

Scheme of Work 2020 - 2021
Subject: Year 12 Criminology

Year Group: 12

Specification: L3 Applied Certificate in Criminology

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
Week Beginning 3/9/20	Intro week	Intro week	Intro week	Intro week	Intro week	Intro week
Week Beginning 7/9/20	<p>1.1 Explain the reasons that certain crimes are unreported</p> <p>1.1 Compare criminal behaviour and deviance</p>	<p>After studying this Topic, students will be able to:</p> <p>Give clear and detailed explanation of the reasons why a range of crimes are unreported, using relevant examples.</p> <p>Use the following reasons:</p> <ul style="list-style-type: none"> Personal – fear, shame, disinterest, not affected Social and cultural – lack of knowledge, complexity, lack of media interest, lack of current public concern, culture-bound crime <p>After studying this Topic, students will be able to:</p> <p>Compare criminal behaviour and deviance:</p> <ul style="list-style-type: none"> social definition legal definition 	<p>Getting started activity p18</p> <p>Scenario p18 Fear</p> <p>Scenario p19 Shame</p> <p>Scenario p19 Disinterest</p> <p>Question p19</p> <p>Scenario p20 Complexity of the crime</p> <p>Scenario p21 Lack of public concern</p> <p>Scenario p21 Culture-bound crime</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions p83</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 18-22</i></p> <p>Activity p20 Reporting online bullying</p> <p>Activity p20 The impact of media interest</p> <p>Webb & Townend, <i>Criminology Book One, pp77-83</i></p> <p>Activity p77 Norms</p> <p>Activity p78 Moral codes</p>	<p>Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9</p>

		<ul style="list-style-type: none"> • 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>Understand: how criminality and deviance is defined; acts that are criminal; acts that are deviant; acts that are both criminal and deviant; the implications of committing a criminal and/or deviant act.</p> <p><i>Synoptic links: Students should also understand the impact of reporting on public perceptions of crime and deviance</i></p>			Preparing for the exam questions p83	
Week Beginning 14/9/20	1.2 Explain the consequences of unreported crime	<p>After studying this Topic, students will be able to:</p> <p>Give clear and detailed explanation (including examples) of the following consequences of unreported crimes:</p> <ul style="list-style-type: none"> • Ripple effect • Cultural consequences • Decriminalisation • Police prioritisation • Unrecorded crime • Cultural change • Legal change • Procedural change <p>An understanding of the positive and negative effects of unreported crime on the individual and society</p>	<p>Getting started activity p23</p> <p>Case study p24 Child sexual abuse</p> <p>Activity p26 Broken Windows</p> <p>Getting started activity p84</p> <p>Activity p84 Social construction</p> <p>Activity p88 Legalising drugs</p> <p>Activity p89 Gun control</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions p93</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 23 -26</i></p> <p>Activity p24 Decriminalization of homosexuality</p> <p>Activity p25 Crime in your area</p> <p>Webb & Townend, <i>Criminology Book One, pp84-93</i></p> <p>Activity p86 Adultery</p> <p>Question p87</p>	<p>Lit</p> <p>SO2</p> <p>SO7</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>SP1</p> <p>SP3</p> <p>SP9</p>

	<p>1.2 Explain the social construction of criminality</p>	<p>After studying this Topic, students will be able to:</p> <p>Explain the social construction of criminality including the following:</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><i>Synoptic links: Students should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime.</i></p>			<p>Activity p90 Legal age limits</p> <p>Activity p92 You be the judge</p>	
<p>Week Beginning 21/9/20</p>	<p>1.3 Describe media representation of crime</p>	<p>After studying this Topic, students will be able to:</p> <p>Give a detailed description of the media representation of crime, including relevant examples.</p> <p>Media:</p> <ul style="list-style-type: none"> • Newspaper • Television • Film • Electronic gaming • Social media • Music <p>Show knowledge of specific examples of how different forms of media are used to portray After studying this Topic, students will be able to:</p>	<p>Getting started activity p27</p> <p>Activity p29 Crime in film</p> <p>Activity p30 Using apps to report crime</p> <p>Activity p31 Music and crime</p> <p>Getting started activity p84</p> <p>Activity p84 Social construction</p> <p>Activity p88 Legalising drugs</p> <p>Activity p89 Gun control</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions p93</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 27-31</i></p> <p>Activity p29 Crime on TV</p> <p>Activity p30 Performance crimes</p> <p>Webb & Townend, <i>Criminology Book One,</i> Pp 84-93</p>	<p>Lit</p> <p>SO2</p> <p>SO7</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>SP1</p> <p>SP3</p> <p>SP9</p>

	<p>1.2 Explain the social construction of criminality</p>	<p>Give a clear and detailed explanation of the impact of a range 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>Be familiar with specific examples of media portrayal of criminality and the range of impacts given. Understanding of those impacts should be based on theories. Fictional and factual representations of crime.</p> <p>After studying this Topic, students will be able to:</p> <p>Explain the social construction of criminality including the following:</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><i>Synoptic links: Students should understand how media and campaigns for change contribute to social</i></p>			<p>Activity p86 Adultery</p> <p>Question p87</p> <p>Activity p90 Legal age limits</p> <p>Activity p92 You be the judge</p>	
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		<i>constructions of criminality and unreported crime.</i>				
Week Beginning 28/9/20	<p>1.4 Explain the impact of media representations on the public perception of crime</p> <p>1.2 Explain the social construction of criminality</p>	<p>After studying this Topic, students will be able to:</p> <p>Give a clear and detailed explanation of the impact of a range 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>Be familiar with specific examples of media portrayal of criminality and the range of impacts given. Understanding of those impacts should be based on theories.</p> <p>After studying this Topic, students will be able to:</p> <p>Explain the social construction of criminality including the following:</p> <ul style="list-style-type: none"> • how laws change from culture to culture • how laws change over time 	<p>Getting started activity p32</p> <p>Activity p32 The impact of media coverage</p> <p>Activity p33 Moral panic</p> <p>Activity p35 Stereotyping of criminals</p> <p>Activity p37 Riots</p> <p>Getting started activity p84</p> <p>Activity p84 Social construction</p> <p>Activity p88 Legalising drugs</p> <p>Activity p89 Gun control</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions p93</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 32-39</i></p> <p>Questions p33</p> <p>Questions p37</p> <p><i>Webb & Townsend, Criminology Book One, pp84-93</i></p>	<p>Lit</p> <p>SO2</p> <p>SO7</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>SP1</p> <p>SP3</p> <p>SP9</p>

		<ul style="list-style-type: none"> • how laws are applied differently according to circumstances in which actions occur • why laws are different according to place, time and culture <p><i>Synoptic links: Students should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime.</i></p>				
Week Beginning 5/10/20	1.5 Evaluate methods of collecting statistics about crime 2.1 Describe biological theories of criminality	<p>After studying this Topic, students will be able to:</p> <p>Evaluate Home Office statistics and the Crime Survey for England and Wales as sources of information about crime. The following criteria will be used for evaluation:</p> <ul style="list-style-type: none"> • Reliability • Validity • Ethics of research • Strengths and limitations <p>Purpose of research</p> <p>After studying this Topic, students will be able to:</p> <p>Describe biological theories including:</p> <ul style="list-style-type: none"> • genetic theories such as; Jacobs XYY study, twin and adoption studies 	<p>Getting started activity p40</p> <p>Activity p41 Reasons for under-reporting crime</p> <p>Activity p42 Reasons for under-recording crime</p> <p>Activity p44 Police recorded statistics</p> <p>Activity p46 Crime surveys</p> <p>Getting started activity p94</p> <p>Activity p97 Twin and adoption studies</p> <p>Activity p98 Brain injury</p> <p>Activity p98 Testosterone</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions p99</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 40-47</i></p> <p>Question p43</p> <p>Question p44</p> <p>Question p45</p> <p>Webb & Townend, <i>Criminology Book One, pp94-99</i></p> <p>Questions p96</p> <p>Question p97</p> <p>Question p97</p>	<p>Lit</p> <p>SO2</p> <p>SO7</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>SP1</p> <p>SP3</p> <p>SP9</p>

		physiological theories such as; Lombroso, Sheldon			Activity p99 Serotonin	
Week Beginning 12/10/20	2.1 Compare campaigns for change	<p>After studying this Topic, students will be able to:</p> <p>Make clear and detailed comparisons of a range of relevant campaigns for change. Make explicit links to planned campaigns with reference to specific and appropriate sources to support conclusions.</p> <p>Use the following criteria in comparisons:</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 attitudes <p>Be aware that campaigns for change may have different purposes.</p> <p>Compare examples of campaigns for change and examine their effectiveness in achieving their objectives.</p>	<p>Getting started activity p48</p> <p>Getting started activity p94</p> <p>Activity p97 Twin and adoption studies</p> <p>Activity p98 Brain injury</p> <p>Activity p98 Testosterone</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions p99</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 48-53</i></p> <p>Activity p53 Comparing campaigns</p> <p>Webb & Townend, <i>Criminology Book One, pp94-99</i></p> <p>Questions p96</p> <p>Question p97</p> <p>Question p97</p> <p>Activity p99 Serotonin</p>	<p>Lit</p> <p>SO2</p> <p>SO7</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>SP1</p> <p>SP3</p> <p>SP9</p>
	2.1 Describe biological theories of criminality	<p>After studying this Topic, students will be able to:</p> <p>Describe biological theories including:</p> <ul style="list-style-type: none"> • genetic theories such as; Jacobs XYY study, twin and adoption studies <p>physiological theories such as; Lombroso, Sheldon</p>				

<p>Week Beginning 19/10/20</p>	<p>2.2 Evaluate the effectiveness of media used in campaigns for change</p> <p>2.1 Describe biological theories of criminality</p>	<p>After studying this Topic, students will be able to:</p> <p>Evaluate the effectiveness of the following media used in campaigns for change:</p> <ul style="list-style-type: none"> • Blogs • Viral messaging • Social networking • Advertising • Radio • Television • Film • Documentary • Word of mouth • Events <p>Print</p> <p>After studying this Topic, students will be able to:</p> <p>Describe biological theories including:</p> <ul style="list-style-type: none"> • genetic theories such as; Jacobs XYY study, twin and adoption studies <p>physiological theories such as; Lombroso, Sheldon</p>	<p>Getting started activity p54</p> <p>Activity p56 Research</p> <p>Activity p58 Campaign films</p> <p>Activity p58 Knife crime</p> <p>Questions p58</p> <p>Questions p59</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions p99</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 54-60</i></p> <p>Activity p54 Using blogs in campaigns</p> <p>Activity p55 Using social media in campaigns</p> <p>Activity p56 Social networking</p> <p>Activity p57 Research</p> <p>Activity p59 Research</p> <p>Webb & Townend, <i>Criminology Book One, pp77-83</i></p>	<p>Lit</p> <p>SO2</p> <p>SO7</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>SP1</p> <p>SP3</p> <p>SP9</p>
<p>Week Beginning 26/10/20</p>	<p>Half Term</p>	<p>Half term</p>	<p>Half term</p>	<p>Half term</p>	<p>Half term</p>	<p>Half term</p>
<p>Week Beginning 2/11/20</p>	<p>3.1 Plan a campaign for change relating to crime</p>	<p>After studying this Topic, students will be able to:</p> <p>Identify an appropriate campaign for change.</p>	<p>Getting started activity p61</p> <p>Activity p62 'Types of change'</p> <p>Activity p62 'Linking your aims and objectives'</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 61-65</i></p>	<p>Lit</p> <p>Num</p> <p>SO2</p> <p>SO7</p> <p>C3</p> <p>C5</p>

		<p>Produce a detailed and comprehensive plan for their campaign including clearly described actions in a relevant time sequence.</p> <p>Plan should include:</p> <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 <p>Resources needed</p>	<p>Activity p63 'Who is your target audience?'</p> <p>Activity p64 'Finances'</p> <p>Activity p65 'Timescales'</p>		<p>Activity p63 Justifying your choice of campaign</p> <p>Activity p64 Engaging your target audience</p> <p>Activity p65 Planning your campaign</p> <p>Webb & Townend, <i>Criminology Book One</i>, pp77-83</p>	<p>M2</p> <p>SP1</p> <p>SP3</p> <p>SP9</p>
<p>Week Beginning 9/11/20</p>	<p>3.1 Plan a campaign for change relating to crime</p>	<p>After studying this Topic, students will be able to:</p> <p>Identify an appropriate campaign for change.</p> <p>Produce a detailed and comprehensive plan for their campaign including clearly described actions in a relevant time sequence.</p> <p>Plan should include:</p> <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 <p>Resources needed</p>	<p>Getting started activity p61</p> <p>Activity p62 'Types of change'</p> <p>Activity p62 'Linking your aims and objectives'</p> <p>Activity p63 'Who is your target audience?'</p> <p>Activity p64 'Finances'</p> <p>Activity p65 'Timescales'</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One</i>, pp 61-65</p> <p>Activity p63 Justifying your choice of campaign</p> <p>Activity p64 Engaging your target audience</p> <p>Activity p65 Planning your campaign</p> <p>Webb & Townend, <i>Criminology Book One</i>, pp77-83</p>	<p>Lit</p> <p>Num</p> <p>SO2</p> <p>SO7</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>SP1</p> <p>SP3</p> <p>SP9</p>
<p>Week Beginning 16/11/20</p>	<p>3.1 Plan a campaign for change relating to crime</p>	<p>After studying this Topic, students will be able to:</p>	<p>Getting started activity p61</p> <p>Activity p62 'Types of change'</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p>	<p>Lit</p> <p>Num</p> <p>SO2</p> <p>SO7</p>

		<p>Identify an appropriate campaign for change. Produce a detailed and comprehensive plan for their campaign including clearly described actions in a relevant time sequence. Plan should include:</p> <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 <p>Resources needed</p>	<p>Activity p62 'Linking your aims and objectives'</p> <p>Activity p63 'Who is your target audience?'</p> <p>Activity p64 'Finances'</p> <p>Activity p65 'Timescales'</p>		<p><i>Criminology Book One</i>, pp 61-65</p> <p>Activity p63 Justifying your choice of campaign</p> <p>Activity p64 Engaging your target audience</p> <p>Activity p65 Planning your campaign</p> <p>Webb & Townend, <i>Criminology Book One</i>, pp77-83</p>	<p>C3 C5 M2 SP1 SP3 SP9</p>
<p>Week Beginning 23/11/20</p>	<p>3.2 Design materials for use in campaigning for change</p>	<p>After studying this Topic, students will be able to:</p> <p>Produce well-designed, attractive materials for their campaign for change content must be appropriate for changing behavior. Materials should be visually and verbally stimulating and technically accurate.</p> <p>Design should include:</p> <ul style="list-style-type: none"> • Structuring your information • Using images and other ways of capturing attention • Using persuasive language • Promoting action • Considering target audience • Aligning materials with campaign <p>Materials such as:</p> <ul style="list-style-type: none"> • Leaflets • Advertisements • Posters 	<p>Getting started activity p66</p> <p>Activity p67 Layouts</p> <p>Activity p67 Structuring your information</p> <p>Activity p69 Persuasive language</p> <p>Activity p70 Your materials</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One</i>, pp 66-71</p> <p>Activity p68 Using images</p> <p>Activity p69 Promoting action</p> <p>Activity p69 Your target audience</p> <p>Activity p70 Logos and taglines</p>	<p>Lit Num SO2 SO7 C3 C5 M2 SP1 SP3 SP9</p>

		<ul style="list-style-type: none"> Blogs <p>Social network pages</p>				
Week Beginning 30/11/20	3.2 Design materials for use in campaigning for change	<p>After studying this Topic, students will be able to:</p> <p>Produce well-designed, attractive materials for their campaign for change content must be appropriate for changing behavior. Materials should be visually and verbally stimulating and technically accurate.</p> <p>Design should include:</p> <ul style="list-style-type: none"> Structuring your information Using images and other ways of capturing attention Using persuasive language Promoting action Considering target audience Aligning materials with campaign <p>Materials such as:</p> <ul style="list-style-type: none"> Leaflets Advertisements Posters Blogs <p>Social network pages</p>	<p>Getting started activity p66</p> <p>Activity p67 Layouts</p> <p>Activity p67 Structuring your information</p> <p>Activity p69 Persuasive language</p> <p>Activity p70 Your materials</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 66-71</i></p> <p>Activity p68 Using images</p> <p>Activity p69 Promoting action</p> <p>Activity p69 Your target audience</p> <p>Activity p70 Logos and taglines</p>	<p>Lit</p> <p>Num</p> <p>SO2</p> <p>SO7</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>SP1</p> <p>SP3</p> <p>SP9</p>
Week Beginning 07/12/20	3.2 Design materials for use in campaigning for change	<p>After studying this Topic, students will be able to:</p> <p>Produce well-designed, attractive materials for their campaign for change content must be appropriate for changing behavior. Materials should be visually</p>	<p>Getting started activity p66</p> <p>Activity p67 Layouts</p> <p>Activity p67 Structuring your information</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 66-71</i></p>	<p>Lit</p> <p>Num</p> <p>SO2</p> <p>SO7</p> <p>C3</p> <p>C5</p> <p>M2</p> <p>SP1</p>

		<p>and verbally stimulating and technically accurate.</p> <p>Design should include:</p> <ul style="list-style-type: none"> • Structuring your information • Using images and other ways of capturing attention • Using persuasive language • Promoting action • Considering target audience • Aligning materials with campaign <p>Materials such as:</p> <ul style="list-style-type: none"> • Leaflets • Advertisements • Posters • Blogs <p>Social network pages</p>	<p>Activity p69 Persuasive language</p> <p>Activity p70 Your materials</p>		<p>Activity p68 Using images</p> <p>Activity p69 Promoting action</p> <p>Activity p69 Your target audience</p> <p>Activity p70 Logos and taglines</p>	<p>SP3 SP9</p>
<p>Week Beginning 14/12/20</p>	<p>3.3 Justify a campaign for change</p>	<p>After studying this Topic, students will be able to:</p> <p>Give a clear, detailed and well-reasoned justification for their campaign, including conclusions that are supported by relevant judgments including:</p> <ul style="list-style-type: none"> • Presenting their case for action • Using evidence to support their case • Their use of persuasive language <p>Justify their approach and the need for a campaign for change.</p>	<p>Getting started activity p72</p>	<p>Exam style questions</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book One, pp 72-73</i></p> <p>Activity p72 Presenting your case for action</p> <p>Activity p73 Using evidence to support your case</p> <p>Activity p70 Your use of persuasive language</p>	<p>Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9</p>