



HILLCREST SIXTH FORM



Criminology Welcome Pack

The Basics

Exam board and course information

WJEC Level 3 Applied Criminology

<https://www.wjec.co.uk/media/21xjkr24/wjec-applied-diploma-in-criminology-spec-e-22-06-22-1.pdf>

Equipment

Students of subject are expected to bring the following to every lesson:

- An A4 folder per module, which is to be kept well organised using file dividers
- A4 lined paper to make notes on
- Pen, pencil, highlighter and ruler
- Preferable: a range of colours (felts, fine-liners, pencils or highlighters)

What you can expect in this course

- Interesting lessons
- A range of resources to help you learn effectively and stay organised
- Lots of opportunities to share your ideas and challenge each other
- Independent and group tasks to help you engage with the subject
- Homework tasks which help you to progress

Expectations of all students

- Excellent attendance and punctuality
- A positive attitude and good concentration in lessons
- Turning up fully-equipped to all lessons
- Homework completed on time and to the best of your ability; any homework completed on a computer should be printed by you *before* the lesson unless you are given directions to the contrary.
- Taking on board feedback you are given and using it to improve your work
- Constant review and revision throughout the course

Remember: there is a direct relationship between your effort and your final grade.

In short, we expect 100% commitment. You will be treated like a young adult in lessons and you are expected to behave like one: with maturity, conscientiousness, politeness and common sense.

Subject content

Unit One:

Changing Awareness of Crime

The purpose of this unit is for learners to plan campaigns for change relating to crime.

Learning Outcome 1: How crime reporting affects the public perception of criminality

- 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 representation of crime
- AC 1.5 – Explain the impact of media representation on the public perception of crime
- AC 1.6 – Evaluate methods of collecting statistics about crime

Learning Outcome 2: How campaigns are used to elicit change

- AC 2.1 – Compare campaigns for change
- AC 2.2 – Evaluate the effectiveness of media used in campaigns for change

Learning Outcome 3: Plan campaigns for change relating to crime

- 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

Unit Two:

Criminological Theories

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

Learning Outcome 1: Social constructions of criminality

- AC 1.1 – Compare criminal behaviour and deviance
- AC 1.2 – Explain the social construction of criminality

Learning Outcome 2: Theories of criminality

- AC 2.1 – Describe biological theories of criminality
- AC 2.2 – Describe individualistic theories of criminality
- AC 2.3 – Describe sociological theories of criminality

Learning Outcome 3: Causes of criminality

- AC 3.1 – Analyse situations of criminality
- AC 3.2 – Evaluate the effectiveness of criminological theories to explain causes of criminality

Learning Outcome 4: Causes of policy change

- 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

Unit Three:

Crime Scene to Courtroom

Through this unit, learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

Learning Outcome 1: The process of criminal investigations

- AC 1.1 – Evaluate the effectiveness of the roles of personnel involved in criminal investigations
- AC 1.2 – Assess the usefulness of investigative techniques in criminal investigations
- AC 1.3 – Explain how evidence is processed.
- AC 1.4 – Examine the rights of individuals in criminal investigations

Learning Outcome 2: The proves of prosecution of suspects

- AC 2.1 – Explain the requirements of the Crown Prosecution Service for prosecuting individuals
- AC 2.2 – Describe trial processes
- AC 2.3 – Understand rules in relation to the use of evidence in criminal cases
- AC 2.4 – Assess key influences affecting the outcomes of criminal cases
- AC 2.5 – Discuss the use of laypeople in criminal cases

Learning Outcome 3: Review criminal cases

- AC 3.1 – Examine information for validity
- AC 3.2 – Draw conclusions from information

Unit Four:

Crime and Punishment

The purpose of this unit is for learners to develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice.

Learning Outcome 1: The criminal justice system in England and Wales

- AC 1.1 – Describe processes used for law making
- AC 1.2 – Describe the organisation of the criminal justice system in England and Wales
- AC 1.3 – Describe models of criminal justice

Learning Outcome 2: The role of punishment in a criminal justice system

- AC 2.1 – Explain forms of social control
- AC 2.2 – Discuss the aims of punishment
- AC 2.3 – Assess how forms of punishment meet the aims of punishment

Learning Outcome 3: The measures used in social control

- AC 3.1 – Explain the role of agencies in social control
- AC 3.2 – Describe the contribution of agencies to achieving social control
- AC 3.3 – Examine the limitations of agencies in achieving social control
- AC 3.4 – Evaluate the effectiveness of agencies in achieving social control

Study Skills

You can also find detail about study skills in your study skills booklet.

Below are the skills we are going to use to structure our Criminology lessons.



At A Level you are expected to complete independent work to extend your learning. This includes reading, practice exam questions, revision and research tasks.

These tasks will cover all of the above skills, the more challenging a task, the more advanced the skills required and therefore the grade you are working towards.

Exam questions will use the words above as 'command words', which will help you to identify what skills are being tested and should enable you to figure out what Learning Objectives are being examined.

How do I achieve in Criminology?

A – An excellent understanding of Criminology, Key terminology used at all times. Work is structured in a clear, coherent way. Information is applied to a scenario with a high level of understanding, applying previous criminological information to the scenario.

B - A good understanding of Criminology. Key terminology used most of the time. Work is usually structured in a coherent way. Information is applied to a scenario with some level of understanding, applying lots of previous criminological information to the scenario.

C - An average understanding of Criminology. Key terminology is used some of the time. Work is sometimes structured clear in a way. Scenario questions are answered with some reference to previous criminological information.

D - A below average understanding of Criminology. Little key terminology is used. The work has a poor structure. Scenario questions are attempted, but there is little reference to previous criminological information.

E - A basic understanding of Criminology. Very little key terminology is used. The work has no clear structure. Scenario questions are rarely attempted and there is no reference to previous criminological information.

How should I revise for Criminology?

Retrieval Practice

This is a learning strategy that aims to pull information from your memory. This usually involves recalling information you have previously studied.

- *Try creating flash cards from your notes*
- *Try regularly quizzing yourself to check your knowledge of a previous topic from a while ago*

Dual Coding

Turning text into images, symbols or diagrams. These are mental aids to help your learning as you have verbal and visual information at the same time.

- *Try summarising one of the case studies you learn into images and key words to help you remember the content*

Self-Quizzing

Self-quizzing means testing yourself on your subject knowledge.

- *Try writing your own quizzes based on your class notes*
- *You could swap quizzes with your classmates*

Videos and Podcasts

Visual aids can be really helpful for revision. Search YouTube, BBC iPlayer and Netflix for some helpful revision videos, documentaries and video lectures. Podcasts are easy to listen to whilst doing something you enjoy such as sport or drawing. *See the last section for some recommendations.*

Scheme of Work

This is an approximate outline only

Term	Before Half Term	After Half Term
Year 12 Autumn Term	Unit 1: Changing awareness of crime: Understanding how crime reporting effects the public perception of criminality, and how campaigns are used to illicit change.	Unit 1: Changing awareness of crime: Understanding how crime reporting effects the public perception of criminality, and how campaigns are used to illicit change. Students will then plan campaigns for change relating to crime Controlled Assessment before Christmas break
Year 12 Spring Term	Unit 2: Criminological theories: Understanding social constructions of criminality, theories of causes of criminality and causes of policy change	Unit 2: Criminological theories: Understanding social constructions of criminality, theories of causes of criminality and causes of policy change
Year 12 Summer Term	Revision and consolidation for external Unit 2 examination	Revision and consolidation for external Unit 2 examination
Year 13 Autumn Term	Unit 3: Crime scene to courtroom: understand the process of criminal investigations and prosecution of suspects. Students will also review criminal cases.	Unit 3: Crime scene to courtroom: understand the process of criminal investigations and prosecution of suspects. Students will also review criminal cases. Controlled Assessment before Christmas break
Year 13 Spring Term	Unit 4: Crime and Punishment: Understand the criminal justice system of England and Wales, the role of punishment in a criminal justice system, and the measures used in social control	Unit 4: Crime and Punishment: Understand the criminal justice system of England and Wales, the role of punishment in a criminal justice system, and the measures used in social control
Year 13 Summer Term	Revision and consolidation for external Unit 4 examination	Revision and consolidation for external Unit 4 examination

Assessment

Your final grade in this subject will come from three examinations taken at the end of Year 13.

Unit 1 Internal Assessment (Controlled Assessment) Changing Awareness of Crime	8 hour controlled assessment in Autumn term (before Christmas)	25% of your final grade
Unit 2 Exam Criminological Theories	1h 30m Taken at the end of Year 12	25% of your final grade
Unit 3 Internal Assessment (Controlled Assessment) Crime Scene to Courtroom	8 hour controlled assessment in Autumn term (before Christmas)	25% of your final grade
Unit 4 Exam Crime and Punishment	1h 30m Taken at the end of Year 13	25% of your final grade

Throughout the course, you will also be assessed in the following ways:

- Knowledge quizzes
- Practice essays
- Timed tests
- End of unit assessments

Tracking your progress

Note on target grades: these are generated automatically by an organisation called LPUK, based on national averages about what people with similar GCSE grades to you go on to achieve in sixth form **if they push themselves**. They are **not what you will automatically get**, they are **not necessarily what you will be predicted on your UCAS or any other applications** and they are absolutely **not the maximum you can achieve**. What you achieve in sixth form will depend on **how much work you put in**. Your target grade is intended to be something for you to work towards: for you to try to do as good as or better than.

Your LPUK target grade:

Assessments

Date	Assessment title	Mark/grade	Focus for improvement
Year 12 Term 1			
Year 12 Term 2			
Year 12 Term 3			
Year 13 Term 1			
Year 13 Term 2			
Year 13 Term 3			

Useful resources and taking your work further

With Sixth Form studies, there is no such thing as “finished all your work”.

All past papers, power points, resources used in class are on the Padlets for each module (a link to these will be sent to you when you start the relevant module)

The following books are directly related to study and would also serve as useful guides for undergraduate study

Non-fiction: academic, memoir, journalistic and historical

Book Title	Author	Description
Criminology	Tim Newburn	The best introductory academic text.
The Prison Doctor	Amanda Brown	Stories of patients and cases, written by a doctor who treated patients inside some of Britain’s biggest prisons.
Orange is the New Black	Piper Kerman	The book that inspired the Netflix show. An experience of being inside a US women’s prison
The Wolf of Wall Street	Jordan Belfort	The book that inspired the film starring Leonardo Di Caprio; a notorious white-collar criminal’s memoir.
My Dark Places	James Ellroy	The crime writer tells the story of his mother’s unsolved murder and the impact it had upon him.
A Few Kind Words and a Loaded Gun	Noel ‘Razor’ Smith	Smith, a writer and former criminal, taught himself to read and write while serving a life sentence.
Manhunt	Colin Sutton	Sutton was the police investigator in charge of the hunt for the man who murdered Millie Dowler.
In Cold Blood	Truman Capote	A book that revolutionised the ‘true crime’ genre.
10 Rillington Place	Ludovic Kennedy	John Christie’s murders and the miscarriage of justice that led to the conviction of Timothy Evans.
The Suspicions of Mr Whicher	Kate Summerscale	A notorious Victorian murder and the investigation which followed it
A Very British Murder	Lucy Worsley	A history of murder in Britain, featuring notorious crimes, and changes to investigation methods.
Columbine	Dave Cullen	The Columbine Killings, a notorious school shooting in the USA in 1999.
Homicide	David Simon	A reporter who followed the homicide squad in Baltimore, USA, for a year writes about his experience.
Killers of the Flower Moon	David Grann	A story of murder in Oklahoma – racial tensions, profit, exploitation and investigation.
Profession of Violence	John Pearson	A biography of the Kray Twins, notorious gang leaders from London’s East End.

Fiction: often great writing, but not always true to life!

Book Title	Author	Description
Postmortem	Patricia Cornwell	Cornwell, a former medical officer, is credited with bringing forensic science into mainstream crime fiction.
The Mermaids Singing	Val McDermid	The first in a series which features Dr Tony Hill, a forensic psychologist, as the protagonist. Quite grisly.
Knots and Crosses	Ian Rankin	The first in a series about Detective Inspector John Rebus, an Edinburgh police detective.
Cover Her Face	PD James	The first in a series to feature Detective Inspector Adam Dalgliesh. A great murder investigation story.
The Murder of Roger Ackroyd	Agatha Christie	Voted the best ever crime novel by a poll of 600 crime writers in 2013. Features Belgian detective Poirot.

Or, you could explore any of the Criminologists, topics, pieces of research you have studied on YouTube, follow a prominent Criminologist on Social Media, or find a relevant PodCast which Mrs Fletcher and Mrs Hubble could then add to the list for future students.