

Curriculum and Skills Mapping

Subject: **Criminology**

Examination Board: **WJEC**

Key Stage: 5

Year: 12

Unit 1: Changing Awareness of Crime

Term	Topic & Objective	Content	Assessment	Academic Skills	Personal Skills
Autumn Term 1	Unit 1: Changing Awareness of Crime AC1.1 - Analyse different types of crime	- White collar -organised/Corporate & professional - Moral crime - State crime - Technological crime - Individual crimes - Hate crime/Honour crime & Domestic abuse	Ongoing formative assessment testing knowledge and understanding. 4 marks of CA- Question 1a (25 minute guide out of 3 hours)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 1: Changing Awareness of Crime AC1.2- Explain the reasons that crime goes unreported	Explore Reasons e.g. - Fear/shame/disinterest - Not affected - Social and cultural , e.g. - Lack of knowledge - Complexity of crime - Lack of media interest/lack of current public concern - Culture bound crime (e.g. honour killing, witchcraft)	Ongoing formative assessment testing knowledge and understanding. 4 marks of CA- Question 1b (25 minute guide out of 3 hours)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 1: Changing Awareness of Crime AC1.3- Explain the consequences of unreported crime	Consequences -Ripple effect -Cultural -Decriminalisation -Police prioritisation -Unrecorded crime -Cultural change/legal change/procedural change	Ongoing formative assessment testing knowledge and understanding. 4 marks of CA- Question 2 (25 minute guide out of 3 hours)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
Autumn Term 2	Unit 1: Changing Awareness of Crime	Media: -Newspaper	Ongoing formative assessment testing	Analysis Evaluation	Problem solving

	AC1.4 - Describe media representation of crime	<ul style="list-style-type: none"> -Television -Film -Electronic gaming -Social media (blogs, social - networking) -Music 	<p>knowledge and understanding.</p> <p>6 marks of CA- Question 3a (35 minute guide out of 3 hours)</p>	<p>Discrimination</p> <p>Research</p> <p>Note making</p> <p>Critical thinking</p>	<p>Attention to detail</p> <p>Problem solving</p> <p>Motivation</p> <p>Communication</p> <p>Curiosity</p> <p>Organisation</p>
	<p>Unit 1: Changing Awareness of Crime</p> <p>AC1.5 - Explain the impact of media representations on the public perception of crime</p>	<p>Impact:</p> <ul style="list-style-type: none"> -Moral panic -Changing public concerns and attitudes -Perceptions of crime trends -Stereotyping of criminals -Levels of response to crime and types of punishment -Changing priorities and emphasis 	<p>Ongoing formative assessment testing knowledge and understanding.</p> <p>6 marks of CA- Question 3b (35 minute guide out of 3 hours)</p>	<p>Analysis</p> <p>Evaluation</p> <p>Discrimination</p> <p>Research</p> <p>Note making</p> <p>Critical thinking</p>	<p>Problem solving</p> <p>Attention to detail</p> <p>Problem solving</p> <p>Motivation</p> <p>Communication</p> <p>Curiosity</p> <p>Organisation</p>
	<p>Unit 1: Changing Awareness of Crime</p> <p>AC1.6- Evaluate methods of collecting statistics about crime</p>	<p>Evaluation criteria</p> <ul style="list-style-type: none"> -Reliability -Validity -Ethics of research -Strengths and limitations Purpose of research <p>Information about crime</p> <ul style="list-style-type: none"> -Home Office statistics -Crime survey for England and Wales 	<p>Ongoing formative assessment testing knowledge and understanding.</p> <p>6 marks of CA- Question 4 (35 minute guide out of 3 hours)</p>	<p>Analysis</p> <p>Evaluation</p> <p>Discrimination</p> <p>Research</p> <p>Note making</p> <p>Critical thinking</p>	<p>Problem solving</p> <p>Attention to detail</p> <p>Problem solving</p> <p>Motivation</p> <p>Communication</p> <p>Curiosity</p> <p>Organisation</p>
	Unit 1: Changing Awareness of Crime	<p>Campaigns for change, e.g.</p> <ul style="list-style-type: none"> -change in policy -change in law -change in priorities of agencies 	<p>Ongoing formative assessment testing knowledge and understanding.</p>	<p>Analysis</p> <p>Evaluation</p> <p>Discrimination</p> <p>Research</p>	<p>Problem solving</p> <p>Attention to detail</p> <p>Problem solving</p>

	AC2.1- Compare campaigns for change	<ul style="list-style-type: none"> -change in funding -change in awareness -change in attitude 	10 marks of CA- Question 5a	Note making Critical thinking	Motivation Communication Curiosity Organisation
Spring Term 1	Unit 1: Changing Awareness of Crime AC2.2- Evaluate the effectiveness of media used within campaigns for change	Media <ul style="list-style-type: none"> -Blogs -Viral messaging -Social networking -Advertising -Radio -Television -Film -Documentary -Word of mouth -Events -Print 	Ongoing formative assessment testing knowledge and understanding. 15 marks of CA- Question 5b	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 1: Changing Awareness of Crime AC3.1- Plan a campaign for change relating to crime	Plan <ul style="list-style-type: none"> -Aims and objectives -Justification of choice of campaign -Target audience -Methods to be used -Materials to be used -Finances -Timescales -Resources needed 	Ongoing formative assessment testing knowledge and understanding. 10 marks of CA- Question 6	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 1: Changing Awareness of Crime AC3.2- Design materials for use in campaigns for change	Design <ul style="list-style-type: none"> -Structure of information -Use of images or other accentuating -Features to capture attention -Use of persuasive language -Promotion of action -Consideration of target audience 	Ongoing formative assessment testing knowledge and understanding. 20 marks of CA- Question 6	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity

		-Alignment with campaign			Organisation
	Unit 1: Changing Awareness of Crime AC3.3- Justify a campaign for change	Justify -Presentation of a case for action -Use of evidence in support of a case -Use of persuasive language	Ongoing formative assessment testing knowledge and understanding. 15 marks of CA	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
Spring Term 2	Unit 1: Changing Awareness of Crime Revision and preparation for Unit 1 Controlled assessment (March/April)	Complete Controlled assessment in March/April 8 hours of assessment 3 hours without internet access (Questions 1-4) 5 hours with internet access (Questions 5 & 6)	Summative assessment. 8 hour Controlled assessment conducted under examination conditions. 100 marks	Analysis Evaluation Discrimination Research Note making Critical thinking Time management Academic writing	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
Summer Term 1	Unit 1: Changing Awareness of Crime	Feedback from controlled assessment with possible retakes. Moderation of Unit 1 for submission on 15th May. Students work on Unit 2 Examination (May) Introduction to Unit 3: Crime Scene to Courtroom.	Summative assessment	Feedack	

Summer Term 2	Unit 3: Crime Scene to Courtroom AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations	Personnel - Crime scene investigators - Forensic specialists - Forensic scientists - Police officers/detectives - Crown Prosecution Service (CPS) pathologist - Other investigative agencies, e.g.- Serious and Organised Crime Agency, HM Revenue & Customs	Ongoing formative assessment testing knowledge and understanding (10 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 3: Crime Scene to Courtroom AC1.2 Assess the usefulness of investigative techniques in criminal investigations	Techniques - Forensic - Surveillance techniques - Profiling techniques - Use of intelligence databases, e.g. National DNA Database - Interview techniques e.g. eye witness interviews, expert interviews Criminal investigations situations - Crime scene - Laboratory - Police station - 'Street' Types of crime - Violent crime - E-crime - Property crime	Ongoing formative assessment testing knowledge and understanding (20 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation

Curriculum and Skills Mapping

Subject: Criminology Key Stage: 5 Year: 12 Unit 2

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Criminal behaviour and deviance	Define and Compare criminal behaviour and deviance using examples of each.	Past examination questions using scenario based questions	Understanding Remembering Describe Explain Compare Analyse	Resilience Reflection Responding to feedback Time management
	Social Construction of criminality	Explain the social construction of criminality. Compare laws from different places, cultures and laws changed over time. Explain why laws differ Explain how laws have changed	Past examination questions	Understanding Remembering Describe Explain Compare	Resilience Reflection Responding to feedback Time management
Autumn 2	Theories of criminality	Describe and evaluate biological theories of criminality. <ul style="list-style-type: none"> - Genetics - Physiological - Neurochemical 	Past examination questions at the beginning of the lesson	Understanding Remembering Describe Explain Evaluate Research	Resilience Giving feedback Reflection Responding to feedback Time management

		Describe and evaluate individualistic theories of criminality <ul style="list-style-type: none"> - Learning theories - Psychodynamic - Personality 	Past examination questions at the beginning of the lesson	Understanding Remembering Describe Explain Evaluate Research	Resilience Giving feedback Reflection Responding to feedback Time management
Spring 1		Describe and evaluate sociological theories of criminality	Past examination questions at the beginning of the lesson	Understanding Remembering Describe Explain Evaluate Research	Resilience Giving feedback Reflection Responding to feedback Time management
	Situations of criminality	Analyse situations of criminality.	Case studies	Understanding Remembering Describe Explain Analyse	Resilience Giving feedback Reflection Responding to feedback Time management
Spring 2	Criminological theories in informing policy development	Assess the use of criminological theories in informing policy development	Past examination questions	Understanding Remembering Describe Explain Compare Assess	Resilience Giving feedback Reflection Responding to feedback Time management

	Social changes affecting policy development	Explain how social changes affect policy development	Past examination questions	Understanding Remembering Describe Explain	Resilience Giving feedback Reflection Responding to feedback Time management
	Campaigns affecting policy development	Discuss how campaigns affect policy development	Past examination questions	Understanding Remembering Describe Explain Discuss	Resilience Giving feedback Reflection Responding to feedback Time management
Summer 1	Exam preparation	Walk through exam papers	Full Past papers	Remembering Describing Explaining Discussing Analysing Evaluating	Resilience Responding to feedback Time management

Curriculum and Skills Mapping

Subject: **Criminology**

Examination Board: **WJEC**

Key Stage: 5

Year: 13

Unit 3: Crime Scene to Courtroom

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn term 1	Unit 3: Crime Scene to Courtroom AC1.1- Explain how evidence is Processed AC1.2 Assess the usefulness of investigative techniques in criminal investigations	Recap core learning from the summer term of Year 12 to build and develop new content.	Ongoing formative assessment testing knowledge and understanding (30 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 3: Crime Scene to Courtroom AC1.3- Explain how evidence is processed	Types of evidence -Physical evidence -Testimonial evidence -Process -Collection & Transfer -Storage & Analysis -Personnel involved	Ongoing formative assessment testing knowledge and understanding (6 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 3: Crime Scene to Courtroom AC1.4- Examine the rights of individuals in criminal investigations	Individuals -Suspects -Victims -Witnesses	Ongoing formative assessment testing knowledge and understanding (6 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 3: Crime Scene to Courtroom AC2.1- Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects	Requirements -Charging role Criminal Justice Act 2003 -Prosecution of Offences Act 1985 -Full Code Test	Ongoing formative assessment testing knowledge and understanding (4 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation

Autum nterm 2	Unit 3: Crime Scene to Courtroom AC2.2- Describe the trial processes	Processes -Pre-trial -Bail -Roles -Plea bargaining -Courts -Appeals	Ongoing formative assessment testing knowledge and understanding. (4 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 3: Crime Scene to Courtroom AC2.3- Understand rules in relation to the use of evidence in criminal cases	Rules of evidence -Relevance and admissibility -Disclosure of evidence -Hearsay rule and exceptions -Legislation and case law	Ongoing formative assessment testing knowledge and understanding. (4 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 3: Crime Scene to Courtroom AC2.4- Assess key influences affecting the outcomes of criminal cases	Influences -Evidence -Media -Witnesses -Experts -Politics -Judiciary -Barristers and legal teams	Ongoing formative assessment testing knowledge and understanding. (10 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 3: Crime Scene to Courtroom AC2.5- Discuss the use of laypeople in criminal cases	Laypeople -Juries -Magistrates	Ongoing formative assessment testing knowledge and understanding.	Analysis Evaluation Discrimination Research Note making	Problem solving Attention to detail Problem solving Motivation Communication

			(6 marks)	Critical thinking	Curiosity Organisation
Spring term 1	Unit 3: Crime Scene to Courtroom AC3.1- Examine information for validity	Examine for -Bias -Opinion -Circumstances -Currency -Accuracy Information -Evidence -Trial transcripts -Media reports -Judgements -Law Reports	Ongoing formative assessment testing knowledge and understanding. (15 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
	Unit 3: Crime Scene to Courtroom AC3.2- Draw conclusions from Information	Conclusions -Just verdicts -Miscarriage -Safe verdict -Just sentencing	Ongoing formative assessment testing knowledge and understanding. (15 marks)	Analysis Evaluation Discrimination Research Note making Critical thinking	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation
Spring term 2	Unit 3: Crime Scene to Courtroom	Controlled Assessment 8 Hours Feedback from controlled assessment with possible second attempt	Summative assessment. 8 hour Controlled assessment conducted under examination conditions. 100 marks	Analysis Evaluation Discrimination Research Note making Critical thinking Time management Academic writing	Problem solving Attention to detail Problem solving Motivation Communication Curiosity Organisation

		Moderation of Unit 3 for submission on 15th May.			
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Curriculum and Skills Mapping Template

Subject: Criminology Key Stage: 5 Year: 13 Unit 4

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Summer 2 (Y12)	Law making	Describe the processes of law making <ul style="list-style-type: none"> - Governmental - Judicial 	Past examination questions Workbooks	Understanding Remembering Outline Describe Explain Compare	Resilience Reflection Responding to feedback Time management
	Organisations of the Criminal Justice System	Describe the organisations of the Criminal Justice System in England and Wales	Past examination questions	Understanding Remembering Describe	Resilience Reflection Responding to feedback Time management
	Models of Criminal Justice	Describe the models of criminal justice <ul style="list-style-type: none"> - Crime Control - Due Process 	Past examination questions	Understanding Remembering Describe Explain	Resilience Reflection Responding to feedback Time management
					Resilience

Autumn 1	Social Control	Explain the forms of social control	Past examination questions	Understanding Remembering Describe Explain	Reflection Responding to feedback Time management
	Punishment	Discuss the aims of punishment (RRRDP)	Past examination questions	Describe Explain Discuss	Resilience Reflection Responding to feedback Time management
		Assess how forms of punishment meet the aims of punishment	Past examination questions	Describe Explain Assess	Resilience Reflection Responding to feedback Time management
Autumn 2	Social Control	Explain the role of agencies in social control	Group presentations Past examination questions	Describe Explain	Resilience Reflection Responding to feedback Time management
Spring 1		Describe the contribution of agencies in achieving social control	Past examination questions	Describe Examine	Resilience Reflection Responding to feedback Time management

		Examine the limitations of agencies in achieving social control	Past examination questions	Describe Examine	Resilience Reflection Responding to feedback Time management
		Evaluate the effectiveness of agencies in achieving social control	Past examination questions	Describe Evaluate	Resilience Reflection Responding to feedback Time management
	Examination preparation		Full examination papers	Describe Explain Assess Compare	Resilience Reflection Responding to feedback Time management