



Curriculum Overview: WJEC Level 3 Applied Diploma in Criminology (Social Sciences Department)

Overall Rationale:

- The Social Science department delivers the WJEC Level 3 Applied Diploma in Criminology. Overall, the Level 3 Applied Diploma in Criminology is designed to be taken over two years with 4 assessments completed by the end of the course. The Level 3 Certificate in Criminology is designed to be taken over one year (students' cash this in) and subsequently students then continue the course to complete the second year of assessments to achieve the full Level 3 Applied Diploma in Criminology.
- WJEC Level 3 Applied Diploma in Criminology is a qualification with encompasses content themes of psychology, law and sociology and it also complements studies in humanities.
- As an applied general qualification, it offers exciting and interesting study experiences i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system. The qualification would support learners' progression from any study at Level 2, particularly GCSEs in Sociology, Law, Psychology, Citizenship, History and Humanities. The course itself offers an engaging and effective introduction to Criminology and the context of crime and deviance and therefore students do not require formal prior learning.
- Students on the course will study and prepare for the following four mandatory units:

Unit 1: Changing Awareness of Crime – Controlled Assessment (Year 1) (25% grade)

Unit 2: Criminological Theories – External Exam (Year 1) (25% grade)

Unit 3: Crime Scene to Courtroom – Controlled Assessment (Year 2) (25% grade)

Unit 4: Crime and Punishment – External Exam (Year 2) (25% grade)



Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading / Literacy/ Concepts
Overall – Level 3 Applied Diploma covered over two Years	Overall, this course enables students to develop a criminological understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. It allows students to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1. In the second year, students will gain an understanding of the criminal justice system from the moment a crime has been identified to the verdict. They	Overall, the course offers a range of skills which will be assessed against the Lesson Objectives learnt throughout the course (LO's) e.g. knowledge and understanding, application and interpretation to a range of case studies and skills of analysis and evaluation.	Writing task/research/ review/ revision and retrieval of content Exam practice and technique tasks – planning, constructing, reviewing exam questions.	Full schemes of learning with associated resources on Staff Resources – Social Science Criminology – Year 12 and Year 13 Folders	Overall, the course will encourage students to: - Apply their learning to authentic case studies. - To consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. - Develop skills required for independent learning and development. - Develop a range of generic and transferable skills. - The ability to solve problems.	<ul style="list-style-type: none"> Guided reading tasks Independent reading tasks Textbook support and guidance WJEC. Extracts taken directly from sociological, psychological, law and criminological texts Focus on interpretations of case studies

	<p>will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases. In year 2, students will 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. Throughout the course students are encouraged to develop their own criminological awareness through active engagement with authentic case studies (real world application).</p>	<p>Students will be encouraged to: present arguments, make judgements and draw conclusions.</p> <p><u>Criminological skills developed:</u></p> <p>Knowledge and Understanding Interpretation and Application Evaluation and Analysis Synoptic links</p> <p><u>Course Assessment Command Words</u></p> <ul style="list-style-type: none"> • Explain • Describe • Discuss • Compare • Analyse • Assess • Evaluate • Plan • Design • Justify 	<p>Wider reading, podcasts /web links</p> <p>To be set by individual class teacher</p>		<ul style="list-style-type: none"> - The skills of project-based research, development and presentation. - The fundamental ability to work alongside other professionals, in a professional environment. - The ability to apply learning in vocational contexts - Develop a lifelong interest in social issues. -Develop oracy skills through discussion, debate. 	<p>represented in questions</p> <ul style="list-style-type: none"> • Key concept definitions • Understanding of command words • Further reading: policies, Social Science Reviews, Magazine and current articles e.g. media forms • BSA, BPS and Criminal Law Case Studies Journals/Studies (Stretch and Challenge)
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Curriculum Overview: YEAR 12 (Year 1) WJEC Level 3 Applied Diploma in CRIMINOLOGY (Certificate)

<p>Year 12 Autumn 1</p>	<p>UNIT 1 – CONTROLLED ASSESSMENT CONTENT</p> <p>Unit 1 – Year 1 Changing Awareness of Crime x11 Topics (Controlled Assessment)</p> <p>LO1 - Understand how crime reporting affects the public perceptions of criminality:</p> <p>LO2 - Understand how campaigns are used to elicit change:</p> <p>(Taught by two teachers)</p>	<p>Timed class questions. HL assessment style questions.</p> <p>End of Topic (AC) Assessments in preparation for Controlled Assessment</p>	<p>Writing task/research/ review/ revision and retrieval of content</p> <p>Exam practice and technique tasks – planning, constructing, reviewing exam questions.</p> <p>Wider reading, podcasts /web links</p> <p>To be set by individual class teacher</p>	<p>SOL PPT's for each lesson developed by class teacher – Staff Resources. A wide variety of books to support extra reading. Suggested websites and podcasts.</p>	<p>Knowledge:</p> <p>LO1 - Understand how crime reporting affects the public perceptions of criminality:</p> <ul style="list-style-type: none"> AC.1.1: Analyse different types of crime AC.1.2: Explain the reasons that certain crimes are unreported. AC.1.3: Explain the consequences of unreported crime. AC.1.4: Describe media representations of crime <p>LO2 - Understand how campaigns are used to elicit change:</p> <ul style="list-style-type: none"> AC.2.1: Understand how campaigns are used to elicit change AC.2.2: Evaluate the effectiveness of media used in campaigns for change. 	<p>Key Subject Terminology:</p> <ul style="list-style-type: none"> Deviancy and criminal Victims and offenders Level of Public Awareness White collar Moral crimes State crimes Technological crimes Individual crimes (hate, honour crimes & domestic abuse) Unreported crimes Social and cultural issues Ripple effect Decriminalisation Legal changes Procedural change The dark figure Media representations of crime Campaigns for change Policy and legal changes
						





<p>Year 12 Autumn 2</p>	<p><i>Continued Unit 1 – Year 1 Changing Awareness of Crime x11 Topics (Controlled Assessment)</i></p> <p><u>LO1</u> - Understand how crime reporting affects the public perceptions of criminality:</p> <p><u>LO3</u> - Plan campaigns for change relating to crime:</p> <p>(Taught by two teachers)</p>	<p>Timed class questions. HL assessment style questions.</p> <p>End of Topic (AC) Assessments in preparation for Controlled Assessment</p> <p><i>COMPLETE Unit 1 – Year 1 Changing Awareness of Crime: CONTROLLED ASSESSMENT (8 HOURS)</i></p>	<p>Writing task/research/ review/ revision and retrieval of content</p> <p>Exam practice and technique tasks – planning, constructing, reviewing exam questions.</p> <p>Wider reading, podcasts /web links</p> <p>To be set by individual class teacher</p>	<p>SOL PPT's for each lesson developed by class teacher – Staff</p> <p>Resources. A wide variety of books to support extra reading. Suggested websites and podcasts.</p>	<p><u>Knowledge:</u></p> <p><u>LO1</u> - Understand how crime reporting affects the public perceptions of criminality:</p> <ul style="list-style-type: none"> AC.1.5: Explain the impact of media representations on the public perceptions of crime. AC.1.6: Evaluate the methods of collecting statistics about crime <p><u>LO3</u> - Plan campaigns for change relating to crime:</p> <ul style="list-style-type: none"> AC.3.1: Plan a campaign for change relating to crime AC.3.2: Design materials for use in campaigning for change AC.3.3: Justify a campaign for change 	<p><u>Key Subject Terminology:</u></p> <ul style="list-style-type: none"> Moral panic Deviancy amplification spiral Perception and fear of crime Typification Self-fulfilling prophecy Moral entrepreneurs Home office statistics Crime Survey for England and Wales Reliability and validity Ethics Representative Media forms – blogs, viral messaging, social networking, advertising, web banners, radio, TV, film, documentaries, print and websites. Aims, objectives and justification Target audience Persuasive language Campaign material
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<p>Year 12 Spring 1</p>	<p>Unit 2 – Year 1 Criminological Theories x10 Topics (External Examination)</p> <p>LO1 – Understand social constructions of criminality: AC.1.1: Compare criminal</p> <p>Unit 2 – Year 1 Criminological Theories (External Assessment)</p> <p>LO2 - Know theories of criminality: (Taught by two teachers)</p>	<p>Continued: Unit 1 – Year 1 Changing Awareness of Crime:</p> <p>CONTROLLED ASSESSMENT (8 HOURS)</p> <p>In class exam questions. HL exam questions. PPE set as class.</p> <p>Students complete small mark questions</p> <p>Students complete larger response mark questions</p> <p>End of Topic (AC) Assessments</p>	<p>Writing task/research/ review/ revision and retrieval of content</p> <p>Exam practice and technique tasks – planning, constructing, reviewing exam questions.</p> <p>Wider reading, podcasts /web links</p> <p>To be set by individual class teacher</p>	<p>SOL PPT's for each lesson developed by class teacher – Staff Resources. A wide variety of books to support extra reading. Suggested websites and podcasts.</p>	<p>Knowledge:</p> <p>LO1 – Understand social constructions of criminality:</p> <ul style="list-style-type: none"> AC.1.1: Compare criminal behaviour and deviance AC.1.2: Explain the social construction of criminality <p>LO2 – Know theories of Criminality</p> <p>LO2 - Know theories of criminality:</p> <ul style="list-style-type: none"> AC.2.1: Describe the biological theories of criminality AC.2.2: Describe individualistic theories of criminality AC.2.3: Describe sociological theories of criminality <p>Consolidation of Year 1 material/content</p>	<p>Key Subject Terminology:</p> <ul style="list-style-type: none"> Formal and informal sanctions against criminal and deviant acts. Norms, moral codes and values. Social constructions of criminality. Double jeopardy Diminished responsibility Automatism Genetic theories – XYY Theory/Twin Studies/Adoption Studies. Physiological theories Psychoanalysis Psychodynamic Maternal deprivation theory Personality Theory Operant and Social Learning Theories Differential association theory Criminal personality theory Capitalism Labelling and self-fulfilling prophecy The panopticon
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<p>Year 12 Spring 2</p> <p>Teaching of Yr 13 content – Summer Terms</p>	<p>Continued Unit 2 – Year 1 Criminological Theories x10 Topics</p> <p>(External Examination)</p> <p>LO3 – Understand causes of criminality:</p> <p>LO4 - Understand causes of policy change:</p> <p>(Taught by two teachers)</p>	<p>In class exam questions. HL exam questions. PPE set as class.</p> <p>Students complete small mark questions</p> <p>Students complete larger response mark questions</p> <p>End of Topic (AC) Assessments</p> <p>External Exams</p>	<p>Writing task/research/ review/ revision and retrieval of content</p> <p>Exam practice and technique tasks – planning, constructing, reviewing exam questions.</p> <p>Wider reading, podcasts /web links</p> <p>To be set by individual class teacher</p>	<p>SOL PPT's for each lesson developed by class teacher – Staff Resources. A wide variety of books to support extra reading. Suggested websites and podcasts.</p>	<p>Knowledge:</p> <p>LO3 – Understand causes of criminality:</p> <ul style="list-style-type: none"> AC.3.1: Analyse the situations of criminality AC.3.2: Evaluate the effectiveness of criminological theories to explain the causes of criminality. <p>LO4 – Understand causes of policy change</p> <ul style="list-style-type: none"> AC.4.1. Assess the use of criminological theories in informing policy development AC.4.2: Explain how social changes affect policy development AC.4.3: Discuss how campaigns affect policy making <p>Consolidation of UNIT 1 and UNIT 2 content and assessment technique</p>	<p>Key Subject Terminology:</p> <ul style="list-style-type: none"> Policy development Crime control policies Genetic theories: eugenics Token economies Aversion therapy Situational Crime Prevention (SCP) Penal populism and imprisonment Incapacitation Deterrence Zero tolerance policing Rehabilitation Recidivism Multi-agency approach CCTV Profiling Social values, norms and mores Public perception Demographic changes: immigration and racism Cultural changes and LGBT rights Windrush Race Relations Act Pressure groups INQUEST
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Curriculum Overview: YEAR 13 (Year 2) WJEC Level 3 Applied Diploma in CRIMINOLOGY (Diploma)

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading / Literacy
Year 13 Autumn 1	<p>Unit 3 – Year 2 Crime Scene to Courtroom x11 Topics (Controlled Assessment)</p> <p>LO1 – Understand the process of criminal investigations</p>	<p>Timed class questions. HL assessment style questions.</p> <p>End of Topic (AC) Assessments in preparation for Controlled Assessment In class exam.</p> <p>End of Topic (AC) Assessments</p>	<p>Writing task/research/review/revision and retrieval of content</p> <p>Exam practice and technique tasks – planning, constructing, reviewing exam questions.</p> <p>Wider reading, podcasts /web links</p> <p>To be set by individual class teacher</p>	<p>SOL PPT's for each lesson developed by class teacher – Staff Resources. A wide variety of books to support extra reading. Suggested websites and podcasts.</p>	<p>Knowledge:</p> <p>LO1 – Understand the process of criminal investigations</p> <ul style="list-style-type: none"> AC1.1: Evaluate the effectiveness of the roles of personnel involved in criminal investigations. AC1.2: Assess the usefulness of investigative techniques in criminal investigations. AC1.3: Explain how evidence is processed 	<p>Key Subject Terminology:</p> <ul style="list-style-type: none"> Roles of personnel Police officers Crime scene investigators Forensic scientists Forensic scientists The Crown Prosecution Service HM Revenue and Customs Specialist Police Forces Pathologists Strengths and limitations Cost Expertise Availability Investigative techniques Intelligence databases Forensic techniques DNA evidence and profiles Civil liberties Surveillance techniques CCTV Covert Surveillance Observation Interview techniques – Eyewitness Testimony Cognitive interviews Expert Witnesses

	<p>LO2 – Understand the processes for prosecution of suspects</p> <p>(Taught by two teachers)</p>				<p>LO2 – Understand the processes for prosecution of suspects</p> <ul style="list-style-type: none"> • AC2.1: Explain the requirements of the Crown Prosecution Service. • AC2.2: Describe trial processes. • AC2.3: Understand rules in relation to the use of evidence in criminal cases. <p><u>Criminological skills developed:</u> Knowledge and Understanding Interpretation and Application Evaluation and Analysis Synoptic links</p>	<ul style="list-style-type: none"> • Profiling techniques • Clinical profiling • Geographical profiling • Investigative psychology • Offender consistency principle • Criminal narrative themes • Types of evidence • Locards exchange principle • Fingerprints • Impression evidence • Body fluids and tissues • Trace evidence • Testimonial evidence • Admissibility
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**Year 13
Autumn 2**

Continued Unit 3 – Year 2 Crime Scene to Courtroom x11 Topics (Controlled Assessment)

LO1 – Understand the process of criminal investigations

LO2 – Understand the processes for prosecution of suspects

LO3 – Be able to review criminal cases:

(Taught by two teachers)

Timed class questions. HL assessment style questions.

End of Topic (AC) Assessments in preparation for Controlled Assessment

Unit 3 – Year 2 Crime Scene to Courtroom (Controlled Assessment) (8 HOURS)

Writing task/research/review/revision and retrieval of content

Exam practice and technique tasks – planning, constructing, reviewing exam questions.

Wider reading, podcasts /web links

To be set by individual class teacher

SOL PPT's for each lesson developed by class teacher – Staff Resources. A wide variety of books to support extra reading. Suggested websites and podcasts.

Knowledge:

LO1 – Understand the process of criminal investigations:

- **AC1.4:** Examine the rights of individuals in criminal investigations.

LO2 – Understand the processes for prosecution of suspects:

- **AC2.4:** Assess key influences affecting the outcome of criminal cases.
- **AC2.5:** Discuss the use of lay people in criminal cases.

LO3 – Be able to review criminal cases:

- **AC3.1:** Examine information for validity.
- **AC3.2:** Draw conclusions from information.

Key Subject Terminology:

- Rights of suspects
- Police power of arrest
- Right to silence
- Bail and Appeal
- Victims and Witnesses
- Witness Charter
- Full Code Test
- Evidential, Public interest and Threshold tests
- Pre-trial matters e.g. Plea and bargaining
- Legal aid and Bail
- Crown Court and Magistrates Court
- Court of Appeal
- Reliability of evidence
- Relevance/admissibility
- Disclosure of evidence
- Hearsay evidence
- Laypeople
- Jury equity
- Impartiality and Racial bias
- Jury tampering
- Acquittal rates
- Miscarriages of justice
- Trial transcripts
- Judgements and bias
- Law Reports
- Principle of precedent
- Unsafe or wrongful convictions
- Just verdicts
- Just sentencing



<p>Year 13 Spring 1</p>	<p>Unit 4 – Crime and Punishment x 10 Topics (External Examination)</p> <p>LO1: Understanding the criminal justice system in England and Wales:</p> <p>LO2: Understanding the role of punishment in a criminal justice system:</p> <p>(Taught by two teachers)</p>	<p>Continued Unit 3 – Year 2 Crime Scene to Courtroom (Controlled Assessment) (8 HOURS)</p> <p>In class exam questions. HL exam questions. PPE as per whole school exam schedule.</p> <p>Students complete small mark questions</p> <p>Students complete larger response mark questions</p> <p>End of Topic (AC) Assessments</p> <p>Unit 3 – Year 2 Crime Scene to Court Room: CONTROLLED ASSESSMENT (8 HOURS)</p>	<p>Writing task/research/review/revision and retrieval of content</p> <p>Exam practice and technique tasks – planning, constructing, reviewing exam questions.</p> <p>Wider reading, podcasts /web links</p> <p>To be set by individual class teacher</p>	<p>SOL PPT's for each lesson developed by class teacher – Staff</p> <p>Resources. A wide variety of books to support extra reading.</p> <p>Suggested websites and podcasts.</p>	<p>Knowledge:</p> <p>LO1: Understanding the criminal justice system in England and Wales:</p> <ul style="list-style-type: none"> • AC1.1 – Describe the processes used for law making. • AC1.2 – Describe the organisation of the criminal justice system in England and Wales. • AC1.3. Describe models of criminal justice. <p>LO2: Understanding the role of punishment in a criminal justice system:</p> <ul style="list-style-type: none"> • AC2.1 – Explain forms of social control. • AC2.2. – Discuss the aims of punishment. • AC2.3 – Assess how forms of punishment meet the aims of punishment. 	<p>Key Subject Terminology:</p> <ul style="list-style-type: none"> • Government Process of Law Making • Parliament • The Lords • Government • Stages of a Bill • Judicial processes of law making • Law creation • Law enforcement • The Courts • Justice agencies • The crime control model • The due process model • Miscarriages of justice • Internal forms of social control • External forms of social control • Control theory • Aims of punishment • Retribution • Rehabilitation • Deterrence • Public protection • Reparation • Sentencing framework • Imprisonment • Suspended sentences • Incapacitation • Community sentences • Fines • Discharges
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<p>Year 13 Spring 2</p>	<p>Continued Unit 4 – Crime and Punishment x10 Topics (External Examination)</p> <p>LO3: Understand measures used in social control:</p> <p>Consolidation of UNIT 3 and UNIT 4 content and assessment technique</p> <p>(Taught by two teachers)</p>	<p>In class exam questions. HL exam questions. PPE as per whole school exam schedule.</p> <p>Students complete small mark questions</p> <p>Students complete larger response mark questions</p> <p>End of Topic (AC) Assessments</p> <p>External Exams</p> <p>SUMMER TERM UNIT 1 RESIT AND UNIT 4 FINAL EXAM</p>	<p>Writing task/research/review/revision and retrieval of content</p> <p>Exam practice and technique tasks – planning, constructing, reviewing exam questions.</p> <p>Wider reading, podcasts /web links</p> <p>To be set by individual class teacher</p>	<p>SOL PPT's for each lesson developed by class teacher – Staff Resources. A wide variety of books to support extra reading. Suggested websites and podcasts.</p>	<p>Knowledge:</p> <p>LO3: Understand measures used in social control:</p> <ul style="list-style-type: none"> • AC3.1 – Explain the role of agencies in social control. • AC3.2 – Describe the contribution of agencies to achieving social control. • AC3.3 – Examine the limitations of agencies in achieving social control. • AC3.4 – Evaluate the effectiveness of agencies in achieving social control. 	<p>Key Subject Terminology:</p> <ul style="list-style-type: none"> • Aims and objectives • Funding • Philosophy • Working practices • Police • CPS • The Judiciary • Prisons • The National Probation Service • Charities and pressure groups • Environmental design • Defensible and indefensible space • Crime prevention through environmental design e.g. Gated lanes • CPTED theory • Panopticon • Behavioural tactics • ASBO and CBO's • Token economies • Probation Service • Gaps in state provision • New technology • Repeat offending • Civil liberties and legal barriers • Human Rights abuses
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