# Criminology Year 12: Threshold concepts

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|
| Topic | Unit 1:<br>AC 1.1 Analyse different types of crime<br>AC 1.2 Explain the reasons for unreported crime<br>AC 1.3 Explain the consequences of unreported crime<br><br>Unit 2: AC 1.1-2.2 Social construction of crime<br><br>Initial assessment (week 3) | Unit 1:<br>AC 1.4 Describe the media representations of crime<br>AC 1.5 Explain the impact of media representations on public perception<br>AC 1.6 Evaluate methods of collecting crime statistics<br>Unit 2: AC 1.2,3.1,3.2,4.1 Biological explanations of crime | Unit 1:<br>AC 2.1 and 2.2: Compare and evaluate campaigns for change<br>AC 3.1-3.3 Plan, design and justify a campaign for change<br><br>CA prep<br><br>Unit 2: AC 2.2, 3.1,3.2,4.1 Individualist explanations of crime<br>Unit 1: Controlled assessment | Unit 2: AC 2.3, 3.1,3.2,4.1 Sociological explanations of crime<br><br>Unit 2: AC4.2-4.3 Social changes and policy development; How campaigns impact policy development<br><br>Unit 2 Mock | Unit 2: AC4.2-4.3 Complete Social changes and policy development; How campaigns impact policy development<br>Exam Preparation<br><br>SYNOPTIC RECAP (UNIT1/2)<br><br>Unit 2: External Exam | Unit 3 Prep:<br>AC 1.1: Role of the Police/CSI/CPS<br><br>Case studies including Hillsborough, Jill Dando, Rachel Nickell, Stephen Lawrence and Sally Clarke. |
| Threshold Concept | 2. Everyone<br>3. Applications | 1. Research evidence<br>2.Everyone | 3. Applications<br>5. Alternatives | 1. Research evidence<br>2. Everyone<br>3. Applications<br>4. Debates<br>5. Alternatives | 1. Research evidence<br>2. Everyone<br>3. Applications<br>4. Debates<br>5. Alternatives | 1. Research evidence<br>3. Applications<br>4. Debates |
| Building on | Keep reinforcing READA as an evaluation tool<br>Encourage students to use READA to think for themselves rather than learn evaluation points 'rote'<br>Appreciate different approaches to explaining social issues and cultural variations.<br>Exploration of links to Real world context | | | | | |
| Leading to | Critical analysis of criminological issues<br>Synoptic links across the subject Units and social science subjects<br>Development of real-world context in terms of case studies | | | | | |
| How will you know how you are doing and how to improve? | Initial assessment<br>In class assessments<br>Modular internal assessment (Controlled assessment Unit 1) and summative external assessment (Exam Unit 2)<br>Sixth form mocks<br>Homework and folder checks<br>Student voice | | | | | |
| Experiences to look out for | Trips and speakers | | | | | |
| A links to useful resources | Lesson resources: Criminology - Resources - Tagging view (sharepoint.com)<br>Exam board: Level 3 Criminology (wjec.co.uk)<br>Revision support: WJEC Applied Cert & Dip Level 3 Criminology Study & Revision Guide (illuminatepublishing.com)<br>News: Home - BBC News | | | | | |
| ASPIRATIONS | Criminology at University:Best UK universities for criminology – league table \| University guide \| The Guardian<br>Criminology careers: What can I do with a criminology degree? \| Prospects.ac.uk<br>Criminology based apprenticeships: Police Apprenticeship and Traditional Entry \| Join The Police (joiningthepolice.co.uk);<br>Law apprenticeships \| Prospects.ac.uk | | | | | |

# Criminology Year 13: Threshold concepts

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|
| Topic | Unit 3:<br>AC 1.1- 2.1 Understanding the process of criminal investigations<br>Unit 4:<br>AC 1.1- 1.2 Describe the process of law marking and organization of the CJS<br>AC 1.3 Models of justice | Unit 3: AC 2.2 - 3.2 understand the process of prosecution and reviewing criminal cases<br>Unit 4:<br>AC 2.1 Forms of social control<br>AC 2.2-2.3 Discuss aims of punishment and link to forms. | Unit 3: TAKEOVER<br>CA prep across all lessons<br><br>Unit 3: Controlled assessment | Unit 4:<br>AC 3.1-3.4 Role and evaluation of agencies of social control.<br><br>Unit 4 Mock | Preparing for Unit 4 summative exam | STUDY LEAVE<br><br>Unit 4: External summative exam |
| Threshold Concept | 1. Research Evidence<br>2. Everyone<br>3. Applications | 3. Applications<br>4. Debates<br>5. Alternatives | 1. Research evidence<br>2. Everyone<br>3. Applications<br>4. Debates<br>5. Alternatives | 4.Debates<br>5.Alternatives | 1. Research evidence<br>2. Everyone<br>3. Applications<br>4. Debates<br>5. Alternatives | |
| Building on | Keep reinforcing READA as an evaluation tool<br>Encourage students to use READA to think for themselves rather than learn evaluation points 'rote'<br>Appreciate different approaches to explaining social issues and cultural variations.<br>Exploration of links to Real world context | | | | | |
| Leading to | Critical analysis of criminological issues<br>Synoptic links across the subject Units and social science subjects<br>Development of real-world context in terms of case studies and applying to scenarios | | | | | |
| How will you know how you are doing and how to improve? | Initial assessment<br>In class assessments<br>Modular internal assessment (Controlled assessment Unit 1) and summative external assessment (Exam Unit 2)<br>Sixth form mocks<br>Homework and folder checks<br>Student voice | | | | | |
| Experiences to look out for | Trips and speakers | | | | | |
| A links to useful resources ( to be added 2022-23) | Lesson resources: Criminology - Resources - Tagging view (sharepoint.com)<br>Exam board: Level 3 Criminology (wjec.co.uk)<br>Revision support: WJEC Applied Cert & Dip Level 3 Criminology Study & Revision Guide (illuminatepublishing.com)<br>News: Home - BBC News | | | | | |
| ASPIRATIONS | Criminology at University:Best UK universities for criminology – league table \| University guide \| The Guardian<br>Criminology careers: What can I do with a criminology degree? \| Prospects.ac.uk<br>Criminology based apprenticeships: Police Apprenticeship and Traditional Entry \| Join The Police (joiningthepolice.co.uk);<br>Law apprenticeships \| Prospects.ac.uk | | | | | |