



Core Concepts Criminology

Curriculum Themes (these can be disciplinary/procedural or substantive/declarative)	Core concepts - How the theme is developed through the curriculum			
	Unit 1 - Changing Awareness of Crime	Unit 2 - Criminological Theories	Unit 3 - Crime Scene to Court Room	Unit 4 - Crime and Punishment
Purpose of Unit	The purpose of this unit is for learners to plan campaigns for change relating to crime	The purpose of this unit is for learners to apply their understanding of the public perceptions of crime and campaigns for change studied in Unit 1 with criminological theories to examine how both are used to set policy.	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.	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.
Crime and Deviance	In this initial unit, students are introduced to a range of types of crime to be studied throughout the course. They assess how campaigns for change might influence attitudes, funding, policy and law on criminal activity.	In Unit 2, students now apply theories to the types of crime and deviance they have studied to try to understand why people commit criminal acts or engage in deviant behaviour.	In Unit 3, students will study how a range of crimes are investigated and which investigative techniques are the most appropriate for gathering evidence. They look at physical and testimonial evidence and then explore the legal system to understand how crime is dealt in the Criminal Justice System.	The final unit looks into aims of punishment and asks how each method of punishment of crime meets the Criminal Justice Act 2003 purposes of sentencing. Students then look at how effective the system of policy is in achieving social control.
Careers	Students are introduced to the role of campaigners, policy and law makers in this unit, as well as the methods of campaigning undertaken by those involved. Media and politicians roles in campaigns for change are also explored. Crime statistics are investigated so students also understand the role and impact of researchers and data analysts.	Criminological theories introduces students to scientific study of crime by biologists and geneticists. They also explore the role of psychologists and sociologists in explaining deviant and criminal behaviour. This links with the more general criminologist perspective which accepts there is value in all the viewpoints.	This unit has the most in-depth links to careers - looking at the roles of the following personnel in a criminal investigation: police officers and detectives, SOCOs, forensic specialists, forensic scientists, photographers, solicitors, barristers, Victim Support, Witness Care, pathologists, HM Revenue and Customs and the National Crime Agency	The final unit introduces students to the personnel involved after conviction and those involved in aims of punishment - the prison service, probation, rehabilitation, therapy, education and the Parole Board.
Law	Students start by looking at how changes to law can be made through effective campaigning. Examples of changes to laws are compared including gun laws, Sarah's Law, Clare's Law, Helen's Law, Lillian's Law and the abolition of double jeopardy.	Here students explore how the law must be applied to all criminals, irrespective of the reason behind their offending behaviour. They understand reasons for committing crime and how this might impact whether people feel the law is fair in its approach to sentencing.	The concept of law and legal processes is investigated in depth here, with learnign about the CPS charging requirements, Full Code Test, trial processes in Crown, Magistrates and Appeal courts, rules of evidence, influences on case outcomes and the use of lay people in the Criminal Justice System.	Students in Unit 4 learn about the law making processes of judges and Parliament and how forms of punishment adhere to our legislation on aims of punishment. Students also explore models of criminal justice to understand the varying viewpoints on how crime should be tackled to reduce recidivism.
Theory	Students begin here by thinking for themselves why people might commit crimes - their responses can be categorised into the theories they will be introduced to in Unit 2.	Students are introduced to three branches of explanation for crime - biological, sociological and individualistic. The theories within these branches are defined and assessed for their effectiveness in explaining crime. Examples include genetics, physiology, learning theories, psychodynamic theories, psychological theories, marxism, labelling, functionalism and right/left realism.	By understanding the theories behind why crimes are committed, students can better understand some of the techniques used in criminal investigation such as typological criminal profiling and investigative psychology.	Unit 4 asks students to explore which of the theories link best with the aims and types of punishment in the England and Wales Criminal Justice System. It also asks what the theorists would say about whether social control is achieved through chosen methods and agencies.