



LEVEL 3 CERTIFICATE AND DIPLOMA IN CRIMINOLOGY

ADDITIONAL GUIDANCE

Unit 1 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO1 Understand how crime reporting affects the public perception of criminality</p>	<p>AC1.1 Analyse different types of crime</p>	<p>Types of crime</p> <ul style="list-style-type: none"> • white collar, e.g. <ul style="list-style-type: none"> ○ organised ○ corporate ○ professional • moral • state, e.g. <ul style="list-style-type: none"> ○ human rights • technological, e.g. <ul style="list-style-type: none"> ○ e-crime • individual, e.g. <ul style="list-style-type: none"> ○ hate crime ○ honour crime ○ domestic abuse 	<p>Research types and variety of white collar crime. Consider the case of Bernard Madoff and Ponzi Schemes - see http://news.bbc.co.uk/1/hi/business/8124838.stm</p> <p>Create a visually appealing newspaper front page special about organised crime. This could be on The Mafia, The Triads (China), The Yakuza (Japan).</p> <p>Watch the documentary on The Krays at: https://www.youtube.com/watch?v=crnROARFX5k</p> <p>Understand why some people become prisoners of the state by researching the work of Amnesty International: http://www.amnesty.org.uk/ and looking at cases reported in the Guardian: http://www.guardian.co.uk/world/amnesty-international Look at criminal actions of the state by researching 'Greenpeace'.</p> <p>Create a short research project on hate crime - useful information at http://www.stophateuk.org/ and https://www.youtube.com/watch?v=B03jduD9N5o</p> <p>The BBC has a website relating to honour crime: http://www.bbc.co.uk/ethics/honourcrimes/</p> <p>Produce a case study guide on cases such as Shafiea Ahmed, Bahnaz Mahmood, HeshuYones, Tulay Goren, SamairaNazir, Amrit Kaur Ubhi, Naikalnayat, Philomena Dunleavy.</p> <p>Bring in outside speakers to raise awareness of domestic violence. These are often local organisations. Also see: http://www.domesticviolence.co.uk/ or http://www.womensaid.org.uk</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC1.2 Explain the reasons that certain crimes are unreported</p>	<p>Reasons</p> <ul style="list-style-type: none"> • personal, e.g. <ul style="list-style-type: none"> ○ fear ○ shame ○ disinterest ○ not affected • social and cultural, e.g. <ul style="list-style-type: none"> ○ lack of knowledge ○ complexity ○ lack of media interest ○ lack of current public concern ○ culture bound crime (e.g. honour killing, witchcraft) 	<p>Consider why some crimes are not reported to the police – create a hierarchy of reasons for not reporting crime. Help can be found at : http://www.victimsofcrimeinscotland.org.uk/reporting-a-crime/not-reporting-a-crime/ and http://news.bbc.co.uk/1/hi/uk/4795907.stm</p> <p>Consider the case for prostitution being a victimless crime: http://crime.about.com/od/prostitution/a/prostitution.htm</p> <p>Create a news report for radio or television relating to African witchcraft beliefs and children based on Unicef materials: http://www.unicef.org/infobycountry/nigeria_55301.html</p>
	<p>AC1.3 Explain the consequences of unreported crime</p>	<p>Consequences</p> <ul style="list-style-type: none"> • ripple effect • cultural • decriminalisation • police prioritisation • unrecorded crime • cultural change • legal change • procedural change 	<p>Understand how human trafficking links to wider issues of crime and the state: http://www.guardian.co.uk/law/human-trafficking</p> <p>Research the cases of Maxine Carr, Leigh and Anita Turner and summarise the consequences of their actions.</p> <p>Research the impact of decriminalisation and state regulation of cannabis and/or sex trade in the Netherlands.</p> <p>Research the cases of: Kristy Bamu https://www.youtube.com/watch?v=yTjiWl9d9gQ</p> <p>Produce a story board of 'The Broken Windows' thesis.</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC1.4 Describe media representation of crime</p>	<p>Media</p> <ul style="list-style-type: none"> • newspaper • television • film • electronic gaming • social media (blogs, social networking) • music 	<p>Research how newspapers report crime and the types of crime they report on. Consider differences between local newspapers, national newspapers, tabloids and broadsheets in their reporting of crime.</p> <p>Watch a DVD or part of a film on crime, e.g. 'Bad Boys or Bad Boys II'. Ask the learners to consider how realistic they think the film is.</p> <p>Design a poster or a cover to advertise a new electronic crime game, consider the implications of new technologies on crime and crime prevention.</p> <p>Consider use of social media to represent crime, i.e. Facebook: http://www.dailymail.co.uk/news/article-1338223/Facebook-crime-rises-540-cent-3-years-police-chiefs-16-forces-reveal.html and Twitter: http://www.bbc.co.uk/news/uk-wales-15462164 Can learners find further examples?</p> <p>Learners to identify the different types of media available to them and design a survey to find out how young people use these forms of media. Conduct the research on their fellow learners and show the information in a graph/chart format.</p> <p>Learners to do their own research on the types of factual crime programmes available using a television guide.</p> <p>Learners to visit a major book shop or railway station bookstall and estimate the extent to which crime forms the basis of the market for fiction.</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
	<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>To show the influence of media coverage over public perception of crime-watch https://www.youtube.com/watch?v=QpbEolyvQ1s</p> <p>Create a magazine cover or page focusing on a controversial crime, introducing the concept of news values.</p> <p>Introduce Stan Cohen's idea on the media creating a 'Moral Panic'. Watch: https://www.youtube.com/watch?v=r61ks18Bd7I</p> <p>Read the article about the media's moral panic over knife crime and make some notes: - http://www.bbc.co.uk/blogs/legacy/theeditors/2008/07/moral_panic.html</p> <p>Introduce Leslie Wilkins idea of 'Deviancy Amplification'.</p> <p>Stereotypes and young people - research and debate. With reference to crime, use specific examples from research as to how youths and youth culture might create a moral panic. This could include a search of newspapers for relevant articles or comments section for online newspapers, learners should consider how the media affects the public's general perception of young people and crime? And can anything be done to correct this viewpoint</p> <p>Draw a picture of a stereotypical criminal. What do most people believe are the typical features of a criminal? How realistic is that viewpoint?</p> <p>Look on the Internet for the London riots of August 2011- also see BBC Panorama programme on the riots on 15/08/11. Consider, in particular, the sentences given to those involved in the riots. Consider whether these sentences were disproportionate to the actual offence committed: http://www.ibtimes.co.uk/articles/199153/20110817/david-cameron-london-riots-england-riots-uk-riots-prison-courts-sentences-human-rights.htm</p> <p>Research on how the terrorist attack on the 'Twin Towers' in New York in 2001, led to a change in how the British police and government changed their emphasis and priorities on crime. (Type 'police and terrorism since 2001 in England and Wales' into Google).</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
	<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>Go to the Police UK website http://www.police.uk/ type in your local postcode and look at the crimes in the local area. Consider which crimes the police should be focusing their resources.</p> <p>Introduce the British crime Survey by watching: https://www.youtube.com/watch?v=6cEz8tC3ctg&index=3&list=PLV254c8IXAn01UL3gDykSSqIBG-xgC6SA</p> <p>Find information on Community Safety Partnerships (CSP). Home Office: http://www.homeoffice.gov.uk/crime/partnerships/ Contact local CSP: http://www.homeoffice.gov.uk/crime/partnerships/contacts/ and e-mail the local CSP office and discuss the patterns of crime in the local area.</p> <p>Invite a representative of the local police force to discuss local crime and crime rates.</p> <p>Read the articles at: http://www.theguardian.com/news/datablog/2014/jan/23/crime-england-wales-down-how-much and http://www.bbc.co.uk/news/uk-politics-25831906 and record reasons that could affect the reliability of the statistics.</p> <p>Watch the following and record matters that could affect the validity of a crime survey: https://www.youtube.com/watch?v=IsWSQwcSUZM</p> <p>In pairs consider the strengths & weaknesses of crime surveys – further help could be found at https://www.youtube.com/watch?v=A6YSmZRbSmQ</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
			<p>The dark figure of crime - watch and discuss https://www.youtube.com/watch?v=jzdTiM5wS_c</p> <p>Design a questionnaire asking individuals whether they have been a victim of crime and what types of criminality they have been a victim of.</p> <p>Role play: Interviewing a well-known criminal. Decide on the questions to ask and interview a fellow learner playing the role of the criminal.</p> <p>Role-play: Interviewing a well-known burglar. Decide on the questions to ask and interview a classmate playing the role of the burglar. How is possible to get useful information from the burglar?</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO2 Understand how campaigns are used to elicit change</p>	<p>AC2.1 Compare campaigns for change</p>	<p>Campaigns for change, e.g.</p> <ul style="list-style-type: none"> • change in policy • change in law • change in priorities of agencies • change in funding • change in awareness • change in attitude 	<p>In small groups research one or more of the following campaigns and prepare a presentation for the rest of the class: Sarah’s Law - being aware of paedophiles in your area, Clare’s Law - domestic abuse, Ann Ming’s campaign - Double Jeopardy law, Bobby Turnbull’s campaign re gun licensing, Snowdrop campaign - anti gun laws, Anti-smoking campaigns, Scottish Independence Campaign, Anti-Fox Hunting Campaign, Assisted Suicide campaign (Tony Nicklinson / Debbie Purdy) Classification of drugs campaigns, campaign by parents of April Jones to restrict extreme online material, local campaigns, e.g. keeping open hospitals or road safety campaigns, campaigns to change attitudes to gay, lesbian & transgender http://changingattitude.org.uk/ and http://www.stonewall.org.uk/campaign/our-communities</p> <p>Construct and complete a table to compare and contrast the campaigns mentioned above.</p> <p>Choose one specific piece of legislation that is identified as being in need of change related to an understudied or under-reported crime. Suggest reasons for making legislative change.</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
	AC2.2 Evaluate the effectiveness of media used in 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 	<p>Understand the principles of using social media to change people's awareness of the world: http://www.socialmediatoday.com/content/social-media-21st-century-news-source or http://www.unicef.org/righttoknow/index_mediacampaign.html</p> <p>Return to some of the campaigns previously studied and consider techniques that are used to have an impact on public opinion and public awareness.</p> <p>Research the history and effectiveness of the 'Talk to Frank' campaign against drug abuse in the UK http://www.talktofrank.com/</p> <p>Look at the story of Pablo the drug mule dog: https://www.youtube.com/watch?v=4LnA-xCz5U8</p> <p>Research the effectiveness of the campaign by seeing if the target group of young people is aware of 'Talk to Frank.' Ask learners to research the website and see if their views about drugs have changed.</p>
LO3 Plan campaigns for change relating to 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 • 	<p>Create a flow chart to plan the campaign. Then develop into a comprehensive document containing all the relevant sections.</p> <p>Some guidance can be found at: http://knowhownonprofit.org/campaigns/campaigning/planning-and-carrying-out-campaigns/planning</p> <p>A slide show to help at be found at: http://www.slideshare.net/jeremywaite/60-30-10</p>
	AC3.2 Design materials for use in campaigning for	Design <ul style="list-style-type: none"> • structure of information • use of images or other accentuating features to 	<p>Consider the planning of a marketing campaign – what do people remember and why? http://www.artsderbyshire.org.uk/images/Planning_a_Marketing_Campaign_-_NE_tcm40-158992.pdf</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
	change	capture attention <ul style="list-style-type: none"> • use of persuasive language • promotion of action • consideration of target audience • alignment with campaign 	<p>Content analyses of effective public awareness literature looking at why they are effective and how they are created to be effective</p> <p>Often publicity materials for crimes involving domestic abuse or hate crimes are available from a Local Authority and can be found in hospitals, libraries and community centres. Visit such places to collect the material for ideas on effective design.</p> <p>Look at a police or other crime related organisational website and make recommendations for improvements and change considering external issues such as Disability Discrimination Act (DDA) requirements</p>
	AC3.3 Justify a campaign for change	Justify <ul style="list-style-type: none"> • presentation of a case for action • use of evidence in support of a case • use of persuasive language 	<p>Learners should hold a think, pair, share activity which results in a set of success criteria for a successful campaign, i/e/ 'what does a successful campaign look like' - include examples - what was done effectively - why did it work? Was it a hard hitting image or logo or slogan that made people sit up and think? Why were few words used? Why was the type of media selected? Was there use of persuasive language?</p> <p>Learners should then evaluate their campaign against these criteria. Include how the campaign could be improved.</p>

Unit 2 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO1 Understand social constructions of criminality</p>	<p>AC1.1 Compare criminal behaviour and deviance</p>	<p>Criminal behaviour</p> <ul style="list-style-type: none"> • social definition • legal definition • formal sanctions against criminals • variety of criminal acts <p>Deviance</p> <ul style="list-style-type: none"> • norms, moral codes and values • informal and formal sanctions against deviance • forms of deviance 	<p>Ask the learners what they think is meant by the term 'crime'. Outline the social and legal definitions of crime.</p> <p>Make a list of 5 crimes varying in seriousness. Make a table showing the crimes listed and the punishment for each crime.</p> <p>Create a mind map showing the different types of crimes in England and Wales. Consider fatal offences, non-fatal offences against the person, property offences, sexual offences, public order offences, road traffic offences, drug offences, etc.</p> <p>Explain what is meant by the term deviance. Ask the learners whether they think the people in these pictures are deviant or criminal: http://www.google.co.uk/search?q=punk+rockers&hl=en&client=firefox-a&hs=ItT&rls=org.mozilla:enGB:official&prmd=imvns&tbm=isch&tbid=0&source=univ&sa=X&ei=iTt7T6WOKsPZ8QPP-NnTCA&ved=0CG8QsAQ&biw=1280&bih=570</p> <p>Create a short portrait gallery of images of known criminals and images of people who may look unusual but who are not necessarily crime breakers. Show the images to a small convenience sample of people and ask for their reactions. Watch the short clip at https://www.youtube.com/watch?v=BO6PQHGXnlk</p> <p>How does our society treat the individuals in the pictures? How would the individuals in class treat them if they met them in the street?</p> <p>Create a Venn diagram of acts that are deviant, acts that are criminal and acts that are both deviant and criminal.</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC1.2 Explain the social construction of criminality</p>	<p>Social construction</p> <ul style="list-style-type: none"> • how laws change from culture to culture • how laws change over time • how laws are applied differently according to circumstances in which actions occur • why laws are different according to place, time and culture 	<p>Individual research into laws from different cultures. Look at women jailed for moral crimes in Afghanistan http://www.hrw.org/news/2013/05/21/afghanistan-surge-women-jailed-moral-crimes</p> <p>Look at the website and find the 'strange' laws. http://news.bbc.co.uk/1/hi/wales/6204511.stm and http://www.telegraph.co.uk/news/uknews/1568475/Ten-stupidest-laws-are-named.html</p> <p>Make a list of actions that are criminal in the UK and legal in the USA and actions that are legal in the UK and criminal in the USA.</p> <p>Research the case of Ruth Ellis. Ellis was convicted of murder and was hanged in 1955. Questions should focus on whether, according to the article, Ellis should have been convicted of murder or manslaughter. Explain why this judgement is made. Complete further research on the Ellis case and decide how she could have been defended from being hanged.</p> <p>Research the offence of bigamy and discover where in the world it is legal.</p> <p>Learners are to be the Judge in exemplar criminal cases. What sentences would they pass and why? Is it appropriate to the crime?: http://ybtj.justice.gov.uk/</p> <p>Create a Venn diagram showing some laws from this country that can be transferred to another country and those that cannot.</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO2 Know theories of criminality</p>	<p>AC2.1 Describe biological theories of criminality</p>	<p>Biological theories</p> <ul style="list-style-type: none"> • genetic theories • physiological theories 	<p>Individual research into the key theorists using genetic and physiological approaches. Useful exemplars of this approach to criminology include Lombroso and Sheldon: http://www.cerebromente.org.br/n01/frenolog/lombroso.htm</p> <p>http://www.psychotron.org.uk/newResources/criminological/A2_AQB_crim_physiologicalTheories.pdf</p> <p>Explain why the case of Phineas Gage may be relevant to Biological theories of crime http://www.youtube.com/watch?v=MvpIRN9D4D4</p> <p>Make notes of the main finding found in the report on criminal offending and brain injury carried out by The Disabilities Trust http://www.thedtgroup.org/foundation/news/almost-half-of-male-offenders-have-a-brain-injury.aspx</p> <p>Research serotonin and its effects on behavior. Consider how levels can be altered by dietary control and why it might be appropriate to alter the levels.</p> <p>Carry out the following task. The chef at a local Young Offenders Rehabilitation Unit wants some suitable diets for people with aggressive tendencies, he has approached you for advice, send an email with your recommendations.</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC2.2 Describe individualistic theories of criminality</p>	<p>Individualistic theories</p> <ul style="list-style-type: none"> • learning theories • psychodynamic • psychological theories 	<p>Individual research into key theorists using psychological approaches. Useful exemplars of this approach include: Bandura (social learning), Freud (psychodynamic) and Eysenck (psychological theories) Kohlberg (moral development).</p> <p>Information, presentations, activities and work sheets can be found at: http://www.psychotron.org.uk/</p> <p>Watch Bandura's bobo doll experiment: https://www.youtube.com/watch?v=dmBqwWlJg8U</p> <p>Heinz Dilemma - Kohlberg's stages of Moral Development (Interactive Animation) at: https://www.youtube.com/watch?v=5czp9S4u26M</p> <p>Useful handout on 'Psychodynamic theories of offending' at: http://www.psychotron.org.uk/newResources/criminological/A2_AQ_B_crim_psychodynamicTheories.pdf</p> <p>Collect some crime reports from newspapers, magazines or the internet. Analyse the content, specifically look for any reference to the childhood of the offender[s] in order to identify any possible reference to traumatic or emotionally painful events such as periods of separation from parent[s].</p> <p>Create a magazine cover using one approach to an understanding of crime.</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC2.3 Describe sociological theories of criminality</p>	<p>Sociological theories</p> <ul style="list-style-type: none"> • social structure • interactionism • realism 	<p>Make notes about the Functionalist approach to criminality at: http://www.slideshare.net/RSJones/crime-and-deviance-functional-approach?related=2</p> <p>Slideshow summarising social structure and crime: http://www.slideshare.net/jenvogt/social-theories-of-crime Merton's Strain theory https://www.youtube.com/watch?v=fvVd9oOxTm8</p> <p>Make notes about the labelling theory: http://www.historylearningsite.co.uk/sociology/crime-and-deviance/the-labelling-theory/ Then in groups write a short play or script to show this theory in action.</p> <p>http://www.sociology.org.uk/pcdevmx.pdf - Is a handout which summarises the Traditional Marxist Perspectives on Crime and has several activity tasks</p>
<p>LO3 Understand causes of criminality</p>	<p>AC3.1 Analyse situations of criminality</p>	<p>Situations relating to:</p> <ul style="list-style-type: none"> • different types of crime • individual criminal behaviour 	<p>Research the childhood backgrounds of any notorious serial murderers such as Fred West or Harold Shipman. The focus should be on life history and not subsequent crimes. Which theory of criminality could account for their criminal behaviour?</p> <p>Divide the class into small groups and each one is to study a different crime (other than murder) and seek possible causes for the crime referring to the range of theories already discussed: burglary, rape, white collar crime, drugs offences and alcohol related crime.</p> <p>Class discussion: 'To what extent did childhood experiences either indicate developing problems or appear to contribute to the later offending behaviour?'</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
			<p>Identify the difference between crime that has a high degree of tolerance (underage drinking and sexual activity) and crimes that are universally condemned (murder, child abuse). What differences are there in control techniques?</p> <p>Is it possible to identify potential offenders before they offend? http://www.theguardian.com/society/2008/mar/16/youthjustice.children</p> <p>Take one specific well-known case or recent situation from the newspapers or a recent moral panic and consider it from each of the perspectives.</p>
	<p>AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</p>	<p>Criminological theories</p> <ul style="list-style-type: none"> • individualistic • biological • sociological 	<p>Create a wall display assessing the strengths and weaknesses of the theories in terms of explaining crime</p> <p>Evaluation of labelling theory: http://www.slideshare.net/smccormac7/labelling-theory?next_slideshow=1</p> <p>Evaluation of biological theories: http://www.markedbyteachers.com/as-and-a-level/sociology/an-evaluation-on-the-biological-theories-of-crime.html</p> <p>Handout containing an evaluation of Eysenck's theory http://www.psychotron.org.uk/newResources/criminological/A2_AQ_B_crim_EysenckTheory.pdf</p>
<p>LO4 Understand causes of policy change</p>	<p>AC4.1 Assess the use of criminological theories in informing policy development</p>	<p>Criminological theories</p> <ul style="list-style-type: none"> • individualistic • biological • sociological <p>Policy development</p>	<p>What is social policy? Hold class discussion including which social policies are most important and why?</p> <p>Consider the theories of criminality and the related crime control policies, which ones have been more successful?</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
		<ul style="list-style-type: none"> • informal policy making • formal policy making <ul style="list-style-type: none"> ○ crime control policies ○ state punishment policies 	<p>Biological theories - in pairs, one learner to consider the death penalty and the other eugenics. Both to research policy development and then to teach each other their topic.</p> <p>Individualistic theories - Psychoanalysis: http://www.simplypsychology.org/psychoanalysis.html http://www.psychanalysis.org.uk/about_psa.htm Harrower, J. [1998]. Applying psychology to crime/. Hodder Stoughton. London</p> <p>Behaviour modification http://www.youtube.com/watch?v=e7prKdC99mc http://www.nij.gov/journals/265/pages/therapy.aspx</p> <p>Divide the class into small groups who each select a different sociological approach to crime control - groups to prepare a power point presentation on selected method to rest of class. Ideas could include :</p> <p>Custodial sentences: https://www.howardleague.org/fileadmin/howard_league/user/pdf/Consultations/Response_to_Breaking_the_Cycle.pdf http://www.americasquarterly.org/content/harsher-prison-sentences-dont-curb-crime</p> <p>Non-custodial sentences: http://www.psychotron.org/newResources/criminological/A2_AQ_B_crim_nonCustodial.pdf</p> <p>Restorative Justice: http://restorativejustice.org.uk/what-restorative-justice</p> <p>Zero-tolerance - http://www.bbc.co.uk/news/mobile/uk-14531650</p> <p>CCTV - http://library.college.police.uk/docs/what-works/What-works-briefing-effects-of-CCTV-2013.pdf</p>

Unit 2 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC4.2 Explain how social changes affect policy development</p>	<p>Social changes</p> <ul style="list-style-type: none"> • social values, norms and mores • public perception of crime • structure of society <ul style="list-style-type: none"> ○ demographic changes • cultural changes 	<p>Look for cases or laws that have changed the way that people think about the nature of crime. Do they reflect changes in the law or do changes in the law reflect changes in the way that people think about crime? Specific example: The laws regarding homosexuality in the UK. Why were they introduced? What was the impact on behaviour? Why were they eventually repealed? How has that impacted on attitudes to homosexuality in the UK? Sources of information: http://www.stonewall.org.uk/at_home/history_of_lesbian_gay_and_bisexual_equality/default.asp</p> <p>Attitudes to domestic violence has changed significantly over time. http://www.theguardian.com/society/2013/jan/01/domestic-abuse-changing-conversation and http://www.womensaid.org.uk/domestic-violence-articles.asp?section=00010001002200400001&itemid=1402</p> <p>Other useful examples could involve laws relating to Equality Legislation such as the Disability Discrimination Act (DDA) or regulations relating to hate crime.</p> <p>The impact of the Stephen Lawrence case on policing and racism can be studied: http://news.bbc.co.uk/1/hi/english/static/stephen_lawrence/timeline.htm and other related news stories can be seen at: http://news.bbc.co.uk/1/hi/special_report/1999/02/99/stephen_lawrence/285357.stm</p>

Unit 2 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC4.3 Discuss how campaigns affect policy making</p>	<p>Campaigns</p> <ul style="list-style-type: none"> • newspaper campaigns • individual campaigns • pressure group campaigns 	<p>Learners research and produce a resource illustrating a local or national campaign that influences policy making at a local or national level.</p> <p>Law on double jeopardy and changes introduced by Criminal Justice Act 2003. See case of Billy Dunlop http://news.bbc.co.uk/1/hi/england/tees/5412264.stm</p> <p>The Child Sex Offenders Disclosure Scheme – as a result of the ‘Sarah’s Law’ campaign http://www.bbc.co.uk/news/uk-25489541</p> <p>The Domestic Violence Disclosure Scheme – as a result of ‘Claire’s Law’ http://content.met.police.uk/Article/Domestic-Violence-Disclosure-Scheme---Clares-Law/1400022792812/1400022792812</p> <p>Campaign to introduce an assisted suicide law - see Lord Falconer’s Bill http://services.parliament.uk/bills/2014-15/assisteddying.html</p> <p><i>Synoptic links:</i> <i>Learners should use their knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies.</i></p>

Unit 3 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO1 Understand the process of criminal investigations</p>	<p>AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations</p>	<p>Personnel</p> <ul style="list-style-type: none"> • 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 	<p>Individual research into the roles of the personnel involved in criminal investigations OR Learners in small groups/pairs to be given one role each, and to research the particular role in different criminal investigations, including a homicide case, and prepare a presentation explaining and evaluating the role within criminal investigations.</p> <p>For example see - American students video - rap song - showing how to deal with a crime scene: http://www.youtube.com/watch?v=OkAbu_oBTfo</p> <p>Crime scene forensics: How does it work? http://www.bbc.co.uk/news/magazine-16187225#panel1</p> <p>For evaluation research 'mistakes' in the various roles, e.g. http://www.channel4.com/news/camden-ripper-pathologist-found-guilty-of-incompetence</p> <p>Damilola Taylor or Stephen Lawrence cases.</p> <p>http://www.dailymail.co.uk/news/article-2308495/French-Alps-Shooting-Police-admit-contaminated-vital-evidence-massacre-crime-scene.html</p> <p>http://www.express.co.uk/news/uk/434926/Trials-hit-by-police-errors</p>

Unit 3 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC1.2 Assess the usefulness of investigative techniques in criminal investigations</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 <ul style="list-style-type: none"> ○ eye witnesses ○ other witnesses, e.g. experts • observation, etc. <p>Criminal investigations</p> <ul style="list-style-type: none"> • situations <ul style="list-style-type: none"> ○ crime scene ○ laboratory ○ police station ○ 'street' • types of crime <ul style="list-style-type: none"> ○ violent crime ○ e-crime ○ property crime 	<p>Surveillance Techniques The UK is reported to be the most intrusive society in history. What evidence is there of state surveillance? Learners to work in groups to survey their local area, research media sources and collect evidence of different surveillance techniques. http://news.bbc.co.uk/1/hi/programmes/from_our_own_correspondent/6995061.stm Potential visit to local police Headquarters to see surveillance cameras may be possible</p> <p>Guest speakers from local Police, Neighbourhood Watch etc. would aid delivery. See the Regulation of Investigatory Powers Act 2000.</p> <p>Profiling Techniques - Watch video clips from Canter's Mapping Murder series using historical cases. http://www.youtube.com/watch?v=QCdskRH-B6s http://www.davidcanter.com/</p> <p>Research Canter's successful involvement in the case of John Duffy (Railway Rapist).</p> <p>Resources such as handouts and activities can be found at http://psychotron.org.uk/</p> <p>DNA Techniques - assess by looking the cases of Colette Aram and David Butler</p> <p>Eye witness testimony - Learners to research the case of Ronald Cotton https://www.youtube.com/watch?v=u-SBTRLoPuo Cognitive interview techniques - http://www.simplypsychology.org/cognitive-interview.html</p>

Unit 3 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC1.3 Explain how evidence is processed</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>Watch and take notes from</p> <p><u>Britain's CSI School - Hair and Fibre - The One Show - 4 mins 27</u> <u>http://www.youtube.com/watch?v=BjLHW7qQE10&feature=related</u></p> <p><u>Britain's CSI School - Footprints - The One Show - 5mins 01</u> <u>http://www.youtube.com/watch?v=7-esqwmLmCs&feature=relmfu</u></p> <p><u>Britain's CSI School - Fingerprints - The One Show -4mins 16</u> <u>http://www.youtube.com/watch?v=q1MzUIs-hr4&feature=relmfu</u></p> <p><u>Britain's CSI School - Ballistics - The One Show - 4mins 58</u> <u>http://www.youtube.com/watch?v=P2JB5dj1CAw&feature=relmfu</u></p> <p>Learners to explore the different types of evidence physical and testimonial through a range of case studies, e.g. Barry George, Amanda Knox.</p> <p>Research www.crime-scene-investigator.net</p>
	<p>AC1.4 Examine the rights of individuals in criminal investigations</p>	<p>Individuals</p> <ul style="list-style-type: none"> • suspects • victims • witnesses 	<p>Learners to work in groups of three, to research the rights of:</p> <p>(i) a suspect: https://www.gov.uk/arrested-your-rights/when-youre-arrested</p> <p>(ii) a victim https://www.victimsupport.org.uk/help-victims/your-rights and</p> <p>(iii) a witnesses: http://www.cps.gov.uk/news/fact_sheets/witness_care_units/</p> <p>Learners to teach each other their research.</p> <p>Guest speaker from local office of Victim Support/CPS.</p>

Unit 3 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO2 Understand the process for prosecution of suspects</p>	<p>AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects</p>	<p>Requirements</p> <ul style="list-style-type: none"> • charging role – Criminal Justice Act 2003 • Prosecution of Offences Act 1985 • Full Code Test 	<p>Learners to research the history and role of the Crown Prosecution Service - Prosecution of Offences Act 1985: http://www.cps.gov.uk/yourcps.html</p> <p>Watch the clip from Gwent CPS about what the CPS does and what happens at court: http://www.youtube.com/watch?v=i5zn2cblai8</p> <p>Guest speaker from the CPS to discuss the charging role and application of the Full Code Test. Learners to discuss the reasons why the statutory charging scheme was brought in by the Criminal Justice Act 2003: http://sixthformlaw.info/01_modules/other_material/cps/31_cps_role.htm</p> <p><u>Just Deserts</u> – 3 Parts showing commission of a burglary = need to find evidence to satisfy 2 part code test. Part 1 - http://www.youtube.com/watch?v=Bd5Ob1bvo-s&feature=autoplay&list=UUnBa-3-smS732mp7J1sJxIQ&playnext=1 Part 2 - http://www.youtube.com/watch?v=iWPiQRi89UM&feature=relmfu Part 3 - http://www.youtube.com/watch?v=rGRaDFnhfpU&feature=relmfu</p> <p>Learners should consider what happens if the CPS decide not to prosecute Abu Hamza (2006).</p> <p>Learners should be aware of private prosecutions and research cases where this has happened e.g. Stephen Lawrence http://www.bbc.co.uk/news/uk-16283806</p> <p>Joan Francisco http://www.guardian.co.uk/uk/1999/oct/14/mattwells.vikramdodd</p>
	<p>AC2.2 Describe trial processes</p>	<p>Processes</p> <ul style="list-style-type: none"> • pre-trial • bail • roles • plea bargaining 	<p>Arrange visits to local Magistrates Court and Crown Court. Investigate possibility of a Judge giving talk to the class during court visit.</p> <p>Request a visit from http://magistrates-association.org.uk/about-magistrates/magistrates-community</p>

Unit 3 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
		<ul style="list-style-type: none"> • courts • appeals 	<p>Learners to explore the range of offences either way and indictable and the court where the case will be heard. Include the Appeals system. Create posters on the roles of lawyers, magistrates and judges.</p> <p>Bail is the release of a suspect, either by the police or court, before their trial, either conditionally or unconditionally. Make notes from: https://www.gov.uk/charged-crime/bail</p> <p>Plea bargaining independent research followed by whole class discussion of advantages & disadvantages. [R v Goodyear [2005].</p> <p>Learners to role play a mock bail application – groups of prosecution and defence to either prepare arguments to support bail or oppose bail, with 3 learners chosen to act as the magistrates. Learners to consider the problems of bail bandits and research cases where suspects have committed further crimes whilst on bail e.g. Garry Newlove http://news.bbc.co.uk/1/hi/7176471.stm Garry Weddell</p>
	<p>AC2.3 Understand rules in relation to the use of evidence in criminal cases</p>	<p>Rules of evidence</p> <ul style="list-style-type: none"> • relevance and admissibility • disclosure of evidence • hearsay rule and exceptions • legislation and case law 	<p>Evidence should always be relevant, reliable and admissible. Is this always the case? There are many rules of evidence some of the main ones are:</p> <p>Pre-trial silence - Criminal Justice and Public Order Act 1994, Condon v UK, Argent v R</p> <p>Previous convictions - Criminal Justice Act 2003 s.103. should the previous convictions have been allowed as evidence in the case of David Morris ? http://www.dailymail.co.uk/news/article-125457/Builder-guilty-murder.html#axzz2Kfe3PNvc</p> <p>Improperly obtained evidence - Including entrapment - consider case of Colin Stagg & exclusion under s.78 Police & Criminal Evidence Act</p> <p>Hearsay - Criminal Procedure Rules (2005). What is hearsay evidence? See http://www.cps.gov.uk/legal/h_to_k/hearsay/</p>

Unit 3 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
			<p>Are there ever any exceptions when hearsay evidence can be admitted in court: http://www.cps.gov.uk/legal/h_to_k/hearsay/ Use of hearsay evidence does not automatically prevent a fair trial Al-Khawaja and Tahery v United Kingdom (2011).</p> <p>Disclosure - Procedure and Investigations Act 1996 (CPIA) amended by the Criminal Justice Act 2003. Defence obliged to disclose all its evidence to the prosecution. Defence must provide names and addresses of all witnesses including experts. Prosecution – continuing duty to disclose anything that might reasonably be capable of undermining the prosecution case or helps the defence case. Research cases where disclosure has resulted in an unfair trial, e.g. Sally Clark.</p>
	<p>AC2.4 Assess key influences affecting the outcomes of criminal cases</p>	<p>Influences</p> <ul style="list-style-type: none"> • evidence • media • witnesses • experts • politics • judiciary • barristers and legal teams 	<p>Learners must fully consider the many factors that can influence the outcome of a trial.</p> <p>Reliability of evidence - cases can be thrown out of court by the judge if there is no case to answer by the defence and / or media intrusion. e.g. the case of Colin Stagg https://www.youtube.com/watch?v=6BQdFM7ftO4</p> <p>Media coverage - can it be biased and affect the outcome of a case? What laws are there to protect a suspect - Learners should consider cases where there has been 'trial by the media' and the Contempt of Court Act 1981. e.g. Christopher Jefferies, Colin Stagg, Taylor sisters, etc.</p> <p>Reliability of experts - research the cases of Sally Clark and Angela Cannings and the expert in those cases, Sir Roy Meadows and the tendency of juries to always accept expert evidence: http://understandinguncertainty.org/node/545 http://www.innocent.org.uk/cases/angelacannings/index.html</p> <p>Juries may be influenced by factors other than the evidence and witness statements in the court room. An example came in R v Alexander & Steen</p>

Unit 3 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
			<p>(2004) where a juror had romantically propositioned the prosecution barrister.</p> <p>Judges – since the Criminal Justice Act (2003) judges can hear a case without a jury if they believe that the case will be long/complex or that jury tampering could occur or is occurring. See the case of Twomey (2009) where this right was exercised for the first time: http://news.bbc.co.uk/1/hi/8453318.stm Learners to discuss cases where the judge has attempted to influence the jury in the ‘summing up’ at the end of the trial. e.g. R v Ponting (1985), R v Wang (2005).</p>
	<p>AC2.5 Discuss the use of laypeople in criminal cases</p>	<p>Laypeople</p> <ul style="list-style-type: none"> • juries • magistrates 	<p>Visit local courts (Magistrates and Crown) and invite guest speakers see http://magistrates-association.org.uk/about-magistrates/magistrates-community</p> <p>Learners need to learn how juries are selected and the new rules on selection in the Criminal Justice Act (2003). Debate - should police officers, judges and those involved with the justice system be allowed to sit on a jury? Groups to prepare arguments for and against the motion. http://www.lawteacher.net/criminal-law/essays/jury-system-criminal.php</p> <p>Juries can be vetted in certain circumstances for previous convictions and security issues. Is jury vetting in the interest of justice? Does it take away from the random nature of jury selection? http://www.cps.gov.uk/legal/h_to_k/jury_vetting/</p> <p>Learners to research the advantages and disadvantages of jury trial, e.g. any discussions in the jury room must remain secret – breach of this is a criminal offence contrary to the Contempt of Court Act (1981). However, does the defendant and the wider public have a right to know how the verdict was reached? R v Young (1995)</p>

Unit 3 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
			<p>With increased technological advances and information being more accessible than ever before, we may see it more difficult to control the secrecy of the jury room. See: R v Karakaya (2005). Theodora Dallas and Joanne Frail - where it became apparent that a juror had conducted internet research and brought their results into the jury room: http://www.theguardian.com/uk/2011/jun/16/facebook-juror-jailed-for-eight-months http://www.bbc.co.uk/news/uk-england-beds-bucks-herts-16676871</p>
<p>LO3 Be able to review criminal cases</p>	<p>AC3.1 Examine information for validity</p>	<p>Examine for</p> <ul style="list-style-type: none"> • bias • opinion • circumstances • currency • accuracy <p>Information</p> <ul style="list-style-type: none"> • evidence • trial transcripts • media reports • judgements • Law Reports 	<p>Learners to examine a wide range of cases to examine whether the conclusions reached were valid or whether they were influenced by factors such as bias e.g. jury bias and unreliable expert opinion.</p> <p>Learners to research real cases - examining the evidence against the suspects, trial manuscripts, media reports of the case, and the judgments given. Suggested cases include: Barry George - flawed forensic evidence, possible jury bias and a set of circumstances that conspired against George: http://www.innocent.org.uk/cases/barrygeorge/index.html</p> <p>Sally Clark - unreliable expert opinion: http://innocent.org.uk/cases/sallyclark</p> <p>Angela Cannings: http://www.innocent.org.uk/cases/angelacannings/index.html</p> <p>Sion Jenkins – questions over forensic evidence and alibi: http://www.youtube.com/watch?v=oeU-8LHzRhA & http://www.youtube.com/watch?v=7Rf7I3inPRk</p> <p>Jeremy Bamber – ‘Crimes that shook Britain’ https://www.youtube.com/watch?v=h4XDIAoafck</p> <p>Hillsborough disaster -inquiry http://www.bbc.co.uk/news/uk-19545126</p>

Unit 3 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC3.2 Draw conclusions from information</p>	<p>Conclusions</p> <ul style="list-style-type: none"> • just verdicts • miscarriage • safe verdict • just sentencing 	<p>Biased news reporting http://www.independent.co.uk/news/uk/politics/bbc-accused-of-political-bias--on-the-right-not-the-left-9129639.html</p> <p>In the history of juries, verdicts have been ‘unjust’. For example research the case of OJ Simpson: http://news.bbc.co.uk/onthisday/hi/dates/stories/october/3/newsid_2486000/2486673.stm</p> <p>Some cases have taken many years to reach a ‘just verdict’. Stephen Lawrence http://www.guardian.co.uk/uk/2012/jan/03/justice-for-stephen-lawrence</p> <p>When is a verdict a safe verdict? Barry George http://www.dailymail.co.uk/news/article-128156/Dando-case-verdict-safe-appealjudges-told.html</p> <p>Amanda Knox http://www.guardian.co.uk/world/2011/dec/15/amanda-knox-trial-flawed-saysjudge</p> <p>Miscarriages of Justice – learners to discuss the many reasons why miscarriages of justice happen with reference to cases e.g. Cardiff 3 Stephen Downing Stefan Kiszko Judith Ward Birmingham 6 Guildford 4 Maxwell Confait www.innocent.org.uk</p> <p>Are sentences too lenient/ Learners to role play being a judge – You be the Judge: http://open.justice.gov.uk/ http://ybtj.justice.gov.uk</p> <p>Unduly lenient sentences - see Graham Ovenden http://www.telegraph.co.uk/news/uknews/crime/10367281/Graham-Ovenden-jailed-for-two-years-after-unduly-lenient-sentence.html or Stuart Hall - http://www.dailymail.co.uk/news/article-2378805/Stuart-Halls-unduly-lenient-sentence-DOUBLED-30-months.html</p>

Unit 4 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
LO1 Understand the criminal justice system in England and Wales	AC1.1 Describe processes used for law making	<p>Processes</p> <ul style="list-style-type: none"> • government processes • judicial processes 	<p>Outside speakers such as MP or local representatives could be invited into the learning environment. Visit to Parliament to see process of law creation.</p> <p>Create a map explaining the processes of law creation from issues of public concern, through the party system, to Parliamentary process and judicial review.</p> <p>http://www.parliament.uk/education/teaching-resources-lesson-plans/how-is-a-law-made-video/</p> <p>http://www.parliament.uk/education/teaching-resources-lesson-plans/democracy-parliament-and-government-video/you-decide-video/</p> <p>Local policy and law creation can be studied within an institution to look at the workings of student bodies and unions. A study of student voice within an institution would act as a useful exemplar. This can be based on government website information</p> <p><i>Synoptic links:</i> Learners should relate this to the review of verdicts in criminal cases in Unit 3 and campaigns and changes in policy learned in Unit 1.</p>
	AC1.2 Describe the organisation of the criminal justice system in England and Wales	<p>Criminal justice system</p> <ul style="list-style-type: none"> • police • law creation • courts • formal punishment • relationships 	<p>Police - Research the role of the modern Police Service: http://www.policecouldyou.co.uk/documents/pc-guide-brochure2835.pdf?view=Binary</p> <p>Discover how a crime is investigated :http://www.police.uk/information-and-advice/court-service/in-action/</p>

			<p>Law creation - Learners to summarise with examples the different types of Bill. Learners to produce a poster outlining with explanation the different stages to the passage of a Bill: http://www.parliament.uk/about/how/laws/ http://www.parliament.uk/about/how/laws/passage-bill/</p> <p>Punishment: How do judges pass sentence? http://news.bbc.co.uk/1/hi/uk/3080502.stm</p> <p>Learners to conduct research into the role of the Sentencing Council and to investigate the guidelines given on the different sentences for different crimes. Learners should consider aggravating and mitigating factors. http://sentencingcouncil.judiciary.gov.uk/</p> <p>Learners to 'Be the Judge' – interactive video on sentencing: http://ybtj.justice.gov.uk/</p> <p>Learners to prepare presentation with accompanying resources on whether higher punishments deter crime: http://jasss.soc.surrey.ac.uk/12/3/1.html to start thinking about the theories of punishment.</p> <p>Relationships - learners to draw a flow chart of the organisations in the criminal justice system and then indicate how they are connected, e.g. police enforce laws made by parliament. The courts deal with alleged breaches of the law and provide formal punishment etc.</p> <p><i>Synoptic links:</i> <i>Learners should draw on their learning in Unit 3 regarding the process taken to obtain verdicts in criminal cases and the roles of different personnel and agencies involved. Learners can also draw on their learning of campaigns and changes in policy learned in Unit 1.</i></p>
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	<p>AC1.3 Describe models of criminal justice</p>	<p>Models of criminal justice</p> <ul style="list-style-type: none"> • due process • crime control 	<p>Models of Criminal Justice - Herbert Packer: http://www.slideshare.net/sevans-idaho/packers-models-of-criminal-justice</p> <p>Class discussion as to which model is superior:. http://www.cliffsnotes.com/more-subjects/criminal-justice/the-criminal-justice-system/which-model-crime-control-or-due-process</p> <p>Consider previous cases – which model do they come under?</p> <p><i>Synoptic links:</i> <i>Learners will draw on their understanding of criminological theories in Unit 2 and their review of criminal verdicts in Unit 3 to gain awareness of the application of these models.</i></p>
<p>LO2 Understand the role of punishment in a criminal justice system</p>	<p>AC2.1 Explain forms of social control</p>	<p>Forms of social control</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>Individual research into the key theories. Learners to produce their own notes: http://www.sociology.org.uk/devnlr.pdf http://www.sociologyguide.com/social-control/coercion.php http://www.sociology.org.uk/ http://www.umsl.edu/~keelr/200/socialcontrol.htm http://www.cliffsnotes.com/sciences/sociology/deviance-crime-and-social-control/theories-of-deviance</p> <p>Learners to produce posters of key terms to display in class and list of internal and external controls that would have an effect on them.</p> <p>Debate on whether the death penalty acts as a deterrent. Learners to explore case studies of miscarriages of justice that resulted in the death penalty being used. Simple account of the points for and against capital punishment - designed for children, but the basis of a class debate to be used with famous cases of miscarriage (or not) of justice: http://www.bbc.co.uk/newsround/15007511</p> <p>Individual research into left and right realism.</p>

			<p>Learners in pairs with one researching rights realism and one researching left realism and each producing question for the other to answer</p> <p>http://www.historylearningsite.co.uk/right_realism_crime.htm</p> <p>http://www.historylearningsite.co.uk/sociology/crime-and-deviance/left-realism-and-crime/</p> <p>Learners could produce a timeline of schools of thought in this area. Useful exemplars in this area: 'New Left Realism' started to develop through the work of writers such as Lea and Young ('What Is To Be Done About Law And Order?' (1984)), while the 'New Right Realism' developed around the work of Wilson. ('Thinking About Crime', (1977)) in America and writers such as Clarke and Mayhew ('Designing out Crime', (1980)) in Britain.</p> <p>New Left realism: http://www.sociology.org.uk/devnlr.pdf</p> <p>New Right realism: http://www.sociology.org.uk/devnrr.pdf</p> <p><u>Synoptic links:</u> <i>Learners will need to relate their understanding to theoretical knowledge acquired through Unit 2. They should also be able to apply their understanding to situations studied in Units 1, 2 and 3.</i></p>
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	<p>AC2.2 Discuss the aims of punishment</p>	<p>Aims of punishment</p> <ul style="list-style-type: none"> • retribution • rehabilitation • deterrence <ul style="list-style-type: none"> ○ prevention of reoffending ○ deterrence of others from committing similar crimes • public protection • reparation 	<p>When determining the appropriate sentence, the judge or magistrate must have regard to the five purposes of sentencing set out in section 142(1) of the Criminal Justice Act 2003.</p> <p>Learners to explain the 5 purposes of sentencing. Learners to make a list of the 5 purposes of sentencing and discuss which purposes are supported by different sentences (e.g. fines, prison, community order, etc).</p> <p>http://www.sentencingcouncil.org.uk/about-sentencing/sentencing-basics/</p> <p>Learners to consider the aims of punishment in the following cases http://www.dailymail.co.uk/news/article-1319706/Judge-orders-Daniel-Mireles-wear-thief-sign-SIX-years-Houston.html and http://abcnews.go.com/US/CrimeBlotter/story?id=92229</p> <p>Tales from the Crypt - Let the Punishment Fit the Crime (23 minutes) https://www.youtube.com/watch?v=BbL0gym7i2o Watch and then discuss.</p> <p>Restorative Justice - find out what this is and give examples . The Woolf Within - http://www.why-me.org/about-us/publications/</p> <p><i><u>Synoptic links:</u></i> <i>Learners should be able to consider these aims in the context of the criminological theories learned in Unit 1.</i></p>
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	<p>AC2.3 Assess how forms of punishment meet the aims of punishment</p>	<p>Forms of punishment</p> <ul style="list-style-type: none"> • imprisonment • community • financial • discharge 	<p>Candidates should be able to assess how different forms of punishment meet the aims of punishment.</p> <p>Types of sentence: http://www.sentencingcouncil.org.uk/about-sentencing/types-of-sentence/</p> <p>You be the Judge Activity: - http://ybtj.justice.gov.uk/</p> <p>Discuss the use of community payback http://www.communitypayback.com/</p> <p>Research cases of celebrities being punishment and the aims behind their sentence, e.g. Eric Cantona, Princess Anne, Hugh Grant etc. http://crime.about.com/od/current/a/celebrity_trials.htm</p> <p>Useful facts and statistics can be found in the Bromley Fact Files: http://www.prisonreformtrust.org.uk/Portals/0/Documents/Prison%20the%20facts%20May%202015.pdf</p> <p><i><u>Synoptic links:</u></i> <i>Learners should be able to draw on their learning developed in Units 1, 2 and 3 in order to make objective evidence based conclusions.</i></p>
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Unit 4 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
<p>LO3 Understand measures used in social control</p>	<p>AC3.1 Explain the role of agencies in social control</p>	<p>Role</p> <ul style="list-style-type: none"> • aims and objectives • funding • philosophy • working practices <ul style="list-style-type: none"> ○ types of criminality ○ types of offenders ○ reach (local, national) <p>Agencies</p> <ul style="list-style-type: none"> • government-sponsored agencies <ul style="list-style-type: none"> ○ police ○ CPS ○ judiciary ○ prisons ○ probation • charities • pressure groups 	<p>Visit a local Crown or Magistrates' court to see how they operate. Visit to Parliament to see process of law creation. Outside speakers can also be brought in (MP, Police & Crime Commissioner, Police, Magistrate) etc.</p> <p>Contact local university request a specialist lecturer to visit and lead a discussion on social control.</p> <p>Police - Aims and objectives of the MET police: http://content.met.police.uk/Article/Our-aims-and-objectives/1300001050927/1300001050927?scope_id=1257246764187</p> <p>Explore the history of armed police: From truncheons to sub-machine guns: http://www.telegraph.co.uk/news/uknews/crime/6407675/Armed-police-timelinefrom-truncheons-to-submachine-guns.html</p> <p>Judiciary: http://www.findlaw.co.uk/law/government/constitutional_law/citizen_guide_to_the_judicial_system/8034.html</p> <p>Learners to explore the role of the judiciary in achieving social control. Create a criminal court hierarchy from HMC website. Learners to explain the jurisdiction of each court and the three categories of criminal offence - summary, indictable and triable either way.</p> <p>Prisons: https://www.gov.uk/government/organisations/hm-prison The Open Learn website from the Open University allows access to some free resources. In relation to prisons: Does prison work and what purpose does it serve? This unit allows you to listen to a discussion surrounding the purpose efficacy and regulation of prisons. Does prison benefit those serving the sentence or simply</p>

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<i>The learner will:</i>	<i>The learner can:</i>		
			<p>satisfy a public demand? In two groups, plan a debate using the resource below. Learners to take one of two sides: prison works and prison does not work. Be prepared to present findings in a debate. Learners may want to select a debate 'chairperson'. http://openlearn.open.ac.uk/course/view.php?id=3142</p> <p>Probation Service: http://www.justice.gov.uk/about/probation Probation in Wales: http://www.walesprobationtrust.gov.uk/</p> <p>Learners to explore the impact of devolution on agencies involved and draw comparisons with national policy.</p> <p>Learners should also look at real cases and research the roles of the personnel involved in the criminal investigation, and give presentations on the cases that they have chosen / been given. These can be local or national cases, e.g. Ian Huntley, Roy Whiting, Rachel Nickell, Barry George, Sion Jenkins.</p> <p>CPS - http://www.cps.gov.uk/ Contact local branch ask for representative to visit to discuss role</p> <p>Charities - Contact a local social control charity e.g. research work of National Citizenship Service and schemes in area. Request guest speaker. Talk to Frank: find schemes in local area 'support near you': http://www.talktofrank.com/support-near-you</p> <p><i>Synoptic links:</i> <i>Learners can apply their understanding from Unit 3 to this criterion.</i></p>

Unit 4 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
	<p>AC3.2 Describe the contribution of agencies to achieving social control</p>	<p>Contribution</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 ○ disciplinary procedures <ul style="list-style-type: none"> ▪ rule making ▪ staged/phased • gaps in state provision 	<p>Research how environmental design contributes to social control: Crime prevention through environmental design (CPTED) was first used by C. Ray Jeffery, a criminologist from Florida State University.</p> <p>Prison design - panopticon e.g. H.M. Pentonville Prison: http://www.youtube.com/watch?v=Po8cNlacye0&list=PLhP7B9hAUNLKiatSq1c2m0rHChzq03xd&index=4</p> <p>Gated lanes: Learners to evaluate the effectiveness of this in achieving social control. Explore a range of articles to compile a balanced report. Learners to present findings: http://www.walesonline.co.uk/news/local-news/how-gated-alleys-affecting-streets-2017915 http://www.blogpreston.co.uk/2012/01/gates-come-down-on-deepdales-troubled-alleys/</p> <p>Behaviour - ASBO; https://www.gov.uk/asbo http://www.bbc.co.uk/pressoffice/pressreleases/stories/2004/01_january/09/inside_out_asbo.shtml http://www.totalpolitics.com/blog/27148/do-asbos-work.shtml Look at recent Government proposals on change to ASBOs. http://www.bbc.co.uk/news/uk-18155579</p> <p>Token Economy: A token economy is a system of behaviour modification based on the systematic positive reinforcement of target behaviour. The re-inforcers are symbols or tokens that can be exchanged for other re-inforcers. Token economy is based on the principles of operant conditioning and can be situated within applied behaviour analysis (behaviourism). Token economies are applied with children and adults. Learners to consider the use and effectiveness of these within a school setting: http://bjc.oxfordjournals.org/content/19/4/373.extract http://www.educateautism.com/token-economy.html</p>

Unit 4 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
			<p>Learners to produce questionnaire and engage with student voice to determine how effective these could be in a school setting. Present findings to class</p> <p><i>Synoptic links:</i></p> <p><i>Learners should apply their understanding of:</i></p> <ul style="list-style-type: none"> • <i>policy and campaigns from Unit 1</i> • <i>criminological theories from Unit 2</i> • <i>the processes used to bring an accused to justice in Unit 3 to the role of the different agencies.</i>
	<p>AC3.3 Examine the limitations of agencies in achieving social control</p>	<p>Limitations</p> <ul style="list-style-type: none"> • repeat offenders/recidivism • civil liberties and legal barriers • access to resources and support • finance • local and national policies • environment • crime committed by those with moral imperatives 	<p>Learners to explore the different types of offender: http://www.justice.gov.uk/offenders/types-of-offender</p> <p>Repeat offenders: http://www.theguardian.com/australia-news/2014/nov/25/victorian-coalition-proposes-indefinite-jail-sentences-for-repeat-offenders</p> <p>Recidivism: relapse into criminal behaviour: https://www.gov.uk/government/collections/reoffending-statistics</p> <p>Consider Bromley Fact Files - not in particular data on cost of keeping prisoners, prisoners with learning disabilities or mental health issues: http://www.prisonreformtrust.org.uk/Portals/0/Documents/Prison%20the%20facts%20May%202015.pdf http://www.theguardian.com/law/2012/dec/14/andrew-dmytruk-brain-damage-briton-jailed http://news.bbc.co.uk/1/hi/uk/7868330.stm</p> <p>Overcrowding in prisons: http://www.prisonreformtrust.org.uk/presspolicy/news/overcrowding</p>

Unit 4 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
			<p>Civil liberties and crime: issues such as DNA database and deportation of terror suspects. Learners to make notes and consider some of the main limitations in class debates.</p> <p>Failure to report or record crimes and consequences: http://www.bbc.co.uk/news/uk-30081682 https://www.citizensadvice.org.uk/discrimination/hate-crime/problems-reporting-a-hate-incident-or-hate-crime/</p> <p>Drug related crime: http://www.drugscope.org.uk/resources/faqs/faqpages/how-much-crime-is-drug-related</p> <p><i>Synoptic links:</i> <i>Learners should apply their understanding of criminological theories from Unit 2 in their examination of the limitations. Learners will also draw on their understanding of policy and campaigns for change in examination of the limitations of agencies.</i></p>
	<p>AC3.4 Evaluate the effectiveness of agencies in achieving social control</p>	<p>Agencies</p> <ul style="list-style-type: none"> • government sponsored agencies <ul style="list-style-type: none"> ○ police ○ CPS ○ judiciary ○ prisons ○ probation • charities • pressure groups 	<p>Learners research relevant agencies and present to their group the findings.</p> <p>Police - consider if they are effective as a social control agency Invite local Police and Crime Commissioner as a guest speaker</p> <p>Official statistics on crime - consider currency and accuracy https://www.gov.uk/government/collections/crime-statistics</p> <p>http://www.telegraph.co.uk/news/uknews/theroyalfamily/10294260/Sometimes-police-get-it-wrong-says-Duke-of-York-after-being-mistaken-for-intruder.html http://abcnews.go.com/US/story?id=95475</p>

Unit 4 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
			<p>CPS - consider effectiveness e.g. advantages and disadvantages http://sixthformlaw.info/01_modules/other_material/cps/35_cps_adv_disadv.htm http://www.solicitorsjournal.com/news/crime/procedure/effectiveness-cps-case-management-system-%E2%80%9Cvery-mixed%E2%80%9D-inspector-says Consider cases such as Damilola Taylor, Stephen Lawrence</p> <p>Judiciary - consider the effectiveness of the judiciary as a social control agency: http://www.theguardian.com/uk-news/2015/jan/14/former-london-teacher-convicted-over-affair-with-teenager http://theukdatabase.com/judges-and-lenient-sentences/</p> <p>Prisons - are they effective as a social control agency? Class debate using research and information gained in previous assessment criteria</p> <p>Probation Service - https://www.gov.uk/government/organisations/national-probation-service http://www.theguardian.com/society/2012/may/22/problem-with-privatising-probation-services http://www.theguardian.com/public-leaders-network/2013/nov/29/probation-services-devolved-nation</p> <p>Charities - research affective of charities in controlling crime NACRO, National Citizenship Service, Crime Stoppers, Talk to Frank: http://www.theguardian.com/society/2003/may/23/drugsandalcohol.politics</p>

Unit 4 learning outcomes	Assessment criteria	Content	Resources, teaching ideas and suggested learning activities
<i>The learner will:</i>	<i>The learner can:</i>		
			<p>Pressure Groups - Learners to produce 'newspaper reports' on successful pressure groups who have had an impact on social control. e.g. Women's Aid - domestic violence law reform campaign, Not with my name' campaign to reduce identity fraud.</p> <p><u>Synoptic links:</u></p> <p>Learners should apply the skill they developed in Unit 3 to evaluate information in terms of:</p> <ul style="list-style-type: none"> • bias • opinion • circumstances • currency • accuracy <p>The types of evidence, as set out in Unit 3, include:</p> <ul style="list-style-type: none"> • evidence • trial transcripts • media reports • judgements <p>Law Reports</p>