Criminology Curriculum Overview Year 12   2024-25

Term	Topic	Approx. time (weeks)	Links to further detail
Autumn 1	**Unit 1** Campaigns for Change AC1.1 – 1.4 **Unit 2** Criminological Theories AC1.1 – 2.2	6.0	https://www.wjec.co.uk/media/ks2isrxr/frequently-asked-questions-update-2019.pdf
Autumn 2	**Unit 1** Campaigns for Change AC1.5 – 2.2 **Unit 2** Criminological Theories AC2.3 – 3.2 **Unit 2 MOCK**	6.0	https://www.wjec.co.uk/media/ks2isrxr/frequently-asked-questions-update-2019.pdf
Spring 1	**Unit 1** Campaigns for Change AC2.3 – 3.3 **Preparation for Controlled Assessment** **Unit 2** Criminological Theories AC4.1 – 4.3	6.5	https://www.wjec.co.uk/media/ks2isrxr/frequently-asked-questions-update-2019.pdf

Year 12 Curriculum Overview Criminology 2023-24

Spring 2	**Unit 1** Campaigns for Change **Controlled Assessment** **Unit 2** Criminological Theories AC4.1 – 4.3 **Revision for Exam**	6.5	https://www.wjec.co.uk/media/ks2isrxr/frequently-asked-questions-update-2019.pdf Controlled Assessment Part 1 – 3 hours Controlled Assessment Part 2 – 5 hours
Summer 1	**Unit 2** Criminological Theories **Final Preparation for exam** **May 2020**	6.5	https://www.wjec.co.uk/media/ks2isrxr/frequently-asked-questions-update-2019.pdf
Summer 2	**Unit 3 Preparation** Crime Scene to Courtroom	6.0	https://www.wjec.co.uk/media/ks2isrxr/frequently-asked-questions-update-2019.pdf

Scheme of Work for WJEC Applied Certificate & Diploma in Criminology Unit 1

This Scheme of Work is designed to support you in teaching Unit 1 of the WJEC Level 3 Applied Certificate & Diploma in Criminology specification. We are providing it for users of our Napier Press textbook, *Criminology Book One* by Rob Webb and Annie Townend.

The Scheme of Work is fully integrated with the textbook. In each section of the Scheme of Work you will find references to the appropriate pages in the textbook to refer your students to when they are studying each Topic.

This Scheme of Work is part of the comprehensive package of Napier Press support materials for Criminology teachers and their students, including:

- **Activities** for students. You will find references to these throughout the textbooks.
- **Student Workbooks** to accompany each Unit of the textbook. These encourage students to engage with the material in the textbook and consolidate their learning.

You will find references both to the relevant student Activities and to the Unit 1 Student Workbook in each section of the Scheme of Work. All the Activities and Workbooks are available on the website: https://criminology.uk.net/

Terms used in this Scheme of Work

Topic refers to the Assessment Criteria in the specification and to the relevant Topics in the companion textbook, *Criminology Book One*.

Learning Objectives are the outcomes for the student on completion of the Topic. Students' achievement of these objectives will be checked by means of the activities and assessments indicated in the Scheme of Work.

Independent Activities comprises activities that can be completed by students either in class or independently outside of class.

Scheme of work: Criminology Unit 1

Wk	Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment
1	**1.1 Analyse different types of crime**	After studying this Topic, students will be able to: Analyse the following types of crime, using a range of relevant examples: • White collar • Moral • State • Technological • Individual Use the following points to analyse each type of crime: • Types of victim • Types of offender • Level of public awareness • Criminal, deviant or both	Getting started activity p8 Activity p9 White collar crime Activity p12 State crimes Case study p13 Women and cybercrime Activity p17 Domestic abuse	Webb & Townend, *Criminology Book One*, pp8-17 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Activity p13 Technological crimes Activity p15 Hate crime Activity p15 Honour crime	Controlled assessment preparation p17
2	**1.2 Explain the reasons that certain crimes are unreported**	After studying this Topic, students will be able to: Give clear and detailed explanation of the reasons why a range of crimes are unreported, using relevant examples. Use the following reasons: • 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	Getting started activity p18 Scenario p18 Fear Scenario p19 Shame Scenario p19 Disinterest Question p19 Scenario p20 Complexity of the crime Scenario p21 Lack of public concern Scenario p21 Culture-bound crime	Webb & Townend, *Criminology Book One*, pp18-22 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Activity p20 Reporting online bullying Activity p20 The impact of media interest	Controlled assessment preparation p22

Wk	Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment
3	**1.3 Explain the consequences of unreported crime**	After studying this Topic, students will be able to: Give clear and detailed explanation (including examples) of the following consequences of unreported crimes: • Ripple effect • Cultural consequences • Decriminalisation • Police prioritisation • Unrecorded crime • Cultural change • Legal change • Procedural change An understanding of the positive and negative effects of unreported crime on the individual and society	Getting started activity p23 Case study p24 Child sexual abuse Activity p26 Broken Windows	Webb & Townend, *Criminology Book One*, pp23-26 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Activity p24 Decriminalisation of homosexuality Activity p25 Crime in your area	Controlled assessment preparation p26
4	**1.4 Describe media representation of crime**	After studying this Topic, students will be able to: Give a detailed description of the media representation of crime, including relevant examples. **Media**: • Newspaper • Television • Film • Electronic gaming • Social media • Music Show knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.	Getting started activity p27 Activity p29 Crime in film Activity p30 Using apps to report crime Activity p31 Music and crime	Webb & Townend, *Criminology Book One*, pp27-31 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Activity p29 Crime on TV Activity p30 Performance crimes	Controlled assessment preparation p31

Wk	Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment
5	**1.5 Explain the impact of media representations on the public perception of crime**	After studying this Topic, students will be able to: Give a clear and detailed explanation of the impact of a range of media representations on the public perception of crime. Impact: • 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 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.	Getting started activity p32 Activity p32 The impact of media coverage Activity p33 Moral panic Activity p35 Stereotyping of criminals Activity p37 Riots	Webb & Townend, *Criminology Book One*, pp32-39 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Questions p33 Questions p37	Controlled assessment preparation p39
6	**1.6 Evaluate methods of collecting statistics about crime**	After studying this Topic, students will be able to: 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: • Reliability • Validity • Ethics of research • Strengths and limitations • Purpose of research	Getting started activity p40 Activity p41 Reasons for under-reporting crime Activity p42 Reasons for under-recording crime Activity p44 Police recorded statistics Activity p46 Crime surveys	Webb & Townend, *Criminology Book One*, pp40-47 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Question p43 Question p44 Question p45	Controlled assessment preparation p47

Wk	Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment
7	**2.1 Compare campaigns for change**	After studying this Topic, students will be able to: 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. Use the following criteria in comparisons: • Change in policy • Change in law • Change in priorities of agencies • Change in funding • Change in awareness • Change in attitudes Be aware that campaigns for change may have different purposes. Compare examples of campaigns for change and examine their effectiveness in achieving their objectives.	Getting started activity p48	Webb & Townend , *Criminology Book One,* pp48-53 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Activity p53 Comparing campaigns	Controlled assessment preparation p53
8	**2.2 Evaluate the effectiveness of media used in campaigns for change**	After studying this Topic, students will be able to: Evaluate the effectiveness of the following media used in campaigns for change: • Blogs • Viral messaging • Social networking • Advertising • Radio • Television • Film • Documentary • Word of mouth • Events • Print	Getting started activity p54 Activity p56 Research Activity p58 Campaign films Activity p58 Knife crime Questions p58 Questions p59	Webb & Townend, *Criminology Book One*, pp54-60 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Activity p54 Using blogs in campaigns Activity p55 Using social media in campaigns Activity p56 Social networking Activity p57 Research Activity p59 Research	Controlled assessment preparation p60

Wk	Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment
9-10	**3.1 Plan a campaign for change relating to crime**	After studying this Topic, students will be able to: 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: • Aims and objectives • Justification of choice of campaign • Target audience • Methods to be used • Materials to be used • Finances • Timescales • Resources needed	Getting started activity p61 Activity p62 'Types of change' Activity p62 'Linking your aims and objectives' Activity p63 'Who is your target audience?' Activity p64 'Finances' Activity p65 'Timescales'	Webb & Townend , *Criminology Book One,* pp61-65 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Activity p63 Justifying your choice of campaign Activity p64 Engaging your target audience Activity p65 Planning your campaign	Controlled assessment preparation p65
10-11	**3.2 Design materials for use in campaigning for change**	After studying this Topic, students will be able to: 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. Design should include: • Structuring your information • Using images and other ways of capturing attention • Using persuasive language • Promoting action • Considering target audience • Aligning materials with campaign Materials such as: • Leaflets • Advertisements • Posters • Blogs • Social network pages	Getting started activity p66 Activity p67 Layouts Activity p67 Structuring your information Activity p69 Persuasive language Activity p70 Your materials	Webb & Townend, *Criminology Book One,* pp66-71 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Activity p68 Using images Activity p69 Promoting action Activity p69 Your target audience Activity p70 Logos and taglines	Controlled assessment preparation p71

Wk	Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment
11-12	**3.3 Justify a campaign for change**	After studying this Topic, students will be able to: Give a clear, detailed and well-reasoned justification for their campaign, including conclusions that are supported by relevant judgements including: • Presenting their case for action • Using evidence to support their case • Their use of persuasive language Justify their approach and the need for a campaign for change.	Getting started activity p72	Webb & Townend, *Criminology Book One,* pp72-73 Napier Press Unit 1 Student Workbook *Changing awareness of crime*	Activity p72 Presenting your case for action Activity p73 Using evidence to support your case Activity p70 Your use of persuasive language	Controlled assessment preparation p73