

<b>INVEST</b> in the power of the written word	<b>EXPERIENCE</b> a range of cultures, histories and beliefs	<b>EXPLORE</b> the shared values of civilisation	<b>SHAPE</b> society and our place within it	<b>GROW</b> as instinctive readers, writers and orators	<b>PURSUE</b> English beyond the classroom
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Year 12 Criminology	HT1- 3	HT3-5	HT5- HT6
Topic/Paper	<b>Unit 1 – Changing Awareness of Crime Controlled Assessment</b>	<b>Unit 2 – Criminological Theories Exam</b>	<b>Unit 3 – Crime Scene to Courtroom Controlled Assessment</b>
Developing Cultural Capital	<p>Students will explore a range of different crimes and the reasons people have for not reporting such crimes. This will provide an understanding of the complexity of behaviours and the social implications of such crimes and criminality. At the end of this unit, students will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. Students will have gained the skills to understand the importance of changing public perceptions of crime.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>Mirrlees-Black C et al The 1998 British Crime Survey: England and Wales (Home Office, 1998)</li> <li>Reiner (2002) Media Made Criminality Reiner, Robert and Maguire, Mike and Morgan, Rod, (eds.)</li> <li>The Oxford Handbook of Criminology. Oxford University Press, Oxford, UK, pp. 302-340.</li> <li>Hobbs D (1995) Bad Business: Professional Crime in Modern Britain OUP</li> <li>Bowling B, Phillips C (2002) Racism, Crime and Justice (Longman Criminology Series)</li> </ul>	<p>Students will explore different types of crime and the criminological approaches to theory. Public law makers are informed by theory and apply these theories to their own solutions to the problem of crime. By undertaking this unit, students will learn to support, challenge and evaluate expert opinion and be able to support ideas with reliable and factual evidence.</p> <p>At the end of this unit students will have gained the skills to evaluate some criminological theories and know there are debates within the different theories. Students will understand how changes in criminological theory have influenced policy.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>Wilson J Q and Herrnstein R J Crime &amp; Human Nature: The Definitive Study of the Causes of Crime (Free Press, 1998)</li> <li>Muncie J and McLaughlin E (editors) The Problem of Crime (Sage Publications Ltd, 2001)</li> <li>Becker H S Outsiders: Studies in Sociology of Deviance (Simon &amp; Schuster Ltd, 1997)</li> <li>Swale J (2007) Sociology of Crime &amp; Deviance (Philip Allan Updates)</li> </ul>	<p>Students will gain an understanding of the criminal trial process and the process that leads to either a guilty or non-guilty verdict. Students will learn about the strict rules as to how evidence is collected from a crime scene and those governing the giving of evidence in court. Learning about these rules will allow students to review the trial process and assess whether the aims of the criminal justice system have been met.</p> <p>Students will be able to assess the use of lay people in determining the fate of a suspect and evaluate the criminal trial process from crime scene to courtroom. Students will develop skills to review criminal cases, evaluating the evidence in the cases to determine whether the verdict is safe and just.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>Gardner R and Bevel T (2009) Practical Crime Scene Analysis and Reconstruction (Practical Aspects of Criminal &amp; Forensic Investigations) Taylor and Francis group</li> <li>Ebisike, Norbert (October 2008). Offender Profiling in the Courtroom: The Use and Abuse of Expert Witness Testimony Greenwood Publishing Group</li> </ul>
Retainable Knowledge	<ul style="list-style-type: none"> <li>Understand how crime reporting affects the public perception of criminality</li> <li>Understand how campaigns are used to elicit change</li> <li>Plan campaigns for change relating to crime</li> </ul>	<ul style="list-style-type: none"> <li>Understand social constructions of criminality</li> <li>Know theories of criminality</li> <li>Understand causes of criminality</li> <li>Understand causes of policy change</li> </ul>	<ul style="list-style-type: none"> <li>Understand the process of criminal investigations</li> <li>Understand the process for prosecution of suspects</li> </ul>
Cross Curricular Links	<ul style="list-style-type: none"> <li><b>Sociology</b> – impact of crime</li> </ul>	<ul style="list-style-type: none"> <li><b>Psychology</b> – Individualistic theories of crime</li> <li><b>Sociology</b> – Sociological theories of crime</li> </ul>	<ul style="list-style-type: none"> <li><b>Life skills</b> – trial processes, restorative justice</li> <li><b>Science</b> – storage of evidence</li> </ul>

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Vocabulary	White collar crime Honor crime Broken windows theory Corporate crime Hate crime Moral crime Moral panic	Ripple effect Decriminalisation Police prioritisation Unrecorded crime Cultural change Legal change Procedural change	Twin studies Adoption studies Somatotypes Interactionism Self-fulfilling prophecy Labelling Marxism	Capitalist Extraversion Neuroticism Psychoticism Social Learning Theory Genetic Policy	Forensics Pathologist CPS DNA Contamination Covert surveillance Eye-witness testimony	Profiling Investigative psychology Locard's exchange principle Impression evidence Trace evidence Testimonial evidence Admissibility
Assessments	<ul style="list-style-type: none"> <li>Unit 1 Controlled assessment</li> <li>On going assessment of CA notes throughout unit.</li> </ul>		<ul style="list-style-type: none"> <li>Unit 2 exam</li> <li>Unit 2 Trial</li> </ul>		<ul style="list-style-type: none"> <li>Unit 3 Controlled assessment in Y13</li> <li>On going assessment of CA notes throughout unit.</li> </ul>	