

# Curriculum Overview 2019-20

Criminology Diploma WJEC

Year group: 12-13

Periods per fortnight: 8

## INTENT:

### LEVEL 3 Diploma Criminology

The Criminology Level 3 course is designed to engage students through topics and issues that are relevant in today's society particularly in respect of the law and the social environment in which we live— they will study key topics. They will study topics related to awareness of crime in respect of types of crime, why it is committed and campaigns that change the law alongside creating a campaign of their own on a topic of their choice. They will also study criminological theories of crime. The course is designed for resilient students due to the continues nature of the coursework. Students have the opportunity to work in teams and are encouraged to work together in paired tasks.

Students also develop greater understanding of local and national issues affecting all levels of society and become independent learners through their research (a percentage of which is field research). They are encouraged to take a greater interest in current affairs from both a legal and social perspective engendering a greater depth of curiosity about the world in which they live together with an ambition to make a greater personal impact.

Students are able and encouraged to conduct extended reading on this course with particular emphasis on the social history of the country so the impacts can be discussed in the classroom making them more aware and empathetic of the various sectors within our society

This course prepares our students for further education, apprenticeships and the world of work and provides them with an awareness of the roles studied within the criminal justice system. Listening to how a number of higher profiled judges have achieved their goals gives students an ambition to make a success of their own future.

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	Unit 1: Changing Awareness of Crime Internal Assessment Section A Changing awareness of crime <ul style="list-style-type: none"><li>Analyse different types of crime</li><li>Explain reasons crime goes unreported</li><li>Explain the consequences of unreported crime</li><li>Describe media representation of crime</li><li>Explain impacts of media representation on public perception of crime</li><li>Evaluate methods of collecting crime statistics</li></ul> Assessment & Feedback (Nov)  Section B Understand how campaigns are used to elicit change <ul style="list-style-type: none"><li>Compare campaigns for change</li></ul>	Extended work: A – E graded tasks (research & evaluative) Homework Flipped Learning	Discuss their work & how it operates particularly with reference to change

	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of media used in campaigns for change</li> </ul> <p>Assessment &amp; Feedback (Dec)</p> <p>Section C</p> <p>Plan Campaigns for change relating to crime</p> <ul style="list-style-type: none"> <li>Plan a campaign for change relating to crime</li> <li>Design materials for use in campaigning for change</li> <li>Justify a campaign for change</li> </ul>		
Spring Term	<p>Unit 2: Developing a Marketing Campaign</p> <p>Section 1</p> <ul style="list-style-type: none"> <li>Compare criminal behaviour and deviance</li> <li>Explain The social construction of criminality</li> </ul> <p>Section 2</p> <ul style="list-style-type: none"> <li>Describe biological theories of criminality</li> <li>Describe individualistic theories of criminality</li> <li>Describe sociological theories of criminality</li> </ul> <p>Section 3</p> <ul style="list-style-type: none"> <li>Analyse situations of criminality</li> <li>Evaluate effectiveness of criminal theories to explain crime</li> <li>How do criminal theories inform policy development?</li> <li>How social change affects policy development</li> <li>Explain how campaigns affect policy development</li> </ul> <p>End of section assessment</p> <p>Mock exam (March)</p> <p>Testing &amp; past papers March to Exam</p>	<p>Extended A - E graded tasks (research &amp; evaluative)</p> <p>Homework Flipped Learning</p> <p>Revision: Key terms &amp; theories</p>	<p>Discuss their work &amp; how it operates, Encourage interest in current affairs</p>

Summer Term	May 20th Exam	Extended Pass A - E graded tasks (research & evaluative) Homework Flipped Learning Revision: Key terms & theories	Parents to support revision at home & understand the scheme of learning & dates for Mock Exams & Actual exam
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### **IMPACT:**

Two units of work one internal and one external to be assessed

Student evaluation forms to measure enjoyment

Peer and Self-assessment with schools virtues

Skills booklet to tick off virtues