

## WJEC Criminology curriculum map

### WJEC Level 3 Criminology curriculum intent

Our passion is for all students to be self-motivated and resilient learners. We are committed to provide creative and stimulating lessons, which engage students with real-world issues, research evidence and contemporary examples which expand their understanding of crime. Students will leave the Criminology course with an extensive understanding of the criminal justice system, a variety of different crimes and their consequences and a greater understanding of the nature of crime within society. Our Criminology course has strong real-life application and researching relevant case studies are a central theme of the course. Both of the controlled assessments foster the development of soft and hard transferrable skills such as analysis and evaluation that will be invaluable at undergraduate level and in future careers alike. Students are provided opportunities to develop their understanding of crime so that they can see the relevance of the topics studied and how these relate to possible career paths. Finally, we aim to develop student empathy and raise awareness of issues facing people within society so that they can become active and reflective citizens in a changing world.

Topic	Year 12	Year 13
<b>Knowledge taught</b>	<p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>- Changing awareness of crime (controlled assessment)</li> </ul> <p><i>The purpose of this unit is for learners to plan campaigns for change relating to crime. Learners investigate how Criminologists define criminal behaviour before analysing different types of crimes, the reason certain crimes are under-reported and the consequences this has. Learners also study how crime is represented in the media and the impact this has on public perception of crime.</i></p> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>- Criminological theories (external assessment)</li> </ul> <p><i>The purpose of this unit is for learners to apply their understanding of the public perceptions of crime and campaigns for change studied in Unit 1 with criminological theories to examine how both are used to set policy. This unit allows learners to explore biological, psychological and sociological theories of criminal behaviour.</i></p>	<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>- Crime scene to courtroom (controlled assessment)</li> </ul> <p><i>The purpose of this unit is to understand the process of criminal investigations from crime scene to the courtroom. Learners investigate the roles of personnel, different investigative techniques, how evidence is processed and the rights of individuals in criminal investigations. We explain the requirements of the CPS for prosecuting suspects, the process of Trials and the rules in relation to the use of evidence in criminal cases.</i></p> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>• Crime and punishment (external assessment)</li> </ul> <p><i>The purpose of this unit is to understand and explain the organisation of the criminal justice system in England and Wales and the process used for law making. We investigate different models of criminal justice, social control and punishment and evaluate their effectiveness.</i></p>
<b>Key skills covered</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge &amp; understanding of , criminological theories, concepts and key studies</li> <li>• Be able to analyse and evaluate theories of crime in terms of research methodology, ethical issues and issues &amp; debates within psychology</li> <li>• Apply knowledge and understanding of theories &amp; concepts in a range of contexts and case studies</li> <li>• Learn to support, challenge and evaluate expert opinion and be able to support ideas with reliable and factual evidence.</li> <li>• Develop effective writing techniques for exam questions</li> <li>• Demonstrate knowledge and understanding of practical research skills and applying ideas to a brief</li> <li>• Develop practical skills through researching and planning a campaign for changing awareness of crime (controlled assessment)</li> <li>• Be able to assess the use of lay people in determining the fate of a suspect and evaluate the criminal trial process from crime scene to courtroom.</li> <li>• Gained the skills to review criminal cases, evaluating the evidence in the cases to determine whether the verdict is safe and just.</li> <li>• Develop and use effective revision strategies</li> </ul>	

<p><b>How do we build on previous learning?</b></p>	<ul style="list-style-type: none"> <li>• Assessment criteria are taught in an order allowing learners to make links to previous knowledge as they develop their understanding and practical skills</li> <li>• Use of scenarios and tasks provide learners with opportunities to apply their knowledge</li> <li>• Learners should be able to make links between units to develop their knowledge and understanding.</li> <li>• Learners can apply knowledge from controlled assessment units (Unit 1 and 3) to future units 2 and 4 when they are being studied.</li> </ul>	
<p><b>Links to the wider world?</b></p>	<ul style="list-style-type: none"> <li>• Application of types of crime, theories and explanations to contemporary examples and case studies</li> <li>• Implications of crimes for wider society</li> <li>• Opportunities to engage with local agencies to make learning relevant to the real world and careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Career links made throughout topics taught</li> <li>• Possibilities of visiting speakers relating to the police, prison service and criminal justice system</li> <li>• Opportunity to visit local court and police</li> <li>• Opportunities to engage with local agencies to make learning relevant to the real world and careers.</li> </ul>
<p><b>Key vocabulary covered</b></p>	<p>Examples include..</p> <p><i>offender, perpetrator, victims, dark figure of crime, decriminalisation, stigma, media, moral panic, campaigns, petition, referendum, funding, justify, Actus reus, mens rea, statute, acquittal, manslaughter, murder, diminished responsibility, somatotype, genetic, abnormality, neurochemical, psychodynamic, Marxist, Capitalism, Functionalism, stereotyping, schizophrenic, punitive, custodial, pilot scheme</i></p>	<p>Examples include..</p> <p><i>testimony, experts, forensics, pathologist, summary offences, indictable offences, triable either way, magistrates, crown courts, supreme court, bail, plea bargaining, burden of proof, jury, verdict, miscarriage of justice. Parliament, legislation, government, monarch, judicial, imprisonment, coercion, retribution, rehabilitation, reformative, community sentence, probation order, reparation, denunciation, parole board, sentencing, capital punishment, probation</i></p>
<p><b>Assessment</b></p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Multiple-choice quizzes and knowledge-check questions at the start/end of lessons</li> <li>• Application questions within lessons</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Students complete a mock controlled assessment for Unit 1</li> <li>• Students complete a controlled assessment in January for Unit 1 (8 hours)</li> <li>• Students complete a formal assessment prior to reports to help inform attainment grade</li> <li>• Unit 2 mock exams completed prior to summer exams in Year 12</li> <li>• Unit 2 external exam completed at the end of Year 12</li> </ul>	
<p><b>Feedback</b></p>	<ul style="list-style-type: none"> <li>• Feedback for end of topic assessments is given in the form of 'Areas of strength and areas for development' using standardised feedback sheets</li> <li>• Feedback relating to topic assessments may take the form of a narrated power point uploaded to team for all students to access.</li> <li>• Specific tasks where students act on feedback provided are to be completed following every assessment</li> <li>• Regular knowledge check quizzes will be in a range of formats including multiple choice questions, application style questions and short answer questions.</li> <li>• Lessons often begin with some form of 'low stakes' assessment (key concepts, quiz from previous learning, application tasks) with opportunities for verbal feedback or self-marking.</li> </ul>	

	<ul style="list-style-type: none"> <li>Students are given a copy of the specification for each topic. They are made aware of the assessment criteria and encouraged to engage with these throughout the course.</li> </ul>
<p><b>Homework</b></p>	<p><b>Frequency:</b> Extended learning tasks will be set on a weekly basis. Students will spend 1 hour per lesson on extended learning tasks.</p> <p><b>Types of tasks:</b></p> <ul style="list-style-type: none"> <li>To embed key subject content in long term memory, e.g. case study summaries.</li> <li>Complete key terminology sheets with terms and definitions.</li> <li>Learning and revision for class tests and examinations e.g. completing topic summary sheets.</li> <li>Extend learning to reinforce key learning in class e.g. complete examination or application questions.</li> <li>Extension of learning from the lesson e.g. questions related to key learning.</li> <li>Improvement tasks e.g. redoing an essay acting upon feedback given.</li> <li>Research in preparation for future tasks.</li> <li>Answer examination questions.</li> <li>To research news articles or case studies related to topics being studied</li> </ul>
<p><b>How can I support my child?</b></p>	<ul style="list-style-type: none"> <li>Encourage them to watch the news and discuss real-life examples related to the theories covered.</li> <li>Watch our documentary suggestions with your child (these are on your child's teams page)</li> <li>Help to test them on key terminology and theories by using their flashcards and glossaries</li> <li>Encourage them to watch tutorial videos on youtube</li> <li>Ensure that they are completing enough independent study (5 hours per week)</li> </ul>

## Year 12 Criminology curriculum map (8 lessons per fortnight)

Time period	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Topics covered</b>	<ul style="list-style-type: none"> <li>• <b>Introduction to Criminology</b></li> <li>• <b>Unit 1: Changing awareness of crime</b> <ul style="list-style-type: none"> <li>- Analysing different types of crime</li> <li>- Types of offender</li> <li>- Types of victim</li> <li>- Reporting and recording crime</li> <li>- Consequences of unreported and unrecorded crime</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 1: Changing awareness of crime</b> <ul style="list-style-type: none"> <li>- Compare campaigns for change</li> <li>- Evaluate the effectiveness of different campaigns</li> <li>- Plan, design and justify a campaign for an under-reported crime</li> <li>- <b>Mock Controlled assessment</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 1: Changing awareness of crime</b> <ul style="list-style-type: none"> <li>- Controlled assessment (8 hours)</li> </ul> </li> <li>• <b>Unit 2: Criminological Theories</b> <ul style="list-style-type: none"> <li>- What is crime and deviance?</li> <li>- Explain the social construction of criminality</li> <li>- Explain how laws vary cross-culturally</li> <li>- Explain how laws vary over time</li> <li>- Differential enforcement of the law</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 2: Criminological Theories</b> <ul style="list-style-type: none"> <li>- Individualistic theories of criminality</li> <li>- Social learning theory</li> <li>- Freud's Psychodynamic theory</li> <li>- Eysenck's personality theory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Revision for exam</b></li> <li>• <b>Recap of Unit 1 – Changing Awareness of Crime (synoptic link to Unit 2 Criminological Theories)</b></li> <li>• <b>Recap of Unit 2 – Criminological Theories</b></li> <li>• <b>Mock examinations</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 3: Crime Scene to Courtroom</b> <ul style="list-style-type: none"> <li>- Evaluate the role and purpose of a variety of personnel involved in criminal investigations</li> </ul> </li> </ul>
<b>Purpose</b>	<p>To provide students with an understanding of what criminology is and how crime is defined.</p> <p>To introduce students to the assessment objectives and key skills required in criminology</p>	<p>To understand how campaigns are used to bring about changes in society</p> <p>To identify what makes a campaign successful</p> <p>To research and analyse real life campaigns</p>	<p>To complete the controlled assessment of Unit 1</p> <p>To discuss how crime and deviance is socially constructed</p>	<p>To be able to identify, explain and analyse Psychological and Sociological theories of criminality.</p> <p>To explain, assess and discuss the main causes of policy change in the UK.</p>	<p>To revise content from Units 1 and 2 and produce revision materials that enable effective use of knowledge in the exam</p> <p>To develop examination technique through purposeful practice and exposure to exam questions</p>	<p>To Understand the roles of the different personnel involved in the criminal justice system and evaluate their effectiveness.</p>

	<p>To introduce key case studies related to types of crimes</p> <p>To gain an interest in understanding crime in society</p>	<p>To evaluate the use of campaigns in raising awareness and bringing about change in society</p>				
<b>Wider links</b>	Application of theories and crimes to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples
<b>Skills acquired and developed</b>	<ul style="list-style-type: none"> <li>- Explanation, analysis and evaluation of crimes</li> <li>- Making comparisons</li> <li>- Applying ideas to real life case studies</li> </ul>	<ul style="list-style-type: none"> <li>- Planning, justifying and designing campaign materials</li> <li>- Controlled Assessment writing technique.</li> </ul>	<ul style="list-style-type: none"> <li>- Explaining the social construction of crime, deviance and laws</li> <li>- Exam technique for the different styles of exam questions and scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>- Describing, explaining and analysing theories of crime</li> <li>- Evaluating theories of crime</li> <li>- Making comparisons between criminological theories</li> <li>- Explaining, assessing and discussing policy changes.</li> <li>- Exam technique for the different styles of exam questions and scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>- Synoptic skills linking previous topic knowledge</li> <li>- Exam technique</li> </ul>	<ul style="list-style-type: none"> <li>- Identify, describe and explain the roles within the criminal justice system</li> <li>- Make links to actual crimes and evaluate their effectiveness</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• 8 hour controlled assessment Students must use a brief. Students will have access to their own notes</li> </ul>	<ul style="list-style-type: none"> <li>• <b>8 hour controlled assessment of Unit 1</b></li> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• Exam questions from past papers</li> <li>• Topic test</li> </ul>	<ul style="list-style-type: none"> <li>• Exam questions from past papers</li> <li>• Mock exam Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 2 External exam (1.5hrs)</b></li> </ul>