <li>• Changing priorities and emphasis</li> </ul> <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>➤ <b>Evaluate methods of collecting statistics about crime</b></p> <p>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"> <li>• Reliability</li> <li>• Validity</li> <li>• Ethics of research</li> </ul>	<p>Analyse situations relating to:</p> <ul style="list-style-type: none"> <li>• different types of crime</li> <li>• individual criminal behaviour</li> </ul> <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>➤ <b>Evaluate the effectiveness of criminological theories</b></p> <p>Evaluate the effectiveness of criminological theories to explain causes of criminality including:</p> <ul style="list-style-type: none"> <li>• individualistic</li> <li>• biological</li> <li>• sociological</li> </ul> <p>➤ <b>Assess the use of criminological theories in informing policy development</b></p> <p>Assess the use of criminological theories in informing policy development. Criminological theories</p> <ul style="list-style-type: none"> <li>• individualistic</li> <li>• biological</li> <li>• sociological</li> </ul>	<p>➤ <b>Examine the rights of individuals in criminal investigations</b></p> <p>Examine the rights of the following individuals in criminal investigations:</p> <ul style="list-style-type: none"> <li>• Suspects</li> <li>• Victims</li> <li>• Witnesses</li> </ul> <p>Consider the rights of all individuals from investigation through to appeal.</p> <p>➤ <b>Explain the requirements of the CPS for the prosecution of suspects</b></p> <p>Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects, including:</p> <ul style="list-style-type: none"> <li>• The charging role</li> <li>• The Prosecution of Offences Act 1985</li> <li>• The Full Code Test</li> </ul> <p>Understand the role of the CPS. Explain the evidential and public interest tests in the decision to prosecute.</p> <p>➤ <b>Describe trial processes</b></p> <p>Describe the following trial processes:</p> <ul style="list-style-type: none"> <li>• Pre-trial</li> <li>• Plea bargaining</li> </ul>	<ul style="list-style-type: none"> <li>o deterrence of others from committing similar crimes</li> <li>• public protection</li> <li>• reparation</li> </ul> <p>- Explain each of the aims of punishment.</p> <p>➤ <b>Assess how forms of punishment meet the aims of punishment</b></p> <p>Assess how the forms of punishment meet the aims of punishment including:</p> <ul style="list-style-type: none"> <li>• imprisonment</li> <li>• community</li> <li>• financial</li> <li>• discharge</li> </ul> <p>- Assess how different forms of punishment meet the aims of punishment.</p> <p>➤ <b>Explain the role of agencies in social control</b></p> <p>Explain the role of agencies in social control. Role:</p> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• funding</li> <li>• philosophy</li> </ul> <p>working practices</p> <ul style="list-style-type: none"> <li>o types of criminality</li> <li>o types of offenders</li> <li>o reach (local, national)</li> </ul> <p>Agencies:</p>

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<ul style="list-style-type: none"> <li>• Strengths and limitations</li> <li>• Purpose of research</li> </ul> <p>➤ <b>Compare campaigns for change</b></p> <p>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"> <li>• Change in policy</li> <li>• Change in law</li> <li>• Change in priorities of agencies</li> <li>• Change in funding</li> <li>• Change in awareness</li> <li>• Change in attitudes</li> </ul> <p>Be aware that campaigns for change may have different purposes. Compare examples of campaigns for change and examine their effectiveness in achieving their objectives.</p> <p>➤ <b>Evaluate the effectiveness of media used in campaigns for change</b></p> <p>Evaluate the effectiveness of the following media used in campaigns for change:</p> <ul style="list-style-type: none"> <li>• Blogs</li> <li>• Viral messaging</li> <li>• Social networking</li> <li>• Advertising</li> </ul>	<p>Policy development</p> <ul style="list-style-type: none"> <li>• informal policy making</li> <li>• formal policy making <ul style="list-style-type: none"> <li>o crime control policies</li> <li>o state punishment policies</li> </ul> </li> </ul> <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>➤ <b>Explain how social changes affect policy development</b></p> <p>Explain how social changes affect policy development including:</p> <ul style="list-style-type: none"> <li>• social values, norms and mores</li> <li>• public perception of crime</li> <li>• structure of society e.g. demographic changes</li> <li>• cultural changes</li> </ul> <p>➤ <b>Discuss how campaigns affect policy development</b></p> <p>Discuss how campaigns affect policy making including:</p> <ul style="list-style-type: none"> <li>• newspaper campaigns</li> <li>• individual campaigns</li> <li>• pressure group campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• Bail</li> <li>• Roles</li> <li>• Courts</li> <li>• Appeals</li> </ul> <p>Have knowledge of each of the stages of the trial process, including the roles of the personnel involved.</p> <p>➤ <b>Understand rules in relation to the use of evidence</b></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"> <li>• Relevance and admissibility</li> <li>• Disclosure of evidence</li> <li>• Hearsay rule and exceptions</li> <li>• Legislation and case law</li> </ul> <p>Understand how evidence is used in court.</p> <p>➤ <b>Assess key influences affecting the outcomes of criminal cases</b></p> <p>Assess the following key influences affecting the outcomes of criminal cases:</p> <ul style="list-style-type: none"> <li>• Evidence</li> <li>• Witnesses</li> <li>• Experts</li> <li>• Barristers and legal teams</li> <li>• Judiciary</li> <li>• Politics</li> <li>• The media</li> </ul>	<ul style="list-style-type: none"> <li>• government-sponsored agencies <ul style="list-style-type: none"> <li>o police</li> <li>o CPS</li> <li>o judiciary</li> <li>o prisons</li> <li>o probation</li> </ul> </li> <li>• charities</li> <li>• pressure groups</li> </ul> <p>- Identify agencies involved with social control and explain their role in achieving social control.</p> <p>➤ <b>Describe the contribution of agencies to achieving social control</b></p> <p>Describe the contribution of agencies to achieving social control including:</p> <ul style="list-style-type: none"> <li>• tactics and measures used by agencies <ul style="list-style-type: none"> <li>o environmental <ul style="list-style-type: none"> <li>□ design</li> <li>□ gated lanes</li> </ul> </li> <li>o behavioural <ul style="list-style-type: none"> <li>□ ASBO</li> <li>□ token economy</li> </ul> </li> <li>o institutional <ul style="list-style-type: none"> <li>o disciplinary procedures <ul style="list-style-type: none"> <li>□ rule making</li> <li>□ staged/phased</li> </ul> </li> </ul> </li> <li>• gaps in state provision</li> </ul> <p>- Understand the range of techniques used by the agencies and be able to examine their contribution.</p> </li></ul>

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<ul style="list-style-type: none"> <li>• Radio</li> <li>• Television</li> <li>• Film</li> <li>• Documentary</li> <li>• Word of mouth</li> <li>• Events</li> <li>• Print</li> </ul> <p>➤ <b>Plan a campaign for change relating to crime</b></p> <p>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"> <li>• Aims and objectives</li> <li>• Justification of choice of campaign</li> <li>• Target audience</li> <li>• Methods to be used</li> <li>• Materials to be used</li> <li>• Finances</li> <li>• Timescales</li> <li>• Resources needed</li> </ul> <p>➤ <b>Design materials for use in campaigning for change</b></p> <p>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>Understand the many factors that can influence the outcome of a trial and be able to assess their impact.</p> <p>➤ <b>Discuss the use of laypeople in criminal cases</b></p> <p>Discuss the use of the following laypeople in criminal cases:</p> <ul style="list-style-type: none"> <li>• Juries</li> <li>• Magistrates</li> </ul> <p>Be able to discuss the strengths and weaknesses of both juries and lay magistrates.</p> <p>➤ <b>Examine information for validity</b></p> <p>Examine the following information for validity:</p> <ul style="list-style-type: none"> <li>• Evidence</li> <li>• Trial transcripts</li> <li>• Media reports</li> <li>• Judgements</li> <li>• Law reports</li> </ul> <p>Examine the validity of the above information in terms of:</p> <ul style="list-style-type: none"> <li>• Bias</li> <li>• Opinion</li> <li>• Circumstances</li> <li>• Currency</li> <li>• Accuracy</li> </ul> <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>	<p>➤ <b>Examine the limitations of agencies in achieving social control</b></p> <p>Examine the limitations of agencies in achieving social control including:</p> <ul style="list-style-type: none"> <li>• repeat offenders/recidivism</li> <li>• civil liberties and legal barriers</li> <li>• access to resources and support</li> <li>• finance</li> <li>• local and national policies</li> <li>• environment</li> <li>• crime committed by those with moral imperatives</li> </ul> <p>- Understand the limitations of social control agencies and able to examine the implications of these limitations.</p> <p>➤ <b>Evaluate the effectiveness of agencies in achieving social control</b></p> <p>Evaluate the effectiveness of agencies in achieving social control including:</p> <ul style="list-style-type: none"> <li>• government sponsored agencies <ul style="list-style-type: none"> <li>o police</li> <li>o CPS</li> <li>o judiciary</li> <li>o prisons</li> <li>o probation</li> </ul> </li> <li>• charities</li> </ul>

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<p>Design should include:</p> <ul style="list-style-type: none"> <li>Structuring your information</li> <li>Using images and other ways of capturing attention</li> <li>Using persuasive language</li> <li>Promoting action</li> <li>Considering target audience</li> <li>Aligning materials with campaign</li> </ul> <p>Materials such as:</p> <ul style="list-style-type: none"> <li>Leaflets</li> <li>Advertisements</li> <li>Posters</li> <li>Blogs</li> <li>Social network pages</li> </ul> <p>➤ <b>Justify a campaign for change</b></p> <p>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"> <li>Presenting their case for action</li> <li>Using evidence to support their case</li> <li>Their use of persuasive language</li> </ul> <p>Justify their approach and the need for a campaign for change.</p>		<p>➤ <b>Draw conclusions from information</b></p> <p>Draw objective conclusions from information on criminal cases in relation to the following:</p> <ul style="list-style-type: none"> <li>Just verdicts</li> <li>Miscarriage</li> <li>Safe verdict</li> <li>Just sentencing</li> </ul> <p>Show the skills needed to analyse the information in order to draw conclusions based on reasoned evidence.</p>	<ul style="list-style-type: none"> <li>pressure groups</li> </ul> <p>- Draw together their learning to evaluate the success or failure of agencies in achieving social control.</p>
<b>Assessment: 25%</b>	<b>Assessment: 25%</b>	<b>Assessment: 25%</b>	<b>Assessment: 25%</b>
<b>January in year 12 (internal)</b>	<b>May in year 12 (External)</b>	<b>December in year 13 (internal)</b>	<b>June in year 13 (External)</b>
<b>They will understand and use the following key concepts and vocab:</b>			
<ul style="list-style-type: none"> <li>Amnesty</li> <li>Analyse</li> <li>Atrocity</li> </ul>	<ul style="list-style-type: none"> <li>Acquittal</li> <li>Actus reus</li> <li>Analyse</li> </ul>	<ul style="list-style-type: none"> <li>Antecedents</li> <li>Assess</li> <li>Barnum effect</li> </ul>	<ul style="list-style-type: none"> <li>Assess</li> <li>Capital punishment</li> <li>Cellular confinement</li> </ul>

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Changing Awareness of Crime	Criminological Theories	Crime Scene to Courtroom	Crime and Punishment
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<ul style="list-style-type: none"> <li>○ Bill</li> <li>○ Civil Liberties</li> <li>○ Constitutional Law</li> <li>○ Compare</li> <li>○ Criminal</li> <li>○ Criminal Prosecution Service</li> <li>○ Dark Figure of Crime</li> <li>○ Decriminalisation</li> <li>○ Describe</li> <li>○ Design</li> <li>○ Deviance</li> <li>○ Explain</li> <li>○ Evaluate</li> <li>○ Genocide</li> <li>○ Islamophobia</li> <li>○ Justify</li> <li>○ Moral Panic</li> <li>○ Perpetrator</li> <li>○ Petition</li> <li>○ Phishing</li> <li>○ Plan</li> <li>○ Scaremonger</li> <li>○ Vigilante</li> </ul>	<ul style="list-style-type: none"> <li>○ Anomie</li> <li>○ Assess</li> <li>○ Atavistic</li> <li>○ Automatism</li> <li>○ Biological</li> <li>○ Bourgeoisie</li> <li>○ Capitalism</li> <li>○ Compare</li> <li>○ Concordance</li> <li>○ Consent</li> <li>○ Consumerism</li> <li>○ Control Group</li> <li>○ Culture</li> <li>○ Describe</li> <li>○ Deviance</li> <li>○ Deviancy amplification</li> <li>○ Differential associations</li> <li>○ Diminished responsibility</li> <li>○ Discuss</li> <li>○ Dizygotic</li> <li>○ Ecological Validity</li> <li>○ Evaluate</li> <li>○ Explain</li> <li>○ Extraversion</li> <li>○ Individualistic</li> <li>○ Introversion</li> <li>○ Manslaughter</li> <li>○ Marxism</li> <li>○ Mens rea</li> <li>○ Miscarriage of Justice</li> <li>○ Monozygotic</li> <li>○ Neuroticism</li> <li>○ Observational learning</li> <li>○ Physiology</li> <li>○ Proletariat</li> <li>○ Psychoticism</li> <li>○ Recidivism</li> </ul>	<ul style="list-style-type: none"> <li>○ Burden of proof</li> <li>○ Covert surveillance</li> <li>○ Describe</li> <li>○ Discuss</li> <li>○ Entomology</li> <li>○ Evaluate</li> <li>○ Examination-in-chief</li> <li>○ Examine</li> <li>○ Explain</li> <li>○ Forensic odontologist</li> <li>○ Geographical profiling</li> <li>○ Indictable offence</li> <li>○ Investigative psychology</li> <li>○ Jury equity</li> <li>○ Latent</li> <li>○ Lenient</li> <li>○ Locard's Exchange Principle</li> <li>○ Nobbled</li> <li>○ Patent</li> <li>○ Probative value</li> <li>○ Surveillance</li> <li>○ Typological profiling</li> </ul>	<ul style="list-style-type: none"> <li>○ Coercion</li> <li>○ Community sentence</li> <li>○ Control</li> <li>○ Denunciation</li> <li>○ Describe</li> <li>○ Deterrence</li> <li>○ Discuss</li> <li>○ Effectiveness</li> <li>○ Evaluate</li> <li>○ Examine</li> <li>○ Explain</li> <li>○ Imprisonment</li> <li>○ Incapacitation</li> <li>○ Judicial</li> <li>○ Limitations</li> <li>○ Model</li> <li>○ Parliament</li> <li>○ Precedent</li> <li>○ Privatisation</li> <li>○ Probation order</li> <li>○ Recidivism</li> <li>○ Reformation</li> <li>○ Rehabilitation</li> <li>○ Reparation</li> <li>○ Retribution</li> <li>○ Security of Tenure</li> <li>○ Social</li> <li>○ Token Economy</li> </ul>

Unit 1	Unit 2	Unit 3	Unit 4
Changing Awareness of Crime	Criminological Theories	Crime Scene to Courtroom	Crime and Punishment
Taught September – January in Year 12	Taught January – May in Year 12	Taught May in Year 12 – December in Year 13	Taught January – May in Year 13
	<ul style="list-style-type: none"> <li>○ Social Construction</li> <li>○ Somatotype</li> <li>○ Statute</li> <li>○ Stereotyping</li> </ul>		
<i>They will develop these skills:</i>			
<p>Develop an understanding of the complexity of behaviours and the social implications of criminality</p> <p>Recognise misleading and inaccurate data and representations of crime</p> <p>Understand changing perceptions of criminality</p> <p>Assess a variety of methods used by agencies to raise awareness of crimes</p> <p>Plan a campaign in relation to crime to promote awareness</p> <p>Students will also develop ICT skills and use statistics to evaluate and assess information.</p> <p><b>Students will develop the skills to use the following command words:</b></p> <ul style="list-style-type: none"> <li>○ Analyse</li> <li>○ Compare</li> <li>○ Describe</li> <li>○ Design</li> <li>○ Evaluate</li> <li>○ Explain</li> <li>○ Justify</li> <li>○ Plan</li> </ul>	<p>Understand how to support, challenge and evaluate expert opinions</p> <p>Evaluate criminological theories and understanding debates surrounding these theories</p> <p>Understand policy developments and how they are influenced</p> <p>Apply theories to specific crimes in order to analyse and assess behaviour</p> <p>Students will also develop ICT skills and use statistics to evaluate and assess information.</p> <p><b>Students will develop the skills to use the following command words:</b></p> <ul style="list-style-type: none"> <li>○ Analyse</li> <li>○ Assess</li> <li>○ Compare</li> <li>○ Describe</li> <li>○ Discuss</li> <li>○ Evaluate</li> <li>○ Explain</li> </ul>	<p>Understand how to review trial processes and assess the criminal justice system</p> <p>Assess the use of lay people and evaluate trial processes</p> <p>Review criminal cases and be able to evaluate evidence</p> <p>Students will also develop ICT skills and use statistics to evaluate and assess information.</p> <p><b>Students will develop the skills to use the following command words:</b></p> <ul style="list-style-type: none"> <li>○ Assess</li> <li>○ Describe</li> <li>○ Discuss</li> <li>○ Conclude</li> <li>○ Evaluate</li> <li>○ Examine</li> <li>○ Explain</li> </ul>	<p>Understand the operation of the Criminal Justice System and how social control can be achieved</p> <p>Evaluate personnel and organisations of the criminal justice system</p> <p>Review and evaluate the process of social control in delivering policy in various contexts</p> <p>Students will also develop ICT skills and use statistics to evaluate and assess information.</p> <p><b>Students will develop the skills to use the following command words:</b></p> <ul style="list-style-type: none"> <li>○ Assess</li> <li>○ Describe</li> <li>○ Discuss</li> <li>○ Evaluate</li> <li>○ Examine</li> <li>○ Explain</li> </ul>