

## Criminology Unit Overview Year 12

<b>Autumn Term 1</b>				
	<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>What knowledge, skills and understanding will we gain?</b>	<b>Synoptic Links</b>
<b>Unit 1: Changing Awareness of Crime</b>	<b>LO1-</b> Understand how crime reporting	AC 1.1- Analyse different types of crime.	<p>After studying this topic, students will be able to:</p> <p>Analyse the following types of crime:</p> <ul style="list-style-type: none"> <li>• White collar</li> <li>• State</li> <li>• Moral</li> <li>• Technological</li> <li>• Individual (hate crime and domestic violence).</li> </ul> <p>Students will be able to discuss the types of victims, offender and level of public awareness surrounding each of these types of crime.</p> <p>In addition, students will be able to understand the difference between criminal and deviant behaviour and identify examples of each.</p>	
		AC 1.2- Explain the reasons why certain crimes go unreported.	<p>After studying this topic, students will be able to:</p> <p>Give clear and detailed explanation of the reasons why a range of crimes are unreported, using relevant examples.</p> <p>Explain why the following reasons may cause a victim or witness to not report criminal activity:</p> <ul style="list-style-type: none"> <li>• Personal reasons- fear, shame, disinterest.</li> <li>• Social and cultural reasons- lack of knowledge, complexity, lack of media interest or public concern and culture-bound crime.</li> </ul>	
		AC 1.3-Explain the consequences of unreported crime.	<p>After studying this topic, students will be able to give clear and detailed explanations of the consequences of unreported crime including:</p> <ul style="list-style-type: none"> <li>• Ripple effect</li> <li>• Cultural consequences</li> <li>• Decriminalisation</li> <li>• Police prioritisation</li> </ul>	

		<ul style="list-style-type: none"> <li>• Unrecorded crime</li> <li>• Cultural change</li> <li>• Legal change</li> <li>• Procedural change</li> </ul>	
	AC 1.4 Describe the media representation of crime.	<p>After studying this topic, students will be able to give a detailed description of a number of media outlets and the way in which they represent crime differently. This will include:</p> <ul style="list-style-type: none"> <li>• Newspaper</li> <li>• Film</li> <li>• Television</li> <li>• Electronic gaming</li> <li>• Social media</li> <li>• Music.</li> </ul>	
	AC 1.5- Explain the impact of media representations on the public perception of crime.	<p>After studying this topic, students will be able to apply their understanding of the media representations of crime and explain how this impacts public perception. These impacts include:</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>Students will be able to support this with case study examples such as the 9/11 terror attacks, London riots and murder of Stephen Lawrence.</p>	
	AC 1.6- Evaluate methods of collecting statistics about crime	<p>After studying this topic, students will be able to evaluate UK methods of collecting statistics on crime including Home Office statistics as well as the Crime Survey for England and Wales.</p> <p>Students will evaluate and compare these methods using the following criteria:</p> <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Validity</li> <li>• Ethics of research</li> <li>• Strengths and limitations</li> <li>• Purpose of research.</li> </ul>	

## Autumn Term 2

<b>Unit 1: Changing Awareness of Crime</b>	<b>LO2-</b> Understand how campaigns are used to elicit change.	AC 2.1- Compare campaigns for change	<p>After studying this topic, students will be able to make detailed comparisons of a range of relevant campaigns for change, making explicit links to campaign case studies and students own planned campaign.</p> <p>Students should use specific and appropriate sources to support their comparisons and conclusions using the following criteria:</p> <ul style="list-style-type: none"> <li>• Aims</li> <li>• Objectives</li> <li>• Driving factors behind the campaign</li> <li>• Successes</li> <li>• Use of the media.</li> </ul>	
		AC 2.2- Evaluate the effectiveness of media used in campaigns for change	<p>After studying this topic, students will be able to evaluate the effectiveness of a range of media used in campaigns for change, linking back to LO1.</p> <p>These methods should include:</p> <ul style="list-style-type: none"> <li>• Blogs</li> <li>• Viral messaging</li> <li>• Social networking</li> <li>• Advertising</li> <li>• Radio</li> <li>• Television</li> <li>• Film</li> <li>• Documentary</li> <li>• Word of mouth</li> <li>• Events</li> <li>• Print.</li> </ul>	
	<b>LO3-</b> Planning campaigns for change relating to crime.	AC 3.1- Plan a campaign for change relating to crime.	<p>After studying this topic, students will be able to produce a detailed and comprehensive plan for their campaign including clearly described actions in a sequence.</p> <p>Students' plans will include:</p> <ul style="list-style-type: none"> <li>• Aims and objectives.</li> <li>• Justification for choice of campaign</li> </ul>	

			<ul style="list-style-type: none"> <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>	
		AC 3.2- Design materials for use in campaigns for change.	<p>After studying this topic, students will be able to produce materials for their campaign for change in order to change awareness or behaviours.</p> <p>Materials should be visually stimulating, technically accurate and take into account the aims set out in 3.1. They could include:</p> <ul style="list-style-type: none"> <li>• Leaflets</li> <li>• Advertisements</li> <li>• Merchandise</li> <li>• Blogs</li> <li>• Posters</li> <li>• Social networking pages.</li> </ul>	
		AC 3.3- Justify a campaign for change.	<p>After studying this topic, students will be able to give clear and detailed justifications for their designs, including conclusions supported by relevant judgements such as:</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>	
<b>Spring Term 1</b>				
January- <b>Unit 1 Controlled Assessment- 25% of overall grade</b>				
<b>Unit 2: Criminological Theories</b>	<b>LO1-</b> Understand the social construction of criminality	AC 1.1- Compare criminal behaviour and deviance.	<p>After studying this topic students will be able to compare definitions of 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>Deviant behaviour:</p>	Understand the impact of reporting on public perceptions of crime and deviance (U1 AC 1.5).

		<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>Students will be able to understand how behaviours can be criminal, deviant or both as well as the implications of these.</p>		
	AC 1.2- Explain the social construction of criminality.	<p>After studying this topic, students will be able to explain the social construction of crime including the following differences in law:</p> <ul style="list-style-type: none"> <li>• How laws change from culture to culture</li> <li>• How laws change over time</li> <li>• How laws are applied differently according to circumstance</li> <li>• Why laws are different according to place, time and culture.</li> </ul>	Understand how the media and campaigns for change contribute to social constructions of criminality and unreported crime (U1 AC 1.5/ 3.1).	
	<b>LO2-</b> Describe theories of criminality	AC 2.1- Describe biological theories of criminality	<p>After studying this topic, students will be able to explain criminality using biological factors including:</p> <ul style="list-style-type: none"> <li>• XYY Theory- Genetic.</li> <li>• Lombroso's atavistic theory</li> <li>• Sheldon's theory of somatotypes.</li> </ul>	
		AC 2.2- Describe individualistic theories of criminality	<p>After studying this topic, students will be able to explain criminality using psychological theories including:</p> <ul style="list-style-type: none"> <li>• Social Learning Theory</li> <li>• Eysenck's theory of personality</li> <li>• Cognitive Distortions.</li> </ul>	
		AC 2.3- Describe sociological theories of criminality	<p>After studying this topic, students will be able to explain criminality using sociological theories including:</p> <ul style="list-style-type: none"> <li>• Structural theories such as Functionalism, Strain Theory and Marxism.</li> <li>• Interactionist theories such as Labelling.</li> <li>• Left and Right Realism.</li> </ul>	

**Spring Term 2**

<b>Unit 2: Criminological Theories</b>	<b>LO3-</b> Analyse situations of criminality	AC 3.1- Analyse situations of criminality	After studying this topic, students will be able to analyse situations relating to: <ul style="list-style-type: none"> <li>• Different types of crime</li> <li>• Individual criminal behaviour.</li> </ul> Additionally, students will be able to apply this to a range of crimes against person and property using theories covered in LO2.	
		AC 3.2- Evaluate the effectiveness of criminological theories to explain causes of criminality	After studying this topic, students will be able to critically evaluate individualistic, biological, and sociological theories of criminality covered in LO2.	
	<b>LO4-</b> Understand causes of policy change	AC 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 individual, biological and sociological theories in informing policy development.  These policies could include: <ul style="list-style-type: none"> <li>• Informal policy making</li> <li>• Formal policy making such as crime control and punishment.</li> </ul> Students will be able to apply this knowledge to evaluate their use in policy making such as penal populism, CCTV, restorative justice and a multi-agency approach.	
		AC 4.2- Explain how social change affects policy development	After studying this topic, students will be able to explain various social changes and how these can impact policy changes such as: <ul style="list-style-type: none"> <li>• Social values, norms</li> <li>• Public perception of crime</li> <li>• Structure of society</li> <li>• Cultural changes.</li> </ul>	
		AC 4.3- Discuss how campaigns affect policy making	After studying this topic, students will be able to discuss how campaigns for change can affect policy making including: <ul style="list-style-type: none"> <li>• Newspaper campaigns</li> <li>• Individual campaigns</li> <li>• Pressure group campaigns.</li> </ul>	Students should use their knowledge and understanding from unit 1 AC 2.1/2.2.

**Summer Term 1**

<b>Unit 2: Criminological Theories</b>	<b>Revision</b>	Revision	Preparation for Unit 2 exam.	
May- <b>Unit 2 Exam- 25% of overall grade</b>				
<b>Unit 3: Crime Scene to Courtroom</b>	<b>LO2-</b> Understand the process for the prosecution of suspects	AC 2.1- Explain the requirements of the Crown Prosecution Service for the prosecution of suspects.	After studying this topic, students will be able to explain the requirements of the CPS for prosecuting suspects including: <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> In addition, students will be able to explain the role of public interest in the duty of the CPS in prosecuting suspects.	
		AC 2.2- Describe the trial process	After studying this topic, students will be able to describe the following trial processes: <ul style="list-style-type: none"> <li>• Pre-trial</li> <li>• Plea bargaining</li> <li>• Bail</li> <li>• Roles of personnel</li> <li>• The British court structure.</li> <li>• Process of appeals.</li> </ul>	
<b>Summer Term 2</b>				
<b>Unit 3: Crime Scene to Courtroom</b>	<b>LO2-</b> Understand the process for the prosecution of suspects	AC 2.3- Understand the rules in relation to the use of evidence in criminal cases	After studying this topic, students will be able to show detailed understanding of the rules in the use of evidence in criminal trials. <p>This includes rules of:</p> <ul style="list-style-type: none"> <li>• Relevance and admissibility</li> <li>• Disclosure</li> <li>• Hearsay rule and exceptions</li> <li>• Legislation and case law.</li> </ul> In addition, students should apply case studies to these rules, highlighting their practical use in criminal court.	
		AC 2.4- Assess key influences affecting	After studying this topic, students will be able to assess the key influences affecting the outcomes of criminal cases including: <ul style="list-style-type: none"> <li>• Evidence</li> </ul>	

	the outcomes of criminal cases	<ul style="list-style-type: none"> <li>• Witnesses</li> <li>• Experts</li> <li>• Barristers and legal teams</li> <li>• Judiciary</li> <li>• Politics</li> <li>• The media</li> </ul> <p>Students should be able to use case study evidence to demonstrate the impact these factors can have on the outcome of criminal trials.</p>	
	AC 2.5- Discuss the use of laypeople in criminal cases	<p>After studying this topic, students will be able to 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>Students should also be able to discuss the strengths and weaknesses of both groups of laypeople.</p>	
<b>End of Term</b>			