

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 SO2 SO7 C3 C5 M2 SP1 SP3 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	<p>1.5 Evaluate methods of collecting statistics about crime</p> <p>2.1 Describe biological theories of criminality</p>	<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>

Week Beginning 28/12/20	Half Term	Half Term	Half Term	Half Term	Half Term	Half Term
Week Beginning 04/1/21	Preparing for the Unit 1 control assessment	Preparing for the Unit 1 control assessment	Preparing for the Unit 1 control assessment	Preparing for the Unit 1 control assessment	Preparing for the Unit 1 control assessment	Preparing for the Unit 1 control assessment
Week Beginning 11/1/21	Control Assessment Week(Unit 1)	Control Assessment Week (Unit 1)	Control Assessment Week (Unit 1)	Control Assessment Week (Unit 1)	Control Assessment Week (Unit 1)	Control Assessment Week (Unit 1)
Week Beginning 18/1/21	2.2 Describe individualistic theories of criminality	After studying this Topic, students will be able to: Describe individualistic theories including: <ul style="list-style-type: none"> • learning theories e.g. Bandura • psychodynamic e.g. Freud • psychological theories e.g. Eysenck 	Getting started activity p100 Activity p101 Id, ego and superego Activity p104 Operant conditioning Activity p105 Social learning theory	Exam style questions Preparing for the exam question p106	Question p101 Question p102 Activity p102 The Eysenck Personality Questionnaire Question p103 Activity p105 Criminal personality theory	Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9
Week Beginning 25/1/21	2.3 Describe sociological theories of criminality	After studying this Topic, students will be able to: Describe sociological theories including: <ul style="list-style-type: none"> • social structure e.g. Marxism, functionalism • interactionism e.g. labelling realism e.g. left and right realism 	Getting started activity p107 Activity p110 Labelling Activity p112 Marxism and crime Activity p115 Foucault	Exam style questions Preparing for the exam question p116	Activity p108 The functions of crime Question p109 Question p112 Question p113 Question p114 Question p115	Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9

<p>Week Beginning 01/2/21</p>	<p>3.1 Analyse situations of criminality</p>	<p>After studying this Topic, students will be able to:</p> <p>Analyse situations relating to:</p> <ul style="list-style-type: none"> • different types of crime • individual criminal behaviour <p>Have knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc.</p> <p>Analyse a range of crimes and criminal behaviour and understand possible causes through the application of the theories learned for LO2.</p>	<p>Getting started activity p117</p> <p>Activity p118 Corporate crime 1</p> <p>Activity p122 Corporate crime 2</p>	<p>Exam style questions</p> <p>Preparing for the exam question p124</p>	<p>Activity p119 Applying Marxist theory to the Ford Pinto case</p> <p>Activity p121 Applying biological theories to Darren's case</p> <p>Activity p122 Applying psychoanalysis to Sharon's case</p>	<p>Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9</p>
<p>Week Beginning 8/2/21</p>	<p>3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</p>	<p>After studying this Topic, students will be able to:</p> <p>Evaluate the effectiveness of criminological theories to explain causes of criminality including:</p> <ul style="list-style-type: none"> • individualistic • biological • sociological 	<p>Getting started activity p125</p> <p>Activity p133 Evaluating cognitive theories</p> <p>Activity p137 Evaluating theories of crime</p>	<p>Exam style questions</p> <p>Preparing for the exam question p137</p>	<p>Activity p126 Criticisms of Lombroso</p> <p>Question p126</p> <p>Question p127</p> <p>Question p131</p> <p>Question p132</p> <p>Questions p134</p> <p>Question p135</p> <p>Question p136</p>	<p>Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9</p>
<p>Week Beginning 22/2/21</p>	<p>3.2 Evaluate the effectiveness of criminological theories to</p>	<p>After studying this Topic, students will be able to:</p>	<p>Getting started activity p125</p> <p>Activity p133 Evaluating cognitive theories</p>	<p>Exam style questions</p> <p>Preparing for the exam question p137</p>	<p>Activity p126 Criticisms of Lombroso</p> <p>Question p126</p>	<p>Lit SO2 SO7 C3 C5</p>

	explain causes of criminality	Evaluate the effectiveness of criminological theories to explain causes of criminality including: <ul style="list-style-type: none"> • individualistic • biological • sociological 	Activity p137 Evaluating theories of crime		Question p127 Question p131 Question p132 Questions p134 Question p135 Question p136	M2 SP1 SP3 SP9
Week Beginning 12/4/21	4.3 Discuss how campaigns affect policy making	After studying this Topic, students will be able to: Discuss how campaigns affect policy making including: <ul style="list-style-type: none"> • newspaper campaigns • individual campaigns • pressure group campaigns <p><i>Synoptic links: Students 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>	Getting started activity p156 Activity p158 Clare’s Law Activity p159 Double jeopardy	Exam style questions Preparing for the exam question p161	Activity p160 Pressure group campaigning	Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9
Week Beginning 19/4/21	4.3 Discuss how campaigns affect policy making	After studying this Topic, students will be able to: Discuss how campaigns affect policy making including: <ul style="list-style-type: none"> • newspaper campaigns • individual campaigns • pressure group campaigns 	Getting started activity p156 Activity p158 Clare’s Law Activity p159 Double jeopardy	Exam style questions Preparing for the exam question p161	Activity p160 Pressure group campaigning	Lit SO2 SO7 C3 C5 M2 SP1 SP3

		<i>Synoptic links: Students should use their knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies.</i>				SP9
Week Beginning 19/4/21	Unit 2 Exam preparation	After studying this Topic, students will be able to: Be prepared for the unit 2 exam	Get organized p162	Exam style questions Preparing for the exam question p163	Activity p163 Practice exam paper	Lit Num SO1 SO5 C5 SP5
Week Beginning 26/4/21	Unit 2 Exam preparation	After studying this Topic, students will be able to: Be prepared for the unit 2 exam	Get organized p162	Exam style questions Preparing for the exam question p163	Activity p163 Practice exam paper	Lit Num SO1 SO5 C5 SP5
Week Beginning 3/5/21	Unit 2 Exam preparation	After studying this Topic, students will be able to: Be prepared for the unit 2 exam	Get organized p162	Exam style questions Preparing for the exam question p163	Activity p163 Practice exam paper	Lit Num SO1 SO5 C5 SP5
Week Beginning 10/5/21	Unit 2 Exam preparation	After studying this Topic, students will be able to: Be prepared for the unit 2 exam	Get organized p162	Exam style questions Preparing for the exam question p163	Activity p163 Practice exam paper	Lit Num SO1 SO5 C5 SP5
Week Beginning 17/5/21	Unit 2 Exam preparation	After studying this Topic, students will be able to: Be prepared for the unit 2 exam	Get organized p162	Exam style questions Preparing for the exam question p163	Activity p163 Practice exam paper	Lit Num SO1 SO5 C5 SP5

Week Beginning 24/5/21	Exam Week	Exam Week	Exam Week	Exam Week	Exam Week	Exam Week
Week Beginning 31/5/21	Half term	Half term	Half term	Half term	Half term	Half term
Week Beginning 7/6/21	1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations	<p>After studying this Topic, students will be able to:</p> <p>Give a clear and detailed evaluation of the effectiveness of the roles of the following personnel involved in criminal investigations:</p> <ul style="list-style-type: none"> • Police officers/ detectives • Crime scene investigators • Forensic specialists • Forensic scientists • Pathologists • The Crown Prosecution Service • Other investigative agencies <p>Understand the roles and consider their effectiveness in relation to the following potential limitations:</p>	<p>Getting started activity p8</p> <p>Activity p8 Police officers</p> <p>Activity p11 Forensic scientists</p> <p>Activity p12 Pathologists</p> <p>Note taking for folder needed for control assessment</p> <p>Getting started activity p87</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions</p> <p>Preparing for the exam question p92</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book Two, pp8-</i></p> <p>Question p9</p> <p>Question 13</p> <p>Activity p89 How laws are made</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"> • Cost • Expertise Availability	Activity p88 Parliamentary democracy Activity p91 Statutory interpretation			
Week Beginning 14/6/21	Evaluate the effectiveness of the roles of personnel involved in criminal investigations	After studying this Topic, students will be able to: Give a clear and detailed evaluation of the effectiveness of the roles of the following personnel involved in criminal investigations: <ul style="list-style-type: none"> • Police officers/ detectives • Crime scene investigators • Forensic specialists • Forensic scientists • Pathologists • The Crown Prosecution Service • Other investigative agencies Understand the roles and consider their effectiveness in relation to the following potential limitations: <ul style="list-style-type: none"> • Cost 	Getting started activity p8 Activity p8 Police officers Activity p11 Forensic scientists Activity p12 Pathologists Note taking for folder needed for control assessment Getting started activity p87 Activity p88 Parliamentary democracy	Controlled assessment preparation Exam style questions Preparing for the exam questions Preparing for the exam question p92	<i>Carol A Henderson Illuminate Publishing Level 3 criminology</i> <i>Criminology Book Two,</i> pp8- Question p9 Question 13 Activity p89 How laws are made	Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9

		<ul style="list-style-type: none"> • Expertise • Availability 	Activity p91 Statutory interpretation			
Week Beginning 21/6/21	Evaluate the effectiveness of the roles of personnel involved in criminal investigations	<p>After studying this Topic, students will be able to:</p> <p>Give a clear and detailed evaluation of the effectiveness of the roles of the following personnel involved in criminal investigations:</p> <ul style="list-style-type: none"> • Police officers/ detectives • Crime scene investigators • Forensic specialists • Forensic scientists • Pathologists • The Crown Prosecution Service • Other investigative agencies <p>Understand the roles and consider their effectiveness in relation to the following potential limitations:</p> <ul style="list-style-type: none"> • Cost • Expertise • Availability 	<p>Getting started activity p8</p> <p>Activity p8 Police officers</p> <p>Activity p11 Forensic scientists</p> <p>Activity p12 Pathologists</p> <p>Note taking for folder needed for control assessment</p> <p>Getting started activity p87</p> <p>Activity p88 Parliamentary democracy</p> <p>Activity p91 Statutory interpretation</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions</p> <p>Preparing for the exam question p92</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book Two, pp8-</i></p> <p>Question p9</p> <p>Question 13</p> <p>Activity p89 How laws are made</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 28/6/21</p>	<p>Evaluate the effectiveness of the roles of personnel involved in criminal investigations</p>	<p>After studying this Topic, students will be able to:</p> <p>Give a clear and detailed evaluation of the effectiveness of the roles of the following personnel involved in criminal investigations:</p> <ul style="list-style-type: none"> • Police officers/ detectives • Crime scene investigators • Forensic specialists • Forensic scientists • Pathologists • The Crown Prosecution Service • Other investigative agencies <p>Understand the roles and consider their effectiveness in relation to the following potential limitations:</p> <ul style="list-style-type: none"> • Cost • Expertise • Availability 	<p>Getting started activity p8</p> <p>Activity p8 Police officers</p> <p>Activity p11 Forensic scientists</p> <p>Activity p12 Pathologists</p> <p>Note taking for folder needed for control assessment</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions</p> <p>Preparing for the exam question p92</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book Two, pp8-</i></p> <p>Question p9</p> <p>Question 13</p>	<p>Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9</p>
<p>Week Beginning 07/7/21</p>	<p>1.2 Assess the usefulness of investigative techniques in criminal investigations</p>	<p>After studying this Topic, students will be able to:</p> <p>Assess the usefulness of the following investigative techniques in criminal investigations:</p> <ul style="list-style-type: none"> • Forensic techniques • Surveillance techniques • Profiling techniques • Use of intelligence databases e.g. National DNA Database • Interviews: eye witnesses, other witnesses, e.g. experts • Observation 	<p>Getting started activity p14</p> <p>Activity p16 DNA evidence</p> <p>Activity p17 Covert surveillance</p> <p>Activity p18 eye-witness testimony</p> <p>Activity p20 Forensic entomology</p> <p>Getting started activity p93</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions</p> <p>Preparing for the exam question p96</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book Two, pp</i></p>	<p>Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9</p>

		<p>Understand the range of techniques and assess their effectiveness in the following types of criminal investigations:</p> <ul style="list-style-type: none"> Situations: crime scene, laboratory, police station, 'street' <p>Types of crime: violent crime, e-crime, property crime.</p>	<p>Activity p94 The probation service</p> <p>Activity p96 Relationships between agencies</p>			
<p>Week Beginning 12/7/21</p>	<p>Assess the usefulness of investigative techniques in criminal investigations</p>	<p>After studying this Topic, students will be able to:</p> <p>Assess the usefulness of the following investigative techniques in criminal investigations:</p> <ul style="list-style-type: none"> Forensic techniques Surveillance techniques Profiling techniques Use of intelligence databases e.g. National DNA Database Interviews: eye witnesses, other witnesses, e.g. experts Observation <p>Understand the range of techniques and assess their effectiveness in the following types of criminal investigations:</p> <ul style="list-style-type: none"> Situations: crime scene, laboratory, police station, 'street' <p>Types of crime: violent crime, e-crime, property crime.</p>	<p>Getting started activity p14</p> <p>Activity p16 DNA evidence</p> <p>Activity p17 Covert surveillance</p> <p>Activity p18 eye-witness testimony</p> <p>Activity p20 Forensic entomology</p> <p>Getting started activity p93</p> <p>Activity p94 The probation service</p> <p>Activity p96 Relationships between agencies</p>	<p>Controlled assessment preparation</p> <p>Exam style questions</p> <p>Preparing for the exam questions</p> <p>Preparing for the exam question p96</p>	<p><i>Carol A Henderson Illuminate Publishing Level 3 criminology</i></p> <p><i>Criminology Book Two, pp</i></p>	<p>Lit SO2 SO7 C3 C5 M2 SP1 SP3 SP9</p>