

Subject:	Criminology		Year Group:	12 and 13
	Unit 1	Unit 2	Unit 3	UNIT 4
Scheme title	Change Awareness of Crime	Criminological Theories	Crime Scene to Courtroom	Crime and Punishment
Purpose of scheme	Unit 1 enables learners to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.	Unit 2 enables learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1.	Unit 3 provides learners with an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.	Unit 4 enables learners to apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.
Knowledge in science	In Changing Awareness of Crime, learners develop an understanding of: • Different types of crime • Influences on perceptions of crime • Why some crimes are unreported. • The complexity of behaviours associated with crime and criminality • The social implications of crimes and criminality.	In Criminological Theories, learners develop an understanding of (Synoptic links with Unit 1) • How change in criminological theory have influenced policy • Criminal behaviour • Biological, psychological, and sociological explanations of criminal behaviour. • The complexity of behaviours associated with crime and criminality • The social implications of crimes and criminality.	In Crime Scene to Courtroom, learners develop an understanding of: • Roles of personnel involved in crime detection and investigation and their strengths and limitations • Investigative methods used in different crimes and their strengths and limitations • What happens to suspects once arrested and/or charged • What safeguards are in place to ensure fair trials • The roles of personnel within the trial process and their strengths and limitations • How magistrates and Crown courts operate • The roles of laypeople within these courts and their strengths and limitations • How judgements can be influenced by a variety of factors • How to review information and use this to reach conclusions about the validity of these judgements.	In Crime and Punishment, learners develop an understanding of (Synoptic links with Units 1, 2, and 3) • The legislative process and the role of judges in making criminal law • The organisation and role of the agencies involved in criminal justice • The relationships between different agencies and the extent of co-operation that exists • The theories of the two models of criminal justice. • The different forms of social control with reference to Theory. • The aims of punishment and how different forms of punishment meet the aims of punishment. • Agencies involved with, and their role in achieving, social control. • The range of techniques used by, and the contribution of, the agencies of social control. • The limitations of social control agencies and implications of these limitations.
Skills	Building upon the scheme specific knowledge gained in this unit, students will also utilise/start to develop the following skills: • Explanation, analysis and evaluation of ideas, concepts, and consequences • PEEL chain structure to paragraphs in their essays. • Application of evidence-based research. • Problem-solving • Project-based research, development and presentation	Building upon the scheme specific knowledge gained in this unit, students will also utilise/start to develop the following skills: • Explanation, analysis and evaluation of ideas, concepts, and debates within criminology • PEEL chain structure to paragraphs in their essays. • Application of criminological theories to specific crimes or criminals. • Problem-solving • Project-based research, development and presentation	Building upon the scheme specific knowledge gained in this unit, students will also utilise/start to develop the following skills: • Explanation, analysis and evaluation of ideas, concepts, and consequences • PEEL chain structure to paragraphs in their essays. • Application of evidence-based research. • Problem-solving • Project-based research, development and presentation	Building upon the scheme specific knowledge gained in this unit, students will also utilise/start to develop the following skills: • Explanation, analysis and evaluation of ideas, concepts, and debates within criminology • PEEL chain structure to paragraphs in their essays. • Application of criminological theories to specific crimes or criminals. • Problem-solving • Project-based research, development and presentation
Key Words	Amnesty Analyse Atrocity Broadsheet Civil liberties CPS Criminal CSW Culture Dark Cyber-bullying Figure Decriminalisation Describe Deviance ECR Ethics Evaluate Explain Folk devil Genocide Hate crime Historic offences Islamophobia Legalised Moral panic Perpetrator Pushing Prioritisation Reliability Representativeness/Ripple Effect Scavenger Self-fulfilling prophecy Statistics Stereotype Stigma Subculture Tabloid Validity	Azavim Endomorph Ectomorph Mesomorph Physiological theories Biological theories Monogenic Digenetic Environmental explanation Chromosome Super male Id Ego Superego Weak superego Hard superego Deviant superego Primary carer Attachment Affectlessness/psychopathy/Socialisation Imitation Learned attitudes Behaviourism Positive reinforcement Negative reinforcement Punishment Determination Models Validity Cognition CBT PCTS Representative Attribution rate Function Structural theory Socialisation Social solidarity/integration Anomie Strain Utilitarian crime Subculture Status hierarchy Inverted values Non-utilitarian crime Legitimate opportunity structure Illegitimate opportunity structure Capitalism Bourgeoisie Proletariat Institution Consumerism Corporate crime Ideology Criminogenic White Collar Crime Selective enforcement Right wing Conservative Capable guardian Left wing Socialist Relative deprivation Marginalisation RCT BAT Surveillance Panopticon CTV Synopticon Disciplinary Power Self-surveillance Norms Values Moral codes Positive sanction	Azavim Endomorph Ectomorph Mesomorph Physiological theories Biological theories Genetic explanation Monogenic Digenetic Environmental explanation Chromosome Super male Id Ego Superego Weak superego Hard superego Deviant superego Primary carer Attachment Affectlessness/psychopathy/Socialisation Imitation Learned attitudes Behaviourism Positive reinforcement Negative reinforcement Punishment Determination Models Validity Cognition CBT PCTS Representative Attribution rate Function Structural theory Socialisation Social solidarity/integration Anomie Strain Utilitarian crime Subculture Status hierarchy Inverted values Non-utilitarian crime Legitimate opportunity structure Illegitimate opportunity structure Capitalism Bourgeoisie Proletariat Institution Consumerism Corporate crime Ideology Criminogenic White Collar Crime Selective enforcement Right wing Conservative Capable guardian Left wing Socialist Relative deprivation Marginalisation RCT BAT Surveillance Panopticon CTV Synopticon Disciplinary Power Self-surveillance Norms Values Moral codes Positive sanction Social control Actus reus Mens Rea Fines Conditional discharge Absolute discharge VSCOP Polygyny Polyandry Bisexy Lesbian Decriminalisation Legislation Gateway drug Social construction Capital punishment Corporal punishment Moral panic Typifications ACR Homicide Manslaughter Differential enforcement	Curfew Tagging Reparation Restorative justice Life sentence Mandatory life sentence Indeterminate sentence Determinate sentence Suspended sentence Community sentencing Fines Conditional discharge Absolute/unconditional discharge Evidential test Public interest test Judicial oath Scrutiny of tenure Closed prisons Open prisons Incentives and earned privileges ASBOs CDOs Criminal injunction Disciplinary procedures role making staged/phased Reckdwin Freedom of speech Civil liberties Moral panics Moral imperatives Cat and Mouse Act Token economies Defensible spaces Indefensible spaces Territoriality Neighbour surveillance Safe image Safe location OPTD Gated lanes Situational crime prevention Routine activity theory Panopticon Surveillance theory CCTV Gaps in state provision Positive sanction Negative sanction Community orders Pre-sentence reports Working practices Local reach National reach
End Point	Successful completion of Unit 1 controlled assessment	Successful completion of unit 2 external examination: Applied Level 3 Certificate	Successful completion of Unit 3 controlled assessment	Successful completion of Unit 4 external exam: Applied 13 Diploma
Assessment method	Progress Points: • Knowledge check assessments at the end of every AC • EA practice at the end of every AC, using example brief. • Block CA using example brief at the end of each ID • Final assessment will be the CA using brief 1 – students will have the opportunity for one re-attempt using brief 2	Progress Points: • Knowledge check assessments at the end of every AC • Exam Style assessments at the end of every ID • Block exam using past paper before Easter • External examination in May of Year 12	Progress Points: • Knowledge check assessments at the end of every AC • EA practice at the end of every AC, using example brief. • Block CA using example brief at the end of each ID • Final assessment will be the CA using brief 1 – students will have the opportunity for one re-attempt using brief 2 and brief 3	Progress Points: • Knowledge check assessments at the end of every AC • Exam Style assessments at the end of every ID • Block exam using past paper before Easter • External examination in May of Year 13