



KS5 Criminology (Eduqas Level 3 Diploma)

Understanding theoretical frameworks	Studying real world examples	Making decisions in applied contexts	Conducting independent research	Interpreting official statistics/publications	Analysing academic articles

Year 12	Unit 1 LO1	Unit 1 LO2	Unit 1 LO3	Unit 2 LO1	Unit 2 LO2	Unit 2 LO3	Unit 2 LO4
Year 13	Unit 3 LO1	Unit 3 LO2	Unit 3 LO3	Unit 4 LO1	Unit 4 LO2	Unit 4 LO3	

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Intent		What new knowledge/content do we introduce?				
By the end of KS5 students are able to...		Year 12	Year 13	Choices	How does this curriculum incorporate the specification and go beyond it, ensuring challenge?	
<ul style="list-style-type: none"> categorise and analyse crimes explain why some crimes are unreported and unrecorded explain how crime reporting affects the public perception of criminality evaluate methods of collecting data about crime explain how campaigns are used to elicit change plan, design and evaluate campaigns for change relating to crime explain social constructions of criminality outline a range of theories of criminality (biological, individualistic, sociological) explain causes of criminality evaluate the effectiveness of theories in explaining causes of criminality assess the use of criminological theories in informing policy development outline causes of policy change, including social change explain how campaigns affect policy making describe the process of criminal investigations assess the usefulness of investigative techniques in criminal investigations describe the process for prosecution of suspects and examine their rights review criminal cases describe the criminal justice system in E&W, including processes used for law-making explain the role of punishment in a criminal justice system evaluate measures used in social control 	Autumn	Unit 1: Changing awareness of crime <ul style="list-style-type: none"> Analyse types of crime Explain why certain crimes are unreported and describe consequences of unreported crime Explain the impact of the media on the public perception of crime Evaluate methods of collecting statistics about crime 	Unit 3: Crime scene to courtroom <ul style="list-style-type: none"> Evaluate the effectiveness of the roles of personnel involved in criminal investigations Assess the usefulness of investigative techniques in criminal investigations Explain how evidence is processed 	We use Cambridgeshire Constabulary as a case study where appropriate, working in conjunction with a range of visiting speakers. When designing campaigns for change, students choose their own focus. This is to ensure that they are fully engaged with the project.	Super-curricular opportunities are built into every topic. These include additional reading (journal articles, news articles and official documents), watching TV documentaries and films, watching online lectures (for example through the Massolit platform) and completing online courses such as those offered by FutureLearn. Visiting speakers from Cambridgeshire Constabulary, the Magistrates' Court, the Crown Court and local charities provide a vocational input to the course. A wide range of visits are incorporated into the curriculum offer including trips to the local Crown Court (meet the judge before a case commences and then view from the gallery), the National Galleries of Justice, and the local Police station open events. Students are accompanied to attend evening lectures at both Anglia Ruskin University and The University of Cambridge. In Year 13, students enter a mock trial competition, working alongside Law A Level students and a retired barrister to formulate and hone their legal arguments.	
		Unit 1: Changing awareness of crime <ul style="list-style-type: none"> Evaluate the effectiveness of media used in campaigns for change Plan, design and justify a campaign for change relating to crime 	Unit 3: Crime scene to courtroom <ul style="list-style-type: none"> Examine the rights of individuals in criminal investigations Explain the requirements of the CPS for prosecuting suspects Describe trial processes and understand evidence rules Discuss the use of laypeople in criminal cases Review criminal cases by examining information for validity and drawing conclusions from information 			
	Spring	Unit 2: Criminological theories <ul style="list-style-type: none"> Explain the social construction of criminality Describe biological, individualistic and sociological theories of criminality and evaluate their effectiveness in explaining causes of criminality 	Unit 4: Crime and punishment <ul style="list-style-type: none"> Describe processes used for law making Describe the organisation of the criminal justice system in England and Wales Describe models of criminal justice 			
		Unit 2: Criminological theories <ul style="list-style-type: none"> Assess the use of criminological theories in informing policy development Explain how social changes affect policy development Discuss how campaigns affect policy making 	Unit 4: Crime and punishment <ul style="list-style-type: none"> Discuss the aims of punishment and assess how forms of punishment meet the aims of punishment Explain forms of social control and analyse the contributions, limitations and effectiveness of agencies to achieving social control 			
	Summer	Unit 1 and 2 revision	Units 1,2,3,4 revision			
		Super-curricular opportunities	Super-curricular opportunities			
	Rationale for this sequence	The criminology course is taught in the same order as the specification. This is largely because of the need to provide students with resit opportunities for their two controlled assessments in a way which does not make them clash with the external exams. The external exam for Unit 2 draws on concepts taught in Unit 1 and must therefore be taught after Unit 1. The external exam for Unit 4 draws on concepts taught in Units 1,2,3 and must therefore be taught at the end of the course to allow for these synoptic links to be made effectively.				
	How does the KS5 Curriculum build on previous learning at KS4?	Criminology is an ab initio KS5 course Some students may have studied crime and punishment for GCSE RS. This is developed further in Unit 4. Some students may have encountered Stan Cohen's 'Folk Devils and Moral Panics' in GCSE Sociology. This is developed further in Unit 1.				
	What cross-curricular links are made with other KS5 courses?	Cross-curricular links are made with Sociology A level 4.3.1 Crime and Deviance (types of crime, causes of crime, crime statistics and 2.4 (media impact)), Business Studies 3.5.2 (analysing financial performance), Media Studies (media language and representation), Psychology (4.3.8 aggression; 4.3.5 schizophrenia).				