

## What are the aims and intentions of this curriculum?

The aim of Unit 3 is to enable learners to develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases. The purpose of Unit 4 is for learners to develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice.

The curriculum intends to enable students to:

- Understand the process of criminal investigations;
- Understand the process for prosecution of suspects;
- Be able to review criminal cases;
- Understand the criminal justice system in England and Wales;
- Understand the role of punishment in a criminal justice system;
- Understand measures used in social control.

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Evaluate the effectiveness of the roles of personnel involved in criminal investigations	<p>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:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• expertise</li> <li>• availability</li> </ul> <p>Personnel</p> <ul style="list-style-type: none"> <li>• crime scene investigators</li> <li>• forensic specialists</li> <li>• forensic scientists</li> <li>• police officers/detectives</li> <li>• 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>	<p>Knowledge and analysis of different roles within the criminal justice system.</p> <p>Summarising information.</p> <p>Collection and analysis of information.</p> <p>Decision making and target setting skills.</p>	<p>Initial assessment</p> <p>Tests</p> <p>Peer assessment</p> <p>Q&amp;A</p> <p>Crossword</p> <p>Quizzes/Kahoot</p> <p>Discussion of the various documentaries including the Amanda Knox documentary.</p>

Assess the usefulness of investigative techniques in criminal investigations

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.

Techniques

- forensic
- surveillance techniques
- profiling techniques
- use of intelligence databases, e.g. National DNA Database
- interview techniques e.g. eye witness interviews, expert interviews

Criminal investigations

- situations
  - o crime scene
  - o laboratory
  - o police station
  - o 'street'
- types of crime
  - o violent crime
  - o e-crime
  - o property crime

Explain how evidence is processed

Types of evidence

- physical evidence
- testimonial evidence

Process

- collection
- transfer
- storage
- analysis
- personnel involved

Examine the rights of individuals in criminal investigations

Individuals

- suspects
- victims
- witnesses

Knowledge and analysis of different forms of techniques used to investigate crimes.

Analytical skills in determining the impact of the media on the public's perception of crime.

Oral presentation skills.

IT skills.

Ability to support points raised with examples.

Class Tests

Peer assessment

Q&A

Crossword

Quizzes/Kahoot

Analysis of Locard's principle – every contact leaves a trace.

Summarising information.

Collection and analysis of information.

Decision making and target setting skills.

An understanding of the Police and Evidence Act 1984 and the different codes of practice which govern how the police undertake their work.

Exploration of how different types of

Exam practice

Class tests

Crossword

Fingerprint activity

Individual assessment

Q&A

Autumn 2

		evidence is processed through a range of case studies, e.g. Barry George, Sally Clarke, Angela Cannings, Amanda Knox	Individual Powerpoint Presentations Quizzes/Kahoot Practice exam questions
Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects	<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>Analysis of the role of the evidential and public interest tests in the decision to prosecute.</p> <p>Presentation skills.</p>	<p>Individual assessment</p> <p>Q&amp;A</p> <p>Individual Powerpoint Presentations</p>
Describe trial processes	<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>Role-play</p> <p>Public speaking</p> <p>Critical thinking</p>	<p>Quizzes/Kahoot</p> <p>Practice exam questions</p> <p>Mock Trial</p>
Understand rules in relation to the use of evidence in criminal cases	<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>Class test</p> <p>Essay</p>
Assess key influences affecting the outcomes of criminal cases	<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>Creative skills</p> <p>Presentation skills</p>	<p>Poster competition</p> <p>Presentation of one key influence and peer assessment of content</p>

Spring 1	Discuss the use of laypeople in criminal cases	Laypeople <ul style="list-style-type: none"> <li>• juries</li> <li>• magistrates</li> </ul>	Learners should be able to discuss the strengths and weaknesses of both juries and lay magistrates.	Class discussion of Judge Deed – Above the law
	Examine information for validity	Examine for <ul style="list-style-type: none"> <li>• bias</li> <li>• opinion</li> <li>• circumstances</li> <li>• currency</li> <li>• accuracy</li> </ul> Information <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>	Knowledge of the different sources of information.  Summarising information.  Interpreting data and statistics.  Analysis of the advantages and disadvantages of sources of information.	Group Presentation  Exam practice question
	Draw conclusions from information	Conclusions <ul style="list-style-type: none"> <li>• just verdicts</li> <li>• miscarriage</li> <li>• safe verdict</li> <li>• just sentencing</li> </ul>		
	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.	Project  Q&A
	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>	Synoptic links: Learners should relate this to the review of verdicts in criminal cases in Unit 3 and campaigns and changes in policy learned in Unit 1.	Practice question  Debate  Quick fire quizzes
	Describe models of criminal justice	Models of criminal justice <ul style="list-style-type: none"> <li>• due process</li> <li>• crime control</li> </ul>	Learners should be able to describe the theories of the two models of criminal justice.	Essay/Report writing competition
	Explain forms of social control	Forms of social control <ul style="list-style-type: none"> <li>• internal forms</li> </ul>	Synoptic links: Learners will draw on their understanding of	Journal reflection  Q&A

<p>Discuss the aims of punishment</p>	<ul style="list-style-type: none"> <li>o rational ideology</li> <li>o tradition</li> <li>o internalisation of social rules and morality <ul style="list-style-type: none"> <li>• external forms</li> </ul> </li> <li>o coercion</li> <li>o fear of punishment <ul style="list-style-type: none"> <li>• control theory</li> </ul> </li> <li>o reasons for abiding by the law</li> </ul> <p>Aims of punishment</p> <ul style="list-style-type: none"> <li>• retribution</li> <li>• rehabilitation</li> <li>• deterrence</li> </ul> <ul style="list-style-type: none"> <li>o prevention of reoffending</li> <li>o deterrence of others from committing similar crimes <ul style="list-style-type: none"> <li>• public protection</li> <li>• reparation</li> </ul> </li> </ul>	<p>criminological theories in Unit 2 and their review of criminal verdicts in Unit 3 to gain awareness of the application of these models.</p> <p>Good use of specialist vocabulary</p> <p>Concept and mind mapping</p> <p>Note taking</p>	<p>Mooting contest</p> <p>Glossary</p> <p>Key terms matching activity</p> <p>Project</p>
<p>Assess how forms of punishment meet the aims of punishment</p>	<p>Forms of punishment</p> <ul style="list-style-type: none"> <li>• imprisonment</li> <li>• community</li> <li>• financial</li> <li>• discharge</li> </ul>	<p>An understanding of different forms of social control with reference to theory.</p> <p>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>Exit slips</p> <p>Impromptu quizzes</p> <p>Peer marking/review</p> <p>Case studies</p>
<p>Explain the role of agencies in social control</p>	<p>Role</p> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• funding</li> <li>• philosophy</li> <li>• working practices</li> </ul> <ul style="list-style-type: none"> <li>o types of criminality</li> <li>o types of offenders</li> <li>o reach (local, national)</li> </ul>	<p>Collaboration skills</p> <p>Skills of Persuasion</p> <p>Reasoning skills</p> <p>Communication skills</p> <p>Confidence</p>	<p>Class debate</p> <p>Q&amp;A</p> <p>Classroom polls</p> <p>Test</p>

Spring 2

<p>Describe the contribution of agencies to achieving social control</p>	<p>Agencies</p> <ul style="list-style-type: none"> <li>• government-sponsored agencies</li> <li>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> <p>Contribution</p> <ul style="list-style-type: none"> <li>• tactics and measures used by agencies</li> <li>o environmental             <ul style="list-style-type: none"> <li>▪ design</li> <li>▪ gated lanes</li> </ul> </li> <li>o behavioural             <ul style="list-style-type: none"> <li>▪ ASBO</li> <li>▪ token economy</li> </ul> </li> <li>o institutional</li> <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>	<p>Self management skills.</p> <p>Communication skills.</p> <p>Collaboration skills.</p> <p>Independent work skills.</p>	<p>Kahoot</p> <p>Essay</p> <p>Learning logs/journals</p> <p>Individual whiteboards</p> <p>Q&amp;A</p> <p>Class discussion</p> <p>Self assessment</p>
<p>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>Knowledge of campaigns for change may have different purposes.</p> <p>Ability to compare and contrast campaigns for change and examine their effectiveness in achieving their objectives.</p> <p>Communication skills.</p>	<p>Individual Presentation</p> <p>Crossword</p> <p>Kahoot</p>
<p>Evaluate the effectiveness of agencies in achieving social control</p>	<p>Agencies</p> <ul style="list-style-type: none"> <li>• government sponsored agencies</li> <li>o police</li> <li>o CPS</li> <li>o judiciary</li> <li>o prisons</li> <li>o probation</li> </ul>	<p>Learners should be able to draw together their learning to evaluate the success or failure of agencies in achieving social control.</p> <p>Synoptic links: Learners should apply the skill they developed in Unit 3 to evaluate information in terms of:</p>	<p>Visit from a police officer and Solicitor working within the CPS.</p> <p>Exam practice question</p> <p>Word search</p>

		<ul style="list-style-type: none"> <li>• charities</li> <li>• pressure groups</li> </ul>	<ul style="list-style-type: none"> <li>• bias</li> <li>• opinion</li> <li>• circumstances</li> <li>• currency</li> <li>• accuracy</li> </ul> <p>The types of evidence, as set out in Unit 3, include:</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>Collaboration skills</p> <p>Critical-thinking skills</p> <p>Problem-solving skills</p>	Mock trial
Summer 1	Exam preparation	N/A	<p>Revision skills</p> <p>Independent study skills</p>	<p>Case studies</p> <p>Q&amp;A</p> <p>Discussion</p> <p>Exam Practice</p>