

## Year 13 Criminology Curriculum Rationale

The course is naturally progressive throughout the 4 units, with some aspects of curriculum building throughout the 4 units. Therefore, we have chosen to follow the order of the units as planning in the Criminology specification. In year 13, students complete the Controlled Assessment Unit 3: Crime Scene to Courtroom (25% of final qualification): through this unit, learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases. They also study Unit 4 (25% of final qualification): Crime and Punishment: the purpose of this unit is for learners to develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Unit 3: 1. Understand the process of criminal investigations.  1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations	Personnel <ul style="list-style-type: none"> <li>• crime scene investigators</li> <li>• forensic specialists</li> <li>• forensic scientists • police officers/detectives • Crown Prosecution Service (CPS)</li> <li>• pathologist</li> <li>• other investigative agencies, e.g. Serious and Organised Crime Agency, HM Revenue &amp; Customs</li> </ul>	Learners should have an understanding of the roles of the personnel involved and be able to evaluate their effectiveness in criminal investigations. The effectiveness should be considered in the context of potential limitations: <ul style="list-style-type: none"> <li>• cost</li> <li>• expertise</li> <li>• availability</li> </ul>	End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment	Key word focus to develop literacy.  Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links  PSHE links through analysis of legal definitions and procedures and application to real life examples  FBV – Individual liberties/ self-	Precision (work effectively within rules of the domain)  See alternative perspectives (take on views of others and deal with complexity and ambiguity)  VAAs - Enquiring	Homework set regularly for most lessons.  Further Reading: Individual research of related cases  Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task

Unit <sup>o</sup>	Core knowledge/skill development	Sequence	Assessment <sup>o</sup>	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development <sup>o</sup>	Home learning and enrichment
				responsibility linked to understanding the rule of law		
Unit 3: 1. Understand the process of criminal investigations.  1.2 Assess the usefulness of investigative techniques in criminal investigations	<p>Techniques:</p> <ul style="list-style-type: none"> <li>• forensic</li> <li>• surveillance techniques</li> <li>• profiling techniques</li> <li>• use of intelligence databases, e.g. National DNA Database</li> <li>• interview techniques e.g. eye witness interviews, expert interviews</li> </ul> <p>Criminal investigations:</p> <ul style="list-style-type: none"> <li>• situations - crime scene; laboratory; police station; 'street'</li> <li>• types of crime: violent crime; e-crime; property crime</li> </ul>	Learners should have an understanding of the range of investigative techniques and assess their usefulness in a range of different types of criminal investigations, considering situations and types of crime.	End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment	<p>Key word focus to develop literacy.</p> <p>Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links</p> <p>PSHE links through analysis of legal definitions and procedures and application to real life examples</p> <p>FBV – Individual liberties/ self-responsibility linked to</p>	<p>Critical and Logical Thinking (ability to deduct, hypothesise, reason, seek supporting evidence)</p> <p>Intellectual confidence (articulate personal views based on evidence)</p> <p>VAAs – Open Minded</p> <p>Precision- use of specific knowledge when describing techniques</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
				understanding the rule of law		
<p>Unit 3:</p> <p>1. Understand the process of criminal investigations.</p> <p>1.3 Explain how evidence is processed</p>	<p>Types of evidence:</p> <ul style="list-style-type: none"> <li>• physical evidence</li> <li>• testimonial evidence</li> </ul> <p>Process:</p> <ul style="list-style-type: none"> <li>• collection</li> <li>• transfer</li> <li>• storage</li> <li>• analysis</li> <li>• personnel involved</li> </ul>	<p>Learners should have an understanding of the different types of evidence and how they are collected and processed. Learners should explore how different types of evidence were processed through a range of case studies, e.g. Barry George, Sally Clarke, Angela Cannings, Amanda Knox.</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment</p>	<p>Key word focus to develop literacy.</p> <p>Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links</p> <p>PSHE links through analysis of legal definitions and procedures and application to real life examples</p> <p>FBV – Individual liberties/ self-responsibility linked to understanding the rule of law</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
<p>Unit 3:</p> <p>1. Understand the process of criminal investigations.</p> <p>1.4 Examine the rights of individuals in criminal investigations</p>	<p>Individuals:</p> <ul style="list-style-type: none"> <li>• suspects</li> <li>• victims</li> <li>• witnesses</li> </ul>	<p>Learners should consider the rights of all individuals from investigation through to appeal.</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment</p>	<p>Key word focus to develop literacy.</p> <p>Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links</p> <p>PSHE links through analysis of legal definitions and procedures and application to real life examples</p> <p>FBV – Individual liberties/ self-responsibility linked to understanding the rule of law</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
<p>Unit 3:</p> <p>2. Understand the process for prosecution of suspects</p> <p>2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects</p>	<p>Requirements:</p> <ul style="list-style-type: none"> <li>• charging role – Criminal Justice Act 2003</li> <li>• Prosecution of Offences Act 1985</li> <li>• Full Code Test</li> </ul>	<p>Learners should have an understanding of the role of the CPS. Learners should explain the evidential and public interest tests in the decision to prosecute.</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment</p>	<p>Key word focus to develop literacy.</p> <p>Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links</p> <p>PSHE links through analysis of legal definitions and procedures and application to real life examples</p> <p>FBV – Individual liberties/ self-responsibility linked to understanding the rule of law</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>

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<p>Unit 3:</p> <p>2. Understand the process for prosecution of suspects</p> <p>2.2 Describe trial processes</p>	<p>Processes:</p> <ul style="list-style-type: none"> <li>• pre-trial</li> <li>• bail</li> <li>• roles</li> <li>• plea bargaining</li> <li>• courts</li> <li>• appeals</li> </ul>	<p>Learners should have knowledge of each of the stages of the trial process including the roles of the personnel involved.</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment</p>	<p>Key word focus to develop literacy.</p> <p>Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links</p> <p>PSHE links through analysis of legal definitions and procedures and application to real life examples</p> <p>FBV – Individual liberties/ self-responsibility linked to understanding the rule of law</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
<p>Unit 3:</p> <p>2. Understand the process for prosecution of suspects</p> <p>2.3 Understand rules in relation to the use of evidence in criminal cases</p>	<p>Rules of evidence:</p> <ul style="list-style-type: none"> <li>• relevance and admissibility</li> <li>• disclosure of evidence</li> <li>• hearsay rule and exceptions</li> <li>• legislation and case law</li> </ul>	<p>Learners should have an understanding of how evidence is used in court.</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment</p>	<p>Key word focus to develop literacy.</p> <p>Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links</p> <p>PSHE links through analysis of legal definitions and procedures and application to real life examples</p> <p>FBV – Individual liberties/ self-responsibility linked to understanding the rule of law</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>

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<p>Unit 3:</p> <p>2. Understand the process for prosecution of suspects</p> <p>2.4 Assess key influences affecting the outcomes of criminal cases</p>	<p>Influences:</p> <ul style="list-style-type: none"> <li>• evidence</li> <li>• media</li> <li>• witnesses</li> <li>• experts</li> <li>• politics</li> <li>• judiciary</li> <li>• barristers and legal teams</li> </ul>	<p>Learners should have an understanding of the many factors that can influence the outcome of a trial and be able to assess their impact.</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment</p>	<p>Key word focus to develop literacy.</p> <p>Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links</p> <p>PSHE links through analysis of legal definitions and procedures and application to real life examples</p> <p>FBV – Individual liberties/ self-responsibility linked to understanding the rule of law</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>



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<p>Unit 3:</p> <p>2. Understand the process for prosecution of suspects</p> <p>2.5 Discuss the use of laypeople in criminal cases</p>	<p>Laypeople:</p> <ul style="list-style-type: none"> <li>• juries</li> <li>• magistrates</li> </ul>	<p>Learners should be able to discuss the strengths and weaknesses of both juries and lay magistrates.</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment</p>	<p>Key word focus to develop literacy.</p> <p>Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links</p> <p>PSHE links through analysis of legal definitions and procedures and application to real life examples</p> <p>FBV – Individual liberties/ self-responsibility linked to understanding the rule of law</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>

Unit <sup>®</sup>	Core knowledge/skill development	Sequence	Assessment <sup>®</sup>	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development <sup>®</sup>	Home learning and enrichment
<p>Unit 3: 3. Be able to review criminal cases</p> <p>3.1 Examine information for validity</p>	<p>Examine for:</p> <ul style="list-style-type: none"> <li>• bias</li> <li>• opinion</li> <li>• circumstances</li> <li>• currency</li> <li>• accuracy</li> </ul> <p>Information:</p> <ul style="list-style-type: none"> <li>• evidence</li> <li>• trial transcripts</li> <li>• media reports</li> <li>• judgements</li> <li>• Law Reports</li> </ul>	<p>Learners should develop the ability to review information and make judgements on the suitability of the content they provide against a number of criteria. In their controlled assessment response, learners should make reference to the assignment brief and other examples they have studied.</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment</p>	<p>Key word focus to develop literacy.</p> <p>Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links</p> <p>PSHE links through analysis of legal definitions and procedures and application to real life examples</p> <p>FBV – Individual liberties/ self-responsibility linked to understanding the rule of law</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>

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<p>Unit 3: 3. Be able to review criminal cases</p> <p>3.2 Draw conclusions from information</p>	<p>Conclusions:</p> <ul style="list-style-type: none"> <li>• just verdicts</li> <li>• miscarriage</li> <li>• safe verdict</li> <li>• just sentencing</li> </ul>	<p>Learners should develop skills to analyse information, in order to draw conclusions based on reasoned evidence. In their controlled assessment response, learners should make reference to the assignment brief and other examples they have studied</p>	<p>End of section practice timed responses using assessment criteria to prepare for demands of controlled assessment</p>	<p>Key word focus to develop literacy.</p> <p>Students to apply knowledge to unfamiliar scenarios to build confidence and understanding and develop skills at explaining links</p> <p>PSHE links through analysis of legal definitions and procedures and application to real life examples</p> <p>FBV – Individual liberties/ self-responsibility linked to understanding the rule of law</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading: Individual research of related cases</p> <p>Preparation of independent notes to use in controlled assessment as ongoing and regularly checked homework task</p>
Unit 3 is assessed in December under						

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'high level of control' as per exam board requirements. Students complete 8 hours over 2 days, in a computer room with an invigilator. Student are provided with exam logins and access to the internet is locked for the duration of the Controlled Assessment.						
Unit 4: 1. Understand the criminal justice system in England and Wales  1.1 Describe processes used for law making	Processes: <ul style="list-style-type: none"> <li>• government processes</li> <li>• judicial processes</li> </ul>	Learners should have knowledge of the legislative process and the role of judges in making criminal law.  Synoptic links: Learners should relate this to the review of verdicts in criminal cases in Unit 3 and campaigns and	Ongoing examination style questions with feedback in lessons and re-drafting.  End of term test covering all knowledge	Key word focus to develop literacy.  Students to practice written expression of theories with accuracy and clarity	Critical and Logical Thinking (ability to evaluate using supporting evidence)  Precision (work effectively within rules of the domain)  See alternative perspectives (take on views of others and deal	Homework set regularly for most lessons- independent revision and consolidation in preparation for exam

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
		changes in policy learned in Unit 1.		PSHE links through understanding of law making.  FBV – Individual liberties	with complexity and ambiguity)	
Unit 4: 1. Understand the criminal justice system in England and Wales  1.2 Describe the organisation of the criminal justice system in England and Wales	Criminal justice system: <ul style="list-style-type: none"> <li>• police</li> <li>• law creation</li> <li>• courts</li> <li>• formal punishment</li> <li>• relationships</li> </ul>	Learners should have knowledge of the organisation and role of the agencies involved in criminal justice. Learners should also consider the relationships between different agencies and the extent of co-operation that exists. Synoptic links: 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.	Ongoing examination style questions with feedback in lessons and re-drafting.  End of term test covering all knowledge	Key word focus to develop literacy.  Students to practice written expression of theories with accuracy and clarity  PSHE links through understanding of law making.  FBV – Individual liberties	Critical and Logical Thinking (ability to evaluate using supporting evidence)  Precision (work effectively within rules of the domain)  See alternative perspectives (take on views of others and deal with complexity and ambiguity)	Homework set regularly for most lessons- independent revision and consolidation in preparation for exam

Unit <sup>®</sup>	Core knowledge/skill development <sup>®</sup>	Sequence	Assessment <sup>®</sup>	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development <sup>®</sup>	Home learning and enrichment
		Learners can also draw on their learning of campaigns and changes in policy learned in Unit 1.				
Unit 4: 1. Understand the criminal justice system in England and Wales  1.3 Describe models of criminal justice	Models of criminal justice: • due process • crime control	Learners should be able to describe the theories of the two models of criminal justice. Synoptic links: 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.	Ongoing examination style questions with feedback in lessons and re-drafting.  End of term test covering all knowledge	Key word focus to develop literacy.  Students to practice written expression of theories with accuracy and clarity  PSHE links through understanding of the justice system.  FBV – Individual liberties	Critical and Logical Thinking (ability to evaluate using supporting evidence)  Precision (work effectively within rules of the domain)  See alternative perspectives (take on views of others and deal with complexity and ambiguity)	Homework set regularly for most lessons- independent revision and consolidation in preparation for exam
Unit 4: 2. Understand the role of punishment	Forms of social control • internal forms	Candidates should have an understanding of different forms of	Ongoing examination style questions with feedback in	Key word focus to develop literacy.	Critical and Logical Thinking (ability to evaluate using supporting evidence)	Homework set regularly for most lessons- independent revision

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>in a criminal justice system</p> <p>2.1 Explain forms of social control</p>	<p>o rational ideology o tradition o internalisation of social rules and morality</p> <ul style="list-style-type: none"> <li>• external forms</li> </ul> <p>o coercion o fear of punishment</p> <ul style="list-style-type: none"> <li>• control theory</li> </ul> <p>o reasons for abiding by the law</p>	<p>social control with reference to theory. Synoptic links: 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.</p>	<p>lessons and re-drafting.</p> <p>End of term test covering all knowledge</p>	<p>Students to practice written expression of theories with accuracy and clarity</p> <p>PSHE links through understanding of social control.</p> <p>FBV – Individual liberties</p>	<p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>and consolidation in preparation for exam</p>
<p>Unit 4:</p> <p>2. Understand the role of punishment in a criminal justice system</p> <p>2.2 Discuss the aims of punishment</p>	<p>Aims of punishment</p> <ul style="list-style-type: none"> <li>• retribution</li> <li>• rehabilitation</li> <li>• deterrence</li> </ul> <p>o prevention of reoffending o deterrence of others from committing similar crimes</p> <ul style="list-style-type: none"> <li>• public protection • reparation</li> </ul>	<p>Learners should be able to explain each of the aims of punishment. Synoptic links: Learners should be able to consider these aims in the context of the criminological theories learned in Unit 1.</p>	<p>Ongoing examination style questions with feedback in lessons and re-drafting.</p> <p>End of term test covering all knowledge</p>	<p>Key word focus to develop literacy.</p> <p>Students to practice written expression of theories with accuracy and clarity</p> <p>PSHE links through</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons- independent revision and consolidation in preparation for exam</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
				understanding of criminal justice system.  FBV – Individual liberties		
Unit 4: 2. Understand the role of punishment in a criminal justice system  2.3 Assess how forms of punishment meet the aims of punishment	Forms of punishment <ul style="list-style-type: none"> <li>• imprisonment</li> <li>• community</li> <li>• financial</li> <li>• discharge</li> </ul>	Candidates should be able to assess how different forms of punishment meet the aims of punishment. Synoptic links: Learners should be able to draw on their learning developed in Units 1, 2 and 3 in order to make objective evidence based conclusions.	Ongoing examination style questions with feedback in lessons and re-drafting.  End of term test covering all knowledge	Key word focus to develop literacy.  Students to practice written expression of theories with accuracy and clarity  PSHE links through understanding of criminal justice system.  FBV – Individual liberties	Critical and Logical Thinking (ability to evaluate using supporting evidence)  Precision (work effectively within rules of the domain)  See alternative perspectives (take on views of others and deal with complexity and ambiguity)	Homework set regularly for most lessons- independent revision and consolidation in preparation for exam
Unit 4:	Role <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• funding</li> </ul>	Candidates should be able to identify agencies involved	Ongoing examination style questions with	Key word focus to develop literacy.	Critical and Logical Thinking	Homework set regularly for most lessons- independent revision



Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
<p>3. Understand measures used in social control</p> <p>3.1 Explain the role of agencies in social control</p>	<ul style="list-style-type: none"> <li>philosophy</li> <li>working practices o types of criminality o types of offenders o reach (local, national)</li> </ul> <p>Agencies</p> <ul style="list-style-type: none"> <li>government-sponsored agencies o police o CPS o judiciary o prisons o probation</li> <li>charities</li> <li>pressure groups</li> </ul>	<p>with social control and explain their role in achieving social control. Synoptic links: Learners can apply their understanding from Unit 3 to this criterion.</p>	<p>feedback in lessons and re-drafting.</p> <p>End of term test covering all knowledge</p>	<p>Students to practice written expression of theories with accuracy and clarity</p> <p>PSHE links through understanding of criminal justice system.</p> <p>FBV – Individual liberties</p>	<p>(ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>and consolidation in preparation for exam</p>
<p>Unit 4:</p> <p>3. Understand measures used in social control</p> <p>3.2 Describe the contribution of agencies to achieving social control</p>	<p>Contribution</p> <ul style="list-style-type: none"> <li>tactics and measures used by agencies o environmental o design o gated lanes o behavioural o ASBO o token economy o institutional</li> </ul>	<p>Candidates should understand the range of techniques used by the agencies and be able to examine their contribution. Synoptic links: Learners should apply their understanding of:</p> <ul style="list-style-type: none"> <li>policy and campaigns from Unit 1</li> </ul>	<p>Ongoing examination style questions with feedback in lessons and re-drafting.</p> <p>End of term test covering all knowledge</p>	<p>Key word focus to develop literacy.</p> <p>Students to practice written expression of theories with accuracy and clarity</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal</p>	<p>Homework set regularly for most lessons-independent revision and consolidation in preparation for exam</p>

Unit <sup>o</sup>	Core knowledge/skill development <sup>o</sup>	Sequence	Assessment <sup>o</sup>	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development <sup>o</sup>	Home learning and enrichment
	<ul style="list-style-type: none"> <li>o disciplinary procedures <ul style="list-style-type: none"> <li>▪ rule making</li> <li>▪ staged/phased</li> </ul> </li> <li>• gaps in state provision</li> </ul>	<ul style="list-style-type: none"> <li>• criminological theories from Unit 2</li> <li>• the processes used to bring an accused to justice in Unit 3 to the role of the different agencies</li> </ul>		<p>PSHE links through understanding of criminal justice system.</p> <p>FBV – Individual liberties</p>	with complexity and ambiguity)	
<p>Unit 4:</p> <p>3. Understand measures used in social control</p> <p>3.3 Examine the limitations of agencies in achieving social control</p>	<p>Limitations</p> <ul style="list-style-type: none"> <li>• repeat offenders/recidivism</li> <li>• civil liberties and legal barriers</li> <li>• access to resources and support</li> <li>• finance</li> <li>• local and national policies</li> <li>• environment</li> <li>• crime committed by those with moral imperatives</li> </ul>	<p>Learners should understand the limitations of social control agencies and able to examine the implications of these limitations. Synoptic links: 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</p>	<p>Ongoing examination style questions with feedback in lessons and re-drafting.</p> <p>End of term test covering all knowledge</p>	<p>Key word focus to develop literacy.</p> <p>Students to practice written expression of theories with accuracy and clarity</p> <p>PSHE links through understanding of criminal justice system.</p> <p>FBV – Individual liberties</p>	<p>Critical and Logical Thinking (ability to evaluate using supporting evidence)</p> <p>Precision (work effectively within rules of the domain)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p>	<p>Homework set regularly for most lessons- independent revision and consolidation in preparation for exam</p>

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
		limitations of agencies.				
Unit 4: 3. Understand measures used in social control  3. 4 Evaluate the effectiveness of agencies in achieving social control	Agencies <ul style="list-style-type: none"> <li>• government sponsored agencies o police</li> <li>o CPS</li> <li>o judiciary</li> <li>o prisons</li> <li>o probation</li> <li>• charities</li> <li>• pressure groups</li> </ul>	Learners should be able to draw together their learning to evaluate the success or failure of agencies in achieving social control. Synoptic links: Learners should apply the skill they developed in Unit 3 to evaluate information in terms of: bias, opinion, circumstances, currency, accuracy The types of evidence, as set out in Unit 3, include: evidence, trial transcripts, media reports, judgements, Law Reports	Ongoing examination style questions with feedback in lessons and re-drafting.  End of term test covering all knowledge	Key word focus to develop literacy.  Students to practice written expression of theories with accuracy and clarity  PSHE links through understanding of criminal justice system.  FBV – Individual liberties	Critical and Logical Thinking (ability to evaluate using supporting evidence)  Precision (work effectively within rules of the domain)  See alternative perspectives (take on views of others and deal with complexity and ambiguity)	Homework set regularly for most lessons- independent revision and consolidation in preparation for exam