



**Strategic Curriculum Intent Overview
2023/24**

Subject: Social Sciences

Curriculum Leader: Anna Mackey

Our intent is to provide a foundation for understanding both individual and societal behaviours. We aim to ensure that our students understand our subject's applicability to the real world, by working to develop an ability to appreciate different perspectives and think holistically regarding individual and societal interactions. Students are supported throughout the duration of the course to be aspirational, allowing us to ensure great outcomes and enjoyment of learning.

CURRICULUM OVERVIEW:

WJEC Level 3 Criminology

Year 12 Criminology	HT1 & HT2 - Unit 1 (Changing awareness of Crime) Controlled Assessment may be started during HT2, if students are ready and the window is open.	HT3 - Controlled Assessment for changing awareness of crime	HT4 & HT5 - Unit 2 (Criminological Theories of Crime)	HT6 - External examination of Criminological Theories of Crime
Knowledge (facts, information, concepts and key terminology)	<ul style="list-style-type: none"> ● Change in policy ● Change in law ● Change in priorities of 	<ul style="list-style-type: none"> ● Change in policy ● Change in law ● Change in priorities of 	Criminological theories <ul style="list-style-type: none"> ● Individualistic ● Biological 	Criminological theories <ul style="list-style-type: none"> ● Individualistic ● Biological



	<p>agencies</p> <ul style="list-style-type: none"> • Change in funding • Change in awareness • Change in attitude 	<p>agencies</p> <ul style="list-style-type: none"> • Change in funding • Change in awareness • Change in attitude 	<ul style="list-style-type: none"> • Sociological Policy • Formal Policy <p>Social Changes</p> <ul style="list-style-type: none"> • Social values, norms and mores • Public perception of crime • Structure of society • Cultural changes 	<ul style="list-style-type: none"> • Sociological Policy • Formal Policy <p>Social Changes</p> <ul style="list-style-type: none"> • Social values, norms and mores • Public perception of crime • Structure of society • Cultural changes <p><i>It is important to note that this unit will also include assessment of knowledge from Unit 1 (changing awareness of crime).</i></p>
<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<p>Learners will develop an understanding that not all types of crime are alike. They will look more in depth as to which types are crime are deemed more serious than others, but how those less serious crimes often influence or even sometimes fund more serious criminal behaviour.</p>	<p>Learners will develop an understanding that not all types of crime are alike. They will look more in depth as to which types of crime are deemed more serious than others, but how those less serious crimes often influence or even sometimes fund more serious criminal behaviour.</p>	<p>Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime. This could include, for example, penal populism, zero tolerance, CCTV, restorative justice, multi-agency approach.</p>	<p>Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime. This could include, for example, penal populism, zero tolerance, CCTV, restorative justice, multi-agency approach.</p>
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<p>Learners will be able to plan campaigns for change relating to crime. They will develop the skills necessary to complete their controlled assessment in HT2. <i>See next column for more detail on skills required.</i></p>	<p>AC2.1 Compare campaigns for change</p> <p>AC2.2 Evaluate the effectiveness of media used in campaigns for change</p> <p>AC2.3 Plan a campaign for change in relation to crime</p>	<p>Learners will be able 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 of these are used to set policy.</p>	<p>AC1.1 Compare criminal behaviour and deviance</p> <p>AC1.2 Explain the social construction of criminality</p> <p>AC2.1 Describe biological theories of criminality</p> <p>AC2.2 Describe individualistic</p>



		<p>AC3.2 Design materials for use in campaigning for change</p> <p>AC3.3 Justify a campaign for change</p>		<p>theories of criminality</p> <p>AC2.3 Describe sociological theories of criminality</p> <p>AC3.1 Analyse situations of criminality</p> <p>AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</p> <p>AC4.1 Assess the use of criminological theories in informing policy development</p> <p>AC4.2 Explain how social changes affect policy development</p> <p>AC4.3 Discuss how campaigns affect policy making</p>
<p>Formal Assessments (those done by all/vast majority of the cohort)</p>	<p>Students will be formally assessed in HT2 within their controlled assessment, but all prior learning will be assessed in class through questioning and preparation for the assessment.</p>	<p>Formally assessed controlled assessment which will be internally and externally moderated. This will form 25% of the students final grade.</p>	<p>Students will prepare for their examination component which they will sit in June of this academic year. Details of the examination can be found in the next column.</p>	<p>This is an externally assessed unit in the format of an examination. The examination will include a mixture of short and extended answer questions based around three scenarios. Learners will also be expected to apply their knowledge and understanding gained from Unit 1: Changing Awareness of Crime.</p>



Curriculum Enhancement opportunities Careers Enrichment Independent learning Trips/Visits	<ul style="list-style-type: none"> - Mock trial - External Speakers 	<ul style="list-style-type: none"> - Students gain understanding of potential career opportunities that lead to campaigning for change, and changing legislation. 		<ul style="list-style-type: none"> - Court visit
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Year 13 Criminology	HT1 & HT2 - Unit 3 (Crime scene to courtroom)	HT3 - Controlled Assessment for Crime scene to courtroom	HT4 & HT5 - Unit 4 (Crime and Punishment)	HT6 - External examination of Crime and Punishment
Knowledge (facts, information, concepts and key terminology)	<u>Personnel</u> <ul style="list-style-type: none"> ● Crime scene investigators Forensic specialists ● Forensic scientists ● Police officers/detectives Crown Prosecution Service (CPS) ● Pathologist ● Other investigative agencies, e.g. Serious and Organised Crime Agency, HM Revenue & Customs <u>Techniques</u> <ul style="list-style-type: none"> ● Forensic ● Surveillance ● Profiling and intelligence ● Interviewing 	<u>Personnel</u> <ul style="list-style-type: none"> ● Crime scene investigators Forensic specialists ● Forensic scientists ● Police officers/detectives Crown Prosecution Service (CPS) ● Pathologist ● Other investigative agencies, e.g. Serious and Organised Crime Agency, HM Revenue & Customs <u>Techniques</u> <ul style="list-style-type: none"> ● Forensic ● Surveillance ● Profiling and intelligence ● Interviewing 	Learners will study forms of social control, aims of punishment, forms of punishment, role, agencies and contributions. Limitations and agencies.	Learners will study forms of social control, aims of punishment, forms of punishment, role, agencies and contributions. Limitations and agencies.



<p>Understanding (ability to connect and synthesise knowledge within a context)</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Skills (successful application of knowledge and understanding to a specific task)</p>	<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>AC1.3 Explain how evidence is processed</p> <p>AC1.4 Examine the rights of individuals in criminal investigations</p> <p>AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects</p> <p>AC2.2 Describe trial processes</p> <p>AC2.3 Understand rules in relation to the use of evidence in criminal cases</p> <p>AC2.4 Assess key influences affecting the outcomes of criminal cases</p> <p>AC2.5 Discuss the use of laypeople in criminal cases</p> <p>AC3.1 Examine information for validity</p> <p>AC3.2 Draw conclusions from information</p> <p>AC1.1 Evaluate the effectiveness of</p>	<p>Learners should understand the limitations of social control agencies and be 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 limitations of agencies.</p>	<p>Within the examination component of Unit 4, learners should be able to explain, discuss, assess, examine and evaluate learnt topics.</p>



		<p>the roles of personnel involved in criminal investigations</p> <p>AC1.2 Assess the usefulness of investigative techniques in criminal investigations</p> <p>AC1.3 Explain how evidence is processed</p> <p>AC1.4 Examine the rights of individuals in criminal investigations</p>		
<p>Formal Assessments (those done by all/vast majority of the cohort)</p>	<p>Students will prepare for another controlled assessment for Unit 3, which will be internally assessed and externally moderated.</p>	<p>Students will complete their controlled assessment for Unit 3, which will be internally assessed and externally moderated.</p>	<p>Students will prepare for their examination component in Unit 4, therefore assessment will be conducted through AFL in lessons.</p>	<p>Students will complete the examination component which will be externally assessed. This will include short and extended answer questions based around applied scenarios.</p>
<p>Curriculum Enhancement opportunities Careers Enrichment Independent learning Trips/Visits</p>				