



Curriculum Map: Year 13 Subject: Criminology

Topic	Key Knowledge <i>What will all students KNOW by the end of the topic?</i>	Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i>	Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i>
<p>Unit 3: Crime scene to courtroom</p> <p>LO1 Understand the process of criminal investigations</p>	<p><u>AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations</u></p> <ul style="list-style-type: none"> • 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 <p><u>AC1.2 Assess the usefulness of investigative techniques in criminal investigations</u></p> <p>Techniques;</p> <ul style="list-style-type: none"> • forensic • surveillance techniques • profiling techniques • use of intelligence databases, e.g. National DNA Database • interview techniques e.g. eye witness interviews, expert interviews <p>Criminal investigations</p> <p>• Situations;</p> <ul style="list-style-type: none"> - Crime scene - Laboratory - Police station - 'Street' 	<p>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.</p> <p>The third mandatory unit will provide 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.</p> <p>Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also allow learners to learn in such a way that they develop:</p> <ul style="list-style-type: none"> • skills required for independent learning and development • a range of generic and transferable skills • the ability to solve problems • the skills of project-based research, development and presentation 	<p>Controlled assessment In school assessment weeks Peer assessment Self-assessment</p>

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	<ul style="list-style-type: none"> • Types of crime - Violent crime -e-crime -Property crime <p><u>AC1.3 Explain how evidence is processed</u></p> <p>Types of evidence;</p> <ul style="list-style-type: none"> • Physical evidence • Testimonial evidence <p>Process;</p> <ul style="list-style-type: none"> • Collection • Transfer • Storage • Analysis • Personnel involved <p><u>AC1.4 Examine the rights of individuals in criminal investigations</u></p> <ul style="list-style-type: none"> • Suspects • Victims • Witnesses 	<ul style="list-style-type: none"> • the fundamental ability to work alongside other professionals, in a professional environment • the ability to apply learning in vocational context 	
<p>LO2 Understand the process for prosecution of suspects</p>	<p><u>AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects</u></p> <ul style="list-style-type: none"> • Charging role – Criminal Justice Act 2003 • Prosecution of Offences Act 1985 • Full Code Test 	<p>As above</p>	

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	<p><u>AC2.2 Describe trial processes</u></p> <ul style="list-style-type: none">• Pre-trial• Bail• Roles• Plea bargaining• Courts• Appeals <p><u>AC2.3 Understand rules in relation to the use of evidence in criminal cases</u></p> <ul style="list-style-type: none">• Relevance and admissibility• Disclosure of evidence• Hearsay rule and exceptions• Legislation and case law <p><u>AC2.4 Assess key influences affecting the outcomes of criminal cases</u></p> <ul style="list-style-type: none">• Evidence• Media• Witnesses• Experts• Politics• Judiciary• Barristers and legal teams <p><u>AC2.5 Discuss the use of laypeople in criminal cases</u></p> <ul style="list-style-type: none">• Juries• Magistrates		
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<p>LO3 Be able to review criminal cases</p>	<p><u>AC3.1 Examine information for validity</u></p> <ul style="list-style-type: none"> • Bias • Opinion • Circumstances • Currency • Accuracy • Evidence • Trial transcripts • Media reports • Judgements • Law Reports <p><u>AC3.2 Draw conclusions from information</u></p> <ul style="list-style-type: none"> • Just verdicts • Miscarriage • Safe verdict • Just sentencing 	<p>As above</p>	
<p>Unit 4 Crime and punishment</p> <p>LO1 Understand the criminal justice system in England and Wales</p>	<p><u>AC1.1 Describe processes used for law making</u></p> <ul style="list-style-type: none"> • Government processes • Judicial processes 	<p>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.</p> <p>In the final mandatory unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an</p>	<p>In- school assessment weeks Past paper questions Quizzes Self-assessment Peer-assessment</p>

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	<p><u>AC1.2 Describe the organisation of the criminal justice system in England and Wales</u></p> <ul style="list-style-type: none"> • Police • Law creation • Courts • Formal punishment • Relationships <p><u>AC1.3 Describe models of criminal justice</u></p> <ul style="list-style-type: none"> • Due process • Crime control 	<p>accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy. Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also allow learners to learn in such a way that they develop:</p> <ul style="list-style-type: none"> • skills required for independent learning and development • a range of generic and transferable skills • the ability to solve problems • 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 context 	
<p>LO2 Understand the role of punishment in a criminal justice system</p>	<p><u>AC2.1 Explain forms of social control</u></p> <ul style="list-style-type: none"> • Internal forms <ul style="list-style-type: none"> -Rational ideology - Tradition - Internalisation of social rules and morality • External forms <ul style="list-style-type: none"> - Coercion - Fear of punishment • Control theory <ul style="list-style-type: none"> - Reasons for abiding by the law <p><u>AC2.2 Discuss the aims of punishment</u></p> <ul style="list-style-type: none"> • retribution 	<p>As above</p>	

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	<ul style="list-style-type: none"> • rehabilitation • deterrence o prevention of reoffending o deterrence of others from committing similar crimes • public protection • reparation <p><u>AC2.3 Assess how forms of punishment meet the aims of punishment</u></p> <ul style="list-style-type: none"> • Imprisonment • Community • Financial • Discharge 		
<p>LO3 Understand measures used in social control</p>	<p><u>AC3.1 Explain the role of agencies in social control</u></p> <p>Role</p> <ul style="list-style-type: none"> • Aims and objectives • Funding • Philosophy • Working practices; - Types of criminality - Types of offenders - Reach (local, national) <p>Agencies</p> <ul style="list-style-type: none"> • government-sponsored agencies; - Police - CPS - Judiciary - Prisons - Probation • charities • pressure groups 	<p>As above</p>	

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	<p><u>AC3.2 Describe the contribution of agencies to achieving social control</u></p> <ul style="list-style-type: none">• Tactics and measures used by agencies;<ul style="list-style-type: none">- Environmental<ul style="list-style-type: none">▪ Design▪ Gated lanes-Behavioural<ul style="list-style-type: none">▪ ASBO▪ Token economy- Institutional<ul style="list-style-type: none">- Disciplinary procedures<ul style="list-style-type: none">▪ Rule making▪ Staged/phased• Gaps in state provision <p><u>AC3.3 Examine the limitations of agencies in achieving social control</u></p> <p>repeat offenders/recidivism</p> <ul style="list-style-type: none">• Civil liberties and legal barriers• Access to resources and support• Finance• Local and national policies• Environment• Crime committed by those with moral imperatives <p><u>AC3.4 Evaluate the effectiveness of agencies in achieving social control</u></p> <ul style="list-style-type: none">• Government sponsored agencies<ul style="list-style-type: none">-Police-CPS-Judiciary-Prisons		
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	<ul style="list-style-type: none">-Probation• Charities• Pressure groups		
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