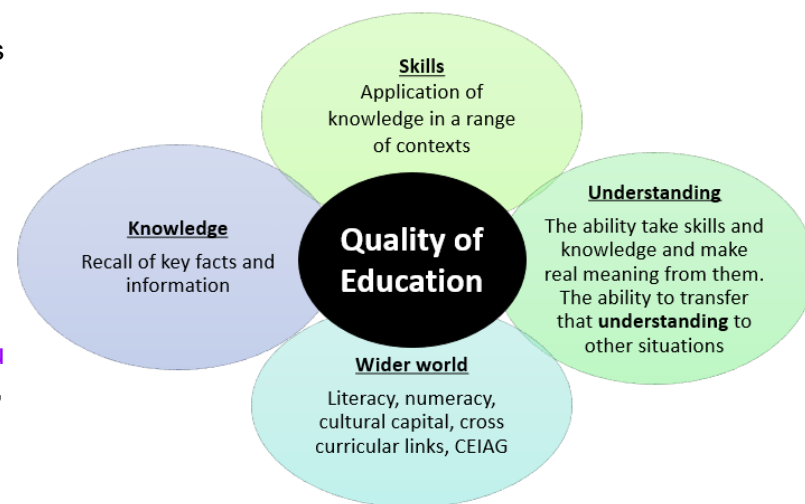


CIM - Curriculum Intent Map **Criminology**

Exam board – Level 3 Diploma: **Eduqas**


Key questions:

- **What are the objectives for your curriculum?** To provide students with an introduction to criminal justice through elements of psychology, sociology and law, and by complementing other subjects in school.
- **What do you want pupils to be able to know and do by the time they leave?** We aim to equip students with the skills that are relevant for industry and university studies, whilst fostering a real empathy and appreciation for justice, moral and ethical issues.
- **How does your curriculum plan set out the sequence and structure of how it's going to be implemented?** The structure is guided by the exam specification, which provides for 1 non-examined unit and 1 examined unit in each year. Knowledge, skills and understanding from early units are built upon progressively throughout the course
- **Why is it shaped the way it is? What values have guided your decisions about the curriculum you have in place?** It is shaped the way it is to ensure that the students have covered the knowledge, skills and understanding that are required for the summative assessments in both Year 12 and Year 13
- **How does your curriculum reflect your school's context?** It fits well within the social science specialisms of the Humanities department, and develops transferable skills that are essential within other subject specialisms, as well as the world of work
- **To what extent have you made these objectives clear? Does everybody know them?** Dedicated teacher; student awareness; all resources available to students on teams which refers to them; core text books and workbooks available to students
- **How does your curriculum reflect national policy (for example, British values and PSHE)?** Work around the criminal justice system; particular topics on hate crimes and honour crimes.
- **How does your curriculum cater for disadvantaged and minority groups? How do you ensure these pupils aren't 'shut out' of pursuing subjects they wish to study because of too sharp a focus on exam results** Opportunity to support students, making the content accessible and relatable through giving wider world scenarios that students can understand and see the relevance in.
- **How do you ensure that curriculum knowledge is interleaved?** Retrieval practice, random topics starter quiz. Recall assessments at the start of lessons. Looking at topics from previous units and building on this knowledge. Knowing the specification and linking current topics to previous topics



	Knowledge	Skills	Understanding	Wider world
Year 13	UNIT 3			
	LO1 Understand the process of criminal investigations	Skills required for independent learning and development	Awareness of different types of crime	Being up to date with wider world news and current affairs
	AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations	A range of generic and transferable skills	Influences on perceptions of crime, including the media	Awareness of different types of crime
	AC1.2 Assess the usefulness of investigative techniques in criminal investigations			
	AC1.3 Explain how evidence is Processed			
	AC1.4 Examine the rights of individuals in criminal investigations	The ability to solve problems		

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	<p>LO2 Understand the process for prosecution of suspects AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects AC2.2 Describe trial processes AC2.3 Understand rules in relation to the use of evidence in criminal cases AC2.4 Assess key influences affecting the outcomes of criminal cases AC2.5 Discuss the use of laypeople in criminal cases</p> <p>LO3 Be able to review criminal cases AC3.1 Examine information for Validity AC3.2 Draw conclusions from information</p> <p>UNIT 4 LO1 Understand the criminal justice system in England and Wales AC1.1 Describe processes used for law making AC1.2 Describe the organisation of the criminal justice system in England and Wales AC1.3 Describe models of criminal justice</p> <p>LO2 Understand the role of punishment in a criminal justice system AC2.1 Explain forms of social control AC2.2 Discuss the aims of Punishment AC2.3 Assess how forms of punishment meet the aims of punishment</p> <p>LO3 Understand measures used in social control AC3.1 Explain the role of agencies in social control AC3.2 Describe the contribution of agencies to achieving social control AC3.3 Examine the limitations of agencies in achieving social control AC3.4 Evaluate the effectiveness of agencies in achieving social control</p>	<p>The skills of project-based research, development and presentation</p> <p>The fundamental ability to work alongside other professionals in a professional environment</p> <p>The ability to apply learning in vocational contexts</p> <p>Develop employability skills including analysis and evaluation</p> <p>Key constructs applicable in the study and application of Criminology.</p>	<p>Why some crimes are unreported and the impact of this</p> <p>Why some people commit crime, including sociological, biological and psychological theories</p> <p>Roles within the criminal justice system</p> <p>How case studies are reviewed</p> <p>Miscarriages of justice</p> <p>Evaluation of social control policy's including punishment</p> <p>Legislation and case law:</p> <p>Relevant laws and judgements that illustrate and support criminological theories and concepts.</p>	<p>The application of real-life criminal cases to illustrate and support theories and concepts.</p> <p>The application of justice:</p> <p>How and why justice is necessary in a democratic society, and the factors that may inhibit this.</p>
<p>Year 12</p> 	<p>UNIT 1 LO1 Understand how crime reporting affects the public perception of criminality AC1.1 Analyse different types of crime AC1.2 Explain the reasons that certain crimes are unreported AC1.3 Explain the consequences of unreported crime AC1.4 Describe media representation of crime AC1.5 Explain the impact of media representations on the public perception of crime AC1.6 Evaluate methods of collecting statistics about crime</p> <p>LO2 Understand how campaigns are used to elicit change AC2.1 Compare campaigns for Change AC2.2 Evaluate the effectiveness of media used in campaigns for change</p> <p>LO3 Plan campaigns for change relating to crime AC3.1 Plan a campaign for change relating to crime AC3.2 Design materials for use in campaigning for change</p>		<p>Policy development and law-enforcement:</p> <p>The factors that influence legislation and application of legislation.</p>	

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<p>AC3.3 Justify a campaign for change</p> <p>UNIT 2</p> <p>LO1 Understand social constructions of criminality AC1.1 Compare criminal behaviour and deviance AC1.2 Explain the social construction of criminality</p> <p>LO2 Know theories of Criminality AC2.1 Describe biological theories of criminality AC2.2 Describe individualistic theories of criminality AC2.3 Describe sociological theories of criminality</p> <p>LO3 Understand causes of Criminality AC3.1 Analyse situations of Criminality AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</p> <p>LO4 Understand causes of policy change AC4.1 Assess the use of criminological theories in informing policy development AC4.2 Explain how social changes affect policy development AC4.3 Discuss how campaigns affect policy making</p>			
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At The Elizabethan Academy we offer a curriculum that:

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

Assessment Calendar 2021-22				
	AP1	AP2	AP3	AP4 Internal
Year 12	10 th January CA Unit 1	7 th March Unit 2 Part paper	May Unit 2 external exam	

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Year 13	2 nd November: Mock CA Unit 3	17 th January CA Unit 3	May Unit 4 external exam	
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